SUPPORTING LGBTQ+ CHILDREN AND YOUNG PEOPLE AT RISK OF CHILD SEXUAL EXPLOITATION

GUIDANCE FOR PROFESSIONALS

In collaboration with

The Children's Society

No child should feel alone

VS VICTIM SUPPORT

NPCC National Police Chiefs' Council

TABLE OF CONTENTS

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INTRODUCTION

Research highlights that children and young people who identify as lesbian, gay, bisexual, transgender, questioning, plus (LGBTQ+) face numerous factors that may result in them being vulnerable to, or victims of, child sexual exploitation (CSE). However, the Child Sexual Abuse and Exploitation Prevention Programme also recognise that there is disparity in the way children and young people who identify as LGBTQ+ and who are experiencing CSE are identified, responded to and safeguarded. We have therefore set out to write a number of thematic toolkits to identify who the missing children are within the CSE context, why these children and young people are not included in research and highlight the challenges this may present for practitioners. This document will explore reasons why children and young people who identify as LGBTQ+ may go undetected by professionals, the additional barriers they may face in reporting abuse and will present practical tips to improve identification, reporting and protection.

This document assumes that the reader has an understanding of Child Sexual Exploitation which is a type of Child Sexual Abuse. For further information on Child Sexual Exploitation please refer to the Children's Society website childrenssociety.org.uk/what-is-child-sexual-exploitation

DEFINITION OF LGBTQ+

Gender and sexuality are not the same thing. There is a widening acceptance that there is a spectrum for both rather than a 'binary' system of being one thing or the other. The National Child Traumatic Stress Network[i] uses the following definitions to explain gender and sexuality:

Sexual Orientation describes the gender of the person to whom someone is attracted emotionally, romantically, sexually, and intimately. Sexual orientation exists on a continuum and is NOT necessarily congruent with behaviour. Examples of sexual orientation include lesbian, gay, bisexual, or heterosexual. Sexual orientation involves a process of discovery over time. It is not a volitional choice.

Gender Identity refers to the gender with which someone identifies, regardless of the biological sex label assigned at birth. Gender identity is a psychological sensing of one's gender, whereas biological sex refers to biology and includes male, female, and intersex, (i.e., having some biological characteristics of both male and female).

Transgender is an umbrella term that describes someone whose gender identity or gender expression differs from expectations associated with the sex assigned to them at birth. It is not dependent on having sex reassignment surgery. A person's genital status—whether one has had surgery or not—does not determine that person's gender for the purposes of social behaviour, service provision, or legal status.

Gender Expression is the external representation of one's gender identity through how one presents or communicates their gender to others. Gender expression may be congruent or incongruent with someone's gender identity.

Terms used to describe gender and sexuality can be confusing as the acronym appears to lengthen regularly as the community try to accept those identifying in different ways. For this toolkit we have used LGBTQ+ which is an acronym for Lesbian, Gay, Bisexual, Transgender, Questioning, plus all other groups that may be affiliated with this community. It is also acknowledged that there is debate around the definition of "Q" as some members of LGBTQ+ communities would prefer the use of the word "queer" which is a term that encompasses the infinite number of complex and fluid identities that exist outside the binary and limited gender systems used in society. Questioning refers to someone who is

questioning their gender and sexual identity. As this toolkit relates to children and young people it was felt that the term questioning was more appropriate as this process of questioning can often lead to further vulnerabilities in relation to CSE. Please refer to the language section later in this document for explanations and definitions along with a fuller list of who the 'plus' may refer to.

It is important to hear how someone self identifies, rather than ascribing your values or judgments on them based on their behavior or how they present. This can only be achieved by listening to the individual and hearing how they wish to be recognised or addressed (preferred pronouns e.g. he, she, they). By taking the time to talk through and understand this will help build a trusting and secure relationship that will benefit the interaction as it moves forward. It is also important to remember not to label an individual, especially if they are a child or young person and are still unsure of their sexual orientation or gender identity.

VULNERABILITIES TO CSE FOR CHILDREN AND YOUNG PEOPLE IDENTIFYING AS LGBTQ+

Young people identifying as LGBTQ+ often experience additional challenges as a result of their sexual orientation or gender identity or questioning process. Given that, in some parts of society, there is still a lack of acceptance and understanding, children and young people who identity as anything other than heterosexual, often feel limited or constrained in their ability to explore their identity or gain appropriate information and advice as their heterosexual or heteronormative peers. That is not to say that young people who identify as LGBTQ+ are more at risk of CSE, or that they are abused through CSE because of their sexuality or gender identity, however they may face additional vulnerabilities, barriers to disclosure and a lack of access to appropriate advice and support. Impacts on mental health; places and spaces children and young people visit for advice and acceptance; and the lack of visibility of LGBTQ+ children and young people in narrative around CSE can all exacerbate risk and vulnerability.

Internal concepts

Exploring or questioning sexuality or gender can be very confusing and challenging for any child or young person and the process of understanding one's own identity isn't always a quick and easy process. Feeling 'different' from family and peers can lead to feelings of isolation and unacceptability which could have a detrimental impact on self-worth and individuality and may cause the young person to feel ashamed of who they believe themselves to be. This can have a profound impact on mental health and wellbeing and cause depression, anxiety, significant emotional distress, suicidal thoughts, panic attacks, problem eating, fears/phobias, addictions/ dependencies, anger management, and/or self-harm.[ii]

On occasion, young people may face hostility, discrimination, homo-bi-trans-phobic bullying and/or hate crimes as a result of coming out. Or there may simply be a fear of how people will respond to them, rather than an actual risk of assumed antipathy or potential hostility, but this does not make the fear any less real. Such fear and experiences may act as a "push factor" which drives young people to seek acceptance, sometimes from exploitative adults.

