

# AN INTRODUCTION TO SUPPORTING LGBT YOUNG PEOPLE

## A GUIDE FOR SCHOOLS

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Charity No 1101255

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## A GUIDE FOR SCHOOLS



**gendered intelligence**  
understanding gender diversity in creative ways

We are hugely grateful to Gendered Intelligence for their support in making this resource trans-inclusive



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# FOREWORD

Young people have a lot to think about growing up. Exploring their sexual orientation or gender identity should be a positive experience for all young people, including lesbian, gay, bisexual and trans young people. However, it isn't always easy to know how best to support a young person as they begin to think about who they are nor obvious how to make sure they have everything they need to develop and flourish at school.

Through our work with hundreds of schools across Britain, we know that many schools are already taking vital steps to make sure the needs of their lesbian, gay, bisexual and trans students are met. This guide is designed to help school staff ensure that every lesbian, gay, bisexual and trans young person feels supported to be themselves at school. It aims to provide staff with an overview of some key areas of support, and a starting point from which they can develop practices which include and celebrate the contributions made to the school community by their lesbian, gay, bisexual and trans students.

We hope that this guide instils school staff with the knowledge and confidence they need to create a happy and healthy school environment where every young person, no matter their sexual orientation or gender identity, is able to reach their full potential and feels accepted without exception.

A handwritten signature in black ink that reads "Ruth Hunt." The signature is written in a cursive, slightly slanted style.

**Ruth Hunt**

Chief Executive, Stonewall

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# 1 INTRODUCTION

As part of growing up, all young people will spend time exploring their identity and developing a sense of who they are. This will include thinking about who they are attracted to (their sexual orientation), how they feel about their gender (their gender identity), and the different ways they express their gender.

Some young people will realise that they are lesbian, gay, bisexual or trans, meaning that their sexual orientation or gender identity may be different from many of their peers. Being lesbian, gay, bisexual or trans can feel like an extra pressure for young people at school, depending on the extent to which staff, peers and the wider school community are supportive. Lesbian, gay, bisexual and trans young people often worry that those around them, at school and at home, will react negatively to who they are, and too often experience high levels of bullying in school. This can be very damaging and leave young people feeling isolated and unable to access the support or information they need.

Schools play a vital role in supporting lesbian, gay, bisexual and trans young people. This guide is designed to help school staff understand and meet the needs of lesbian, gay, bisexual and trans students. It contains practical guidance and outlines where support might be the same or different for lesbian, gay or bisexual students, and trans students.

Creating an inclusive environment is a key part of making sure that lesbian, gay, bisexual and trans young people feel welcome and valued at school. This guide provides simple ways for staff to do so, as well as where to find further information and resources.



# WHO MIGHT BE **LESBIAN, GAY, BISEXUAL OR TRANS?**

## **WHAT'S THE DIFFERENCE BETWEEN LESBIAN, GAY, BISEXUAL AND TRANS?**

Lesbian, gay, bisexual and trans (or LGBT) people are often talked about as one group. But there are important differences.

### **The terms lesbian, gay and bisexual describe some people's 'sexual orientation'.**

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

**Lesbian** means a woman who has an emotional, romantic and/or sexual attraction towards women

**Gay** means a man who has an emotional, romantic and/or sexual attraction towards men. It is also a generic term for lesbian and gay sexuality, and some women identify as gay rather than lesbian

**Bisexual (or bi)** means a person who has an emotional, romantic and/or sexual attraction towards more than one gender

**The term trans describes some people's 'gender identity'.** We are all assigned a sex at birth (male or female) but our gender identity is our internal sense of our gender (male, female, non-binary, something else). Our gender identity may, or may not, sit comfortably with the sex we are assigned at birth.

**Trans** is a word that describes people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth

There are a wide variety of terms lesbian, gay, bisexual and trans people use to describe their sexual orientation and gender identity, and the terms people use may change over time. Some of these terms are included in the glossary on p42.

The government estimates that six per cent of the UK population, around 3.9 million people, identify as lesbian, gay or bisexual. Estimates suggest that one per cent of the UK population, around 650,000 people, identify as trans. This means that schools are likely to have two lesbian, gay or bisexual young people per class group and one trans young person per year group, and many more students may be questioning or feel unsure about their sexual orientation or gender identity.

Lesbian, gay, bisexual and trans young people, just like all young people, come from different backgrounds, ethnicities and faiths and have their own interests, ways of dressing, acting or talking. However, people sometimes make assumptions about who is lesbian, gay, bisexual and trans. These assumptions are often based on stereotypes, for example that all gay men dislike sports, all lesbians like to wear 'boyish' clothes, or bisexual young people are attracted to lots of people. Some people assume that all trans young people express their gender identity by 'wearing the clothes of' or 'acting like' the 'opposite' gender. All young people express who they are in different ways.

People realise they are lesbian, gay, bisexual or trans at different stages in their lives, but will often know at an early age. People 'come out' (tell others about their sexual orientation or gender identity) at different stages of their lives and in different ways. A young person may talk to a friend first, or tell a parent or teacher. They may come out in some areas of their life, but not in others. How and when someone comes out is up to them. There's no right or wrong way or time.

For a trans young person, coming out may be the first step of a 'transition'. A transition describes the steps a trans person may take to live in the gender they identify as (or their 'self-identified gender'). As part of their transition a person may change their name and pronoun, or their appearance, but each person's transition is unique and will involve different things. If a young person has already transitioned – perhaps at a previous school – they might not feel a need to 'come out' as trans. For some people, being trans is a part of their history rather than part of who they are now. It's important to protect the confidentiality of a young person who does not want to be identified as trans to others.

Being lesbian, gay, bisexual or trans is not a problem or a risk, but young people can find it difficult when other people around them – teachers, doctors, parents/carers and family, friends, youth workers, faith leaders and other young people – respond negatively or don't provide them with the support they need.



## LESBIAN, GAY, BISEXUAL AND TRANS YOUNG PEOPLE IN PRIMARY SCHOOL

Some young people realise they are lesbian, gay, bisexual or trans at primary school, and may come out then. In particular, it is not uncommon for young people to realise they are trans at an early age. This may be because we develop a sense of our gender at a young age.

**Two in five** trans young people say they first thought they were trans aged 11 or under.

**One in four** LGB young people say they first thought they were LGB aged 11 or under. (*Metro Youth Chances, 2014*)

The principles around supporting lesbian, gay, bisexual and trans young people (outlined in chapter 5) are the same at any age. This includes helping young people to talk about how they feel, ensuring they feel welcome and included and providing age-appropriate information to answer any questions they have. However, the type of information and the way it is delivered, as with any issue, will vary depending on a young person's age.

### TIPS FOR PRIMARY SCHOOLS:

- **Coming out** Younger pupils may tell you they are lesbian, gay, bisexual or trans differently. A trans young person may say 'I feel like a girl' or 'I don't feel like a boy' rather than use the word 'trans'. They may come to school wearing clothes not typically associated with their assigned sex. However, any young person might change the way they look or dress for lots of reasons and this alone should not be taken as an indication a young person is trans.

**Definition of trans for younger pupils:** 'Babies are given a gender when they are born. Trans is a word that describes people who feel the gender they were given as a baby doesn't match the gender they feel themselves to be, for example someone who is given the gender 'boy' but doesn't feel that way.'

- **Involve supportive parents/carers** Where a young person has come out to their parents/carers and they are supportive, work with parents/carers as much as possible and involve them in decisions the school makes about the young person's care.

- **Start early** Prioritise work about gender and different families from early years foundation stage upwards. Talk about what being lesbian, gay, bisexual and trans means in an age-appropriate way. Create an inclusive school environment for all young people, whether or not there are lesbian, gay, bisexual or trans young people (see chapter 6, *Creating an inclusive school environment*).

# 3

## THE EXPERIENCES OF LESBIAN, GAY, BISEXUAL AND TRANS YOUNG PEOPLE

Lesbian, gay, bisexual and trans young people, like all young people, are more likely to feel safe, happy and fulfil their potential if they:

- **Feel able to be themselves and valued for who they are**
- **Feel included and part of the school community**
- **Have access to resources and information relevant to them**
- **Feel they have people to talk to and know how to access support services**

However, some lesbian, gay, bisexual and trans young people can feel isolated or unable to access the support they need in school, which creates barriers to their attainment and wellbeing.

### WHAT YOUNG PEOPLE SAY

University of Cambridge polling for Stonewall in *The School Report* (2012) found that over half of lesbian, gay and bisexual young people don't feel there is an adult at school they can talk to about their sexual orientation. One in four don't have an adult to talk to at school, home or elsewhere. 53 per cent of lesbian, gay and bisexual young people have never been taught anything about lesbian, gay and bisexual issues at school, and more than a third have no access to resources that can help them. 55 per cent of lesbian, gay and bisexual young people report experiencing homophobic bullying at school.



**I wish there was someone I could talk to, especially a teacher.** Reena, sixth form college (*The School Report*, Stonewall)

A *Metro Youth Chances* (2014) survey of more than 7000 young people,

almost 1000 of whom are trans, found that trans young people experience similar difficulties at school. Approximately half of trans young people have not told parents or siblings they are trans, and 28 per cent have not told anybody at all, including school staff and peers. 75 per cent of trans young people report experiencing name-calling, and 28 per cent physical abuse, at school. Nine in ten of all young people surveyed have never learnt about bisexuality or transgender issues at school.

Lesbian, gay, bisexual and trans young people are more likely to feel isolated, and unable to meet other young people with similar experiences. Only 4 per cent of lesbian, gay, bisexual and questioning (LGBQ) and 4 per cent of trans respondents said that their school provided links with local lesbian, gay, bisexual and trans support groups.



