

Support for LGBTQ+ young people living in the Devizes Area



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Barnardo's Report to Devizes Local Youth Network: 'Support for LGBTQ+ young people living in the Devizes Community Area'

Remit

The Devizes Local Youth Network commissioned Barnardo's to determine the support needs of LGBTQ+ young people living in the Devizes area and to identify the kind of support they might need.

Introduction

This report outlines the process of the consultation and research which has taken place, and includes conclusions and recommendations.

The recommendations are written in response to what we have heard from the LGBTQ+ young people (YP) who have spoken to us, and the views of other young people, parents/carers and professionals in the area. This report also encourages the need to consider systemic changes and describes an initiative in Devizes School which is making headway with its whole school approach towards LGBTQ+ issues.

'LGBTQ' is the recognised term which grew out of the original political movement for gay men and has come to represent a range of different gender and sexual identities.

The initialism LGBT is intended to emphasize a diversity of sexuality and gender identity-based cultures. It may be used to refer to anyone who is [non-heterosexual](#) or [non-cisgender](#), instead of exclusively to people who are lesbian, gay, bisexual, or transgender.^{[2][5]} To recognize this inclusion, a popular variant adds the letter Q for those who identify as [queer](#) or are [questioning](#) their sexual identity Wikipedia -please see Glossary for additional terminology

This report is being written at a time of the publication of the largest ever LGBTQ+ survey conducted by the Government in the UK. More is now known about what it means to be an LGBTQ person living in the UK today. The Government's response highlights the significant role of education and schools to support LGBTQ+ YP raise awareness, and challenge prejudice /bullying in order to create a more inclusive society.

Working with trusted adults whom the young people know, we have consulted directly with 31 LGBTQ+ young people who currently attend groups (plus 39 other young people who live in the area) about their views about services for LGBTQ+ YP. We have learned some things about the difficulties they face whilst they are in the school environment and what might make a difference to them.

Although the remit suggested that we may attempt to set up a new group for LGBTQ+ YP we have not been able to identify individual young people, who want to be involved in setting up an LGBTQ+ group at this time. This does not mean that they do not exist, or that there isn't a need for 'groups', but it is an indication of how difficult it is to locate and/or engage LGBTQ+ young people directly from the community.

Initially we attempted to set up two community based consultation events but we received no responses aside from a single text from an LGBTQ+ YP asking; 'what is going on in the area for LGBTQ+ YP? We then concentrated our efforts on promoting a confidential on line survey (please see Appendix 1 Flyer with link to survey) throughout the area in order to gain the views of LGBTQ+ YP, Parents/carers and Professionals, (there were also telephone discussions with a number of professionals). We also attended two LGBTQ+ groups and undertook face to face consultations there, one in Devizes School, the other at 'Space', in Bath. Finally we organised two awareness raising sessions, at Potterne Youth Club and Lavington School, (Please see Appendix 2 Consent Form).

'Space' is a long established LGBTQ+ Youth Group running in Bath; it is a service which is currently managed by Siobainn Chaplin Operations Manager for Off the Record. Siobainn was previously involved in setting up and developing the LGBTQ+ project 'Respect' for Wiltshire Local Authority. The 'Space' group and it's off shoot activist/Craftism group meet in central Bath on two weekday evenings. The groups are one strand of a range of services offering a holistic response to meeting the needs of LGBTQ+ YP. Other strands include a young person's Listening service, multiagency training, partnership work with the Local Authority in schools etc. A number of the long standing members of 'Space' attend from outlying rural communities and we felt it would be useful to hear from the established and new membership about the benefits from attending/ and the learning acquired from running these centralised out of school LGBTQ+ youth groups over a number of years.

What is evident from the majority of LGBTQ+ YP we met, unless they have supportive parents/family, it is very difficult for them to know who to speak to for fear of prejudice and stereotyping, and this makes them vulnerable. This can be exacerbated by the age of the young person and if they have other additional needs/disabilities or factors which can compound their feelings of isolation and fear of prejudice.

One respondent speaks of the impact of this

'This is important to me (to meet with other LGBTQ+ YP) because I feel as though I can't tell anyone about it or anything else about who I am without being made fun of and

bullied like what happened when people found out I was autistic it makes me feel vulnerable' LGBTQ+ YP response to on-line survey 2018

This report also includes an attempt to quantify how many LGBTQ+ YP may live in the area and are potentially in need of support or safe social contact. We have used the national % for LGBTQ YP in the 16-24 age range and applied this to the numbers on roll at three of the areas secondary schools, to formulate approximate numbers which may require services.

Background research and our face to face consultation with young people has shown that children as young as 11yrs are questioning their gender identity, or curious about their sexuality, and therefore future provision needs to consider, not only the challenge of enabling LGBTQ+YP to be able to seek support for themselves, but to shape provision, suitable for the younger child as well as the older teenagers. Early intervention may also prevent some of the negative effects to self-esteem and identity, which LGBTQ+ YP can experience as a result of bullying, discrimination and isolation.

The range of the consultation

In addition to the young people, 5 parents/carers and 1 professional completed our on line survey (see Appendix 4). Discussions were also held with some of the key local service providers, the majority of whom (excluding 'Space' and Kooth) also promoted our on line survey with their service users incl.: Devizes and Lavington Secondary Schools; Steve Crawley Youth Action Wiltshire; Youth Leaders Nikki Lockyer and Steve Dewar at Potterne Youth Club; Student Engagement Officer at Wiltshire College; Hayley Cooke Thrive Hub; School Counsellor Laura Jones and staff at SPACE LGBTQ+ youth groups in Bath; and Michaela Bisogno of Kooth on line Youth Counselling service.

The following organisations also promoted our survey details by displaying our flyer (see Appendix 1) at Devizes Leisure Centre and on the newsletter promoted by the Wiltshire Parent Carers Council. We also consulted with a member of the LGBTQ+ community who works for Wiltshire council and also Emily Malcolm, the facilitator of the 'Fabric of Life' group.

It is evident from the consultation that all agencies and professionals meet with LGBTQ+ YP, in their professional role, from time to time. Initially young people may present with another issue, or come along to use a service and don't necessarily make reference to the LGBTQ+ issues they are facing. Kooth report considerable interest in their on line articles about LGBTQ+ issues, however aside from self-selecting a category to describe their own sexuality (Agender/Gender fluid), young people are less likely to come to counselling on line specifically for LGBTQ issues, it is more likely that the young person may refer to

difficulties such as relationships with family, mental health/self-harming for instance. Lavington School Counsellor Laura Jones reported similarly.

Some professionals do not feel adequately prepared to respond to LGBTQ+ YP and lack knowledge about what resources/services might be available (especially since the closure of youth provision and groups in the area). Understanding what is helpful in terms of the young person's needs, or simply how to respond, is a challenge for some professionals, there is no longer a recognised 'response' or referral route.

Lavington School has worked with specialist services involved with young people questioning their gender identity, and supported two young people on their transgender journey; the school is proactive in training staff on specialist matters and has teams of students involved as mentors and anti-bullying ambassadors. They are also addressing positive mental health and well-being issues for pupils i.e. yoga, mindfulness and a counsellor attends a day per week. They are however reluctant to consider a specific LGBTQ group in school at this time because of the potential safeguarding issues it may raise, but do feel a group is needed.

We heard from several young people at 'Space', a group for LGBTQ+ YP in Bath about their experiences. In school, some say they have experienced overt prejudice from teachers and that other teachers are openly uncomfortable when talking about LGBTQ issues.

'There's discrimination in schools, especially single sex schools, boys or girls, nothing in between, no gender neutral toilets. Religion is difficult, teachers experience unhappiness about raising LGBTQ issues in PSHE class, they say 'I'm Christian, I don't believe this, I'm not comfortable but I need to let you hear about this'. Young Person who attends 'Space' group for LGBTQ+ YP 2018

Stonewall commented in 2017 that many teachers are not prepared or required to provide same sex education;

'The guidance for teachers has sat untouched since 2000.....Section 28 – the law which banned the so-called 'promotion' of homosexuality – was still in force'.

Just one in six LGBT young people have been taught about healthy same-sex relationships, and many teachers still aren't sure whether they are allowed to talk about LGBT issues in the classroom'. Hannah Kibirige Stonewall Director of Education and Youth 2017

Parents and carers who responded were low in numbers and appear to be unsure about the best way to support LGBTQ+ YP. 3/5 parents/carers didn't respond to the questions on the survey about what a group, activity or social contact might look like, although 4/5

recognised that LGBTQ+ YP 'need someone to talk to' and to meet with other LGBTQ+ young people, (see Appendix 4).

From our discussions with professionals most feel that LGBTQ+ young people need access to support from trustworthy adults or adults with their own LGBTQ+ experience , who will allow the young person to ask questions at their own pace, '*they are on a journey*'. In addition they need the opportunity to link up with other LGBTQ+ young people, when they are ready, in a safe environment.

The Devizes School Teacher, (who is herself part of the LGBTQ community and who launched the LGBTQ+ group) said she wanted the young people to have access to someone who is informed and knowledgeable, whom they can safely ask questions of.

'They need support with issues such as bullying and stereotyping. I think the more information that is made available to them the better, as they are trying to figure out their identities'

The potential issues and needs of LGBTQ+ young people living in the Devizes Community Area

Many LGBTQ+ YP start to explore their gender identity or sexual orientation during their adolescence and youth, (perhaps into adulthood), although they may not talk to others until they are 16+. Adolescence is a time of change when it can become difficult for young people to talk to their family, they seek out their peers, LGBTQ+ YP cannot do this easily. Exploration of identity and sexuality is a part of this journey, which for some includes trying to find a more authentic sense of self by coming out as LGBTQ. The support they receive from people who have experience and knowledge, and acceptance from peers at this time can make a significant difference to them as individuals and their overall wellbeing. During these early stages they need to be able to access support and information when they need it. They need to develop emotional resilience and to be able to feel comfortable in their own skin and to manage other people's responses and the effects of bullying and discrimination .They need to have the usual social interaction with people of their own age as part of their own healthy development and not feel isolated from everyone else.

Safety is a major concern in terms of the individual LGBTQ+ YP, and potentially for other young people in the school community, because the LGBTQ+ YP may be under age, unable to talk with their parents and uncertain about who they can talk to, they may resort to contact with unknown/unsafe adults via unsupervised internet sites or other social media, and older LGBTQ+ young people who may not prioritise protection of younger ones.

Please see Appendix 3 for a full breakdown of comments we received from LGBTQ+ YP during face to face consultation/story board activity visits with the Devizes School LGBTQ+ group of 7 which meets in school, on Tuesday lunchtimes; 20 who meet in Bath at an out of school evening LGBTQ+ group called SPACE, and 4 who completed a survey on line totalling 31 young people

Main themes identified by young people concerning their needs for support and safe social contact:

- **The need to meet with others face to face who are LGBTQ+, to talk about feelings, connect/and be accepted in an open way**
- **The right to not be judged, because the discrimination and stigma they experience makes them feel excluded, individuals feel vulnerable as a result**
- **A time to meet and talk/ youth club with activities and adults who know what it means to be LGBTQ+ , who can provide information and share experience**
- **The benefits of being with other LGBTQ+ young people in a safe open environment is that friendships can be made, everyone can be themselves, young people can consider ways to challenge the discrimination they experience which in turn empowers them**

‘Coming to Space for the first time in 2014 changed my life. Before I first came I was not out to my parents and uncomfortable about my sexuality. Space introduced me to a whole community of LGBTQ+ young people who have now become lifelong friends. Coming from Restock (a rural Somerset town) I felt alone in my sexuality and because of Space I will never feel alone again’. LGBTQ+ Young person at ‘Space’ in Bath March 2018

The **Devizes Secondary School LGBTQ+ project** has developed into a whole school response, and in the time it has been running (approx. 6months) there is already evidence of some positive outcomes for the individual young people who attend (see Appendix 7). The group meets during school time but has confidential membership; it is accessed via the member of staff who is a recognised member of the LGBTQ community herself, there is a significant ‘self-help’ element to the style of the group as each member is encouraged to help and support one another.

The impact it is having is wider than the LGBTQ+ YP themselves; the whole school community has attended assemblies and been given the opportunity to contribute to school surveys (see Appendices 8 & 9) which include key questions around attitudes and perceptions. For example one question on the survey for teachers was *‘Would you*

challenge a homophobic remark? This and other questions are making respondents think about their own role and raise awareness about how LGBTQ+ YP are responded to. Importantly the Senior Leadership Team has overview of the initiative and continues to do so. There is an isolation policy in place in response to Homophobic/transphobic/biophobic bullying. Links have also been made with outside events such as Pride, LGBTQ+ museum display which have engaged and strengthened the LGBTQ+YP.

The other young people we consulted with

The remaining 39/70 young people who did not identify as LGBTQ+ (although some may have been) consisted of 14 from Potterne Youth Club (11-19yrs) and 25 Anti-Bullying Ambassadors from Lavington School (13-16yrs) (See Appendix 5) . All took part in LGBTQ+ awareness-raising sessions when youth workers and teaching staff known to the young people were also present. The level of engagement, empathy and understanding expressed by young people who attended these sessions was excellent. The discussions revealed that some young people were very open to talking about LGBTQ+ issues, whereas others were uncomfortable or self-conscious and it was apparent that they needed time to explore and think about 'differences' between people and what it means to them. There was an awareness that LGBTQ+ YP are subject to ridicule and bullying.

