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1. Introduction and Purpose

The purpose of this guidance is to offer supportive and practical information to all staff in West Dunbartonshire Council who work with children and young people in order to support young people who may identify as LGBT. LGBT includes those who identify as lesbian, bisexual or transgender. Transgender is an umbrella and inclusive term that covers a wide range of gender identities as described in this document.

The values underpinning the guidance are in line with the vision of WDC's Promoting Positive Relationships Policy (PPR) for all children and young people in WDC 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 WDC LGBT Short Life Working Group. While it is expected that the schools Leadership and Pupil Support staff 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 LGBT people (from LGBT Youth Scotland and the Principal Officer Equalities)
- 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 LGBT 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, able to signpost to organisations/websites/resources such as LGBT Youth Scotland and become familiar with how they offer support to LGBT young people. A list of supports can be found later in this document.

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 consistent level of person-centred support is provided. This may include working with the voluntary sector, Psychological Services, school counselling service, parenting support services, the Sandyford gender clinic, Health and Housing etc. Some of our schools have worked with Stonewall for a number of years and the Educational Services is now working within the parameters of Stonewall in supporting young people who identify as LGBT. 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. Legal and Policy Context

i. General Equality Legislation

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* (See Appendix 1)

Equality

As professionals working with children and young people, we have a duty to promote and uphold equality. The Equality Act (2010) states that discrimination on the grounds of gender reassignment and/or sexual orientation in schools is prohibited and lays down positive duties to protect pupils and staff.

Under the Equality Act:

Sexual orientation refers to a person's emotional, romantic and/or attraction to another person.

Gender reassignment refers to anyone who is proposing to undergo, is undergoing or has undergone a process for the purpose of reassigning their sex by changing physiological or other attributes of sex. This includes social as well as medical changes such as changing names and pronouns.

The Equality Act (2010) clearly states that a school must not discriminate against a pupil because of their LGBT status. This refers to both direct and indirect discrimination. Indirect discrimination may occur when a provision, criterion or practice applies to everyone but puts a LGBT person at a particular disadvantage and it cannot be justified as a proportionate meeting of a legitimate aim.

ii. Aspects of Education

Each authority, as part of its Inclusive Positive Relationships policy must record incidents where there has been an intent to bully or harass on the grounds of gender or transgender status. A formal record of incidents and actions and completion of a prejudice-based incident monitoring form is part of the broader process of promoting equality. Monitoring such incidents should be recorded through Seemis (<http://intranet.west-dunbarton.gov.uk/transformation/education-learning-attainment/admin-resources-support/seemis-information/clickplusgo/>)

The Equality act goes on to highlight that schools are free to take special steps to meet the needs of LGBT pupils without being accused of discriminating against pupils who are not LGBT.

Being Fully Inclusive: Children and Young People with Additional Support Needs (ASN)

Children and young people with additional support needs and learning disabilities are just as likely to present as LGBT as their peers. Schools should ensure that these students receive the same information, learning and support as their peers by:

- including all pupils in Relationships, Sexual Health and Relationships Education
- adapting RSHPE/RME lessons as required. Using suitable resources and teaching styles to meet the needs of the young person
- providing Transgender information (and all LGBT information) in easy-read format if required

- including children and young people with ASN/learning disability in all LGBT policies and practice including the LGBT Chartermark, Relationships Sexual Health and Parenthood Education policy and other related guidelines (see section on School Policy).

Please note: by age 2 or 3, a child starts to develop a sense of being a male or female. Some children with a learning disability/additional support needs, however, may not develop gender awareness at the same age and stage as their peers. It is important that children with ASN are actively taught gender identity so that they understand the **gender assigned to them at birth**.

Conversely, this often requires blatant 'boy/girl' activities. However, once a child understands the gender assigned to them at birth, teaching and practice can diversify to include non-stereotypical approaches and allow the child to explore their True Gender

3. Understanding Gender Identity

i. Terminology & Language

Transgender Pronouns

It is 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.

Gender-neutral pronouns such as 'they' can also be used, particularly for those who identify with a non-binary gender identity. (See appendix 2 and appendix 5)

4. Education

i. Whole School Approach

A pro-active approach is important in supporting LGBT children and young people and in challenging gender stereotypes.

