

# LGBTI Inclusive Education Working Group

Report to the Scottish Ministers

Fairness

Equality

Respect

Inclusion



Smarter  
Scotland  
Scottish  
Government

# LGBTI INCLUSIVE EDUCATION WORKING GROUP REPORT TO THE SCOTTISH MINISTERS

## **Life Gets Better Together**

By Jo Fitzpatrick, Nairn Academy Equality Forum

We don't feel safe anywhere: home, school, anywhere in between,  
We don't feel safe anywhere where there's another human near.  
It's a mix of lack of trust and support,  
Too many people bring us to fear.  
We live too much inside our heads,  
Where we can finally roam free.  
We know we don't belong where we are constantly judged,  
Just for being happy.

But love is too beautiful,  
To stay hidden in the closet.

A simple walk home can turn sinister, scary;  
We can still hear their whispers through our steady music's beat.  
That usually keeps us calm, keeps our heart in sync,  
But nothing can help us once our eyes meet.  
Your stares burn through our brain,  
You're inside our head once more.  
We blink back brutal tears,  
What are all of the names, stress, hatred for?  
No one can see what goes on in our mind,  
No one will see how we're breaking Inside.

Being gay isn't a choice,  
Being homophobic is.

Doors locked, curtains drawn,  
Sit in silence, safe in darkness.  
No one can notice our tear stained faces, the scarred memories in our minds.  
Then the cycle repeats, an ongoing battle in our brain,  
Forced to reflect on the day left behind.  
Yet there is never a dark moment for long in our hearts,  
Painted rainbow and full of colour.  
Throw wild parties to help us survive,  
The day, just done, much duller.

Too much blood flows from the wrists,  
Of those shamed for who they choose to kiss.

If only everyone were kind, accepting,  
Welcoming people like us with an open heart.  
Then we may feel less alone,  
Then we may feel more a part  
Of the society that we are forced to live in.  
And there are so many like us who are open.  
So many who are free,  
Can choose who they want to be.  
And we know friends are never apart,  
Maybe in distance but never at heart.

The beauty of standing up for your rights,  
Is seeing other stand as well.

LGBT  
Life. Gets. Better. Together.

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Scottish  
Trans



# **LGBTI INCLUSIVE EDUCATION WORKING GROUP REPORT TO THE SCOTTISH MINISTERS**

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## **LGBTI INCLUSIVE EDUCATION WORKING GROUP REPORT TO THE SCOTTISH MINISTERS**

At the SNP 2017 Spring Conference, Resolution 11 called upon the Scottish Government to set up a Working Group to take forward the Time for Inclusive Education (TIE) pledges. This resolution was passed overwhelmingly. On 19 April 2017, the Scottish Government set up the LGBTI Inclusive Education Working Group, in conjunction with the TIE Campaign, LGBT and other representative organisations, reinforcing its commitment to work towards LGBTI inclusive education.

These recommendations represent efforts to embed approaches to tackling prejudice towards LGBTI young people throughout the education system. Research published in the last five years<sup>1</sup> indicates that homophobia, biphobia, and transphobia remain an issue within education settings, and LGBTI young people themselves note feeling excluded from or underrepresented in their learning experience. In 2000, the Scottish Parliament repealed Section 2(a) (commonly referred to as S.28) of the *Local Government Act (1988)*, and there have been many strides towards equality taken since then including the publication of Respect for All, the national approach to anti-bullying. This addresses prejudice based bullying as a result of racism, sexism, prejudice and discrimination towards disability or faith and homophobia, biphobia or transphobia. However more needs to be done. These recommendations outline a series of national and local strategic actions which intend on redressing the balance and advancing LGBTI equality within Scottish education.

### **1. INTRODUCTION**

The LGBTI Inclusive Education Working Group recognises the efforts of some schools and local authorities to be increasingly LGBTI inclusive and values the roles of the third sector in supporting this work. We recognise more work needs to be done. This suite of recommendations represents the culmination of collaborative work between members of the LGBTI Inclusive Education Working Group from May 2017 until August 2018. These recommendations are in response to concerns raised by a wide variety of LGBT organisations and campaigners, and provide the Scottish Government with a policy framework towards implementing LGBTI inclusive education in all Scottish schools. Work associated with this suite of recommendations will begin at the earliest opportunity.

These recommendations use the acronym LGBTI (lesbian, gay, bisexual, transgender and intersex) to refer collectively to the three distinctive equality areas of sexual orientation, gender identity and variations of sex characteristics. It is recognised that some of the recommendations may be more relevant to sexual orientation and gender identity than to variations of sex characteristics. It is also recognised that equality and inclusion work for variations of sex characteristics (intersex) is at a much earlier stage of development than for sexual orientation and gender identity and may need further identification of specific approaches.

