

EDUCATION

REPORT 2023

LIFE
in SCOTLAND
for LGBT
YOUNG PEOPLE

LGBT
YOUTH
SCOTLAND



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FOREWORDS

A 'DEEP DIVE' INTO OUR BIGGEST PIECE OF RESEARCH

The Scottish Government has set out an ambitious task to improve the experiences and outcomes of children and young people in Scotland's education system and aims to ensure that the voices of parents, teachers and importantly, young people, are at the forefront of their decision making. This report provides direct insight into the views and experiences of LGBTI young people in education settings and is pivotal in ensuring the voices of seldom heard young people are at the heart of education reform. It also presents an opportunity to further integrate the recommendations from the *LGBTI Inclusive Education Working Group: report to Scottish Ministers*¹ and ensure meaningful progress towards a truly inclusive education system.

The report builds on the biggest piece of research undertaken on LGBTI young people living in Scotland: *Life in Scotland for LGBT Young People 2022*,² which covered a range of issues such as health, education, work, and much more. We had almost 1,300 responses to our survey. This meant that we were data rich and this deserved meaningful analysis, given the time and commitment made by young people. This Education Report is the first of our 'deep dive' series of reports that will explore what young people shared with us in more depth and identify recommendations for change.

It is disappointing that the findings indicate that LGBTI young people's educational experiences haven't significantly improved from previous years and there is increased awareness of homophobic, biphobic and transphobic bullying. It is worth noting that the survey was carried out during the pandemic in 2021, following a period when many LGBTI young people experienced a new provision of digital education. The publication of this research also comes at a time of an increase in the number of hate crime reports, and an overblown debate on the lives of trans young people in the media that is impacting education settings across Scotland.

The findings from this report are clear - young people would like to see improvements in having more supportive staff, respectful and inclusive spaces, and increases in LGBTI-specific information and curricular content. They also want to see inclusive policies and guidance for consistency in practice and ultimately, a commitment from education staff and leaders to take action against bullying and to support LGBTI young people to flourish and thrive.



Dr Mhairi Crawford
Chief Executive
LGBT Youth Scotland

1. Scottish Government, 2018
2. Cronie, 2022

WE NEED TO DO BETTER

I think the bottom line is that we need to do better in schools. With over **80%** of participants being aware of homophobic, biphobic and transphobic bullying in school and **70%** of lesbian/gay participants experiencing bullying, we are clearly doing something wrong in society. These numbers are on the rise, it is not progress. If Scotland was a truly inclusive society, we would not have 1 in 5 neurodivergent participants leaving school early due to homophobia, biphobia or transphobia – we would have better support in place for them in all aspects of their identity, so that all young people can have an equal playing field for academic achievement.

Things seem to be a little better in colleges and universities with only **30%** of participants being aware of homophobic and transphobic bullying in their academic setting, however the damage is likely to be already done and many will suffer the effects of bullying into adulthood.

The numbers are staggeringly high, and we need to do more. We need more support for students who have been bullied, more support for teaching staff to recognise and deal with homophobia and transphobia, more information for schools to teach young people about the community and reduce stigma and more resources for all young people to tackle homophobia, biphobia and transphobia when they see it.

Amy Winter
MSYP
LGBT Youth Scotland



INTRODUCTION

In our recently published Life in Scotland for LGBT Young People 2022 research,³ we found that just **10%** of participants rated the experience of school for LGBT young people as 'Good', with low levels of satisfaction also found for college and university.

Over the last 5 years, our participants' experiences of school as LGBTI young people do not seem to have improved, with the proportion rating the experience as 'Good', 'OK', or 'Bad' remaining consistent. Ratings for college and university now suggest that fewer of our participants are having a positive experience. In addition to this, awareness of homophobic, biphobic and transphobic bullying across all educational settings is increasing among our participants, and the percentage who have left education due to homophobia, biphobia or transphobia has increased. It is therefore clear that education is an area that could be significantly improved for LGBTI young people.

This report focuses on what participants believe would improve this experience. We asked participants to tell us in their own words what would make them feel safe and supported in school, college, and university. 1,279 LGBTI young people based in Scotland responded, making this the biggest piece of research on this demographic to date. The following report collates participants' responses and presents them thematically. Five main themes have been generated:

SUPPORTIVE STAFF

RESPECTFUL & INCLUSIVE SPACES

LGBTI-SPECIFIC INFORMATION

POLICIES & GUIDANCE

TAKING ACTION

Each of these themes will be presented and explored in turn, supported by statistical information drawn from the survey. Alongside each theme, recommendations for educational centres are made, and links to resources that can be used to implement these recommendations are included.

3. Cronie, 2022

A NOTE ON TERMINOLOGY

Throughout this report we use **LGBTI** to refer to participants in the research. This term has been chosen to be consistent with other publications produced by LGBT Youth Scotland, as part of our stated goal of making Scotland the best place to grow up for lesbian, gay, bisexual, transgender and intersex young people. We acknowledge however that other identities exist within the queer community. These are acknowledged individually where they appear within the results presented in our reports and we intend LGBTI to be considered a broadly inclusive term of the queer identities represented within this research.

GLOSSARY

When undertaking the survey, participants were offered the following glossary of terminology:

-  **SEXUAL ORIENTATION**
How you see yourself and who you're attracted to/love.
-  **BISEXUAL**
A person who is attracted to/loves people of more than one gender.
-  **GAY**
A man who is attracted to/loves other men. It can be used to describe a woman who is attracted to/loves other women.
-  **HETEROSEXUAL/STRAIGHT**
A man who is attracted to/loves women or a woman who is attracted to/loves men.
-  **INTERSEX**
Someone whose biological sex is different in some way from what is traditionally considered clearly male or female.
-  **LESBIAN**
A woman who is attracted to/loves other women.
-  **GENDER IDENTITY**
How we relate to and feel about ourselves: like a woman, man, neither, both.
-  **GENDER EXPRESSION**
How we express ourselves to others, through gender-related clothing, actions and behaviours.
-  **TRANSGENDER**
When how you feel about your gender identity (like a woman, man, neither or both) is different from what people expected from you when you were born.
-  **CISGENDER**
Cisgender means someone whose gender identity is the same as the sex they were assigned at birth.

EXECUTIVE SUMMARY

This report has been developed as part of LGBT Youth Scotland's Life in Scotland for LGBT Young People⁴ research project; a nationwide survey of LGBT young people between the ages of 13 – 25. This research has been running for over 15 years, with surveys carried out every 5 years, and the number of young people participating almost doubling each time the surveys have been launched.

This year, 1279 young people participated, making this the largest piece of research involving LGBTI young people in Scotland to date. The Life in Scotland research report has had a huge impact already, being quoted in the Scottish Parliament, referenced in academic papers, and the findings being used to influence policy and decisions which directly influence life in education settings for young people.

Following this, we are developing a set of reports which explore key topics from the Life in Scotland research in more depth. This Education Report focuses on areas of policy, resourcing, and culture which young people told us could be improved in order to make them feel safer and more supported in educational settings. This work could not be more timely. In our most recent survey just **10%** of our participants told us they believed the experience of school as an LGBTI young person was 'Good', and over 1 in 10 participants have left education due to homophobia, biphobia, or transphobia. This year, the Scottish Government has set out an ambitious task of improving the experiences and outcomes of children and young people in Scotland's education system through wide ranging Educational Reform⁵ and is working to ensure that the voices of parents, teachers and importantly, young people, are at the forefront of any change. This report therefore provides direct insight into the views and experiences of LGBTI young people in education settings, during one of the most important years for educational reform since the new curriculum was launched in 2010.

The findings and recommendations in this report are presented thematically, however these can also be grouped into three broad target areas:

1. Those aimed at teaching staff

2. Those relevant to leadership teams

3. Those affecting educational institutions as a whole

4. Cronie, 2023

5. Cabinet Secretary for Education and Skills, 2021

The first of these groups, information relevant to teaching staff, addresses learning spaces within institutions and the resources provided for LGBTI young people. Less than half the participants in our survey told us they feel supported as an LGBTI young person in education, demonstrating that there is real need for educational spaces to work on practicing inclusivity.

Staff can indicate to learners that their institution is supportive by ensuring LGBTI visibility within the learning environment. Practical steps in this area include staff members demonstrating visible allyship by explicitly affirming support for the LGBTI community, keeping abreast of LGBTI-specific issues and speaking respectfully about LGBTI identities. LGBTI staff members might act as role models, and young people ask that staff are trained and confident in being able to offer specific support to LGBTI learners. Staff can also support LGBTI learners further by signposting them to external LGBTI organisations or further resources or information provided by these groups. Physical spaces can be made visibly inclusive, through displaying posters with information on LGBTI-issues, the use of rainbow or pronoun badges within the classroom, or by designating a specific room within the institution for use by LGBTI learners as a safe space.

