

LGBTQ Young People
in South Gloucestershire

RESEARCH REPORT

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ABOUT THE AUTHOR

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ABOUT THE DIVERSITY TRUST

The Diversity Trust ("The Trust") is a social enterprise influencing social change to achieve a fairer and safer society. The Trust works across all sectors including corporate, public and social purpose. The Trust are equality, diversity and inclusion specialists, working across key equality, diversity and inclusion policy areas. The Trust provides consultancy, engagement, research and training.

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Introduction

In September 2014 we published a needs assessment for South Gloucestershire Council exploring some of the barriers Lesbian, Gay, Bisexual and Trans (LGB and Trans) people experience when accessing a range of services. A total of 125 people contributed to the study. This report is available to read [here](#).

We made a number of recommendations including:

→ Increasing engagement with LGBTQ young people in South Gloucestershire.

As a result, and with the support of CVS South Gloucestershire and Merlin Housing Society, we have carried out additional interviews and focus groups with 30 LGBTQ young people aged 14-24. We spoke to young people from across the area including: Chipping Sodbury, Downend, Filton, Kingswood, Thornbury and Yate.

Key Findings

- LGBTQ young people have a unique and complex set of needs which are hard to meet through generic support services;
- LGBTQ young people struggle to find specific support to help them safely explore their gender identity and / or their sexual orientation; including feelings about sex and relationships;
- LGBTQ young people reported often experiencing negative attitudes and comments from some professionals when accessing services, especially amongst those LGBTQ young people still in full-time education;
- LGBTQ young people told us they often feel unable to express themselves and talk openly about how they feel about gender identity and / or sexual orientation;
- LGBTQ young people face bullying and hostility, sometimes at home, at school and sometimes in social situations;
- Bullying and hostility impacts on self-esteem and mental health, and can affect young people's ability to achieve at school, college or in the workplace;
- Feelings of isolation are common amongst LGBTQ young people especially before they find other LGBTQ young people for social and support;
- Many LGBTQ young people seek support, and belonging to community, in bars and clubs. These environments may expose young people to risk factors including alcohol and substance misuse;
- There is currently no provision, of specialist or targeted services in South Gloucestershire, to specifically support LGBTQ young people.

National Research

Research from Stonewall¹ and Youth Chances² indicates that LGBTQ young people are more likely to experience adverse mental health and wellbeing outcomes than other young people:

- 74% of LGBTQ young people have experienced name-calling;
- 45% have been harassed, threatened or intimidated;
- 56% have deliberately harmed themselves, known as self-harm;
- 23% have attempted suicide;
- Substance misuse is 2.5 times higher than the general population of young people.

“I was feeling suicidal and the counsellor asked me about “transvestism”. I am not a transvestite. I am transgender.”

(Bisexual, Trans woman, aged 19)

Research has shown that over half of LGBTQ young people would like to go to a specific youth group for LGBTQ people. However, 72% do not have access to an LGBTQ youth group or don't know whether one exists in their area.¹

“I would use an LGBT youth group, it would be nice to know that the support is out there when I needed it.”

(Pansexual, Trans Man, aged 16)

“I think setting up LGBT groups is a very good thing because I think even gay people, transgender people, bisexual people, whatever you are, I think if you get to talk to others. There's transgender people who are uncomfortable with themselves and there's gay people who are uncomfortable with themselves and you know there's all kinds of people who are uncomfortable with themselves. But if they talk about it they get to understand it for themselves and are not going to be so uncomfortable with themselves. It makes it a lot less difficult for them to accept themselves. I think if you accept yourself and you are fine with who you are and you know who you are then honestly what other people say to you isn't going to hurt because you know who you are. You know how you feel about things, you know that inside you're...you're not wrong for feeling the way that you feel.”