**I tended to stay away from people. There was a bunch of people from my old secondary school who made me feel unsafe. It felt safer to not know anyone at all.**

woman (mtf) (*Capturing Journeys*, Gendered Intelligence)

## WHAT TEACHERS SAY

Alongside young people, primary and secondary school teachers recognise these problems. Many report high levels of homophobic, biphobic and transphobic bullying and feel unequipped to tackle it, or to provide support for lesbian, gay, bisexual and trans young people. YouGov polling for Stonewall of 2000 primary and secondary school teachers in *The Teachers' Report* (2014) found that young people perceived to be 'different' in some way, for example those who don't conform to gender stereotypes, are likely to experience homophobic bullying. More than one in five secondary school teachers said they would not be confident to support young people who came out to them, and three in ten don't know if they are allowed to teach lesbian, gay and bisexual issues. Only eight per cent of primary school teachers and 17 per cent of secondary school teachers have received specific training on tackling homophobic and biphobic bullying.



**It isn't really addressed in primary schools, but that allows negative views taught at home to become deeply seated.**

Priya, primary school teacher (*The Teachers' Report*, Stonewall)

## THE IMPACT

These experiences have a devastating impact on the mental health, wellbeing and attainment of lesbian, gay, bisexual and trans young people. One in five lesbian, gay and bisexual young people and one in three trans young people have missed lessons due to discrimination or fear of discrimination (*Metro Youth Chances*, 2014). Many lesbian, gay, bisexual and trans young people change their future educational plans because of bullying.



**I'm probably quite behind for my age educationally. I didn't learn in school because I was so distracted. I didn't get my GCSEs and had to do an extra year. I wasn't happy at school so I didn't care about learning.** trans guy, 18 (*Capturing Journeys*, Gendered Intelligence)

Lesbian, gay, bisexual and trans young people are more likely to self-harm or to attempt suicide than other young people. More than half have deliberately harmed themselves, and nearly one in four lesbian, gay and bisexual young people and more than one in four trans young people have tried to take their own life at some point.

However, when schools provide the right support, lesbian, gay, bisexual and trans young people are much more likely to be safe, happy and able to fulfil their true potential.

# 4

## WHAT THE LAW SAYS

The law is clear that schools must meet the needs of all lesbian, gay, bisexual and trans young people and tackle homophobic, biphobic and transphobic bullying.

### EQUALITY ACT 2010

The public sector Equality Duty requires all schools in England, Scotland and Wales – including academies and Free Schools – to:

- Eliminate discrimination, including discrimination on the grounds of sexual orientation and gender reassignment
- Advance equality of opportunity
- Foster good relations between different groups of students

Schools need to tackle all forms of homophobic, biphobic and transphobic bullying and take proactive steps to promote respect and understanding of lesbian, gay, bisexual and trans people and the issues that affect them. Schools should also set specific and measurable age-appropriate equality objectives, for example reducing levels of homophobic, biphobic and transphobic language and bullying.

#### UNDER THE EQUALITY ACT

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

**Gender reassignment** refers to anyone who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex. This means schools are required to tackle transphobic bullying and support any students taking steps to 'reassign their sex' (or transition), whether those steps are 'social' (e.g. changing their name and pronoun, the way they look or dress) or 'medical' (e.g. hormone treatment, surgery)

## EDUCATION AND INSPECTIONS ACT 2006

The Education and Inspections Act places a duty on schools to promote the safety and wellbeing of the children and young people in their care. This includes lesbian, gay, bisexual and trans young people, young people with lesbian, gay, bisexual and trans parents/carers, and young people experiencing homophobic, biphobic and transphobic bullying.

## OFSTED

The Ofsted framework directs inspectors to look at a school's efforts to tackle homophobic, biphobic and transphobic bullying and how the school supports the needs of distinct groups of students, such as lesbian, gay, bisexual and trans students, and those with lesbian, gay, bisexual and trans parents/carers.

### **Ofsted's guidance to inspectors on the framework suggests that primary school inspectors should ask whether:**

- Young people ever get picked on by other children for not behaving like a 'typical boy' or a 'typical girl'
- Young people ever hear the word 'gay' to mean something 'rubbish' and whether they have been told by teachers why this is wrong
- Young people have had any lessons about different types of families (single parent, living with grandparents, having two mummies or two daddies)
- Young people think if a young person was trans they would feel safe at school and be included

### **Secondary school inspectors might ask whether:**

- There is any homophobic, biphobic or transphobic bullying or name-calling in school or on social media sites
- Young people have learnt about homophobic, biphobic and transphobic bullying and ways to stop it in school
- An 'out' gay young person would feel safe from bullying
- Young people learn in school about trans people and whether a trans young person would be teased
- Young people learn in school about different types of families and whether anyone would be teased for having same-sex parents



# INDIVIDUAL SUPPORT FOR **LESBIAN, GAY, BISEXUAL AND TRANS YOUNG PEOPLE**

While most school staff want to make sure all young people are happy at school and able to fulfil their potential, some are unsure how to support lesbian, gay, bisexual and trans students.

This chapter is designed to help staff meet the individual needs of lesbian, gay, bisexual and trans young people. The first part provides an introduction to areas of support common to supporting lesbian, gay and bisexual young people and supporting trans young people, such as how to make a young person feel comfortable talking about their sexual orientation or gender identity. The second part provides an introduction to areas of support unique to supporting trans young people, such as how to help a young person feel supported to transition at school.

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## **SUPPORTING LESBIAN, GAY, BISEXUAL AND TRANS YOUNG PEOPLE**

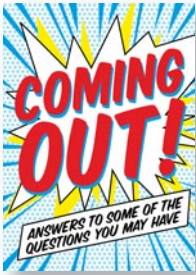
### **COMING OUT**

When a young person tells someone they are lesbian, gay, bisexual or trans it's usually an indication that they trust the person and feel confident they will respond appropriately. It may be the first person the young person has discussed their sexual orientation or gender identity with.

Young people coming out may worry about different things. For example, one young person may be worried about the reactions of those around them, and another that things will be different in their life as a result of being lesbian, gay, bisexual or trans. A young bisexual person may have different worries to a young gay or lesbian person, for example that others think being bisexual is just a phase. A trans young person may worry about things which are specific to being trans, for example whether everyone will remember to use their preferred name and pronoun, or whether they'll be allowed to change the uniform they wear to school.



**It's best to have someone to talk things over, like they do with other things. Someone who doesn't tell you what to do but who's prepared just to listen.** Stonewall Youth Volunteer



*Coming Out! Answers to some of the questions you may have*  
Stonewall

When a young person comes out it is important to reinforce that they can be themselves and encourage them to feel positive about who they are. School staff can be supportive of any young person who comes out to them, or wants to talk about being lesbian, gay, bisexual or trans, by:

- Listening and reassuring them that their confidentiality will be respected
- Being positive and offering reassurance
- Discussing how parents/carers might respond and be involved
- Letting them know where they can find helpful information
- Asking them how they'd like to proceed
- Discussing who they might be able to talk to in, and/or outside of school, for further support

## **AVOIDING ASSUMPTIONS**

When a young person comes out, or tells a member of staff that they think they may be lesbian, gay, bisexual or trans, it is important not to make assumptions about what their needs or experiences will be and to listen carefully to what the young person says. For instance, a young lesbian coming out may want to meet other lesbians their age, or may prefer to talk to a friend at school to start with. While some trans young people may be ready to take steps to live in their self-identified gender and have a clear idea about what these steps may be, others might be unsure or not want to do anything at all (see p17 for supporting trans young people).



## CONFIDENTIALITY AND SAFEGUARDING

All staff should be clear that being lesbian, gay, bisexual or trans does not constitute a safeguarding risk. Young people should know that they can talk to school staff in confidence if:

- They're lesbian, gay, bisexual or trans or unsure of their sexual orientation or gender identity
- They would like to, or have started to, take steps as part of their transition in school
- They have feelings towards, or are having a relationship with, someone of a similar age
- They're chatting with other young people online on age-appropriate websites or are attending a youth group

or anything else along these lines.

However, if a young person is at risk of significant harm in some other way staff have an obligation to disclose. It may constitute a safeguarding risk if:

- They're experiencing abuse at home or are at risk of homelessness
- They're self-harming or putting themselves at physical risk in some way
- They're in a relationship with someone considerably older, chatting with adults online or using dating apps for adults
- They go to pubs and clubs although they're underage

or anything else along these lines.

## WORKING WITH PARENTS AND CARERS

Not all young people will want their parents/carers to know they are lesbian, gay, bisexual or trans, and for staff to discuss this with parents/carers without the young person's consent would be a breach of confidentiality. However, it is important to discuss with a young person whether they've told their parents/carers they are lesbian, gay, bisexual or trans. They may be anxious about how their parents/carers will respond and this could be affecting how they feel about their sexual orientation or gender identity.

While most parents/carers want the best for their children and want



*So you think your child is gay? Answers to common questions parents and carers might have when they think their child is gay or has just come out.*  
Stonewall

them to live happy and fulfilled lives, some may have worries about their child being lesbian, gay, bisexual or trans. They may be concerned their child will be bullied because of their sexual orientation or gender identity or that their child won't have the adulthood they anticipated. Some parents/carers may fear they will never have grandchildren, even though many lesbian, gay, bisexual and trans people have children. They may be angry or disappointed, or not know what to do next.

