

Integrated Impact Assessment – Summary Report

Each of the numbered sections below must be completed

Note on language: transgender is used throughout to include transgender and non-binary young people

1. Title of proposal

Changes to school estate (toilet and changing facilities) to ensure compliance with the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the Equality Act 2010, following the UK Supreme Court Ruling of 16 April 2025.

2. What will change as a result of this proposal?

Changes depend on previous provision in each school and may include:

- Redesignating toilet blocks as either male or female
- Designating accessible toilets as both accessible *and* gender-neutral.
- Making staff toilets available where a pupil or pupils request gender-neutral provision

In all schools, transgender young people who previously used the toilet or changing area of the gender they identify with are no longer able to do so.

Required changes have been in place since August 2025. This assessment is therefore retrospective.

3. Briefly describe public involvement in this proposal to date and planned

An officer met with the LGBT YS Youth Work Manager on 26th September 2025.

Officers met with a stakeholder group of transgender young people, supported by LGBT Youth Scotland, on 22nd October 2025.

An impact survey questionnaire was issued to schools on 20th October 2025.

Pupil engagement was carried out through school LGBTQ+ groups and Pupil-led Equality groups 25th November – 12th December 2025.

The Service Director for Education attended the Professional Organisations' Teachers' Panel on Wednesday 24th September 2025 to engage in initial consultation regarding the changes implemented.

A QIEO attended the Professional Organisations' Teachers' Panel on 3rd December 2025. Parent consultation through mainstream school Parent Councils, 4th February to 6th March 2026

4. Is the proposal considered strategic under the Fairer Scotland Duty?

No.

5. Date of IIA

Started 10th October 2025

IIA meetings: 15th December 2025, 7th January 2026, 10th March 2026

6. Who was present at the IIA? Identify facilitator, lead officer, report writer and any employee representative present and main stakeholder (e.g. Council, NHS)

Proposed Membership

Name	Job Title	Date of IIA training
Annemarie Procter <i>Lead Officer and report writer</i>	Quality Improvement Education Officer	3.09.2025
Mel Coutts	Wider Achievement and Lifelong Learning	December 2021
Kate Fraser	Head Teacher Boroughmuir High School	
Jenny Hennessy	Head Teacher, Prestonfield Primary School	
Kirsty Catterall (from 7.1.2026)	Depute Principal Psychologist	
Claire Robertson	EIS Local Association vice- president (Professional Organisations Teachers' Panel rep.)	

Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
<p>Data on populations in need – where available use disaggregated data</p>	<p>Trans Report 2024 digital (nationwide survey of LGBT+ young people aged 13-25) Life in Scotland: Education Report - LGBT Youth Scotland (2023) School Report Scotland (2017) Stonewall</p> <p>Supporting documents - Review of additional support for learning implementation: report - gov.scot</p> <p>Two Thirds of Girls Change Their Everyday Behaviour to Avoid Sexual Harassment YouthLink Scotland Gender Equality in Education - Scottish Youth Parliament</p>	<p><u>Trans Report 2024</u> Under the theme of safe spaces recommendations: more gender-neutral toilets. 65% of trans young people say they are not able to use the toilets they feel comfortable in at school. 71% of trans young people say they are not able to use the changing rooms they feel comfortable in. 71% of trans young people experience bullying at school. Recommendation for local Authorities: Ensure that all schools have toilet and changing facilities that meet the needs of trans young people, including providing gender-neutral facilities in all new buildings.</p> <p><u>Life in Scotland: Education Report</u> Bullying/prejudice: 57% of trans participants experienced transphobic bullying; 73% of trans participants experienced homophobic/bi-phobic bullying. 70% of participants felt that homophobia, biphobia and transphobia had a negative effect on their educational experience. 1 in 4 reported that they would feel confident to report homophobic, biphobia or transphobic bullying in school. <i>The data for Edinburgh ages 13-18 broadly reflects the national data. (information from LGBT Youth Scotland, 10.12.2025).</i></p> <p><u>School Report Scotland (Stonewall)</u> Trans young people report not being able to use toilets they feel comfortable in. Recommendation for more gender-neutral toilets. Trans young people report disproportionate levels of bullying in school.</p> <p><u>Review of Additional Support for Learning implementation</u> In the research for this report, half of all secondary girls had experienced bullying. Pupils reported feeling frightened and hurt; worried about what will happen next and experiencing social isolation.</p> <p><u>Gender (Sex)</u> Whilst key research/surveys on girls' experience of school and sexual harassment evidences the significant issue of sexual harassment and abuse, studies do not mention toilets as a location where such harassment and abuse happens. Locations cited are corridors, lunch hall/canteen, the classroom and other public spaces. <u>Bullying and Equalities Module data</u></p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	<p>SEEMiS Bullying and Equalities incidents data for perceived reasons with location:</p> <ul style="list-style-type: none"> • gender identity / trans identity • disability and ASN • sexism and gender 	<p>There is no statistically significant pattern in the number of bullying or prejudice-based incidents with perceived reason gender identity or trans identity; sexism and gender; disability and ASN.</p> <p>Although the number of pupils identifying as transgender is not known, it is likely that the average number of incidents per quarter in secondary (July 2023 to December 2025) with perceived reason gender identity/transgender (17.1) is proportionately higher than for Sexism and gender (25.1), relative to the pupil population. The average for disability and ASN (combined) is highest at 51.2.</p> <p>In primary, over the same period, the average number of incidents per quarter for gender/trans identity is 1.7, for sexism and gender 8.3 and for disability and ASN combined, 49.3.</p> <p>A very small number of incidents (regardless of perceived reason) is recorded as happening in toilets.</p> <p><i>Note: in this data, an incident is counted for each location in which it happens, eg. if a pupil has experienced bullying in class, in the playground and online, this will be counted as 3 incidents; and if the same bullying behaviour was displayed by 2 pupils, this would be counted as 6 incidents.</i></p> <p>Overall, transgender young people, girls/young women, disabled young people and young people with additional support needs are vulnerable to experiencing bullying and prejudice.</p>
Data on service uptake/access	<p>Report to ECF Committee Nov. 2025, section 3.5</p> <p>Support for Transgender Pupils in Schools Update 4 Nov. 2025.pdf</p>	<p>There has not been a high number of issues raised by young people or families for which they are seeking support from central officers and or/legal services.</p>
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation	<p>Edinburgh-Poverty-Commission-2025-Calls-to-Action.pdf</p> <p>Socio-economic Inequalities - Non-binary people's experiences in Scotland: evidence review - gov.scot</p>	<p>Households with a disabled person (adult or child) are substantially more likely to experience child poverty.</p> <p>Data on socio-economic disadvantage shows that the following groups are disadvantaged in adult life:</p> <ul style="list-style-type: none"> • Disabled people • Transgender people • Women