(Trans young person, aged 14)

Young People's Experiences

Through our consultation and engagement we have found that LGBTQ young people often encounter discrimination because of their gender identity and / or their sexual orientation. Some LGBTQ young people have experienced negative attitudes and comments, sometimes

1 http://www.stonewall.org.uk/at_school/education_resources/7957.asp

2 <http://www.youthchances.org>

from professionals, including using stereotypes and not using inclusive language. Schools and colleges remain one of the last places where biphobia, homophobia and transphobia, bullying and use of inappropriate and offensive language, often goes unchallenged.¹

“I was assaulted quite badly last year and that was dealt with very badly at school. The person who did it did go to court and I had to go as a witness and just before there were so many different events and incidents and threats to my life and suggestions that I should commit suicide. At school there was writing in the toilets saying that I ought to hide, I had better hide.”

(Trans young person, aged 14)

“At primary school, we did highlight the bullying to the head teacher on numerous occasions, and it was pretty much ignored. It was ignored, totally ignored.”

(Parent of Trans child, aged 14)

These incidences have a profound affecting on the mental health and wellbeing, and can significantly increase feelings of isolation. There is an increase in suicidal ideation (suicidal thoughts and feelings) and suicide attempts amongst LGBTQ young people.

“They were not clued up about LGBT issues. I told them about my suicide attempts and they didn't take me seriously.”

(Bisexual woman, aged 19)

“I used to have really bad self harming. It got very dangerous and I could've got seriously injured. I still have the scars to this day and that's a massive impact on me because I can't go out wearing certain things because I don't want someone to see it and I don't want someone to see my scars. I know that a lot of them are never going to disappear and they take up a lot of my body. That's already had a major impact on me and I'm not going to be able to do some things in my life that I've wanted to do and I'm never going to be able to do them just because of that. I could go out and there could be scars showing and but then I get judged by people for that and given my high anxiety already, it makes me even more uncomfortable. So it's almost like I shouldn't go out because it's so stressful, I feel like I'm losing my hair. It just has so...a multitude of different...”

(LGBTQ young person, aged 15)

We have highlighted, a major factor contributing to young people's feelings of isolation. In young people's experience, biphobia, homophobia and transphobia, has not been dealt with effectively in schools, colleges and other settings, as well as throughout services. The experience of LGBTQ young people's lives are often not understood by those supporting them both personally and professionally.

“I was told it was “just a phase”. I came out with depression. I wasn’t able to communicate with my parents or my counsellor. My counsellor told me they weren’t “qualified” to deal with Lesbian relationships. They haven’t done the research, you have to explain it to them.”

(Lesbian, aged 17)

“They just haven’t been taught that there are going to be people like me in the world and there are LGBT people out there and there’s quite a lot of people who are LGBT. It’s just not ok to go up to someone and say something to them about who they are...it might have been acceptable years ago but it’s changed and there’s a lot more LGBT people in the world that are out and happy with being themselves. I think it’s just because they haven’t been taught in school, they haven’t understood and they haven’t been taught about it and told it shouldn’t be socially acceptable to degrade people based on their sexuality or for who they are. I think in school they haven’t been told that. Schools tend to care more about academics, what grades their kids are getting and how they look as a school to Ofsted... it’s just not as important to...to highlight that there are different people out there and there’s loads of different types of people, different races, different beliefs, different faiths and you know all sorts of things. They are just ignorant to facts because they haven’t been taught it.”

(Trans young person, aged 14)

“I hear a lot about these arguments that say ‘Oh well it shouldn’t be taught in schools, it’s unnatural and people who are really against it. That’s a massive impact on me because it means that my life is made more difficult than it needs to be when I go grow up because then I have this younger generation, and I have to be judged by them and judged by the next. This cycle really needs to be broken because there is a lot of people who kill themselves and have lost their lives and there’s so many things...There’s loads of people with depression who self harm.”

(LGBTQ young person, aged 14)

CASE STUDY: Jay, Trans man, aged 19.

