

YEA / LGBT Youth Scotland LGBTI+ Survey report

Appendix 1

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About YEA and LGBT Youth Scotland

Young Edinburgh Action

Young Edinburgh Action (YEA) is an innovative approach to implementing the City of Edinburgh Council's Young People's Participation Strategy. It is informed by the views of young people and professionals, academic theory and the need for local government to evidence the work that they do and critically review their approaches. Building on existing good practice, YEA provides an interactive and dynamic model of young people's participation. YEA's approach aims to be flexible, allowing young people to move between different levels of involvement depending upon their interests, capacities and other commitments.

At the annual YEA Gathering young people identify topics that the project will focus upon for the following year. An action research group is established for each of these topics. Action research groups are at the heart of YEA's approach and enable a core group of young people to explore and present the views of a wider group of young people in Edinburgh. From the beginning of the action research process the groups discuss the impact that they hope to have. The Conversation for Action is an important interface where young people and adult decision-makers invited by the young people come together to discuss the topic and develop an action plan.

This report presents the findings of YEA's action research group looking at the topic of how schools support young people from the LGBTI+ community.

LGBT Youth Scotland

LGBT Youth Scotland's vision is that Scotland is the best place to grow up for lesbian, gay, bisexual, transgender and intersex young people.

Our mission is to play a leading role in the provision of quality youth work to LGBTI young people that promotes their health and wellbeing, and to be a valued and influential partner in LGBTI equality and human rights.

Across Edinburgh we provide one to one support and group opportunities for LGBTI young people to meet and learn, and to influence change both locally and nationally. We work closely in partnership with a range of agencies and schools to ensure LGBTI inclusive practice.

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The LGBT Charter and LGBT Inclusion Alliance are two key drivers that allow for the development of best practice for LGBTI equality. Both approaches work directly with LGBTI pupils and allies, and help to create a safe, supportive environment free from discrimination.

We are honoured to have collaborated on this project with the young researchers from Young Edinburgh Action to evaluate the extent and range of LGBT inclusive practice within Edinburgh schools from the perspective of both pupils and teachers who engaged with the research.

About the research

How schools support young people from the LGBTI+ community was chosen as a topic for YEA to explore at our Gathering in 2016. We immediately approached LGBT Youth Scotland who agreed to work in partnership to complete the research.

Initially a group of over 20 young people met and had a lively discussion about the topic and agreed to conduct an online survey that was partially based on 2013 CEC guidelines about how services should support young people from the LGBTI+ community¹. Young people were keen to explore how much other young people know about LGBTI+ issues and how they feel about the education that they get about these issues in school. During the research process the group dwindled to a small committed group of young people who completed the full research process. Young people, with support from staff, designed the survey, promoted the survey and analysed the data.

The survey was open for 10 months from April 2017-January 2018. The survey link was sent out to all schools, shared on social media and promoted using Facebook adverts. It should be noted that the respondents are not representative of young people or teachers in Edinburgh, and are likely to be made up of individuals who feel strongly about the topics covered. It is also likely that the survey was promoted more in some schools than others, and this might be associated with the strength of relationship that schools have with LGBT Youth and if that school has an active GSA (Gender and Sexual Orientation Alliance).

It is important to remember that this is not an academic research project but an action research project completed by a group of young people and staff from YEA and LGBT Youth Scotland. The

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<http://www.healthyrespect.co.uk/Professionals/HealthyRespectNetworks/Documents/Supporting%20Trans%20and%20LGB%20Young%20People%20in%20our%20Services%20Guidance.pdf>

As a note the Guidelines written between LGBT Youth and CEC have now been updated and are more comprehensive. These new national guidelines have been endorsed by CEC.

- Supporting Transgender Young People in Scottish Schools - <https://www.lgbtyouth.org.uk/media/1344/supporting-transgender-young-people.pdf>
- Addressing Inclusion: Effectively Challenging homophobia, biphobia and transphobia - <https://www.lgbtyouth.org.uk/media/1299/addressing-inclusion.pdf>
- Developing a Gender Sexual Orientation Alliance - <https://www.lgbtyouth.org.uk/media/1290/developing-a-gsa.pdf>
- Life in Scotland for LGBT Young People <https://www.lgbtyouth.org.uk/media/1354/life-in-scotland-for-lgbt-young-people.pdf>
- LGBT Charter - <https://www.lgbtyouth.org.uk/lgbt-charter/>
- LGBT Youth Scotland Strategy - <https://www.lgbtyouth.org.uk/media/1388/lgbtys-strategy-2018-e-use.pdf>

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group have learned about surveys, data analysis and the topics covered in the survey as we have progressed through the process. There are some questions that we might word differently if we were doing the survey again. There were also aspects of the research that young people did not want, or have capacity, to complete, so this report is written by YEA staff with guidance and comments from the group.

One of our recommendations is that additional resources are necessary to adapt this information into a resource that can be shared more widely with young people.

The survey generated a huge amount of information and, in the interests of keeping this report relatively brief, the analysis presented below is a descriptive overview. If you are interested in specific aspects of the data please contact: christina.mcmellon@edinburgh.gov.uk.

About the sample

Just over 1000 respondents filled in the survey but, after excluding participants who were neither teachers nor high school students and those from outside Edinburgh, we were left with 884 responses that are included in this report.

Of these 884:

831 (94%) are high-school students
53 (6%) are teachers.

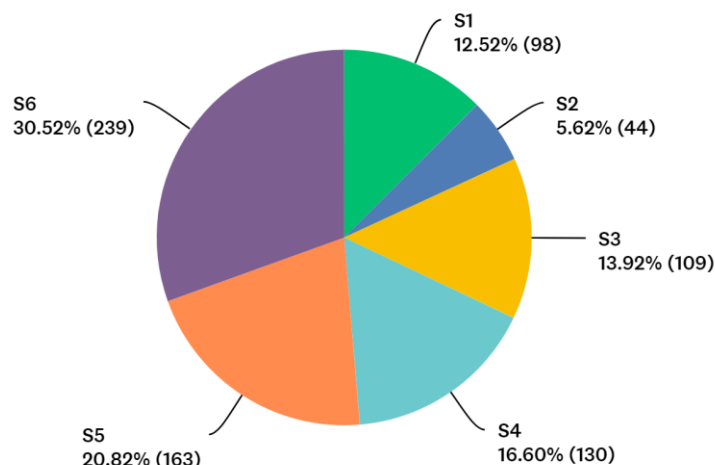
Respondents were students and staff at 33 different high schools in Edinburgh (24 local authority schools, 9 private schools, 3 faith schools. Some discussion of why this might be is included in the methodology above. Teachers from 11 different schools completed the survey.