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	<p>Close the Gap Statistics</p> <p>12. Poverty - Scotland's Wellbeing: national outcomes for disabled people - gov.scot</p>	<p>Therefore, young people in these groups - and those with more than one of these protected characteristics - are more likely to be affected by poverty in their adult life. Any adverse impact may affect attainment and achievement at school and contribute to socio-economic disadvantage in adult life.</p>
Data on equality outcomes	<p>Equality and Human Rights Monitor 2023: Is Scotland Fairer? EHRC</p> <p>Chapter 2: Non-Binary Equality and Protected Characteristics - Non-binary equality action plan: equality impact assessment - gov.scot</p> <p>Equality, Diversity & Inclusion – Mainstreaming Report Published - Skills Development Scotland</p> <p>Scotland's Wellbeing: national outcomes for disabled people - gov.scot</p>	<p>Gender reassignment</p> <p>There is limited data on gender reassignment and educational attainment. However, there is evidence on trans children and young people’s experiences of bullying at school, college and university. In a national survey of LGBT young people aged 13–25 in 2022, nearly half (49%) of the 1,279 self-selecting participants identified as trans (including non-binary) (LGBT Youth Scotland, 2022). This survey found 57% of 526 trans respondents reported experiencing transphobic bullying at school. The research found 19% of trans participants reported leaving education (school/college/university) because of homophobia, biphobia or transphobia compared with 6% of non-trans lesbian, gay or bisexual respondents. Confidence levels in reporting transphobia to staff or authority figures in education remain low among trans young people. The 2022 survey found trans respondents had grown less confident in reporting transphobia across all educational settings since a previous survey in 2012 (LGBT Youth Scotland, 2022). Trans and non-binary people are more likely to have mental health conditions and report higher levels of self-harm and attempted suicide than lesbian, gay and bisexual (LGB) people and the general population. The evidence suggests that trans and non-binary people face barriers when accessing general, specialised and gender-affirming healthcare. Waiting lists to access gender identity clinics and other gender affirming care are growing.</p> <p><i>This evidence indicates that trans young people face multiple disadvantages.</i></p> <p>Disability</p> <p>Compared to non-disabled children, disabled children more frequently had high scores of difficulties, as measured in the Strengths and Difficulties questionnaire in the Scottish Health Survey.</p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		<p>Disabled children reported more social, emotional and behavioural difficulties at an early age, compared to non-disabled children.</p> <p>Disabled people (25%) are more likely than non-disabled people (10%) to have low or no qualifications at SCQF level 4.</p> <p>The vast majority of disabled school leavers are recorded as leaving to a positive destination (89%) although this remains lower than for non-disabled school leavers (95%).</p> <p>A lower proportion of disabled people leave school for higher education or have university degrees, compared to non-disabled people.</p> <p>National data on disability and bullying is limited. There is some evidence that children with physical disabilities and Additional Support Needs are significantly more likely to be bullied leading to severe emotional distress, loneliness, and poor educational outcomes.</p> <p><i>This evidence indicates that disabled young people have lower educational attainment than non-disabled young people and that they are significantly more likely to be bullied.</i></p> <p>Sex</p> <p>Gender inequality is apparent throughout the education and skills system. Girls and women have strong outcomes in the education system in terms of attainment and progression. However, in the labour market women are disproportionately affected by low pay, poor progression, and underrepresentation at higher levels. Boys continue to underperform in early years, primary and secondary education compared with girls.</p> <p>Since 2016/17, there has been an attainment gap of around 8 percentage points between boys and girls in early years' education. Boys are also more likely to be excluded than girls. In 2018/19, the exclusion rate was more than three times higher for boys than girls.</p> <p>Women are more likely to experience sexual and sex-based violence.</p> <p>Men are far more likely to die by suicide than women. In 2021, 75.0% of people who died by suicide were men.</p> <p><i>The evidence indicates that girls have higher attainment than boys, although this is not reflected in the labour market. Girls/women are more likely to experience sexual and sex-based violence than boys/men.</i></p>

