An introduction to supporting LGBT young people

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Foreword—Supporting LGBT young people

Creating that sort of environment isn’t always easy but through our work with schools and local authorities across Wales, we know that many are already taking vital steps to make sure the needs of lesbian, gay, bisexual and trans young people are met. This guide is designed to ensure that every lesbian, gay, bisexual and trans young person feels supported to be themselves. It aims to provide an overview of some key areas of support, and showcases the ways in which some outstanding schools and youth services are already supporting lesbian, gay, bisexual and trans young people, reflecting the reality of 21st Century life in Wales. Their experiences show that this work needn’t be difficult and has benefits which go across the learning environment. We very much hope that you’ll join them in this vital work and, most importantly, that you’ll let us know what more we can do to help along the way.

We hope that this guide instils teachers, school staff and adults who work with young people with the knowledge and confidence they need to create a happy and healthy 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.

Andrew White
Director, Stonewall Cymru

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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, particularly 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, socially and at home, will react negatively to who they are, and too often experience high levels of bullying. This can be very damaging and leave young people feeling isolated and unable to access the support or information they need.

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

Creating an inclusive environment is a key part of making sure that lesbian, gay, bisexual and trans young people feel welcome and valued in any environment. This guide provides simple ways 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 p48.

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. To put this into perspective, a school would be likely to have two lesbian, gay or bisexual young people per class group and one trans young person per year group, and many more pupils 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.

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 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.

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**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 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 environment).
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 included and part of their 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, 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 in school.

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

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. Across Great Britain, more than one in five secondary school teachers said they would not be confident to support young people who came out to them, and almost two in five school staff in Wales, don’t know if they are allowed to teach lesbian, gay and bisexual issues. Only ten per cent of primary school staff and 21 per cent of secondary school staff in Wales have received specific training on tackling homophobic and biphobic bullying.

“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)
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.

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 provided with 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.

What the law says

The law is clear that schools and all public sector bodies 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 public bodies in England, Scotland and Wales, including schools, youth groups and local authorities 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 pupils

Schools, youth groups and local authorities 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, youth groups and local authorities should also set specific and measurable age-appropriate equality objectives, for example reducing levels of homophobic, biphobic and transphobic language and 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)

“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)
Individual support for lesbian, gay, bisexual and trans young people

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

This chapter is designed to help 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.

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 (and other public bodies) are required to tackle transphobic bullying and support any young person 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

Schools have a duty to promote the safety and well-being of all children and young people in their care, including those who are lesbian, gay, bisexual and trans and those experiencing homophobic, biphobic or transphobic bullying.

Estyn

Estyn inspectors are required to evaluate a school’s and local authority’s success in promoting pupils’ physical and emotional wellbeing, so that all pupils feel safe and included. As part of this, Estyn inspection guidance explicitly directs inspectors to evaluate the efforts to tackle all forms of bullying and harassment, including work on preventing and eliminating homophobia.

Schools are also evaluated on how successful they are in creating an inclusive school environment which values diversity within the school community and fosters tolerant attitudes between its members. This includes working to challenge stereotypes and discriminatory attitudes and ensuring that all pupils have equal access to the curriculum. Schools and local authorities are expected to have effective equality strategies and training and monitoring programmes in place to ensure that they meet these equality and diversity requirements.
Supporting lesbian, gay, bisexual and trans young people

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

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 and bi girls who are their age, or may prefer to talk to a friend 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 p19 for supporting trans young people).

Confidentiality & safeguarding

All teachers, school staff and adults who work with young people 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 trusted adults 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
- 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, teachers, school staff and adults who work with young people 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.
Not all young people will want their parents/carers to know they are lesbian, gay, bisexual or trans, and for teachers, school staff or adults who work with young people 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 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; they can be directed towards relevant organisations, local groups or family services (suggestions are listed on p57).

**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.

Staff can search for local services for lesbian, gay, bisexual and trans young people by using Stonewall Cymru’s “What’s in my area?” database or by contacting Stonewall Cymru’s Info Service (details listed on p57). 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 questioning young people.