There were several responses that consistently included comments that were either nonsensical or offensive. The group discussed whether or not to include these individuals' responses in the analysis and were clear that young people who respond in these ways are likely to be either embarrassed by their lack of knowledge, embarrassed by the topic or have strong feelings about the topic that they are unable to express. Since these responses are relevant to the research it was therefore considered important to include responses from all those who fit the criteria. It would be interesting to do more research looking at how people respond to questions on this topic and why.

It is, of course, impossible to know whether respondents have been honest about their identity.

The survey includes students from S1-S6, although older students are better represented as can be seen below.

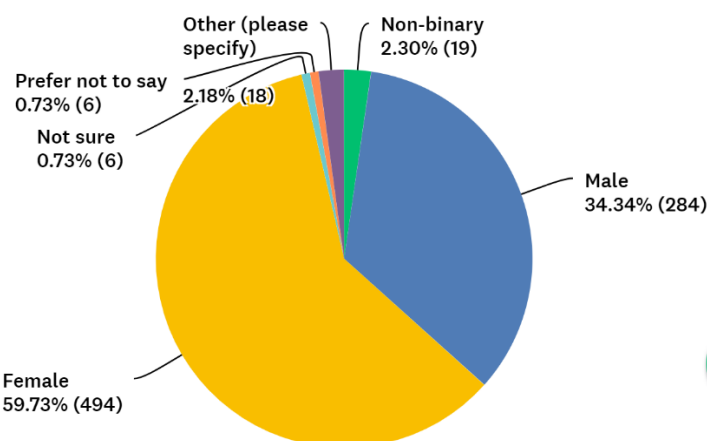
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Answered: 783 Skipped: 101

More women completed the survey than any other gender as can be seen below. In addition to their identified gender, 26 participants said that they had identified as transgender at some point in their life, with another 18 saying that they were not sure whether they had or hadn't and 11 saying that they preferred not to say. Teachers identified as female (53.49%) and male (46.51%).

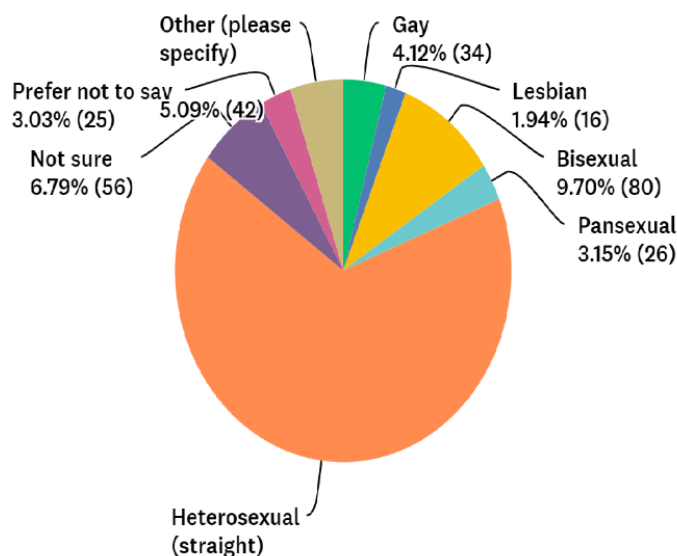
Answered: 827 Skipped: 57



As can be seen below, the majority (66.2%) of respondents identified as heterosexual. 24% identified as being sexualities other than heterosexual and a further 9.8% were either not sure or preferred not to say.

73.5% (36) of teachers identified as heterosexual, with 18.4% (9) identifying as gay, 2% (1) as bisexual and 2% (1) as pansexual. A further 2% (1) identified as 'other', and 2% (1) as not sure.

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(Heterosexual = 66.2%)

Answered 825, skipped 59.

Q8. If you identify as LGBTI+ do you feel safe to be out in school?

	Yes	No	Not sure
Students	50% (114)	20.4% (47)	30% (69)
Teachers`	100% (7)	0	0

Answered: 237

Student comments:

The most common in comments about coming out at school was bullying. Out of 45 comments, 11 explicitly and 10 implicitly refer to bullying behaviours including verbal and physical abuse.

“Came out four years ago - been bullied most days ever since”
(non-binary S6)

Other themes emerging from student comments included questioning what it means to feel safe, and a belief that different people in the school community would have different responses.

“There’s a difference between feeling safe and comfortable. Might feel safe but not comfortable.” (male, S4)

“Might feel safe with some people but not others” (female S6)

“My mum teaches there so I’m only out to a few people” (female, S6)

Only two teachers commented:

“Although more needs to be done at my school to ensure all staff feel safe to do so if they want.” (male teacher)

“Yes amongst staff but as yet no for parents and some pupils.” (male teacher)

Knowledge of LGBTI+ issues

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Q11. What does LGBTI+ stand for?

100% of teachers and 87.4% of students knew that LGBTI+ stands for Lesbian, Gay, Bisexual, Transgender, Intersex, plus others.

Q12. Do you think that bisexuality is a myth?

95.4% of teachers and 79.6% of students say that bisexuality is not a myth. A further 4.7% of teachers and 14.4% of students are not sure, but it is unclear whether they are not sure what bisexuality is or they are not sure whether bisexuality is a myth.