Schools need to be pro-active in this, rather than waiting for a child or young person expressing LGBT needs to come forward for support.

This is important because:

- schools are highly likely to encounter LGBT pupils
- children and young people expressing LGBT are more likely to come forward for support if their school is openly supportive and operates a culture of inclusion
- children and young people may have parents, family and friends who are expressing LGBT
- school staff may be expressing LGBT
- schools are part of a wider community of which children and young people are a part. That wider community includes LGBT people. Gender and socialisation are learned and therefore can be unlearned. Society can and does change over time. Within school, we have an opportunity to challenge the typical gender stereotypes and reinforce the message that we are all individual and equal.

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, e.g. Stonewall 'No Bystanders' campaign.

LGBT GROUPS / EQUALITIES & DIVERSITY GROUPS

Schools should support students who wish to organise and join a peer led LGBT group / Equalities group. This should be accessible to all students, including those with additional supports needs, learning disability or physical disability.

Outwith school, LGBT Youth Scotland have their own youth group operating in Glasgow and Y
Sort it have local youth group(s)

ii. The Curriculum

All practitioners have a responsibility to develop and reinforce skills in health and wellbeing across learning – Responsibility of All.

The opportunity to learn about gender and stereotypes is embedded within Curriculum for Excellence Health & Wellbeing, particularly within Relationships, Sexual Health and Parenthood Education or Relationships and Moral education in denominational establishments. It is recognised that religious authorities with a role in denominational education provide guidance on what should be taught on this subject. (conduct of Relationships, sexual health and Parenthood in schools, Scottish Government, 2014). Denominational Schools should follow curriculum guidelines as laid down by the Bishops' Conference of Scotland through the Scottish Catholic Education Service, and operate in keeping with A Charter for Catholic Schools in Scotland. <https://sces.org.uk/charter-for-catholic-schools/> "

RSHP Education offers children and young people the opportunity to explore a range of contexts and themes relating to LGBT, through the development of a range of experiences and outcomes (see information below)

The WDC Progression Pathway has been designed to support teachers and learners to understand the key skills and knowledge across the levels in the health and wellbeing curriculum, including RSHPE.

The 'Learning journey: Embedding Equality; LGBT positive relationships' from Education Scotland provides opportunities for cross curricular approaches to reflect on and extend learning.

http://www.educationscotland.gov.uk/Images/LJLGBTV5_tcm4-858535.doc

The Learning journey focuses on building positive relationships that are inclusive of all. It reflects on the development of equal rights for LGBT people and aims to address homophobic, biphobic and transphobic bullying.

Early Years and Primary School

I recognise that we have similarities and differences but are all unique

HWB 0-47A/HWB 1-47A

I AM LEARNING WHAT I CAN DO TO LOOK AFTER MY BODY AND WHO CAN HELP ME

HWB 0-48A/HWB1-48A

I understand that a wide range of different types of friendships and relationships exist

HWB 2-44A

I recognise how my body changes can affect how I feel about myself and how I behave
HWB 2-47A

Secondary School

I understand my own body's uniqueness, my developing sexuality, and that of others.
HWB 3-47a/HWB 4-47a

Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing.
HWB 3-47b/HWB 4-47b

I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law.
HWB 3-48a/HWB 4-48a

I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.
HWB 3-49b/HWB 4-49b

WDC HWB Pathway

<https://sites.google.com/ourcloud.buzz/healthandwellbeing/progression-pathway?authuser=0>

iii. Learning & Careers

Work Experience and Volunteering Opportunities

West Dunbartonshire Council 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 LGBT young person will not be subject to any undue risks or discriminatory practice and that the 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.

iv. Privacy & Respect

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 certain circumstances in which case consent of the young person should be sought.

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 follow Child Protection protocols 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)

v. Families & Additional Support Needs

Almost all parents and carers feel that they need help and advice to fully support their child/young person expressing gender variance. Parent, carers and schools can learn from each other how best to communicate/teach/support the young person and together they can challenge stereotypes, prejudices and inappropriate behaviours. This prevents mixed messages from home/schools/other professionals that may cause confusion.