**“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, school staff or adults who work with young people 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 pupils are welcome, regardless of their sexual orientation or gender identity

**“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 they are, or think they might be, lesbian, gay, bi 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 p57-59). Staff should also check firewall settings on school computers to ensure age-appropriate websites on lesbian, gay, bisexual and trans issues, and anti-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, on a blog, on social media or on 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.

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.
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 can 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 may need to be referred to the Gender Identity Development Service (details on p59). 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 a sixth form college. All schools and colleges, including single-sex schools, have a responsibility to support a trans young person through a transition and enable them to remain there.

What might a young person transitioning have concerns about?
Young people wishing to transition at school or college 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.

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
  Teachers, school staff and adults who work with young people sometimes worry about using the correct language when talking about gender identity and are often concerned about ‘getting it wrong’. The glossary on p48 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)
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. 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 and colleges are often separated by gender, including toilets, changing rooms and, sometimes, uniforms. You 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 institutions are taking steps to provide ‘gender neutral’ facilities – irrespective of whether there are trans young people – 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’.

“A young person may want to be known by this preferred name and pronoun, 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 and colleges 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 pupil on SIMS, so take care not to display registers publicly.

A young person does not need to go through a ‘legal’ process to be known by their preferred name (and pronoun). 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.

Titles (such as Ms, Miss and Mr) should be able to be changed at the young person’s request, and a growing number of organisations are allowing people to choose gender-neutral titles such as Mx and to choose not to use a title. The requirements for what evidence, if any, is needed for someone to change the gender field on official records vary between organisations, as do the gender options that may be recorded.

Uniform and dress

A trans young person may take steps to change how they dress or the uniform they wear to reflect their gender identity. They are much more likely to feel comfortable in an environment 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’ young people, 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. A trans young person should be supported to do so and adults should be aware that this is a legal requirement under the Equality Act. Support should be given to 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. Teachers, school staff and adults who work with young people 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 PSE sessions.
Involving others

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 (p16). 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 p57).

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 teachers, school staff and adults who work with young people 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 demonstrate that they respect that young person’s identity, and it will also help people get into a new routine.

The following may help teachers, school staff and adults who work with young people when thinking about how to support a young person’s transition. Every trans young person’s journey will be unique but a ‘typical’ journey might involve:

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 (p16). In addition, resources for parents/carers and staff. This information may only be shared where there is a safeguarding risk (p15) 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.

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 and staff. This information may only be shared where there is a safeguarding risk (p15) 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. Teachers, school staff and adults who work with young people can help by providing pastoral support or counselling within a school setting or signpost to counselling or therapy services outside of the school environment. 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.

What does a typical journey for a trans young person look like?

COMING OUT
Teachers, school staff and adults who work with young people 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
> 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)
PLANNING A SOCIAL TRANSITION FOR THE YOUNG PERSON

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.

Peers
Where transphobic bullying is challenged and young people have the opportunity to discuss gender identity in a positive way they 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 teachers, school staff and adults who work with young people on policies around trans young people and transitioning, and on the institution’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

You may discuss with a young person:
> how they are finding things at school, college, youth club and in general
> whether there is anything else they need to make them feel better 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 to promote positive awareness around trans issues?
> Are all staff treating the young person as their self-identified gender?
Creating an inclusive school or college 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*, Stonewall). **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.

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.

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 and college 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 and colleges should take a ‘whole-school approach’ and support young people to recognise and challenge homophobic, biphobic, and transphobic bullying.

“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)

Stonewall Cymru’s one day Train the Trainer course equips school and college staff to train their colleagues to tackle homophobic, biphobic and transphobic bullying and create a safe and inclusive learning environment. For more information visit [www.stonewallcymru.org.uk/ed-cymru](http://www.stonewallcymru.org.uk/ed-cymru) or email cymru@stonewallcymru.org.uk

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).
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.

- 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 pupils, 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 pupils.

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).

Challenging gender stereotypes

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 pupils, for example ‘I need a strong boy to help me’ or ‘Jane, that is not very ladylike’.
- Avoid dividing pupils by gender, whether in the classroom (you could divide pupils 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.
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 pupils, 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.

Working with others

The best schools and colleges 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 pupils. Sometimes this involves inviting an LGBT group in to speak, working with a local authority to develop guidance or working with other schools to celebrate LGBT History Month. Please contact Stonewall Cymru if you would like help finding other organisations in your local area.