Jay is a 19-year-old Trans man who attends a local university. He first came out as being gender queer when he was aged 5 to his Mum. Jay says:

“I came out first of all unintentionally when I was about five to my mum, I went in the boys changing rooms at school. They pulled me out, and had a go at me. I went home crying. Then I think I used the phrase something like ‘Why am I a girl when I should be a boy?’ and it kind of went on from there. My Mum was like ‘Ok, you can choose your own clothes from now on’, I was never put in dresses, skirts or anything, anyway because our school uniform didn’t permit that really, it was just trousers. Then when I was 10 I think, in Year 5, I told my best friend about it and kind of questioned it. I didn’t really know what was going on, ‘I don’t know if I’m into girls, I don’t know if I’m into boys’. That carried on for a few years; I came out to a few more people along the way.

Jay had a mainly positive experience coming out to his family but had a difficult time whilst he was at school and then later at college because he was different. He experienced homophobic and transphobic bullying whilst he was at school and again at college.

“I thought I couldn’t change my gender. I thought I had to hide things. I didn’t know where to go, where to get support. I was bullied for being different whilst at school. It felt like everybody hated me there.”

“I later went to a college, and the college had lots of societies but none for LGBT because they had a policy that you weren’t allowed to promote LGBT issues and you couldn’t teach sex education to anyone. The people that gave the college most of their money agreed with the policy so they kept it that way.”

Jay says that now he is at university life is starting to be very different for him. He accesses the LGBTQ group at the university and has many LGBTQ friends who he gets support from. Jay enjoys going out with the LGBTQ group and says it is vitally important for him to have the support from other LGBTQ people through the university.

“I came out to my Mum again when I was about 14 and she told me ‘You’ve already told me this once, about ten years ago. Why are you telling me again?’. I said ‘You might not have taken me seriously’. Then the whole social transition of like recently going on hormones and starting that. It’s having to re-explain yourself again. Everyone in my family is really supportive except my Dad but he’s not around too much.”

Jay went on to say...

“Every February when it’s LGBT History Month, there are huge campaigns going around, there are posters all around the university. They have a trans policy that anyone can access, for example, that I’ve looked at, students and staff. So anyone can access that information. It’s a big, inclusive university that focuses on diversity. We’ve got an LGBT student network. There’s an LGBT staff network as well. I find that being here, I get a lot less bullying than where I come from before.”

Summary

- Young people often don't feel supported as LGBTQ at school or college;
- Biphobic, homophobic and transphobic bullying is not being dealt with;
- LGBTQ young people are not being listened to or taken seriously;
- Many young people use the word 'gay' as a derogatory term, but are rarely challenged by schools;
- LGBTQ young people believe that homophobia, biphobia and transphobia is not taken as seriously as other forms of bullying and discrimination;
- Some young people don't feel they can report biphobic, homophobic and / or transphobic behaviour because they have a fear of being 'outed' or receiving further discrimination as a result of telling someone.

“It further stigmatised as somebody who got bullied and was therefore moved instead of the school dealing with the bullies. It's just like saying it's ok to do what they do and we're just going to move the person that's being attacked not the ones that are doing the attacking. It is the wrong message to give to young people.”

(Parent of Trans child, aged 14)

Recommendations

We make the following recommendations, based on our research and engagement with LGBTQ young people, in South Gloucestershire.

1. Communications

We know from our own research, and research carried out by others, that LGBTQ young people are more likely to access information online than their heterosexual and cisgender peers.

LGBTQ young people told us if a service doesn't reflect them, through the use of “positive images” reflecting LGBTQ young people's lives, they are less likely to engage with the service.

- Ensure messages about LGBTQ young people are included in online communications;
- Ensure campaigns and communications utilise social media as a good engagement tool for reaching LGBTQ young people;
- Avoid the use of the word “homosexual” as this is seen as pathologising and isn't inclusive. Use instead the words “Lesbian, Gay and Bisexual”.
- Include information for young people on gender identity and gender reassignment with links to organisations including Mermaids and other Trans groups and organisations. Mermaids website <http://www.mermaidsuk.org.uk>
- For a list of Trans organisations visit our website <http://www.diversitytrust.org.uk/links/>

“When I came for the open day on the campus and I was in the Education Block, I saw the ‘Some People Are Gay, Get Over It’ poster on the wall and I thought ‘this is where I actually want to be’. The year before, I’d gone to Pride and saw they had a stall at Pride, if the university is that inclusive that they actually come out to Pride ‘yeah, that’s a great move’. That gave me the inclination more to come to the University. When I came for the interview the poster was on the wall, it was ‘this is definitely the place I want to be because they think about other people, diversity and the inclusiveness’.”

