



**LESBIAN, GAY,  
BISEXUAL AND  
TRANSGENDER  
TOOLKIT FOR SCHOOLS  
AND COLLEGES**

**Education Safeguarding Team  
January 2019**

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# 1. INTRODUCTION

With the raft of research and advice available on the subject of Lesbian, Gay, Bisexual and/or Transgender (LGBT+\*) children and young people, this document aims to summarise key information gathered from a range of reliable sources to help schools and colleges to create an inclusive environment and support for their LGBT+ pupils.

This toolkit explains terminology, highlights research conducted by leading organisations, it includes references to school responsibilities within key statutory and non-statutory guidance, looks at the issues faced by LGBT+ children and young people and makes some recommendations to approaches schools can take including signposts to further sources of support and advice. It should therefore be seen as a resource by schools and colleges to use as appropriate based on the needs of their pupils, their staff and their organisation to help create an inclusive, whole school approach to support their LGBT+ community.

Unfortunately, the toolkit does not include every circumstance that individual schools and colleges may face but does include a list of useful contacts. Colleagues can also contact either The Kite Trust for support or the Education Safeguarding Team for procedural advice.

An online version is also available to subscribing schools with live links to websites and resources via the Education Safeguarding Team pages on the Knowledge Hub.

\*LGBT+ See Section 2 - 'Terminology' - for details.

## **Please note:**

Throughout this document references are made to “children”, “young people” and “pupils”. All refer to children under the age of 18 years.

For ease of reading, references are often made to “school”. This term also applies to other types of educational establishments, e.g. Academies, FE Institutions, Sixth Form Colleges, Pupil Referral Units.

References to “staff” or “adults” include teachers, other staff/governors and volunteers working in, or on behalf of, the Local Authority, a school, an FE Institution or other education setting, in either a paid or unpaid capacity.

## 2. TERMINOLOGY

LGBT+ is an "inclusive" way to represent all the different identities in the longer acronym but here is a breakdown of what LGBT stands for and descriptions of what the most common additional letters represented by '+' mean:

<b>Ally</b>	A person who identifies as straight and/or cisgender and supports people in the LGBT+ community
<b>Asexual</b>	A person who is not attracted in a sexual way to people of any gender
<b>Bisexual</b>	The "Bi umbrella" includes (but is not limited to) the following: <b>Bi/bisexual</b> Refers to a person who has an emotional and/or sexual attraction towards people of more than one gender. <b>Pansexual</b> A sexual, romantic and/or emotional attraction towards people irrespective of gender. <b>Bicurious</b> A curiosity towards, or awareness of, the possibility of being bi. This is sometimes used by young people who are exploring their sexuality and feel that they may be bi. This term is felt to be unhelpful or negative by some, as it questions the permanence of bi identities.
<b>Cisgender</b>	Is a term for people whose gender identity matches the sex that they were assigned at birth.
<b>Coming Out</b>	When a person tells someone about their identity as lesbian, gay, bisexual or trans for the first time. LGBT+ people may come out on a regular basis to new people whom they meet.
<b>Gay</b>	Refers to a man who has an emotional, romantic and/or sexual attraction towards men. Also a generic term for same-sex attraction; some women define themselves as gay rather than lesbian.
<b>Gender Dysphoria</b>	Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the sex they were assigned at birth.
<b>Gender Fluid</b>	A person whose gender identity or gender expression is not fixed and shifts over time or depending on the situation.
<b>Gender Identity</b>	A person's internal sense of their own gender, whether male, female, or something else.
<b>Genderqueer</b>	A person who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.
<b>Gender Variant</b>	A person whose gender identity or gender expression does not conform to socially defined male or female gender norms.
<b>Intersex</b>	A person whose body is not definitively male or female. This may be because they have chromosomes which are not XX or XY or because their genitals or reproductive organs are not considered "standard"
<b>Lesbian</b>	Refers to a woman who has an emotional, romantic and/or sexual attraction towards women.
<b>Non-Binary</b>	An umbrella term for a person who does not identify as male or female.

<b>Pansexual</b>	A person whose sexual attraction is not based on gender and may themselves be fluid when it comes to gender or sexual identity
<b>Pronouns</b>	A gender neutral or gender inclusive pronoun is a pronoun which does not associate a gender with the individual who is being discussed e.g. replacing 'he', 'she' with 'they', 'them', 'theirs', 'ze', 'hir'.
<b>Queer</b>	In the past a derogatory term for LGBT+ individuals. The term has now been reclaimed by LGBT+ young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.
<b>Questioning</b>	The process of exploring your own sexual orientation and/or gender identity.
<b>Sex</b>	Either of the two main categories (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes used interchangeably with 'gender' to mean 'male' or 'female'.
<b>Sexual Orientation</b>	A person's emotional, romantic and/or sexual attraction to another person.
<b>Trans</b>	An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. May encompass one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer.
<b>Transitioning</b>	The steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different steps. For some this may include telling friends and family, dressing differently and changing official documents, medical intervention, such as hormone therapy and surgeries – depending on individual circumstances.

### **3. STATUTORY & NON-STATUTORY GUIDANCE, REGULATIONS AND ACTS**

This section features relevant LGBT+ extracts from a range of key statutory and non-statutory guidance which schools may wish to use as a quick reference guide in terms of LGBT+ pupils within schools and responsibilities to safeguard this vulnerable community of young people.

Please note this is not an exhaustive list but comprises those most relevant and frequently referred to within schools to manage their safeguarding and child protection responsibilities.

#### **3.1 Keeping Children Safe in Education, 2018 (KCSiE 2018)**

KCSiE 2018 is very clear that safeguarding and promoting the welfare of children is everyone's responsibility and that schools should maintain a child centred and coordinated approach to safeguarding. It states that staff are best placed to identify concerns early on and to provide help to children and prevent concerns from escalating.

Annex A within KCSiE provides information on specific forms of abuse and states that all staff who work directly with children should read Annex A. Those areas particularly relevant and that put LGBT+ children and young people at greater risk are:

- Children Missing Education
- Child Sexual Exploitation
- Child Criminal Exploitation
- Homelessness
- 'Honour Based' Violence
- Forced Marriage
- Peer on peer abuse
- Sexual violence and sexual harassment

KCSiE 2018 Part One states that all staff should recognise that children are capable of abusing their peers and should therefore be clear on their school's policy and procedures with regards to peer on peer abuse.

