

**Supporting Transgender, Lesbian, Gay and Bisexual Young People in our Services**  
A Guide to accompany the Policy and Procedures to  
Prevent and Respond to Bullying and Prejudice 2013

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- 1 **Introduction and Purpose**

The purpose of this guidance is to offer supportive and practical information to all staff in the City of Edinburgh Council who work with children and young people in order to support young people who are or may be gay, lesbian, bisexual or transgender.

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Transgender is an umbrella and inclusive term that covers a wide range of gender identities as described below. This guidance is deliberately weighted towards transgender young people, due to the lack of any previous guidance provided by the Council to its staff.

The values underpinning the guidance are in line with the vision of the Children and Families service for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential. It also contributes to the Council's mission to place children, young people and families at the heart of services and to provide support when it is needed throughout childhood and the transition to adulthood. The Council is also committed to inclusion, equality, and rights for all.

The guidance has been developed by the Principal Officer Equalities in consultation with LGBT Youth Scotland, four schools, two youth groups, two parents, two former transgender students, NHS Services and others. It was initiated by draft guidance shared by Fife Council in early 2015.

While it is expected that the school's Equality Coordinator and/or Senior Management Team representative become familiar with this guidance, it is not anticipated that all staff will read all the guidance at one time but rather be able to select sections as required.

Evidence shows that guidance is needed because

- Staff in schools have requested help in understanding and supporting young transgender people (from LGBT Youth Scotland and the Principal Officer Equalities)
- Homophobia as a factor in bullying in schools is increasing (Safe from Bullying Survey)
- the casual use of homophobic insults has not lessened in recent years (anecdotal)

Growing up and developing one's own identity can be a fraught process to negotiate for many young people. This can be made even more difficult when a young person's developing sexual orientation or gender identity is one which is different from expectations. **Coming out as LGB or T to a parent, carer, teacher or social worker** can be a daunting prospect and many LGBT young people prefer to remain silent because of fear of rejection. These fears can be well founded and are substantiated by research.

If a young person comes out to you either about their sexual orientation or gender identity it is important **not to make any assumptions or jump to conclusions**. You may want to ask why they have chosen to come out to you and then be open to listen. Exploring the young person's disclosure with **open questions** can help them open up and also allow you to find out what they need from you. It is essential to be **non-judgemental** and **honest** about what you can and can't do. (*"Do you know, to be honest I'm not too sure about that – would you like me to find out for you?"*). You could be the first person they have ever told about this and having them confide in you is a **huge privilege – praise their courage** in talking with you. You should also be ready to provide relevant and up-to-date information and able to **signpost** to organisations, websites and resources such as LGBT Youth Scotland and become familiar with how they support to LGB and T young people. (<http://bit.ly/1HV2N03>)

It is anticipated that where a child or young person presents with an issue associated with their sexual orientation or gender identity, staff will work together within the parameters of Getting It Right to ensure a

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consistent level of person-centred support is provided. This may include working with the voluntary sector, Psychological Services, parenting support services, Health and Housing.

Edinburgh has a historically close working relationship with both LGBT Youth Scotland and Stonewall Scotland. In 2014 we began the journey towards the LGBT Youth Scotland Charter Mark scheme and in 2013 achieved a high ranking in the Stonewall Equality Index. LGBT Youth Scotland offers young people identifying as LGB or T a safe and secure space to express and explore and enjoy their identity and more information on this is found at 7 below. While there is much good practice to share, we can and must do more: for example to tackle the endemic misuse of the word 'gay' as an insult and raise awareness of transgender identities.

## 2 Transgender Identities

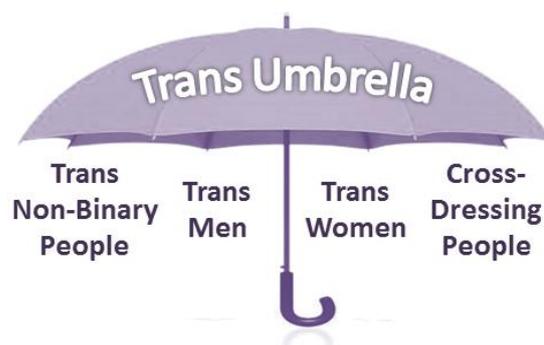
*"Having teachers be more aware... teachers that understood that there were transgender identities would really help"* (young person)

*"... there were other people in the school who identified as lesbian, gay or bisexual. It seemed much more accepted than being trans as a lot of people viewed it as being something you weren't. It is who you are - you were born like it!"* (young person)

**Sex** - The noun refers to physical differences between male and female bodies, including the reproductive system and/or other biological characteristics. Sex is most commonly divided into the categories of male and female however biological sex is much more diverse (see Intersex definition).