Where parents/carers are unsupportive, lesbian, gay, bisexual and trans young people will need support from others. Schools, charities and youth groups can play a vital role in providing this support. In addition, some parents/carers may benefit from accessing their own support, and schools can help by directing them towards relevant organisations, local groups or family services (suggestions are listed on p49).



**Teachers need to be better at talking to parents. If someone asks them to help talk to their parents about something, then they should be able to help you and maybe invite the parents to the school or something – it's about having that safe space to come out.** Stonewall Youth Volunteer

Schools can also play an important role in helping all parents/carers feel more positive by:

- Ensuring parents/carers understand that homophobic, biphobic and transphobic bullying is not tolerated and that all students are welcome, regardless of their sexual orientation or gender identity
- Reassuring parents/carers that every effort will be made to ensure all young people, including those who are lesbian, gay, bisexual and trans, feel part of the school community and that diversity of all kinds is celebrated
- Informing parents/carers that staff will provide information, help and guidance for young people on a range of issues, including those that may affect lesbian, gay, bisexual and trans young people

## MEETING OTHER LESBIAN, GAY, BISEXUAL AND TRANS YOUNG PEOPLE

A young person who has come out, or who is unsure of their sexual orientation or gender identity, may like a space outside of school to socialise with other young people with similar experiences. Youth services for lesbian, gay, bisexual and trans young people – such as groups, volunteer schemes and youth-led projects – can be a great way for lesbian, gay, bisexual and trans young people to meet other lesbian, gay, bisexual and trans young people in a welcoming and safe environment. Through these services young people have the opportunity to make friends, build their confidence and self-esteem and access important information and guidance from youth professionals. Youth services can be particularly beneficial for trans young people who are less likely to have trans peers at school.



**I wish there was a youth group as I would really like to meet other teens like me.**

Sally, secondary school (*The School Report*, Stonewall)

Staff can search for local services for lesbian, gay, bisexual and trans young people by using Stonewall's *What's in my area?* database or by contacting Stonewall's Info Service (details listed on p53). When investigating a local service, find out where it's based, what age-group it's for, who runs it, and what their safeguarding procedures are. If possible, talk to the adult running the service as a young person will feel more confident if they know what to expect. Some activities and services may be for a specific group of young people, such as gay young men, or trans young people, but others will be open to all lesbian, gay, bisexual, trans and unsure young people.



**I feel gender queer at the moment. That's something I've arrived at... Talking to other people who feel similar, going to youth groups that are specifically for trans people – I learnt a lot.** questioning (*Capturing journeys*, Gendered Intelligence)

Not every local area will have suitable youth services available. Staff can support young people to set up equality and diversity or peer

support groups in school to enable young people, including lesbian, gay, bisexual and trans young people, to lead their own projects and talk about lesbian, gay, bisexual and trans people and experiences.

## PROVIDING RELEVANT INFORMATION

When young people realise, or think they might be, lesbian, gay, bisexual or trans, they will often have a lot of questions. Providing accurate and reliable information will help young people feel reassured and equipped to make safe choices.

All staff should feel confident providing information on a range of topics, such as coming out, sexual health, and staying safe online, or to point lesbian, gay, bisexual and trans young people to resources or organisations that can help. Information should be made available in a range of ways, for example through leaflets on noticeboards, magazines, resource points and the school website, so that all young people have an opportunity to access it.


### THE INTERNET

Young people often search for information on the internet and are likely to Google words or phrases they're unsure of, read blogs, or watch YouTube videos of people coming out or discussing lesbian, gay, bisexual and trans issues. They may also talk to other lesbian, gay, bisexual and trans young people, for example on Twitter or Facebook, and share information and experiences. Staff will need to support young people using the internet to make sure they are not putting themselves at risk.

It is important to direct young people to safe websites with relevant and accurate information (some suggestions are listed on p49-51). Staff should also check firewall settings on school computers to ensure age-appropriate websites on lesbian, gay, bisexual and trans issues, and bullying websites which include the terms 'lesbian' 'gay' 'bisexual' and 'trans', are not blocked.

## HELPING YOUNG PEOPLE STAY SAFE

**Online** All young people should understand the risks of sharing any personal details online, through email, in a forum, blog, social media or a dating site or app, and the risks of meeting up with people they get to know online. Schools can support lesbian, gay, bisexual and trans young people by providing tips and links to recommended websites. Young people should also know what to do if they experience cyberbullying or homophobic, biphobic or transphobic bullying online.



**Meeting strangers from the internet is extremely appealing as it doesn't share any of the threats that talking to people in your social circle has.**

Kevin, secondary academy (*The School Report*, Stonewall)



**I don't go out at night. People have chased me down the street.** female (ish) (*Capturing Journeys*, Gendered Intelligence)

**Out and about** All young people should know how and where they can report harassment or discrimination they witness or experience in the community. Make it clear this includes homophobic, biphobic and transphobic abuse and ensure staff know how to signpost to community support organisations that can help.

**Extra support** Make sure all young people know how they can access services offering face-to-face, phone or online counselling and/or support in the local area.

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## SUPPORTING TRANS YOUNG PEOPLE

Alongside the areas of support outlined above, young people coming out as trans, and those unsure whether they might be trans, will also require support in areas which are specific to thinking about gender identity. Each trans young person will need different things to make them feel comfortable at school so support should be individualised and led by the young person's wishes.

### WHAT IS TRANS?

Trans is an umbrella term to describe people whose gender is **not the same as**, or **does not sit comfortably with**, the sex they were assigned at birth. Trans people may describe themselves using one or more of a **wide variety of terms**, including (but not limited to) transgender, cross dresser, non-binary, gender queer.

It is important to remember:

- **Trans identities are diverse** Trans young people may identify in lots of different ways

- **Not everyone identifies as 'male' or 'female'** Sometimes, people assume that being trans is about feeling you are the 'opposite' gender. This is true for some trans people, but not for others. This assumption makes things difficult for those who identify outside of 'male' or 'female', for example non-binary young people. A non-binary young person may need some different things to feel comfortable at school to, for example, a trans young person who identifies as 'male'
- **Not every trans young person will want to transition** but may still like, or benefit from, ongoing support of some kind
- **Language is important** School staff sometimes worry about using the correct language when talking about gender identity and are often concerned about 'getting it wrong'. The glossary on p42 includes a list of common terms and can be used to build staff confidence around trans terminology. A young person may change the term they use to describe their identity, or use a new term which is unfamiliar to staff. It's important to make sure that the words a young person uses to describe their identity are respected by others



**I'm pretty comfortable identifying as a trans guy or a guy. My image is changing. I'm playing around. I'm comfortable with that.** *trans man* (*Capturing Journeys*, Gendered Intelligence)

## SUPPORTING A YOUNG PERSON WHO WISHES TO TRANSITION

### What does transitioning mean?

A transition describes the steps a person may take to live in the gender they identify as. A trans person may take social steps to transition, for example changing their name and pronoun, telling friends and family, dressing differently or changing official documents. Coming out is sometimes seen as the first of these social steps. A trans person may also choose to have medical intervention such as hormone treatment, and, if over the age of 18, surgery, although many trans people do not have surgery. Trans young people wishing to have medical intervention do so through a health service called the gender identity development service. Adults access medical intervention through gender identity clinics.

## How will a young person want to transition?

A trans young person will transition so as to be understood by others in their self-identified gender and to look and feel the way that makes them comfortable. Most trans young people will want to take social steps to transition. A young person wanting to access hormone treatment as part of their transition will need to be referred to the gender identity development service (details on p51). Schools should be flexible about time off for medical appointments and support young people with practical things such as catching up with work.

## When is the best time for a young person to transition?

There is no 'best time' for a young person to transition. A young person should transition when they are ready. They may take steps to transition over a period of time or choose a specific time to make several changes at once, for example to coincide with moving to sixth form. All schools, including single-sex schools, have a responsibility to support a trans young person through a transition and enable them to remain at their school.

## What might a young person transitioning have concerns about?

Young people wishing to transition at school may have concerns such as:

- *How will it work? How long will it take?*
- *Will I fit in and be accepted in my self-identified gender?  
Will I need to leave as I'm in a single-sex school?*

Wider concerns around transitioning might include:

- *Will I 'pass' in my self-identified gender?*
- *Will I be able to find a partner? Will I be able to have sex?*
- *What will my body look like if I decide to take hormones or have surgery?*

It is important to talk through any concerns a young person has about their transition and to signpost to information that can help. It may reassure a young person to assign them a support member of staff who they can approach with any worries or concerns before, during or after their transition at school.

## SPECIFIC AREAS OF SUPPORT FOR TRANS YOUNG PEOPLE

*The following areas of support are essential for staff to consider when supporting a trans young person.*

In addition:

- Every young person will need different things to feel comfortable at school. A young person's needs in these areas may change, or new situations requiring consideration may arise, so staff will need to take a flexible approach to support.
- A young person who has already transitioned will need to be supported across these areas.
- Lots of things in schools are often separated by gender, including toilets, changing rooms and, sometimes, uniforms. Schools may need to make changes across areas where this is the case to ensure that a trans young person feels safe and comfortable, for instance by providing toilets, changing rooms and school uniform items that are not gender specific. Remember that some young people don't identify as 'male' or 'female' or may not feel happy using either 'male' or 'female' facilities. Many schools are taking steps to provide 'gender neutral' facilities – irrespective of whether there are trans young people in school – to help create a more inclusive environment for everyone.

**Names and pronouns** One of the steps a trans young person may take is to change their name and the pronoun by which they are referred to. Some may wish to change their pronoun from 'he' to 'she' or vice versa, while others, for example a non-binary young person, may prefer a pronoun that doesn't relate to male or female gender, such as 'they' or 'zir'.