KCSiE Part Two goes on to say that governing bodies and proprietors should ensure that their safeguarding and child protection policy includes:

- A clear statement that abuse is abuse and should never be tolerated or passed off as banter.
- Recognition of the gendered nature of peer on peer abuse.
- The different forms it can take e.g. sexual violence/sexual harassment, physical abuse, sexting, initiating/hazing type violence and rituals.
- Procedures to minimise the risk of peer on peer abuse.
- How allegations of peer on peer abuse will be dealt with.
- How victims and perpetrators affected by peer on peer abuse will be supported.

KCSiE 2018 includes a new Part Five - 'Child Sexual Violence and Sexual Harassment' - which covers in detail school responsibilities and potential actions to follow as a result of a disclosure. More detailed information can be found in the separate Department for Education guidance on 'Sexual Violence and Sexual Harassment between children in schools and colleges' which covers children of all ages, from the primary through secondary stage and post-16 education including sixth forms and colleges (see below).

### **3.2 'Sexual Violence and Sexual Harassment between children in schools and colleges'**

This guidance is clear that it is for individual schools and colleges to develop their own policies and procedures. It is important that policies and procedures are developed in line with schools' legal obligations, including the Human Rights Act 1998 and the Equality Act 2010 and the Public Sector Equality Duty.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are lesbian, gay, bi, or trans (LGBT+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT+ (whether they are or not) can be just as vulnerable as children who identify as LGBT+. Additionally, children can be targeted because of family or friendship association.

All schools are required by law to have a behaviour policy and measures in place to prevent all forms of bullying. All maintained secondary schools must teach relationships and sex education (RSE). Any school required to teach it, or academies and state-funded schools that choose to teach it, must follow the RSE Statutory Guidance.

According to the Equality Act, 2010, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or sexual orientation (protected characteristics).

Whilst all of the above are important, schools and colleges should carefully consider how they are supporting their pupils with regard to their sex, sexuality and gender identity. Schools and colleges should consider what they can do to foster healthy and respectful relationships between all genders including through Relationship and Sex Education and Personal Social Health and Economic education.

Research shows that on average, transgender children leave school earlier than any other group, and a recent survey has shown that 25% have attempted suicide, and a further 25% have considered it ([http://trans\\*kids.synthasite.com](http://trans*kids.synthasite.com)).

Stonewall's 'LGBT in Britain Trans Report, 2018' found that younger trans adults are at greatest risk: 53% of trans people aged 18 to 24 have experienced a hate crime or incident based on their gender identity in the last year but 79% don't report hate crime incidents. It also found that 36% of trans university students have experienced negative comments or behaviour from staff and 14% have considered dropping out of university because of harassment or discrimination from their peers.

<https://www.stonewall.org.uk/sites/default/files/lgbt-in-britain-trans.pdf>

### 3.3 Equality Act 2010

This law makes it unlawful to discriminate against people who: “are proposing to undergo, are undergoing or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex, have the protected characteristic of gender reassignment”. This Act also includes specific responsibilities placed on public sector organisations which are detailed in the Public Sector Equality Duty (PSED).

### 3.4 Public Sector Equality Duty (PSED)

Compliance with the PSED is a legal requirement for schools and colleges that are public bodies. The PSED is designed to support and guide public bodies to address inequalities experienced by their staff and service users. This includes inequalities experienced by lesbian, gay and bisexual people and those undergoing gender reassignment. It comprises two parts:

**General duty** – states that in all of their functions, public bodies must have due regard for:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relations between different groups (who share a protected characteristic and between groups who do not)

**Specific duties** – as a minimum, public bodies must:

- Set out and publish equality objectives
- Annually publish data which shows how they are meeting these aims to enable them to be held to account when addressing inequalities

The Equality and Human Rights Commission provides the following general guidance for schools that are subject to the PSED:

Schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups.

The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain. The school must have a clear set of values and standards that are upheld and demonstrated throughout all aspects of school life and underpinned by the school’s behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum.



Such a programme should be developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong; and
- Addressing cultures of sexual harassment.

### **3.5 Gender Recognition Act 2004**

This law enables trans people to apply for a Gender Recognition Certificate (GRC). This is a legal recognition of a person's preferred gender. Not all trans people apply for a GRC and a GRC is not required for protection against discrimination.

### **3.6 The Children and Social Work Act 2017**

Placed a duty on the Secretary of State to make Relationships Education compulsory for all pupils receiving primary education and Sex and Relationships Education compulsory for all pupils receiving secondary education. It also gave the Secretary of State a power to make PSHE, or elements therein, compulsory in all schools.

## 4. RESEARCH

The Government Equalities Office research in the “National LGBT Survey, July 2018” states that homophobic, biphobic and transphobic bullying persists in schools. LGBT+ students responded that they do not feel their needs are addressed, particularly in sex and relationships education, as generally speaking, teachers and the curriculum do not address the needs of those pupils who have a minority sexual orientation or gender identity.

### 4.1 National Statistics

Stonewall published its most recent ‘School Report’ in 2017. Its findings are based on a survey completed by 3,713 LGBT+ young people aged 11-19 between November 2016 and February 2017. This study is the third report; its first being in 2007 and its second in 2012. This report includes specific experiences of Trans pupils; it is the most comprehensive survey into the experiences of young people who are LGBT+ in Britain today. The research from this survey shows:

- Nearly half of LGBT+ pupils (45%) – including 64% of trans pupils – are bullied for being LGBT+ in Britain’s schools. This is down from 55% of lesbian, gay and bi pupils who experienced bullying because of their sexual orientation in 2012 and 65% in 2007.
- Half of LGBT+ pupils hear homophobic slurs ‘frequently’ or ‘often’ at school, down from 7 in 10 in 2012.
- Seven in 10 LGBT+ pupils report that their school says that homophobic and bi-phobic bullying is wrong, up from half in 2012 and a quarter in 2007. However, just two in five LGBT+ pupils report that their schools say that transphobic bullying is wrong.
- Just one in five LGBT+ pupils have been taught about safe sex in relation to same-sex relationships.
- More than four in five trans young people have self-harmed, as have three in five lesbian, gay and bi young people who aren’t trans.
- More than two in five trans young people have attempted to take their own life, and one in five lesbian, gay and bi students who aren’t trans have done the same.

