



School Climate Assessment (Administrators)

This School Climate Assessment is an inclusivity assessment tool that school administrators and those with oversight can use to assess the environment of their school for lesbian, gay, bisexual, transgender, intersex and other students who are diverse in sex, gender or sexuality (LGBTIQ+). This tool helps to identify where the school environment is supportive of LGBTIQ+ students, and where there are areas for improvement.

This assessment should be completed by a principal, school psychologist, student services coordinator or another high-level staff member. Discussion of the results with Inclusive Education WA (IEWA) will allow for tailored advice about how to address gaps and further develop strengths. IEWA can also provide staff and student versions of this assessment tool.

Each question has the options of yes, no, or 'somewhat', which can be ticked to indicate that there is something in place, but it could be further developed or improved. If you don't know the answer to a question, see if you can find out what is happening in that area by asking staff who would know, or through observation. Space has been allowed for notes to be made under each question.

CLIMATE ASSESSMENT SECTIONS

1. Policies and Administrative Support
2. School-Sponsored Trainings and Workshops
3. School Climate
4. Teaching Practices and Resources
5. School and Community Attitudes
6. Next Steps



POLICIES AND ADMINISTRATIVE SUPPORT

1. Our school has a core value or mission statement that includes respect for all types of diversity.

Yes No Somewhat

2. Our school has a written policy protecting students from harassment, violence and discrimination with regard to:

Sexual Orientation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Gender Identity	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Intersex Status	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Appearance and Physical Attributes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat
Family diversity	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat

3. Our school has an anti-bullying policy that specifically prohibits bullying on the basis of gender diversity or sexual orientation (e.g. homophobic or transphobic bullying).

Yes No Somewhat

4. Our school uniform policy is flexible and allows transgender and gender diverse students to wear the uniform that matches their gender identity.

Yes No Somewhat



5. Our school records/information system allows students to change their preferred name, gender markers, and pronouns to match their gender identity.

- Yes No Somewhat

6. School forms are designed to reflect diversity (e.g., there is provision for a range of parent/guardian genders, titles and pronouns and same sex partners are included).

- Yes No Somewhat

7. All students are allowed to access the toilets and change facilities that match their gender identity.

- Yes No Somewhat

8. Gender neutral toilets and change facilities are accessible for students who do not wish to use gendered facilities and they are not signed as disability access facilities).

- Yes No Somewhat

9. Sports activities and competitions enable trans and gender diverse students to participate in mixed gender activities, or in the gendered team of their choice.

- Yes No Somewhat



10. Where there appears to be an unfair advantage, we work with experts (e.g., School Sport Western Australia) to ensure that trans and gender diverse students are able to participate actively and equitably in school sports.

- Yes No Somewhat

11. School camps and other external activities are managed flexibly to ensure that trans and gender diverse students are comfortable (e.g., they are placed with peers that they feel safe with), and their need for privacy when changing is addressed without drawing attention to them.

- Yes No Somewhat

SCHOOL-SPONSORED TRAININGS AND WORKSHOPS

12. In the last three years, our school staff have received professional learning on topics such as same sex orientation, intersex status and gender identity.

- Yes No Somewhat

13. In the last three years, our school staff have received professional learning or resources on bias-based harassment and bullying, including harassment related to a person's real or perceived sexual orientation, gender identity or intersex status.

- Yes No Somewhat



14. Educators in our school have received training or support on how to respond to student's comments and concern about same sex attraction, intersex and gender diversity.

- Yes No Somewhat

SCHOOL CLIMATE

15. The preferred name and pronouns of trans and gender diverse students are respected and used by all school staff and students.

- Yes No Somewhat

16. Staff and students are corrected when they use the wrong name or pronouns for a student.

- Yes No Somewhat

17. I am aware of students using the following as slurs at our school:

- Gender (sissy, girl, tomboy, etc.) Yes No
- Gender diversity (tranny, she male, lady boy, shim, etc.) Yes No
- Sexual orientation (poof, fag, 'that's so gay', etc.) Yes No



18. When the above slurs are used by students, they are addressed by staff (e.g., the student is asked to reflect on their language or there are consequences when students use these terms deliberately).

- Yes No Somewhat

19. I am aware of students physically harassing other students who are diverse in their sex, gender or sexuality.

- Yes No Somewhat

20. When physical harassment occurs, the perpetrators are disciplined in accordance with our bullying/behaviour management policies.

- Yes No Somewhat

21. LGBTIQ+ students and allies are able to connect and provide support for each other through a student alliance group, or similar.

- Yes No Somewhat

22. School staff and students are welcome to take their same sex or gender diverse partners to formal school functions.

- Yes No Somewhat



23. Messaging to parents and community members emphasises that our school is a welcoming community where diversity of all types is celebrated.

- Yes No Somewhat

24. Concerns expressed by parents or community members are addressed in a consistent way, which emphasizes the needs and wellbeing of students who are diverse in their sex, gender or sexuality.

- Yes No Somewhat

TEACHING PRACTICES AND RESOURCES

25. Our school library has a range of books (fiction and non-fiction) that positively highlight the diversity of sex, gender and sexuality

- Yes No Somewhat

26. Lessons and messaging include different kinds of family dynamics, such as families with same sex parents (two mums or two dads) and transgender parents or children

- Yes No Somewhat

27. Lesson on name-calling or bullying include sex, gender and sexuality related harassment

- Yes No Somewhat



28. Educators in our school feel comfortable defining identity labels such as 'gay,' 'lesbian' and 'transgender' to students:

- In the classroom Yes No Somewhat
- One on one Yes No Somewhat

29. Educators in our school have access to resources that give students information about gender diversity, intersex variations and sexual orientation.

- Yes No Somewhat

30. Educators have access to resources that offer support for same sex attracted and gender diverse young people, (e.g., in-school or external supports or resources).

- Yes No Somewhat

31. Our health education curriculum addresses the differences between sex, gender and sexuality.

- Yes No Somewhat

32. Our health education curriculum is inclusive of the experiences of intersex, gender diverse and same sex attracted students.



Yes No Somewhat

33. Our school displays materials (posters, information booklets or flyers) that depict gender diversity, intersex variations and sexual diversity in a positive way.

Yes No Somewhat

34. If yes, do these materials remain in place without being damaged or defaced?

Yes No Somewhat

SCHOOL AND COMMUNITY ATTITUDES

35. Staff obstacles to addressing **LGBTI+ harassment and exclusion** involving students are likely based on: (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Fear of parental dissatisfaction | <input type="checkbox"/> Educators lack awareness |
| <input type="checkbox"/> Students being too young | <input type="checkbox"/> Religious objections |
| <input type="checkbox"/> Lack of time | <input type="checkbox"/> Educators lack training |
| <input type="checkbox"/> Inappropriate to discuss outside the home | <input type="checkbox"/> There are no objections |
| <input type="checkbox"/> Other _____ | |

36. Obstacles to addressing **gender roles and expression** with students by staff in our school are based on: (Check all that apply)



- Fear of parental dissatisfaction
- Students are too young
- Lack of time in curriculum
- Inappropriate to discuss outside the home
- Other _____
- Educators lack resources
- Religious objections
- Educators lack training
- There are no objections

37. The school fosters relationships with people and organisations that support sex, gender and sexuality diversity and inclusion in our school.

- Yes
- No
- Somewhat

NEXT STEPS

- Identify where further development is needed.
- Discuss the survey outcomes with Inclusive Education WA to see where they can help or provide support/resources.
- Develop an action plan to address weaknesses or build on strengths.