National and local background research

Dr Jason Schaub includes with in his article 'LGBT Young Peoples lives', some of the disadvantages experienced by LGBTQ+ young people

'LGBT youth experience particular disadvantages, and these are different than their peers. These disadvantages include: homophobic bullying; mental health issues; rejection from family and friends; increased risk of homelessness' (Adapted from McDermott 2010) Dr Jason Schaub 2018

LGBTQ+ Boys tend to be more secretive than girls and are also at higher risk of suicide.

'...LGBT YP have higher rates of suicide than the general population, with GB men and trans people experiencing the highest rates (Grant et al 2010; King et al 2008; Miranda-Mendizabal et al 2017; Nodin et al 2015) Dr Jason Schaub 2018

In the same article he cites National research which indicates that bullying levels for LGBTQ+ young people are high.

'the most recent study of British young people suggest that almost half of LGB and 2/3rds trans young people experience bullying at school, with 10% of trans YP receiving death threats (Bradlow et al, 2017) Dr Jason Schaub 2018

The situation doesn't get easier for LGBTQ+ young people within the community or as they move into young adulthood.

'Outside of school, LGBT YP are more likely to experience discrimination, and more serious discrimination, than older LGBT people; an EU wide study found that under 25's are two or three times more likely to experience violence than older LGBT individuals (EU-FRA, 2014). This bullying and discrimination is known to cause effects later in life, like increased mental health issues and impacts on self-confidence (D'Augelli and Grossman 2001). Dr Jason Schaub 2018

Locally...

The Wiltshire Children and Young People's Health and Well Being Survey 2017 also states that of those respondents who self-selected as LGBTQ+:

35% were vulnerable to being bullied (every month or more frequently) compared to 21% of all secondary age pupils and 13% of post 16 pupils (see Appendix 6 for more statistical information).

This is a lower percentage than the quoted national average previously stated; however there was an increase in the percentage of pupils who felt that schools were not dealing with the bullying.

Pam Holmes, author of the Bath based Space group Evaluation Report 2017, speaks of the effects of the fear of a negative reaction which makes it harder for an LGBTQ+ YP to talk about themselves and in the longer term it may also damage them emotionally.

'Stonewall finds that most young people generally realise that they are LGBTQ when they are 12 or 13 but many don't tell anyone until they are 16 or over. This is because they are worried others will react negatively. A negative reaction and fear of a negative reaction can be very damaging to a young person's emotional well being

- *60% of LGB young people feel there is neither an adult at home nor at school who they can talk to about their sexual orientation*
- *Four out of five young gay people have no access in school to resources that can help them'*

The Devizes Community Area

The Devizes Community Area has a population of over 32,000 (2011). Its population is increasing in the older age ranges, placing greater demand on the authority's pressured resources, and competing with resources needed for younger groups or minority group issues. This is at a time when recent legislation and Government guidance has placed

greater responsibility on Local Authorities and Schools in terms of safeguarding, mental health and wellbeing of pupils, and the ongoing responsibility to counter bullying.

Geographically Devizes is a large, rural area, with small 'village like' communities and one largish market town, a social context which affects many aspects of its community's and individuals daily experiences. Firstly families and individuals need to get around the area in order to access the full range of services etc. Rural communities may demonstrate a more insular attitude; individuals who are questioning gender identity or sexual orientation could feel isolated as there are fewer people with whom they might identify.

How many LGBTQ+ young people might there be in the Devizes community Area?

We needed to consider the extent of the potential needs of this group, but it has been difficult to determine specific numbers and the full extent of unmet needs of LGBTQ+ young people living in the Devizes community area.

Statistical information from county and national reports, as well as the responses to the consultation itself, gives some insight into potential numbers and the range of unmet need (please see Appendix 6).

Using the 4.1 % national average figure identified by the Office for National Statistics in 2016 for LGBTQ+ 16-24 year-olds we have considered the combined rolls of the three secondary schools, Lavington Secondary School, Devizes Secondary School and Dauntseys School, a total of 2670 pupils. 4.1% of this number generates a figure of 109 potential LGBTQ+ YP across the three schools. This figure has been adopted; it is not statistically accurate but a guide.

The Devizes School Teacher has spoken of the immediate response she received when set up the lunchtime group for LGBTQ+ young people.

Within 2 days of announcing the possibility of my running an LGBTQ+ group at school I had heard from 10 young people, some in year 7/8. The biggest issue for them is not being able to come 'out' to anyone; most of their parents are unaware.

The group has gone from strength to strength with a regular and consistent 20-25 pupils attending; although only three boys attend on a regular basis.

I think the students are definitely becoming more resilient and less reliant on me for support with these issues. The older students in the group have taken more of a mentoring role and they love being able to help each other. School has agreed that all homophobic language will result in immediate isolation and staff have been very supportive.

See more detail about activities and outcomes from this group, as well as results of a school survey of Staff and Pupils in attached Appendices 7, 8, 9.

What might a group, activity or social support for LGBTQ+ YP look like?

There was a mixture of ideas expressed during the consultation about what a service/support may look like. From the LGBTQ YP's viewpoint some of the key requirements are, they want to be able to be themselves, not be judged and have adults who know how to respond.

Suggested models have included: A **centralised evening youth group** in the community for example meeting at the Library, LGBTQ+ YP would be referred and their identity protected, Social workers would provide support. This model could be a problem to access as young people would need to have come out and very young people may not be able to attend without transport, having said this Space in Bath works on this basis. A referral only group could limit those who would prefer to drop in ; **An after school club** where LGBTQ+ YP's identity is protected and YP don't have to rely on parents for lifts/transport they simply stay later at school, but it would require a member of staff willing to get involved or additional staff coming in from outside ; **in school club** during the lunchtime where children self-refer in a confidential way via one teacher (who provides a gateway to prevent non genuine young people trying to join). The group works to influence and raise awareness about LGBTQ+ issues within the whole school through assemblies/campaigns and strong whole school anti-bullying practises. Maintaining confidentiality could be a challenge, and the staff member would need to be confident and have the skills to run this different kind of group in school (Devizes school model).

Youth club with separate time/space/youth worker to enable LGBTQ+ YP to meet together and with youth workers, a good model for individual support but unlikely to affect systemic change in the schools where young people spend a lot of their time. LA Resources to this kind of provision have been significantly reduced and are unlikely to be reinstated in the current financial situation. There are a few groups run by volunteers or funded through the voluntary sector who could consider a separate drop in for LGBTQ+.

A Generic Equality group open and based within school. Pupils elect a group of school representatives, supported by staff and consider equality issues which affect pupils and staff at school and in the community. A model exists in Bath and North East Somerset at Primary and Secondary level.

The current political context

The role of education and schools is covered in the recent Government LGBTQ+ survey published in July 2018. The survey received 108,100 valid responses from individuals aged 16 or over who were living in the UK and self-identified as LGBT or intersex.

Only 3% of respondents said they had discussed sexual orientation and gender identity at school, be that during lessons, in assemblies or elsewhere. Over three quarters (77%) said that neither was discussed, though this was lower for younger respondents, e.g. 54% for 16-17 year olds. Where these topics were discussed at school, only 9% of respondents said that the discussions had prepared them well for later life as an LGBT person. National LGBT Survey 2018

School is central to most YP's lives, and many LGBTQ YP experience bullying because of their perceived sexual or gender identity. Schools are integral institutions in the YP's experiences, and can be important in reducing or increasing discrimination (Adam et al, 2014)' Dr Jason Schaub 2018

Schools play a significant role in the lives of children, from their early years through to their youth and adolescence. Schools already carry considerable responsibility and may feel overburdened by the range of priorities they are expected to deliver alongside the Education curriculum. Many Teachers may feel ill-equipped to deal with the needs of LGBTQ+ YP, and it may raise personal issues for them.

The Government has focused upon the needs of LGBTQ+ people in particular at this time. It is also looking to redress some of the growing concerns about children and young people's wellbeing in the holistic sense and has recently published its draft guidance, "Health, Safety and Wellbeing in Schools' . This guidance will make it compulsory for all schools to teach children about good physical and mental health, how to stay safe on and offline, and the importance of healthy relationships and for secondary pupils sex education is also included. The guidance hasn't been reviewed since 2000; if agreed new classes must be in place by 2020.

The timing of the two previously mentioned Government initiatives, provides the opportunity for both the Devizes Local Youth Network and the Area Board to consider adopting an area wide strategy to support schools, for example School based multiagency training timed to fit with schools busy timetables, and models for co-led assemblies/PSHE lessons could be designed for all schools in the area to use. This training will support staff confidence, raise awareness about needs, challenge potential prejudice amongst staff as well as pupils and provide a clear message about the priority which is now being afforded to this potentially vulnerable minority group.

Conclusions and recommendations

In terms of the remit, our consultation and research has provided some evidence to support the hypothesis that LGBTQ+ YP are a potentially vulnerable group and we have explored with young people and others who work and /or care for them what kind of supports may make a positive difference.

It was not easy to reach LGBTQ+ young people living in the local community, (which in itself may say something about the issues these young people face) and in the main we communicated with LGBTQ+ YP through existing groups and trusted adults.

We understand less about LGBT YP experiences than other populations because of barriers to studying this group (IoM, 2011) Dr Jason Schaub 2018

LGBTQ+ YP who currently attend groups we have visited are seeking a non-judgemental environment, they want support, acceptance and personal privacy whilst considering their Gender identity or sexuality; they need trustworthy adults to ask questions of, someone who can guide them during their journey, and to be able to meet socially with other LGBTQ+ YP, and be safe. They enjoy 'youth club' activities or undertaking awareness raising activism which helps them to feel empowered and accepted. They enjoy helping one another and gain strength from building a network of support with likeminded people.

Attending a group however, takes confidence in itself, and not all LGBTQ+ young people will opt to attend groups, some may attend with support. It should also be considered that others may prefer 1/1 support, and some may choose, not to access any formal support. However currently in the Devizes area there is no clear and consistent access to specific services for LGBTQ+ YP who are seeking individual support about their identity. LGBTQ+YP may access services for other valid reasons, but their experience of being part of a minority group subject to discrimination isn't necessarily raised.

The culture of the school environment as a whole also needs to be considered. It is not a safe environment for individual LGBTQ+ YP, who fears speaking out as they may experience ridicule, bullying and isolation. Boys in particular find it difficult to say anything or to seek support. Prejudice also exists for those who are not speaking out but are judged because of speculation about their appearance. References to LGBTQ+ identities can be a source of language used to put someone down, 'you're gay', and can still be heard in the school playground, although deemed by some to be low level bullying, comments like this impact individuals and perpetuate a wider culture of prejudice, other more serious forms of bullying also exist. Staff in schools doesn't necessarily challenge these comments consistently. We have evidence from the Devizes school project, still in its early stages,

that a whole school approach addresses and supports these aspects and are already showing signs of potential changes in attitudes.

Evidence also tells us that LGBTQ+ YP may be at risk if they do not have safe people/places to explore their most personal issues with, all are potentially vulnerable but the child of 11years is particularly so. Online support can be very accessible and helpful, and, many will turn to the internet, however it can also be the place where the young person will be at risk from exploitation and abuse. They also need face to face support from adults whom the young person has developed a trusted relationship with.

'Minority stress theory is often employed to understand these increased rates (of suicide) with discrimination suggested as a key factor. Relationships with family and friends are important for LGBT YP mental health, with family rejection significantly linked to increased risk of depression and suicide (D'Augelli et al, 2005; Ryan et al. 2009)' Dr Jason Schaub 2018

We have also learned, nationally numbers of YP identifying as LGBTQ are increasing. Locally LGBTQ+ YP indicated low happiness scores and the highest levels of bullying according to the Well Being report 2017. Children as young as 11yrs (and younger) are questioning their gender identity, or curious about their sexuality. Many do not know how to tell their parents, or know of anyone else they may be able to talk to.

It has been suggested in this report that there are a conservative estimate of 109 YP (4.1%) across three of the secondary schools in the Devizes community area, who may need to explore what it means to be LGBTQ+ , this could potentially mean that each school has approx. 36 pupils or more to be reached . This number is about double the numbers who are currently using the LGBTQ group in Devizes School.

The previous county wide community groups for LGBTQ+ YP were seen as successful and a loss when they were disbanded, schools and organisations knew about this provision and could refer young people, they no longer know where to signpost LGBTQ+ YP or how to respond to their needs. The loss of 21 youth clubs has compounded this, and although a few clubs remain, run on a voluntary basis, there is inequitable provision for all young people.

One possible solution to a lack of a clear response/referral route to services and support for LGBTQ+ YP may be to consider funding a partnership role for an LGBTQ+ Champion/special youth worker. This role would work across the area, directly with staff, and young people, to raise awareness about LGBTQ+ issues, undertake multiagency training, identify/respond to the need for additional groups, a contact for professionals

working with LGBTQ+ people for consultation/signposting on to community based services such as, 'Fabric of Life' project.