(LGBTQ focus group participant, aged 19)

2. Advice and Information

LGBTQ young people told us that they were likely to seek advice and information through a range of different media including online, through social media and apps, and also through television at school and college.

- Make use of the television displays in schools and colleges to promote campaigns;
- Use language and imagery that reflects the lives of LGBTQ young people in campaigns;
- Include LGBTQ young people in the design and delivery of campaigns;
- Celebrate LGBTQ events including LGBT History Month in February, International Day Against Homophobia and Transphobia (IDAHOT) on 17 May, Pride events in June and Transgender Day of Remembrance on 20 November;
- Involve LGBTQ young people in setting up LGBTQ groups in schools, colleges and other young people’s settings;
- Don’t make assumptions about gender identity and / or sexual orientation; challenge any “cisgenderism” and “heterosexism”;
- Organisations that create an atmosphere of acceptance and celebration are more welcoming to people from all protected characteristics including LGBTQ;
- Challenge homophobic, biphobic and transphobic attitudes and behaviours;
- Explore the use of language, for example, switch to using “partner” when gender identity and / or sexual orientation is unknown;
- Use the pronouns of choice for example “he”, “she” or “they”, “him”, “her” or “their”, depending on how the young person presents and what they want to be referred by;
- If you are unsure about language or pronouns relating to gender identity and / or sexual orientation it’s ok to ask young people.

3. Monitoring Gender Identity and Sexual Orientation

Monitoring by gender identity and sexual orientation of service users should be included in equalities monitoring and the data used to improve services. For advice and guidance on monitoring gender identity and sexual orientation please visit our website

<http://www.lgbt-training.org.uk>

Please also see [Appendix 3 \(Page 17\)](#) for examples of monitoring of gender identity and sexual orientation.

4. Schools and Colleges

LGBTQ young people and their families told us about their experiences of bullying and discrimination whilst in full-time education. We make a number of specific recommendations to schools and colleges.

“The thing that immediately jumps out is the importance of schools, in so much as it is the most important element that influences a community. School is hugely important, how they’ve dealt with all the complaints about bullying. It’s been pretty negative really although they keep trying, they don’t really know how to tackle it. The effect of that is there’s a general feeling in the community that it’s ok to bully people who are different for whatever reason, whether gay or transgender or for whatever reason. So we had to move from our last neighbourhood. All of the people who were really, really hard core bullying, shouting abuse every time we went out were all aged around 19 or 20. Because it’s tolerated at school they’ve now gone out into the community and it’s very much seen as ok to abuse people.”

(Parent of Trans child, aged 14)

- Schools and colleges challenge homophobic, biphobic and transphobic bullying, discrimination and harassment;
- Sex and relationship education include positive and supportive discussion on gender identity, sexual orientation, same-sex relationships, sex and sexual health;
- School and college websites have information pages with links to local providers including Off the Record and Terrence Higgins Trust;
- Pages on school and college on gender identity and sexual orientation with updated information.

“I’ve been through the school system recently and there’s nothing about LGBT relationships. You do a little bit on what’s supposed to be ‘unisexual sexual health’ but it’s not, it’s primarily aimed at heterosexuals. A lot of the sexual health information I’ve had to go out and look for myself but unless you know where to go and how to look for it. Something set up to provide more information to LGBT young people would be really invaluable.”

(LGBTQ focus group participant, aged 17)

“Make sure that the school or college are as inclusive as possible. Whilst the college is quite good in some respects we’ve got a lot more to do to actually do it on the practical level, not just a ‘yes we’ve ticked the boxes’.”

