Raising awareness of LGBT issues within voluntary, community and sports sectors

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NSPCC
Today’s presenters

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Webinar instructions

Minimise control panel
Webinar instructions

Mute (you will remain muted for this webinar)
Webinar instructions

Full screen
Webinar instructions

Type here to ask a question, then press ‘send’
Aims of the webinar

• Raise awareness of LGBT issues within voluntary, community and sports settings

• Provide information on terminology, LGBT History Month, key legislation and research findings

• Provide examples of best practice

• Provide the opportunity to consider trans issues more in-depth
Terminology

- Most common terms are:
  - Lesbian
  - Gay
  - Bisexual
  - Transgender

- Most people find these are acceptable words to use but you may also encounter those who use other terms. Including
  - Questioning (or Queer)
  - Intersex

- It is important to use terminology that individuals are comfortable with and not to use language that is offensive.

- Links to more information on terminology is available at the end of the presentation
LGBT History Month

- Opportunity to learn more about the histories of lesbian, gay, bisexual and transgender people in the UK.

- Recognising that the lives and achievements of LGBT people have been hidden, stereotyped and distorted.

- Aims to replace ignorance with knowledge and understanding.

- A different focus each year – 2015: Hidden Histories and Coded Lives
Some key changes in legislation over recent years includes:

- Civil Partnership Act 2004 – allowed same sex couple to the same rights as those enjoyed by heterosexual couples in marriage
- Gender Recognition Act (2004) – enables trans people to apply to be recognised in the eyes of the law as their acquired gender
- UN Convention Rights of the Child – specifically articles 2, 19, 28, 29, 30
- The Equality Act 2010 – pulls together wide range of equality and diversity legislation into one act
- Transgender action plan – government launched this in 2011
- Protection of Freedoms Act 2012 – legislation to disregard consensual gay sex convictions
- Marriage (Same Sex Couples) Act 2013 – extends marriage to same sex couples
What we know

- Over the next few minutes we’ll have a look at what different pieces of research have shown us about LGBT people’s experiences in the UK.

- As we go along, please send through any questions and we’ll try to answer them at the end or put them on our websites as FAQs.

- Firstly, a quick question…
Poll
Poll answer

13
What we know

Youth Chances Report – The Metro Centre Ltd, January 2014

• 6,514 young people aged 16-25 including 956 young trans people
• Trans young people face high levels of disadvantage and discrimination and report lower overall satisfaction with their lives.
• 36% of trans respondents agreed with the statement ‘In most ways my life is close to my ideal’, compared to 47% of LGBQ respondents and 51% of heterosexual non-trans respondents.
• Approximately half of trans respondents have not told parents or siblings that they are trans and 28% have not told anybody.
• Over a third of LGBTQ young people (34%) are not able to be open about their sexuality or gender identity at a sports club they are involved in.
• 90% of the LGBTQ sample agreed that discrimination against transgender people is still common.
• Of the respondents who identified as trans, 35% thought of themselves as male, 35% as female and 30% thought of themselves in another way.
What we know

*Capturing Journeys*, Gendered Intelligence, 2011

- 40 young people aged 13-25
- 40% were not ‘out’ as trans in their everyday lives, including their education, workplace, home life or within their local settings
- Almost a third were suffering or had suffered from depression
- Almost two thirds described themselves as having low confidence, insecurities and low self-worth
- Over half said they felt socially anxious regularly
- Almost a third were currently self-harming or had self-harmed at some time in the last 6 months.
Poll answer

96-99%
What we know

The School Report (Stonewall - 2012)
*Exploring the experiences of young gay people in Britain's schools*

- 55% of lesbian, gay and bisexual pupils have experienced direct homophobic bullying
- 3 in 5 gay pupils who experience homophobic bullying say that teachers who witness the bullying never intervene
- 32% of gay pupils experiencing bullying change their future educational plans because of it - 3 in 5 say it impacts directly on their school work
- 41% gay young people have attempted or thought about taking their own life directly because of bullying - 41% have self-harmed
What we know