Staff in schools may lack confidence to deal with the needs of LGBTQ+ young people, set up a group or to establish a whole school approach. School based multiagency training across the area would be recommended to provide practical advice and ideas. Schools need support to consider how to create a culture which underpins this and fits for their school. This would include an evidence based approach in order to ensure on-going measurement of outcomes and evaluation.

The following example may be useful.

An example of good practice from a High School Science College in West Yorkshire: please see Appendix 10 from an Ofsted inspection example of good practise in which Barnardo's worked in partnership with the school to embed a whole school approach, 'Improving preventative practises and support for LGBT pupils'.

In the course of this report reference has been made to Government responses to the LGBTQ+ survey, and new draft Guidance. The timing seems to be right to consider a more strategic approach in the Devizes Community Area, and possibly county wide in order to address the range of big agendas which are being proposed (some of which schools have already been and are currently working on); community cohesion, safety on line, Children and Young Peoples wellbeing including sex and healthy relationships. This is an opportunity to consider a policy shift which attempts to address these, in a more holistic way, and which ideally includes the views and involvement of LGBTQ+ YP, and other young people in shaping and developing services and initiatives.

We suggest that three key elements of this policy would be:

- Enabling access during the school day or after school to confidential individual support for LGBTQ+ YP, and the potential to meet with other LGBTQ+ YP by ensuring that there is a group/drop in/point of contact made available within the universal setting(or school grounds) of all secondary schools. This would be supported by an informed adult/member of staff who may provide a gateway to this group.
- We would also suggest that Schools themselves become proactive and take on the agenda of challenging the bullying and discrimination experienced by LGBTQ+ YP, by supporting an inclusive environment through a multifaceted whole school approach. Training programmes around embedding a whole school approach could

be introduced on an individual school basis to blend with existing programmes and the schools own identity. This could eventually be considered at Primary level also.

- An initial response to raise awareness on LGBTQ+ issues across the board might be addressed through Multiagency training for staff ideally with colleagues from other agencies, who work in the area, which would also provide the opportunity for creating a common understanding and response; building links; sharing good practise.

Some examples of other positive models of service currently in Devizes Community Area

- **The LGBTQ+ group within Devizes School** (see separate Appendices 7, 8, 9 for full details) has already been referred to within this report. It is producing some positive initial outcomes, and learning from this group could also be included within the proposed recommendations. The important features of this 'in school' provision, which seems to have been effective are: an open agenda about LGBTQ+ issues throughout the school; young people themselves can self-refer confidentially to a Teacher whom they know is part of the LGBTQ community, she has also accessed train the trainer training via the Stonewall programme for schools. The group meets during the school day and is therefore accessible to all age groups especially the very young who have not yet been able to talk to their parent/carer, although few boys access the group. There is a self-help element which generates a support network at other times during the school day. The activities which raise awareness about LGBTQ issues also empower the individual participants.
- Varied provision such as out of school clubs or social time for LGBTQ+ YP would be desirable and most likely to be funded through voluntary or third sector means. At the time of writing this report future funding is being sought for the '**Fabric of Life**' group. This project, run by Emily Malcolm during 2017/18 has attracted members of the LGBTQ+ community. It was a Heritage Lottery Funded project which involved young people looking at the history of fashion as a form of identity with particular focus on gender and sexuality. Other partners in this project have included Wiltshire Council's Arts Service and Wiltshire Youth Arts Partnership (WYAP) along with the Wiltshire Museum and Heritage service. Its aim now is to broaden its focus to reach out to young people with additional needs to help them positively express their identity through arts, history and culture.
- **Potterne Youth Club** currently provides sessions one evening per week on a Friday, for all children and young people in the local community including some members

of the LGBTQ+ community. There is a website and good regular attendance of 20+ YP across age ranges. The staff provide some organised events such as training, but the emphasis is upon sessions being 'open' and led by the YP, which gives them the opportunity to talk about issues which they want to raise. The usual activities are provided including hot chocolate! The staff, both youth worker trained, are skilled at enabling the young people to explore issues 1/1 or in small groups and provides accurate information in an atmosphere of non-judgement, gentle challenge and openness. A few other youth groups continue to meet in the area mostly staffed by volunteers but were not visited for this consultation. The knowledge and skill of 'Youth work' could be a helpful asset to schools.

- Outcomes from **Kooth online counselling** indicate that the service is being used by young people identifying as gender fluid or agender and although LGBTQ issues are not necessarily a presenting need, chatrooms and articles dealing with LGBTQ issues are being accessed increasingly. On line Counselling may be accessed by LGBTQ+YP but there is no category to indicate this, although LGBTQ+ YP could be accessing this support on issues relating to relationships, self-harm and bullying etc. This service does however provide a source of support for LGBTQ+ YP.
- There are other services in the area currently providing individual support to LGBTQ+ young people in the Devizes Community area, but as they were not visited for this consultation due to the range of the remit, and no in-depth discussions were held, it has been difficult to illustrate current practices in this report.

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Have your voice heard!

Devizes Local Youth Network has asked Barnardo's to help find out about the needs of LGBTQ+ young people in this area

If you are a LGBTQ+ young person, or a professional, or a family member, with an interest and you live or work in Devizes, we'd love to hear from you!

There are 2 ways to take part (you can do both!):

- 1. Talk over the phone or by text to Ann Marie from Barnardo's- 07514651920
Or Christine 07868728266**
- 2. Or complete this short survey online-**

<https://www.surveymonkey.co.uk/r/7NSKG79>

For more info contact:

**Barnardo's youth worker Ann Marie:
07514651920 or Christine:
07868728266**



Appendix 2: Consultation session for young people’s support needs in Devizes- Important information.

Barnardo’s is running consultation sessions. Your views will be used to provide a report to Devizes Area Board about the needs of young people in the area.

If there is something you forgot or did not want to say in the group, you can contact Ann Marie 07514651920 or Christine 07868728266 afterwards to let one of them know.

Confidentiality

We will agree with the group that information shared during the session will not be shared outside of the group unless you give permission. Only information from the sessions which is relevant to the research project will be shared with Devizes Area Board in the final report. You will be completely anonymous in the written report to protect your identity.

However, if during the session anyone mentions that they or another young person, child or vulnerable adult is at risk of harm this information will be shared with an adult who has responsibility for safeguarding.

Consent

You do not have to take part in this project. If you do decide to take part you can change your mind and opt out at any time. It is your right to ask for the information you give in the sessions to be left out of the written report.

If you are over 16 and you want to take part please fill out the details below.
If you are under the age of 16 you will need a parent/carer or guardian to fill this out for you (NB this includes your Teacher who is in loco parentis and will be present during the activity)

The content from the sessions will be noted down and typed up to complete the report. This will be stored on a password protected memory stick and deleted as soon as the final report is sent to Devizes Area Board.

Do you understand everything that is written above? (Please tick) Yes

Name:.....

Signed:.....

Date of birth:

Date:.....

Appendix 3: Consultation: Responses from LGBTQ+ in school group

What currently happens in the young persons(LGBTQ) social life?	What is the young person looking to do? What do they need in terms of social contact/support?	What might the group, activity or social contact look like?
<i>'X goes to the LGBTQ+ group at school and he talks to his friends about his feelings whenever hes happy or sad. They understand them'</i>	<i>'X would like to go out with no judgement'</i>	<i>'Have an LGBT group outside of school'</i>
<i>'hates sport and doesn't really like or enjoy school. Likes going on the internet because it makes them feel safe and respected. Hasn't come out yet (and is too scared to do so) Likes art and U tube. Isnt bullied but isnt popular'.</i>	<i>'Talk to their parents about their feelings like they do with their friends, but theyre too scared'</i>	<i>'Alex could be looking for a support group'</i>
<i>'X normally goes out with his friends and their family'.</i>	<i>'Be part of an LGBTQ+ group/ community and come out. Be respected and have a date-mate. They want to help other LGBTQ+ kids'</i>	<i>'Visit Disneyland, place the lgbtq+ flag in the grass in front of the castle'.</i>
<i>'Plays in the park a lot, a child at heart'</i>	<i>'X wants to help other people like them and make a safe environment for everyone!'</i>	<i>'Come out to parents, go to LGBT and Pride, go shopping as their self'.</i>
<i>'X babysits kids all around Devizes and gives his money to the RSPCA'</i>	<i>'X wants support from their friends to do the things they wouldn't normally do'</i>	
	<i>'X wants to help out at the vets, and raise money for children in need'</i>	
	<i>'X likes to go on LGBTQ+ websites and meet with friends who are the same sexually as her, so that she can talk to people about what she is going through and help others'</i>	

Consultation: Responses from LGBTQ+ young people who completed the on-line survey

<p>What do you think LGBTQ+ young people in Devizes need support with, if anything</p>	<p>What do you think stops LGBTQ+ young people getting the support they need? Do you think that LGBTQ young people in Devizes need a specific group or service?</p>	<p>How would LGBTQ+ young people benefit from a group or service in Devizes? 'Do you have any ideas about how to let LGBTQ+ young people know about a group or service'</p>
<ul style="list-style-type: none"> • Meeting other LGBTQ+ young people • Communication • Someone to talk to <p><i>'This is important to me because I feel as though I cant tell anyone about it or anything else about who I am without being made fun of and bullied like what happened when people found out I was autistic it makes me feel vulnerable'</i></p>	<p><i>'Discrimination. Don't know who to speak to'</i></p> <p><i>'Unsure'</i></p>	<p><i>'Any group would make them feel less vulnerable'</i></p> <p><i>'No not really'</i></p>
<ul style="list-style-type: none"> • Information • Socialising • Meeting other LGBTQ+ young people • Emotional support • Communication • Safety • Someone to talk to 	<p><i>'Discrimination, stigma, uncertainty, don't know who to speak to, No groups available'</i></p> <p><i>'Yes'</i></p>	<p><i>'like a youth club, Devizes youthy wherever that is these days , Group, they need a group Evenings LGBTQ+ young people A youth worker to run it, if you can find one I'm too old to attend (21yrs) Needs to be real life Socialising maybe even gaining new skills ie cooking, Music' 'It will give them a Safe and secure place to be themselves. Not sure how to attract people, Posters?'</i></p>
<p>LGBTQ+ YP (male) age 16yrs texted Ann Marie Gould . He was new to the area and was seeking information about LGBTQ services</p>		

Consultation: Responses from SPACE LGBTQ+ young people who attend a group held in the community, in the evenings

What difference has it made to you, coming to SPACE	What makes SPACE a good place to come to	What helped you to come along
<i>'Since going to Space I made many friends'</i>	<i>'Its a very open place, its very easy to speak to someone either young person or adult. You can easily make friends'</i>	<i>'My Mum found out about it, she's supportive of my being LGBTQ+'</i>
<i>'My girlfriend and I met here'</i>	<i>'I think that Space is really helpful for anyone who is lgbt, it is just such a nice place to be with so many accepting and generally nice people. I easily came out because my Mum is so accepting of me but if your family isnt as accepting I think Space would be a great place to be'</i>	<i>'Heard about it from school, Youth Forum, focus is on LGBT issues'</i>
<i>'Im very unhappy about the school system especially some individual teachers. One said to me, you choose to be gay, and women are inferior, I complained, nothing happened'</i>	<i>'Gender issues are more prevalent than sexuality issues' MOVE TO PROFESSIONALS FEEDBACK</i>	<i>'My friends came along with me, we came as a small group'</i>
<i>'Free food. You can really chill. Its quite cool, if youre trans or not out at school, it's a place to be yourself'</i>	<i>'Ive been coming about a month. Didn't expect to know anyone but know more people than I expected. I don't have friends at school or college. I feel I can connect here. Ive come on my own tonight and it feels ok'</i>	<i>'Its my first night, Im not sure what happens here, but it feels ok, I came with other friends'</i>
<i>'Coming to Space for the first time in 2014 changed my life. Before I first came I was not out to my parents and uncomfortable about my sexuality. Space introduced me to a whole community of LGBTQ+ young people who have now become lifelong friends. Coming from Radstock (a rural Somerset town)</i>	<i>'I come from a rural community, theres lots of issues. Very limited numbers coming out at school(x2 in my secondary school). Theres discrimination in schools, especially single sex schools, boys or girls nothing in between, no gender neutral toilets. Religion is difficult,</i>	<i>'I'm being a good friend, supporting A to come, because he didn't want to come along. Z has been coming for 6 weeks. I advise buddying up'</i>

<p><i>I felt alone in my sexuality and because of Space I will never feel alone again'.</i></p>	<p><i>teachers experience unhappiness about raising LGBTQ issues in a PSHE class, they say I'm Christian I don't believe this, Im not comfortable but I need to let you hear about it'.</i></p>	
<p><i>'Its good to have positive role models , gay staff who are sorted and can speak positively'</i></p>	<p><i>'the groups got bigger there are more people coming to the group, I may not have come alone if I was starting now. It felt like it was quieter and you could come and know you could speak to someone'</i></p>	
<p><i>'There are lots of issues at school, inappropriate language, lack of knowledge about terminology. Been part of an E team, there is a lack of power it's a false democracy, false power and freedom. Weve been fighting for gender neutral toilets, its taken for ever to get recycling bins'</i></p>		