(LGBTQ focus group participant, aged 18)

5. Support for LGBTQ Young people

LGBTQ young people seek support and there is support available both online and through existing organisations and groups. For a full list of resources see [Appendix 5 \(Page 23\)](#).

- Outreach to schools, colleges and young people's informal settings to increase engagement with LGBTQ young people;
- LGBTQ young people access student support services in colleges; so liaise with student support services at local colleges;
- Refer LGBTQ young people to support agencies such as Freedom Youth and Off The Record <http://www.otrbristol.org.uk>

6. Built Environments

LGBTQ young people told us about the lack of visibility when accessing services.

- Use posters and displays to communicate positive images and messages, throughout built environments, with LGBTQ young people.

7. Health Settings

LGBTQ young people told us they often access GP surgeries for advice and information.

- Ensure targeted LGBTQ information is made available at GP surgeries.

8. Gender and Sexual Minorities

Many people in Gender and Sexual Minority (GSM) groups, including those who identify as Asexual, Gender Queer or Pansexual, are more likely to access a service at the point of crisis, for example accessing A&E, or they are more likely to go to their GP.

- LGBTQ training for A&E Departments and GP's is important when working with GSM young people.

“When I was younger I didn't have many friends, people didn't like me because I was the way I am and I didn't even know the way I was and they didn't know the way I was, nobody knew the way I was and so I had so much time to myself and I would sit in my room and just sit there and think about things. So if I had the time to think about things then start to worry myself... Why am I not fitting in?”

[Gender queer young person, aged 15]

9. Gender Identity

Further research with Trans communities is needed. There is very little data available into the needs of Trans women and Trans men in South Gloucestershire.

- It is important to differentiate between gender identity and sexual orientation as they are very different aspects of a person's identity.

“I feel like being transgender and being gay. Unless you’ve lived both of those or unless you understand them both very well, you understand that they are very separate things, they’re very different and they’re very different things, very different existences to live. I think there needs to be someone who can understand it, understand your specific issue. Because Transgender’s still kind of not 100%... we don’t know everything about it.”

(Trans young person, aged 14)

LGBTQ Awareness Training

We have a dedicated website for information and advice on accessing LGBTQ awareness training. Please visit the website <http://www.lgbt-training.org.uk>

Appendix 1: Research Questions

We will ask you a range of questions about your experiences living in the area, for example:

- 1. Can you tell us about your experiences, as an LGBTQ young person, living in the area?**
- 2. Are there any good or bad points you would like to make?**
- 3. What are the issues facing LGBTQ young people in your area?**
- 4. Have there been any barriers for you accessing support or information?**
- 5. Are there any improvements which could be made?**
- 6. Who should be making these improvements?**
- 7. Is there anything missing altogether?**
- 8. Is there anything you would like to add?**

Appendix 2: Recruitment Poster



**Lesbian, Gay, Bisexual,
Transgender, Gender Queer, Asexual,
Pansexual, Queer, Questioning, Intersex,
Trans Woman, Trans Man**

**Do you live in Yate or the surrounding areas?
Are you aged 14-19?**

Are you Lesbian, Gay, Bisexual, Trans or Questioning (LGBTQ)?

**Do you want to get a £25 voucher
for 2 hours of your time?**

**Do you want to tell us what you think should be happening
for LGBTQ young people in the area?**

**We can give you a £25 voucher for your time. We can also
cover reasonable out-of-pocket costs (e.g. your bus fare)
please bring a receipt.**

Do you want to find out more?

Diversity Trust

Call 0844 800 4425

Email info@diversitytrust.org.uk

Facebook www.facebook.com/DiversityTrust

Twitter www.twitter.com/DiversityTrust

www.diversitytrust.org.uk



Appendix 3: Monitoring guidance

Many services do not collect, or do not have enough data, on LGBTQ communities. If service providers don't collect data on gender identity and / or sexual orientation they are unable to know if their services are engaging effectively with LGBTQ communities.

