

Proposal for Consideration in Corporately Endorsing/Adopting Meeting the Needs of Transgender Young People Guidance, from LGBT Youth Scotland

Report by Dr Grace Vickers, Head of Education

1 Purpose of Report

The purpose of this report is to seek approval to adopt the attached guidance as an example of good practice, and for the key principles to be incorporated into subsequent policy updates in Education.

2 Background

Recent national studies have shown that over 77% of transgender young people have experienced homophobic, biphobic or transphobic bullying in school. Further, 88% of those who have experienced transphobic bullying believe that it has negatively impacted on their education, and around 52% of transgender young people thought that homophobia, biphobia or transphobia has affected their employment opportunities.

In addition, 67% of transgender young people consider themselves to have mental health issues as a result of prejudice and discrimination resulting from sexual orientation or gender identity; negative responses and rejection (feared or experienced) from colleagues, friends, family and services; pressure to conform to gendered norms and expectations of heterosexuality; and not coming out as a result of these pressures and fear of experiencing homophobia, biphobia or transphobia.

Source of figures above: LGBT Youth Scotland & Scottish Transgender Alliance Action. [LGBT Youth Scotland](#) has been working in partnership with the [Scottish Transgender Alliance](#) to create a general guide to support transgender young people in schools.

This guidance will be published in June/July 2017 and will be titled: "Meeting the needs of Transgender Young People – guidance for schools in Scotland".

About the Guidance

This guidance is based on the real experiences of transgender young people, and good practice approaches suggested by young people, teachers and youth workers. It is designed to enable teachers to gain confidence including transgender identities in their teaching, and supporting transgender learners in their schools.

3. Report Implications & Legislation

Guidance Endorsement

In April 2017 Midlothian Council along with some other local authorities were asked to provide feedback and endorse this guidance as good practice.

Feedback from an equality perspective was provided by Midlothian Council's Equality, Diversity and Human Rights Officer, with endorsement as good practice being given by the Education Authority on 01 May 2017.

3.1 Resource proposal

There are no resource implications

3.2 Risk

The main risk is that within the evolving digital world we need to be aware and raise awareness and acceptance of human rights around these issues, to ensure equity and acceptance.

3.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☒ Getting it right for every Midlothian child
- ☐ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☐ Business transformation and Best Value
- ☐ None of the above

3.4 Key Priorities within the Single Midlothian Plan

Reducing inequality of educational provision and support for our learners.

3.5 Impact on Performance and Outcomes

Reducing inequality will impact on closing the gap and therefore outcomes for all.

3.6 Involving Communities and Other Stakeholders

Schools will work with parents and wider partners to ensure best use and allocation of support and resources.

3.7 Ensuring Equalities

This guidance should ensure ongoing equity for all pupils in Midlothian schools.

3.8 IT Issues

None identified.

4 Recommendations

Cabinet is requested to recommend:-

- Corporately endorsing this guidance as good practice in Midlothian Schools.

Date: 22 May 2017

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