Leadership teams are encouraged to review their institution's policies to ensure that LGBTI learners are supported and protected. We recommend that young people are part of this process and that their input and evaluation of policies which affect them is valued by educational institutions.

A key policy mentioned by young people within the Life in Scotland research related to bullying and anti-LGBTI discrimination. This behaviour has a considerable effect on young people, with **70%** of participants telling us that they felt that homophobia, biphobia and transphobia had a negative effect on their educational experience. Additionally, just 1 in 4 participants reported they would feel confident to report homophobic/biphobic or transphobic bullying in school, and under half would report at college or university.

We therefore recommend that leadership teams encourage and support their staff to proactively tackle prejudice and homophobic, biphobic, and transphobic bullying where they see it occurring supported by a robust anti-bullying policy. Staff should also be supported to take action through all other policies which support and safeguard LGBTI young people within the institution. This may involve arranging for Continuous Lifelong Professional Learning (CLPL) with a focus on LGBTI awareness or similar training to take place for staff. LGBTI staff should also be supported within their workplace. This is not only important for the wellbeing of staff, it may also allow staff to feel comfortable sharing their LGBTI identity with other staff and learners, and in so doing acting as an LGBTI role model.

Other recommendations within this report relevant to leadership teams within educational institutions primarily focus on the curriculum. This report recommends that inclusive education should be embedded throughout the curriculum, and that LGBTI young people should see themselves represented in the materials they are using. Just 1 in 5 (**21%**) participants told us that they currently see this representation within the curriculum outside of sexual health or mental health-focused lessons, demonstrating a need for further work to ensure this representation is achieved throughout educational settings in Scotland. Similarly, young people indicated to us that sexual health and relationships education was not, in their experience, inclusive of LGBTI identities. We recommend that institutions offering sexual health and relationship education review lessons to ensure that LGBTI experiences are explored in these classes.

Finally, some findings and recommendations relate to institutions as a whole, including teaching staff, support staff, leadership teams, and others along with targeted action to support and safeguard LGBTI learners.

LGBTI young people have told us that this action is urgently needed. Less than half of participants (48%) told us they feel supported as an LGBTI person in education, and several participants told us that they lack faith that their educational provider will take action in response to discriminatory behaviour, or that they fear further repercussions following reporting. This indicates a widespread need for educational settings to create a more inclusive environment for their LGBTI learners. Cultural change aiming to create an inclusive environment to work and learn in requires an institution-wide commitment to inclusion through the vision, aims and values and should be embedded in Improvement Plans. We recommend that LGBTI young people are involved in the development of plans to build an inclusive ethos, and that the institution engages with wider LGBTI community by marking LGBTI cultural calendar events and working with LGBTI organisations.

Our research has, however, highlighted that participants believe that allyship and the actions recommended within this report can help LGBTI young people feel more safe and supported in education. We hope that this document will inform and support the Scottish Government – as it reforms Education in Scotland – and inspire/motivate schools, colleges and universities to make changes in both policy and practice which lead to better outcomes for LGBTI young people across Scotland.



KEY FINDINGS

Below are key findings related to Education from LGBT Youth Scotland's Life in Scotland for LGBT Young People 2022 report:



Only **10%** of participants rate the experience of school as 'Good', with **44%** rating it as 'OK', and almost half (**46%**) rating it as 'Bad'.



Just **21%** of participants report seeing LGBTI issues represented in their classes outside of sexual health or mental health lessons.



The experience of college for LGBTI young people was more positive than school, with **32%** of participants rating this as 'Good', **59%** rating the experience as 'OK', and just **9%** reporting a 'Bad' experience.



Awareness of transphobic bullying has increased in schools from **26%** in 2012 to **69%** in 2022, and homophobic and biphobic bullying remains at a similar level to previous years.



56% of participants told us their university experience was 'Good', **42%** selected 'OK', and just **3%** had a 'Bad' university experience.



70% of participants felt that homophobia, biphobia and transphobia had a negative effect on their educational experience.



67% of participants report experiencing homophobic, biphobic or transphobic bullying during their time in school.



36% felt that homophobia, biphobia or transphobia had a negative effect on their educational attainment.



13% have left education, as a result of homophobia, biphobia or transphobia. This has increased from **9%** in 2017.



33% felt that homophobia, biphobia or transphobia had impacted their employment opportunities.

NEW FIGURES

As part of the survey carried out in 2021, we asked additional questions in relation to education. Newly emerging figures show that:



Participants in school were more likely than those in college/university to see LGBTI issues represented within the curriculum, with **26%** of participants in school answering 'Yes' to this question, compared to **17%** of college/university students.



Of those school pupils that said they do see LGBTI representation in the curriculum, **23%** said that the experience for LGBTI people in schools is good. Of those in school who don't see this representation, just **10%** thought the experience for LGBTI people in schools is good.



Of those participants whose school/college/university participates in LGBTI-related events, **63%** told us that they feel supported as an LGBTI person in that educational setting. This compares to just **32%** of participants feeling supported in those educational settings that do not participate in any LGBTI-related events.



Less than half of participants (**48%**) told us they feel supported as an LGBTI person in education.

KEY RECOMMENDATIONS

SUPPORTIVE STAFF

1. TRAINING

Schools, colleges and universities should ensure staff are trained in, or engage in, Career Long Professional Learning (CLPL) with a focus on LGBTI awareness, developing inclusive learning materials and providing practical support for individuals.

2. INCLUSIVE CULTURE & ETHOS

Take a whole school/learning environment approach, engaging widely with staff to create a more inclusive culture and ethos. This approach should be embedded in Improvement Plans and include the development of inclusive policies and practice for both staff and learners.

3. VISIBILITY

Ensure that learners can identify who has been trained, or holds knowledge, in LGBTI inclusion. This can be achieved through updates at events such as assemblies, signposting on websites and newsletters, posters on classroom or office doors, rainbow lanyards for staff or information on notice boards.

RESPECTFUL & INCLUSIVE SPACES

1. LGBTI CULTURAL CALENDAR EVENTS

Take steps to celebrate LGBTI cultural calendar events such as LGBT History Month, Trans Awareness Month and Intersex Day of Solidarity. These events can improve LGBTI visibility, generate dialogue and work toward creating an inclusive culture and ethos.

2. PHYSICAL SPACES

Consider the physical space within the learning environment and consult with LGBTI learners on their needs. The outcome of this could include increased provision of gender-neutral toilets or a physical space where they can meet safely.

3. LGBTI GROUPS

Develop and support groups for LGBTI young people within schools, colleges and universities, working closely with learners to identify their needs. Where possible, ensure that these groups are open to students who are questioning their identity.

LGBTI-SPECIFIC INFORMATION

1. INCLUSIVE CURRICULUM

Ensure LGBTI identities and experiences are included across the curriculum in schools, colleges and universities. Scotland is the first country in the world to have an LGBT Curriculum. Information on how to achieve this can be found at LGBTEducation.Scot (Inclusive Curriculum) where you can also access LGBT Youth Scotland's Curricular Guide.

2. SEXUAL HEALTH & RELATIONSHIPS EDUCATION

Schools should engage with the national resource Relationships, Sexual Health and Parenthood (RSHP) education for children and young people. This resource includes materials that are inclusive of LGBTI identities.

3. SIGNPOSTING

Schools, universities and colleges should engage with local LGBTI youth work organisations and community groups to identify signposting options. LGBT Youth Scotland's website provides information on youth groups across Scotland as well as information on digital support.

POLICIES & GUIDANCE

1. INCLUSIVE POLICIES

Ensure all policies meet the standards set out in the Equalities Act (2010) and respond to the needs of all relevant protected characteristics, including sexual orientation and gender-reassignment. This can be assisted with Equalities and Human Rights Impact Assessments and specific consultation with LGBTI young people.

2. ANTI-BULLYING POLICIES

Ensure anti-bullying policies follow the Scottish Government's National Approach to Anti-Bullying 'Respect for All'. Content should include an explicit commitment to addressing prejudice-based bullying and information on homophobic, biphobic and transphobic bullying.

3. SUPPORTING TRANS YOUNG PEOPLE GUIDANCE

Schools should follow the Scottish Government's Guidance on Supporting Transgender Pupils. This includes information on confidentiality and processes for name changes. Further education settings should follow similar practice and develop related policies or guidance.

