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| **Sample Support and Risk Management Plan**  **Student Name:** | |
| *Name of school:* *Name of Principal:*  *Date(s)(and subject to regular review):*  *Group/class:* | *Number in group/class: Name of contact person: Contact number: Relevant staff:* |

| Activity/Issue | Hazard Identification & Associated Risk  Type/Cause | **Assess Risk**  use matrix | **Elimination or Control Measures** | **Who** | **When** |
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| Record Keeping | Potential for identification of sex at birth | High | Amend all school information (including ERN and other electronic record systems maintained by the school) to reflect student’s preferred name and identified gender once approved.  Any card identifying the student (e.g. the school library card) should be reissued  Bus and train passes adjusted to reflect preferred name and identified gender. | P | Now |
| Need for current information | School unaware of changes in the student’s situation that place him or  her at risk | High | One point of family contact to be established within school (Mr/Ms X). If Mr/Ms X is unavailable and matter is urgent contact to be made with the Principal. | HT(W)  YA | Now  Ongoing |
|  | School unaware of issues that may affect the wellbeing of sibling currently in Year X |  | Parents to keep school informed of any relevant developments and/or issues.  Parents to contact school with concerns they may have regarding student or sibling.  School to have access to relevant medical information including contact with health care professionals to support for student. | P  P | Monthly or as needed |
|  |  |  | Regular scheduled meetings to review plan and student issues with parent and student. |  |  |
| Curriculum | Potential for student  intolerance through  a lack of  understanding | Medium | Review PDHPE curriculum Stage 4/5 to ensure that issues related to difference; gender; prejudice and discrimination are highlighted and addressed. | DP(C) | Now and  Ongoing |
| Playground | Identification of biological sex Bullying of student and/or friendship group  Bullying of sibling | Medium | Staff to monitor playground. Student given a safe place to go.  Assist student and sibling in developing strategies to deal with comments from other students.  Student made aware of contact person in the school and how this person can help them. Sibling given a safe place to go.  Counsellor support available at the school. | All  Counsellor  Counsellor | Now and ongoing |
| Use of toilet and change rooms | Potential for identification of biological sex  Potential for other students to be embarrassed or angered | High | Student to use male change room facilities Doors provided to change room cubicles of their identified gender  Student must change in cubicle  Staff to monitor length of time in change room Staff and student to report any incidents in the change room to Principal  Student to use toilet of identified gender – strategies discussed with HT(W) as above Zero tolerance to “skylarking” in change rooms. Teachers to report to DP in the first instance | P  Staff P | Now Ongoing  Ongoing |
| Puberty | Potential for identification of biological sex | High | Access to separate toilet facilities in school administration block during monthly menstruation. Personal hygiene products kept in this facility exclusively for use by student.  Separate change room facilities available during PE lessons at this time.  Counsellor support available at school | Counsellor | Now  Ongoing and as needed |
| Sport | Potential for identification of biological sex  Issue of swimming | High | Discussion with student and family as appropriate about strategies to ensure confidentiality and safety when participating in sports such as swimming. Subsequent plan and strategies to be communicated to relevant school personnel. | P | Ongoing |
| Overnight Excursions | Potential for identification of biological sex | High | Student to be given the opportunity to participate in overnight excursions – full risk management to incorporate strategies for supporting and maintaining confidentiality, including strategic discussions with and his family prior to the excursion and consideration to any health care needs. | P | As needed |
| Peer group | Alienation from peer group where the group becomes aware of biological sex; dealing with sense of betrayal from those who did not know the student’s birth  gender. | High | Student to be involved with peers of his identified sex in any activities that may be segregated by sex such as sport and health education  Staff to be reminded of the school anti- bullying and anti-discrimination policies.  Assist student in developing communication strategy with friendship group.  New or revised risk management plan to be devised in response to situational changes or developments.  Group discussions of differences and tolerance; prejudice and discrimination if awareness if birth gender becomes an issue.  Involvement of school counsellors in developing a process should the need arise. | DP(C) P  Counsellor  P & Counsellor  YA | Now & review T1 2019  As needed As needed  As needed  As needed |
| Staff | Inappropriate talk amongst students and/or staff Inadvertent discrimination | Medium | All staff briefed and made aware of the privacy legislation and the confidentiality of the information disclosed to them. Staff should also be reminded of their obligations under the Code of Conduct.  Staff briefed on group discussions and strategies in place should birth gender of student become common knowledge among students  Script developed (in consultation with Educational Services staff, Student Engagement and Interagency Partnership, and Legal Services) for staff in responding to questions from other students.  Statement of school values made available to all staff including casual staff. | P  P  P/ Counsellor | Now, & beg. each semester  As needed  As needed  Now |
| Community | Disclosure of  student’s situation  to students and  community | High | Developed media strategy in consultation with  DEC Media unit | P | Now |

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| *Plan prepared by:*  *Prepared in consultation with:* |  | *Position:*  *Communicated to:* |  | *Date:* |