Key themes from the comments include

- Knowing personal experience that bisexuality isn't a myth (either because the respondent is bisexual or they know people who are)
- Bisexuality is not a myth but it might be a phase that some people go through before they decide their sexuality.
- People who identify as bisexual are attention-seeking

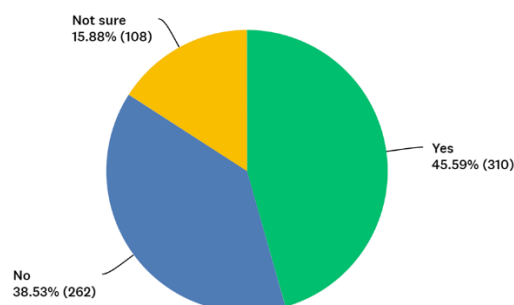
Some comments reveal confusion about the difference between sexuality and gender. For example, several comments define bisexuality as being both female and male, or moving between being female and male.

Q13. What do you think:

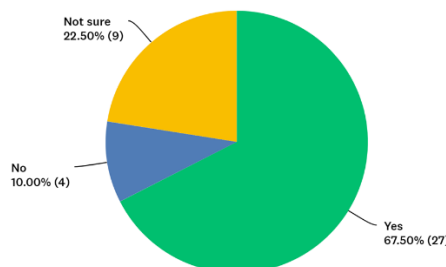
	Do you think that it is possible for someone to identify as neither a boy nor a girl		Do you think that someone's gender can change?		Do you think that it is possible for someone to identify as both a boy and a girl?	
	Students	Teachers	Students	Teachers	Students	Teachers
Yes	53.1% (390)	83.4% (38)	70.6% (519)	83.4% (38)	48.5% (356)	79.1% (34)
No	23.8% (175)	4.7% (2)	18.2% (134)	2.3% (1)	30% (220)	9.3% (4)
Not sure	23.1% (161)	7.0% (3)	11.2% (76)	9.3% (4)	21.53% (150)	11.6% (5)

Answered: 778 Skipped 106

Q14. Do you know what means if someone is pansexual?



Students (Answered 680 Skipped 108)



Teachers (Answered 40: Skipped 13)

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Of course, a respondent saying that they know what something means does not necessarily mean that they are correct. The definition of pansexuality provided by the group against which comments were compared is: “attraction to people regardless of gender or sex”.

26 teachers commented with definitions of pansexuality, all of which were correct.

Of the 360 comments made by students:

- 254 were correct
- 26 were partially correct
- 35 were incorrect
- 14 said that they didn’t know or had never heard of pansexuality
- 7 were hostile (2 saying that pansexuality is made-up; 4 that it is really the same as bisexuality; 1 comment saying that there are only 2 sexes)
- 19 comments seemed to be nonsense

Q15. What is the difference between asexuality and intersex?

Question 15 only offered the option to complete an open response and 360 respondents left comments.

The correct answer, as defined by the action research group and used to analyse the comments below is:

“Asexuality is a sexual orientation (not attracted to anyone) whereas intersex is a physical sex (a pattern of physical characteristics that doesn’t match with male/female binary - physical/chromosomal/genetic)”

Of the 360 comments:

- 105 were correct
- 121 were partially correct (most commonly correctly defining one of asexual or – less commonly - intersex)
- 276 respondents said that they didn’t know the answer
- 52 were incorrect
- 13 were hostile
- 13 comments appeared to be nonsense

Comments included:

“Afraid I don’t know, will be googling it after this survey is complete.” (S6, female)

“intersex is when you date the same gender I think” (S1 male)

“Asexuality is a lack of sexual desire. Intersex is a person who is both genders.” (female teacher)

“Not completely sure but would say asexual does not identify with either sex but intersex identifies with aspects of both genders and is therefore neither male nor female but somewhere on a spectrum between.” (female teacher)

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“Asexual are people that do not get attracted to others over physical reasons. Intersex are those who feel they do not fit into any specific categories.” (S6, male)

“Asexuality is genderless and intersex is being gender-fluid.” (s4 female)

“There is no difference, they're both made up and mean nothing. Definitions change depending on whom you ask, but it's all basically rubbish.” (S6 non-binary)

“Asexual people don't feel sexual attraction, intersex people don't exist, it's another made up term for special snowflake.” (male S4)

Agreement of and adherence to guidelines

Q17-22 relate directly to the guidelines. Young people wanted to check firstly whether participants agreed with the guidelines and secondly whether they thought that different aspects of the guidelines were being implemented in their school. The group chose articles from the guidelines in which they were interested.

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	Q17. All young people are allowed to use the toilet that matches their gender identity. Answered: 645 Skipped: 239		Q18. Having individual changing cubicles rather than communal changing rooms for boys and girls. Answered: 633 Skipped: 251		Q19. Offensive language related to gender and sexuality is challenged directly with effective consequences. Answered: 619 Skipped: 265		Q20. Young people who identify as transgender have uniform options that they feel comfortable with. Answered: 593 Skipped: 291		Q21. Teachers respect and use student's preferred names and pronouns. Answered: 600 Skipped: 284		Q22. Staff never disclose the names of young people they know to be undergoing gender transition or who identify as LGBTI+ to other staff, students or parents unless they have been given permission to do so by the young person. ² Answered: 550 Skipped: 334	
	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers
Agree with the principle	84.53%	94.6%	77.6%	91.7%	88.7%	100%	84.72%	97.3%	91.7%	97.3%	83.4%	94.6%
Disagree with the principle	15.47%	5.4%	22.5%	8.3%	11.3%	0	15.3%	2.7%	8.3%	2.7%	16.6%	5.4%
Think this happens in their school	35.2%	34.1%	24%	11.1%	59.3%	89.2%	43.5%	54.1%	64.5%	86.5%	47.6%	81.1%
Don't think this happens in their school	20.1%	29.7%	58%	52.78%	17.9%	0	22.8%	24.3%	9.4%	5.4%	11.1%	5.4%
Not sure whether this happens in their school	44.7%	35.1%	16.3%	36.1%	22.9%	10.8%	33.6%	21.6%	26.1%	8.1%	41.5%	13.5%

² Please note that the answers to this question contain a double negative. Therefore, thinking that this happens in school means that staff NEVER disclose the names of young people. This has been done simply to fit with the table format.

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Q17: Are, and should, all young people in your school allowed to use the toilet that matches their gender identity?