These recommendations are presented thematically.

#### **Legislation and National Framework**

Under the *Equality Act 2010*, the Scottish Ministers, SQA and Education Authorities are subject to the general equality duty, which requires due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations in the exercise of their functions.

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<sup>1</sup> LGBT Youth Scotland – Life in Scotland for LGBT Young People (2018); Time for Inclusive Education (TIE) – Attitudes Towards LGBT in Scottish Education (2016); and, Stonewall Scotland – School Report (2017).

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As listed authorities they are also subject to the specific duties imposed by *The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 (As amended)*.

SQA is Scotland's national body for qualifications (other than degrees) and its main functions are set out in the *Education (Scotland) Act 1996*.

SQA's core purpose is to set and maintain standards in education and training through the qualifications and assessment that are delivered in schools, in colleges, and in workplace learning. SQA's accreditation function sets and maintains standards for awarding bodies and the accredited qualifications in Scotland, such as Scottish Vocational Qualifications.

The public sector equality duty provides the framework for SQA to positively contribute to a more equal society through advancing equality and good relations in its day-to-day business.

These responsibilities set a clear expectation that public services must treat everyone with dignity and respect, and must prevent discrimination and promote equality. SQA aims to ensure its services are accessible to all, whoever they are, wherever they are and whatever their needs.

Curriculum for Excellence (CfE) is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The term curriculum is understood to mean everything that is planned for children and young people throughout their education, not just what happens in the classroom.

CfE includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement.

The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6). The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests.

Health and Wellbeing is one of the eight curricular areas in CfE. Its substantial importance is reflected in its position at the centre of the curriculum and at the heart of children's learning. Along with literacy and numeracy it is one of the three core areas that are the responsibility of all staff in the school.

All adults who work in schools have a responsibility to ensure the mental, emotional, social and physical wellbeing of the children and young people in their care. The '*Responsibility of All*' defines each practitioner's role in establishing open, positive, supportive relationships across the school community. Children and young people will feel that they are listened to and feel secure in their ability to discuss sensitive aspects of their lives. It includes promoting a climate in which children and young people feel safe and secure and modelling behaviour which promotes health and wellbeing and encouraging this in others. Educators can do this through a whole school approach using learning and teaching methodologies which promote effective learning and by being sensitive and responsive to the wellbeing of each child and young person.

Learning in Health and Wellbeing is designed to ensure children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for

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mental, emotional, social and physical wellbeing. Health and Wellbeing is not a single subject or class but is organised into six areas: Mental, emotional, social and physical wellbeing; Planning for choices and changes; Physical education, physical activity and sport; Food and health; Substance misuse; and Relationships, sexual health and parenthood (RSHP). Some areas are the responsibility of all staff in a school. Others have a specific focus, with links to other health and wellbeing organisers and other curriculum areas.

The existing RSHP guidance was published in 2014 and is statutory guidance under Section 56 of the *Standards in Scotland's Schools etc Act 2000*. It replaced the earlier guidance, *Conduct of Sex Education in Scottish Schools*. This applies to local authorities in relation to education about sex and relationships matters provided in the schools they manage and how such education is conducted. This revised guidance also reflects the need for discussion of all types of relationships as part of RSHP education to acknowledge that as a result of the *Marriage and Civil Partnership (Scotland) Act 2014* both opposite sex and same sex couples can marry.

The *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* places a duty on schools and local authorities to ensure health promotion is at the heart of a school's activities. A school is defined as health promoting if it provides activities, environment and facilities which promote physical, social, mental and emotional health and wellbeing of pupils in attendance at the school.

The General Teaching Council for Scotland (GTCS) is the independent, self-regulatory body for the teaching profession and has the statutory duty of keeping and maintaining the register of teachers and determining the education and training that is required to attain a teaching qualification.

The GTCS standards set out the requirements for initial teacher education, continuing professional learning and professional standards. Courses, training and standards are developed to respond to the changing needs of children and young people. The Scottish Government has, however, issued guidance for teachers on aspects of the curriculum, prepared in conjunction with the GTCS.