TAKING ACTION

1. RECORD BULLYING INCIDENTS

Take incidents of homophobic, biphobic, and transphobic bullying seriously, take action and record them. Within school settings we advise using Respect for All: Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools.

2. POLICIES INTO PRACTICE

Ensure that policies and guidance reflect the needs of the learning environment by consulting with students (including LGBTI learners) and staff. Staff should understand policies and their practice implications through briefings. Schools, colleges and universities should also reflect on their implementation.

3. CONSULT WITH LGBTI YOUNG PEOPLE

Consult with LGBTI young people to understand their experiences and needs, and embed related actions into Improvement Plans. This should provide information on the specific needs of LGBTI young people within the learning community, including any intersectional needs.

4. LGBT CHARTER

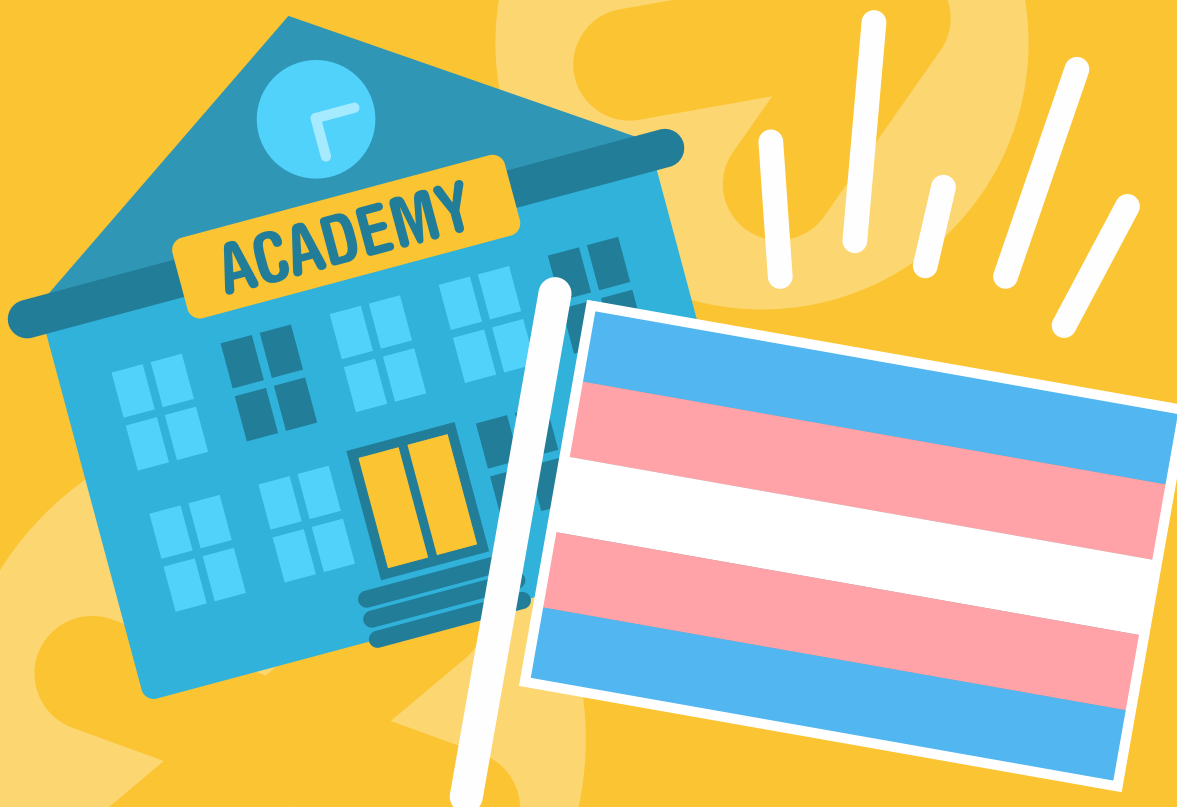
Schools, local authority education departments, colleges and universities should undertake the LGBT Charter. This programme supports organisations to create an inclusive culture and ethos, by supporting them to review policy and practice. It ensures learning environments meet legislative standards and that they are as inclusive as they can be.



SCOTTISH GOVERNMENT

- ➔ Continue to fully implement and resource the recommendations of the LGBTI Inclusive Education Working Group as a key priority. This should include resourcing the delivery of the LGBT Charter in education settings.
- ➔ Opportunities for progress, beyond the scope of the recommendations, should be identified through robust evaluation in line with the recommendations. If there is not sufficient progress in the delivery of LGBTI inclusive education, further measures, including legislative options, should be pursued by the Scottish Government.
- ➔ Resource LGBTI inclusive inputs for Initial Teacher Education and Career-Long Professional Learning (CLPL) to ensure that inclusive education is effectively sustained beyond, and provide necessary funding for long-term commitment to LGBTI inclusive education.
- ➔ At the next review of Education Scotland's school evaluation framework 'How Good is Our School', incorporate LGBTI indicators/themes to ensure inclusion within school inspections.
- ➔ Engage with young I/VSC people (intersex/variation in sex characteristics), to further consider and identify how to address their needs on inclusive education.

Based on Speaking Up For Our Future, LGBT Youth Scotland's Manifesto (2021–2026)



SUPPORTIVE STAFF

Young people told us that supportive staff can make a real difference to their experience in education. Having an ally to turn to can be a source of reassurance, support and, in some cases, visible representation of LGBTI people and hope for the future.

We asked participants to tell us whether or not they feel supported as an LGBTI person in education. Less than half of participants overall (48%) told us they feel supported, with 26% saying 'No' and another 26% saying they 'Don't know'.⁶ These figures varied considerably however between those currently in school, and those in FE/HE:

Figure 1: Percentage of participants feeling supported as an LGBTI person in education⁷

	Yes	No	Don't know
School	43%	31%	26%
College or university	69%	12%	19%

Participants identified three main ways in which staff support could be offered: Specific points of contact; Explicitly supportive staff; and Openly LGBTI staff.

SPECIFIC POINTS OF CONTACT

Being able to identify knowledgeable members of staff who are specifically able to offer support with LGBTI issues

“I can access support from my pastoral support teacher/teachers with ‘talk to me’ lanyards.”

“Have staff as ‘ambassadors’ for certain issues to pick up on behaviours displayed by students.”

“I would also feel much safer if I had teachers in my school who could support me if I’m LGBTQ+.”

“A clear point of contact for handling any issues related to sexuality or gender, such as bullying incidents – queerphobic bullying is often quite a specific situation that requires sensitive handling, and I’m not confident that all teachers are equipped to deal with such situations.”

“A dedicated student LGBTQ representative that you can trust.”

6. n = 1046

7. School n = 594, College/University n = 266

EXPLICITLY SUPPORTIVE STAFF

Staff across the institution are allies to the LGBTI community

“My guidance teacher and so many of my teachers I’m out to very much have my back and that makes me feel really comfortable at school.”

“Explicit affirmation of support from staff and student union.”

“Maybe if we get more teachers involved around the school, and if a student is having identity issues like this and want to confide in a teacher, then the teacher would know enough to help the student find other solutions and like minded people.”

“Tutors are aware of LGBTQI+ issues and speak positively about the community – they are someone you feel you can talk to if anything happens that is not appropriate. They also monitor the forums to ensure students are respectful of each other and their opinions.”

OPENLY LGBTI STAFF

Seeing openly LGBTI staff offers students reassurance that there are staff that understand their experience and can act as role models

“Openly queer teachers helps students feel less alone and as if they have someone to look up to in terms of their sexuality and gender identity, who’s not from social media or a celebrity. Having an openly queer teacher also gives you someone to talk to who understands homophobia, biphobia or transphobia.”

“More LGBTQI+ educators.”

“I wish the teaching staff were more open about their sexuality and gender identities, but maybe there aren’t many who are LGBT.”

48%

of participants felt supported as an LGBTI person in education

43% *at school*

69% *at college/uni*



RECOMMENDATIONS

Participants within the research want to see LGBTI role models visible within schools and learning environments. However, it's important to recognise that in order to do this, educational settings should be an inclusive and welcoming place for LGBTI staff to come out and be accepted by their colleagues and others. Schools should therefore take a whole school/ learning environment approach, that considers school values and ethos.

LGBTI young people should also be able to approach any staff member, and seeing large cohorts of supportive staff is particularly powerful in creating inclusive environments.

TRAINING

Schools, colleges and universities should ensure staff are trained in, or engage in, Career Long Professional Learning (CLPL) with a focus on LGBTI awareness, developing inclusive learning materials and providing practical support for individuals.