Homophobic hate crime (Stonewall – 2013)
The Gay British Crime Survey 2013

• 1 in 6 lesbian, gay and bisexual people experienced a homophobic hate crime or incident in the previous three years
• 1 in 10 experiencing a homophobic hate crime or incident were physically assaulted
• Almost 1 in 5 victims were threatened with violence or the use of force
• 1 in 8 victims experienced unwanted sexual contact
• 1 in 8 victims have had their home, vehicle or property vandalised
• Half of those who experienced a hate crime or incident said that the perpetrator was a stranger aged under 25
Poll

Webinar
Poll answer

3.7
What we know

Gay in Britain (Stonewall – 2013)

Lesbian, gay and bisexual people’s experiences and expectations of discrimination

• 8 in 10 would expect to face barriers if they applied to become foster parents
• 3 in 5 expect their child would be bullied in primary school if it were known that the child had gay parents. More than 4 in 5 expect the same for a child in secondary school
• 1 in 8 young people aged 18 to 24 expect to be treated worse than heterosexual people by their GP
• More than 6 in 10 gay and bisexual men and 4 in 10 lesbians and bisexual women expect to experience homophobia if they take part in a team sport and are open about their sexual orientation.
• 57% say there is ‘too little’ portrayal of LGB people on television and 49% think current portrayal of LGB people on UK television is unrealistic.
• 26% of LGB workers are not at all open to colleagues about their sexual orientation
Best practice

• treat everyone with respect and fully implements equal opportunities and tackles homophobia and transphobia in the same way as racism, sexism and other forms of discrimination

• anti-bullying policies take into account LGBT issues and are visible within the group setting

• the images the organisation presents and displays reflect LGBT diversity

• practices are open and inclusive and do not automatically assume that everyone is heterosexual or cis-gendered (non-trans)

• mainstream services are available to everyone
Best practice

• positive action is taken to attract a representative group of young people to attend

• the service undertakes sensitive monitoring of sexuality

• staff have LGBT awareness training and understand the needs and vulnerabilities that LGBT young people have

• staff teams reflect the diversity in the community in terms of sexuality and gender as well as race, religion, ability, age, etc.

• there is knowledge within the organisation about the range of LGBT facilities and resources available – both nationally and in the local community.
Best practice

Stonewall’s *Gay in Britain* make some specific recommendations for the sports sector

- Schools and youth sports clubs should tackle homophobic bullying on the sports field and encourage lesbian, gay and bisexual young people to participate in team sports, laying the foundation for them to be active adults.
- Sports teams and associations should promote a zero tolerance approach to homophobic abuse both on and off the playing field.
- National Governing Bodies of sport should promote the participation of lesbian, gay and bisexual people at all levels by training coaches and officials to tackle homophobic abuse and by supporting and celebrating gay athletes
- NGBs should make a public commitment to eradicate homophobia from their sport and encourage senior spokespeople and high profile athletes to champion the issue
A Brief Introduction to ‘Trans’

Gendered Intelligence

- Community Interest Company est. 2008
- Work with trans community and all those who impact on trans lives; specialise in supporting young trans people 11-25
- **Vision**: a world where people are no longer constrained by narrow perceptions and expectations of gender, and where diverse gender expressions are visible and valued
- **Mission**: To increase understanding of gender diversity in creative ways
What is ‘Trans’?