LGBTQ people have told services, and employers, that they want gender identity and sexual orientation to be monitored. We found over 80% (n=200) of people, in another study we carried out felt confident about being asked about their gender identity and / or sexual orientation for anonymous and confidential equality monitoring. (Sorted Out, 2009)

Monitoring sexual orientation and gender identity can:

- Raise the profile of LGBTQ communities;
- Stop LGBTQ people from feeling "invisible";
- Support LGBTQ employees to feel an employer is less prejudiced;
- Sends a clear message that steps are being taken to meet needs and to protect LGBTQ people from being discriminated against, harassed and / or victimised.

Example of Monitoring Sexual Orientation

Which of the following options best describes your sexual orientation?

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Other
- Prefer not to say

Bad Example of Monitoring Sexual Orientation

Which of the following options best describes your sexual orientation?

- Heterosexual
- Homosexual
- Other
- Prefer not to say

As well as being perceived as pathologising (regarded or treated as psychologically abnormal) the term "homosexual" when monitoring sexual orientation doesn't count Lesbians and / or Bisexual Women and Men.

Monitoring Gender Identity

A Model Example of Monitoring Gender Identity

Do you identify:

- As a man?
- As a woman?
- In some other way?
- Prefer not to say

Does your gender identity match completely the sex you were registered at birth?

- Yes
- No
- Prefer not to say

You can use the examples above together as best practice in monitoring gender identity.

Bad Example of Monitoring Gender Identity

Are you Transgender?

- Yes
- No
- Other
- Prefer not to say

Many Trans people, including people living either post-operatively or post hormone therapy, do not necessarily identify as Trans or Transgender, so they may not answer this question.

Source: National LGB & Trans Partnership

Appendix 4: Glossary of terms

Please note the definitions of some of these terms can vary, according to the context and source, and are used here only as a guide. It is also important to be aware that people may not choose to use a particular term to identify themselves, even if they fit within the definition (for example, a man who has sex with men may not identify as gay), and some people may identify with a particular term even if they do not entirely fit within the definition (for example, a woman in a relationship with a man, who identifies as a lesbian instead of bisexual).

Note on gender/sex: in this document, sex is used to refer to a person's physical sex characteristics, and gender to refer to their identity.

Asexual a person whose identity is non-sexually oriented. They may have 'emotional orientations,' or romantic feelings, towards same-sex or opposite sex people, or not. This is a contemporary and emerging self-identification. Asexual is not the same as celibate; an Asexual person does not generally feel sexual attraction, while a celibate person may feel sexual attraction but not act upon it.

Biphobia a common stereotype of bisexuality is that it is 'a phase' on the way to a 'mature' lesbian, gay or heterosexual identity. Some recent research has attempted to prove the non-existence of bisexuality, particularly male bisexuality, although these studies have been criticised as methodologically and theoretically flawed. Bisexual women are frequently regarded as 'just being bi-curious' and trying to titillate heterosexual men: another way of denying that bisexuality is 'real'.

Bisexual a person who has an emotional, sexual or romantic attraction toward more than one sex/gender.

Cisgendered/Cisperson a person whose gender identity is the same as the sex they were assigned at birth.

Cisgenderism is a prejudice similar to racism and sexism. It denies, ignores, denigrates, or stigmatises non-cisgender, Transgender, forms of expression, behaviour, relationship, or community.

Coming out refers to the experiences of some, but not all, LGBTQ people as they explore/disclose their gender identity and/or sexual orientation.

Cultural Competence evidence of engagement with LGBTQ communities; knowledge and awareness; and satisfaction from LGBTQ communities of services provided.

Discrimination

There are four definitions of discrimination included in the Equality Act 2010:

- **Direct discrimination:** Someone is treated less favourably due to their protected characteristics.
- **Indirect discrimination:** The unintended consequence of a policy disadvantages a particular equalities community or someone with a protected characteristic.
- **Discrimination by association:** Someone is discriminated against and/or treated less favourably because they associate with a person with a protected characteristic
- **Discrimination by perception:** Someone is discriminated against because others think they have a protected characteristic.