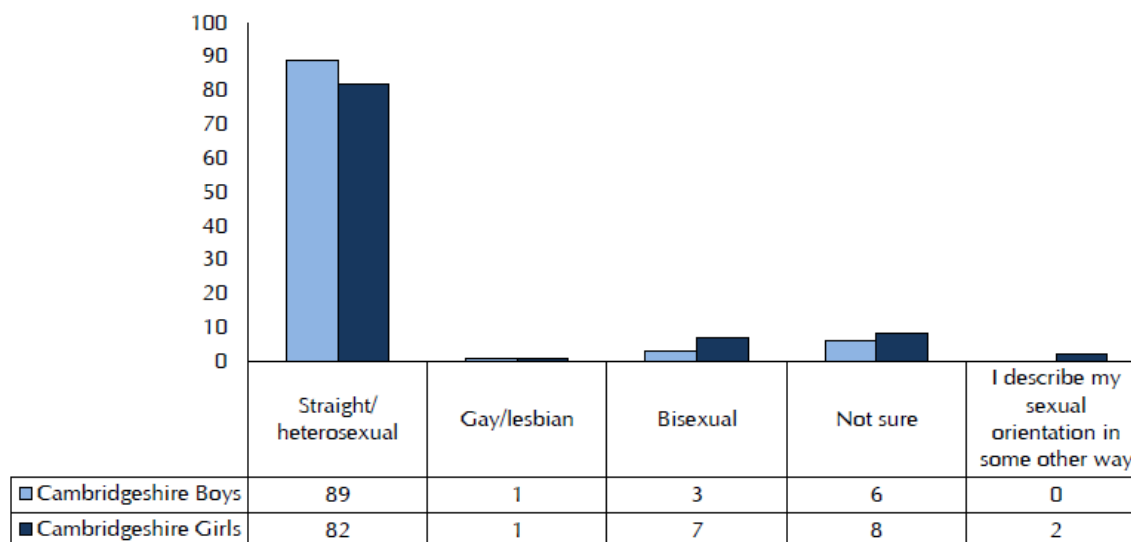
### 4.2 Local Statistics

The following data is taken from the ‘Cambridgeshire Children and Young People’s Health Related Behaviours Survey 2018 carried out with yr 8 and yr 10 pupils across Cambridgeshire schools where over 6,000 pupils participated in total (3,288 yr 8 and 3,005 yr 10).

Please note that 41 pupils answered that they are trans/transgender, while 116 said they describe their gender in some other way or identified with more than one of the options listed and 857 pupil(s) didn't provide their gender. These pupils’ responses were not included in any tables or charts split by gender but are included in total figures:

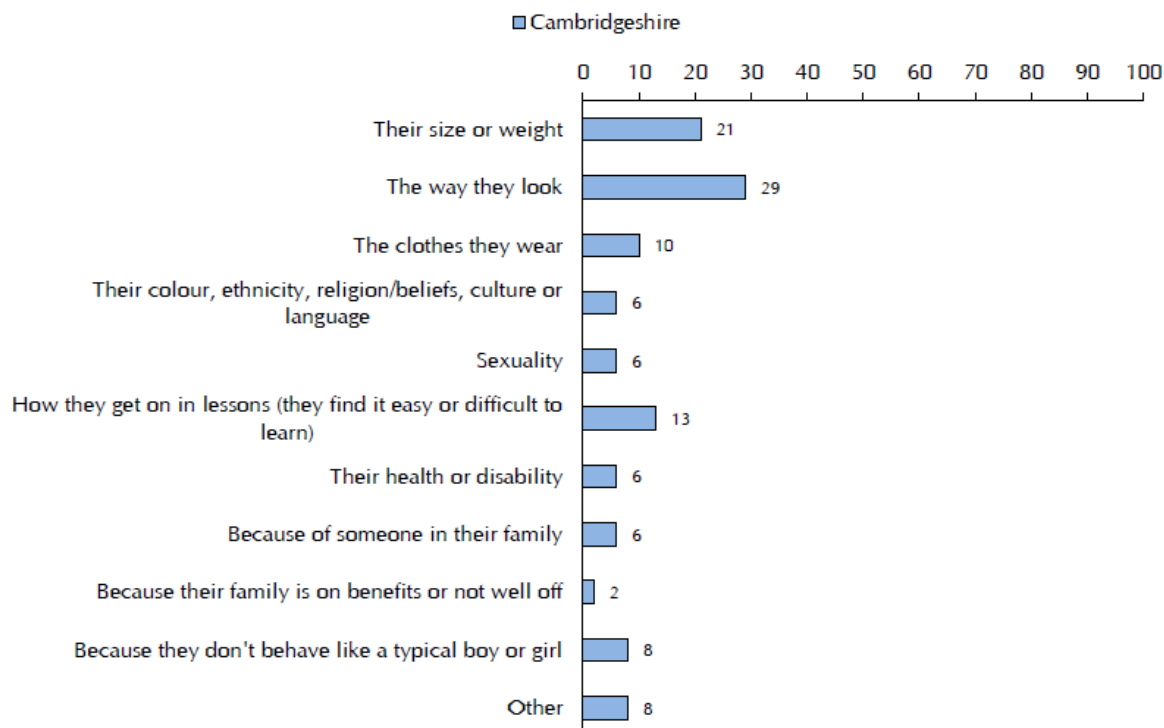
## Sexual orientation

Q71. Which of the following best describes your sexual orientation?



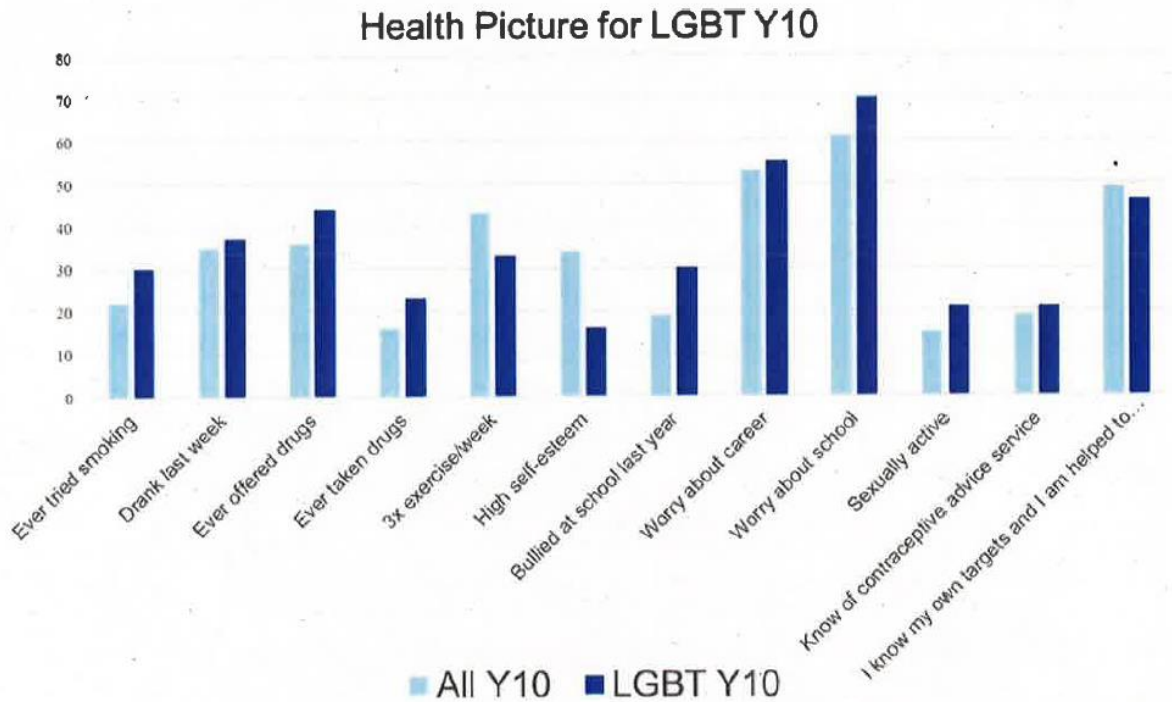
- 84% of pupils responded that they are straight/heterosexual
- 2% of pupils reported that they are gay/lesbian