**Gender** - Refers to the attitudes, feelings and behaviours that a given culture associates with a person's biological sex. The terms girl/woman, boy/man are assigned at birth on the basis of biological sex and have many socially constructed expectations, standards and norms that can limit and oppress people's gender expression.

**Transgender** - An umbrella term for those whose gender identity or expression differs in some way from the sex assigned to them at birth and conflicts with the 'norms' expected by the society they live in. Included in the overall transgender umbrella are transsexual people, non-binary gender identities and cross-dressing.



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From the Scottish Transgender Alliance website:

**Transsexual** - When a person's gender identity is the different to the biological sex they were assigned at birth. Transsexual people may have medical treatment, such as hormone treatment or surgery to bring their physical appearance more into line with their gender.

**Non-Binary Gender** - Gender identities that are not exclusively male or female are identities which are outside of the gender binary. People can be both male and female, neither or their gender may be more fluid (i.e. unfixated and changeable over the course of time).

**Cross-dressing** - Wearing clothing typical of the opposite sex. People who cross dress identify with their biological sex.

**Intersex** - A person whose chromosomes, reproductive organs or genitalia vary in some way from what is traditionally considered clearly male or female in terms of biological sex. This may be apparent at birth or become apparent later in life - often at puberty, or in the case of some women, when they try to conceive.

### **2.1 Transgender Pronouns**

It is extremely important that the correct pronoun and any chosen change of name are used when addressing or discussing transgender people. Young people should be asked and then always be addressed in their preferred identity.

Hearing friends, family or staff members using 'him' or 'her' incorrectly can be very uncomfortable and upsetting for the transgender child or young person to hear. Staff may need to gently remind each other of this on such occasions. See also 3.7 for parental concerns and 3.8 for advice about recording name changes.

Gender-neutral pronouns such as 'they' can also be used, particularly for those who identify with a non-binary gender identity.

## **3 Practical Advice**

### **3.1 Ideas**

#### **3.1.1 Gender-neutral books, toys and games**

There is a significant move amongst publishers to abandon gender-specific children's books. Schools, libraries and other centres could encourage staff and children to take part in an investigation of the stock of resources and to question any which might stereotype or focus unnecessarily on one particular gender. Younger children and parents/carers could be encouraged to work in teams to design and create gender-neutral toys or games.

#### **3.1.2 Campaigns to eliminate offensive language**

In the spirit of advancing emotional literacy in all children's services, staff might plan an all-day or part-week campaign to record any incident of offensive language as it happens. This would work well as part of a wider focus to increase understanding, empathy and good relationships. It need not be confined to homophobic language and could include racist insults and words that are particularly hurtful to people with disabilities.

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### 3.1.3 Gender-based career aspirations

As well as creating an inclusive ethos for lesbian, gay, bisexual and transgender children and young people, further benefit is gained by exploring with younger children what their future career assumptions might be and to introduce possibilities and role models that are not based on traditional gender roles. This can begin in the early years.

### 3.1.4 Gender-specific prizes and awards

Centres should review the need to have boy winners and girl winners and be aware of the impact this has on a student who is transgender.

### 3.1.5 Primary Schools and After-School Clubs

While there are no longer separate entrances for girls and boys, there may still be some places where they are asked to line up separately. This could be done instead by e.g. house groups rather than by gender.

### 3.1.6 Have available good books that normalise same-sex relationships

All centres should make use of resources that reflect the diversity of family life - not only in respect of cultural and faith diversity. It can be one of the most significant ways to normalise recognition of families where there may be, for example, two mums or two dads or parents or siblings who have undergone gender change. See Section 5.

## **3.2 Use of Toilets and Changing Facilities**

Where possible transgender young people should be allowed to use the toilet that aligns with their gender identity and this should be robustly considered in discussion with the young person.

Some transgender young people may have concerns for their personal safety. In that case, an assessment of any risks to the young person should be carried out. Assessments should be reasonable and measured and should consider the actual likelihood of risk.

For the short term, there are also zero cost options such as renaming a 'Disabled Toilet' as 'Toilet' or 'Toilet & Changing Facility' or by making a staff room available. However in talking this over with the young person, consider the implications of confidentiality.