The self-evaluation tool '*How Good is Our School? 4*' (HGIOS? 4) was introduced in August 2016. This includes a safeguarding quality indicator and specific quality indicator on ensuring wellbeing, equality and inclusion. This supports schools to effectively evaluate their own practice and support self-improvement. A key component of most inspections is the evaluation of the quality indicator 3.1: Ensuring Wellbeing, Equality and Inclusion. The indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. Inspectors discuss with staff including guidance and pupil support their shared understanding of wellbeing and how targeted interventions and strategies deliver improved outcomes for children and young people, including LGBTI learners.

This Working Group has agreed the following series of recommendations that will comprise a new national framework to support consistent and effective delivery of LGBTI inclusive education in all Scottish schools. These recommendations are an alternative to legislation but the Working Group still considers legislation as an option should progress not be sufficient.

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## **2. RECOMMENDATIONS**

### **Implementation**

In taking forward these recommendations, it is paramount a joint approach be taken. This has been successful in the past to deliver a shared policy aim, for example more recently a joint approach has been taken forward on the setting of a national minimum level for school clothing grants and a new national funding package for Educational Psychologists. The Scottish Government and COSLA, as well as partners involved, have found this to be a beneficial way of achieving shared ambitions.

Following conclusion of the Working Group and submission of these recommendations to the Scottish Ministers, the Scottish Government and COSLA will begin to plan the practical delivery of the recommendations. Throughout this process, the LGBTI Inclusive Education Working Group will be asked to reconvene to act as an Implementation Group which will provide an oversight role.

Scottish Government, COSLA and partners will also develop a policy guidance document for local authorities and schools. This document will set out how the recommendations of the group will be implemented, with clear measures on how schools can take them forward at the practical level. The guidance would also be hosted on Education Scotland's National Improvement Hub, GLOW and will also be disseminated to partners for hosting on organisations' webpages.

### **Implementing Recommendations**

We recommend:

1. That the Scottish Government and COSLA publish a timetable for planned implementation.
2. That the LGBTI Inclusive Education Working Group agree the membership for an Implementation Group tasked with necessary development of resources and oversight of implementation.
3. That the Scottish Government and COSLA promote effective delivery of these recommendations, maximising reach and impact of all actions relating to this suite of recommendations, in order to achieve effective delivery of LGBTI inclusive education in all schools in Scotland.
4. That an intermediate guidance notice is promptly issued by the Scottish Government, in partnership with COSLA, to education authorities making clear that education should be LGBTI inclusive and encouraging schools to work collegiately and in partnership with their learners to enhance LGBTI inclusivity.
5. That the Scottish Government and local authorities engage with relevant and appropriate parent and carer groups, such as the National Parent Forum for Scotland (NPFSS), to take account of their views on how best to implement these recommendations.
6. That the Scottish Government and local authorities engage with LGBTI young people, learning from their views and experiences and working with them through a co-production approach to take account of their views on how best to implement these recommendations.

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### **General Recommendations**

We recommend:

7. That the Scottish Government develop National Guidance which clearly states expectations regarding LGBTI inclusive education and signposts teachers in any school in Scotland towards supporting resources. This links directly to this Working Group's recommendation regarding the update of *Conduct of Relationships, Sexual Health, and Parenthood Education in Schools (RSHP) (2014) Guidance* below.
8. That the existing 'Conduct of RSHP' Statutory Guidance (2014) is updated to use a 'thematic outcomes' based approach<sup>2</sup>. These outcomes will cover various themes relating to LGBTI equality and inclusion, including:
  - a. Understanding LGBTI terminology and identities;
  - b. Representations of LGBTI people and their relationships in ways which seek to deliver understanding and equality;
  - c. Recognising and understanding homophobia, biphobia, and transphobia<sup>3</sup> within school and their impact on wider society;
  - d. Tackling homophobia, biphobia, and transphobia<sup>3</sup> within school and their impact on wider society;
  - e. Understanding prejudice in relation to the LGBTI community and an awareness of the history of LGBTI equalities movements; and,
  - f. An understanding of respect, privacy and consent.
9. That this updated guidance is prioritised by the Scottish Government and delivered in the shortest possible timeframe, and in a manner that does not delay the implementation of this Working Group's other recommendations.
10. That the outcomes included within this updated guidance apply to all public schools in Scotland. The guidance may be followed by independent schools.
11. That the Scottish Government and COSLA work in partnership with relevant organisations and agencies to support effective and consistent local implementation of this updated guidance.
12. That the impact of the updated Conduct of RSHP guidance is evaluated within five years of publication, and appropriate steps put in place to adapt, continue and develop this work. This should be evaluated against agreed success criteria<sup>4</sup> and the impact on LGBTI learners considered.
13. That Education Scotland review and further develop age and stage appropriate LGBTI specific curriculum benchmarks within targeted curricular areas, in collaboration with existing partners of the LGBTI Inclusive Education Working Group and including LGBTI organisations, schools, and teachers.