Q55. Percentage of pupils responding that they think they are being picked on or bullied for the following reasons:



Sexuality appears as one of the top 10 reasons why pupils think they are being picked on or bullied. Given that 2% of pupils report they are gay/lesbian this suggests that many more are targeted for the way they look or behave.

# HRBS 2018 – the LGBT picture Y10



Comparing the health and wellbeing of LGBT+ pupils in year 10 against other year 10 pupils, the results show that they engage in more risky behaviours, are bullied more than others, have higher anxiety and lower self-esteem and perceive that they are not helped to achieve their goals to the same extent as their peers.

## **5.0 SPECIFIC RISKS AND VULNERABILITIES**

UNICEF reports that children and young people who are LGBT+ or are perceived to have different sexualities or gender identities often suffer discrimination, intimidation, harassment and violence. Similar patterns of human rights abuses can be found against children whose parents are perceived to be LGBT+. The report states that whether real or perceived differences to social norms exist, vulnerabilities increase.

This can manifest itself in numerous ways. These include, but are not limited to, isolation from peers at school, at home, or in the community; marginalization and exclusion from such essential services as education and health care; abandonment by family and community; bullying and intimidation; physical and sexual violence, and at the extreme, corrective rape where an individual is raped to supposedly 'cure' his or her sexual orientation or gender identity.

The effects of this discrimination, exclusion and violence can extend throughout childhood and into adulthood, with lifelong consequences. For example, there is robust evidence to suggest that LGBT+ children and young people exposed to discrimination are more likely to consider or attempt suicide than their peers.

UNICEF goes on to state that the true depth of discrimination, abuse and violence against LGBT+ children and parents remains unknown, in large part because of the lack of knowledge and openness about sexual orientation and gender identity in many countries and societies.

### **5.1 Bullying**

Research shows anti-LGBT+ bullying and language has decreased across Britain's schools since 2012 and that schools are much more likely to condemn homophobic bullying than in previous years. According to Stonewall, in 2017, seven in ten LGBT+ young people reported that their school says that homophobic and biphobic bullying is wrong, up from half in 2012 and just a quarter in 2007.

But while these improvements are encouraging, the research also reveals that rates of poor mental health are alarmingly high among LGBT+ young people: more than four in five trans young people (84%) have self-harmed, as have three in five lesbian, gay and bi young people who aren't trans (61%).

#### **5.1.1 Homophobia**

Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.

According to Stonewall's 'School Report 2017', homophobic bullying is the most frequent form of bullying after name calling. The research suggests 96% of gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. 99% hear phrases such as 'that's so gay' or 'you're so gay' in school. 54% of lesbian, gay and bisexual young people don't feel there is an adult at school who they can talk to about being gay. Worryingly, 6% of lesbian, gay and bisexual pupils are subjected to death threats.

### **5.1.2 Biphobia**

The term biphobia refers to the “dislike or prejudice against bisexual people.” A frequent biphobic assumption is that the bisexual person is confused or going through a phase. Among the LGBT+ community, bisexual people are also often criticized for still keeping one foot in the closet.

Bisexual teens are more likely to have thoughts of suicide that carry into adulthood than any other self-identified group. In a 2011 study published in the Educational Researcher, 7% of straight individuals considered suicide in the last 30 days (from when the research was conducted), for self-identifying gay individuals, this number rose to 3%. And when it came to bisexuals, the number was 44%. In the same study, 21% of bi individuals said they made a suicide attempt in the previous year.

These statistics show that biphobia is a very real threat to wellbeing and safety and should be taken seriously, particularly amongst children and young people.

### **5.1.3 Transphobia**

Transphobia is the fear, hatred, disbelief, or mistrust of people who are transgender, thought to be transgender, or whose gender expression doesn't conform to traditional gender roles. Transphobia can prevent transgender and gender nonconforming people from living full lives free from harm. Transphobia can take many different forms, including:

- Negative attitudes and beliefs
- Aversion to and prejudice against transgender people
- Irrational fear and misunderstanding
- Disbelief or discounting preferred pronouns or gender identity
- Derogatory language and name-calling
- Bullying, abuse, physical and sexual violence.

Stonewall's School Report states that nearly 9% of trans pupils have received death threats at schools, while 84% say they have self-harmed and 45% have tried to take their own lives.

## **5.2 Cyber-bullying**

The organisation 'Ditch the label' research suggests that homophobic cyber-bullying is endemic and gay young people find themselves targeted because of their sexual orientation; LGBT+ children and young people experience nearly three times as much bullying and harassment online as those not identifying as LGBT+. In real terms, this figure is one in ten and increases to one in four for trans people.

Young people are often reluctant to report homophobic cyber-bullying because they don't want to be 'labelled' gay or because they haven't yet come out.

Cyber-bullying not only makes young people unhappy but it also impacts on their educational attainment, health and wellbeing. In the worst cases homophobic cyber-bullying has led to self-harm and suicide.

### 5.3 Child Sexual Exploitation

Barnardo's research has found that "young lesbian and gay people, young people who were White (Non-British) presented with more relevant risk factors than any other group of young people".

Everyone spoken to could give examples of young people who were in relationships with a significant age/power imbalance or in which there were other factors which made them concerned that the relationship was exploitative. This included isolating the younger person from friends/family, the older person acting as 'teacher', explaining 'what was expected of being gay, what was a 'gay' relationship, etc', violence, manipulation etc.

Everyone interviewed could give examples of young people who as a matter of course exchanged sexual favours for drinks, a bed for the night, clothes or gadgets.