INCLUSIVE CULTURE & ETHOS

Take a whole school/learning environment approach, engaging widely with staff to create a more inclusive culture and ethos. This approach should be embedded in Improvement Plans and include the development of inclusive policies and practice for both staff and learners.

VISIBILITY

Ensure that learners can identify who has been trained, or holds knowledge, in LGBTI inclusion. This can be achieved through updates at events such as assemblies, signposting on websites and newsletters, posters on classroom or office doors, rainbow lanyards for staff or information on notice boards.



RESPECTFUL & INCLUSIVE SPACES

One of the most apparent themes within participant responses was the need for educational spaces to be respectful and inclusive of LGBTI identities. Participants reported a number of ways in which educational settings can practice inclusively, thereby making them feel safe and supported.

RESPECTFUL LANGUAGE

The use of correct names and pronouns, inviting learners to share their pronouns, and the correct use of LGBTI-specific terminology

“Correct terminology being used and made to feel normal and human.”

*“Teachers asking *all students* their pronouns.”*

“Less using ‘gay’ as an umbrella term for all LGBTQ+ identities and lack of understanding of basic issues by schools.”

“Allowing students like myself to identify and go by their preferred name and pronouns.”

SAFE SPACES

Providing a safe physical space for LGBTI students to access, or explicit indications of the educational setting as a whole being an inclusive space

“Quiet spaces just to be away from casually queerphobic classmates or teachers.”

“More unisex toilets (trans people feel like they have to use the toilet for their AGAB [assigned gender at birth] which is bad).”

“More LGBTQ safe spaces that are promoted by all staff. Visible cues (posters, flags, etc) in their rooms.”

“Teachers wearing pride badges always warms my heart because I kind of feel seen.”

“I think more facilities in the building such as gender-neutral toilets/changing would go a long way.”

“I think that we have a pride room helps because it welcomes any student that’s apart or is an ally to the LGBTQIA+ community.”

FOSTERING AN LGBTI COMMUNITY

Creating opportunities for LGBTI students to meet, share experiences, and work together

“Even within smaller colleges and universities, having LGBTQ+ specific groups.”

“At university I joined a society specifically for LGBTQ people and meeting people with similar experiences changed everything for me. I finally felt supported and like people around me understood what was happening to me. I did not feel like this in school however – I kept my sexuality to myself throughout high school for fears.”

“My university’s LGBT group, LGBT space/events, posters supporting LGBT People/signposting LGBT support systems in non-specific LGBT spaces, and explicit statements of support from departments all help us feel safe and supported.”

“More openness... as well as more prominent/interesting queer groups and activities.”

OPENNESS & CULTURE CHANGE

Promote an inclusive culture within the educational setting where LGBTI identities are understood, respected, and not taboo

“I think that more talk about being queer should happen. I don’t feel safe mainly because people don’t understand and would make assumptions that could end up affecting me. We should be taught about queer people and how to support someone if they are queer.”

“Allowance for more individuality and change especially in private schools.”

“... Punishing kids for bullying others is not the solution; what is needed is a change in the culture that those kids are raised in. By this I mean we need to change the general social attitude towards queer and especially trans people.”

“Greater awareness. All I needed in school was someone to tell me that being gay was alright! I saw it as something purely negative when I was younger.”



PARTICIPATION IN LGBTI RELATED EVENTS

Young people told us that one way in which an open, accepting culture might be signalled is through participation in LGBTI-related events. Participation in LGBTI cultural events throughout the year such as Pride and LGBT History Month is one way that educational settings can show support to LGBTI learners. We asked participants whether or not their school/college/university participates in these. Just under half of participants (**45%**) told us their educational setting participates in LGBTI-related events.⁸

Colleges/universities were slightly more likely to participate in these events than schools, with 48% of school-attending participants telling us their school participates compared to 52% of those who were college/university students.⁹

Of those participants whose school/college/university does participate in LGBTI-related events, **63%** told us that they feel supported as an LGBTI person in that educational setting. As a comparison, only **32%** of those whose educational setting does not participate in these events told us they feel supported in their school/college/university. We cannot infer that participation in these events directly causes students to feel more supported as an LGBTI person in their school/college/university, however it seems likely that participation in public events such as these is a good indicator of an educational centre's inclusive values and willingness to take action which supports their LGBTI students.

63%

of participants whose educational setting participates in LGBTI-related events feel supported as an LGBTI person

32%

of those whose educational setting DOES NOT participate feel supported



8. n = 1035

9. School n = 587, college/university n = 262

RECOMMENDATIONS

It's clear that LGBTI young people want respectful and inclusive spaces where they can learn and flourish. Here, young people are asking for both practical responses such as using the correct pronouns and language regarding LGBTI identities, as well as LGBTI groups or alliances. Young people also reflected on the value that LGBTI groups bring, but also recognise that there can be barriers to those who are not 'out' within the learning environment.

TRAINING

Schools, colleges and universities should ensure staff are trained in, or engage in, Career Long Professional Learning (CLPL) with a focus on LGBTI awareness, developing inclusive learning materials and providing practical support for individuals.

LGBTI CULTURAL CALENDAR EVENTS

Take steps to celebrate LGBTI cultural calendar events such as LGBT History Month, Trans Awareness Month and Intersex Day of Solidarity. These events can improve LGBTI visibility, generate dialogue and work toward creating an inclusive culture and ethos.

LGBTI GROUPS

Develop and support groups for LGBTI young people within schools, colleges and universities, working closely with learners to identify their needs. Where possible, ensure that these groups are open to students who are questioning their identity.

PHYSICAL SPACES

Consider the physical space within the learning environment and consult with LGBTI learners on their needs. The outcome of this could include increased provision of gender-neutral toilets or a physical space where they can meet safely.

INCLUSIVE CULTURE & ETHOS

Take a whole school/learning environment approach, engaging widely with staff to create a more inclusive culture and ethos. This approach should be embedded in Improvement Plans and include the development of inclusive policies and practice for both staff and learners.

LGBTI-SPECIFIC INFORMATION

Participants told us that making LGBTI-specific resources and information available, and ensuring that these are accessible to all learners and staff members, was an important factor in ensuring that they felt safe and supported in education. A range of necessary topics of information were mentioned, including a general education on LGBTI history, issues and terminology, an inclusive sexual health and relationships education programme, and training for staff on inclusive practice.

LGBTI INCLUSIVE EDUCATION

Including education on LGBTI identities within the curriculum

“Have talks done by queer people in schools, not just explaining what each identity is but teaching about what type of discrimination we face, our history and the fact that there are infinite ways to identify and everyone views their identity differently.”

“Actually taking the time to explain LGBTQ+ topics in school and teaching the difference between, sexuality, sexual orientation, pronouns, gender and sex, gender identity, gender expression.”

RESOURCES & SIGNPOSTING

Providing LGBTI-specific resources and guides for young people and ensuring that LGBTI young people are signposted to the support available

“Also, if there was a clear and easily accessible process/guide for helping students come out to other students, faculty, parents, etc. that students could access either independently or from a guidance counsellor/similar.”

“I’m aware an LGBTQ club at my college exists. No signposts online or anything about how to get involved, I’ve never seen any advertisement within college for this or any related service.”

“I wish there was better information on where to seek help with LGBTI+ issues in college. The wellbeing team are often clueless and all of my past LDT’s (learning development tutors) have simply pointed me in the direction of mental health services or LGBTYS when what I really needed was information on specific policies and maybe some sort of college based community.”

“I feel as if there could be more sources of information in schools that LGBT+ pupils could use.”

SEXUAL HEALTH & RELATIONSHIPS EDUCATION

Ensuring that Relationships, Sexual Health and Parenthood Education is inclusive for LGBTI people

“Better information on female sexuality and sexual education that isn’t just focused on avoiding STDs and pregnancy.”

“I would like to see more inclusive lessons, especially in subjects like PSE. I’ve only received a handful of LGBT lessons throughout school and none mentioned topics that cis het students receive, such as sex education.”

“A new PSE/Health curriculum that comprehensively covers LGBTQI+ identities and sexual health.”

STAFF TRAINING

Making sure that staff are trained on how to practice inclusively within the educational setting

“More education for lecturers/teachers on inclusive language and behaviour.”

“Clear guidance for teachers on not only teaching issues around sexual orientation and gender identity, but on supporting LGBT+ pupils.”

“I think more teachers/lecturers need training in LGBT friendly language and actions. I’ve seen several struggle with the concept of being transgender.”

“Teachers doing some sort of training and learning about LGBT+ youth and issues.”