Appendix 4: Consultation: 5 Responses from Parents/Carers to the online survey

What do LGBTQ+ YP need support with, if anything? (selected from list) What prevents them getting the support they need?	Do you think that LGBTQ+ young people in Devizes need a specific group or service?	What might the group, activity or social contact look like? 'what would be the benefit to lgbtq+ yp? 'Any other comments'
'Socialising, meeting other LGBTQ+ young people, emotional support' 'Don't know who to speak to'	'Yes' All remaining questions skipped	All remaining questions skipped
'Socialising, meeting other LGBTQ+ young people, someone to talk to' 'No groups available'	'Yes'	'Welcoming, Library, 1/1 and group, Thursday evening , monthly, real life.Chat and cake' 'Parents and carers to take part, Social worker to run' 'Respondant would be willing to attend' 'LGBTQ+ young person would feel included'
'Someone to talk to' 'Don't know who to speak to'	'Don't know'	All remaining questions skipped
'Socialising, Emotional support, safety, someone to talk to' 'Discrimination, stigma, uncertainty'	'Think it would be good to have trained people at youth groups rather than a specific group x'	'Welcoming, somewhere young people can access individually, 1/1 and group, 6pm fortnightly, 11-18yr olds, run by volunteers' 'Respondant wouldn't attend personally' 'both real and on line would be an advantage' LGBTQ+ young person would benefit from, 'try to normalise, sharing stories' 'Advertise in school and official buildings. Word of mouth, posters in school, adverts on social media'
Opening details only completed	All remaining questions skipped	All remaining questions skipped

Consultation: 5 Responses from 1 Professional to the on line survey

<p>What do LGBTQ+ YP need support with, if anything? (selected from list) What prevents them getting the support they need?</p>	<p>Do you think that LGBTQ+ young people in Devizes need a specific group or service?</p>	<p>What might the group, activity or social contact look like? 'what would be the benefit to lgbtq+ yp? 'Any other comments'</p>
<p><i>'Information, Meeting with other LGBTQ+ young people, Emotional support, Safety, Someone to talk to'</i> <i>'They need support with issues such as bullying and stereotyping. I think the more information that is made available to them the better, as they are still trying to figure out their identities'</i></p> <p><i>'Discrimination, stigma, don't know who to speak to, No groups available, Family, LGBTQ+ young people do get the support they need'</i></p> <p><i>'Some young people do find it very difficult to come out to their parents and have their phones monitored by their families so they cant access informaiotn without them finding out'</i></p>	<p><i>'Yes'</i> <i>'A support group with someone older, preferably someone who has been through similar experiences to them'</i></p>	<p><i>'Relaxed, calm setting-group discussions but also time to socialise with like minded people.</i> <i>Within walking distance for Devizes residents. Group with opportunities for 1/1 support. Meet weekly'.</i> <i>'For young LGBTQ+ youth and allies who wanted to support.'</i> Respondant would attend, <i>'Occassionally if the young people felt it would help them to feel safe and supported'</i> Group should be, <i>'Real life, Discussion, sharing personal problems and coming up with possible solutions. Specific activities- a potential pride event etc'</i> <i>'Currently the young people I have spoken to feel alone. We have started a group in school which has really helped but they are tired of feeling like they are different from their peers. Changing this would mean a lot to them'</i> <i>'Advertise, through schools and colleges. Go to assemblies etc</i> <i>'I think they would feel safer if they were meeting with an adult who was also LGBTQ+'</i></p>

Discussions with local Professionals and Space staff Bath

Responses noted during general discussion and allocated to relevant question by author of report/interviewer

<p>What do LGBTQ+ YP need support with, if anything? What prevents them getting the support they need?</p>	<p>Do you think that LGBTQ+ young people in Devizes need a specific group or service?</p>	<p>What might the group, activity or social contact look like? 'what would be the benefit to lgbtq+ yp? 'Any other comments'</p>
<p><i>Steve Crawley Youth Action: Previously there were 21 youth clubs, all have been cut, the remaining ones are voluntatry led- (Potterne West Lavington, Bromham, still active, Rowde, Devizes and Wharton either closed or reforming) Transport is an issue we have to provide transport for all yp at our events All our services are now targeted/referrals, Young Carers and Neet YP</i></p>	<p><i>Yes 'Just had two transgender young people who needed support, but no facilities to signpost too' 'All Youth Action staff Equal Opportunites trained and could support LGBTQ YP but no time to support 1/1</i></p>	<p><i>'YC's and volunteers may not be equipped to cope with LGBT issues, training for voluntary youth leaders is needed'</i></p>
<p><i>Laura Jones- Counsellor Lavington school x1 day per week(works with Relate) 'Not sure where they can go. YP see me briefly . I see 6 pupils a day, 50mins each for 6 sessions. Presenting issue may be something different. 5-10%(closer to 5%) of young people raise LGBTQ issues</i></p>	<p><i>'Mostly they need YP who have similar concerns/questions'</i></p>	<p><i>'I thought they may start a group at school, but it would be a challenge'</i></p>
<p><i>Daniela De Cet- Deputy Head Teacher Lavington school and DSL 'Historically there was a group who had a zero tolerance campaign, but that folded. We used to refer to the group. 10 yrs ago we had a trans young</i></p>	<p><i>'We have prevention of mental health issues as our equality objective. We offer mindfulness, yoga, pupils well being survey, training for staff to deal with low mood, depression and self harm. A solicitor is going to run a course</i></p>	<p><i>'Were quite a small school . Id be concerned regarding the Teacher/champion model because of potential safeguarding concerns. We support individual pupils cross curricular , allocation of toilet etc . We use the FIT video in PSHE.</i></p>

<i>person, and we currently have a pupil who is transgender</i>	<i>for staff around transgender issues.</i>	<i>Preferernce would be for an out of school group which we could refer to'</i>
Nikki Lockyer- Volunteer Youth worker and <i>Main issues are of education and safety, LGBT YP need a separate place to ask questions. Schools have responsibility for YP's well being but are not trained to deal with LGBTQ issues, the youth worker is. Gender transition gets grouped with sexual orientation, this is confusing issues and it needs to be made clearer Ofsted report 2015 highlighted issues of homophobic bullying'</i>	Yes	<i>Youth group with separate time or space for LGBTQ YP to be able to meet and talk with youth staff</i>
KOOTH Michaela Bisogno		
Hayley Cooke Thrive Hub		
Space Bath Siobhan Natalie Retallick Alice Hoyle		

Appendix 5: Consultation: Responses from Anti Bullying Ambassadors at Lavington school at LGBTQ+ Awareness Raising session

What currently happens in the young persons(LGBTQ) social life?	What is the young person looking to do? What do they need in terms of social contact/support?	What might the group, activity or social contact look like? 'Wish list'
<i>'Going to town'</i>	<i>'Likely looking for acceptance and a support network, and trustworthy friends and adults'</i>	<i>'A group who support him and believe that Alex is the person he is; he's confident of his sexuality'.</i>
<i>'Interacting with friends and family. Could often feel judged by people he doesn't know. Support from school or library'</i>	<i>'Personal space'</i>	<i>'Talking to someone on line about it'</i>
<i>'Clubs, friends, family, leaders of activities, Teachers, place of peace, local places'</i>	<i>'Acceptance'</i>	<i>'Good people to talk to'</i>
<i>'People go to social groups'</i>	<i>'To have people to relate to'</i>	<i>'Its hard to get support or social groups because your parents are going to want to know where you are making it harder to get support'</i>
<i>'They wouldn't want to go out because they are too afraid they would get bullied on the streets from people at school'</i>	<i>'People to not talk to'</i>	<i>'A mate'</i>
<i>'Not many things to do'</i>	<i>'Support network'</i>	<i>'Therapy Dogs'</i>
<i>'Campaigns at school for equality'</i>	<i>'Good friends to talk to or family'</i>	<i>'Needs more support groups, safe places, youth clubs for LGBT students'</i>
<i>'what do they do:Clubs, spend time with friends, sporting teams. Support: parents, friends and siblings, pastoral, councillors'</i>	<i>'Love'</i>	<i>'Childline'</i>
<i>'Their hobbies'</i>	<i>'Someone who they trust to talk to'</i>	<i>'Support from people who wont judge them'</i>
	<i>'Alex needs a good friend to support him in his confidence and that he can be who he plans to be'</i>	<i>'Other LGBT community members and events'</i>

	<i>'All young people especially look for support from things. They need acceptance from everyone in the community not just peers. But most importantly they need to be treated as equal to everyone else'</i>	<i>'It may be hard to find support because they need to find someone they can trust and open up to'</i>
	<i>'Diversity'</i>	<i>'Social groups'</i>
	<i>'Positivity'</i>	<i>'Somewhere to talk to others in the same situation'</i>
	<i>'People to talk to'</i>	<i>'Personal space, time out'</i>
	<i>'Alone time'</i>	<i>'A safe place'</i>
	<i>'Friends'</i>	<i>'A friendship group which is loving and accepting- possibly a support group or awareness days?Support is very difficult to get in a rural community. Its easy to get lost in terms of people finding and helping you'</i>
	<i>'Being able to be quiet but feel safe and content'</i>	<i>WISH LIST</i>
	<i>'Be confident about who they are, they need someone who would look past their gender'</i>	<i>'For people to realise how people are affected by the words, 'gay', 'bent' etc throughout the day, and know it affects LGBT people'</i>
	<i>'People to be completely themselves around'</i>	<i>'Support group that you do not need to travel too far for'</i>
	<i>'Close friends'</i>	<i>'Support groups, people to stop acting like being LGBTQ+ is strange, using 'gay' as a bad word, almost like you would say 'oh my god!'</i>
	<i>'Tell parents'</i>	<i>'Support from pastoral departments at school, teachers, family, friends'</i>
	<i>'People to help with confidence'</i>	<i>'Youth club for LGBTQ+ people to go to on trips yay'</i>
	<i>'Somewhere they feel that they can be themselves'</i>	<i>'LGBTQ+ awareness days in schools'</i>

	<i>'Less close mindedness in rural communities'</i>	<i>'Anyone can have any sexuality and not be judged or isolated because of it'</i>
	<i>'Pets'</i>	<i>'Talk to someone face to face if they want to'</i>
	<i>'Talk to someone who is specialised in this'</i>	<i>'Gay or any sexuality should not be an insult'</i>
	<i>'Food'</i>	<i>'On line support'</i>
	<i>'Be aware'</i>	<i>'LGBTQ+ Awareness days targeted to older audiences'</i>
	<i>'Role models'</i>	<i>'A place to talk to other LGBTQ+ people and learn how they came out'</i>
	<i>'Someone who is trustworthy and willing to listen'</i>	<i>'Charity events'</i>
		<i>'Transport from village to towns'</i>
		<i>'Days out'</i>

Consultation: Responses from young people at Potterne Youth Club At
LGBTQ+ Awareness Raising session

What currently happens in the young persons(LGBTQ) social life?	What is the young person looking to do? What do they need in terms of social contact/support?	What might the group, activity or social contact look like? 'Wish list'
<i>'Teachers don't talk about it '</i>	<i>'They need to try sites like childline or if that's not working try a doctor or someone they trust'</i>	<i>'Youth club with LGBTQ nights or an hour, or space for LGBTQ young people to get together'</i>
<i>'LGBTQ young people could get self conscious, people spread rumours and they close down'</i>	<i>'Need to tell someone you will feel much better'</i>	
<i>'Some teachers could say more, they don't all know how to handle it'</i>	<i>'I don't believe that enough is done for people in LGBTQ community at school/in Wiltshire. More help should be given for people with a mental illness'</i>	
<i>'Theres a trans boy at our school'</i>	<i>'I think that schools should do a bit more'</i>	
<i>'Weve got Ms. L at our school we talk about LGBTQ all of the time, shes Bi'</i>		

Appendix 6: Statistical information regarding the numbers and needs of LGBTQ+ young people

Source National Office of Statistics- Most recent figures 2016

- 2% of the general population self identifying as LGBTQ
- Increasing numbers in the 16-24yr range from 3.3% to 4.1% between 2015 and 2016
- 16-24yr age range are the only group to have larger Bisexual % than Gay/Lesbian group

It may be the case that this age group is more likely to be striving to understand and explore their sexual identity, however it could also indicate a change in social behaviour

To determine the possible numbers of young people who may identify as LGBTQ+ at any one time in the Devizes Community Area

- The current school populations of the three main secondary schools in Devizes Community Area are as follows

Lavington school currently on roll=703

Devizes school currently on roll=1127

Dauntseys school currently on roll= 840

Total = 2670 2% (LGBT in population) of this number is 54, which could be said to be a conservative estimate of the number of LGBTQ+ young people attending these three schools.

4.1% (LGBT young people age 16-24) gives us an estimate of 109 LGBTQ+ young people attending these three schools.

Wiltshire College also has students in the 11-18 age range, from the Devizes area attending courses on all four sites

Wiltshire Children and Young People's Health and Wellbeing Survey 2017

- A total 9951 pupils from 95 Wiltshire schools completed the survey. The pupils at the 22 secondary schools and 12 6th forms/colleges who took part had the option to self select as LGBTQ+

- The report author/researchers comment that in general many of the key indicators have declined in 2017 when compared to the 2015 outcomes

Sexuality: Lesbian, Gay and Bisexual (LGB)

- 2% of post-16 students and 1% of secondary (Yrs 8 & 10) identified as lesbian or gay
- 7% of post 16 students and 5% of secondary (Yrs 8 & 10) identified as bisexual
- 10% of secondary students didn't know, a further 3% didn't want to say, another 3% were figuring it out and another 3% said none
- 73% post 16 students and 63% secondary reported being heterosexual.