Primary schools

EVESWELL PRIMARY SCHOOL, NEWPORT

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 revised the whole-school approach on how to deal with homophobic incidents and considered how to avoid language that could reinforce gender stereotypes. Leaders and managers evaluated the impact of the project and amended policies. We now 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’.

Staff heard about the experiences of lesbian, gay, bi and trans pupils and adults in schools. We looked at statistics for homophobic bullying, read about gender issues and developed a portfolio of work linked to the PSE programme. We looked for materials that we could use to begin discussions about gender issues and built up a bank of ideas that fed into the curriculum.

These experiences helped staff to become more aware of stereotyping and prepared them to address it as part of other lessons. 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 develop a positive attitude to diversity through a range of innovative programmes and themes such as a study of well-known figures from many different backgrounds. Our school promotes equal opportunities actively and all pupils have equal access to all areas of the curriculum and extra-curricular provision. Our school offers a safe, secure and welcoming environment for all pupils, where they feel free from harassment.

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 Estyn, commenting that the work towards tackling issues such as homophobia, homelessness and racial and cultural differences is sector leading.

YSGOL GYFUN GYMRAEG PLASMAWR, CARDIFF

Plasmawr has a strong ethos of inclusion and diversity. Our LGBT rights group (Digon) work to ensure a positive message for LGBT pupils. Often the work revolves around the idea that everyone needs an ally.

The group have a poster campaign which sits in every classroom alongside Stonewall Cymru’s own bilingual “Some people are gay” posters. These serve as a regular reminder to pupils, parents, staff and visitors that Ysgol Gyfun Gymraeg Plasmawr is an inclusive school community and does not tolerate homophobia, biphobia or transphobia.

Our school holds an ethos which promotes the idea that everyone is an equal member of the school community regardless of sexual orientation or gender. This ethos is spoken about in assemblies on a regular basis by the leadership team ensuring that everyone has a role to play in creating an accepting and inclusive school.

Our school marks specific points in the LGBT calendar by allowing pupils to wear purple on Spirit Day in October, for example. Our school also celebrates LGBT History Month with “Rainbow Week” where we invite guest speakers, put up displays and hold activities such as cake sales and non-uniform days to raise money for Stonewall Cymru. During our “Rainbow Week” we fly the rainbow flag proudly outside of the school. We continue to conduct PSE sessions throughout the year in order to maintain the message behind “Rainbow Week”.

Our school engages the feeder primary schools in order to ensure equalities work starts early to prevent homophobic, biphobic and transphobic bullying. Schools sign the Stonewall “No Bystanders” pledge during transition days.

Staff use pupil leaders from Digon to discuss any homophobic, biphobic or transphobic incidents, as a result, homophobic, biphobic and transphobic incidents have reduced to around 2 a year, over 5 years of having the group.

We have recently ensured that we have gender neutral facilities in the school to ensure that trans and non-binary pupils feel safe and secure. This extends further so that trans and non-binary pupils are able to make their own choice around which PE class they take part in and all staff have been trained in the use of gender neutral language by “The Rottiffer Project” in order to support pupils to be able to feel comfortable in school.

Digon have also conducted an audit of curriculum representation. The group discovered that there is visible representation in most curriculum areas ensuring that LGBT pupils in the school have a point of reference in their daily life.

Our school is proud that LGBT staff, parents, pupils and visitors to the school know that they are in a safe space whilst they are at Ysgol Gyfun Gymraeg Plasmawr.
BISHOP OF LLANDAFF, CHURCH IN WALES HIGH SCHOOL, CARDIFF

As a church school we are committed to creating healthy, safe and respectful learning and working environments for all, as part of the Christian Ethos of love. Promoting equality for and with young people is essential, to ensure our school and communities are free from victimisation, bullying, violence and prejudice.

