

QUESTIONS RELATING TO THE ADDRESSING INCLUSION: EFFECTIVELY CHALLENGING HOMOPHOBIA, BIPHOBIA AND TRANSPHOBIA DOCUMENT PUBLISHED IN NOVEMBER, 2017

1. Confirm this document's status.

The status of this document is it is still current.

2. Is this an officially sponsored, and a currently supported and currently promoted Scottish Government document?

Production of this document was funded by the Scottish Government. The Scottish Government remains fully supportive of the document and its use.

3. It has Scottish Government clearly on the title page, when was this endorsed by the Scottish Government and by whom (name and title)?

The resource has been endorsed by the Scottish Government and Education Scotland. Endorsement would have taken place prior to publication when the final version was agreed.

An exemption under Section 38(1)(b) (personal information) of FOISA applies to information relating to the names of individuals.

4. Is this part of Respect for All documentation, officially? If not, why not. Please clarify.

This document is part of a suite of documents available. The full suite of documents is referred to in the guidance.

5. How much did, and has, this document cost the public in total (approximately)?

LGBT Youth Scotland received £9,990 to produce the resource and deliver online and localised practice seminars. The aim of the seminars were to build the skills and confidence of teachers to respond to and address homophobic, biphobic and transphobic bullying.

LGBT Youth Scotland were also received £7,822.50 in 2018/19 to deliver additional seminars.

6. As several references are out of date/incorrect (e.g. Data Protection Act 2018) has a new version been published, or when is it due?

As part of the Deputy First Minister's response to the Equalities and Human Rights Committee' report '[It's not Cool to be Cruel](#)', the Scottish Government is committed to reviewing and updating (where necessary) 'Respect for All' every five years, with the next review due in 2022. '[Addressing Inclusion: Effectively Challenging Homophobia, Biphobia and Transphobia](#)', will be considered as part of that review.

7. Please provide the name and link to the most current version of this guidance. Hopefully it has more range, less bias, and more intelligent and useful content.

['Addressing Inclusion: Effectively Challenging Homophobia, Biphobia and Transphobia](#).

8. Does no one comment on the amount of repetition, the lack of real content, the unsupported contentions, the questionable tone and bias - and the wasted space in such documents? (The meaningful parts could have been covered in two to four A4 pages max.)

Scottish Government documents are written and designed with the audience and accessibility in mind and follow our writing style guide, which is based on universal readability guidelines set out at <https://readabilityguidelines.co.uk/>. The Scottish Government also adheres to [W3C accessibility standards](#).

9. Please provide links to all the evidence bases for homophobia, biphobia, and transphobia disaggregated by topic and sex, in schools; the official professional empirical data (not lobby group 'studies' or claims) and from Police Scotland.

LGBT Youth Scotland were asked to produce this resource given their expertise and experience working with children and young people. Therefore, you may wish to ask LGBT Youth Scotland about evidence they considered as part of developing the resource and training.

The Scottish Government were clear '[Addressing Inclusion: Effectively Challenging Homophobia, Biphobia and Transphobia](#)' reflected all the main messages in '[Respect for All](#)'. A Working Group was established in 2015 to update 'Respect for All' and membership included experts from a number of organisations who had experience of working in this area including the Convention of Scottish Local Authorities (COSLA), Education Scotland, ENABLE, LGBT Youth Scotland, Stonewall Scotland, Youthlink Scotland, CELCIS, *respectme*, the Children and Young Person/s Commissioner Scotland (CYPCS), Police Scotland and SportScotland. Officials from across relevant government departments also contributed.

The Equality and Impact Assessment (EQIA) produced for Respect for All, outlines all the evidence considered against all the protected characteristics as part of the refresh. The EQIA is available at: <https://www.gov.scot/publications/equality-impact-assessment-record-national-approach-anti-bullying-scotlands-children-young-people/>

10. Who was responsible for quality review and for consideration of value for money?

Officials from the Scottish Government's Learning Directorate were responsible for quality review of value for money for this work.

In addition, Education Scotland reviewed the guidance and the Scottish Government's LGBTI Inclusive Education Working Group provided feedback.

11. Who in the Scottish Government was responsible for accepting this as an official document and part of Respect for All? Please the name and their department.

Officials within the Scottish Government's Learning Directorate would have accepted this as an official document as part of 'Respect for All'.