Transgender

- 78 respondents identified as transgender – This is too small for response disclosure on most of the items experienced by LGBTQ + YP and other minority groups.

The LGBTQ+ young people responses consistently show them to be the most vulnerable group when compared to other vulnerable groups identified in the survey (FSM, Young carer, Disability, in care/have a social worker etc.):

- 25% of respondents at secondary school who self-elected as LGBTQ had poor or extremely poor mental health scores, 32% young people in year 12+ had poor or extremely poor mental health
- The LGBTQ young people had the lowest percentage who are satisfied/quite satisfied with life. They represented the largest group who scored lowest in terms of happiness, 30% from secondary school and 38% from yr12 +, compared to 52% for the Wiltshire schools average.
- LGBTQ young people scored the Highest % who regularly self harm (monthly or more frequently) 37% for both secondary and yr12 + pupils (compared to 10% secondary pupils and 12% yr 12+ average for all secondary age pupils)
- 35% were vulnerable to being bullied (every month or more frequently) compared to 21% of all secondary age pupils, and 13% of post 16 pupils
- Increased % of those who felt that school didn't deal with the bullying very well

Appendix 7: The Devizes school LGBTQ group- Feedback about progress

Is the group still running? has the membership changed at all, are new pupils joining, have more boys come along? what does the current membership look like.

We've got about 20-25 members coming consistently. They're still coming to me first to ask when the club is on in order to protect those already in the club. I've only turned one student away because I know they have a lot of behavioural issues and I worry he would just be there so he could tease the students outside of school. There are about 3 boys coming regularly, and there have been a handful of others.

How has the group progressed its aims, have there been active campaigns or is the group still considering these?Have you changed some of the original terms of reference at all.

We've been putting together a display to celebrate LGBT+ people we look up to, and I've been doing more assemblies to discuss Pride month. I've also been to report back to SLT on a survey I did in school (results attached if it's helpful) and discussed how to move forward - we're tightening up our policy regarding the use of homophobic/biphobic/transphobic language and bullying. We're also looking at having a Pride Day (students can wear something rainbow or some rainbow facepaint with their uniform with a 50p donation to Stonewall) and maybe a cake sale and Pride disco/party for all students to attend if they want to. We've also done some work with the Wiltshire Museum making banners promoting equality for the Devizes Carnival in September. We also have some Friday afternoon sessions in addition to our Tuesday lunchtime slot, where we watch films/TV shows with LGBT+ characters and issues, which has been really enjoyable for them. They're still really want to have gender neutral bathrooms, PE lessons, uniform etc. but that's hopefully something we can look at more in September.

*** What impact, if any, do you feel the group has had on the individuals who are attending the group or on the school culture as a whole. Has there been any unintended negative effects ie increase in bullying for those members who are now 'out', if that is the case**

The students in the group have become much more confident and now feel that they have a good support system of people who 'get it'. They also know they can come to me with any problems around coming out, but I really push the idea of them helping and advising each other. They feel much happier and that they truly have their own community which is really powerful to see. I think just bringing up LGBT+ issues in assemblies has initially led

to some silliness (i.e. the kids saying all the things I've just told them not to say and why they shouldn't say them) but I think it's dying down.

***Is the group support enabling them to cope better in general or with bullying in particular, than they may previously have done. Are the school anti bullying procedures in place, effective and adequate to challenge this?**

I think the students are definitely becoming more resilient and less reliant on me for support with these issues. The older students in the group have taken more of a mentoring role and they love being able to help each other. School has agreed that all homophobic language will result in immediate isolation and staff have been very supportive.

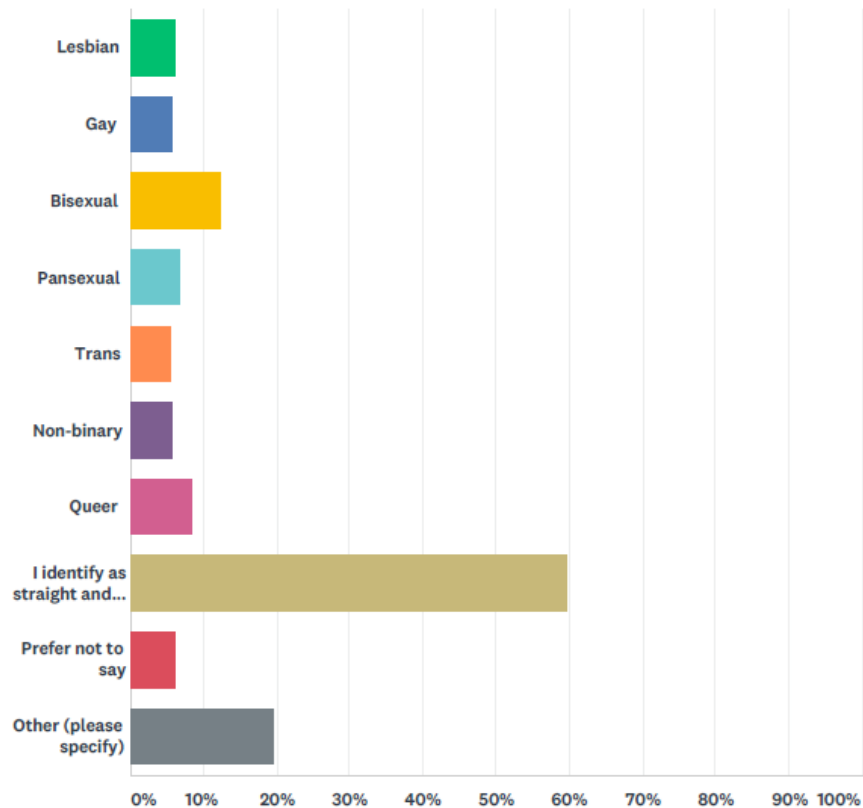
*** In the light of the progress to date would you have done anything differently if starting the project again?**

I don't think so! I'm still being very wary of boundaries etc. with the students because we could potentially deal with some big safeguarding issues but I'm really happy with what we've done so far!

Appendix 8: Devizes School LGBTQ Student Survey

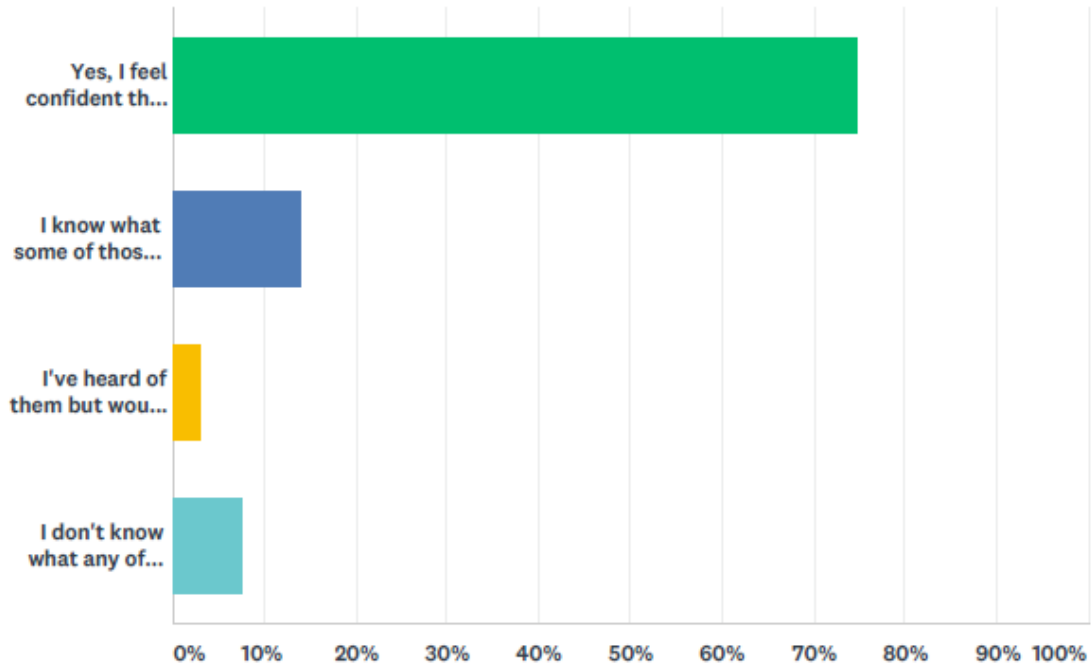
Survey Monkey Results

Q1 Do you identify as Lesbian, Gay, Bisexual or Trans, or another identity under this umbrella? This will be kept completely anonymous (Answered 322, Skipped 1)



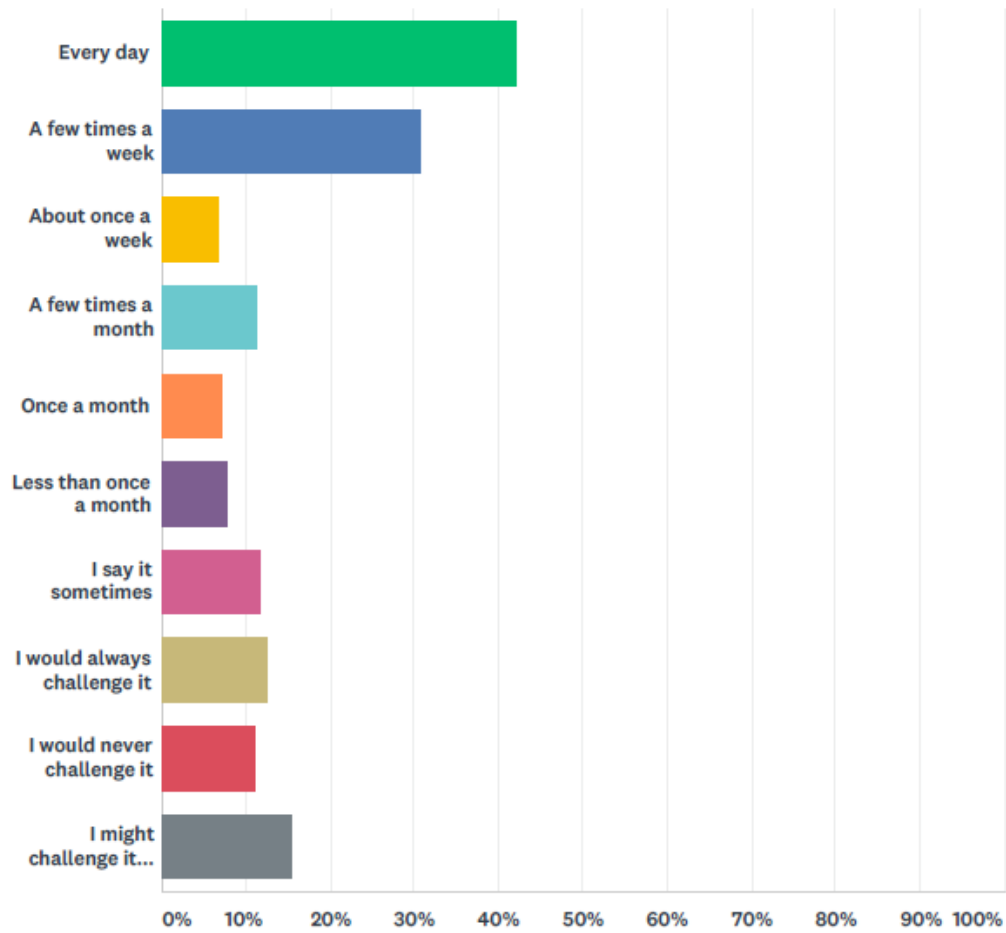
Answer Choices	Responses	
Lesbian	6.21%	20
Gay	5.90%	19
Bisexual	12.42%	40
Pansexual	6.83%	22
Trans	5.59%	18
Non-binary	5.90%	19
Queer	8.39%	27
I identify as straight and cisgender (I agree with the gender assigned to me at birth)	59.63%	192
Prefer not to say	6.21%	20
Other (please specify)	19.57%	63
Total Respondents		322

Q2 Do you know what terms like lesbian, gay, bisexual and trans mean? (Answered 319, Skipped 4)