Whilst parental involvement and support can be vital in supporting a young person expressing gender variance, not every parent/carers will be immediately understanding or accepting of their gender variant child.

Others parents/carers can be openly hostile. It is important that if a child or young person does not want their parents to know, the school must respect their wishes. Breaking confidentiality to inform parents **may put the young person at risk in their own home or force them to 'come out' to others before they are ready to do so.**

If, 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.

vi. Transition Arrangements

Transition from One School to Another

The management of a move between schools needs consideration and good communication. Robust recording in Seemis Latest Pastoral Notes is vital as is the maintenance of the child's electronic chronology. The rights, thoughts, concerns and wishes of the young Gender Variant person and their family or carers need to be established and considered at the earliest opportunity. It would be good practice to have key contact at each school.

vii. Staff Training & Support

Social Justice

Across the authority, a number of young people in our schools have had the courage to seek help from school staff with regards to their LGBT identity.

As a practitioner, it is necessary to reflect on personal values and attitude towards LGBT which can be informed by a range of factors including experiences and /or religious background. By considering personally held values, attitudes and behaviours, it is possible to ensure that these do not impact or affect the support and guidance and young people.

WHERE A PRACTITIONER HAS CONCERNS ABOUT SUPPORTING A YOUNG PERSON THEN THEY SHOULD CONTACT THEIR LOCAL EDUCATION AUTHORITY.

Any concerns are supported and recorded using the WDC GIRFEC procedures with guidance sought from local authority via the school's link Education Officer.

The Scottish Government expects that any concerns are dealt with in an appropriate manner by the local authority, whereby teachers are made aware of the relevant sections from the General Teacher Council for Scotland's Code of Professionalism and Conduct, in particular Part 5 on Equality & Diversity. Where teachers raise religious or belief concerns about supporting LGBT young people, local authorities may wish to take account of the guidance issued by the Equality and Human Rights Commission on religion or belief in the workplace at:

<http://www.equalityhumanrights.com/publication/religion-or-belief-and-workplace-acas>

The Scottish Government expects all local authorities to consider objections which teachers have.

Where staff are struggling with concerns and practice this can be dealt with by providing appropriate training and awareness raising.

8.2 Professional Learning Opportunities and Staff Development

Staff bring a range of experiences and backgrounds and there is therefore a need to provide clear direction, practical support and staff development. Identifying teachers' needs through, for example, Professional review and Development and by monitoring and reviewing school based programmes; schools can ensure that teachers are confident and comfortable when supporting LGBT pupils.

8.3 Liaising with other professionals

Teachers and pupils may seek help and support from other organisations. See resource list Appendix 4

School staff and partners working together should be clear about their own professional Code of Conduct with regards to disclosure, information sharing and confidentiality.

5. Homophobic, Biphobic and Transphobic (HBT) Bullying

i. Policy & Procedures

Policy and Procedural Changes

All schools have individual equality/Promoting Positive Relationship policies that are in line with the Council's Policy and Procedures. These should be updated and shared with staff, students and parents at your next planned review of policies. 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."***

ii. Dealing with Incidents

Like any form of bullying, incidents involving LGBT 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.

Developing a robust and preventative positive behaviour and relationships policy enables your school to:

- identify the needs of your children and young people
- review current resources and curriculum programmes
- review current practice
- highlight areas of development (training needs, resources etc.)
- ensure consistency amongst staff
- give clarity to staff, parents and pupils
- promote the ethos and values of the school
- identify priorities in your school community
- ensure that policy, practice and legislation is adhered to with curriculum delivery and conduct of the school (e.g. Human Rights, UN Rights of The Child, Confidentiality, Child Protection)
- examine other school policies and practice that impact on LGBT pupils (e.g. Equality and Diversity policy, Intimate Care policy, Managing Sexualised Behaviour guidance, Relationships, Sexual Health and Parenthood Education policy, Promoting Positive Relationships policy and practice, ASN policy and practice)

Early Intervention/action for schools

- Address and challenge language and negative messages
- Ensure staff are trained and have opportunities to learn
- Develop inclusive policies and procedures alongside pupils, parents/carers
- Involve children and young people in connecting with wider community
- Create visually inclusive learning environments
- Include minority ethnic identities in the curriculum
- Involve minority ethnic people in school life
- Encourage attitude and behaviour change

RESPONDING TO AN INCIDENT

Questions to Consider:

- How can you support the young person?
- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen next?
- What attitudes, prejudices or other factors have influenced behaviour?