Being LGBT+ does not make someone inherently vulnerable to CSE. However, Barnardo's research highlighted numerous factors that may result in LGBT+ young people becoming victims of sexual exploitation.

The difficulty for some LGBT+ young people in finding sexual partners and relationships in similar safe spaces to those that are available to heterosexual young people can also make them vulnerable.

Without advice and safe spaces, LGBT+ young people can be heavily influenced by exploitative adults, including those they meet online, resulting in them having unsafe sex or being pressurised into doing things they feel unsure about. This may particularly be the case where an LGBT+ young person is forced into marriage and seeks risky sexual encounters outside of the marriage.

[https://www.barnardos.org.uk/its\\_not\\_on\\_the\\_radar\\_report.pdf](https://www.barnardos.org.uk/its_not_on_the_radar_report.pdf)

### 5.4 Child Criminal Exploitation

Similar to Child Sexual Exploitation, LGBT+ children and young people may be targeted by others (e.g. gang members) for the purpose of criminal exploitation as potential recruits for criminal activities.

The Home Office 'Criminal Exploitation of Children and Vulnerable Adults', 2018, notes those most vulnerable as being white British children as young as 12 with those aged 15-16 being the most common age range and with social media being the most effective means to make initial contact. Factors known to heighten vulnerability includes those research also shows particularly affect LGBT+ children and young people:

- Neglect, physical or sexual abuse
- Social isolation
- Mental health or substance misuse

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741194/HOCountyLinesGuidanceSept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf)

Cambridgeshire & Peterborough's Child Criminal Exploitation Strategy also identifies LGBT+ children and young people at potentially higher risk of child criminal exploitation due to social isolation as a result of their sexuality and gender identity.

<http://www.safeguardingcambspeterborough.org.uk/wp-content/uploads/2018/05/Criminal-Exploitation-Strategy-and-Procedures.pdf>

## **6. CREATING AN INCLUSIVE ENVIRONMENT**

As with any other initiative, without 'buy in' and support from all staff, it is unlikely that a whole school approach will be as successful as you would wish. The following information should give you some ideas to take forward.

### **6.1 The Kite Trust - Rainbow Flag Award**

The Kite Trust is the leading organisation working with LGBT+ young people in Cambridgeshire and the Eastern region. In 2016, TKT came together with partner organisations (The Proud Trust in Manchester, Allsorts in Sussex and Humankind in the North East) to run a DfE-approved project entitled The Rainbow Flag Award.

The initiative encourages a whole-school approach to help schools to combat and prevent homophobic, biphobic and transphobic (HBT) bullying and to promote LGBT+ inclusion, focusing on the following areas:

- Skilled teachers
- Supportive governors and parents
- Effective policies
- Inclusive curriculum
- Pastoral support
- Pupil voice

Primary and secondary schools can sign up for the Award and schools that take part in this project will have helped to meet:

- Their legal requirement to ensure LGBT+ inclusion in schools;
- The Ofsted requirement for them to be effective in tackling HBT bullying;
- Their moral requirement to meet the needs of LGBT+ young people, given the wealth of evidence showing that LGBT+ young people are still disproportionately affected by mental health issues and teen suicide.

For further information please go to:

<http://thekitetrust.org.uk/schools-services/rainbow-flag-award/>

Or contact Sam Feeney, Senior Project Worker – Schools Lead - on 01223 369508.



## 6.2 Whole School Approach

Below are some sample objectives produced by Stonewall which you might wish to consider or adapt to ensure an inclusive approach is adopted throughout your organisation:

### Primary Schools

Objectives	What to do	How to measure progress
<b>Reduce the use of language such as 'that's so gay' in school</b>	<ul style="list-style-type: none"> <li>Join Stonewall's School Champions good practice programme.</li> <li>Train teachers and school staff using Stonewall's 'Celebrating Difference' DVD.</li> <li>In circle-time discuss different types of families with children.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in use of homophobic language and abuse.</li> </ul>
<b>Increase involvement of same sex parents in the school community</b>	<ul style="list-style-type: none"> <li>Encourage same-sex parents to apply to be Governors.</li> </ul>	<ul style="list-style-type: none"> <li>Number of same-sex parents applying to be on the Board of Governors.</li> </ul>
<b>Better reflect pupils' different families in school</b>	<ul style="list-style-type: none"> <li>Display Stonewall's 'Different Families' posters and resources in school.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in use of homophobic language and abuse.</li> </ul>

### Secondary Schools and Colleges

Objectives	What to do	How to measure progress
<b>Increase reporting of homophobic bullying</b>	<ul style="list-style-type: none"> <li>Raise awareness with students and staff about homophobic bullying using Stonewall's 'FIT' DVD.</li> <li>Have a clear policy on bullying and harassment that includes homophobic bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in proportion of homophobic bullying reported.</li> <li>Increase in number of students who feel comfortable reporting homophobic bullying to the school.</li> </ul>
<b>Decrease homophobic bullying and homophobic language/abuse in school</b>	<ul style="list-style-type: none"> <li>Join Stonewall's School Champions good practice programme.</li> <li>Implement a zero-tolerance policy toward homophobic language and abuse.</li> <li>Use Stonewall Teachers' Packs to develop a more inclusive curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in use of homophobic language and abuse.</li> </ul>
<b>Improve support to young lesbian, gay and bisexual pupils</b>	<ul style="list-style-type: none"> <li>Train all staff using Stonewall's 'Spell It Out' DVD on supporting young lesbian, gay and bisexual pupils.</li> <li>Provide relevant advice and information that students can access (confidentially).</li> </ul>	<ul style="list-style-type: none"> <li>Number of staff trained to support young lesbian, gay and bisexual pupils.</li> <li>Number of resources available to young lesbian, gay and bisexual pupils.</li> </ul>

## Campaigns:

**Rainbow Laces:** Consider inclusive campaigns in school e.g. participate in Stonewall's Rainbow laces campaign – provide children and young people with rainbow laces to wear in their school shoes/trainers for sporting activities.

[https://www.stonewall.org.uk/sites/default/files/rainbow\\_laces\\_toolkit\\_2018.pdf](https://www.stonewall.org.uk/sites/default/files/rainbow_laces_toolkit_2018.pdf)

**LGBT History Month:** Each February is LGBT History Month and the charity LGBT History Month run events during this month but also all year round. Each school could run collapsed timetable cross – curricular days so pupils could have the opportunity to learn about LGBT History. This whole school approach allows schools to show their support for equality, diversity and respect in society – see <https://lgbthistorymonth.org.uk/> for details.