**I understand that it's difficult for people to come to terms with my transition but I hate hearing my old name.** boy (*Capturing Journeys, Gendered Intelligence*)

A young person may want to be known by this preferred name and pronoun at school, in which case both will need to be clearly communicated to, and used consistently by, others. It is important to listen to how a young person wants their name and pronoun shared, and with whom. For instance they might want to tell their friends first, or prefer a teacher to tell the year group all together. Schools can update SIMS records to reflect a young person's preferred name and change settings to select this name for class registers, although it is currently not possible to change the gender of a student on SIMS, so take care not to display registers publically.

A trans young person does not need to go through a 'legal' process to be known by their preferred name (and pronoun) at school. However, some young people may want to change their name on other documentation, such as bus pass, passport or bank statements. Any person can evidence a change of name by deed poll for no cost (parental consent is required



for under 16s). Once changed, passports and bank statements can be amended and exam certificates will reflect the preferred name. A young person who wishes to change the gender on their passport and bank statement can do so with a supporting letter from a health practitioner, but the assigned gender will remain on some things, including exam certificates.

**Uniform and dress** A trans young person may take steps to change how they dress or the uniform they wear to school to reflect their gender identity. They are much more likely to feel comfortable in a school where all approved uniform items are available to all young people, regardless of gender. However if there are different uniforms or dress codes for 'male' and 'female' students, a young person should be able to wear the uniform items that they feel reflect their self-identified gender.

**Toilets and changing rooms** A trans young person may wish to use the toilets and changing rooms of their self-identified gender rather than of their assigned sex. Schools should make sure that a trans student is supported to do so and be aware that this is a legal requirement under the Equality Act. Schools should also support trans young people to use gender neutral facilities or a private space if that is what they prefer. The most important thing is to talk to the young person rather than make assumptions about the facilities they would like to use.

## OTHER CONSIDERATIONS

**Sports** It is important a trans young person is able to participate in sports teams consistent with their gender identity, unless there are reasonable safety concerns. This is unlikely for most sports and age groups under 18, although staff may wish to ask advice from relevant sporting bodies for competitions. Playing in a different sports team or deciding which team to play in may be a daunting step for a young person, so staff should consider this area of support with sensitivity and care, particularly when supporting a non-binary young person.

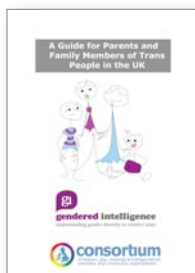
**Residential trips** Ensure trans young people are able to sleep in the room of their self-identified gender, or in a gender neutral dorm or private space if that's what would make them feel comfortable. Trips overseas may need more thought in advance. Some aspects may cause worry or concern for a trans young person, such as their documentation not corresponding to their self-identified gender, or how they look. Staff should talk worries through with the young person and may want to be aware of legal protections afforded to lesbian, gay, bisexual and trans people in the country they are visiting.

**Body anxieties** A trans young person may feel unhappy or distressed about living with a body they don't feel reflects their gender identity. Some young people choose to make changes to their body through hormone treatment, though this can involve waiting a long time. Schools can help by ensuring that young people know how to access support services, can talk to others and learn about self-esteem and body confidence in PSHE.

## INVOLVING OTHERS

**My parents have accepted my trans identity, using the right pronoun and treating me as female. My grandparents still call me 'he'. They try but it's difficult. Aunts and uncles find it difficult – so it's stressful to meet extended family members."**

*female (ish) (Capturing Journeys, Gendered Intelligence)*



*A Guide for Parents and Family Members of Trans People in the UK*  
Gendered Intelligence

**Parents/carers and families** An introduction to working with the parents/carers of lesbian, gay, bisexual and trans young people is provided in the previous section (p13). In addition, resources for parents/carers and families of trans young people may be able to address specific concerns, for example a lack of understanding about what being trans means, or what a trans young person might be experiencing. Support services for families of trans young people enable parents/carers to talk to others and share experiences online and face-to-face (listed on p49).

**Confidentiality** A person's status as trans is private, and schools should not disclose information – such as details about a transition – that may reveal this to others, including parents/carers, staff and anyone outside the school community. Schools may only share this information where there is a safeguarding risk (p13) or a young person has given their permission for specific details to be shared, for example if the young person would like to be known by their preferred name and pronoun in school and has requested for staff and peers to be told. Respecting a trans young person's confidentiality may require staff to use their assigned name and gender when contacting parents/carers or others.

**Additional support** Being trans isn't a mental health issue. However, worries about experiencing discrimination or distressing feelings relating to their gender identity mean that some trans young people may experience mental distress. A trans young person may want to talk to someone if they have started to transition or if they are confused or unhappy about their gender identity. Staff can help by providing pastoral support or counselling within school or signpost to counselling or therapy services outside the school. It's important to find a mental health professional equipped to talk about gender identity and with some knowledge about the experiences of trans young people.

**Getting it wrong** It is important to acknowledge if mistakes are made by staff and peers, such as using the wrong name or pronoun of a trans young person without thinking. The best thing to do is apologise to the young person, and anybody else present, correct yourself and move on. It is also important to support colleagues by correcting them too, so that everyone can work together to make the changes. If all staff use the preferred name and pronoun of the trans young person all of the time, rather than only when in the presence of the trans young person, that will help get into a new routine.

## WHAT DOES A TYPICAL JOURNEY FOR A TRANS YOUNG PERSON IN EDUCATION LOOK LIKE?

The following may help staff when thinking about how to support a young person transition at school. Every trans young person's journey in education will be unique but a 'typical' journey might involve:

### Coming out to the school



#### Member(s) of staff talking through with the young person what their needs and wishes are

##### You may discuss with a young person whether they:

- are happy with how things are at the moment or whether they would like to talk about taking steps to live in their self-identified gender
- would like any information about what a transition might involve or like to access any support outside of the school
- would like others to be involved when planning the transition (if relevant) e.g. parents/carers, staff
- would like ongoing support from an assigned member of staff

##### For staff to consider:

- who might be involved in planning a transition and/or the ongoing support of the young person
- what practical adjustments might need to be made to prepare for the transition, for example updating class registers so as to reflect a preferred name (and where possible, pronoun)





### Young person and school planning social transition

This could involve working with the young person and relevant staff (and parents/carers if appropriate) to make a timeline detailing the changes, when they will happen and how and when they will be communicated



### Education and support put in place for staff and peers

#### Peers

In a school where transphobic bullying is challenged and young people have the opportunity to discuss gender identity in a positive way students are unlikely to be unkind to a trans peer. A young person transitioning is a good opportunity to remind young people how to ask questions in a respectful way, such as *'which pronouns do you prefer'* or *'how do you identify'*, if they are unsure. It is also a good opportunity to remind young people what is inappropriate to say to a trans young person or a young person transitioning, such as asking what their 'real name' or 'real gender' is, or asking about a young person's body and what it looks like.

It may be appropriate to communicate the young person's name and pronoun change at this point, as well as other changes the young person will make which are relevant to peers (in consultation with the trans young person).

#### Staff

This should include refresher training for all staff on the school policies around trans young people and transitioning, and on the school's approach to tackling transphobic bullying and challenging inappropriate and hurtful comments, for example about a trans young person's body or appearance.



### Social transition at school





## Ongoing support

### You may discuss with a young person:

- how they are finding things at school and in general
- whether there is anything else they need to make them feel better at school or anything else staff may be able to help with

### For staff to consider:

- Does the young person have the right support around them? Are they experiencing any problems with peers?
- Would they like to access a youth group or contact any organisations that could be helpful?
- How are parents/carers and any siblings feeling?
- Is the young person seeking medical intervention and will they need time off for this?
- Does more work need to be done in school to promote positive awareness around trans issues?
- Are all staff treating the young person in their self-identified gender?



# CREATING AN INCLUSIVE SCHOOL ENVIRONMENT

Lesbian, gay, bisexual and trans young people are more likely to feel happy and able to be themselves if they are learning in an environment where lesbian, gay, bisexual and trans people, alongside people of all different identities, are valued. This chapter outlines ways to create an inclusive environment that will benefit everyone in the school community.

## TACKLING BULLYING

- **55 per cent** of lesbian, gay and bisexual young people have experienced homophobic bullying at school (*The School Report*). **75 per cent** of trans young people have experienced name-calling and **28 per cent** physical abuse at school (*Metro Youth Chances*)
- Trans young people may experience homophobic bullying, and lesbian, gay or bisexual young people may experience transphobic bullying. Any young person perceived to be 'different' in some way, for example a young person who doesn't conform to gender stereotypes, may experience homophobic, biphobic or transphobic bullying
- Where homophobic, biphobic and transphobic bullying is tackled effectively, all young people, including those who are lesbian, gay, bisexual and trans, are much more likely to feel able to be themselves and included at school



**I can't tell anyone because, basically, no-one knows that I am gay... I got punched in the corridor today for example, and I can't tell the teacher because it will involve coming out.** Nick, secondary school (*The School Report*, Stonewall)

Young people are likely to feel worried about being open about their sexual orientation or gender identity if they are in an environment where homophobic, biphobic and transphobic bullying and language are not

challenged. They are also more likely to experience bullying if they come out. All school staff should be trained to tackle homophobic, biphobic, transphobic bullying and any inappropriate comments or ‘jokes’ which may be hurtful to lesbian, gay, bisexual or trans young people. Schools should take a ‘whole-school approach’ and support young people to recognise and challenge homophobic, biphobic, and transphobic bullying.