392 open comments were left and the most common themes were:

The discomfort other students who would have to go to the same toilets as someone who is obviously transgender.

“all our lives we've become used to men using the men's' bathroom, and women using the women's' bathroom, and I think it would make me uncomfortable if it were any other way” (S6, female)

The idea that it is ok for trans people to use the toilets of the gender they identify with as long as they are 'a certain way along the path to transition'

“Girls and boys deserve privacy and desire privacy. Extensive mega surveys compiled by various institutions and councils have repeatedly PROVEN that the majority of boys and girls want trans people to not use their bathroom. I think that if the transgender people look the part then they should be allowed because no one should be able to notice, but would you want a hulking stranger who claims he's a girl to use the same bathroom as a small girl? This has ended in assault before.” (S4, other)

There are toilets available for transgender students to use but they cannot necessarily use the toilet assigned to their identified gender

“All young people at the school are given access to the toilets that they are most comfortable using - this is perhaps slightly different to the way the answers are categorised in the question e.g. if a transgender young person wishes to use a unisex/ disabled toilet i.e. that is their request, then that is what is facilitated.” (teacher m)

In theory it would be great for everyone to use the toilet that fits their identity but it would be open to abuse.

“I think it's amazing for people from the LGBT community but then other people would abuse it and cause concern for parents whilst the amount of bullying would increase and toilets do not have cameras so no justice could be done to the people bullied” (S6, female)

Why do we need gendered toilets – shouldn't anybody be able to use any toilet?

“Using set bathrooms can make some feel alienated. I think there should just be one bathroom overall.” (S5, female)

“if disabled people male and female can use only disabled toilets boys and girls should be able to share toilets” (S4, male)

“I don't care. A toilet is just a place to release your natural waste. Use which ever one you want.” (S6, male)

The idea is ridiculous.

“We shouldn't let mentally ill people (yes, gender dysphoria is officially a mental illness) deepen their delusions, it'll only make the treatment harder.” (S4, male)

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“Just because you say you're the opposite sex doesn't mean you are the opposite sex and so those born with a penis should use the male toilets and those with a vagina use the female toilets” (S4m)

Q18. Does, and should, your school have individual changing cubicles rather than communal changing rooms for boys and girls.

347 open comments were left and the most common themes were:

Shared changing rooms make everyone uncomfortable:

“I suspect the provision of individual cubicles may be the preferred option for a wide range of young people, for a wide range of reasons and therefore it would be desirable” (teacher male)

“not everyone wants to change in front of others, even people who identify as the gender they were born as” (S6, female)

“communal changing is just uncomfortable for everyone” (S6, female)

LGBTI+ students are being forced to get changed somewhere that is uncomfortable

“I am a trans guy and I hate the changing rooms because it's just me standing getting changed with a bunch of girls and I get really uncomfortable and it's hellish cause I get PE 5 times a week” (S4, male)

“I think there should be individual because I see people who identify as another gender forced into a certain changing room and they seem extremely uncomfortable and they should be allowed to be comfortable” (S4, female)

“I think it would be helpful for people with dysphoria or who aren't comfortable changing with people perhaps because of bullying or their own discomfort (quite frankly I disagree with the idea of lgbt kids HAVING to change elsewhere for the comfort of cis het people.)” (S6, female)

Having individual cubicles is impractical or too expensive

“In an ideal world there would be the option but schools aren't designed like this. It would be great to be able to offer complete privacy for those who want it but what happens when they leave school and need to deal with an open situation later?” (teacher male)

“It's a matter of cost vs demand. It's cheaper to have communal ones, and until the people demand a different system it's not going to change. There's no particular reason why there should be personal cubicles besides personal preference. Though I doubt anyone will ever read this anyway haha. I mean there must be thousands such forms, too much for all to be read. But if by some miracle of chance someone human DOES read this. Then I dunno. Chill-out or something. Put stuff in perspective and realise that we don't live in the 1960s anymore” (S6, non-binary)

Q19. Is, and should, offensive language in your school related to gender and sexuality challenged directly with effective consequences?

290 open comments were left. This was the question with the most responses saying that they didn't understand the question.

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Most common themes were:

It is not taken seriously:

"The school doesn't see it as an issue but it is a huge issue because it can destroy some people" (S4, female)

"Most pupils who are trans or non-binary etc usually get brushed off being told that their gender is "just a phase" which means that transphobia and prejudice isn't treated correctly" (S5, non-binary)

"Words such as 'gay' is used commonly in in my school in an insulting way and I have never seen them be punished for this - even when they say it right next to a teacher" (S6, male)

It is taken very seriously:

"Any instances reported to staff are dealt with very seriously and logged." (teacher m)

"I know we have tackled stereotypes in Science subjects across the last few years and encourage hard-working pupils to do well in the subjects they choose. I know my colleagues would not tolerate any sexism as half are female scientists." (male teacher)

"My friend is transgender and received transphobic language from another pupil resulting in a permanent expulsion." (S5, male)

It depends upon the teacher:

"But not by all staff....yet....we are doing a large campaign on this this year" (male teacher)

"It does come down to which teacher is dealing with it I imagine." (male teacher)

"However, we are inconsistent in this and better at dealing with "gay" as an insult than more uncommon abusive terms e.g. tranny/lesbo." (male teacher)

"it's hit and miss, depends on the teacher. sometimes just the misuse of the word 'gay' with negative connotations can get you a detention, however other times I've heard 'fag' and 'dyke' thrown around in front of teachers and they've turned a blind eye to it." (S5, female)

"Some colleagues react rigorously to this but most do not challenge low-level homophobic language." (female teacher)

Students take it more seriously than teachers:

"The students (seniors and prefects) take more of a stance against hate speech relating to identity" (S6, female)

"If someone was to use a slur like f****t, the teachers would be concerned with the rudeness of it and not how it demeans gay people. If someone was to make a joke about gay people in an offensive way it wouldn't necessarily be taken seriously by all teachers unless a student raised it as an issue." (S5, female)

"We have guidelines about this but the most effective method of reducing this is through our pupil led Equalities Society" (female teacher)

How do we decide what is offensive and what is a joke?