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<sup>2</sup> There is a separate body of work currently being conducted regarding the development of a new RSHP teaching resource by the TASC (Scotland) Agency, but this would complement the inclusion of thematic outcomes within Conduct of RSHP Guidance.

<sup>3</sup> maintaining an awareness of emergent understandings of prejudice and discrimination against people with variations of sex characteristics/intersex bodies and how this may manifest in school environments. There is currently little understanding of how this materialises in schools; what prejudice and bullying might look like, what form it takes and how it is tackled.

<sup>4</sup> The success criteria should be agreed with the LGBTI Inclusive Education Working Group.

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14. That, at the next review of Curriculum for Excellence (CfE), Education Scotland will lead on developing LGBTI specific Experiences and Outcomes.<sup>5</sup>
15. In recognising the centrality of national qualifications in shaping educational discourse, that SQA and Education Scotland work with the Implementation Group to ensure appropriate inclusion of LGBTI matters in the development of new or adapted course specifications, and relevant guidance, across the curriculum.
16. That should the Implementation Group not see sufficient progress in local delivery of LGBTI inclusive education by the end of the current Parliamentary term, then the Scottish Government should consult them on further measures, including legislative options.

### **Professional Learning**

The Teacher Training Sub Group proposes two series of recommendations concerning Initial Teacher Education (ITE) and Career Long Professional Learning (CLPL). These should be seen as complementary.

#### ITE

The Sub Group recognises and values the work presently undertaken by ITE providers throughout the country, in relation to LGBTI matters. It recommends:

17. That the Scottish Government builds on the current practice of ITE institutions, and works with relevant partners to ensure a long term, sustainable approach to LGBTI inclusive education within ITE provision.
18. In partnership with all ITE providers, the Scottish Government continue to encourage work focussing on LGBTI awareness inputs<sup>6</sup>.
  - a. That these inputs should include existing<sup>7</sup> and future ITE providers;
  - b. That these inputs should enable and equip all ITE students with the skills and attributes to improve confidence to address LGBTI inclusive education within any educational setting;
  - c. That these inputs be designed to meet the needs of all ITE students embarking upon a career in any school in Scotland;
  - d. That within the individual context of each institution, and recognising their autonomy, all ITE providers maximise student teacher participation and engagement with these inputs; and,

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<sup>5</sup> Experiences and Outcomes (E's and O's) that sit within '*Health and Wellbeing (HWB) Responsibility of All*' span across all four levels to recognise the nature of development and learning in HWB. For many learners, progression in HWB is neither linear nor coherent. Life circumstances can change so quickly with a subsequent impact on mental, emotional, social and physical wellbeing that it does not make sense to assign levels in this aspect of HWB. However, the E' and O's should be regularly revisited through a wide range of relevant and realistic learning experiences to ensure that every child and young person is progressing in their development and learning. Children and young people should self-report on their progress using the wellbeing indicators. This should then open up a conversation with a key adult who knows the child really well.

<sup>6</sup> Currently, this is predominantly provided by LGBT Youth Scotland.

<sup>7</sup> Existing ITE providers are Royal Conservatoire of Scotland; University of Aberdeen – School of Education; University of Dundee, School of Education and Social Work; University of Edinburgh, Moray House School of Education; University of Glasgow; University of the Highlands and Islands; University of Stirling; University of Strathclyde – School of Education; and, University of the West of Scotland – School of Education. Two additional universities, Edinburgh Napier University and Queen Margaret University, will be offering ITE courses as of August 2019.

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- e. That these inputs should be monitored and evaluated, and when necessary updated, to ensure that they continue to meet the needs of all students.

19. That the Scottish Government continues to fund relevant work to support achievement of the above actions.

### CLPL

The Sub Group recognises the proposals of the LGBTI Inclusive Education Working Group will have implications for teachers, and as such recommends the development of suitable CLPL opportunities. It recommends:

20. That the Scottish Government fund sustainable CLPL provision on LGBTI inclusive education that is accessible to all teachers and school staff in Scotland.
21. That the Scottish Government lead and resource a new basic awareness LGBTI inclusion training course that will be suitable for all schools in Scotland. That this provision be developed in partnership with organisations currently represented on the LGBTI Inclusive Education Working Group.
22. That this CLPL provision be piloted in 2019 and an evaluation made of the impact. That, in light of evaluations and any necessary amendments, this new CLPL provision be available nationally during 2020; be free at the point of contact; and, where geographically possible, include face-to-face professional learning opportunities.
23. In taking these recommendations forward there should be engagement with SCEL and/or other appropriate representative leadership bodies.