A Gay Straight Alliance group, Unity, has been organised at school consisting of a mixture of pupils in Years 8, 9, 10, 11 and 12. Unity is supported by the school Chaplain who helped to recruit members and organise meetings. Pupils join Unity for a variety of reasons, including identifying as LGBT or wanting to tackle the homophobic, biphobic and transphobic language they may have encountered from other young people. Pupils also want to participate in a project they believe in, which would count towards their Welsh Baccalaureate qualification. The Bishop of Llandaff Gay-Straight Alliance received workshops from Full Circle on homophobia, stereotyping, and diversity. The group created a mission statement: “Building an accepting community to unite and educate” and they operate under key principles such as wanting to challenge labels and stereotypes, reducing levels of casual homophobia, and providing support for LGBT young people.

The group defined one of the biggest problems in the school as being casual homophobia.

They felt language such as ‘that’s so gay’ and homophobic banter was commonplace and perceived as normal. Their first goal was to create a documentary style video about homophobia. The group also explored delivering an assembly to Year 7’s and creating a Twitter page for their group to use social media to provide support and to raise awareness.

Pupils have responded with huge acceptance, and indeed, applause for many individuals who have been able to come out as being LGBT in school. Work also took place with staff to address confidence around homophobic, biphobic and transphobic bullying and language through INSET training sessions.

The school has paid particular attention to creating an inclusive environment for trans students with the mother of a particular student commenting “thank you for saving my child and providing a safe and happy environment in which they could achieve and grow up to be themselves”.

CHEPSTOW SCHOOL, MONMOUTHSHIRE

Our LGBT+ work has been driven by students and supported wholeheartedly by staff. When students identified a need for a strengthened ethos of inclusivity, one member of staff decided to establish a student-led LGBT Society. They met with the LGBT ‘founders’ at lunchtimes on a weekly basis to discuss their needs, and from there, worked on various campaigns, following the Stonewall Train the Trainer course.

We realised that our PSE programme needed revising, and began there, working with our LGBT Society to discuss how to better our provision. We organised for our local Youth Worker to attend our LGBT meetings, and between us, we secured various speakers experienced in LGBT discussion to offer information, advice and guidance to our group. Working out from there, we presented LGBT assemblies to all year groups, showing video clips and discussing personal coming out stories, as well as tackling homophobia and raising the visibility of LGBT issues in inspirational ways. It was important for students to see senior leadership team modelling respect and acceptance, and for them to listen to their peers’ heart-warming stories and messages of support. Following this, we provided films and activities for form tutors to complete with their forms, leading to the signing of pledge posters on the theme of No Bystanders. We also refreshed our learning environment, using prominent display boards to promote LGBT news and information.

To build on a very productive 8 months of work, we arranged for the theme for our transition week, which sees our Year 6 primary school applicants, as well as Year 11 into sixth form students, attend the school, to be ‘Stand By Me’. We ordered wrist bands with this theme inscribed on them for the Year 6 pupils to wear, and the PSE programme for them reflected that theme; students made pledge hearts and equality banners and wrote down messages of respect. During the week, the LGBT group set up a stall, vending t-shirts and rainbow laces to raise money for LGBT fiction for our library, as well as handing out leaflets of information regarding LGBT rights. They sold rainbow fruit kebabs and oversaw an ‘LGBT ally’ photobooth. We worked with a social media adviser to design a Snapchat filter for the school, which could be screened by staff, and to which equality messages could be posted and distributed. We also used Twitter widely throughout the week to promote our message of embracing diversity and valuing equality. The event culminated in a ‘Respect march’, which saw the whole school march for a
As part of Trans*Form, we also run a binder bank, giving trans young people access to free binders and appropriate self-care information.

Our next phase of development is to focus on staff CPD and achieving an Equality Award. Our overriding message would be that teachers should not be daunted by tackling LGBT themes and issues. In just 8 months we have an LGBT Society which has grown in participants from just 4 founders to over 20 regulars! Our students openly discuss LGBT rights and we are always striving to keep the conversation going. Love is love, and our school is all the richer for embracing the brilliantly diverse community that makes it such a great place to work and to learn.

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 Monmouthshire Council to enable teachers in school and staff in the workplace to better support pupils, young people and service users. We also deliver workshops, classes and assemblies to pupils to encourage and equip them to support their LGBT classmates.

The young people in the group have also created a video which explains stories of how they came out and what support is available, this is now used to train LGBT liaison officers within Gwent police force.