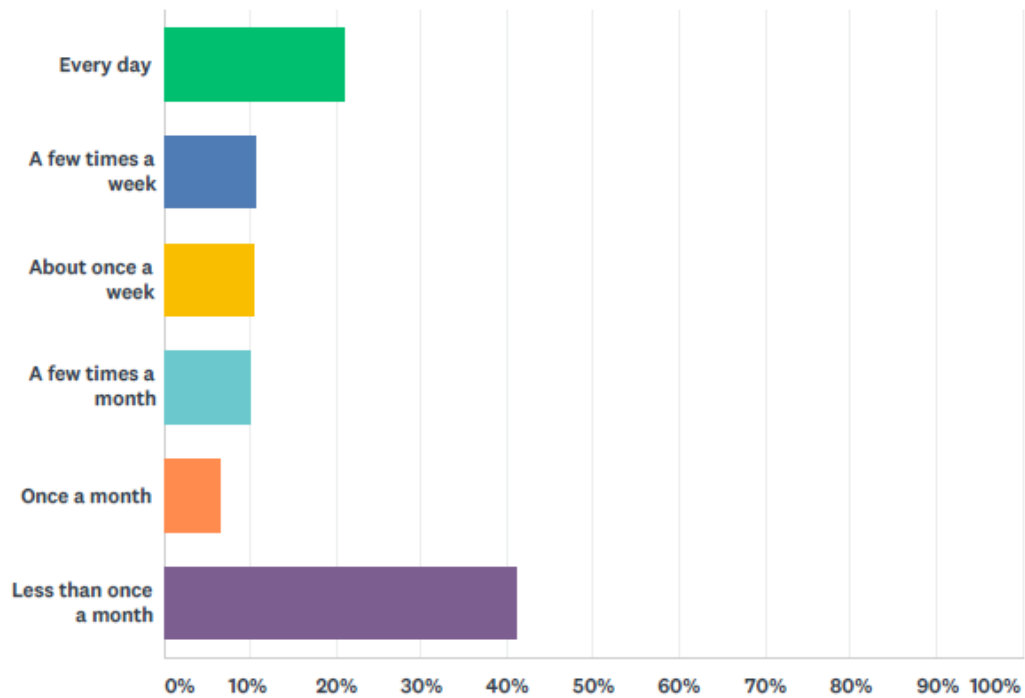
Answer Choices	Responses	
Yes, I feel confident that I understand different LGBT+ identities	74.92%	239
I know what some of those words mean, but not all of them	14.11%	45
I've heard of them but would like some more explanation	3.13%	10
I don't know what any of those words mean	7.84%	25
Total		319

Q3 How often do you hear homophobic language being used, including the use of 'gay' to mean rubbish? Would you challenge it? (Answered 318, Skipped 5)



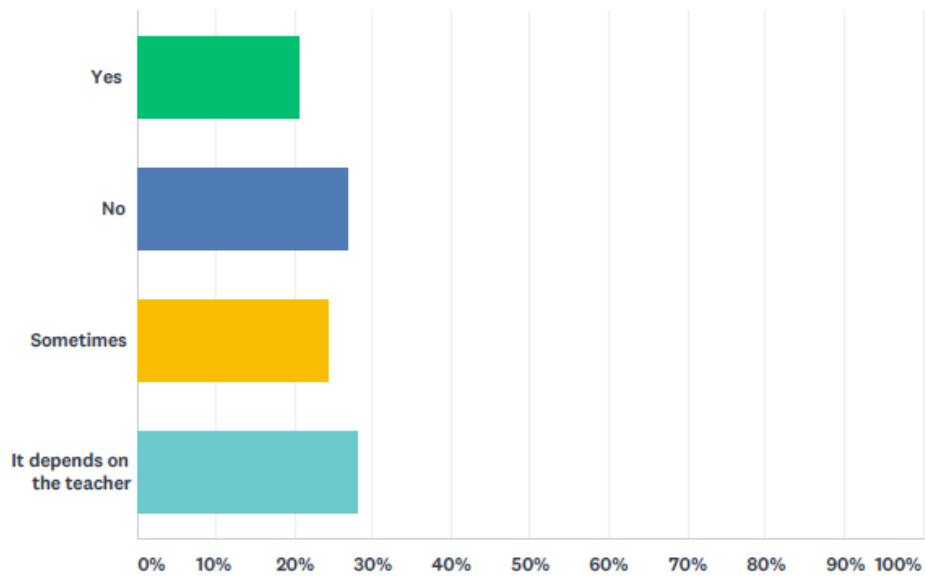
Answer Choices	Responses	
Every day	42.14%	134
A few times a week	30.82%	98
About once a week	6.92%	22
A few times a month	11.32%	36
Once a month	7.23%	23
Less than once a month	7.86%	25
I say it sometimes	11.64%	37
I would always challenge it	12.58%	40
I would never challenge it	11.01%	35
I might challenge it but I might be too scared	15.41%	49
Total respondents		318

Q4 How often do you hear about/experience homophobic, biphobic or transphobic (HBT) bullying? (Answered 318, Skipped 5)



Answer Choices	Responses	
Every day	21.07%	67
A few times a week	10.69%	34
About once a week	10.38%	33
A few times a month	10.06%	32
Once a month	6.60%	21
Less than once a month	41.19%	131
Total		318

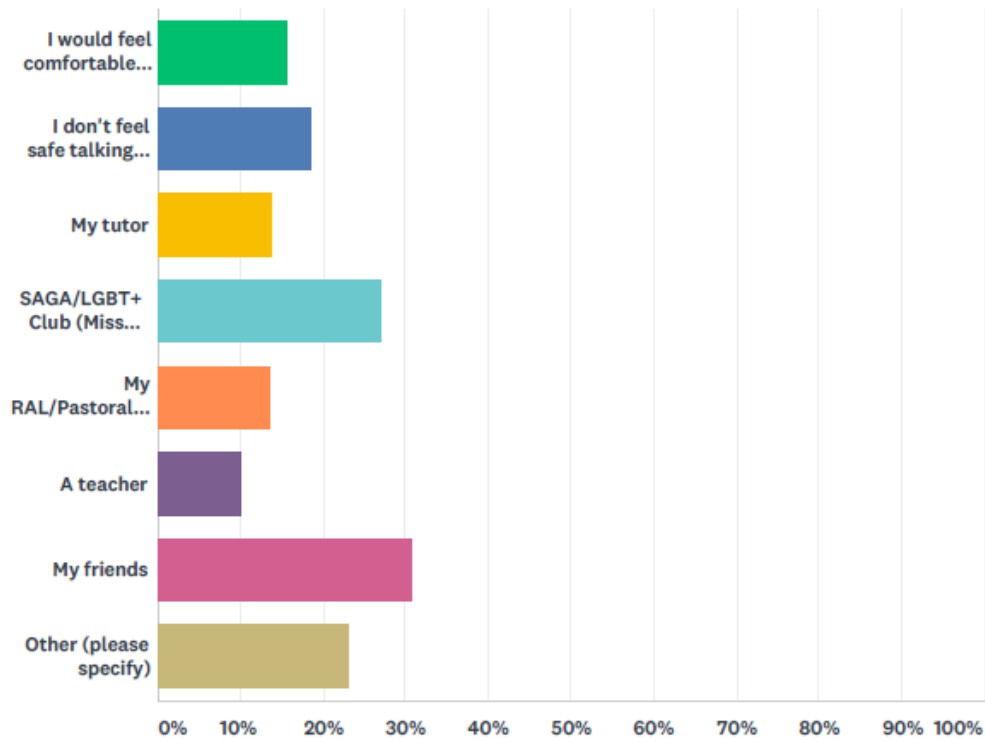
Q5 Do you feel that Devizes School deals with HBT bullying effectively? (Answered 318, Skipped 5)



Answer Choices	Responses	
Yes	20.75%	66
No	26.73%	85
Sometimes	24.53%	78
It depends on the teacher	27.99%	89
Total		318

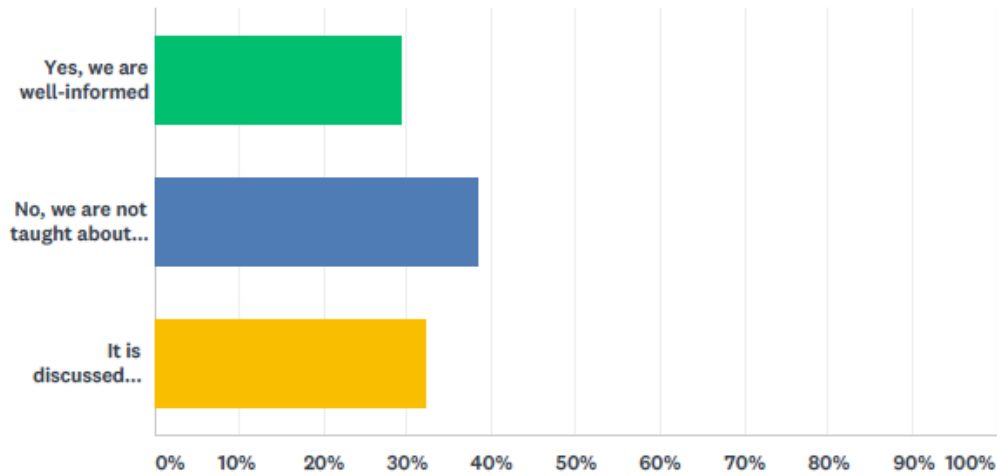
Q6 What else do you think school should be doing to combat homophobia, biphobia and transphobia? (Answered 238, Skipped 85)

Q7 If you had any questions or worries about LGBT+ identities, or wanted support dealing with them yourself, who would you talk to in school? (Answered 318, Skipped 5)



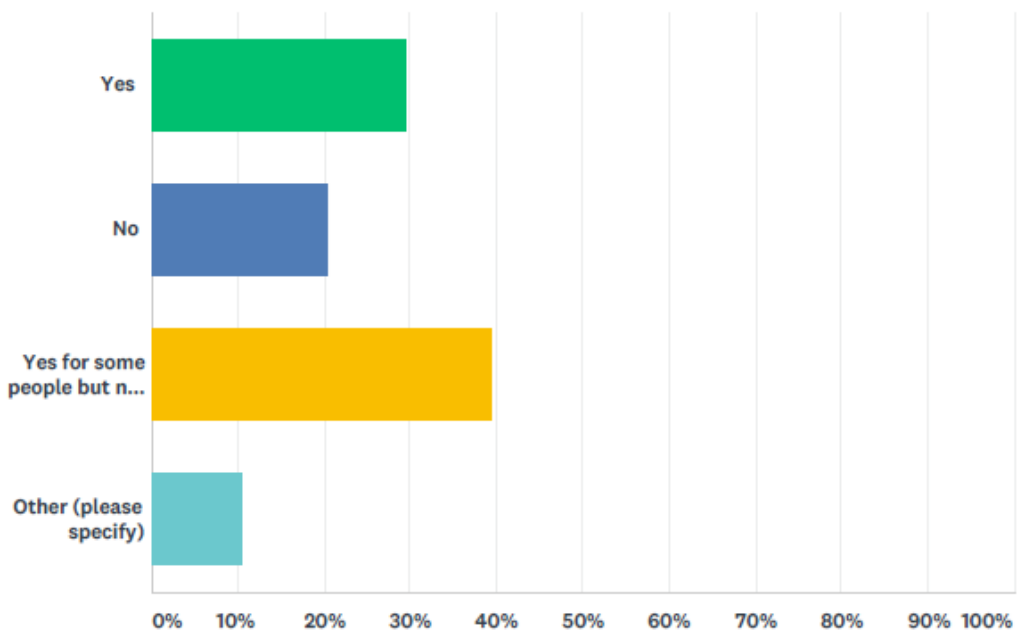
Answer Choices	Responses	
I would feel comfortable discussing these things with anyone at school	15.72%	50
I don't feel safe talking about these issues at school	18.55%	59
My tutor	13.84%	44
SAGA/LGBT+ Club (Miss Luscombe, Mrs Britten)	27.04%	86
My RAL/Pastoral Leader	13.52%	43
A teacher	10.06%	32
My friends	30.82%	98
Other (please specify)	23.27%	74
Total Respondents		318

Q8 Do you think LGBT+ issues are discussed enough in school? (Answered 320, Skipped 3)



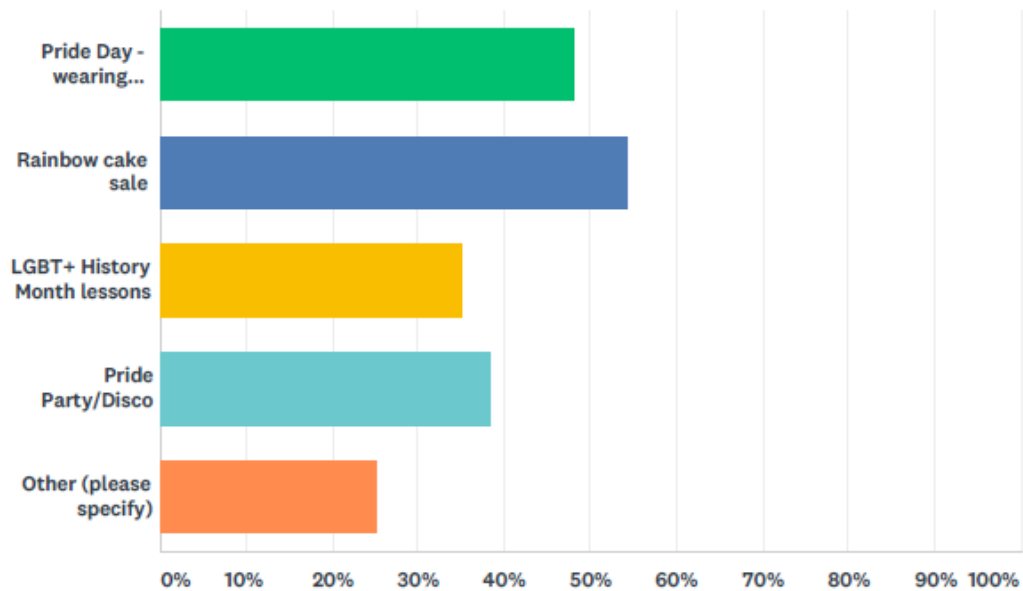
Answer Choices	Responses	
Yes, we are well-informed	29.38%	94
No, we are not taught about these issues	38.44%	123
It is discussed occasionally	32.19%	103
Total		320