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Additional research/literature evidence	<p>SSCYP (2015) Flushed-with-success-the-views-of-parents-and-carers.pdf (experiences of children and young people with a disability – views of parents-carers)</p> <p>Voices for Change Report - ERIC (2025 report on toilet access for children and young people with bladder conditions)</p> <p>Toilets Literature Review.pdf Toilets Unblocked: a literature review of school toilets Scotland’s Commissioner for Children and Young People, 2013</p> <p>Introduction - Updating of the School Premises (General Requirements and Standards)(Scotland) Regulations 1967: consultation response analysis - gov.scot</p> <p>NB: <i>This is an analysis of responses from a consultation undertaken in 2017/18 to bring forward new regulations; however, this work was paused. A new consultation opened on 16 December 2025 and closed on 31st March. It sought views on updating these Regulations to ensure they reflect current requirements</i> School premises regulations - updating proposals: consultation - gov.scot</p> <p>case-study-toilet-design-learning-environment-2019.pdf (references a range of research and publications)</p>	<p>Accessible toilets are not always available to children who need them because of restrictions eg. requiring a toilet pass, toilets being locked, accessible toilets used by teachers only. There can be a lack of privacy. Concerns about atmosphere, provision of toilet paper and handwashing facilities.</p> <p>Pupils report:</p> <ul style="list-style-type: none"> • issues with access to toilets, for example toilets can be shut during lessons • avoiding drinking water so they don’t need to go to the toilet • avoiding going to toilet when they need to during lessons due to shame and stigma. • girls are more uncomfortable than boys using medical equipment in toilets. • lack of privacy (broken locks, other young people gathering in toilets, busy at break times) • poor standard of hygiene and cleanliness • not feeling comfortable with mixed-sex toilets • feeling vulnerable to bullying whilst using toilets <p>Some respondents stated that unisex facilities raised issues of potential vulnerability, while others stated that gender-neutral toilets reduced the risk of bullying and eased concerns over safety for all pupils.</p> <p>“The research reinforces the importance of pupils feeling comfortable using school toilets regardless of the chosen model of toilet provision. In terms of the physical facilities, the changing nature of toilets in schools (and in the wider public arena) has been influenced (if not motivated) by the need to address both gender inequality and</p>

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		<p><u>Inclusion of transgender / non-binary / gender non-conforming young people</u></p> <ul style="list-style-type: none"> • Those not conforming to norms are feeling more isolated and they have less provision than before. • In school / society it feels that there has been a lot more harassment since the change; the court ruling (and the changes) cause division. <p><u>Location of toilets</u></p> <ul style="list-style-type: none"> • Having to walk further to toilets because toilets have been ‘blocked’ as male or female (two schools). • Young people are missing learning as having to go further for toilet access. <p><u>Availability</u></p> <ul style="list-style-type: none"> • Only gender-neutral toilets are open during class time resulting in longer queues. • Young people (including young people with disabilities/health conditions) often have to wait to use accessible toilets as they are busier than before. • Both of the above result in missed learning. • Young people feel bad using accessible toilet in case a disabled person needs it. • Teachers do not always let pupils use the accessible toilets believing them to be staff toilets. • Disabled toilets are often locked or in use. <p><u>Hygiene products</u></p> <ul style="list-style-type: none"> • Accessible toilets are being used more often and so are not always stocked with period products or toilet roll. <p><i>In schools where there is no change in the number of gender-neutral toilets</i></p> <ul style="list-style-type: none"> • Where more male-only and female-only toilets have been made available (in a school where some toilets were previously not in use), there is access for more pupils; toilets feel more secure as less busy. • Where more toilet areas have opened there is less staff presence which may result in vandalism or pupils feeling unsafe

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	<p>Parent consultation through primary and secondary Parent Councils, 4th Feb. – 6th March. Responses: 10 (11%) primary schools; 7 (30%) secondary schools.</p> <p><i>Whilst these findings provide valuable insights into parent-carers' views of the impact of changes, they may not be representative of the views of the wider parent body across Edinburgh schools. It is recognised that the personal and political sensitivity of the issue may have been a barrier to Parent Council participation or individual parents' willingness to share their views. It is therefore important that this evidence is considered alongside other engagement evidence and other types of evidence available.</i></p>	<ul style="list-style-type: none"> • Young people are concerned about what happens if someone who doesn't identify as the sex they were born uses a toilet of their choosing and then is challenged. • Many young people avoid using toilets in school for other reasons, regardless of their gender identity. <p>Other concerns</p> <ul style="list-style-type: none"> • general condition of toilets, cleaning, hygiene and time taken for repairs. • inappropriate use of toilets eg. vaping, eating, 'hanging out' • unclear signage/indication re. whether toilet is in use (engaged/vacant) • pupil behaviour in toilet areas, eg. banging on doors <p>There was a range of responses within schools and across schools, in both primary and secondary sectors, reflecting diverse views.</p> <p>In approximately half of secondary school responses and around 20% of primary school responses, a significant minority or a slight majority of parents identified positive impacts of the changes. This was expressed primarily in terms of girls feeling more comfortable and perceived increased privacy and dignity for girls. Perceived increased safety was noted in some responses, particularly in secondary schools where there was mainly gender-neutral provision prior to the changes.</p> <p>Responses from all schools in secondary and 50% in primary identified negative impacts of the changes. Reported negative impacts were primarily for transgender young people and included: distress, anxiety or feelings of exclusion and lack of safety, and bullying resulting from being (potentially) outed by using the designated gender-neutral provision; avoiding eating or drinking during the school day to avoid using the toilet; school avoidance / reduced attendance. In secondary, specific negative impacts were also noted for the protected characteristics of Sex and Disability:</p> <ul style="list-style-type: none"> • gender-non-conforming cisgender girls have reported being challenged or questioned by other pupils about their right to use the female toilets. • where accessible toilets have been redesignated as both accessible and gender-neutral, this has increased demand on limited facilities. In addition,