We recognise this work is likely to lead to an increased demand for services provided by organisations already working in the field of LGBTI inclusion and equality, particularly more in-depth training courses or programmes<sup>8</sup>, and we therefore recommend the Scottish Government ensures adequate funding is in place to enable these programmes to continue to meet demand.

### **Practice and Guidance**

The Current Practice Sub Group recommends:

24. That the Scottish Government fund and work with relevant partners to review existing and support development of new teaching resources for LGBTI inclusive education in all Scottish public schools.
  - a. These resources should be developed in partnership with the Implementation Group;
  - b. These new learning resources should focus on LGBTI curricular inclusion and should include materials for all levels of the curriculum from early years to senior phase; and,

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<sup>8</sup> SCEL's rigorous endorsement process is designed to deliver this coherence and structure, and incorporates The Framework for Educational Leadership, the General Teaching Council for Scotland (GTCS) Standards and other national areas of focus including, the Model of Professional Learning, the National Implementation Framework, the Scottish Attainment Challenge and 'Improving Schools in Scotland report' (OECD, 2015). A programme that has been endorsed by SCEL has demonstrated that it is informed by the Model of Professional Learning and links effectively to relevant GTCS Professional Standards. This gives those who commission programmes comfort that they are purchasing and engaging with high-quality experiences for participants which have a long-term positive impact on leadership development.

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- c. These new learning resources should include a variety of teaching materials (such as short films and displays) and address a range of thematic areas including: LGBTI terminology and identities; LGBTI history, addressing prejudice and homophobic, biphobic, and transphobic bullying; LGBTI literature and lives; as well as examples of LGBTI inclusion for the context of subject specific teaching.
25. That the Scottish Government fund and work with relevant partners to support a new toolkit to enhance LGBTI inclusive education at a whole school level.
- a. This should include content on developing school policy, building staff confidence in addressing prejudice, dealing with incidents of bullying, engaging parents and carers, case studies and scenarios, and an overview of related policy and legislation<sup>9</sup>.
  - b. This toolkit should be used in conjunction with the recommendations on CLPL provision to direct staff to the new CLPL opportunities relating to LGBTI Inclusive Education.
26. That the Scottish Government commit to maximising the reach and impact of the new resources outlined in Recommendations 24 and 25 - ensuring they are effectively hosted and distributed, and through supporting implementation across schools in Scotland.
- a. That new and existing resources will be hosted on Education Scotland's National Improvement Hub.
27. That the Scottish Government seeks to identify and showcase existing emerging school-based good practice regarding LGBTI inclusive education.
- a. That identified good practice regarding LGBTI inclusive education is showcased on the National Improvement Hub and regularly refreshed<sup>10</sup>.
  - b. Building on existing LGBTI resources, the Scottish Government will work with Education Scotland and partners to provide a suite of resources to inform staff and education authorities on best practice to support transgender young people.
28. That the Scottish Government commits to ongoing evaluation of new resources to improve LGBTI inclusive education in schools across Scotland.
29. That the Scottish Government resource and invest in initiatives dedicated to advancing LGBTI inclusive education.

### **Monitoring and School Inspections**

We recommend:

30. Education Scotland train further all school inspectors at an appropriate level, ensuring school inspectors are able to engage in professional dialogue about LGBTI equality and inclusion and have an understanding of what LGBTI inclusive education looks like within different educational settings such as: early learning and childcare and schools.
31. That Education Scotland collaborate with members of the Implementation Group by 2021 to co-develop specific LGBTI prompt questions for use during all standard school inspections.

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<sup>9</sup> This can be adapted from existing resources including the '*Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying in Scottish Schools*' (2009) published by Learning Teaching Scotland, produced by LGBT Youth Scotland and funded by the Scottish Government.

<sup>10</sup> Case studies should be presented using a range of formats, including written and visual.

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32. The Implementation Group develop evaluative approaches concerning LGBTI inclusion to inform the review of these recommendations, such as thematic inspection.

**Recording of Bullying**

We recommend:

33. That the Scottish Government should review the impact of the new procedures for monitoring and recording bullying incidents<sup>11</sup>.

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<sup>11</sup> The Recording and Monitoring of Bullying Incidents in Schools Working Group will oversee this process.