Where schools or youth groups are involved in competitions against other schools or youth groups, it is worth checking with the group leader in advance if they have any transgender children or young people participating, in order to ensure that appropriate toilet/changing facilities are made available. It could be uncomfortable or distressing for a young person if the good arrangements made in their own centre are not available to them.

*"...non-binary bathrooms would do so much for so many people" (young person)*

## **3.3 School Uniform and Dress Codes**

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Transgender pupils, like all others are expected to conform to the school's dress code including any rules on make-up, hair styles/colour and appropriate dress. It is advisable for all schools to have a unisex option. Consideration may have to be given for female to male pupils who are binding their breasts to maintain a flatter chest in accordance with their gender identity. They may require a looser fitting shirt or sweatshirt. During PE lessons, the transgender child/young person should be able to wear the sportswear of their expressed gender identity with consideration given to swimwear options. Skirted swimsuits, baggy shorts or short wetsuits could be considered as alternatives for the child/young person along similar lines to modest swimwear often used by young people from particular faith groups.

*"I didn't really understand what transgender was to begin with. There wasn't any education in school... All I knew was that anyone who dress weird or in the 'wrong' clothes was bullied"* (young person)

### **3.4 Transitions from School, Residential Centre or Youth Group**

In some situations transgender children/young people and their families may consider changing to a new school or centre to allow a fresh start in their expressed gender identity. This may be a positive option although the impact on existing friendships and peer support should be discussed with the young person. If the decision is made to move, sensitive management of information and good communications are essential. Areas for discussion between the old and new establishments should include the consideration of a single point of contact with the child/young person and their family, with meetings offered to allow a positive relationship to develop. If direct meetings are not an option, use of new technologies such as video conferencing or regular telephone calls or emails should be considered as an alternative. It is the responsibility of the new establishment to ensure that preparations around safety, access to facilities, language and terminology and the centre's ethos are carried out in advance.

*"I met a teacher that was really helpful and very kind. I started talking to him and he opened up... It meant that I could be who I am, even if it was just for 45 minutes"* (young person)

### **3.5 Absence from School or Youth Work Programmes**

Children and young people who are transitioning may require to be absent from school due to personal/family issues or appointments with other services. Such absences should be recorded as authorised and not as periods of sickness. Regular and positive communication between the child/young person and their family is essential in order to be aware of the reasoning behind any periods of absence and to explore what support can be offered to maintain their learning programmes and their social circles.

School absences should be recorded as follows:-

Absences relating to medical appointment: Record as 'P' - Medical or Dental Appointment.

Absences relating to arranged meetings with other services, such LGBT Youth: Record as 'O' – Other Attendance out of School.

(These absences will not affect the student's overall percentage attendance rate)

Absences for Family/Personal issues: Record as 'A' - Other Authorised Absence.

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*“Professionals should see the concerns a young person has, not just their sexuality, as paramount”. (LGBT young person)*

#### **3.6 Confidentiality and Information Sharing**

Being lesbian, gay, bisexual or transgender are not in themselves a child protection concern and therefore information about the young person should not be shared with others. Doing so may put them at risk amongst their peers, in their home or force them to ‘come out’ to others before they are ready to do so.

**Staff should never disclose the names of young people they know to be undergoing transition to other staff or students unless they have been given permission to do so.**

Staff should be clear with the young person that they may need to discuss the matter with their line manager in which case they must show that they have the young person’s permission.

Although it is important to understand these specific confidentiality concerns for LGBT young people, standard policies and procedures around child protection still apply whenever a young person appears to be at risk, regardless of their sexual orientation or gender identity. In these cases it should be reinforced to the young person that it is the child protection issue that is leading you to breach confidentiality and not their sexual orientation or gender identity.

*“Staff can often panic initially. They often call a meeting and discuss it openly as a team, informing those who perhaps did not need to know. They call an outside agency in to speak to them without consulting with the young person first. They also call parents to let them know, based on the assumption that they have the right to know.” (teaching professional)*

*“One thing they had a problem with was confidentiality – if you went to a member of staff and said ‘look someone is bothering me’ they would then go to this person and say ‘look so and so said that you’ve done this to them’ and then you’d just cop it 10 times worse.” (young person)*

#### **3.7 Parents and Carers**

Not every parent, carer, member of staff or friend/peer will be immediately understanding and accepting of the issues faced by gay, lesbian, bisexual or transgender young people and their families. It is natural to be unsure and even to make mistakes at times. However accepting staff who model positive attitudes influence others to be more accepting.