## WHAT IS HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING?

**Homophobic:** bullying based on prejudice or negative attitudes about lesbian or gay people. For example a boy who is picked on for being gay because he doesn’t want to play football, or a girl who keeps being called a lesbian for holding hands with another girl.

**Biphobic:** bullying based on prejudice or negative attitudes about bisexual people. For example a bisexual young person being called ‘greedy’ for being attracted to more than one gender, or a bisexual young person being asked probing and unkind questions such as ‘*can’t you make your mind up?*’ or being told ‘*it’s just a phase*’.

**Transphobic:** bullying based on prejudice or negative attitudes about trans people. For example a trans young person being called ‘tranny’, ‘it’ or ‘he-she’, being asked ‘*are you a girl or a boy?*’ or probing or unkind questions about their body or appearance.

Stonewall’s one day Train the Trainer course equips school staff to train their colleagues to tackle homophobic, biphobic and transphobic bullying and create a safe and inclusive learning environment. To find out more, visit [www.stonewall.org.uk/teachertraining](http://www.stonewall.org.uk/teachertraining).

Gendered Intelligence provides support services for schools including mentoring, educational workshops and professional development training and consultation. To find out more, visit [www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk).

## CHALLENGING GENDER STEREOTYPES



**In... schools the macho expectations (sport) or feminine role models can be quite specific and unforgiving.**

Marie, secondary school teacher (*The Teachers' Report*, Stonewall)

Homophobic, biphobic and transphobic bullying is often based on gender stereotypes. A young person who does not conform to a stereotypical idea of what a 'boy is' (for example strong, sporty) or 'girl is' (for example kind, clever, responsible) may be bullied for being lesbian, gay, bisexual or trans, whether they are or not. Challenging gender stereotypes in school will help prevent bullying and ensure all young people feel comfortable to express who they are and take part in the activities they like.

### Where to start:

- In class, ask young people to discuss stereotypes of boys or girls they're aware of and talk about how there is no such thing as a 'typical girl' or 'typical boy'
- Use these discussions as a starting point to explore the different ways we express our gender (for example through our clothes, hair, or the way we walk), what 'gender identity' means and that not everyone identifies as a boy or a girl
- Support these discussions by challenging gender stereotypes in the wider school environment. Avoid stereotyping with students, for example '*I need a strong boy to help me*' or '*Jane, that is not very ladylike*'
- Avoid dividing students by gender, whether in the classroom (you could divide students by their favourite colour, month of birth or something else) or through uniform, sports activities or other aspects of school life to emphasise that a person's gender is not the most important thing about them

## MAKE LESBIAN, GAY, BISEXUAL AND TRANS PEOPLE VISIBLE

It can be easy to feel invisible as a lesbian, gay, bisexual and trans person if there are no other openly lesbian, gay, bisexual and trans people in school, lesbian, gay, bisexual and trans people are not talked about, and there is a lack of lesbian, gay, bisexual and trans role



models in wider society. Talking to students from a young age about lesbian, gay, bisexual and trans people and different types of families will make a difference to the school environment and reassure young people that it's okay to be lesbian, gay, bisexual or trans and have lesbian, gay, bisexual or trans family and friends.

Lesbian, gay and bisexual young people report that if lesbian, gay and bisexual issues are taught in a positive way as part of the curriculum, they are more likely to feel part of their community and that their school is an accepting school where they feel welcome (*The School Report*, 2012).



Stonewall's ground-breaking campaign to tackle homophobic, biphobic and transphobic bullying

**There are many ways staff can help make lesbian, gay, bisexual and trans people visible in school:**

- Ensure lesbian, gay, bisexual and trans people and experiences are reflected across the curriculum. Explicitly address different sexual orientations and gender identities and issues that affect lesbian, gay, bisexual and trans young people in Sex and Relationships Education in an age-appropriate way
- Ensure the library contains fiction featuring lesbian, gay, bisexual and trans characters and different families. Stonewall has a list of recommended primary and secondary school books and films at [www.stonewall.org.uk/educationresources](http://www.stonewall.org.uk/educationresources)
- Display diverse images of people and families which include lesbian, gay, bisexual and trans people and same-sex families
- Encourage open discussions about sexual orientation and gender identity with students, staff and parents/carers, and ensure prospectuses, newsletters, websites and communication with young people and parents/carers clearly reflect diversity
- Celebrate special events such as LGBT History Month, International Day Against Homophobia, Biphobia and Transphobia and Bi Visibility Day and invite members of the local community
- Invite LGBT role models or a local LGBT youth group to talk to students

## THE ROLE OF LESBIAN, GAY, BISEXUAL AND TRANS STAFF

Openly lesbian, gay, bisexual and trans staff can be important role models for lesbian, gay, bisexual and trans students, and are a good indicator of an inclusive environment. Lesbian, gay, bisexual and trans staff are sometimes unsure how much they're allowed to share about their personal life or identity in school, but the same rules should apply to all staff. For instance, if a straight teacher is open about their relationship status, lesbian, gay and bisexual teachers should be able to be as well. Equally a trans member of staff ought to be able to talk openly about their experience growing up as trans, just as a non-trans member of staff might talk about their experiences growing up. However, no member of staff should feel under pressure to share information they'd rather not, and young people should be aware of what is inappropriate to ask staff, regardless of their sexual orientation or gender identity.

All staff, not just lesbian, gay, bisexual and trans staff, can be important role models for all young people by talking openly and positively about lesbian, gay, bisexual and trans people, and challenging homophobia, biphobia and transphobia.



**I have anti-homophobic posters up in my classroom and direct pupils' attention to these whenever I hear anti-gay sentiment.** *Stephanie, secondary school teacher*

*(The Teachers' Report: Scotland, Stonewall)*

## WORKING WITH OTHERS

The best schools work with other organisations, such as local authorities, other schools, youth services and NHS services to make sure they are meeting the needs of their lesbian, gay, bisexual and trans students. Sometimes this involves inviting an LGBT group to speak in school, working with a local authority to develop guidance or working with local schools to celebrate LGBT History Month. Please contact Stonewall if you would like help finding other organisations in your local area.



# LEARNING FROM OTHERS – CASE STUDIES

## PRIMARY SCHOOL



As educators we have a strong role to play in challenging homophobic, biphobic and transphobic bullying and in making sure pupils who are or may be LGBT, and those with LGBT parents, feel included.

We deliver training to teachers, teaching assistants and dinner staff and prejudiced-based incidents are recorded, including those based on stereotyping – for example picking on someone for not behaving like a ‘typical girl’ or ‘typical boy’. We have surveyed year 6 pupils for their experiences and talk to pupils about what to do in different situations, for example if a friend were to be called gay as an insult, or teased for being a trans person.

It’s essential to talk positively about LGBT people and different families in the curriculum, for example when discussing marriage and reading fairy tales. Our books feature many kinds of families and we use circle time to talk about difference of all kinds. Work exploring gender stereotypes with pupils, and challenging ideas like ‘sport is for boys’, has been well received. Pupils recently asked for new materials coloured pink for girls and blue for boys to be changed.

Stonewall’s *Different Families*, *Same Love* posters, displayed around the school and on our welcome board, send the message that our school community values the different contributions we make by being ourselves. We’re proud of the positive response we’ve had – and our work has even been picked up on by Ofsted.

## CATHOLIC SECONDARY SCHOOL



Our school has worked hard to establish its values of respect, equality and valuing the individual. These are values of the Gospel and are lived in Catholic schools across the country. When a parent contacted us to say their child wanted to transition after the Easter holidays, the senior leadership team was clear on the school's duty to support them.

Initial support involved weekly meetings with the student and parents to map out practical considerations for the transition and enable the young person's voice to be heard. A member of the leadership team lead the preparation for the transition which included thinking about toilet arrangements, changes of name on the system, PE amendments, visits and trips and school uniform.

CPD for all staff, including governors, was arranged for before the transition and covered what trans means and how to treat a person in their self-identified gender. Training centring on their role as Equalities Ambassadors was delivered to the form class. In both cases the student provided input into the training but was not present.

After Easter the student started by attending classes she felt most comfortable in and after two weeks was in all lessons. In the early stages of the transition staff were out in corridors and the duty team vigilant so that she felt safe walking with her friends. Any comments about the transition were picked up on by staff using a consistent approach and with a script. To date there have been no transphobic incidents.

The transition is ongoing and new events which happen as part of school life need to be carefully thought through with sensitivity to the student's needs. We are still learning about supporting a trans student and have had to rethink some existing work, for example our sex and relationships education, through the lens of gender identity.

## CORELLI COLLEGE CO-OPERATIVE ACADEMY, SOUTH-EAST LONDON



At Corelli College we support our LGBT students and staff to feel able to be open and included for who they are. Our Stonewall Champions group, for LGBT staff and young people, aims to build confidence and a community for LGBT young people within the school. For the past four years LGBT students in sixth form have attended London Pride as part of Stonewall's youth events, accompanied by school staff and with parental permission. We are conscious some of our students have LGBT parents and family and treat each young person's family situation individually.

Our work in the wider setting to celebrate LGBT lives underpins this support. This year our LGBT History Month celebrations focused on transgender issues, and included three tutor-led sessions and a whole school assembly. Young people and staff know that homophobic, biphobic and transphobic bullying is not tolerated and staff and PGCE students receive regular training. We involve students in anti-bullying initiatives, and have trained students to run anti-homophobia sessions with pupils from a local primary school.