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### **3. REMIT, TERMS OF REFERENCE OF THE WORKING GROUP AND STRATEGIC WORK PLAN**

#### **Remit**

Working together to improve the education experience of LGBTI young people is essential to ensuring all children and young people gain knowledge appropriate to their age and stage of education. This is intended to enable children and young people to build positive relationships as they grow older and should present facts in an objective, balanced and sensitive manner within a framework of sound values and an awareness of the law.

This Working Group sits within a wider policy context of Health and Wellbeing in the Curriculum for Excellence which includes Getting It Right For Every Child (GIRFEC), the Early Years Framework, Children's Rights and the Building Safer Communities programme which collectively contribute towards the Government's aim of making Scotland the best place in the World to grow up.

The remit of this Working Group is to:

- facilitate joined up thinking and discussion to provide advice and recommendations to Scottish Ministers on the concerns and pledges of the Time for Inclusive Education (TIE) Campaign on how to improve the inclusive education experience for LGBTI young people; and,
- developing a consensus on its conclusions and recommendations within an equalities framework which recognises children and young people's rights within intersecting identities.

In carrying out its remit, the Working Group will have responsibility for considering the following:

- identifying improvements that could be made to existing guidance, practice and conduct in the teaching of LGBTI issues;
- exploring aspects of communication, including:
  - any requirement for further clarity and advice for practitioners in delivering LGBTI inclusive education; and,
  - pupil and parental involvement; and,
- identifying realistic, deliverable recommendations to deliver the improvements considered necessary.

#### **Timescales and responsibilities**

##### Timescales

The Working Group will be responsible for setting its own timescale for exploring options and making its recommendations to Scottish Ministers. It is likely that the Group will require to meet a number of times over the first few months in order to prioritise and fully consider the key topics it identifies.

##### Responsibilities

In addition to attending meetings, members may be expected to obtain feedback from their organisations in order to progress the work of the Group. Members should expect that some of this work could take place out-with meetings.

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There will be flexibility for the Working Group to influence the agenda of meetings but the Working Group will focus on delivering its Terms of Reference. Particular tasks may warrant the establishment of sub-groups, consisting either of a subset of Working Group members or involving co-opted others, which will be agreed by the Working Group depending on how priorities progress.

### **Governance and Membership**

The Working Group will be chaired by Colin Crawford, Head of Inclusion at Glasgow City Council, representing the Association of Directors of Education (ADES). Members of the Working Group have been selected as key representatives of the LGBTI and education sectors.

#### **Organisations represented**

COSLA  
Education Scotland (ES)  
Educational Institute of Scotland (EIS)  
Equality and Human Rights Commission (EHRC)  
LGBT Youth Scotland  
National Parent Forum of Scotland (NPFS)  
*respectme*  
School Leaders Scotland (SLS)  
Scottish Catholic Education Service (SCES)  
Scottish Trans Alliance  
Stonewall Scotland  
Time for Inclusive Education (TIE)

Secretariat will be provided by Scottish Government officials from the Learning Directorate's Support and Wellbeing Unit.

### **Working environment**

The on-going success of the working group will depend upon mutual trust and respect and may, at times, require a degree of sensitivity around discussions in seeking to arrive at a consensus and, ultimately, provide advice to Scottish Ministers. Open and frank discussion will be encouraged and supported with a general summary of key discussion and action points produced by secretariat following meetings.

In order to support this open environment, the use of social media during and after meetings cannot be permitted. It will be the role of the Working Group to agree all communications and narrative in relation to the work of the group.