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	Professional Organisations' Teachers' Panel	<p>these are sometimes locked or difficult to access, causing stress or embarrassment.</p> <p>A small number of responses noted that the changes have had a negative impact on wider school culture, resulting in a less inclusive ethos.</p> <p>Some staff report:</p> <ul style="list-style-type: none"> • reduced access at break times to the only staff toilet in their area of the school because this is also the accessible toilet and is now used by a greater number of pupils. • that reduced access is especially problematic for staff with menopause symptoms or other health conditions and this has an impact on physical and mental health and wellbeing. • that teachers' anxiety about access to toilets, in addition to other issues, may have a negative impact on learning and teaching • concern about - or that they will not use - toilets which are also used by pupils as they believe this contradicts child protection guidance. • concern and stress that they may be in a position where they are expected to support/enforce an arrangement they believe breaches human rights
Evidence of unmet need		Some pupils and staff report reduced access to toilet provision, longer waiting times, lack of hygiene products.
Good practice guidelines	Supporting transgender pupils in schools: guidance for education authorities and schools – revised - gov.scot	<p>Separate toilet facilities for boys and girls must be provided in schools. 'As the law stands, the facilities require to be made available on the basis of biological sex.'</p> <p>Schools must also provide accessible facilities for young people with a disability.' Education authorities and schools should consider the toilet provision necessary for transgender pupils. This may include the use of gender-neutral provision. Schools should also consider the impact of any increased use of accessible facilities to ensure that all pupils who require them are able to do so.'</p> <p>Where any change is being introduced to the arrangements that a pupil has been familiar with, there should be additional planning and consideration of their needs including to their safety and wellbeing. It is necessary to mitigate as far as possible, the risk of 'outing' a young person eg. practical arrangements to reduce visibility of them moving across and within the school building to access toilet and changing room facilities.</p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	<p>WHO/UNICEF Improving health and learning through better water, sanitation and hygiene in schools: an information package for school staff</p> <p>School toilet charter - ERIC</p>	<p>Private toilets, separate from boys’ toilet areas, help to ensure privacy and comfort during menstrual hygiene practices. Ensure clear signage for gender-neutral and female-only spaces to increase privacy and safety. Check the accessibility of WASH (Water Sanitation and Hygiene) in your school, exploring specific sex- and gender-based needs, needs of children with a range of disabilities and health conditions. Further considerations may be required in the case of transgender pupils to ensure their safety and dignity. Promote accessibility by letting pupils visit the toilets whenever they need to. Promote well-being and dignity by giving pupils sufficient time to use the toilets. Promote accessibility and well-being by ensuring a schedule for maintenance and supervision of WASH facilities. Promote participation by establishing a child-friendly procedure to engage all in improving WASH and reporting issues.</p> <p>School toilet charter Access to clean, appropriately stocked toilets whenever the need arises, is a fundamental human right and necessary for good health and wellbeing. This reflects the United Nations Convention on the Rights of the Child (UNCRC), which upholds all children’s rights to their best interests being of primary consideration, to healthy development, to participation in decision making, to privacy, to special care and support if they have a disability and to education. This School Toilet Charter is designed to assist schools in meeting these rights.</p>
Carbon emissions generated/reduced data	n/a	n/a
Environmental data	n/a	n/a
Risk from cumulative impacts		It is recognised that equalities should be seen through an intersectional lens, with the view that no two people have the same needs, and many people present with multiple protected characteristics across their lifetime and therefore there is cumulative impact of need as a result.
Other (please specify)		