More recently we held our first LGBT conference which gave us the opportunity to train professionals from across the local authority about current LGBT issues facing young people. From this we have made 2 sub-groups which run weekly within schools to help reach other young people who are unable to attend the monthly group meeting.

We also have a separate trans group as we recognise some of the issues facing trans young people are entirely different to those questioning their sexual orientation.

TRANS*FORM CYMRU, ACROSS WALES

Trans*Form Cymru is a project coordinated by Youth Cymru which supports trans young people aged 11-25 across Wales. The project provides a safe environment where trans young people can be themselves, access support and information, develop confidence and skills and make a difference to the lives of trans young people across Wales.

Trans young people have the opportunity to take part in a range of activities and events. Previous activities have included a filmmaking project, drama workshops and a trip to the national Trans Youth Network conference. We are able to provide travel bursaries to enable young people to access Trans*Form activities.

We also support trans young people to develop and deliver awareness raising sessions to young people and practitioners, sharing their experiences as well as giving practical tips about how schools, youth groups and other organisations can become safer spaces for trans young people. Young people from Trans*Form have also had a number of meetings with Cabinet Secretaries of the Welsh Government.

Young people from Trans*Form have created a short film about their experiences available on YouTube. We have also organised an LGBT+ Youth Conference in partnership with Pride Cymru and Iris Prize, bringing together LGBT+ young people from across Wales.

As part of Trans*Form, we also run a binder bank, giving trans young people access to free binders and appropriate self-care information.

LGBT, MONMOUTHSHIRE

Our purpose is to provide a safe, confidential environment for young people who identify as LGBT or are questioning. The group was formed by young people, Monmouthshire Council Youth Service and our counselling team, to assist young people who were experiencing issues around their sexuality and gender. The group has been running for 3 years on a monthly basis and has made a huge impact on not only the young people, but the local communities and the professionals within it.

Our next phase of development is to focus on staff CPD and achieving an Equality Award. Our overriding message would be that teachers should not be daunted by tackling LGBT themes and issues. In just 8 months we have an LGBT Society which has grown in participants from just 4 founders to over 20 regulars! Our students openly discuss LGBT rights and we are always striving to keep the conversation going. Love is love, and our school is all the richer for embracing the brilliantly diverse community that makes it such a great place to work and to learn.

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We also have a separate trans group as we recognise some of the issues facing trans young people are entirely different to those questioning their sexual orientation.
LOVEQUALITY GROUP – POWYS YOUTH SERVICE IN LLANFYLLIN HIGH SCHOOL POWYS

Powys Youth Service has been supporting young LGBT young people through ‘Freedom’ social groups across Powys, a Facebook page and through school sessions. In Llanfyllin High School the ‘lovEquality’ campaign was initiated following a request from some young people to their local youth worker. They felt the school didn’t have a safe space for them to explore their own sexuality. The campaign began developing ideas including ‘The Pledge’ - ‘before you accuse, ridicule or abuse, try walking a mile in someone else’s shoes’ – the idea was that the words would appear out of sequence to form a cryptic question until the pledge finally revealed itself. The campaign was also supported by a Year 11 drama group.

The lovEquality campaign kicked off with lots of rainbow coloured flags and bunting. Around school there were other rainbow activities including ribbons, shoes, lots of posters and quotes. Young people took 7 pairs of rainbow shoes on a journey all around the school and took pictures of them in various places – the idea being that you can see the shoes but you can’t see the wearer as they are hidden through fear. During the week 200 metres of rainbow ribbon was handed out to more than 300 pupils who were asked to take the #NoBystanders pledge.

Destiny and lovEquality will form the basis of future PSE sessions where pupils will be asked to look deeper at the issues confronted by the campaign and the school has agreed to revisit the pledge for consistency. There continues to be a constant rainbow presence in school and all pupils have been shown two youth films – ‘LGBT Thank You’ and ‘Wanbori’ – these films challenge the norm and promote awareness about the issues faced by LGBT young people.

VIVA LGBT+ - ACROSS NORTH WALES

Viva LGBT+ runs weekly youth groups in Wrexham, Rhyl and Llandudno Junction, where LGBT+ young people can access support and a wide range of social and cultural activities that nurture positive identities and promote social interaction.