## Use of Inclusive Language and Imagery:

Please find below some suggestions about how to use more inclusive language and imagery:

- Schools should aim to use inclusive language in all communications e.g. “Partner”, “parent” and “child” are a good starting point (see the neutral language examples below for advice on inclusive language).
- Use visual cues around school, for example, if your school is a working with Cambridgeshire's 'Kite Trust' on 'The Rainbow Flag Award' (see above) or is a member of a Stonewall programme, make sure you display these organisations' logos or use same-sex couples and the rainbow flag in imagery and displays around school.
- Include relevant links on your website - For example, links to LGBT+ information, support and advocacy organisations such as The Kite Trust or Stonewall.
- Include LGBT+ news across your everyday communications - Include information about LGBT+ events or groups in your mainstream communications – for example at school assemblies, in your staff magazine, your website and advertise it on social media. This will send a powerful message that LGBT+ inclusion is not just a tick box exercise but a central part of your organisation's values.
- Be consistent - This should not be a one-off exercise – make sure that from now on all of your communications use inclusive language and send positive messages about LGBT+ people.
- Make use of your senior management buy-in - If a senior figure within your organisation is supportive of your LGBT+ equality work, try to get a quote or statement from them that you can publicise both internally or externally. Any sceptics will be put off making homophobic remarks if they know that they will not be tolerated by senior management.
- Celebrate success - Do you have a senior member of staff who is openly LGBT+? Has someone in your network group recently won an award or been successful in a particular project? Profiling these people will send a positive message that your organisation is one which values all staff and pupils irrespective of their sexual orientation or gender identity.
- Make sure your public spaces are inclusive environments - Make sure that your equality and diversity policies are visible and that staff are confident implementing them. Make sure you also have LGBT+ friendly posters, leaflets and information readily available.

- Make sure frontline staff are trained - If your website suggests that you are an inclusive school this illusion will be quickly shattered by any experiences of discrimination from your staff or pupils.

### **Pastoral Support:**

- Schools may consider providing or signposting LGBT+ pupils to counselling support or specialist agencies (e.g. The Kite Trust) for LGBT+ pupils to talk about their gender and sexual orientation.
- Schools could also provide similar support to pupils whose parents are LGBT+ as they may want to talk to someone about their parent's gender and sexual orientation.

### **Accessibility to safe online information sources:**

The internet plays an increasingly important role in young people's social lives. Stonewall research shows that LGBT+ young people often struggle to meet other gay and trans people of the same age and that the internet offers them an easy, anonymous way to do this.

Connecting with others like this can be a real lifeline for gay and trans young people, but in some cases it also leads to them engaging in risk-taking behaviour.

However, LGBT+ young people may not receive support or information on gay or gender identity issues in school or at home. Internet filters protect young people from inappropriate content, but sometimes block LGBT+ young people's access to relevant sites. Blocking sites that refer to sexual orientation and gender identity can also make young people think that talking about sexual orientation or gender identity is wrong or taboo.

When LGBT+ young people can't access safe, educational sites they are left without support entirely and may look elsewhere, including unsafe places.

[https://www.stonewall.org.uk/sites/default/files/staying\\_safe\\_online\\_guide.pdf](https://www.stonewall.org.uk/sites/default/files/staying_safe_online_guide.pdf)

### **Other recommendations:**

- Schools and departments within schools should identify and work with expert organisations to meet the needs of LGBT+ pupils.
- Schools could work with LGBT+ staff to create a more diverse environment that meets the needs of all pupils.
- Schools should identify at least one member of staff as a known LGBT+ champion so that pupils, parents and staff know who they can contact in the first instance.
- Schools should have LGBT+ role models come into school to give talks and presentations to pupils about their achievements.
- Schools should have health and well-being services come into school to give presentations that are relevant to all pupils, including LGBT+ pupils.
- Schools could work with LGBT+ rights organisations to meet the needs of LGBT+ pupils. These organisations can run cross – curricular projects or give presentations about LGBT+ culture and history.
- Sixth forms and colleges could include the post of E & D or LGBT+ Officer on their Student Union committees.
- Schools should encourage and enable pupil LGBT+ and Allies groups to take an active role in developing LGBT+ inclusive policies and practices.

### **6.3 Effective Policies**

Schools and colleges should consider the makeup of their own pupil and student body, including the gender and age range of its pupils and students, and whether additional support for children with protected characteristics (who are potentially at greater risk) is appropriate.

It is vital that school policies and procedures are adhered to across the school by everyone from the senior leadership team through to pupils, parents and visitors. All staff and pupils should be made aware of a 'zero tolerance' policy to issues, breaches or complaints relating to gender and sexual orientation and that these will be followed up appropriately.

Please see below examples of policies schools should have available and which should include reference or address approaches schools should take to support LGBT+ children and young people. Some of these may form part of your overall Safeguarding and Child Protection Policy. (Please note this is not an exhaustive list and should be personalised to the needs of the school and supported by other activities e.g. PSHE, RE/SRE):

- Admissions (including reference to uniform options for trans pupils)
- Anti-bullying
- Behaviour Management
- Children Missing Education
- Children Misusing Drugs or Alcohol
- Children at Risk of Child Sexual Exploitation
- Children at Risk of Criminal Exploitation
- Children at Risk of Honour Based Violence
- Children at Risk of Radicalisation
- Dealing with Sexual Violence and Sexual Harassment between children
- Equality Policy
- Online Safety/Acceptable Use
- Prevention of Peer on Peer Abuse
- Pupil Wellbeing (including how to access to confidential support services)
- Residential and Day Trips
- Safeguarding and Child Protection
- Use of Toilet, Shower and Changing Facilities

In addition, schools should have written risk assessments and safety/support plans as appropriate for the disbursement and review of the above.

### **6.4 Skilled Staff**

Schools should not forget training for all staff and governors to develop their knowledge and confidence in supporting and responding to children and young people who identify as LGBT+.

It is reported that nine in ten teachers and non-teaching staff in primary and secondary schools have never received any specific training on how to prevent and respond to homophobic bullying and two in five secondary school staff would not feel confident in providing pupils with information, advice and guidance on lesbian and gay issues.

(Source: 'Different Families' and 'The Teachers' Report' 2017).

Training and development can be provided in-house or by contacting local organisations e.g. The Kite Trust, the PSHE Service (contact details can be found under Section 7.)