It is essential to be supportive to parents and carers and aim to develop an agreed approach that is guided by the young person’s stated needs. A focus on the best interests, rights and protection of the young person will help, as will expressing understanding of the difficulties that some parents will have. Parents may require support from Psychological Services, Support for Learning staff, social workers or voluntary sector organisations. Contact with Psychological Services is usually mediated through a child or young person’s planning meeting.

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If, for example, the young person's wish to be known by a different name is not supported by the parents/carers, then the best interests of the child or young person should be the guiding principle and any risk to their health and wellbeing taken into account during any consideration about not implementing their wishes.

If queries are raised by local press agencies these should be passed to the Council's Communications Team and no direct statements should be issued by any staff member.

### **3.8 Changing Names and Exam Certificates**

Where possible and always with the knowledge and consent of the young person, information should be updated and staff made aware (see 3.6 re confidentiality). It is not necessary to change historical records and reports; it is sufficient to annotate the records with a statement about the young person's new gender identity. At the time of writing this guidance, there is no gender option other than 'male' or 'female' available on the schools' information management system (SEEMIS). Although this is receiving attention, it is unlikely to be in place before 2017.

SQA are issuing guidance stating that any change to name and gender is the responsibility of schools and this will not affect the SQA candidate number.

### **3.9 Sports and Physical Activity**

Other than discussing changing facilities and unisex sportswear as above, there may be little if any impact on transgender children and young people with regards to their participation in sports and physical activity. Primary stage PE lessons and community activities are usually concerned with non-gender specific activities with their focus on team work, developing co-ordination skills, play skills and improving their physical activity awareness. See also 3.2 regarding competitions with other schools.

### **3.10 Activities Beyond School**

Children and Families services provide trips, excursions, residential experiences and work experience and these should always be inclusive. It is the duty of schools and other centres to plan in advance to meet the needs of all children and young people. Transgender children and young people should be allowed to be with the group of their chosen gender, if that is what they wish.

Consideration will need to be given to, for example

- Toilets and changing facilities
- Sleeping arrangements
- Laws and cultural differences on overseas trips and border control requirements
- The ethos and practices of the residential centre or work placement
- Confidentiality must be assured – see 3.6.

In many countries it is illegal to be LGB or T with the death penalty operating in five countries in 2014. The International Lesbian and Gay Association (ILGA) have information on their website that should be used when planning a trip abroad. <http://ilga.org/what-we-do/lesbian-gay-rights-maps/>

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### 3.11 Work Experience and Volunteering Opportunities

City of Edinburgh Council staff have developed strong approaches to work placements and volunteering opportunities as a means of developing the employability skills of young people. Often these opportunities are provided through links with local businesses in surrounding communities and/or local charities or voluntary organisations. As the placing service, we have a duty of care to ensure that the receiving organisation is a safe, welcoming and learning-focused environment for the young person. This may require a risk assessment to be completed in order to ensure that the LGB or T young person will not be subject to any undue risks or discriminatory practice and that their new working environment meets the standards of this guidance. Any discussions with potential placement providers are subject to the young person's right to privacy and therefore personal details such as sexual orientation or gender identity should never be disclosed. A discussion with the transgender young person and (if appropriate and with their permission) their family should be held in order to identify suitable placement opportunities as well as some of the concern areas that the young person may have and the support that will be available to help overcome these.

## 4 Homophobic and Transphobic Bullying

*"It (bullying) really badly affected my mental health and self-esteem. I started to feel depressed about age 14 and since then I've been in and out of feeling suicidal"* (young person)

*"From about age 15 I had transphobic bullying. Even though I didn't realise I was Transgender until I was 17; purely because I dressed like a boy"* (young person)

Research also consistently shows that homophobia is a problem, especially in schools. Survey evidence in Edinburgh shows increasing numbers of young people in Edinburgh who identify homophobia as a factor in bullying. Transphobic bullying has generally not been recognised until very recently. However the Council's Policy and Procedures to Prevent and Respond to Bullying and Prejudice make it clear that transphobia is as serious as other forms of prejudice and discrimination.