## BENFIELD SCHOOL, NEWCASTLE



Our work began with Stonewall's *'Some people are gay, get over it!'* campaign. We displayed posters across the school to make LGBT inclusion visible. Since then, we have developed a staff Equality and Diversity Team, which focuses on race, religion, disability and LGBT issues. The slogan is *'All Different, All Equal'*.

We've established an LGBT group which is attended regularly by students who fall into all categories of LGBT. They meet weekly and the school nurse attends once a month so students can discuss LGBT health issues. We have established a second group for younger students and session subjects have included positive body image, stereotyping, and labelling others.

Recently, we ran a competition to see which year groups could get the most students and teachers to sign Stonewall's NoBystanders pledge. Pledges are displayed prominently on our pledge board and our head teacher has signed one on behalf of the whole school. Rainbow lanyards on staff ID are a visual statement that any form of bullying, including homophobic, biphobic and transphobic bullying, will be challenged.

## WESTFIELDS PUPIL REFERRAL UNIT, WEST YORKSHIRE



Westfields Pupil Referral Unit is a Key Stage 3 provision for pupils who are at risk of being, or have been, permanently excluded. Our challenge is to provide quality support for LGBT pupils, and those who may be at risk of underachieving (or worse) due to bullying or prejudice, where the average stay of pupils is one term.

A mandatory part of the induction for all staff is training on tackling homophobic and biphobic bullying. Daily assembly topics are reflective of LGBT people and displays throughout the school feature LGBT inclusive posters and displays. Stonewall's NoBystanders campaign and FIT DVD have been used effectively within our curriculum and we have used our SMSC curriculum to support this work.


Our pupils come from diverse communities and different families and we embrace this as part of our school culture. We deal with discriminatory behaviour through restorative practice and seek to repair harm, build relationships and include all pupils in this process. Our school statement '*Be Nice*' outlines our expectations. '*Are you being nice?*' has allowed us to effectively challenge pupils on homophobic, biphobic and transphobic language and bullying and all forms of discriminatory behaviour.

## YOUTH SERVICES

### **GENDERED INTELLIGENCE – YOUTH GROUPS FOR YOUNG TRANS PEOPLE**

Gendered Intelligence's services for young people include support groups for young trans people up to the ages of 25 in London, Bristol and Leeds, and a group for BAME young trans people in London. In total, around 100 young people attend these groups each month and come along to share their experiences and seek the advice and friendship of other young trans people.


Youth group sessions aim to decrease young people's isolation and create social networks. Members are usually the only trans person at their school and in their local setting. Groups provide a vital opportunity for young trans people to meet others with similar experiences.



**The friendship and support has meant so much in helping me find myself and develop as a young trans person. GI, and the other young trans people who make it, mean so much to me, and being able to be a part of it is great!** *Young trans woman*

Through groups young people can access up-to-date and accurate information around transitioning and other aspects of trans life so they are able to make important decisions and explore options relating to gender identity. They are also empowered to challenged misinformation and discrimination they encounter in their everyday lives. Peer sharing and facilitated discussion builds young people's skills and knowledge and increases their confidence, ability to cope in difficult situations, and mental and emotional wellbeing. Gendered Intelligence provides travel bursaries on request in order to remove barriers to attendance.

## **SEXYOUALITY, CAMBRIDGESHIRE**



Our purpose is to improve the lives of young LGBT people. We do this by working directly with young people to provide social and emotional support tailored to the individual's needs.

Through our 2byou services, social groups run throughout Cambridgeshire, young LGBT people share a safe space and engage in different social activities. Via our 1-2-1 service we provide tailored support to young LGBT people as they navigate the challenges they face as part of growing up. Staff are equipped to adapt to each young person's needs and we aim to empower our members to be themselves and feel positive about their gender identity and sexuality.

We work in collaboration with Cambridgeshire County Council to enable teachers in school and staff in the workplace to better support students and service users. We also deliver workshops, classes and assemblies to students to encourage and equip them to support their LGBT classmates.



# TOP TEN RECOMMENDATIONS ON SUPPORTING LESBIAN, GAY, BISEXUAL AND TRANS YOUNG PEOPLE

## 1 **DON'T MAKE ASSUMPTIONS**

Don't make assumptions about who is lesbian, gay, bisexual or trans. Let a young person use the words of their choice to describe their sexual orientation or gender identity and remember that every young person will express who they are in their own way.

## 2 **LISTEN AND BE POSITIVE**

Be positive when a young person comes out as lesbian, gay, bisexual or trans. Listen, offer reassurance and talk to them about how they'd like to proceed.

## 3 **WORK WITH PARENTS/CARERS**

Make sure all parents/carers know that lesbian, gay, bisexual and trans issues are covered in school. Don't discuss a young person's sexual orientation or gender identity with parents/carers without the young person's permission. Work with supportive parents/carers to ensure the best support for a young person and know where to signpost should parents/carers want information, advice or support.

## 4 **TACKLE BULLYING AND CHALLENGE GENDER STEREOTYPES**

Take a whole-school approach to tackling homophobic, biphobic and transphobic bullying and language and challenge gender stereotypes from an early age.

## 5 **SUPPORT YOUNG PEOPLE TO FIND A YOUTH GROUP**

Use Stonewall's *What's In my area?* database and Info Service to find out what's running in the local community and support students to set up diversity or peer support groups in school.



## **6 PROVIDE ACCESS TO RESOURCES AND INFORMATION**

Provide lesbian, gay, bisexual and trans young people with relevant information and resources so they are able to make safe choices. Make information available around the school and provide links to accurate information online.

## **7 HELP LESBIAN, GAY, BISEXUAL AND TRANS YOUNG PEOPLE TO STAY SAFE**

Help young people stay safe online and when out and about. Make sure young people know their rights and how to report discrimination. Ensure young people know how they can access counselling and mental health services.

## **8 INCREASE VISIBILITY**

Make sure lesbian, gay, bisexual and trans people and experiences are reflected in the curriculum, including in Sex and Relationships Education. Ensure the library contains a range of books with lesbian, gay, bisexual and trans characters and different families and celebrate special events such as LGBT History Month.

## **9 EQUIP STAFF TO STEP UP**

Help all staff act as role models to young people by equipping them to talk about issues affecting lesbian, gay, bisexual and trans young people and to challenge homophobia, biphobia and transphobia.

## **10 WORK TOGETHER**

Work collaboratively with local authorities, schools, youth services and other organisations to provide the best support to lesbian, gay, bisexual and trans young people.

# HOW TO RESPOND WHEN A YOUNG PERSON TELLS YOU THEY ARE LESBIAN, GAY, BISEXUAL OR TRANS



Every young person's experience coming out is different – some will have lots of worries while others won't. This chart is designed to help school staff feel confident having some of the more challenging conversations they might come across.

**Black** text = relevant to LGBT young people, **green** = LGB young people, **red** = Trans young people

YP: **I think I might be lesbian, gay, bisexual, trans**

Staff: *Okay, I'm glad you've come to talk to me about it. How do you feel?*

YP: **Scared, alone. I'm not sure exactly. I don't know anyone else who is lesbian, gay, bisexual, trans.**

**I feel like a girl, but I'm a boy / I feel like a boy, but I'm a girl / I don't really feel like I'm a boy or a girl.**

Staff: *Well, lots of people are lesbian, gay, bisexual, trans, you aren't the first person to feel like this.*

*It is okay to be lesbian, gay, bisexual, trans you know, or to be questioning your sexual orientation, gender identity.*

*Have you discussed how you feel with your parents/carers?*

**No I don't want to talk to them because I'm worried about how they'll react.**

*Okay. We can talk about that and think about some ways to approach it.*

**No, but I'm going to talk to them soon.**

*Good, most parents/carers will want to know something this important about how you're feeling. Also, depending on what you want to do about how you feel, it could be really helpful to have them involved. It is a good idea to take time to think about what you want to say. Have you thought about how they might react?*

**Yes, but they're not supportive – my mum/dad/carer won't speak to me about it.**

*Well we can try and help you with that. Is there anyone else in your family who you can talk to? There are organisations that can help – I can give you their details.*



Staff: Do you know anyone *lesbian, gay, bisexual, trans*? Or have you joined a youth group or read any information about being *lesbian, gay, bisexual, trans* either on the internet or anywhere else?



**No, I haven't, I don't really know where to start. It would be good to talk to some lesbian, gay, bisexual, trans people, or people who have had some of the same feelings.**

*Well there may be a local youth group for other LGBT young people, or young people who feel unsure – I can find out for you. There are some good youth sites and forums. I'll give you the details and some tips to stay safe online.*



**Yes, I have Googled a few things and had a look on the internet. I follow some lesbian, gay, bisexual, trans people on Twitter. I've also read some blogs by older lesbian, gay, bisexual, trans people on Tumblr. I've thought about it but I don't want to go to a youth group.**

*There are some good youth sites and forums. I'll give you the details and some tips to stay safe online. If you find that you are being contacted by adults be very cautious and tell a parent/carer immediately. Not everyone feels comfortable going to a youth group, but let me know if you change your mind.*



**Yes, I've been using a dating/social app and also been to an LGBT bar/club when I've been able to get in.**

*Well there may be a local youth group for other LGBT young people, or young people who feel unsure – I can find out for you. You are underage and shouldn't be going to clubs, and you don't know the people you're speaking to on the dating app – they could be anyone. I'll give you the details of some better sites to look at online and ways to meet others your own age.*



**Staff:** *Do you know what you'd like to do about the way you're feeling? There are different options. For example, when some people come out as trans they would like to transition, while others aren't sure.*

**I don't know what I want to do – I need to think some more. I just know that I don't feel happy and right the way I am at the moment.**

*That's okay and it's good to take some time to think things over. I will point you in the direction of some information that might be useful. Why don't you come and talk to me once you've had a look?*

**I think I want to take steps to live as the gender I know I am but I'm worried about how it will work at school.**

*The school is here to make sure things feel right for you. We can arrange a time to sit down and talk through all the options and different ways a transition might work at school. What do you think? There are lots of people who have transitioned at school – it is possible!*

**I want to take steps to transition and be known by my preferred name and pronoun at school.**

*Okay, let's arrange a time to talk through what you'd like to do next and when. I think it would be really good if your parent(s)/carer(s) and perhaps another member of staff was there. What do you think?*

Staff: Does anyone at school know that you are *lesbian, gay, bisexual, trans* / questioning how you feel about your *sexual orientation, gender identity*?