The following may be useful to share with staff to support them in their day-to-day roles:

### **Neutral Language Guide for Staff:**

If you don't know for certain what gender to use when talking about a person's loved ones, or if you aren't sure whether someone identifies as male or female, here are a few tips on how to keep your language neutral until you know what terms they prefer to use:

Boyfriend / girlfriend = Partner

Husband / wife = Spouse

Mum / Dad = Parent

Son / Daughter = Child

He / she = They

His / her = Their

And remember: Just because someone wears a wedding ring, it does not mean that their partner is of the opposite sex. Many couples in civil partnerships, and many same-sex couples who have made a long term commitment to each other, wear commitment rings exactly like married couples.

If you use the wrong term and they correct you, apologise sincerely and move on – don't dwell on it or make it into a big deal (this will be more embarrassing for both of you!).

(Source: '10 Steps to LGBT+ inclusive communications' – [www.stonewallscotland](http://www.stonewallscotland))

### **Words and phrases to avoid (Kite Trust):**

- Transsexual
- Transvestite
- Hermaphrodite
- Biological gender
- "Preferred gender"
- "Wants to be male/female"

Be aware of the gender-specific language (and in some cases signs and symbols) used in school e.g. "hello ladies and gents"/"boys and girls"/"good man" etc. and consider alternatives e.g. "hello everyone"/ "class 5"/"great work". Be especially conscious of language that reinforces gender stereotypes, and the use of pictures or symbols that further reinforce this e.g. boys having short hair and always wearing trousers and girls having long hair and always wearing skirts.

Other resources which can be used in staff/governor training (and for some older children e.g. secondary/post-16 are:

- BBC film – Things not to say to a Trans Person
- Kai, 9, My Trans Story
- Young People: Not Straight Not Narrow by Neil Young

YouTube links can be found in section 7 'Useful Organisations & Resources'.

## 6.5 The Pupil's Journey

The Children's Society, 'The Good Childhood Report 2018', shows that children's interactions with those around them - and the way in which children make sense of those interactions - are fundamentally important to how they feel about themselves and their lives. If children feel supported and at ease with how their emerging identity 'matches up' to the norms of gender and sexuality they perceive to be important within their social circles, they may be able to retain a positive view of themselves and cope with the difficulties of growing up and building an identity they feel comfortable with.

Most trans and non-binary young people will experience many barriers to accessing medical support and schools' involvement will usually be mainly related to the young person's social transition. Trans pupils are able to socially transition independently of the Gender Identity Development Service (GIDS). They are able to transition prior to or without referral to GIDS at home and school. They can do this with or without support from CAMHS.

A pupil may want to change the pronoun they use (him/her or use gender neutral pronouns such as they/them and others), their name or the way they dress to align more closely with their gender identity. They may choose to tell certain people about their new name, or ask them to try pronouns before deciding on one that they feel suits them best.

A young person is able to legally change their name via deed poll before the age of 16 if everyone with parental responsibility for the child agrees to the name change. After 16, the young person can change their name by deed poll without parental consent. Once over the age of 18 it is possible to be reissued a birth certificate with a Gender Recognition Certificate through the Gender Recognition Panel.

### Accessing Transitioning Services and Referral Pathways:

The Tavistock and Portman Clinic's Gender Identity Development Service (GIDS) is the only gender identity service in the country for children and adolescents, with a clinic in London and outreach clinics in Leeds and Exeter. Referrals to the Tavistock Clinic more than doubled between 2014/15 and 2015/16, with most referrals being young people aged 14-16 although some were as young as 4 years old.

Child referrals to Gender Identity Development Services:

2011 - 12	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18
208	314	468	697	1,419	2,016	2,519*

\* Assigned male at birth: 713 = 28%

\* Assigned female at birth: 1806 = 72%

GPs can refer young people to the Tavistock, although the majority of referrals are made through CAMHS. Other professionals such as teachers, school nurses, social workers and youth workers are also able to make referrals although not all professionals are clear themselves about the referral pathway – visit [www.gids.nhs.uk](http://www.gids.nhs.uk) for full details of the referral pathway and the services offered by the Tavistock.

Once referred to the Tavistock Clinic, there is currently (2018) an average 18-24 month wait (Kite Trust) before the initial assessment. This waiting can have serious implications

for the health and wellbeing of the trans young people. Research indicates that 48% of trans young people have attempted suicide.

In terms of treatment, the following gives an indication by age:

- Minimum age to access puberty blockers – 11 years old
- Minimum age to access cross-sex hormones – 16 years old
- Minimum age to access surgical treatment – 18 years old

Trans Inclusion Toolkit for Schools <https://schools.leicester.gov.uk/media/4142/trans-inclusion-toolkit-for-schools.pdf>

## **6.6 Supportive Parents**

Schools have an increasing understanding of the issues faced by their diverse communities and provide good support to LGBT+ pupils. The following provides some guidance as to the steps schools can take to support messages to parents/carers about the school's approach.

Schools should be clear to parents and carers from the moment they enter the building that this school is one where difference is celebrated and everyone is welcome.

The Equality Act 2010 is a great starting point for schools because it references the LGBT+ community as having 'protected characteristics' alongside all other protected characteristics. Schools should practically demonstrate through their ethos that no one protected characteristic is more important than another e.g. mutual respect takes equal account of race, religion, gender identity, age, disabilities, sexual orientation and gender and this is British law.

(For reference, the complete list of protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.)

Parents and carers should be kept informed of the equalities curriculum being delivered by the school, including a general overview of pupil activities. If the school is arranging parent and carer meetings, they should be kept small, either class by class or year by year group to enable all views to be heard and discussed calmly. The meetings should not have a focus on gender identity awareness, rather the focus should be on the Equality Act 2010 and the equalities ethos in the school that includes all protected characteristics. Parents/carers can be shown lesson plans and books/resources that reference equality and the celebration of difference.

Where parents/carers have concerns about different faith or belief contradicting the school equality ethos, remind them about British law and the Equality Act which protects those beliefs and at the same time recognises people in Britain are all different and can get along together. No faith condones bullying or harassment. Through its teaching on equalities, the school is preparing pupils for life in modern Britain where they are going to meet and work alongside people who are different from them. It is acceptable for people to have different beliefs; they can disagree on some points and still have respect for each other.

The Church of England guidance "Valuing All God's Children, 2017", is clear that all bullying, including homophobic, biphobic and transphobic bullying causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and

suicide in children and young people. It states that Church of England schools should offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.

This publication also includes specific recommendations that schools can take forward to further promote an inclusive environment as well as model policies and templates schools can use.

Valuing All God's Children, 2017

[https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report\\_0.pdf](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)

Governors should support any materials and lesson plans the school is proposing to use and once they have agreed, parent/carer meetings can take place. Once all the parents and carers have been offered a meeting, then the lessons can be delivered. In secondary education and above, the parents and carers may require less information on activities and more on the school values.