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"This is a difficult question because often what is offensive to one person is just a joke to another. I do not think that people should be punished for making jokes about these issues, even if such a joke would be perceived as offensive by others. However, direct attacks to individuals or groups should not be tolerated and should be punished. Causing offence purposefully to an individual is not acceptable." (S4, male)

"It is only banter" (S3, male)

Q20. Do, and should, young people in your school who identify as transgender have uniform options that they feel comfortable with?

284 open comments were left and the most common themes were:

Girls can wear trousers but boys can't wear skirts.

"They would be made fun of for a boy to wear a skirt they be made fun of but yet it's all right for girls to wear trousers there are still inequality" (S2, male)

"for girls they don't have to wear skirts they can wear jeans/trousers but it's a bit harder for boys as they can't come to school wearing skirts" (S3, non-binary)

"I don't care what they wear, they can do as they please. It won't however help with bullying if you see a biological boy in a skirt and cardigan." (S6, male)

The rules are not just school rules but social rules.

"Anyone can dress in anything there are nothing but social rules" (S3, female)

"I believe that schools should let their pupils decide to transition in school. If so, they should then be allowed to wear the uniform of their gender identity. I do not however believe that gender neutral uniforms are a good idea. By having a girl's uniform and a boys uniform, it helps people get used to the idea of gendered dress codes before leaving school, since at formal events and in many jobs where someone will be seen by the public, dress codes which are different for men and woman are normal and should be expected" (S4, male)

The school has strict binary gender rules.

"Our uniform code states "skirts for girls" and judge by physical appearance" (S5, female)

"The uniform is strictly boy or girl and very distinctive. It would be a big statement for a pupil to change to one or the other." (female teacher)

"It's not the middle ages, everyone can wear trousers and shirts. No need for anything else beyond personal clothes. If a school has a uniform related to tradition there's really no point changing it for a miniscule amount of people. They should wear whatever uniform fits their body type (and if you don't understand I mean if you have boobs, wear girl's clothes, and if you have a dick wear boy's clothes.) Doing differently is just pandering." (S6, non-binary)

Why should transgender young people get to choose their uniform?

"if transgenders have uniform options, it could be unfair for the other sexual preferences." (S2, male)

"if one person had a choice then another gets a choice but that's causes arguments and stuff" (S4, male)

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The school should, but doesn't, have a fully gender-neutral uniform.

"Would be made easier with a gender-neutral uniform policy. At my school this was voted for by the student elected body however was not cleared by the head of departments vote."
(S6, female)

It is also interesting to note that respondents from the same school sometimes gave different responses:

"We have a transgender uniform policy." (male teacher)

"We have not had anyone ask but we would be open to discussing this with any pupil that has an issue. We need to make this more explicit but it is all in our guidelines for Transgender pupils. These guidelines were established through consultation with our pupil Equality group." (female teacher (same school as above))

"There is a binary uniform. Pupils who are transitioning would be allowed to swap uniforms to the other binary but there is no fluid option." (male teacher (same school as above))

Q21. Do, and should, teachers respect and use student's preferred names and pronouns?

259 open comments were left and the most common themes were:

Challenges of parental consent

"I asked my guidance teacher if I could get called my chosen name and use he/him pronouns but she told me I needed parental consent which I can't get so she told me "looks like you're just gonna have to be (birthname) for now" (S4, male)

"No explanation required. However, it can be a tricky situation for schools to handle in cases where the family of the young person do not agree at all with any change of name etc.
(male teacher)

It depends upon the teacher

"Some teachers are very ignorant to it but a lot of teachers are very good and understanding." (s4, female)

"Lots of teachers forget but in general they make the effort to do it" (s6, female)

Teachers try but it is easy to make mistakes

"Better with the names than the pronouns and we sometimes forget/get it wrong." (male teacher)

"They tend to avoid trying to use any pronouns with the pupils who have a different identity so they don't mess up I think" (s6, female)

"Now and then they forget for split the class into boys and girls which makes it difficult for them but in general they do respect it" (s5, female)

"Mostly. Some teachers get confused with they/them pronouns, and obviously they make mistakes occasionally, but it's no big deal" (s5, male)

Why should people be able to choose what we call them?

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"I think if you specifically ask for someone to say your name a certain name then yes but I think it's stupid to get so offended if someone gets your name wrong" (s3, female)

"I think they should be called by their official name and some people don't know their preferred name and they may get insulted for not calling by their preferred. They should be called from their official name and if they change their names legally" (s5, male)

"I'm deeply against the legislation to determine what words I have to use when addressing a transgender person. I refuse to use alternative pronouns as it's backed by punitive legislation. The words I "must" use are artificial constructions created by radical ideologues whose viewpoint I do not share. Now whether teachers want to use these preferred pronouns isn't for me to decide and they can do as they please." (s6, male)

"Asking someone to address you particularly or make you see them differently is compelled speech and infringes on rights of those being asked. These demands also try to defy what one person objectively sees in another and it is justified only by the beliefs of those who request it. Anybody could ask someone to respect them but it is not necessarily granted. Respect is earned not demanded. This does not deny trans people's humanity instead it is a refusal to partake in their delusions and defiance of fact and reality." (s6, male)

"Fuck off. The one good thing about the English language is that the pronouns are easy to use and identify via. Just use the pronoun related to their genetic makeup (XX or XY). Doing otherwise is just stupid and I would gladly argue against anyone who believes differently."
(s6, non-binary)

Our school is good at this

"I think this very important for teachers to do so the students can be happy with who they are." (s1, female)

"There are a few students within the school who have switched names and pronouns during their time here, and every teacher I have seen has adapted accordingly" (s6, male)

"We have pupils who have opted for different "social" names in class than their formal "reporting" name." (male teacher)

"People should feel comfortable and for some people that means switching names and pronouns. It's a simple thing to do which requires little to no effort and means a lot to the person receiving it. It doesn't hurt anyone and makes people happier. I see no reason why we shouldn't respect people's wishes." (s5, female)

"Without a doubt and staff are very good at this". (male teacher)

There are procedures in place to manage this

"When we start the school year the teacher asks those with long names if they prefer a nickname in addition to that if you quietly spoke to the teacher about wanting your name to be changed and pronouns they'd happy do so." (s5, female)

"Your gender mark can be changed on the school register and teachers are informed by your guidance teacher that they prefer to be called something else or have a different pronoun. Teachers usually follow this rule." (s5, male)

Some teachers can use the wrong names on purpose.