45%

of participants said their educational setting participates in LGBTI-related events

48% *at school*

52% *at college/uni*



21%

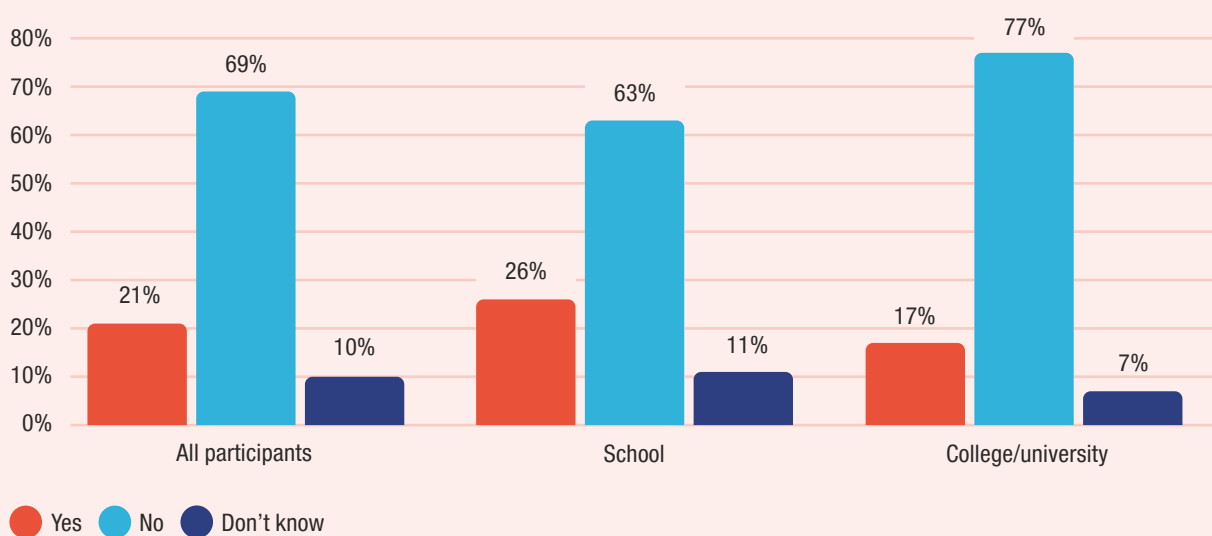
of participants see LGBTI representation in lessons within their educational setting



SEEING LGBTI PEOPLE REPRESENTED IN THE CURRICULUM

Representation matters – “You can't be what you can't see”.¹⁰ Participants told us that including LGBTI education within the curriculum was an important step they felt that educators could take in helping them feel safe and supported. We asked participants whether or not they currently see LGBTI people represented in lessons in their school/college/university.

Figure 2: LGBTI representation within the curriculum¹¹



Participants in school were more likely than those in college/university to see LGBTI issues represented within the curriculum, with **26%** of participants in school answering 'Yes' to this question, compared to **17%** of college/university students. Whilst it is encouraging that some educators are incorporating visible LGBTI role models in the curriculum, these figures are still low and more could be done to support LGBTI young people in this area. As found by UCAS in their recent survey of incoming LGBT university students: “Of the **12%** that said their experience in school or college was not positive, the most common reason was that their identity was not reflected in the things they learned at school or college (selected by **70%** of these students)”.¹²

We noted a difference in experience in school between those participants that told us that they do see LGBTI people represented in the curriculum and those who don't. Of those school pupils that said they do see this representation in school, **23%** also said that the experience for LGBTI people in schools is good. Of those in school who don't see this representation, just **10%** thought the experience for LGBTI people in schools is good. We cannot infer that representation in the curriculum is the only reason for this difference in opinion. It may be that schools who include this representation in the curriculum are also pursuing other strategies for inclusion and supporting LGBTI young people, however it is likely that an inclusive curriculum is a positive factor in supporting and including LGBTI young people.

10. Murabit, n.d

11. All participants n = 1031, school n = 585, college/university n = 261

12. UCAS, 2021

RECOMMENDATIONS

Participants within the research wanted information about their lives, experiences and identities reflected across the curricula in schools, universities and colleges. In order to achieve this, there are a range of resources that have been developed to support education settings that are outlined within the recommendations. There are gaps in relation to resources for further education settings. It is therefore important that staff have time to research this subject as part of improvement plans or equivalent.

INCLUSIVE CURRICULUM

Ensure LGBTI identities and experiences are included across the curriculum in schools, colleges and universities. Scotland is the first country in the world to have an LGBT Curriculum. Information on how to achieve this can be found at [LGBTEducation.Scot](https://www.lgbteducation.scot) (Inclusive Curriculum) where you can also access LGBT Youth Scotland's Curricular Guide.

SEXUAL HEALTH & RELATIONSHIPS EDUCATION

Schools should engage with the national resource Relationships, Sexual Health and Parenthood (RSHP) education for children and young people. This resource includes materials that are inclusive of LGBTI identities.

STAFF TRAINING

Schools, colleges and universities should make a commitment to ensure staff are trained in, or engage in, Career Long Professional Learning (CLPL) with a focus on LGBTI awareness and providing support. Where possible, this training should provide practical information on curricular inclusion.

SIGNPOSTING

Schools, universities and colleges should engage with local LGBTI youth work organisations and community groups to identify signposting options. LGBT Youth Scotland's website provides information on youth groups across Scotland as well as information on digital support.

POLICIES & GUIDANCE

Our participants told us that they feel safe and supported in education when they know they are protected by the institution's policies and guidance relating to their LGBTI identity. There were three main areas relating to policy and guidance which concerned participants: being able to update their name and pronouns to be used by staff and peers; ensuring that sensitive information is kept confidentially within the school, college or university; and protection from discrimination and bullying.

NAME CHANGE PROCEDURES

Ensuring that systems for changing the way you are addressed are simple and effective

“Make it easier for name changes to occur without needing letters from therapists or having to change it legally.”

“Make the system to change your name and pronouns on the school register easier and more accessible/less daunting.”

“Having trans-inclusive systems for names and gender records that actually work.”

“Having their name and pronouns on the register.”

“Easier name changing process for schools and exam boards.”

CONFIDENTIALITY

Ensuring that young people are not outed unintentionally or without their consent

“Schools should respect pronouns and preferred name without outing you to anyone.”

“The thing making me feel the most safe at the moment is that they do not disclose my transgender identity.”

“A designated teacher you can report things to who will keep it confidential if necessary.”

“Better school policies regarding young LGBT+ people to stop schools from outing young people to parents and potentially putting them in grave danger.”

“As well as being able to change name and pronouns easily within the school system and confidentiality around that so relatives don't find out before they're ready.”

ANTI-BULLYING POLICIES

Ensuring that LGBTI young people are protected from discrimination by the educational setting's policies

“Obviously, bullying is a big problem, especially in high schools. I have known people to have faced such situations on accord of their identity. Schools are notorious in their mishandling and inability to deal with bullying, not just for queer youth. It is hard for queer students to talk to teachers about bullying, especially when the staff are either unaccepting themselves or have no power or will to do anything about the situation.”

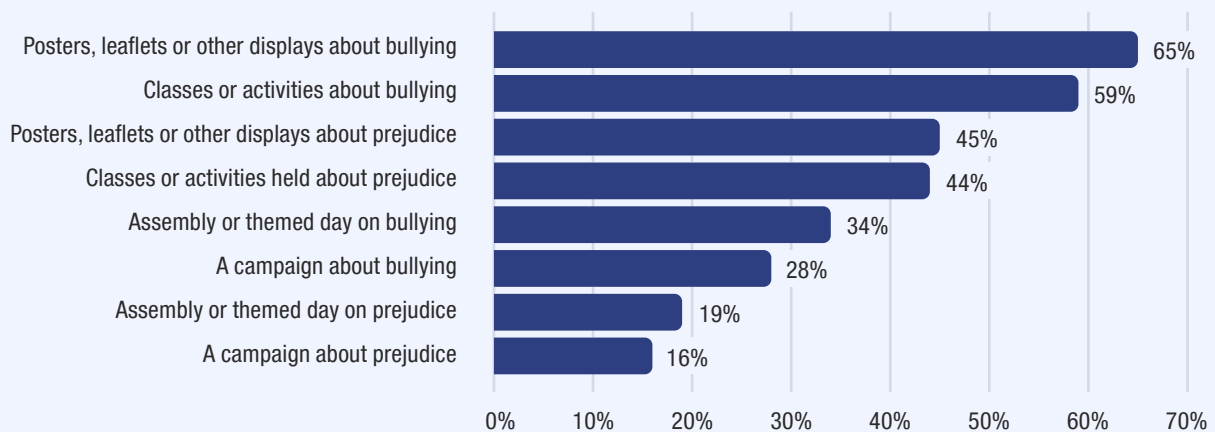
“Harassment in schools is a large problem and support networks for kids are necessary but the real thing needed is anti-bullying measures.”