Q9 Do you think Devizes School is a safe place for people who identify as LGBT+?
(Answered 322, Skipped 1)



Answer Choices	Responses	
Yes	29.50%	95
No	20.50%	66
Yes for some people but not for everyone	39.44%	127
Other (please specify)	10.56%	34
Total		322

Q10 It's not all about bullying! Would you be interested in any of the following events if the SAGA club put them on? (You can tick more than one) (Answered 291, Skipped 32)

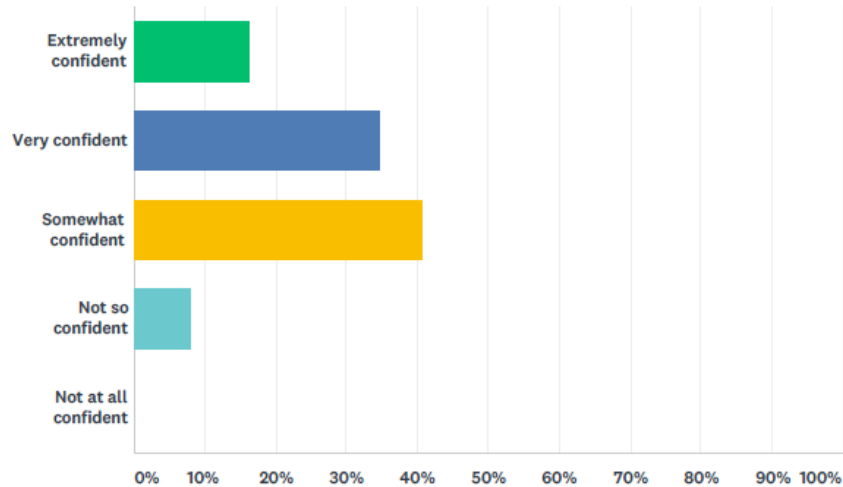


Answer Choices	Responses	
Pride Day – wearing something ‘rainbow’ with your uniform for a day	48.11%	140
Rainbow cake sale	54.30%	158
LGBT+ History Month lessons	35.05%	102
Pride Party/Disco	38.49%	112
Other (please specify)	25.09%	73
Total Respondents		291

Appendix 9: Devizes School Staff Survey

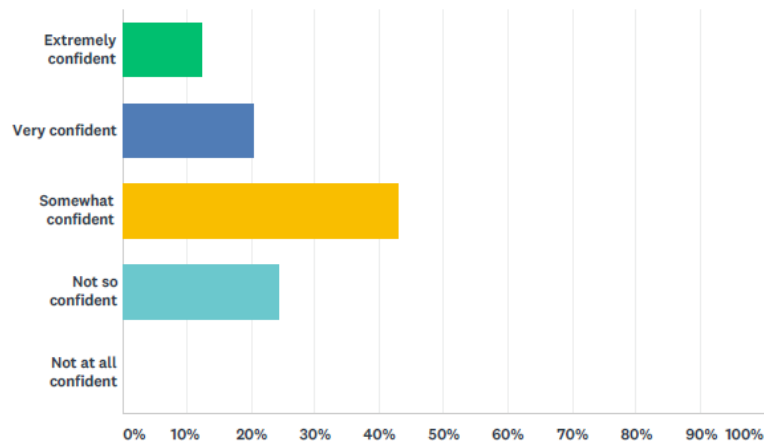
Survey Monkey Results

Q1 How confident do you feel about tackling homophobic/biphobic language/bullying?
(Answered 49, Skipped 0)



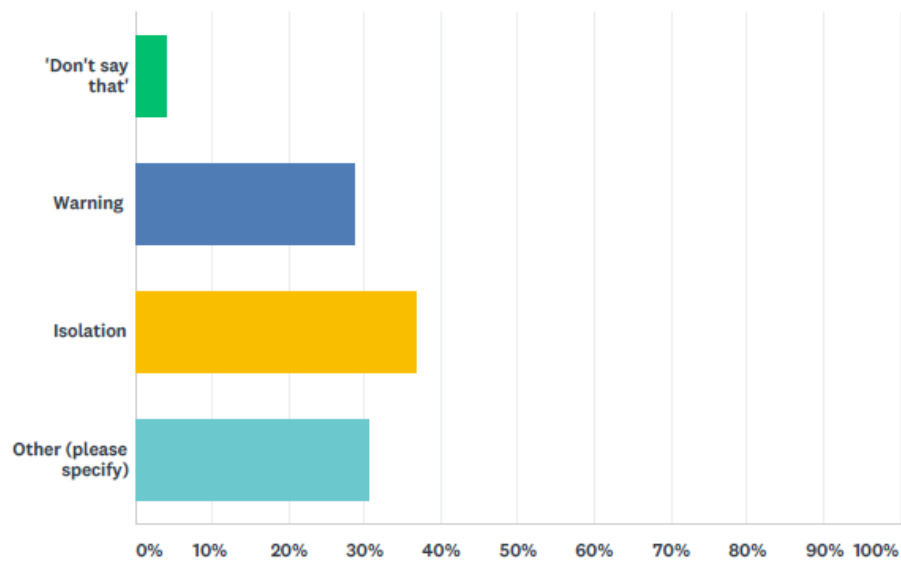
Answer Choices	Responses	
Extremely confident	16.33%	8
Very confident	34.69%	17
Somewhat confident	40.82%	20
Not so confident	8.16%	4
Not at all confident	0.00%	0
Total		49

Q2 How confident do you feel about tackling transphobic language/bullying, including misgendering? (Answered 49, Skipped 0)



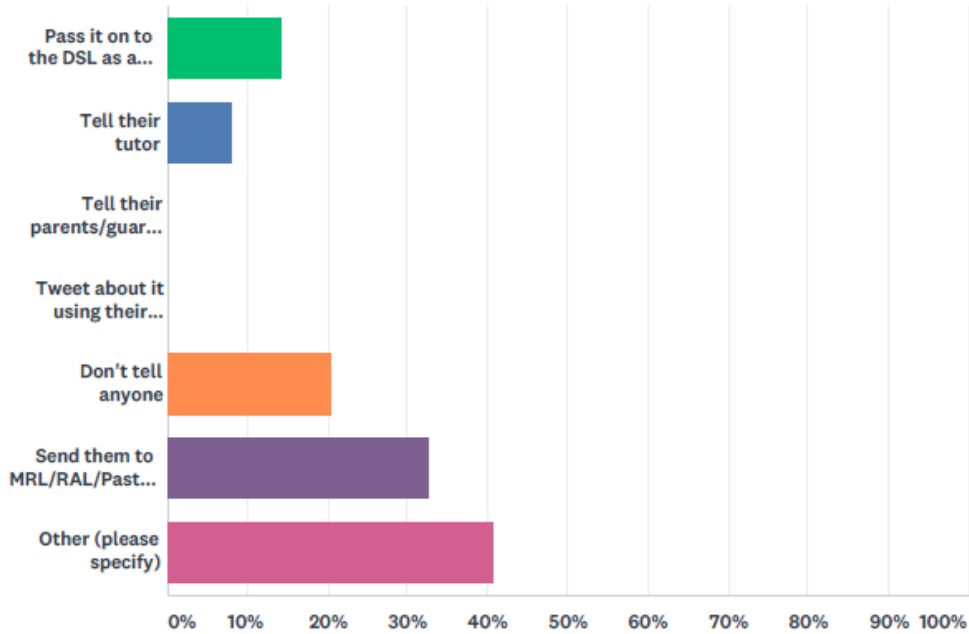
Answer Choices	Response	
Extremely confident	12.24%	6
Very confident	20.41%	10
Somewhat confident	42.86%	21
Not so confident	24.49%	12
Not at all confident	0.00%	0
Total		49

Q3 What sanction would you give for homophobic, biphobic or transphobic (HBT) language? (Answered 49, Skipped 0)



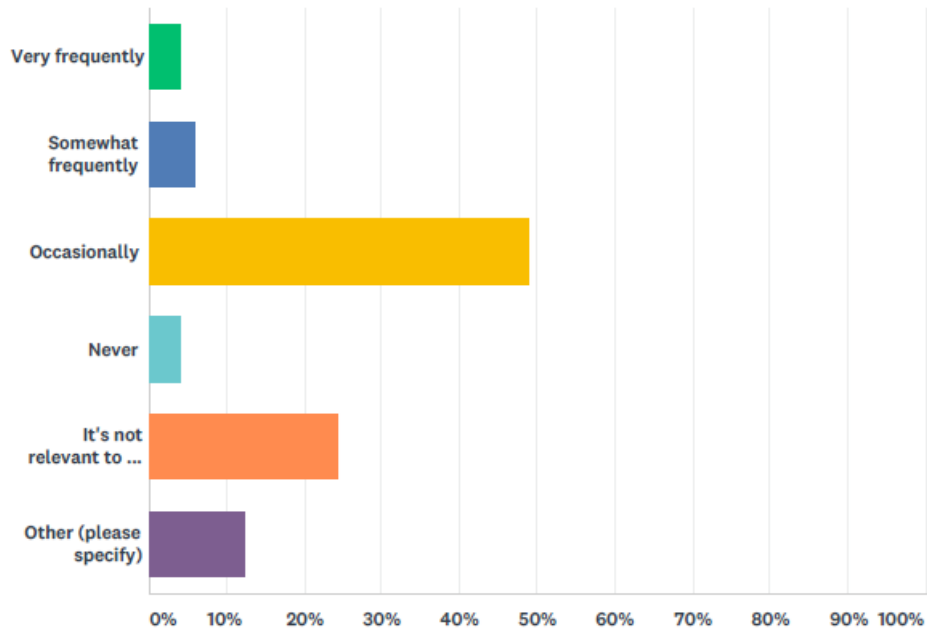
Answer Choices	Responses	
'Don't say that'	4.08%	2
Warning	28.57%	14
Isolation	36.73%	18
Other (please specify)	30.61%	15
Total		49

Q4 If a student mentions their sexuality or gender identity to you, what do you do with this information? (Answered 49, Skipped 0)



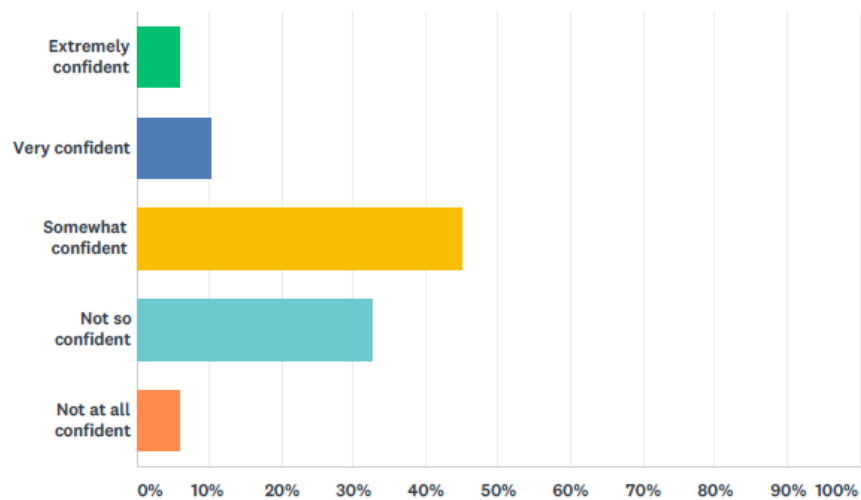
Answer Choices	Responses	
Pass it on to the DSL as a safeguarding issue	14.29%	7
Tell their tutor	8.16%	4
Tell their parents/guardians	0.00%	0
Tweet about it using their full name and a photo of them	0.00%	0
Don't tell anyone	20.41%	10
Send them to MRL/RAL/Pastoral Leader	32.65%	16
Other (please specify)	40.82%	20
Total Respondents		49

Q5 How often do you mention LGBT+ issues/people in your lessons, including referring to 'different' kinds of families? (Answered 49, Skipped 0)



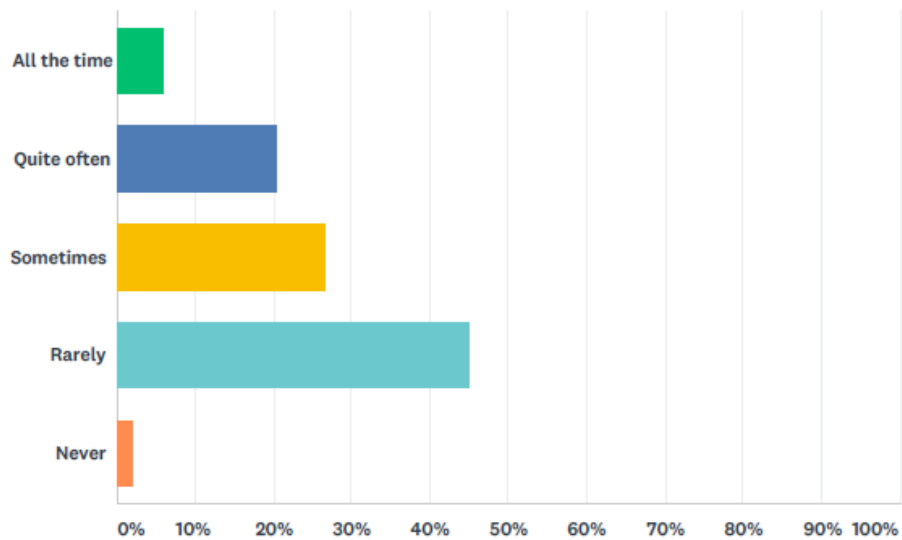
Answer Choices	Responses	
Very frequently	4.08%	2
Somewhat frequently	6.12%	3
Occasionally	48.98%	24
Never	4.08%	2
It's not relevant to my subject	24.49%	12
Other (please specify)	12.24%	6
Total		49