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“In my school I've heard teachers use the incorrect names and pronouns deliberately to humiliate pupils, although this is rare. I have also heard teachers call pupils the correct name and pronoun to their face, but when talking about them use the incorrect” (s5, female)

Q22 Do, and should staff ever disclose the names of young people they know to be undergoing gender transition or who identify as LGBTI+ to other staff, students or parents without permission to do so from the young person?

206 open comments were left and the most common themes were:

Most think their school is respectful of students' privacy

“There is a very strict policy on this and the person responsible is fantastic with their discretion” (S6, female)

“We are good at this... I think...” (male teacher)

“Apart from if the young person is in danger. If this is the case the teachers disclose the information to the senior management who deal with the student's safety.” (S5, female)

Parental consent

“I'm not sure about whether this happened in our school as there are many kids who are attempting to transition but are unable because they do not have parental permission.” (S5, non-binary)

Some students described personal experience of this issue

“I think usually they don't but one of my teachers told another one of my teachers about how I was gender fluid without asking for my permission. I didn't want anyone else to know because I wasn't even completely sure about it yet but they didn't give me an option. My friend told me that her teacher almost told her parents about her bisexuality at a parents meeting. So, I'm not sure if they usually tell other staff or parents about pupils or if it just happened once or twice.” (S5, non-binary)

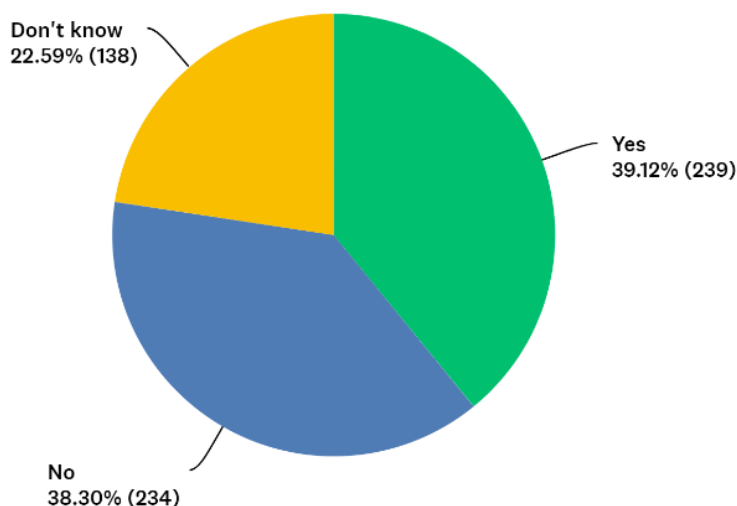
“I never asked cause I didn't trust them not to tell other people, my friends have had experience before with staff members sharing information that the student had requested be kept private so I strongly suspected the staff would not respect my wishes and therefore didn't ask or discuss it” (S6, non-binary)

Gossip

“its personal to the person but either way the whole school finds out one way or another so it's probably to do with staff gossip which a teacher tells their child and they spread it to their friends etc” (S5, female)

Q23 Are you aware of any pupils in your school who have experienced bullying because of their gender or sexuality?

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Answered: 611 Skipped 273

196 comments were left for this question and the most common themes were:

Personal experience

"Me and my friend are both trans guys and we constantly get our dead names screamed at us" (S4, male)

"People have been knocked about, shoved into poles, grabbed by the neck and slammed into walls and the worst was when a boy was spat on all the way up the hill to school and had to go to school with his shirt soaked with other people's spit" (S6, female)

"I have one close friend who is gay, and as far as I can tell, his experience in school has been rather easy since he came out. I cannot speak for any other pupils though as I am unaware." (S6, male)

"I've seen more instances of homophobia/transphobia than I can count" (S5, female)

Attention-seeking

"Sometimes they bring it on their selves and want attention so bring it up as much as. Possible like they want people in trouble" (S3, female)

Normalised

"Use of offensive language without the understanding of how offensive it is. Integrated into everyday language." (female teacher)

Optimistic

"I am optimistic that the diversity and equality work of the school across the last decade has generated a tolerant body of pupils. I am personally unaware of any incidents that needed recording but am not naive to think that pastoral staff will not have addressed issues with individuals before they escalated." (male teacher)

Defining bullying

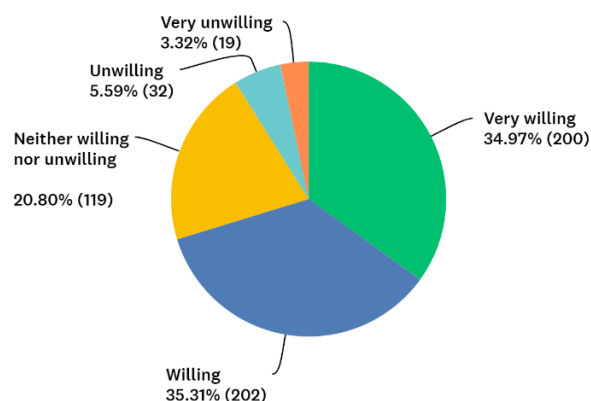
"I am not aware of any direct bullying however it's difficult to define the line between gossip/news and bullying." (S6, female)

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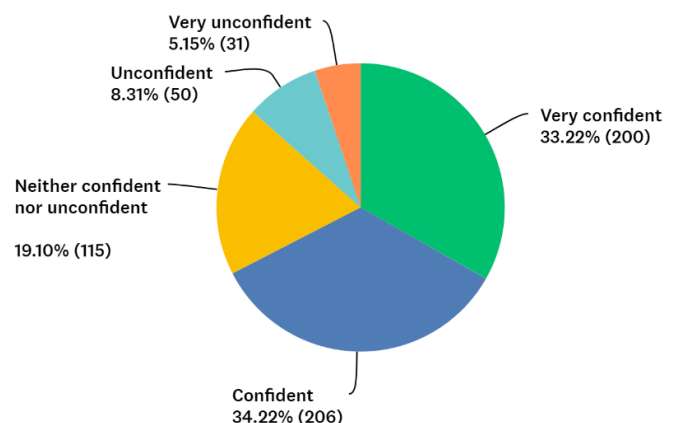
“By saying no, I mean I have not seen any direct attacks upon people. I have heard people talking privately in ways that would be considered offensive by some if said in another context, but I do not think this is an issue, and I would oppose any attempt to punish those who do this.” (S4, male)

Q24 How willing would you be to report bullying in your school that was based on gender or sexuality?