# STRATEGIC WORK PLAN

Aim	Primary Drivers	Secondary Drivers	Improvement proposals
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">A fully LGBTI inclusive education is delivered for all children and young people.</p>	<p>P1. All education staff professionally trained, confident and capable of delivering inclusive LGBTI education.</p>	<p>S1. Initial teacher training which gives teachers confidence, knowledge and skills to deliver inclusive LGBTI education and support LGBTI learners. S2. Career long professional development which ensures teachers maintain their awareness of current LGBTI issues for learners, sustaining their confidence to teach.</p>	<p>IP1. Specific LGBTI training modules during Initial Teacher Education (ITE) and for existing teachers and school staff, which focus on the needs of LGBTI learners &amp; the issues faced. Must be accessible for all with flexible learning opportunities. IP2. Specific LGBTI training modules as part of Career Long Professional Learning for existing teachers. Must be accessible for all with flexible learning opportunities. IP3. Current LGBTI resources to be collated and best practice distributed, gaps identified and new resources produced and made available for teaching staff as part of ITE and Career Long Professional Learning. IP4. New LGBTI resources produced for use in schools and made available on the national improvement hub, school intranet GLOW and national online platforms.</p>
	<p>P2. All education establishments ensure an ethos and culture of LGBTI inclusion, participation and positive relationships across the whole community of learners.</p>	<p>S3. Head teachers and senior school staff demonstrate strong leadership in promoting LGBTI awareness and inclusion in schools to deliver long term societal change. S4. Schools understand and support LGBTI young people and their families through direct engagement. S5. Whole school community establishes positive and inclusive culture by embracing LGBTI identities.</p>	<p>IP5. Improve training for head teachers and senior management to build their understanding of the needs of LGBTI young people, to help them promote a fully inclusive environment in their schools. IP6. Collaboration hub/platform identified for information sharing for teachers. IP7. New school resource produced for teachers - Addressing Inclusion: Effectively challenging homophobia, biphobia and transphobic guidance. IP8. A school resource produced to help schools develop and run pupil-led LGBTI groups and committees to better support and improve school awareness. IP9. A school resource produced to help include and support transgender identities and non-binary pupils.</p>
	<p>P3. All education establishments take effective action to prevent and tackle homo/bi/trans phobic bullying and anti-LGBTI prejudice, building a positive and safe culture.</p>	<p>S6. All schools ensure that the teaching of LGBTI issues and identities is embedded within educational approach. S7. All schools have an anti-bullying policy in place that is well understood and used by all school staff. S8. All schools take action to prevent bullying and record bullying incidents - identifying and recording the cause, including any prejudice. S9. All schools recognise children and young people's rights and promote a culture that embraces diversity.</p>	<p>IP10. Scottish Government issues refreshed national anti-bullying strategy in 2017. IP11. Scottish Government introduces a new approach for all local authorities and schools to record all bullying incidents, and any links with prejudice. IP12. Toolkit for Teachers on dealing with and addressing homophobic bullying is updated to include trans and bi identities and made available to all schools. IP13. The school information management system, SEEMiS, is reviewed / updated to help schools record and respond to incidents of bullying.</p>
	<p>P4. School leaders at all levels deliver and evidence an inclusive educational environment for all LGBTI learners.</p>	<p>S10. Head teachers and senior management in schools demonstrate strong leadership in promoting LGBTI awareness and inclusion in schools to deliver long term societal change. S11. School inspections evaluate schools' approaches to LGBTI equality and inclusion.</p>	<p>IP14. Improve training for head teachers and senior management to build their understanding of the Equality Act and the needs of LGBTI young people, to help them promote a fully inclusive environment in their schools.</p>
	<p>P5. A national approach delivers a consistent provision of LGBTI inclusive education in all schools.</p>	<p>S12. Scottish Government leads action to improve and sustain LGBTI learning experiences in schools. S13. Local Authorities commit to and support the improvement and implementation of LGBTI-inclusive education in their schools. S14. Head teachers and senior management in schools demonstrate strong leadership in promoting LGBTI awareness and inclusion in schools.</p>	<p>IP15. Improve Curriculum for Excellence (CfE) as to how it embeds LGBTI issues, identities, history and culture. IP16. Investigate with Education Scotland how to improve the Health and Wellbeing benchmarks for LGBTI interests across Curriculum for Excellence. IP17. Education Scotland trains inspectors further in evaluating equality outcomes for all protected characteristics including LGBTI identities. IP18. Inspectors evaluate schools' approaches to ensuring wellbeing, equality and inclusion including LGBTI learners. IP19. Explore the possibility of the introduction of new legislation in order to underpin the implementation of LGBTI-inclusive education. IP20. Young people are consulted on their experiences of LGBTI inclusive education.</p>
	<p>P6. Parents and wider communities understand the value of LGBTI inclusive education.</p>	<p>S15. Parents and carers are engaged and understand LGBTI issues. S16. Parents and carers understand the action being taken in schools to deliver an LGBTI inclusive educational experience for all.</p>	<p>IP21. Engage with parent and carer organisations and their networks to improve understanding and awareness of LGBTI issues for young people, including sharing examples of experiences of LGBTI young people, their families.</p>

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### **4. SUB GROUPS**

#### *Teacher Training Sub Group*

Led by the TIE Campaign, this Sub Group engaged with teachers, universities, GTCS, and EIS on professional learning. They considered, separately, Initial Teacher Education and Continued Professional Development.

This Sub Group took forward work under the following improvement proposals: IP1, IP2, IP3, IP5, and IP14.

#### *Current Practice Sub Group*

Led by LGBT Youth Scotland, this Sub Group scoped out current practice and curriculum mapping. In doing so, they considered using youth-led approaches and school-based LGBT groups. They circulated examples of good practice as part of their deliberations.