### 4.1 Policy and Procedural Changes

All schools have individual equality/anti-bullying policies that are in line with the Council's Policy and Procedures above. These now need to be reviewed and upgraded and shared with staff, students and parents. The changes to be made are

- (if not previously included) add under "PREVENTION" *"Provide age-appropriate reading materials and resources that provide a balanced diversity, e.g. family structures that include single parents, ethnic minorities, disabled people and same-sex parents"*.
- Under "Curriculum for Excellence" add *"Sex and Relationships Education is provided that meets the needs of every learner including LGB and T young people and always challenges homophobia, biphobia and transphobia."*

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Like any form of bullying, incidents involving transgender children and young people (or their families) must be dealt with broadly in the same manner as other incidents of a bullying nature, whilst being mindful of confidentiality as stated above. The CEC recording form allows for this and is on the Orb at <http://bit.ly/1UbGr2L>.

### **5 Legal and Policy Context**

There have been many legal or policy changes within the UK and Scotland that are relevant to people who are LGBT. These include United Nations Convention on the Rights of the Child (UNCRC) The Gender Recognition Act 2004, The Education (Additional Support for Learning) (Scotland) Act 2009, The Offences (Aggravated by Prejudice) (Scotland) Act 2009, The Age of Legal Capacity (Scotland) Act 1991, The Equality Act 2010, Getting It Right for Every Child and the Children and Young People (Scotland) Act 2014.

United Nations Convention on the Rights of the Child (UNCRC)  
[http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

- Article 1 requires that the Convention applies to all children and young people.
- Article 2 ensures the right to protection from discrimination
- Article 3 requires that the best interests of the child must be the primary concern in making decisions that may affect them. All adults should do what is best for children.
- Article 4 requires governments to help families protect children's rights and create an environment where they can grow and reach their potential
- Article 5 requires governments to respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly
- Article 12 requires respect for the views of the child.
- Article 16 ensures a child's right to privacy
- Article 17 gives children the right to get information that is important to their health and well-being.
- Article 19 gives children the right to be protected from being hurt and mistreated, physically or mentally.

#### The Gender Recognition Act 2004

The purpose of the Gender Recognition Act is to provide transgender people aged 18 or over with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate by a Gender Recognition Panel. In practical terms, legal recognition has the effect that, for example, a male-to-female transsexual person is legally recognised as a woman in law. On the issue of a full gender recognition certificate, the person is entitled to a new birth certificate reflecting the acquired gender (provided a UK birth register entry already exists for the person) and is able to marry someone of the opposite gender to his or her acquired gender. (National Archives Online - [legislation.gov.uk](http://legislation.gov.uk))

Scottish Executive, 2005 Guidance on confidentiality and information sharing "Happy, Safe and Achieving their Potential - a standard of support for children and young people in Scottish schools"  
Standard 9: Respects confidentiality

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*“School staff, children, young people and parents are clear that the majority of concerns can be discussed in confidence with any member of staff, and the school will involve children and young people in giving informed consent to share information with other services where this will help them. The school is also clear what staff will do where there are concerns about risk of harm, while communicating a commitment to support and involve the child or young person when information must be shared.”*

### The Education (Additional Support for Learning) (Scotland) Act 2009

This replaced the original ASL Act of 2004, amending and strengthening it, although the basic tenets remain the same. Additional support needs occur "where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person." This would apply to any young person experiencing bullying or discrimination on the basis of a protected characteristic. It equally applies to children and young people experiencing mental health problems and truancy. The Getting It Right approach should be followed, alongside Council policies and procedures on Preventing and Responding to Bullying and Prejudice.

### The Offences (Aggravated by Prejudice) (Scotland) Act 2009

This Act creates statutory aggravations for crimes motivated by malice and ill will towards an individual based on their sexual orientation, transgender identity or disability. (Previous legislation protected racial discrimination and this continues). Where offences are proven to be as a result of such malice or ill-will, the court must take that into account when determining sentence. This can lead to a longer custodial sentence or higher fine or a different type of disposal.

### The Age of Legal Capacity (Scotland) Act 1991 Section 2

A child of twelve and over is presumed to have sufficient capacity to instruct a solicitor, to sue on their own behalf and to enter into transactions usual for a child of that age. The legislation also states that a child aged twelve and over can consent to any medical procedure or treatment where in the opinion of the medical practitioner, he or she is capable of understanding the nature and possible consequences of the procedure.

### The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

The Equality Act 2010 ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics defined in the Act, two of which are Sexual Orientation and Gender Reassignment.