Q6 How confident do you feel using current terminology when discussing gender/ attraction with students, e.g. non-binary, trans, asexual, etc.? (Answered 49, Skipped 0)



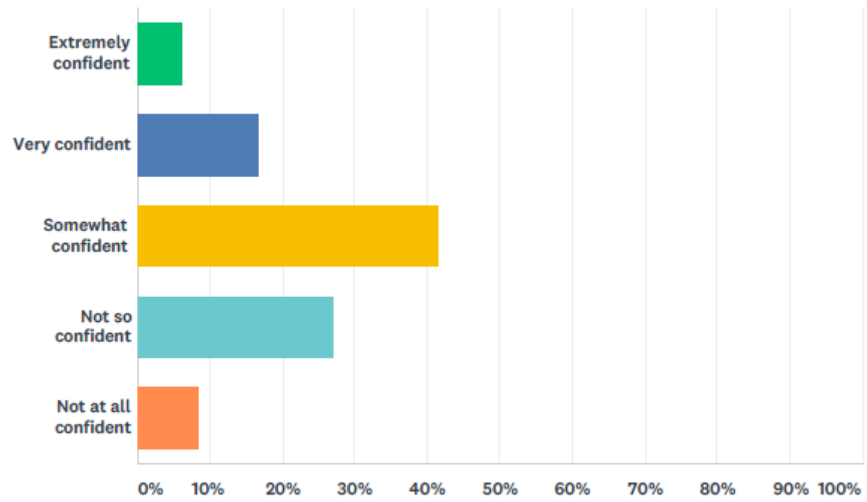
Answer Choices	Responses	
Extremely confident	6.12%	3
Very confident	10.20%	5
Somewhat confident	44.90%	22
Not so confident	32.65%	16
Not at all confident	6.12%	3
Total		49

Q7 How often do you hear HBT language, including ‘that’s so gay’ and similar comments?
(Answered 49, Skipped 0)



Answer Choices	Responses	
All the time	6.12%	3
Quite often	20.41%	10
Sometimes	26.53%	13
Rarely	44.90%	22
Never	2.04%	1
Total		49

Q8 How confident do you feel about tackling comments such as ‘don’t assume my gender’ when said as a joke? (Answered 48, Skipped 1)



Answer Choices	Responses	
Extremely confident	6.25%	3
Very confident	16.67%	8
Somewhat confident	41.67%	20
Not so confident	27.08%	13
Not at all confident	8.33%	4
Total		48

Q9 Are there any terms or issues you want clarification on or any questions you would like answered in training? (Answered 20, Skipped 29)

Appendix 10: Extract from Ofsted example of good practice

Case study 5: Improving preventative practices and support for LGBT (Lesbian, Gay, Bisexual, Transgender) pupils Temple Moor High School Science College (West Yorkshire)
School context Temple Moor High School Science College is a larger-than-average sized 11-18 secondary school with a science specialism. The large majority of pupils are White British and the number of pupils receiving pupil premium or having a disability or special educational needs is above the national average. The school maintained its good rating at its latest short inspection by Ofsted in 2017. Preventative practices to tackle homophobic, biphobic and transphobic bullying In 2015, the school began working in partnership with the Barnardo's Positive Identities Service to tackle homophobic, biphobic and transphobic (HBT) bullying. Whilst the school had not identified any significant issues with this type of bullying, they recognised the value in improving their preventative practices and support for LGBT pupils. The year-long programme incorporated:

- An introductory assembly to pupils and staff to explain the programme, plus sessions with parents and governors.
- Lesson plans focused on different sexualities incorporated into timetabled PHSE lessons and tailored by year group, to ensure each pupil received at least 2 hours of teaching these subjects.
- Staff training on how to deliver lessons, what to do if a pupil confides in them and next steps to support pupils.
- Additional assemblies across the year to reinforce learning, and celebration of events such as Pride.
- A review of the anti-bullying policy to encompass LGBT bullying specifically and mechanisms by which students could discuss and be supported with their sexual identity.
- Drop in sessions and a games club to provide a place where pupils can talk to someone about their sexuality and be comfortable with like-minded people.

The programme was highly visible and promoted to pupils and parents via the school website, leaflets and posters around the school, letters and email communications. "They were as keen as we were that it wasn't just a one year fix...There's a massive legacy in terms of what they have achieved." 36 Although the programme has now been completed, the school has maintained a number of initiatives developed with Barnardo's and continues to review and adapt its practices to ensure incidents remain low. In addition to the work with Barnardo's, the school developed its own initiatives to prevent and tackle all types of bullying, including pupil anti-bullying mentors, regular assemblies tailored to year group on bullying and topics such as empathy and kindness, posters promoting the school's in-house support services, and a combination of sanctions and restorative practices for tackling bullying incidents when they occur. The school reported

an increased atmosphere of acceptability and reduced stigma for LGBT pupils and this has allowed more pupils to feel comfortable discussing their sexual identity. LGBT related incidents have reduced from 14 before Barnardo's worked with the school to one per year over the last two years. The school also reports that the number of general bullying incidents has reduced significantly in the last two years.

Ofsted

Appendix 11: Support organisations for LGBTQ+ young people their families and professionals who work with them

ChildLine- <https://childline.org.uk/>

- Online and telephone support for all children and young people

Switchboard – <https://switchboard.lgbt/>

- LGBT+ Helpline and online support for adults and young people

Schools Out Student Toolkit- http://www.schools-out.org.uk/STK/Student_Tool_Kit.htm

- A guide to rights for young LGBTQ+ people

Kooth - <https://kooth.com/>

- a free, online emotional wellbeing and counselling service for all young people in the South West

RU Coming out?- <http://www.rucomingout.com/>

- Website with 'coming out' stories

PFLAG – Parents, Friends/Family of Lesbians and Gays- <http://www.pflag.co.uk/>

- Resources and general support for the family and friends of lesbians and gays

Mermaids- <http://www.mermaidsuk.org.uk/>

- Support for Transgender children, young people their families and those who work with them

Activism and celebration:

Stonewall- <http://www.stonewall.org.uk/>

- LGBT+ campaigns organisation. Does specific work aimed at engaging young people in campaigning for LGBTQ+ rights and needs

Swindon & Wiltshire Pride- <http://www.swindonwiltshirepride.co.uk/>

- Annual gay, bisexual and transgender festival. Open to all.

Appendix 12: Glossary

ALLY – A person who fights for and supports others in their fight for equality, despite not necessarily being affected themselves e.g. a straight and/or cisgender person who believes in and fights for equality for LGBT people.

ASEXUAL – A person of any gender or sexual orientation who does not experience sexual attraction.

AROMANTIC – A person of any gender or sexual orientation who does not experience romantic attraction.

BIPHOBIA – Discrimination against and/or fear or dislike of bisexual people (including those perceived to be bisexual) or bisexuality. Includes the perpetuation of negative myths and stereotypes through jokes and/or through personal thoughts about bisexual people.

BISEXUAL – Refers to a person of any gender who experiences romantic and/or sexual attraction to people of more than one gender.

CIS / CISGENDER – A person whose gender aligns with the sex they were assigned at birth. e.g. a person who was assigned female at birth and who identifies as a woman.

CROSS-DRESSER – A person who dresses in clothes normally associated with another gender. People crossdress either privately or publically. Many crossdressers do not identify as trans, and many find the term transvestite (sometimes used as an alternative) offensive.

GAY – Refers to a man who experiences romantic and/or sexual attraction to other men. Often 'gay' is used by women who are attracted to women too.

GENDER – Often expressed in terms of masculinity and femininity, gender is largely culturally determined, based on the sex assigned at birth.

GENDER BINARY – The idea that there are only two genders - male and female. This is inaccurate and excludes other gender identities.

GENDER EXPRESSION – Refers to how a person outwardly presents their gender. For example, through what they wear, how they speak or how they act.

GENDER IDENTITY – A person's deeply held, internal sense of their own gender i.e. how they feel inside about their gender and who they are. They may identify as a man, a

woman, both, neither or in another way. For trans people, their sense of who they are does not match the sex that they were assigned at birth.

GENDER FLUID – A person whose gender is not static and changes throughout their life. This could be on a daily / weekly / monthly basis and will be different for everyone.

GENDER QUEER – A person whose gender identity is neither male or female, is between or beyond genders, or is a combination of genders.

HETEROSEXUAL / STRAIGHT – A person who is attracted to people of a different gender to their own e.g. a man who is attracted to women.

HETEROSEXISM / HETERONORMATIVITY – The assumption that everyone is heterosexual, and that heterosexuality is superior. An emphasis on heterosexuality being '*the norm*' and a valued position in society. The media often reinforces heteronormativity through images used or the way characters are portrayed.

HOMOPHOBIA – Discrimination against and/or fear or dislike of lesbian and gay people (including those perceived to be gay or lesbian) and homosexuality. This includes the perpetuation of negative myths and stereotypes through jokes and/or through personal thoughts about lesbian and gay people.

INTERSEX – A person is assigned intersex, often at birth, when their sex characteristics don't align with medical definitions of '*male*' or '*female*'. The external and internal body as well as chromosomes and hormones can all be factors when assigning someone as intersex.

LESBIAN – A woman who experiences romantic and/or sexual attraction to other women.

LGBT/ LGBTQ/LGBTQIA – An acronym for lesbian, gay, bisexual, transgender and questioning or queer. There is also sometimes an A for asexual and/or an I for intersex.

NON-BINARY – An umbrella term for people whose gender identity does not fit into the gender binary of male or female. A non-binary person might consider themselves to be neither male nor female, both, or sometimes male and sometimes female.

OUT / COMING OUT – LGBT people living openly and telling people about their sexual orientation and/or gender identity. This is a process; it is not something that just happens on one occasion. Some people will be out in some places and to some people but not others.

PANSEXUAL – A person of any gender who experiences romantic and/or sexual attraction to people regardless of their gender identity.

PRONOUNS – Words used to refer to someone when not using their name e.g. he, she, his, hers, they it. They usually suggest a person’s gender. Pronouns are important to everyone for this reason. Some people prefer pronouns that don’t indicate their gender (also known as gender neutral pronouns) e.g. they, them, theirs / xe, xem, xyrs, ze, zir

QUEER – In the past a derogatory term for LGBT people, now reclaimed particularly by LGBT people who don’t identify with traditional categories or who challenge stereotypes around gender identity and sexual orientation e.g. through lifestyle, politics or appearance. However, some people still use this word as an insult or to offend.

QUESTIONING – A word used to describe people who are unsure or exploring their sexual orientation or gender identity.

SEX ASSIGNED AT BIRTH – People are assigned a sex at birth, based on sex characteristics (genitalia). A person may be assigned ‘male’, ‘female’ or ‘intersex’. This does not necessarily reflect how a person will identify or feel about themselves.

SEXUAL ORIENTATION – A word to describe who a person is romantically and/or sexually attracted to, commonly based on gender. Sometimes the word ‘sexuality’ is used instead.

TRANS – An umbrella term to describe people 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, transsexual, gender-queer, genderfluid, non-binary, gender variant, cross-dresser, genderless, agender, transman, transwoman, trans masculine, trans feminine and neutrois.

TRANSITION – The process or steps a trans person may take to live in the gender with which they identify. 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 might involve things such as telling friends and family, dressing differently or changing official documents.

TRANSPHOBIA – Discrimination against and/or fear or dislike of trans people (including those perceived to be trans). This includes the perpetuation of negative myths and stereotypes through jokes and/or through personal thoughts.

TRANSEXUAL – An older term still preferred by some people who have transitioned to live as a different gender than the sex society assigned them at birth. Many trans people do not identify with this word and prefer the word transgender.

Terminology

Language is ever-changing. We have listed some commonly used terms and recommend you revisit this list regularly to update with new words and, sometimes, new definitions for words already here.

Remember that meanings and significance of words can be different for different people. If you're unsure, it's best to ask people in an appropriate and sensitive manner.

'Identity is important for young people and knowing the key, most common identities will be integral in young people having trust and faith in you as a leader. Bearing this in mind, there is lots to know and language is constantly developing so don't worry if you have to ask a young person to clarify what they mean. Don't assume the young people will know any of these words as some of them won't'.

Rachel Williams, Phoenix Chester LGBT youth group

Terminology, Quotation and Glossary from 'Setting up an LGBT Youth Club', Stonewall 2017