- An umbrella term that describes the whole spectrum of those who feel that the sex and gender they were assigned at birth does not match or sit easily with their sense of self.
- Encompasses many different identities – transsexual, transgender, transvestite and ‘non-binary’ people – anyone who challenges gender norms.
- Only some people choose medical intervention, and may not choose to have all available procedures.
Understanding gender diversity in creative ways...
Poll answer

False
A Brief Introduction to ‘Trans’

Our Picture of Sex and Gender

- Culture assumes sex and gender are a simple male/female, either/or, ‘binary’ picture
- Key cultural assumptions:
  - Only male/female
  - Physical sex automatically determines gender identity
  - Sex and gender are fixed at birth and cannot change
- 1 in 200 people are born physically different from the typical male/female pattern – intersex people
- 1 in 100 people fall under the broad trans umbrella
'It's Pronounced Metrosexual'

Sorry, Teacher, but where do the kids whose most salient identity isn’t gender and instead self-identify as “awesome” line up?
A Brief Introduction to ‘Trans’

Young Trans People – Good Practice (1)

- Thinking through gendered habits / arrangements and making changes:
  - Use the person’s new name, pronouns and title
  - Update records
  - Provide a gender-appropriate uniform / sports kit
  - Provide access to appropriate loos/changing rooms
  - Learning / using preferred terms and language
  - Avoid collective gendered language / arbitrary gender based segregation (e.g. ‘girls on the left, boys on the right’)
- Apologising for mistakes, correcting them, moving on
Poll

Understanding gender diversity in creative ways...
Poll answer

False

Understanding gender diversity in creative ways...
A Brief Introduction to ‘Trans’

Young Trans People – Good Practice (2)

- Considering areas where you might need to put in some extra thought / go the extra mile:
  - Ensure full access to experiences (trips, sports)
  - Enable access to medical appointments
  - Take confidentiality seriously – don’t ‘out’ people unnecessarily
  - Named support person to go to with worries
- Becoming confident to challenge existing practices and champion your young person’s rights

- Be intelligent about gender!
A Brief Introduction to ‘Trans’

Gendered Intelligence Services

- Professional training and consultancy
- Youth activities - regular meetings and projects for 11-25 year olds – London, Leeds, Bristol
- Support in educational settings - mentoring; schools workshops, assemblies, lessons
- Events for parents and other SOFFAs
- Projects, events and conferences
- A range of booklets, publications, DVDs and other resources

Gendered Intelligence (GI)
http://genderedintelligence.co.uk

Understanding gender diversity in creative ways...
Any questions?
Useful resources

Gay! Get over it! A pupils' guide: Advice for students (Stonewall 2013)
http://www.stonewall.org.uk/other/startdownload.asp?openType=forced&documentID=3927

Cornwall Schools Transgender Guidance
Intercom Trust, 2012
A good example of how to include and make appropriate provision for young trans people in a school environment – could easily be used more widely
www.intercomtrust.org.uk/resources/cornwall_schools_transgender_guidance.pdf

Trans staff and students in HE (revised)
Equality Challenge Unit, May 2010
www.ecu.ac.uk/publications/trans-staff-and-students-in-he-revised

Schools Project homophobic and transphobic bullying and hate crime
CPS (Crown Prosecution Service) North West in conjunction with Gendered Intelligence, Stonewall and the Ministry of Justice
Full teacher pack including videos information and lesson plans
www.cps.gov.uk/northwest/get_involved/hate_crime/schools_project_lgbt_hate_crime/
Useful resources

Youth Chances
A survey of the experiences of LGBTQ young people in England and the commissioners and service providers responsible for the services they need
The Metro Centre Limited, University of Greenwich, Ergo Consulting, January 2014
http://www.youthchances.org/

Voluntary and Community organisations

Equality Act 2010: What do I need to know?
A quick start guide to gender reassignment for voluntary and community organisations
Equality and Diversity Forum (EDF) / Government Equalities Office, Aug 2010
Useful sites

Child Protection in Sport Unit (CPSU)
http://www.thecpsu.org.uk

Safe Network
http://www.safenetwork.org.uk

Gendered Intelligence (GI)
http://genderedintelligence.co.uk

Stonewall
http://www.stonewall.org.uk

Inclusion For All (IFA)
http://www.inclusionforall.co.uk/

ChildLine
http://www.childline.org.uk/
Thank you