Equalities Communities relates to the 'protected characteristics' defined in the Equality Act (2010). For the purpose of this report specifically gender identity (or gender reassignment) and sexual orientation.

Gay most commonly refers to men who have an emotional, romantic or sexual attraction to other men. Some Lesbians identify as "Gay" or "Gay Woman" / "Gay Women".

Gender Identity Clinic (GIC) is a specialist NHS service providing assessment for Trans people who are seeking hormone treatment and / or surgical gender reassignment procedures. They are usually run by consultant psychiatrists who may or may not have other types of NHS staff working with them.

Gender Queer a person who does not identify as either male or female (on the gender binary), or who identifies as different genders at different times. Gender Queer people do not usually want to transition physically to a different sex from the one they were assigned at birth.

Gender Reassignment Surgery (GRS) medical treatment to enable Trans people to alter their bodies to match their gender identity is highly successful and has been available through the NHS for several decades. The medical process is known as 'Gender Reassignment Surgery' or 'GRS'.

Gender Variant (see also Trans / Trans*) an umbrella term for those people whose gender identity differs from the sex they were assigned at birth, whether that be transsexual, gender queer etc.

Hate Crime a crime committed on the basis of the actual or perceived age, disability, ethnicity, gender identity, religion or belief, sex or sexual orientation of a person. Some hate crime definitions include covering identities such as "Goths" or "Emo's".

Heterosexism the belief that heterosexuality is the only "natural" and "normal" expression of sexual orientation and that it is inherently superior (and healthier) to other types of sexual orientation. This often gives rise to the idea that services tailored for heterosexuals will be suitable for everyone (see Cultural Competence). See also "Heteronormative".

Heteronormative / Heteronormativity denoting or relating to a world view that promotes heterosexuality as the normal or preferred sexual orientation.

Heterosexual an individual who has an emotional, romantic or sexual attraction to persons of the opposite sex. Heterosexuals are sometimes referred to as "Straight." Some people find this term offensive as it may imply the opposite of "Bent" or "Bender".

Homophobia is the response of other members of society that results in Lesbian, Gay and Bisexual people experiencing discrimination, harassment, hatred and / or victimisation.

Homosexual this is the term which was mostly used by external authorities (e.g. doctors, police, the media) to refer to an individual who has a sexual, romantic or emotional attraction towards someone of the same sex. This term is often now rejected by LGB people as being too clinical and the terms "Lesbian", "Gay" or "Bisexual" are preferred. If you are unsure how to identify a person in relation to their sexual orientation or gender identity, it is acceptable to ask which term they would prefer you to use to describe them.

Intersex is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside. Or a person may be born with genitals that seem to be in-between the usual male and female types.

Lesbian a woman who has an emotional, romantic or sexual attraction to other women.

LGBT/LGBTQ/LGBTI acronyms for Lesbian, Gay, Bisexual and Trans. Increasingly including 'Q' for "Questioning" and / or "Queer"; "I" to include "Intersex"; "A" to include "Asexual" and "P" to include "Pansexual".

Pansexual people are attracted to people regardless of their gender. Pansexual people can be attracted to anyone of any gender identity. The word pansexual comes from the Greek word 'pan-', meaning "all". Pansexual people are part of the LGBT community.

Queer a 'reclaimed' word used by some people to self-identify as part of a movement that may include LGBT, A (Asexual) and I (Intersex). Queer tends to be defined by what it is not- i.e. not having a prescribed view of gender identity and / or sexual orientation. Queer is also sometimes used to indicate a commitment to 'non-normative' gender and sexual fluidity (rather than to fixed categories of person). If you are unsure about how to identify someone ask which term (identity or gender pronoun) they prefer you to use.

Questioning usually refers to young people who may be experiencing Lesbian, Gay, Bisexual, and/ or Trans feelings or urges, but have not yet identified their gender identity or sexual orientation. This term should not be used to refer to young people who have identified their gender identity and / or sexual orientation; in those circumstances its use can be seen to imply

that the young person is too young to know their own mind. If you are unsure about how to identify someone ask them which term they prefer you to use.