Children and young people must not be discriminated against or harassed at school or by anyone exercising a public function (such as police officers or health workers) on account of their sexual orientation or gender identity. They are protected from direct discrimination as a result of being associated with someone who is lesbian, gay, bisexual or transgender, for example a parent or partner; or if they are discriminated against by someone who thinks they are gay or have changed their gender, even if this is not the case. In addition, people are also protected from indirect discrimination, where a rule, policy or practice particularly disadvantages people on account of their protected characteristic and can't be justified. (Taken from the Equality Act 2010: What Do I Need to Know?)

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Staff will want to take a pro-active approach to ensure that no child or young person is excluded people from participating in lessons, activities or excursions on account of their protected characteristic. The Act requires public bodies such as local Authorities to consider all individuals when carrying out their day to day work such as writing new policies, delivery of services and supporting employees. It requires local authorities to have due regard to the need to

- eliminate discrimination and harassment
- advance equality of opportunity
- foster good relations between different people

### Getting It Right For Every Child (GIR) and the Children and Young People (Scotland) Act 2014 (CYPSA)

The CYSPA embraces the Human Rights Act 1998, the UN Convention on the Rights of the Child and the Scottish Government's approach to Getting It Right for Every Child.

This ensures that the needs of all vulnerable children and young people are considered against the eight well-being indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Where there are concerns, a named person should carry out an Assessment of Need and a Child's Plan should be considered.

### Children and Young People (Scotland) Act 2014

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

The Act requires local authorities to produce a Children's Services Plan every three years and to publish every year the steps taken to further the requirements of the UNCRC, Getting it Right and new duties in respect of looked-after children .

## 6 Definitions

Various terms are used throughout this document. Please see below for further clarity: -

- **LGBT** - Acronym for Lesbian, Gay, Bisexual, Transgender
- **Sexual orientation** - A person's identity based on emotional and/or physical attraction to individuals of a different gender, the same gender, or more than one gender.  
Sexual orientation can also be seen as a complex mix of an individual's identity, attraction and behaviour. However identity is the most important aspect as sexual orientation can only be determined by the individual; attraction and/or behaviour alone do not determine someone's sexual orientation.
- **Lesbian** - Refers to a woman or girl who is emotionally and/or physically attracted to other women or girls.
- **Gay** - Refers to someone who is emotionally and/or physically attracted to people of the same gender. Some women prefer to refer to themselves as gay women rather than lesbian, although the word gay is most commonly used in reference to men and boys.

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- **Bisexual** - A person who is emotionally and/or sexually attracted to people of more than one gender or regardless of gender. Historically definitions of bisexual refer to 'an attraction towards men and women' however many bisexual people recognise that there are more than two genders.
- **Coming out** - The process of acknowledging one's sexual orientation and/or gender identity to other people. For most LGBT people this is a life-long process.
- **Gender Binary** - The traditional western system of regarding gender as having only two options: men (with generally traditional notions of masculinity) and women (with generally traditional notions of femininity).
- **Gender Identity** - A person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned to them at birth.
- **Gender Expression** – A person's external gender related appearance including clothing, speech and mannerisms. Usually defined as connected to masculinity or femininity, however we recognise that people express their gender out with these traditional notions.
- **Homophobia** - The irrational fear, dislike or prejudice against lesbian and gay people who identify as lesbian or gay or those that are perceived to be.  
Can also be used as an all-encompassing term to include the irrational fear, dislike or prejudice against bisexual people and transgender people.

Homophobia can manifest itself at different levels and may involve, but is not limited to verbal abuse and physical abuse. Institutional homophobia refers to the many ways in which government and other institutions and organisations discriminate against people on the basis of sexual orientation through legislation, policies and practice.

- **Biphobia** - The irrational fear, dislike or prejudice against those who identify as bisexual people or are perceived to be bisexual. Bisexual people can experience homophobia (particularly when in same-sex relationships) and can experience biphobia from both heterosexual and lesbian and gay people.
- **Transphobia** – The irrational fear, dislike or prejudice or discrimination against transgender people or those that are perceived to be.

Transgender people can also experience homophobia when in same-sex relationships or for not conforming to gender norms.

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### **7 Tools and Resources available from LGBT Youth Scotland and the City of Edinburgh Council**

LGBT Youth Scotland has worked with schools in Scotland for over fifteen years. The work is directed by young people who have consistently articulated the need for schools and teachers in Scotland to be more inclusive, more aware and more direct in addressing the needs of LGBT young people.