Viva has been supporting LGBT+ young people since 1997. For the young people we work with, Viva provides a haven, where they can express and explore their identities, build positive friendships with other LGBT+ young people and get support to challenge or escape homophobic biphobic and transphobic bullying.

We’re there for young people across North Wales on a 1:1 basis when they need it most; offering outreach support and individual appointments across the region. We receive referrals from practitioners or directly from young people and their families.

We run a Transactivists project which provides spaces and opportunities for people who identify as trans, or who have expansive gender identities, to meet and engage in workshops which build confidence and develop skills to support burgeoning ambitions of community activism. We also run two family support groups - in Wrexham and Rhyl - for relatives, friends and carers of trans (young) people.

Viva LGBT+ deliver bespoke workshops and curriculum support programmes for schools, to improve attainment and assist in the cultivation of inclusive school environments. Our school-based workshops raise awareness, promote equality and challenge hate. Since 2003, we have delivered workshops to over 15,000 pupils across North Wales and provided training for teachers, health professionals and practitioners across a wide range of disciplines.
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, college and youth groups. 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 Cymru’s ‘What’s in my area?’ database and Info Service to find out what’s running in the local community and support pupils to set up diversity or peer support groups.

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 or activities, 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 of coming out is different — some will have lots of worries while others won’t.

This chart is designed to help teachers, school staff and adults who work with young people 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.”

1. 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.

2. 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.
3. **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.”
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?

4. **Staff:** Does anyone at school/college/youth club 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 here. This is a place 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 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 people 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 young people find it difficult, come and talk to me. Bullying isn’t tolerated here. This is a place 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 here. We can talk together about how to approach others so it won’t be so difficult going forwards.

5. **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.
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

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. Some may shorten this to trans man, or use the term FTM, an abbreviation of female-to-male. It is best to ask which term an individual prefers.

Transgender woman a term used to describe someone who is assigned male at birth but identifies as a woman. Some may shorten this to trans woman, or use the term MTF, an abbreviation of male-to-female. It is best to ask which term an individual prefers.

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

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

Terms that some people may use to describe their identity

Glossary of terms
The listed terms relate to sexual orientation and gender identity and may be helpful to teachers, school staff and adults who work with young people.
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
Further support and resources
Stonewall Cymru programmes

Stonewall Cymru’s Train the Trainer courses give staff the knowledge, skills and confidence to train their colleagues on homophobic, biphobic, transphobic bullying and to successfully implement the templates and checklists in this toolkit. Participating schools are also automatically enrolled in Stonewall Cymru’s School Champions Programme.

Key benefits of the School Champions programme include:
– An extensive pack of Stonewall Cymru’s acclaimed school resources including DVDs, lesson plans, education guides and posters
– The tools to benchmark your school’s current policies and practices with legal requirements and national best practice
– Ongoing support, guidance and best practice from Stonewall Cymru’s education team
– Regular newsletters, briefings and opportunities exclusively for School Champions, as well as exclusive use of the School Champions logo
– Access to exclusive free role model visits by inspirational people from all walks of life who share their personal stories about being LGBT
– Discounted access to future Stonewall events, conferences and training opportunities

For more information
visit www.stonewallcymru.org.uk
or email cymru@stonewallcymru.org.uk

Stonewall’s Youth Programmes empower young people to tackle homophobia, biphobia and transphobia and help LGBT young people to be themselves. Young people can get involved with the Youth Volunteering Programme, the Young Leaders Programme, Young Writer’s competition and Youth Work Placements held each year.

For more information
visit www.youngstonewall.org.uk
or email cymru@stonewallcymru.org.uk

Our Education Champions programme provides tailored support to local authorities in their work to prevent and tackle homophobic, biphobic and transphobic bullying in their schools. Local authorities work with Stonewall Cymru and each other to establish ways they can address homophobic, biphobic and transphobic bullying and promote a safe and inclusive learning environment for all young people.

For more information
visit www.stonewallcymru.org.uk/get-involved/get-involved-education/local-authorities
Stonewall Cymru resources

www.stonewallcymru.org.uk/our-work/publications-cymru

Stonewall Cymru has a wide range of resources to help schools address homophobic, biphobic and transphobic bullying, support LGBT young people and celebrate difference.