“School system needs to be more supportive by...making sure people are not bullied for being LGBTQ+.”

INFORMATION ABOUT BULLYING AND PREJUDICE

Many participants told us about anti-bullying policies and initiatives that are in place in their school, college, or university. We wanted to find out how often and in what way participants are receiving information in this area. We asked participants about bullying, prejudice, and whether they had received LGBTI-specific information on these via posters/displays, classes, campaigns, or assemblies/days themed around these issues:¹³

Figure 3: Sources of information on LGBTI issues available in schools



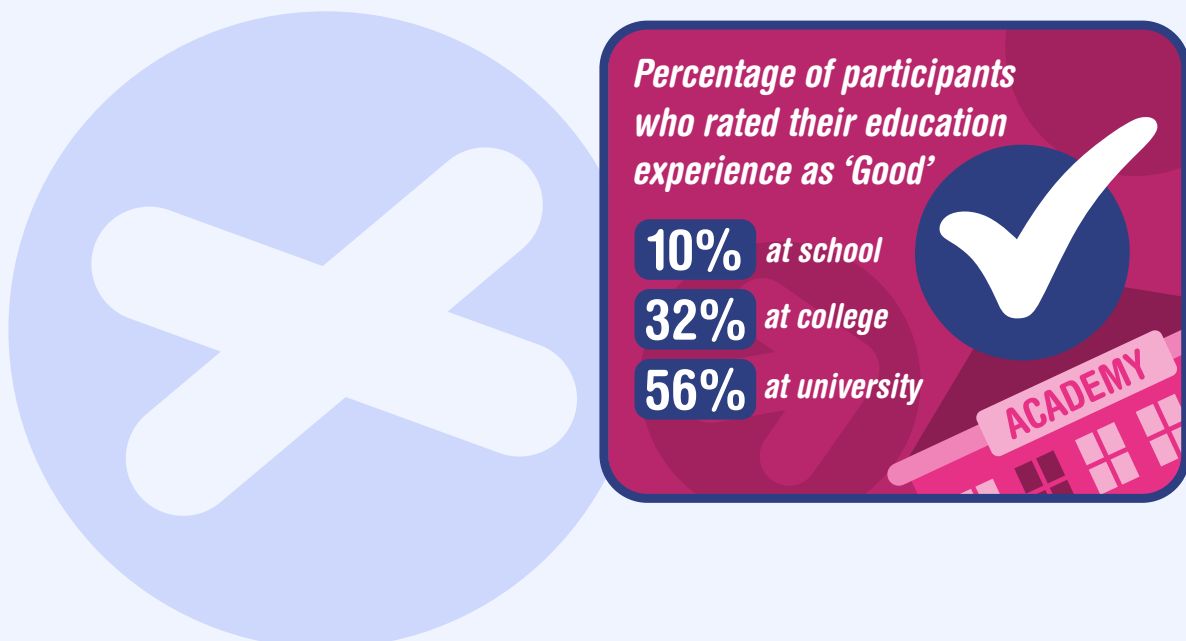
13. n = 789

As shown in Figure 3, the most common source of information on LGBTI discrimination is posters/displays about bullying. Participants are receiving information more frequently about bullying than they are about prejudice in general. **65%** of participants report seeing posters about LGBTI-related bullying as compared to **45%** reporting seeing posters about LGBTI-related prejudice. **59%** have received classes on LGBTI-related bullying whereas **44%** have received classes on LGBTI-related prejudice.

Whilst it is likely that posters/classes on bullying will relate to prejudice, this difference in explicit focus may indicate that schools/colleges/universities are focusing more on individual expressions of anti-LGBTI discrimination, rather than the values that their learners hold. Shifting the focus from individual incidents to community values and the role that staff, students and learners can play in creating an inclusive and non-prejudiced environment may show that the institution is taking responsibility for creating a safe setting for LGBTI learners as opposed to placing blame on individual offenders. If the institution succeeds in persuading learners within the educational setting to share a set of inclusive values where each person is respected, this could remove power from those who use bullying behaviour as a way of gaining higher social status by victimising a minority group.¹⁴

It is noticeable that more participants report that their school, college or university displays posters or gives classes on bullying/prejudice than report seeing sustained campaigns, assemblies, or themed days around these issues. Many of our participants told us that they wanted staff to do more and go further in educating their peers about LGBTI issues, as they believe that this will reduce ignorance and hostility toward LGBTI people in their educational establishments.

To build a culture that is LGBTI inclusive, primary and secondary settings must remain dedicated to the core values of Curriculum for Excellence, in particular, compassion and justice. When building the curriculum for your particular education setting, it is important to ensure that young people are represented throughout. The curriculum is defined as 'the totality of all that is planned for across the four contexts for learning' and LGBT Youth Scotland's LGBT Education Charter sits firmly within the area of 'Ethos and Life of the School and Community'. The LGBT Education Charter confidently aligns with the four capacities of Curriculum for Excellence to ensure all young people become confident individuals, effective contributors, responsible citizens and successful learners.



RECOMMENDATIONS

It's clear that participants within the research wanted clear policies and procedures around confidentiality, name changes and bullying. Inclusive policies and guidance help communicate values and expectations within any learning environment. They also support compliance with legislation as well as consistency in staff practice.

Young people specifically noted the need for anti-bullying policies, and that bullying incidents should be taken seriously and recorded. However, findings were also clear that there is a need to address the culture within an environment that creates an atmosphere where homophobic, biphobic and transphobic bullying can happen. It is therefore important that schools, colleges and universities promote inclusive values and engage in activities that work to prevent bullying incidents, as opposed to dealing with individual behaviour as it occurs.

INCLUSIVE POLICIES

Ensure all policies meet the standards set out in the Equalities Act (2010) and respond to the needs of all relevant protected characteristics, including sexual orientation and gender-reassignment. This can be assisted with Equalities and Human Rights Impact Assessments and specific consultation with LGBTI young people.

ANTI-BULLYING POLICIES

Ensure anti-bullying policies follow the Scottish Government's National Approach to Anti-Bullying 'Respect for All'. Content should include an explicit commitment to addressing prejudice-based bullying and information on homophobic, biphobic and transphobic bullying.

SUPPORTING TRANS YOUNG PEOPLE GUIDANCE

Schools should follow the Scottish Government's Guidance on Supporting Transgender Pupils. This includes information on confidentiality and processes for name changes. Further education settings should follow similar practice and develop related policies or guidance.



TAKING ACTION

The final theme generated from participants' responses was a need for educational staff to take action and follow through on the inclusive policies and procedures in place, as opposed to overlooking discriminatory behaviour. Participants expect that staff should intervene to safeguard LGBTI young people from bullying, violence, homophobia, biphobia and transphobia within the learning environment, and will follow protective policies and procedures that are in place.

Taking action when incidents occur is a strong indicator to LGBTI young people that staff in educational centres are supportive of them. Seeing staff standing back and not intervening when homophobic, biphobic and transphobic behaviours occur, does not simply represent a lack of action and is not a neutral stance. Instead, this indicates to young people that the school, college, or university condones prejudice and does not expect that staff will safeguard LGBTI learners within this setting.¹⁵

CHALLENGE HOMOPHOBIA, BIPHOBIA & TRANSPHOBIA

Staff should call out homophobic, biphobic and transphobic behaviour when they witness it

“School staff being... prepared to have conversations on LGBTQ+ issues, including challenging opinions of pupils.”

“Educate students, but also challenge their views and what language they use.”

“Tackling homophobic and transphobic bullying would help people feel safe in education.”

“For the teachers to actually tell someone off when they're being racist, ableist, homophobic, xenophobic, etc.”

CONSEQUENCES FOR BULLIES/DISCRIMINATION

Participants believe that discrimination or violence towards LGBTI people should be met with consequences

“Actually do something about homophobia in schools, pride flags were torn down and burned with no consequences.”

“Actual consequences/actually holding people accountable for bigotry. Both staff and students.”

“Better and more strict discipline for students with anti LGBT+ sentiment.”

“Having places of education enforce rules that punish homophobia, racism, etc.”