Has anyone treated you differently?

**No, they don't know. I don't want them to either. Everyone says something is gay when they mean something is rubbish. I'm afraid that people wouldn't understand. I just don't want to get bullied.**

We won't let that happen. Bullying and hurtful language isn't tolerated in this school. This is a school where everyone should be able to be themselves. If you do want to talk to someone, you could choose a friend you trust to talk to first? And I think that as a school we need to talk more about trans issues so that people do understand.

**Some know and they are okay with it, but I don't want others to find out. I've talked to a couple of my friends, and I think other students know as I've begun to change my clothes.**

That's good that you've been able to talk to others, and I hope they've been supportive. If other students find it difficult come and talk to me. Bullying isn't tolerated in this school. This is a school where everyone should be able to be themselves. As you've begun to make some changes it might be a good idea at some point for us to have a chat about anything else you would like to happen so we can make sure you have the support you need from us and others. What do you think?

**Yes, they all know. Lots of people know – I think it's probably quite obvious. Some have given me a hard time about it.**

I'm glad you've told me. I'll be able to help you sort this out. Do you feel able to give me any names/times when incidents have occurred? Bullying isn't tolerated in this school. We can talk together about how to approach others in the school so it won't be so difficult going forwards.

Staff: I'm glad you've come to talk to me. Most people feel much better when they feel they can be open about their *sexual orientation, gender identity*. How you feel about your *sexual orientation, gender identity* is a really important part of who you are, you've got nothing to be ashamed of. We will support you to be you.



# GLOSSARY OF TERMS

The listed terms relate to sexual orientation and gender identity and may be helpful to school staff and professionals working directly with young people.

**Gender Identity** a person's internal sense of their own gender, whether male, female, non-binary, or something else

**Sex** either of the two main categories (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are used interchangeably to mean 'male' or 'female'

**Sexual Orientation** a person's emotional, romantic and/or sexual attraction to another person

## TERMS THAT SOME PEOPLE MAY USE TO DESCRIBE THEIR IDENTITY

### Sexual orientation

**Bisexual** refers to a person who has an emotional, romantic and/or sexual attraction towards more than one gender

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

**Homosexual** this might be considered a more medical term used to describe someone who has an emotional romantic and/or sexual attraction towards someone of the same gender. The term 'gay' is now more generally used

**Lesbian** refers to a woman who has an emotional, romantic and/or sexual attraction towards women

## Gender identity

**Cisgender** refers to a person whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people

**Non-binary** an umbrella term for a person who identifies outside of the 'gender binary', (in other words, outside of 'male' or 'female')

**Trans** an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer

**Transgender man** a term used to describe someone who is assigned female at birth but identifies as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male

**Transgender woman** a term used to describe someone who is assigned male at birth but identifies as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female

**Transsexual** this was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender

## Other terms people might use

**LGBT** the acronym for lesbian, gay, bisexual and trans

**Queer** in the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBT young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed as derogatory by some. '*Gender queer*' (alongside non-binary) refers to someone who does not identify within the gender binary of 'male' or 'female'

**Questioning** the process of exploring your own sexual orientation and/or gender identity

## OTHER USEFUL TERMS

**Coming out** when a person first tells someone/others about their identity as lesbian, gay, bisexual, trans

**Gender dysphoria** used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth

**Gender reassignment** this is another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in your self-identified gender. Gender reassignment is a characteristic that is protected in the Equality Act 2010

**Gender Recognition Certificate** this enables trans people to be legally recognised in their self-identified gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you have to be over 18 to apply. You do not need a GRC to change your gender at work or to legally change your gender on other documents such as your passport



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

**Outed** when a lesbian, gay, bisexual or trans person's sexual orientation or gender identity is disclosed to someone else without their consent

**Pronoun** words we use to refer to people's gender in conversation - for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they / their and ze / zir

**Transitioning** the steps a trans person may take to live in the gender they identify as. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things like telling friends and family, dressing differently and changing official documents





**Homophobia** the fear or dislike of someone who identifies as lesbian or gay

**Biphobia** the fear or dislike of someone who identifies as bisexual

**Transphobia** the fear or dislike of someone who identifies as trans

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## FURTHER SUPPORT AND RESOURCES

### STONEWALL PROGRAMMES



**Stonewall's School Champions programme** is a network of primary and secondary schools across the country working together and with Stonewall to tackle homophobic, biphobic and transphobic bullying. Schools can join by attending a Stonewall Train the Trainer course, which gives school staff the knowledge, tools and confidence to train their colleagues on tackling homophobic, biphobic and transphobic bullying and creating an inclusive learning environment for all young people.

For more information visit [www.stonewall.org.uk/teachertraining](http://www.stonewall.org.uk/teachertraining) or email [education@stonewall.org.uk](mailto:education@stonewall.org.uk)



**Stonewall's Education Champions programme** provides tailored support to local authorities and academy chains in their work to prevent and tackle homophobic, biphobic and transphobic bullying in their schools and promote safe and inclusive learning environments for all young people.

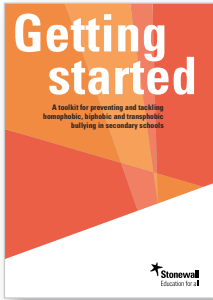
For more information visit [www.stonewall.org.uk/educationchampions](http://www.stonewall.org.uk/educationchampions) or email [educationchampions@stonewall.org.uk](mailto:educationchampions@stonewall.org.uk)



**Stonewall's Youth Volunteering Programme** empowers young people to campaign for equality and fair treatment for lesbian, gay, bisexual and trans people. The programme is open to all young people aged 16-21. For full details and information on other ways young people can get involved in Stonewall's work visit [www.youngstonewall.org.uk](http://www.youngstonewall.org.uk).

# STONEWALL RESOURCES

[www.stonewall.org.uk/educationresources](http://www.stonewall.org.uk/educationresources)



## Getting Started Toolkit

This toolkit sets out 5 key steps to help staff tackle homophobic, biphobic and transphobic bullying in school

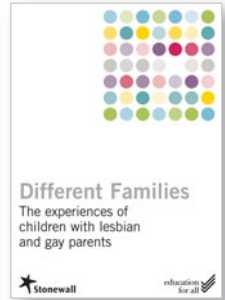


## Research Reports

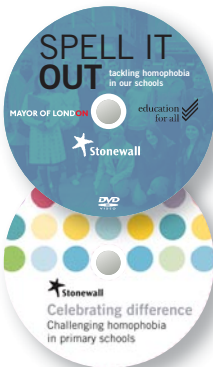
**The Teachers' Report 2014** YouGov polling of almost 2000 primary and secondary school teachers across Britain on homophobic bullying in schools



**The School Report (2012)** Research with the University of Cambridge into the experiences of lesbian, gay and bisexual young people in Britain's schools



**Different Families (2010)** Research with the University of Cambridge into the experiences of children of same-sex parents



## DVDs

*Celebrating difference* equips primary school staff and *Spell It Out* secondary school staff to tackle homophobic bullying in school



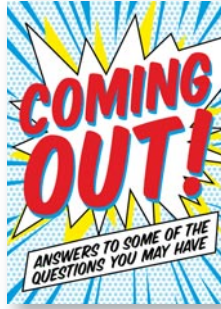
**Best practice guides** Including *Staying safe online*, *Working with faith communities*, *Effective school leadership*, *Including different families*, *Tackling homophobic language* and *Primary best practice*



NoBystanders is our campaign to end bullying and discrimination by empowering others to challenge all forms of bullying when they can. More info at: [www.stonewall.org.uk/our-work/campaigns/nobystanders](http://www.stonewall.org.uk/our-work/campaigns/nobystanders)



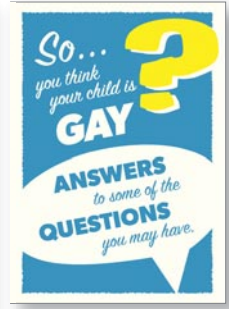
*FREE*, a feature film for primary aged pupils about friendship, families and the importance of being yourself. *FIT*, a feature film for secondary aged pupils which focuses on homophobic language and bullying. Accompanying lesson plans for both films are available online.



*Coming Out!* Answers to some of the questions you may have if you're coming out as lesbian, gay or bisexual



*Gay. Get over it!* A guide to help young people tackle homophobic language amongst their peers



*So you think your child is gay?* Answers to common questions parents and carers might have when they think their child is gay or has just come out

A list of recommended books to include in primary and secondary school libraries can be found at [www.stonewall.org.uk/educationresources](http://www.stonewall.org.uk/educationresources), alongside lesson plans to help staff use *FIT* and *FREE* as part of the curriculum.