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12. Please the name and department of the person responsible for quality assurance, pertinently all law and legal references?

Officials within the Scottish Government's Learning Directorate would have been responsible for quality assurance and ensuring pertinence to law and legal references.

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13. I am particularly concerned with the representation, the interpretation of the UNCRC and international law, (which make no mention of genderism, transgenderism). It is best in such circumstances to simply state what is in the convention. Who was responsible in the Scottish Government for agreeing the interpretations?

Officials within the Scottish Government's Learning Directorate would have been responsible for agreeing interpretations of UNCRC and international law.

An exemption under Section 38(1)(b) (personal information) of FOISA applies to information relating to the names of individuals.

14. Who was/were the specialist(s) in Child Development responsible for reviewing and accepting this document under the Scottish Government's logo?

Officials within the Scottish Government's Learning Directorate and also Education Scotland were responsible for reviewing and accepting this document.

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15. Please links to documentation of high standard in support of GSA, Gender and Sexual Orientation Alliance Groups in schools? Pertinently link to the input of those who recommended this idea and the evidence in support of 'sexualities' having special groups in schools and for 'Gender' groups. I find the conflation of Gender and Sexual Orientation unexplained and inexplicable. (There are dangers in emphasising and promoting sexuality in schools.)

The Scottish Government does not hold this information.

You may wish to ask LGBT Youth Scotland or Stonewall Scotland.

16. Where is the evidence that there is such a thing as a transgender child or trans youth, in the physical biological sense? I see evidence of social contagion, of fashion, of attention seeking and of heavy funding by corporations and those with vested interest but I see no historical evidence or solid scientific support. Provide the bases, the empirical evidence and supporting arguments.

The Scottish Government does not hold this information. Information is widely available through research websites, for example <https://pubmed.ncbi.nlm.nih.gov/30416908/>.

17. Provide the evidence base for the Scottish Government position and their support of organisations promoting these ideas.

The Scottish Government does not hold this information.

18. Has it been considered that this document and documents like this are propaganda, actually indoctrination of the young re. Genderism? Please links to documentation/discussions on this problem.

The Scottish Government does not hold this information.

19. Please identify the medical and psychiatric expert opinions that the Scottish Government bases its position on.

The Scottish Government does not hold this information.

20. There is repeated condemnation of the use of the word gay, when used to mean stupid, cringe and so on. This is extremely heavy handed and supports the idea it is something special and serious, and very naughty. Also, gay when used to mean naff (from Polari, so a gay word) is interesting, and would pass out of fashion without such emphasis, instead it has been concretised. It is one of the very few examples. This I see as foolish. The obvious dangers in censoring language and interpreting intent and meaning should be clear to educators. I find the references to 'hate crime' most disturbing. Calling names and so on should be criticised and controlled but to label it or any action of the young 'hate crime' is again, dangerous and unworthy of a government or adults in 2020. Adults of maturity would suggest crime be criminal, and the threat that is so present and so deeply unpleasant in this document is why I write. Support for this policy, links and documentation from suitably qualified.

The Scottish Government does not hold this information.

21. So the evidence base for introducing the concepts of, and Hate and Prejudice Law and threat of prosecution (it is not clarified that it is mainly a statutory aggravator and what that means) into schools.

Relationships, sexual health and parenthood (RSHP) education is an integral part of the health and wellbeing area of the school curriculum in Scotland. The curriculum is not statutory and it is for local authorities and schools to decide how to deliver the curriculum based on local needs and circumstances. However, the Scottish Government is specific about the need for children and young people to gain knowledge appropriate to their age and stage of education. This aspect of the curriculum is intended to enable children and young people to build positive relationships as they grow older and should be presented in an objective, balanced and sensitive manner within a framework of sound values and an awareness of the law, including those on hate and prejudice as well as sexual behaviour.

22. Why is statutory aggravator and criminal acts not clearly explained and distinguished?

Please see the answer to 12 above.

23. What is the evidence base for the need for statutory aggravation multipliers with regards to young people? Please the arguments and the physical data.

The Scottish Government does not hold this information.

24. Is this publication recommended by the Scottish Government and or the Cabinet Minister for Education? Please provide dates and Inks. And if so, why? Provide the evidence based policy references.

Please see the answer to 3 above.