FOLLOW THROUGH ON POLICIES

Staff should follow through on the policies and guidance put in place to protect LGBTI learners

“Teachers need to stop the performative activism. They can say they support gay people all they want, but when they take down pride displays and don’t take queer experiences seriously, it gives all the wrong impressions.”

“Less talk, more action. Don’t pat yourself on the back for hollow words and insincere presentation.”

“More representation and good standards of follow through on it. Don’t just advertise it. Stick to the messages they’re trying to pursue.”

“They should actively embrace diversity and inclusivity, not just mark it to ‘prove’ they are to the wider general public.”

DEBATE OVER LGBTI IDENTITIES

Participants want reassurance that when LGBTI issues are discussed, they will be safeguarded during this process

“Not having our rights ‘debated’ – I don’t want to hear someone say it’s ‘just their opinion’ that I shouldn’t get rights.”

“I think the subject should be handled with more delicacy, so that LGBT students don’t feel that their identity is being debated, and that cisgender/heterosexual students can find some compassion for them.”

“Better education about LGBTQ+ issues, less sense that it is something up for debate. When I was at school it always felt like a hypothetical threat we were discussing and not an actual person.”

BULLYING

Several of the action points mentioned above by participants related to staff members' roles in protecting them from bullying. Many LGBTI young people will experience homophobic, biphobic and transphobic bullying during their time in education.

In our survey, almost 2/3 of participants (**63%**) told us they had experienced homophobic or biphobic bullying in school, and **57%** of trans participants experienced transphobic bullying.¹⁶ Lesbian/gay participants were slightly more likely to experience bullying than bisexual participants with **70%** of lesbian/gay participants reporting this compared to **58%** of bisexual participants.¹⁷

There was also a difference in experience between trans and cisgender participants, with **73%** of trans participants experiencing homophobic/biphobic bullying compared to **53%** of cisgender participants.¹⁸ Our finding that a higher proportion of trans young people experience bullying in school than their cisgender peers aligns with UCAS's finding in their survey of incoming university students, that bullying was the most commonly cited reason for trans students having a negative experience in school or college.¹⁹

In contrast to this, the levels of bullying in university reported by participants are far lower than those reported for school. 1 in 10 (**10%**) participants however still reported experiencing homophobic or biphobic bullying and **16%** of trans participants were the target of transphobic bullying at university.²⁰

It's important to note that even if a young person is not the target of homophobic, biphobic, or transphobic bullying specifically relating to their identity, they may also be targeted as a queer person more generally, or their identity may be misinterpreted and used against them. As noted in a recent Stonewall report: "While many of the LGBT young people we spoke to had experienced homophobic, biphobic and transphobic bullying, those who had not yet come out at school were often bullied for being different in another way".²¹

Some of our participants confirmed this, with comments such as:

"I didn't actually know I was gay in high school, but it seems others knew I was and I received some of the bullying I ticked above. I felt excluded and anxious. It made me weirdly defensive and closed up and I missed the opportunity to form greater friendships with some who reached out to me."

16. All participants n = 1041, trans n = 526

17. Lesbian/gay n = 356, bisexual n = 326

18. Trans n = 527, cisgender n = 499

19. UCAS, 2021

20. All participants n = 336, trans n = 155

21. Stonewall, 2020

Previous studies have also found that school environments in particular provide a lack of space, both physically and socially, for learners to explore their identity as it is in the process of developing.²² Young people who are in the process of discovering and forming their identity may find the school environment forces them to come out before they are sure of themselves, or that the staff and classmates may be unforgiving of shifts in their identity. As one of our participants told us:

“...rumours and slurs circulating my identity at a young age made me suppress and feel uncomfortable with my sexuality – I am now miserable, in the closet after only recently coming to terms with my sexuality (although frequently question it still) and am terrified of intimacy and revealing my sexuality.”

It is therefore imperative to ensure that students whose identity may be in transition or who may be questioning their identity are offered support and protection from bullying as well as those that are 'out' as LGBTI.

REPORTING BULLYING

We wanted to find out how confident our participants would feel reporting bullying to staff members. During qualitative analysis, we noticed that many participants felt that staff members were often accused of seeing discriminatory behaviour taking place but taking no action to put a stop to this. As one participant said:

“Some teachers are really kind and supportive, others are ignorant and don’t want to stop bullying when it happens.”

We asked participants whether they had felt confident to report either homophobic/biphobic or transphobic bullying to staff in each educational centre they had attended.

Figure 4: Percentage of participants who felt confident reporting homophobia/biphobia or transphobia to staff or authority figures in education ²³

	Homo/biphobia			Transphobia		
	2012	2017	2022	2012	2017	2022
School	44%	25%	25%	43%	24%	26%
College	69%	50%	43%	60%	42%	38%
University	73%	47%	49%	67%	40%	44%

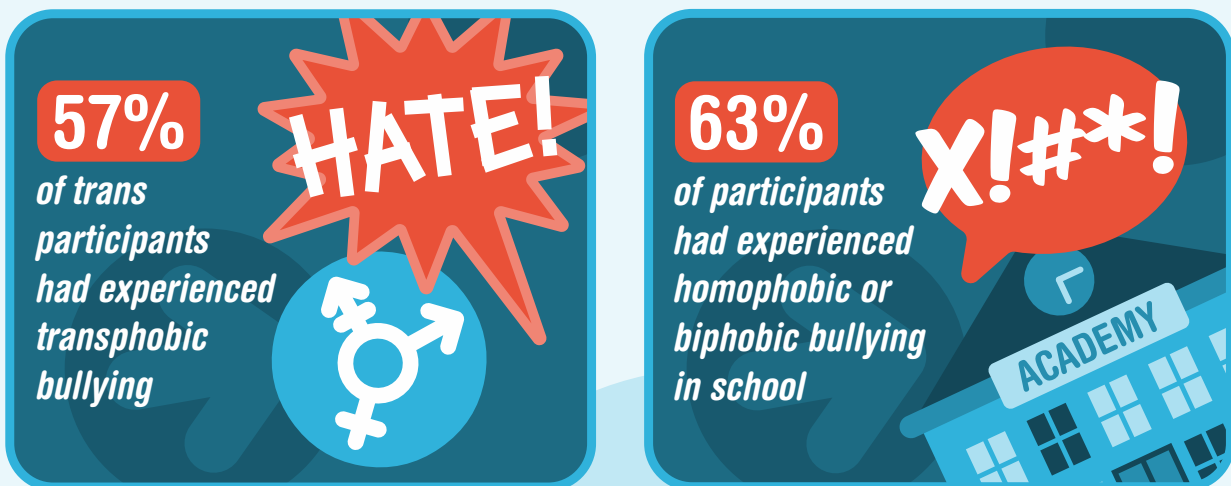
22. Bower-Brown, Zadeh & Jadva, 2021

23. Homo/biphobia: school n = 1024, college n = 288, university n = 309. Transphobia: school n = 1017, college n = 291, university n = 317

Overall, there was not much variation between confidence to report homophobic/biphobic bullying and confidence to report transphobic bullying. There was however a marked difference between confidence to report homophobic, biphobic, or transphobic bullying in school and confidence to report this in colleges or universities. Higher percentages of participants responded 'Yes', they were confident to report this type of bullying in college/university than in school.

Feeling confident to report homophobic, biphobic and transphobic bullying could indicate a pupil/student's trust in the institution to 'take action', offer support, and follow through on inclusive value statements or policies that they have committed to. Although generally there was very little variation in levels in confidence to report LGBTI-related bullying across demographics, we did find that trans participants were less confident to report bullying than their cisgender peers. This difference was particularly noticeable in schools with **61%** of trans participants saying 'No' they were not confident to report homophobic/biphobic bullying in school as compared to **48%** of cisgender participants,²⁴ and **62%** of trans participants not feeling confident to report transphobic bullying as compared to **43%** of cisgender participants.²⁵

Previous studies have found that students and teachers may have differing perceptions on how often homophobic, biphobic and transphobic bullying is ignored by staff, and on how severe it is/how frequently this type of bullying takes place.²⁶ It has also been found that bullies may hide this behaviour from staff in order to escape punishment, however they will continue to carry out this bullying out of sight of staff members.²⁷ This indicates that they know the institution's stated values, but knowledge of these values does not change the fact that they can gain social status among their peers by targeting LGBTI groups in this way and/or the students' perception of their LGBTI peers.²⁸



24. Trans n = 525, cisgender n = 484

25. Trans n = 522, cisgender n = 480

26. Harris et al., 2021

27. Atkinson, 2021

28. Payne & Smith, 2013

RECOMMENDATIONS

It's clear that young people want incidents of homophobia, biphobia and transphobia to be addressed in the moment and that incidents are taken seriously and recorded. Policies and procedures are key to implementing consistent practice, but young people want all staff to be aware of these policies and for them to be followed.