This Sub Group took forward work under the following improvement proposals: IP4, IP6, IP7, IP8, IP9, IP10, IP12, and IP20.

#### *Teacher Advisory Panel*

Led by the Scottish Government, this Sub Group advised on curricular inclusion and LGBTI inclusive practice in schools. They were a virtual Group who consisted of representatives from across Scotland from both primary and secondary sectors, and included teaching trade unions.

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**5. ACKNOWLEDGEMENTS**

We are grateful to Jo Fitzpartick at Nairn Academy for allowing us to use “Life Gets Better Together”, thank you!

We are also grateful to the teachers, who comprised the Teacher Advisory Panel, for their counsel and advice as the recommendations developed.

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**6. GLOSSARY OF TERMS**

<b>Term/Acronym</b>	<b>Definition</b>
<b>ADES</b>	Association of [Local Authority] Directors of Education in Scotland.
<b>Bi</b>	Bi is an umbrella term used to describe an emotional, romantic and/or sexual orientation towards more than one gender.  Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, bi-curious, queer, and other non-monosexual identities <sup>12</sup> .
<b>Biphobia</b>	Discriminatory or prejudiced actions or ideas related to someone's actual or perceived bisexual orientation.
<b>CfE</b>	Curriculum for Excellence, Scotland's curriculum for all children and young people aged 3-18.
<b>CLPL</b>	Career Long Professional Learning.
<b>COSLA</b>	The Convention of Scottish Local Authorities.
<b>Current Parliamentary Term</b>	May 2016 to May 2021.
<b>EIS</b>	The Educational Institute of Scotland.
<b>Gay</b>	Refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian.
<b>GIRFEC</b>	Getting it Right for Every Child.
<b>Homophobia</b>	Discriminatory or prejudiced actions or ideas related to someone's actual or perceived sexual orientation.
<b>Intersex</b>	Intersex is an umbrella term which can be used for people who are born with variations of sex characteristics which do not always fit societies perception of typically male or female bodies. Intersex is not the same as gender identity (our sense of self) or sexual orientation (who we are attracted to), but is about the physical body we are born with.
<b>ITE</b>	Initial Teacher Education
<b>Lesbian</b>	Refers to a woman who has an emotional, romantic and/or sexual orientation towards women.
<b>LGBTI</b>	Lesbian, Gay, Bi, Trans and Intersex.
<b>National Improvement Hub</b>	Education Scotland's online teaching resource platform.
<b>NPF</b>	National Parent Forum.
<b>Public Schools</b>	Local authority run denominational and non-denominational schools in Scotland.
<b>Respect for All</b>	The national approach to anti-bullying in Scotland.
<b>RSHP</b>	Relationship, Sexual Health and Parenthood Education taught in schools.
<b>SCES</b>	The Scottish Catholic Education Service.
<b>SG</b>	The Scottish Government.
<b>SLS</b>	School Leaders Scotland.

<sup>12</sup> Definition from Stonewall Scotland's Glossary of Terms (<https://www.stonewallscotland.org.uk/help-advice/glossary-terms>, August 2018)

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<b>SQA</b>	The Scottish Qualifications Authority.
<b>TIE</b>	Time for Inclusive Education Campaign.
<b>Transgender / Trans</b>	Inclusive umbrella terms for anyone whose gender identity or gender expression does not fully correspond with the sex they were assigned at birth. Trans people may describe themselves using a wide variety of more specific terms, including (but not limited to) trans women/girls, trans men/boys, non-binary people and cross-dressing people.
<b>Transphobia</b>	Discriminatory or prejudiced actions or ideas related to someone's actual or perceived gender identity or gender expression.
<b>VSC / Intersex</b>	<p>There are many Variations of Sex Characteristics. A person may be born with a variation in physical sex characteristics; reproductive and sexual anatomy, configurations of genetic chromosomal or hormonal makeup and/or secondary sex characteristics. These variations may mean that some people's bodies may not fall within the binary of typically male or female.</p> <p>There are over 40 variations of sex characteristics and all are congenital (from birth). Though all variations are congenital, they are not always discovered at birth and may be discovered at puberty, when exploring fertility, or for some, may not be discovered at all.</p> <p>Intersex is an umbrella term which can be used for people who are born with variations of sex characteristics which do not always fit societies' perceptions of typically male or female bodies. Intersex is not the same as gender identity (our sense of self) or sexual orientation (who we are attracted to), but is about the physical body we are born with.</p>



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