Trans Inclusion Toolkit for Schools <https://schools.leicester.gov.uk/media/4142/trans-inclusion-toolkit-for-schools.pdf>



## 7. Useful Organisations & Resources

Our key partner within Cambridgeshire is The Kite Trust, a charity who specialises in LGBT+ support. Their website address is [www.thekitetrust.org.uk](http://www.thekitetrust.org.uk) and can be contacted via 01223 369508 or email: [info@thekitetrust.org.uk](mailto:info@thekitetrust.org.uk)

Other organisations and resources can be found below:

Organisation/Resource	Links/Contact Details
<b>Education Professionals</b>	
Albert Kennedy Trust – supporting homeless LGBT+QI young people	<a href="https://www.akt.org.uk/">https://www.akt.org.uk/</a>
Barnardos 'Not on the Radar' report	<a href="https://www.barnardos.org.uk/its-not-on-the-radar-report.pdf">https://www.barnardos.org.uk/its-not-on-the-radar-report.pdf</a>
BBC - Things not to say to a Trans Person	<a href="https://www.youtube.com/watch?v=pvBwWeG4Rpc">https://www.youtube.com/watch?v=pvBwWeG4Rpc</a>
Cambs & Peterborough Child Criminal Exploitation Strategy	<a href="http://www.safeguardingcambspeterborough.org.uk/wp-content/uploads/2018/05/Criminal-Exploitation-Strategy-and-Procedures.pdf">http://www.safeguardingcambspeterborough.org.uk/wp-content/uploads/2018/05/Criminal-Exploitation-Strategy-and-Procedures.pdf</a>
Ditch The Label Anti-bullying survey	<a href="https://www.ditchthelabel.org/wp-content/uploads/2017/07/The-Annual-Bullying-Survey-2017-1.pdf">https://www.ditchthelabel.org/wp-content/uploads/2017/07/The-Annual-Bullying-Survey-2017-1.pdf</a>
Equaliteach – equality training & consultancy	<a href="http://www.equaliteach.co.uk">www.equaliteach.co.uk</a>
Home Office County Lines Guidance 2018	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf</a>
Kai, 9, My Trans Story	<a href="https://www.youtube.com/watch?v=P3CawEET40k">https://www.youtube.com/watch?v=P3CawEET40k</a>
Kite Trust	<a href="http://www.thekitetrust.org.uk">www.thekitetrust.org.uk</a> Sam Feeney, Senior Project Worker – Schools Lead - on 01223 369508.
Kite Trust Rainbow Flag Award	<a href="http://thekitetrust.org.uk/schools-services/rainbow-flag-award/">http://thekitetrust.org.uk/schools-services/rainbow-flag-award/</a>
National Working Group	<a href="https://www.nwgnetwork.org">https://www.nwgnetwork.org</a>
Stonewall	<a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a>
Stonewall – Bi-Inclusion Guide	<a href="https://www.stonewall.org.uk/sites/default/files/bi_inclusion_guide.pdf">https://www.stonewall.org.uk/sites/default/files/bi_inclusion_guide.pdf</a>
Stonewall - LGBT facts and Figures	<a href="http://www.stonewall.org.uk/media/lgbt-facts-and-figures">www.stonewall.org.uk/media/lgbt-facts-and-figures</a>
Stonewall – Rainbow Laces Toolkit 2018	<a href="https://www.stonewall.org.uk/sites/default/files/rainbow_laces_toolkit_2018.pdf">https://www.stonewall.org.uk/sites/default/files/rainbow_laces_toolkit_2018.pdf</a>

Stonewall Scotland - '10 Steps to LGBT+ inclusive communications'	<a href="http://www.stonewallscotland">www.stonewallscotland</a>
Stonewall – School Report 2017	<a href="https://www.stonewall.org.uk/sites/default/files/the_school_report_2017.pdf">https://www.stonewall.org.uk/sites/default/files/the_school_report_2017.pdf</a>
Stonewall – Staying Safe Online Guide	<a href="https://www.stonewall.org.uk/sites/default/files/staying_safe_online_guide.pdf">https://www.stonewall.org.uk/sites/default/files/staying_safe_online_guide.pdf</a>
Stonewall 'LGBT in Britain Trans Report, 2018'	<a href="https://www.stonewall.org.uk/sites/default/files/lgbt-in-britain-trans.pdf">https://www.stonewall.org.uk/sites/default/files/lgbt-in-britain-trans.pdf</a>
Trans Inclusion Toolkit for Schools – Gender is not just pink and blue (Leicestershire County Council and Leicester City Council)	<a href="https://schools.leicester.gov.uk/media/4142/trans-inclusion-toolkit-for-schools.pdf">https://schools.leicester.gov.uk/media/4142/trans-inclusion-toolkit-for-schools.pdf</a>
Trans Inclusion Schools Toolkit (Brighton & Hove City Council and Allsorts Youth Project)	<a href="http://www.allsortsyouth.org.uk/resources/toolkits-booklets-guides">http://www.allsortsyouth.org.uk/resources/toolkits-booklets-guides</a>
Valuing All God's Children, 2017	<a href="https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf">https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf</a>
Young People: Not Straight Not Narrow by Neil Young	<a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Pupils/Students</b>	
Albert Kennedy Trust (support for 16-25 yr olds)	<a href="http://www.akt.org.uk">www.akt.org.uk</a>
ChildLine	<a href="http://www.childline.org.uk">www.childline.org.uk</a> 0800 1111
Gender Identity Development Service	<a href="http://www.gids.nhs.uk">www.gids.nhs.uk</a>
The Kite Trust	<a href="http://www.thekitetrust.org.uk">www.thekitetrust.org.uk</a>
Mermaids (support to trans children and young people up to 19 years of age)	<a href="http://www.mermaidsuk.org.uk">www.mermaidsuk.org.uk</a>
NSPCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
PACE (face to face and online support and counselling)	<a href="http://www.pacehealth.org.uk">www.pacehealth.org.uk</a>
R U Coming Out	<a href="http://www.RUcomingout.com">www.RUcomingout.com</a>

<b>Parents/Carers &amp; Families</b>	
Families and friends of lesbian, gay and bisexual people (FFLAG)	<a href="http://www.fflag.org.uk">www.fflag.org.uk</a>
The Kite Trust – trans parents support group	<a href="http://www.thekitetrust.org.uk">www.thekitetrust.org.uk</a>
Mermaids – support for parents and families of trans young people	<a href="http://www.mermaidsuk.org.uk">www.mermaidsuk.org.uk</a>
NHS Choices	<a href="http://www.nhs.uk">www.nhs.uk</a>