Q25 How confident would you be that your school would take action if your reported bullying because of gender or sexuality?



Answered: 608, Skipped: 276



Answered: 602, Skipped: 282

As can be seen, total responses for these two questions were similar, with a majority of respondents being willing to report bullying (70.3%) and confident that action would be taken (67.4%).

172 comments were left for this question and the most common themes were:

LGBTI+ bullying is just like any other bullying and shouldn't be separated out. In some instances, students thought that LGBTI+ bullying was treated more seriously than over bullying and this was wrong.

“My school take bullying seriously, no matter what it is about. we have a no tolerance to bullying policy” (S6, female)

“PC culture kinda means they have to, or they risk social crucifixion. Would anyone care as much if the bullied person was straight? Probably not, and I think that's a problem. Putting people into these boxes, this is kind of a sick survey you know. Defining someone by ONE characteristic and then using that as a basis for anything is just stupid.” (S6, non-binary)

Some students commented on the complexities of reporting bullying based upon sexuality because of the impact this might have upon the student being bullied.

“I would be willing, however only if I felt it was my place to say and I would ask for permission from the person being bullied” (S4, female)

“It is difficult to say as it is rude to 'out someone' to another person but if it's hurting them you can't really tell what's best cause it might make your relationship with the person worse.” (S6?)

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“Because I'm not very sure about this topic so it would not be right for me to report it as I may mess things up.” (S1, female)

Other students felt scared or reluctant to report bullying, often because they perceived that it might have negative impacts for them.

“I would never report it but I would feel bad” (S3, female)

“I wouldn't want to report it in case they would bully me” (S1, male)

“I don't trust the school to handle it well and feel that reporting it would encourage bullies further or make life more uncomfortable for me/whoever else is being bullied” (S6, non-binary)

Many students reported that reporting bullying was ultimately Ineffective, even if teachers did take it seriously.

“in my experience they try their best but eventually after a few days it fades from the forefront of people's minds” (S6, female)

“They would do something but it would be very unhelpful and could make it worse” (S5, female)

Many others reported how the response would depend upon teacher to whom the bullying was reported.

“Depends on the teacher more than anything, some teachers are naturally stricter and have a better effect when dealing with bullying.” (S6, female)

“it's been a mixed bag in the past. sometimes it's dealt with well but sometimes it's swept under the rug.” (S5, female)

One student suggested that the main problem is underreporting rather than the topic not being taken seriously. Where schools believe this to be the case it would be worth thinking about the reasons given above as to why students feel reluctant to report bullying.

“My school senior management team are great, the real problem is that it's underreported so it makes the issue difficult for them to tackle.” (S6, female)

LGBTI+ education

Q26 Asked participants what GSA stands for.

Answered: 428 Skipped: 456

Of those who responded to this question, 11.86% (51) gave the correct answer and a further 21.16% (91) used the term “Gay Straight Alliance”, which is the original meaning of the term but has been changed to make it inclusive of those who identify as neither gay nor straight. 48.84% (210) didn't know the term and 18.37% (79) gave incorrect answers.

Q27 A GSA is a name for a group that supports LGBTI+ awareness. Does your school have a GSA or group like this?

Answered: 592, Skipped: 292

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	Whole sample	Students	Teachers
Yes	38.01% (225)	34.97% (200)	69.44% (25)
No	15.2% (90)	16.01% (89)	2.78% (1)
Not Sure	46.79% (277)	48.02% (263)	27.78% (10)

Q28 Has your school's GSA (or similar group) had any impact?

Answered: 234, Skipped: 650

	Whole sample	Students	Teachers
Yes	44.87% (105)	41.15% (86)	76% (19)
No	11.11% (26)	12.44% (26)	0
Not Sure	44.02% (103)	46.41% (97)	24% (6)

The most common impacts mentioned were:

- Raising awareness of LGBTI+ issues in school
- An opportunity for young people from the LGBTI+ community to share their experiences
- Reducing bullying

A very small number of young people suggested that the GSA in their school had had a negative impact by separating out LGBTI+ young people and increasing the stigma.

Q29 Do you think it is important for schools to have a GSA or similar?

Answered: 589, Skipped: 295

	Whole sample	Students	Teachers
Yes	61.46% (362)	59.86% (331)	86.11% (31)
No	8.32% (49)	8.86% (49)	2.63% (1)
Not Sure	30.22% (178)	31.28% (173)	13.89% (5)

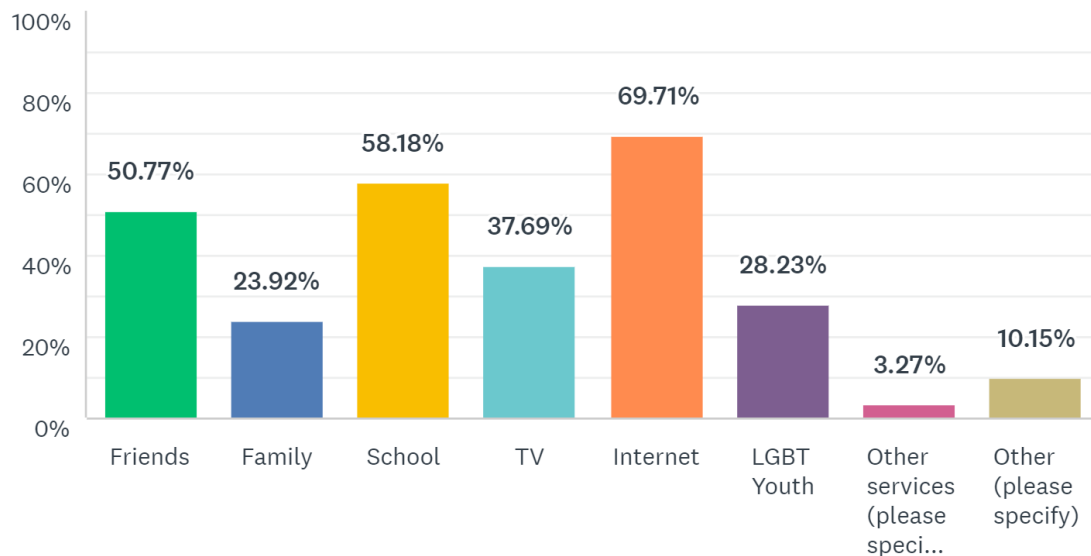
Q30 Where do you get information about LGBTI+ issues (please tick as many as you like)?