Next Steps could include:

- Explore options open to the young person with the young person
- Consider what young person wants to happen next. Take young persons views seriously but with awareness that racism cannot go unchallenged even when they're reluctant to seek a solution
- Record notes of discussion in young person's latest Pastoral Notes
- Record incident appropriately in 'Bullying and Equalities' module
- Arrange a follow up meeting with parent/carers
- Arrange a restorative approach where relationship may be mended
- Link to sources of support within the school e.g. mentor, buddy, equalities group
- Keep young person informed of steps taken

Address Barriers

- Create an environment where young people feel comfortable to challenge racism and bullying
- Reassure young people that their concerns can be reported confidentially and will be taken seriously
- Review policies and procedures to ensure race equality is embedded
- Ensure that all pupils understand the importance of challenging racism and will support each other to do this
- Create spaces for young people to safely discuss and learn about impact of racism.

iii. Providing Support

When a young person seeks support, the first important step is to listen and to find out what support the young person wants.

For primary aged children, and children with ASN/learning disability, it is often the parent/carers who approach the school.

An informal meeting with the child or young person (which may, or may not involve the parents) can help to establish your next step. You can solicit advice from your local Education Authority, NHS Sexual Health team and specialist organisations such as LGBT Youth Scotland and Scottish Transgender Alliance. However, you should not pass on personal details of a child or young person without their consent. This breaches data protection protocols.

Understanding Each Child's Needs

Transitioning will be a different experience for each child and young person. Some aspects can include of transitioning can include:

- binding/packing
- wearing make up
- changing name and pronoun (he, she or gender neutral)
- wearing different clothes
- shaving/not shaving
- taking hormone blockers (prescribed by a medical professional).

Further medical treatment (cross-hormone therapy) and surgery are both options they can consider when they are older. This is a thorough process which involves professional clinical assessment.

Please remember that not all people wish to undergo all or any aspects of transitioning publicly

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Appendix 1 LEGAL CONTEXT

United Nations Convention on the Rights of the Child (UNCRC)

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)

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

"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 Respectful Relationships.

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?)

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 CYPSA 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 .

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Appendix 2: Glossary

Binding - a FtM adolescent who is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive but very important to their psychological and emotional wellbeing.

Bisexual or Bi - refers to a person who has an emotional and/or sexual orientation towards more than one gender.

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.

Blockers - Gonadotrophin inhibiting agents are not hormones that will give the body changes associated with cross-sex hormone therapy. Rather they block the body from releasing the hormones that change the body of boys and girls during puberty to either a more male or more female form and keep it at pre-puberty stage of development. Stopping treatment allows the body to go through the normal puberty for that child - or alternatively, if the child wishes, he or she can elect to have cross-hormone therapy when they have reached an age where they can give their informed consent to such treatment.

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.

Cross-hormone therapy - taking the hormones of your true gender to aid the transitioning process (FtoM will take testosterone, MtoF will take oestrogen)

FtoM - Female to Male, a person that was identified as Female at birth but came to feel that their true gender is actually male.

Gay - refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian.

Gender - the way that a person feels about themselves in relation to their physical and mental self; the basis of their identifying as male, or female, or neither, or either, both.

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 Dysphoria - the medical condition that describes the symptoms of being transgender.

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.

Gender Fluid - refers to a wider, more flexible range of gender expression which may change over time and sometimes as frequently as on a daily basis. Often used in relation to children and young people.

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 Identity Disorder - GID is a medical term describing being transgender, this tends not to be used owing to the negative subtext around the word disorder.

Gender Recognition Certificate - an official document presented by a Gender Recognition Panel that enables all official documents and records (including birth certificate) to be amended to the true gender of the individual thereby providing full legal recognition. **Gender Queer** - is a catch-all category for gender identities other than man and woman, thus outside of the gender binary and cisnormativity.[1] having an overlap of, or indefinite lines between, gender identity, two or more genders or without a gender.