Transgender young people were particularly clear that they had never heard about transgender identities in lessons or topics, or had access to information about being transgender. The only messages they received in schools in Scotland were negative ones. They felt this alienated them, disengaged them from their learning and lowered their attainment.

LGBT Youth Scotland have a range of tools, information and curriculum content in the form of activities, lesson plans, assemblies and learning journeys to improve LGBT inclusion in schools in Scotland.

Of particular interest may be the *Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying in Scottish Schools* document authored with Education Scotland which comes with sixteen lesson plans on identifying, understanding and tackling discrimination and prejudice against the LGBT community. This can be found here: <https://www.lgbtyouth.org.uk/pro-toolkit>

There are also standalone lessons, activities and assemblies available on the LGBT Youth Scotland website – [www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk)

Young people often talk to teachers about 'coming out'. This can be a delicate topic and one that can require a great deal of support. To assist both young people and adults, LGBT Youth Scotland produced coming out guides – one for sexuality, one for gender identity - found here: <https://www.lgbtyouth.org.uk/yp-coming-out>

Every school and school environment is different and, as such, LGBT Youth Scotland has designed the LGBT Schools Charter Mark. With significant support from LGBT Youth Scotland, this approach creates a bespoke program that ensures LGBT inclusion achieves whole school application from training needs through policy and resource content, to practical guidance on LGBT inclusion across the curriculum. The LGBT Schools Charter Mark can be found here: <https://www.lgbtyouth.org.uk/charter-schools>

For information about the issues affecting LGBT young people in schools in Scotland, please read the Life in Scotland for LGBT Young People: Education Report, found here: <https://www.lgbtyouth.org.uk/pro-research-scottish-schools>

LGBT Youth Scotland also deliver a range of youth groups in Edinburgh, including one specifically for transgender young people called Beyond Gender. Information about these can be found at <https://www.lgbtyouth.org.uk/edinburgh> and <http://www.beyondgenderyouth.org>

### **Tackling Homophobic Language**

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“Shh... Silence Helps Homophobia” a 7-minute film highly recommended for staff and secondary school students. Includes resources and teachers’ notes at <https://www.lgbtyouth.org.uk/>

A palette of responses to deal with the random inappropriate use of the word ‘gay’ and other insulting language. [https://orb.edinburgh.gov.uk/info/200314/equalities\\_in\\_children\\_and\\_families/322/equalities\\_in\\_children\\_and\\_families/8](https://orb.edinburgh.gov.uk/info/200314/equalities_in_children_and_families/322/equalities_in_children_and_families/8)

Stonewall’s Film “FIT” was sent to every secondary school in the UK. Lesson Plans are available on their website. It is highly recommended for young people and a full trailer can be found at

[https://www.youtube.com/watch?v=qkadki\\_ZCOE](https://www.youtube.com/watch?v=qkadki_ZCOE)

A loan copy is available from the Principal Officer Equalities.

Stonewall also provide a range of useful resources found at <http://www.stonewall.org.uk/our-work/education-resources>

### **Transgender Awareness Films**

“My Genderation” series on YouTube:-

Luke (Scottish transgender male teenager) 3 minutes - <https://www.youtube.com/watch?v=vT25aNHCo4o>

Reuben (English transgender young person) 5 minutes - <https://www.youtube.com/watch?v=byz4U51tJX8>

Six months later

5 minutes - [https://www.youtube.com/watch?v=RG\\_JlgnPdhl](https://www.youtube.com/watch?v=RG_JlgnPdhl)

Jazz (USA transgender female young girl) born a boy with a girl’s identity. 5 minutes

<https://www.youtube.com/watch?v=VH4kbybo60Y>

CBBC My Life series: “I am Leo” 25 minutes video diary of Leo who knew he was a boy since being born as a girl. His mum also shares her thoughts and feelings. [https://www.youtube.com/watch?v=0x\\_u2cs8Dpl](https://www.youtube.com/watch?v=0x_u2cs8Dpl)

The Whittington Family Ryland's Story (USA) - for school's use (7 minutes) One of the most direct, clear and moving films: <https://www.youtube.com/watch?v=pXQ7WoKqakQ>

Louis Theroux: Transgender Kids. 60 minutes. <http://dhie.downloadmovietv.com/watch/334534.html>

*While a potentially useful introduction for staff, bear in mind this is a TV programme whose main purpose is to entertain. The laws and processes in the USA are different from those in the UK.*

### **Books**

There are many books that show families where same sex relationships are the norm and some of these can be borrowed from Children and Families’ Information and Learning Resources and/or found on the Orb at

[https://orb.edinburgh.gov.uk/info/200314/equalities\\_in\\_children\\_and\\_families/322/equalities\\_in\\_children\\_and\\_families/5](https://orb.edinburgh.gov.uk/info/200314/equalities_in_children_and_families/322/equalities_in_children_and_families/5)

They include a very thoroughly reviewed list of books for Primary Schools recently updated by LGBT Youth Scotland.