It is encouraging that most participants (58%) report that they get information about LGBTI+ issues from school, although worth bearing in mind that this says nothing of the nature/quality of this information. Approximately the same percentage of teachers as students suggested that they got information about LGBTI+ issues from school (55.56%), suggesting possibly that teachers are also learning from their students. 44.44% of teachers said that they got information about LGBTI+ issues from LGBT Youth.

Of the 'other' answers, it is notable that 11 students say that they don't get information about LGBTI+ issues from anywhere.

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Answered: 581 Skipped: 303



Q31 Would you like to learn more about LGBTI+ issues in school?

Answered: 591, Skipped 293

	Whole sample	Students	Teachers
Yes	51.95% (307)	49.55% (275)	88.89% (32)
No	25.04% (148)	26.31% (146)	5.56% (2)
Not Sure	23.01% (136)	24.14% (134)	5.56% (2)

There were 227 comments that covered reasons why participants wanted to learn or didn't want to learn more about LGBTI+ issues in school, how the topic should be taught and what should be covered.

Respondents offered a list of topics that they felt were not covered by the information that they received in school. This list included:

- Any sex other than heterosexual sex in sex education
- Transgender issues
- Different sexualities and gender identities
- LGBTI+ politics
- Services available to support LGBTI+ students

Many respondents argued that PHSE needs to specifically cover LGBTI+ issues. However other respondents suggested that LGBTI+ issues should be integrated into the curriculum rather than separated out into PHSE.

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Recommendations

Based upon their analysis of the survey results, the action research group made a series of recommendations for City of Edinburgh Council which would improve the ways in which schools support students from the LGBTI+ community.

- Education about LGBTI+ issues and support for the LGBTI+ community should be consistent across schools. All schools should also have clear protocols related to all the issues raised in the guidelines. We suggest that this could be achieved through requiring schools to undertake the LGBT Youth Scotland Charter.
- Young people and staff need to know about the guidelines for supporting the LGBTI+ community in CEC services and know what the procedures are within their schools to meet these guidelines. We recommend that a creative resource is created by young people to share the guidelines and the findings from this research with other young people.

One possible idea is for young people from this group to work with young people from GSAs in Edinburgh schools to develop an assembly or lesson plan that would creatively share this research and the guidelines upon which it is based with other young people. Young people recommend that this should take place over a residential weekend.

Another idea is for young people to develop an app for LGBTI+ young people that provides information about their rights and what their school can/should do to support them.

- It is particularly important for faith schools to take the findings of this survey seriously since young people don't feel safe to come out in these schools. We recommend that all schools, including faith schools, are required to report on how they are meeting the guidelines and how they create a safe and accepting environment for LGBTI+ students.
- Thinking and best practice related to gender and sexuality are complex and rapidly changing. Young people and staff need facilitated opportunities to openly and respectfully discuss these issues. We recommend that ALL teachers receive training on supporting LGBTI+ students and that there should be dedicated time set aside for LGBTI+ education in PHSE or equivalent.

Discussion

Young participants of Young Edinburgh Action's LGBTI+ action research group presented this report of their research at a 'Conversation for Action' on 27th April 2018.

The 30 attendees of the meeting included:

- 6 elected members of City of Edinburgh Council (including representatives from SNP, Labour, Liberal Democrat and Conservative parties)
- City of Edinburgh Council's Director of Children and Families
- Policy Officer for The Children & Young People's Commissioner in Scotland
- Staff representatives (Head Teachers and guidance teachers) from 5 secondary schools in Edinburgh
- Representatives from LGBT Youth Scotland and NHS Lothian

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After presenting their research findings and recommendations there was an open discussion about the issues raised. All attendees supported the research recommendations. There was cross-party consensus among elected members that all secondary schools in Edinburgh should be working towards achieving the LGBT Charter that is managed and awarded by LGBT Youth Scotland. It was noted that there is a cost implication to achieving the charter mark but that schools could use PEF money to cover this cost.

It was emphasised during the discussion that supporting young people from the LGBTI+ community is an equalities issue and that research, including this report, demonstrate that it impacts upon attainment.

Further resources

As a note the Guidelines written between LGBT Youth and CEC have now been updated and are more comprehensive. These have been endorsed by CEC and it would be helpful to include a link to these resources:

- Supporting Transgender Young People in Scottish Schools - <https://www.lgbtyouth.org.uk/media/1344/supporting-transgender-young-people.pdf>
- Addressing Inclusion: Effectively Challenging homophobia, biphobia and transphobia - <https://www.lgbtyouth.org.uk/media/1299/addressing-inclusion.pdf>
- Developing a Gender Sexual Orientation Alliance - <https://www.lgbtyouth.org.uk/media/1290/developing-a-gsa.pdf>
- Life in Scotland for LGBT Young People <https://www.lgbtyouth.org.uk/media/1354/life-in-scotland-for-lgbt-young-people.pdf>
- LGBT Charter - <https://www.lgbtyouth.org.uk/lgbt-charter/>
- LGBT Youth Scotland Strategy - <https://www.lgbtyouth.org.uk/media/1388/lgbtys-strategy-2018-e-use.pdf>

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