Trans* an umbrella term for people whose gender identity and / or gender expression diverges in some way from the sex they were assigned at birth, including those who identify as transsexual people, those who identify as non-binary gender people, and cross-dressing people.

Trans (without the asterisk) is best applied to Trans men and Trans women (see definitions), while the asterisk makes special note in an effort to include all non-cisgender gender identities, including transgender, transsexual, transvestite, gender queer, gender fluid, non-binary, genderless, agender, non-gendered, third gender, two-spirit, bigender, and trans man and trans woman. Sometimes referred to simply as 'T'.

Transition can have two elements, social and medical. Some Trans people transition through both, but others may only go through a social transition. Medical transition often includes hormone therapy, surgery, GPs - anything medical. Social transition involves social aspects, such as coming out, changing documents, names, clothing etc. Not everyone will do all the things in each category such as not having surgery or not having all surgeries available etc.

Transphobia a reaction of fear, loathing, and discriminatory treatment of people whose identity or gender presentation (or perceived gender or gender identity) does not "match," in the societally accepted way, the sex they were assigned at birth. The response of other members of society that results in Trans people experiencing discrimination, harassment, hatred and / or victimisation.

Trans Man (FtM) a person who was assigned female at birth but has a male gender identity and therefore proposes to transition, is transitioning or has transitioned to live as a man, often with the assistance of hormone treatment and perhaps surgical procedures.

Trans Woman (MtF) a person who was assigned male at birth but has a female gender identity and therefore proposes to transition, is transitioning or has transitioned to live as a woman, often with the assistance of hormone treatment and perhaps surgical procedures.

Appendix 5: Further resources

The following groups and organisations are able to provide further advice, information and resources on LGBTQ matters.

Local Groups and Organisations

Avon Trans Women

Avon Trans Women is a self-help group for pre & post operative male-to-female transsexuals and people who are undergoing, contemplating undergoing or have undergone complete male-to-female gender reassignment.

Website www.avontranswomen.org.uk

Crossroads

Website designed for the Transgender community, partners and family.

Website <http://www.bristol-crossroads.org.uk>

Freedom Youth (Off The Record)

Freedom Youth is Bristol's longest running LGBTQ youth group. Freedom Youth meets every Tuesday night in central Bristol. Freedom is a safe, social space for LGBTQ young people to meet each other, discuss issues important and have their voices heard.

Website <http://www.4ypbristol.co.uk/blog/services/freedom-youth/>

LGBT BRISTOL

Working in partnership with Bristol City Council, empowering Lesbian, Gay, Bisexual and Trans people to become actively involved in community life.

Website <http://lgbtbristol.org.uk>

Trans Bristol

Trans Bristol creates a safe space where trans identified people in the Bristol area can share ideas, provide support and plan.

Website <http://transbristol.wordpress.com>

National Groups and Organisations

Broken Rainbow

National helpline for LGBTQ survivors and victims of domestic violence and abuse.

Website <http://www.brokenrainbow.org.uk>

Gender Identity Research Education Service (GIRES)

Research and education on gender identity.

Website www.gires.org.uk

Gendered intelligence

Gendered Intelligence is a community interest company that looks to engage people in debates about gender.

Website <http://genderedintelligence.co.uk>

Lesbian and Gay Switchboard

Provides support 24 hours a day about love, life and safer sex.

Website www.llgs.org.uk

Mermaids

Family and individual support for teenagers and children with gender identity issues.

Website www.mermaidsuk.org.uk

Press For Change

UK's leading experts in Transgender law.

Website www.pfc.org.uk

Stonewall

Stonewall working for equality and justice for Lesbians, Gay men and Bisexuals.

Website www.stonewall.org.uk

Trans Bare All (TBA)

TBA works to promote health and wellbeing for trans people.

Website www.transbareall.co.uk

Trans Media Watch

Guidance on Trans issues for the media and for Trans people.

Website www.transmediawatch.org



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