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Additional evidence required		

8. In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights and Children’s Rights <ul style="list-style-type: none"> • Article 2 non-discrimination • Article 12 respect for the views of the child • Article 16 right to privacy • Article 23 children with a disability • Article 29 goals of education 	Affected populations
Positive <ul style="list-style-type: none"> • Some young people feel more comfortable using single-sex toilets 	children and young people/men-boys/women-girls
Negative Children and young people The following impacts affect children and young people’s health, wellbeing and learning <ul style="list-style-type: none"> • Young people who don’t conform to ‘female norm’ expectations feel vilified using single-sex female toilets • Risk of outing affecting emotional wellbeing (right to privacy) • Increased use of gender-neutral (only) toilets and increased use of accessible toilets which have also been designated gender neutral leading to: <ul style="list-style-type: none"> ➢ Longer wait times - affecting physical and mental health and wellbeing ➢ Issues with cleanliness and hygiene ➢ Insufficient toilet-roll and period products • Lack of appropriate toilet facilities nearby / required to go further to access toilet facilities • Young people restricting food and drink to avoid using the toilet at school, affecting physical and mental health and wellbeing • Lack of privacy if young people are required to seek permission to use gender neutral toilets • Reduced trust in school and key adults, affecting mental health and wellbeing. • Risk of increased transphobic bullying, affecting mental health and wellbeing Staff Some staff report: <ul style="list-style-type: none"> • reduced access to their nearest toilet at break times as the toilet is now used by a greater number of pupils. • Some staff report concern about - or that they will not use - a toilet which is also used by pupils as they believe this goes against the guidance – this limits access. • Reduced access is especially problematic for staff who need access because of menopause symptoms or other health conditions. • that teachers’ anxiety about access to toilets, in addition to other issues, may have a negative impact on learning and teaching • concern and stress that they may be in a position where they are expected to support/enforce an arrangement they believe breaches human rights 	women/girls/transgender YP transgender YP transgender and disabled YP YP/transgender/disabled YP. children and young people all YP, esp. transgender and disabled YP transgender YP transgender YP transgender and disabled young people adults adults adults/women adults adults

Environment and Sustainability including climate change emissions and impacts	Affected populations
Positive	n/a
Negative Any changes to toilet facilities beyond signage – materials	n/a

Economic	Affected populations
Positive	n/a
Negative Attainment and positive destinations (and therefore employability) may be affected if these changes adversely affect young people’s health and wellbeing and learning.	Transgender young people Disabled young people

9. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children’s rights, environmental and sustainability issues be addressed?

No.

10. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.

Where changes have been required, these have been communicated to children and young people affected by trusted adults, with support for any communication needs and ongoing support for individual young people who are adversely affected by changes.

11. Is the plan, programme, strategy or policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a Strategic Environmental Assessment (SEA) will be required and the impacts identified in the IIA should be included in this. See section 2.10 in the Guidance for further information.

No.

12. Additional Information and Evidence Required

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

See also Inclusive Engagement (Section 7)

- Consultation with trans young people on impact of changes, gathered through a focus group facilitated by LGBT Youth Scotland. Completed 22.10.2025
- Survey of schools on impact of changes, gathered from school staff using an MS Form. 02.10 to 7.11.2025.
- Consultation through school-based pupil groups (Pupil Equality Groups, LGBTQ+ groups, Pupil Councils etc.) regarding impact on young people considering all protected characteristics. Completed 12.12.2025.