Gender Variant - someone who does not conform to the gender roles and behaviours assigned to them at birth. This is often used in relation to children or young people.

Heterosexual/Straight - refers to a person who has an emotional, romantic and/or sexual orientation towards people of the opposite gender.

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.

Intersex - Intersex people are individuals whose anatomy or physiology differ from contemporary cultural stereotypes of what constitute typical male and female

LGBT - Acronym for Lesbian, Gay, Bisexual, Transgender

Lesbian - refers to a woman who has an emotional, romantic and/or sexual orientation towards women.

MtF - Male to Female, a person who was identified as male at birth but came to feel that their true gender is actually Female.

Non-binary - refers to a spectrum of people who do not welcome or accept the gender label of 'male' or 'female' as the gender identity of a man or a woman.

Packing - An FtM person may wear a prosthetic item in their pants that will give a 'bulge' in their trousers so as to appear more male.

Pronoun - the descriptor relating to gender that identifies an individual - such as 'she' 'him' or 'his'.

Sex - the way a person's body appears, sometimes wrongly, to indicate their gender. It is the assigned determiner on a person's birth certificate.

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.

Transgender - a person who feels the assigned gender and sex at birth conflicts with their true gender.

Transphobia - The irrational fear, dislike or prejudice or discrimination against transgender people or those that are perceived to be.

Transitioning - the process by which a person starts to live in their true gender.

Trans - a word used as an umbrella term to encompass all forms of Transgender, **Transsexual**, **Transitioning** etc. **Transsexual** - a Transgender person who lives full time in their true gender.

True Gender - the gender that a person truly feels they are inside.

Appendix 3 - Useful Contacts

LGBT Youth Scotland <https://www.lgbtyouth.org.uk/>

LGBT Health <http://www.lgbthealth.org.uk/>

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

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

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

West Dunbartonshire Equality & Diversity Officer: Ricardo Rea

Tel: 01389 737198

Email: Ricardo.Rea@west-dunbarton.gov.uk

SCES RE Department and Diocesan Advisors:

RE Department, Archdiocese of Glasgow, 196 Clyde Street, Glasgow, Scotland, G1 4JY

Phone: +44 (0)141 226 5898

<https://www.rercglasgow.org/>

Appendix 4 - Resources Mentioned in Guidance CH To check and amend as per WDC

These resources are generic RSHP Education resources which include Trans/LGBT and gender stereotyping.

Primary Framework http://www.centralexualhealth.org/media/7957/rhsp_august_2014-1-.pdf

ASN Framework

http://www.centralexualhealth.org/media/7977/add_nds_framework_nov_15-1-.pdf

ASN Workbook <http://www.centralexualhealth.org/professionals/asn-workbook/>

Appendix 5 - Transgender and LGBT Specific Guidance and Resources for Schools

LGBT Youth Scotland <https://www.lgbtyouth.org.uk/schools-and-education>

Stonewall <http://www.stonewall.org.uk/our-work/education-resources>

Central Sexual Health <http://www.centralexualhealth.org/professionals/lgbti/>

Tools and Resources available from LGBT Youth Scotland

In 2017, LGBT Youth Scotland produced three new guides for education professionals:

- 'Addressing Inclusion: Effectively Challenging Homophobia, Biphobia and Transphobia'
- 'Supporting Transgender Young People: Guidance for Schools in Scotland'
- 'Developing a Gender and Sexual Orientation Alliance: A Toolkit for Young People and Teachers'

These can be found, along with the 'Life in Scotland for Young People' Education Report and the latest 'Purple Friday' Participation Pack here:

<https://www.lgbtyouth.org.uk/pro-resources-education>

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

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

“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/>

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

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

<https://www.ditchthelabel.org/>

http://scs.org.uk/clpl-events-calendar/*

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_JIqnPdhl

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_u2cs8DpI

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.