*Different Families* posters, stickers, postcards and Mother's and Father's day cards



Tackling homophobic language posters



Stonewall's ground-breaking campaign to tackle homophobic, biphobic and transphobic bullying. Gay, Bi, Trans and Lesbian stickers are also available to order online.

## FURTHER RESOURCES

The following publications, websites and services may be helpful for staff, lesbian, gay, bisexual and trans young people and their parents/carers.

### FOR PARENTS/CARERS AND FAMILIES

**Gendered Intelligence** is an organisation that works to increase the quality of trans people's lives and to raise awareness of trans people's needs. Their website hosts an online group for parents/carers of young trans people aged 13-25, a *Guide for Parents and Families of Young Trans People* and *Parents and Family Members of Trans People in the UK – A Report on the Issues* [www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk)

**Families and friends of lesbian, gay and bisexual people (FFLAG)** provides support for parents and their lesbian, gay and bisexual children. The website offers resources, stories from parents of LGB young people and information on local parent groups [www.fflag.org.uk](http://www.fflag.org.uk)

**Mermaids** offers support to trans children and young people up to 19 years old and their families, friends and schools. Parents/carers can access support, information and friendship groups online [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

**NHS choices website – think your child might be transgender?** Information and guidance for parents/carers who think their child may be trans or whose child has just come out as trans [www.nhs.uk/Livewell/Transhealth/Pages/Transparentalworries.aspx](http://www.nhs.uk/Livewell/Transhealth/Pages/Transparentalworries.aspx)

### FOR LGBT YOUNG PEOPLE

**R U Coming Out** A website where LGBT people share their coming out stories [www.RUcomingout.com](http://www.RUcomingout.com)

**PACE** is an LGBT+ mental health charity offering a range of face-to-face and online services. The website hosts publications and factsheets on subjects including mental wellbeing, health and LGBT rights, religion and LGBT issues. They offer face-to-face, online/email, and telephone counselling for young people [www.pacehealth.org.uk](http://www.pacehealth.org.uk)

**Brook** provides free and confidential sexual health and wellbeing

services for young people nationwide. Their website includes information pages on gender identity and sexual orientation, contraception, health and wellbeing and staying safe online, and a text and web chat service [www.brook.org.uk/your-life](http://www.brook.org.uk/your-life)

**Switchboard – the LGBT+ helpline** Information, support and referral service for LGBT people including online messaging and phone service [www.switchboard.lgbt/help](http://www.switchboard.lgbt/help)

**Albert Kennedy Trust** is an organisation supporting LGBT 16-25 year olds who are made homeless or are living in a hostile environment [www.akt.org.uk](http://www.akt.org.uk)

**ChildLine** is a private and confidential service for children and young people up to the age of 19. Young people can contact ChildLine via email, message boards or phone and access advice and information online [www.childline.org.uk](http://www.childline.org.uk)

## FOR TRANS YOUNG PEOPLE

**Gendered Intelligence** provides guidance for trans young people including *A Guide For Young Trans People in the UK*, *Trans Youth Sexual Health Booklet*, *Capturing Journeys* report and online information as part of their *Knowledge is Power* project [www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk)

**Gendered Intelligence and Galop** *Free to be Me* project exploring hate crime and trans rights [www.genderedintelligence.co.uk/trans-youth/resources](http://www.genderedintelligence.co.uk/trans-youth/resources)

**Mermaids** hosts an online forum for trans young people aged 13-19 [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

**Mermaids** *Where do the Mermaids stand?* Poetry, prose, artwork and personal stories by trans children, young people and their parents [www.mermaidsuk.org.uk/index.php/young-voices](http://www.mermaidsuk.org.uk/index.php/young-voices)

**Beyond the Binary** A submission-based website which aims to give non-binary people the opportunity to share their experiences [www.beyondthebinary.co.uk](http://www.beyondthebinary.co.uk)

**MyGeneration** is an on-going documentary project exploring gender variance set up to record the different experiences and perspectives of trans people [www.mygeneration.com](http://www.mygeneration.com)

### TRANS HEALTH

**NHS choices website** trans health [www.nhs.uk/Livewell/Transhealth](http://www.nhs.uk/Livewell/Transhealth)

**Gendered Intelligence** has collated a comprehensive list of treatment guides & information and trans health documents on their website at [www.genderedintelligence.co.uk/trans-community/resources](http://www.genderedintelligence.co.uk/trans-community/resources)

### MEDICAL INTERVENTION FOR YOUNG PEOPLE – WHAT’S THE PROCESS?

Young person referred to **Child and Adolescent Mental Health Services** (by GP, school, and some other organisations – for example a local authority) -> CAMHS refer to **Gender Identity Development Service** (currently only the Tavistock and Portman in England).

**The Tavistock and Portman Gender Identity Development Service (GIDS)** sees trans or gender questioning children and young people (up to the age of 18) and their families.

A downloadable leaflet for parents about services and treatment offered is available on their website. The clinic accepts referrals from across the UK, usually through CAMHS

[www.tavistockandportman.uk/care-and-treatment/information-parents-and-carers/our-clinical-services/gender-identity-development](http://www.tavistockandportman.uk/care-and-treatment/information-parents-and-carers/our-clinical-services/gender-identity-development)

## GUIDANCE FOR SCHOOL STAFF

**Sex Education Forum** is a membership organisation which works to achieve high-quality sex and relationships education in schools

[www.sexeducationforum.org.uk/schools](http://www.sexeducationforum.org.uk/schools)

**PSHE Association** was set up to support PSHE practitioners to raise the quality of PSHE teaching. Guidance on teaching about mental health and wellbeing and other topics can be found at

[www.pshe-association.org.uk/resources](http://www.pshe-association.org.uk/resources)

**Brighton & Hove City council** Trans Inclusion Schools Toolkit

[www.allsortsyouth.org.uk/wp-content/uploads/2014/02/Trans-Inclusion-Schools-Toolkit.pdf](http://www.allsortsyouth.org.uk/wp-content/uploads/2014/02/Trans-Inclusion-Schools-Toolkit.pdf)

**Cornwall Schools Transgender Guidance**

[www.intercomtrust.org.uk/resources/cornwall\\_schools\\_transgender\\_guidance.pdf](http://www.intercomtrust.org.uk/resources/cornwall_schools_transgender_guidance.pdf)

## ONLINE SAFETY

**Childnet International** has developed resources on e-safety for young people of all ages, parents/carers and teachers [www.childnet.com](http://www.childnet.com)

**Digizen** provides resources and information on responsible digital citizenship including guidance on cyberbullying and social networking [www.digizen.org](http://www.digizen.org)

**Kidsmart** hosts fun games and activities for children as well as internet safety advice for teachers and parents/carers [www.kidsmart.org.uk](http://www.kidsmart.org.uk)

**Thinkuknow** provides information and advice for children, parents/carers, teachers and other education professionals [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## Reporting centres

Most social networking sites have their own safety and reporting centres.

**Child Exploitation and Online Protection (CEOP)** tackles child abuse on the internet. This website allows parents/carers and young people to make reports of abuse online [www.ceop.police.uk](http://www.ceop.police.uk)



## How to find support in your local area

- Use **Stonewall's What's in my area?** database where you can search for organisations and LGBT youth groups by 'type' and 'region'  
[www.stonewall.org.uk/whatsinmyarea](http://www.stonewall.org.uk/whatsinmyarea)
- Call the **Stonewall Information Service** on **08000 502020** or tweet **@stonewallukinfo** with your question
- Contact your **local authority** or look at their web pages for youth services

## GET IN TOUCH WITH STONEWALL

Everything we do is based on meeting the needs of schools, staff and young people. Please do get in touch with us to share your experiences and tell us what you think about our materials.

If you have any questions or would like to speak to Stonewall's education staff please email [education@stonewall.org.uk](mailto:education@stonewall.org.uk) or call Stonewall's Schools Helpline **020 7593 1881**.

Stonewall's resources are available at [www.stonewall.org.uk/educationresources](http://www.stonewall.org.uk/educationresources)

### Stonewall

[education@stonewall.org.uk](mailto:education@stonewall.org.uk)

020 7593 1862

[www.stonewall.org.uk/get-involved/education](http://www.stonewall.org.uk/get-involved/education)

[www.facebook.com/stonewalluk](http://www.facebook.com/stonewalluk)

*Twitter:* @stonewalluk

[www.youtube.com/user/stonewalluk](http://www.youtube.com/user/stonewalluk)

### Stonewall Cymru

[education@stonewallcymru.org.uk](mailto:education@stonewallcymru.org.uk)

[addysg@stonewallcymru.org.uk](mailto:addysg@stonewallcymru.org.uk)

02920 237767

[www.stonewallcymru.org.uk/get-involved/education-cymru](http://www.stonewallcymru.org.uk/get-involved/education-cymru)

[www.stonewallcymru.org.uk/ynrysgol](http://www.stonewallcymru.org.uk/ynrysgol)

[www.facebook.com/stonewallcymru](http://www.facebook.com/stonewallcymru)

*Twitter:* @stonewallcymru

[www.youtube.com/user/stonewallcymru](http://www.youtube.com/user/stonewallcymru)

### Stonewall Scotland

[education@stonewallscotland.org.uk](mailto:education@stonewallscotland.org.uk)

0131 474 8019

[www.stonewallscotland.org.uk/get-involved/education-scotland](http://www.stonewallscotland.org.uk/get-involved/education-scotland)

[www.facebook.com/stonewallscotland](http://www.facebook.com/stonewallscotland)

*Twitter:* @stonewallscot



**AN INTRODUCTION  
TO SUPPORTING  
LGBT YOUNG PEOPLE**  
A GUIDE FOR SCHOOLS