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Use search engines to find other well-reviewed books such as

[http://www.goodreads.com/list/show/20314.Transgender\\_Friendly\\_Young\\_Children\\_s\\_Books](http://www.goodreads.com/list/show/20314.Transgender_Friendly_Young_Children_s_Books)

<http://www.transgenderchild.net/books-etc/books-for-kids/>

(Note that even although these are books available in the USA, they are also available online in the UK)

Zero Tolerance “Just like a child: Challenging gender stereotyping in the early years” – a guide for childcare and early years’ professionals <http://www.zerotolerance.org.uk/node/333>

**Good Practice**

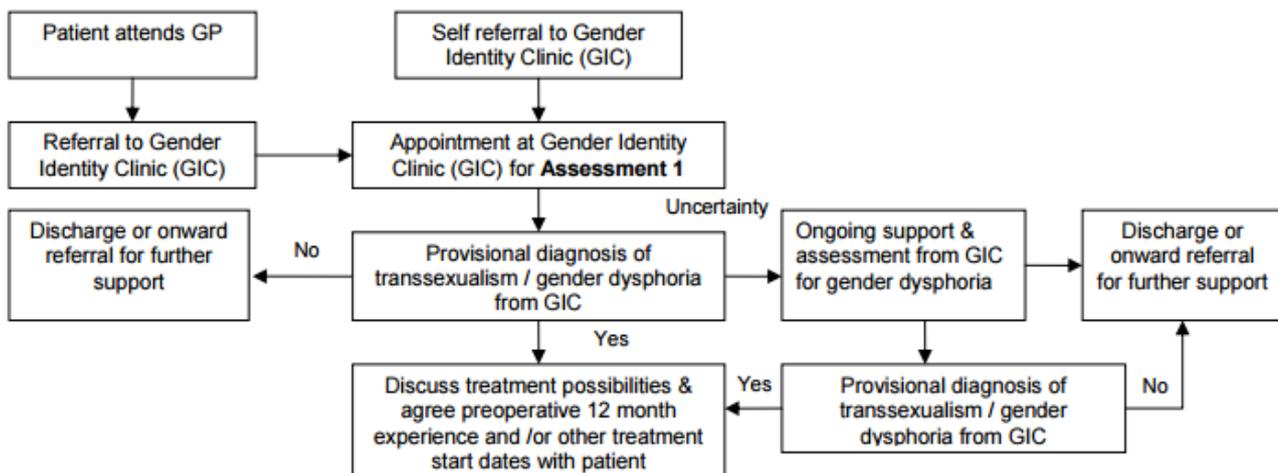
Drummond Community High School, working with LGBT Youth Scotland received some very positive publicity for support to a young person. You can read this at

<http://www.edinburghnews.scotsman.com/news/crime/transgender-teen-jasper-reveals-bullying-hell-1-3866925>

**8 Health Service pathway available for young people regarding their gender identity**

- 8.1 Young person has an appointment with their GP and is then referred to Gender Identity Clinic (Sandyford) in Glasgow.
- 8.2 They will then be seen at a service local to them. This may be Edinburgh Sick Kids, Chalmers or Western General, depending on their age.

**When implementing the protocol, the patient should be a full participant in decisions about their healthcare and wellbeing and be given any information or support that they need in order to do so.**



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**9 Useful Contacts**

LGBTYouth Scotland <https://www.lgbtyouth.org.uk/>

Stonewall Scotland <http://www.stonewallscotland.org.uk/scotland/>

The Scottish Transgender Alliance <http://www.scottishtrans.org/>

The Equality Network <http://www.equality-network.org/wp-content/uploads/2015/07/The-Scottish-LGBT-Equality-Report.pdf>

City of Edinburgh Council Principal Officers Equalities (job share)  
[diana.dodd@edinburgh.gov.uk](mailto:diana.dodd@edinburgh.gov.uk) and [Julia.sproul@edinburgh.gov.uk](mailto:Julia.sproul@edinburgh.gov.uk)