Systems are in place to record bullying incidents through the Education Management Information system SEEMiS but there needs to be a change in culture across education where the number of recorded incidents of bullying are not considered a deficit for the school, college or university until the recording of incidents is commonplace and second nature to education establishments across Scotland.

ANTI-BULLYING POLICIES

Ensure Anti-Bullying policies follow the Scottish Government's National Approach to Anti-Bullying 'Respect for All'. Content should include an explicit commitment to addressing prejudice-based bullying and information on homophobic, biphobic and transphobic bullying.

RECORD BULLYING INCIDENTS

Take incidents of homophobic, biphobic, and transphobic bullying seriously, take action and record them. Within school settings we advise using Respect for All: Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools.

POLICIES INTO PRACTICE

Ensure that policies and guidance reflect the needs of the learning environment by consulting with students (including LGBTI learners) and staff. Staff should understand policies and their practice implications through briefings. Schools, colleges and universities should also reflect on their implementation.

CONSULT WITH LGBTI YOUNG PEOPLE

Consult with LGBTI young people to understand their experiences and needs, and embed related actions into Improvement Plans. This should provide information on the specific needs of LGBTI young people within the learning community, including any intersectional needs.

LGBT CHARTER

Schools, local authority education departments, colleges and universities should undertake the LGBT Charter. This programme supports organisations to create an inclusive culture and ethos, by supporting them to review policy and practice. It ensures learning environments meet legislative standards and that they are as inclusive as they can be.

RESOURCES

GENERAL

- ➔ **LGBT Education**
<https://lgbteducation.scot/>
- ➔ **LGBT Education Charter: Your Guide to LGBT Inclusion**
<https://www.lgbtyouth.org.uk/media/1579/lgbt-schools-charter-brochure-e-use.pdf>
- ➔ **LGBT Charter: Your Guide to LGBT Inclusion**
<https://lgbtyouth.org.uk/media/2634/general-lgbt-charter-brochure-guidance.pdf>
- ➔ **Top Tips: Creating An Inclusive School Environment**
<https://www.lgbtyouth.org.uk/media/2477/10-top-tips-lgbt-charter.pdf>

GUIDANCE

- ➔ **Supporting Transgender Young People at School: Guidance for Scottish Schools**
<https://www.gov.scot/publications/supporting-transgender-young-people-schools-guidance-scottish-schools/>
- ➔ **Developing a Gender and Sexual Orientation Alliance: A Toolkit for Teachers**
<https://www.lgbtyouth.org.uk/media/1290/developing-a-gsa.pdf>

SUPPORTING LGBTI YOUNG PEOPLE/ STUDENTS

- ➔ **Trans, Non-Binary and Questioning Coming Out Guide**
<https://www.lgbtyouth.org.uk/media/2892/tng-coming-out-e-use.pdf>
- ➔ **Coming Out Guide for Lesbian, Gay and Bisexual Young People**
<https://www.lgbtyouth.org.uk/media/1036/coming-out-guide-for-lgb-people.pdf>

VISIBILITY

- ➔ **LGBTI Cultural Calendar 2023**
<https://www.lgbtyouth.org.uk/media/3050/cultural-calendar-2023.pdf>
- ➔ **Classroom Door Sign: Pronouns (English & Gaelic)**
<https://www.lgbtyouth.org.uk/media/2689/teacher-lgbt-inclusive-door-poster-plus-gaelic-translation.pdf>
- ➔ **All Identities Welcome Here Poster**
<https://www.lgbtyouth.org.uk/media/2655/a3-full.pdf>
- ➔ **We Celebrate LGBT Identities Poster**
<https://www.lgbtyouth.org.uk/media/1626/we-celebrate-lgbt-identities-poster-2019.pdf>

CURRICULAR INCLUSION

- ➔ **LGBT Education**
<https://lgbteducation.scot/>
- ➔ **CURRICULUM INCLUSION: LGBT Mapping Across Curriculum for Excellence**
<https://www.lgbtyouth.org.uk/media/1585/lgbtys-curriculum-inclusion.pdf>
- ➔ **Teacher's Notes SHH! Silence Helps Homophobia the Film**
<https://www.lgbtyouth.org.uk/media/2481/teachers-notes-silence-helps-homophobia.pdf>

RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD (RSHP)

EDUCATION FOR CHILDREN AND YOUNG PEOPLE

- ➔ **Relationships, Sexual Health and Parenthood (RSHP) Education for Children and Young People**
<https://rshp.scot/>
- ➔ **Good Sex Is... Guide for Women Who have Sex with Women**
<https://www.lgbtyouth.org.uk/media/1633/good-sex-is-women.pdf>
- ➔ **Good Sex Is... An Inclusive Guide for Trans People**
<https://www.lgbtyouth.org.uk/media/1469/good-sex-is-guide-for-trans-young-people.pdf>

ANTI-BULLYING

- ➔ **Respect for All: National Approach to Anti-bullying**
<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>
- ➔ **Addressing Inclusion: Effectively Challenging Homophobia, Biphobia and Transphobia**
<https://respectme.org.uk/wp-content/uploads/2020/07/Addressing-Inclusion-2020.pdf>
- ➔ **Respectme: Dealing with Bullying – What are my options...?**
<https://respectme.org.uk/page-3/what-are-my-options/>
- ➔ **Respectme: Self-Assessment Toolkit**
<https://respectme.org.uk/anti-bullying-practice/new-self-assessment-toolkit/>
- ➔ **Respect for All: Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools**
<https://www.gov.scot/publications/supplementary-guidance-recording-monitoring-bullying-incidents-schools/>

OTHER

- ➔ **Involving Parents and Carers in LGBT Work**
<https://www.lgbtyouth.org.uk/media/2479/involving-parents-and-carers-lgbt-charter.pdf>
- ➔ **Responding to Homophobic Language in Primary Schools**
<https://www.lgbtyouth.org.uk/media/2498/responding-to-homophobic-language-lgbt-charter-updated-1.pdf>
- ➔ **Speaking Up for Our Future: LGBT Youth Scotland Manifesto (2021–2026)**
<https://www.lgbtyouth.org.uk/media/2318/lgbtys-manifesto-2021-2026.pdf>

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METHODOLOGY

A full outline of the methodology and ethical considerations for the Life in Scotland for LGBT Young People 2022 research can be found in the full report.²⁹ The methods used in preparing this supplementary report are broadly similar to those used in the main report however additional qualitative analysis was carried out to explore participants' experiences relating to this topic in more depth. We will therefore set out the analytical procedure used in preparing this report below.

ANALYSIS

Quantitative analysis was carried out initially using R & RStudio, and a dashboard was then created using Power BI for use in further analysis. Statistics were generated using the 2022 data and the results were then compared to the 2017 and 2012 figures.

During data collection, it became apparent that a high number of responses were being collected (almost doubling the previous study's sample size), and in addition to this, the quality and length of the qualitative responses being written by participants was resulting in more qualitative data being collected than predicted. A decision was therefore taken to analyse the data using a philosophically pragmatic Applied Thematic Analysis.³⁰

This process involved:

- Initially grouping the sets of qualitative questions by theme in order to separate out data pertaining to Education for this report
- An initial read-through of the education-specific data set
- A thematic analysis of the data set
 1. Reading and rereading the data
 2. Developing initial codes from shared patterns of meaning across data units
 3. Coding the data set until saturation was reached
 4. Generating themes from the code list/coded data set

The resulting themes and codes are presented in the table headings within this report, supported by sets of representative quotes to illustrate the data contained within each. Quotes appearing in this report appear in the participants' own words, the only amendments made have been to correct spelling errors to increase legibility or to remove additional punctuation which appeared in some quotes when downloading the data file from the survey software.

29. Cronie, 2022

30. Guest, MacQueen, & Namey, 2012

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The research officer for this project was Dr Kathleen Cronie.

ABOUT LGBT YOUTH SCOTLAND

LGBT Youth Scotland is the largest youth and community-based organisation for lesbian, gay, bisexual and transgender (LGBT) people in Scotland. Our goal is to make Scotland the best place to grow up for lesbian, gay, bisexual, transgender and intersex young people. We play a leading role in the provision of quality youth work to LGBTI young people that promotes their health and well-being, and are a valued and influential partner in LGBTI equality and human rights. For further information, help or support, please visit our website: <https://lgbtyouth.org.uk>





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