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

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.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>

Appendix 6 – Learning journey

<https://education.gov.scot/improvement/inc15embeddingequality> (see word file)

Education Scotland Recommended Resource

Learner Journey:

http://www.educationscotland.gov.uk/resources/e/genericresource_tcm4858537.asp?strReferringChannel=inclusionandequalities&strReferringPageID=tcm:4-851590-64&class=l3+d218589

http://www.educationscotland.gov.uk/resources/d/genericresource_tcm4512285.asp

Journey to Excellence videos

<http://www.journeytoexcellence.org.uk/videos/partnershipworkingtopromotelgbtequality.asp>

<http://www.journeytoexcellence.org.uk/videos/lgbtequalityeducationimpactonyoungpeople.asp>

<http://www.journeytoexcellence.org.uk/videos/promotinglgbtequalitythroughthecurriculum.asp>

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

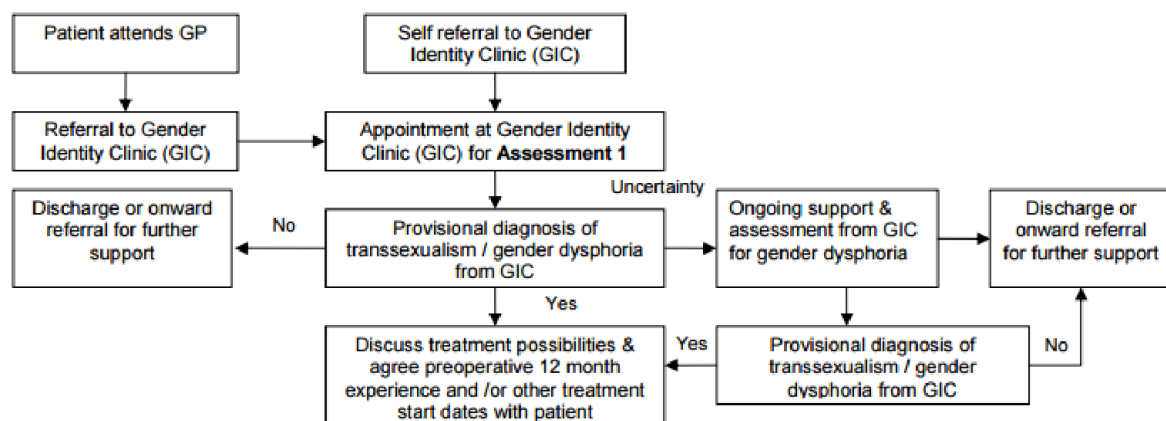
<http://www.edinburghnews.scotsman.com/news/crime/transgender-teen-jasper-reveals-bullying-hell-1-3866925>

Appendix 7 Health Service pathway available for young people regarding their gender identity

- Young person has an appointment with their GP and is then referred to Gender Identity Clinic e.g. (Sandyford) in Glasgow.

- 8.2 They will then be seen at a service local to them.

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.



Appendix 8: Resources and approaches to teaching about gender variance in RSHP Education

Gender Variance, LGBT, discrimination and gender stereotyping are issues which are woven into the Relationships, Sexual Health and Parenthood Education curriculum.

Examples from the Primary and ASN Framework include:

- give examples of roles and responsibilities at home. Choose from pictures - vacuuming/ironing/ mowing the lawn. Who does what? What do you do to contribute?
- dramatise adult and family roles. Highlight opportunities for equality - show that boys can do housework, girls can do DIY.
- use picture cards to explore gender stereotypes - are they men or women? How can we tell? Does a man have to have short hair?
- examine pictures of historical and cultural dress (kilts, sari's, tribal wear, nudity, men in neck ruffs, breeches and tights) to challenge stereotypes about male and female dress and fashion.

- create a model village/street. Introduce different characters who live there. Include people who are LGBT, of different ethnic and cultural backgrounds, people with a disability, a range of families (single parent, same sex, foster parents, people with and without children).
- examine pictures of athletes and compare body shapes (include non-stereotypical images e.g. female boxers, male ballet dancers).
 - Denominational schools should seek opportunities within the parameters of the Relationships & Moral education programme.

Appendix 9 – Transgender training module

<https://www.gires.org.uk/e-learning/transgender-awareness-for-employers-service-providers>

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