The Teachers’ Report 2014
YouGov polling of almost 2000 primary and secondary school staff about homophobic bullying

The School Report
The experiences of lesbian, gay and bisexual young people in Wales’s schools (2012)

Celebrating Difference
A guide to challenging homophobia in primary schools

Celebrating Difference DVD
Stonewall’s primary school staff training DVD

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 about homophobic language and bullying. Accompanying lesson plan available online.

Gay. Let’s get the meaning straight!
A series of posters and pocket-sized guide for young people to help them recognise and challenge homophobic language amongst their peers

Get over it!
Stonewall’s posters targeting homophobic, biphobic and transphobic bullying.

Stonewall Education Guides
including Primary best practice guide; Working with faith communities; Including different families and Effective school leadership

Different Families, Same Love
Different Families posters, stickers, postcards and Mother’s and Father’s day cards

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How to find support in your local area

Use Stonewall Cymru’s ‘What’s in my area’ database where you can search for organisations and LGBT youth groups by ‘type’ and ‘region’

www.stonewallcymru.org.uk/help-advice/whats-my-area

Contact your local authority or look at their web pages for young people

Contact the Stonewall Cymru Info Service by calling us on 08000 50 20 20, emailing us at cymru@stonewallcymru.org.uk or tweeting @StonewallCymru with your question

Further resources

The following publications, websites and services may be helpful for staff, lesbian, gay, bi and trans young people and their parents/carers. It is also useful to research the support and facilities available in your local area to supplement the resources and information in this toolkit.

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

Coming Out!
A guide answering young people’s questions about coming out

Role Models
Role Models guide – 16 inspiring stories from lesbian, gay, bisexual and trans role models leading in a range of industries

Make Sport Everyone’s Game
Sports Toolkit
Includes tips and resources for making sure LGBT people are welcome in sport. Available at www.stonewallcymru.org.uk/cymru-sport

No Bystanders
No Bystanders pledge card. To join the campaign visit www.stonewallcymru.org.uk/no-bystanders

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

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

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

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For parents/carers and families

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For LGBT young people

R U Coming Out A website where LGBT people share their coming out stories www.RUcomingout.com

MEIC advocacy, information and advice helpline for children and young people www.meiccymru.org 0808 802 3456

LGBT Cymru Helpline provides information, advice and confidential support for LGBT people, their families and friends www.lgbtcymruhelpline.org.uk 0800 840 2069

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

Children’s Commissioner for Wales has produced guidance on how to challenge the negative media reporting of the LGBT community as a young person www.childcomwales.org.uk/uploads/611.pdf

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 08001111

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

Trans*Form Cymru information on the experiences of trans young people www.youthcymru.org.uk/transform-cymru

Gendered Intelligence and Galop Free to be Me project exploring hate crime and trans rights www.genderedintelligence.co.uk/trans-youth/resources

Mermaids hosts an online forum for trans young people aged 13-19 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/young-voices.html

Beyond the Binary A submission-based website which aims to give non-binary people the opportunity to share their experiences 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

Trans health

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

Medical intervention for young people – what’s the process?

Young person referred to Child and Adolescent Mental Health Services -> 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.

Information for parents about services and treatment offered is available on their website. The clinic accepts referrals from across the UK, usually through CAMHS. www.gids.nhs.uk

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

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

Brighton & Hove City council Trans Inclusion Schools Toolkit www.allsortsyoungth.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

Online safety

Childnet International has developed resources on e-safety for young people of all ages, parents/carers and teachers www.childnet.com

Digizen provides resources and information on responsible digital citizenship including guidance on cyberbullying and social networking 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

Thinkuknow provides information and advice for children, parents/carers, teachers and other education professionals 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
Get in touch with Stonewall

Everything we do is based on meeting the needs of schools, teachers 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 a member of Stonewall Cymru’s Education Team please email cymru@stonewallcymru.org.uk or call Stonewall Cymru’s Information Service 08000 50 20 20

Stonewall Cymru’s Secondary School resources are available at www.stonewallcymru.org.uk/our-work/publications-cymru.

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