- Additional consultation with Professional Organisations' Teachers' Panel 3.12.2025.
- Engagement with parents-carers – 4.02.2026 – 6.3.2026

13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
Key message to Head teachers re. support for transgender young people at Head Teacher Conference	Stephen Kelly, Head of Education	09.09.2025	Completed
Monitor Bullying & Equalities Module incidents with perceived reason gender identity and trans identity	Annemarie Procter, QIEO	Quarterly: End Sep/Dec/March/ June	In place - ongoing
Review updated Scottish Government guidance on publication and issue to Head Teachers	Kevin McKee, Head of Legal Services Jackie Reid, Service Director for Education	On publication	Published 29.9.2025 Issued to Head Teachers 6.10.2025
LGBT-inclusive Education survey to all Equality Co-ordinators	Annemarie Procter, QIEO	02.10.2025 28.10.2025	Completed 7.11.2025
Survey of schools re. impact of changes	Annemarie Procter, QIEO	20.10.2025	Completed 7.11.2025
Meet with transgender and non-binary young people.	Annemarie Procter, QIEO, Stephen Kelly Head of Education, with LGBT Youth Scotland	24.10.2025	Completed 22.10.2025
Share key messages re. support for transgender young people at Equality Co-ordinators' Briefing	Annemarie Procter, QIEO	29.10.2025	Completed 29.10.2025
Supporting transgender young people good practice paper and briefing to Head Teachers.	Annemarie Procter, QIEO	03.11.2025	Completed 3.11.2025
Staff engagement through Teachers' Panel	Annemarie Procter, QIEO	03.12.2025	03.12.2025
Pupil engagement through school-based pupil groups	Annemarie Procter, QIEO	26.11 to 12.12.2025	Completed 18.12.2025
Parental engagement through school Parent Councils	Annemarie Procter, QIEO	4.2 to 6.3 2026	Completed 6.3.2026
Continue individual planning and support for transgender and non-	Head Teachers, Depute Head	Ongoing	April 2026

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
binary young people who are negatively impacted by these changes in line with GIRFEC, considering health and wellbeing, attendance and attainment.	Teachers 3.1/Pupil Support Leaders		
In all schools, monitor arrangements with regard to: pupils increased use of toilets – especially accessible and gender-neutral toilets; wait times and learning missed; cleanliness; supply of toilet roll and period products staff availability of toilets for staff, especially in areas of school where there is limited toilet provision Take action to address issues identified.	Head Teachers	By March 2026	April 2026
Strengthen work on LGBT-inclusive education by: All teachers completing TIE Stage 1 training by December 2026 LGBT Charter re-accreditation for secondary schools, with a focus on transgender inclusion.	Stephen Kelly, Head of Education	Session 2026-27	January and May 2027
Identify actions to strengthen work on gender equality and challenging gender norms.	Annemarie Procter, QIEO Equalities	April 2026	June 2026
Review IIA following: <ul style="list-style-type: none"> publication of EHRC guidance (anticipated 2026) completion of Corporate Gender Welfare Facilities Reform group 	Annemarie Procter, QIEO / Legal Services Annemarie Procter, QIEO	May 2026 TBD	July 2026 June 2026

14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?

It is recognised that mitigating actions identified do not neutralise the negative impact of the changes particularly for transgender and disabled children and young people and those with other health conditions.

15. How will you monitor how this proposal affects different groups, including people with protected characteristics?

- Continue to engage with young people
- Continue to monitor wellbeing of transgender young people.
- Continue to monitor the wellbeing of disabled young people and those with health conditions
- Continue to monitor bullying incidents by protected characteristic

16. Sign off by Head of Service

Name: Jackie Reid

Date: 12th June 2026

17. Publication

Completed and signed IIAs should be sent to:

integratedimpactassessments@edinburgh.gov.uk to be published on the Council website www.edinburgh.gov.uk/impactassessments

Edinburgh Integration Joint Board/Health and Social Care

sarah.bryson@edinburgh.gov.uk to be published at www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/