Contextual concepts

If a young person grows up in a 'cisnormative' or 'hetronormative' (see language guidance below) household or community where alternative sexual orientation or gender identification are not spoken about freely, or are deliberately hidden or demonstrated as 'wrong' or unhealthy, this can leave a young person with very conflicting emotions and a skewed idea of self. This can sometimes result in a veneer or hidden personality as the young person attempts to conform and fit in with everyone else.

Coming out as anything other than cisnormative (see language guidance) is not a single process. It is a repetitive process that takes courage and strength each and every time. Some people can be more understanding than others, but there are those that find it hard to accept, assume it is just a faze or need reminding continuously. This can be a very tiresome process and result in many young people selecting whom they will open up to and who they will choose to lead a life of pretence with.

When a young person does come out, on occasion they may face hostility, discrimination, homo-bi-trans-phobic bullying and/or hate crimes as a result of their sexual orientation or gender identity. Other harmful practices may also be a real risk for some children and young people, for example as a response to coming out they may be at risk of forced marriage, 'honour' based abuse and violence or "corrective rape" with the perceived intention of forcing the individual to become heterosexual or to conform with gender stereotypes.

Fox (2016)[iii] found that LGBTQ+ young people may become vulnerable to being exploited because they feel isolated and believe that others will lack acceptance of their sexuality and gender identity. They may also seek advice or support by either going online or attending adult gay clubs, particularly in more rural areas or in communities where being LGBTQ is considered unacceptable.

In research by Stonewall (2017) they found that children and young people often use the internet to seek support, meet people and gain acceptance. Two in five LGBTQ+ young people aged 13-19 stated they have met up with someone they have talked to online, three in ten of those met someone who was older and almost one in five did not tell anyone they were meeting up. Worryingly they also found that LGBTQ+ young people under the age of 18 have used adult dating apps and more than two in five have sent or received sexual, naked or semi-naked photos to or from a person they were talking to online.[iv]

Online spaces as well as physical contexts where LGBTQ+ young people may visit, such as gay clubs, cruising sites or non-professional community/support groups, may make them feel valued as individuals and understood in a way they never have been before. However, these settings can also be dangerous places for young people as not all of the individuals in these forums are safe adults or follow safeguarding procedures. Untrustworthy adults and potential perpetrators are very often aware of vulnerabilities and infiltrate these contexts, they then form a relationship with the child or young person and act as a mentor or supportive partner before abusing this position of perceived power and knowledge to groom and exploit young people. In situations where young people, including LGBTQ+ young people, are looking to strangers for support, they are at higher risk of being exploited, have less control over the relationship and the type of sex they have, and can be influenced into believing that their abusive relationship is normal.

Other grooming techniques which are used by perpetrators to exploit children and young people may be more visible within the grooming of LGBTQ+ grooming cases. For example, the Albert Kennedy Trust[vi] found that 24% of homeless young people identify as LGBTQ+ and of those; 77% believe this is due to coming out to their parents. Often offering a child a safe place to stay is a common occurrence within the grooming process therefore putting homeless young people at greater risk.

Structural concepts

Children and young people who identify as LGBTQ+ often have a lack of model relationships to identify with, although this is starting to happen through social media, mainstream TV and other sources, such as family, communities and public images can be lagging behind.

LGBTQ+ children young people can be particularly vulnerable to being influenced and exploited as there are few educational resources or general information that shows what a healthy gay relationship is, with most materials depicting heterosexual relationships. There is also a need for Sex and Relationship Education (SRE) in schools which cover LGBTQ+ relationships in a robust and in-depth.

Stonewall Youth found that guidance around SRE was written in 2000 when there was much less knowledge and acceptance of LGBTQ+ communities and their needs therefore they were not included in the SRE curriculum. They also found that only one in six LGBTQ+ young people taught about healthy

same-sex relationships, and that many teachers were still unsure as to whether they were permitted to talk about LGBTQ+ relationships and needs in the classroom. However, when this was included in education they found there was a real benefit:

> In schools that teach about LGBT issues, LGBT young people are more likely to feel welcomed, included and accepted. When young people see themselves reflected in what they learn, it doesn't just equip them to make safe, informed decisions, it helps them feel like they belong and that who they are isn't wrong or defective. Providing all young people with inclusive relationships and sex education as part of PSHE is a key way to do this.[vii]

CSE, peer on peer abuse, domestic abuse can often go unrecognised due to gender perceptions. Women's aid[viii] found that often gender and/or sexuality is used against LGBTQ+ people as a form of psychological and emotional abuse, from threats of 'outing' through to stigma attached to gender identities, for example. However it is felt that LGBTQ+ victims and survivors are neglected by the government, criminal justice system and other agencies due to the misconception that abuse is only perpetrated by men against women and girls.

There continues to be a lack of any tangible research around CSE experienced by children and young people who identify as LGBTQ+, how risk indicators may differ or how support services are inaccessible. LGBTQ+ rarely features in narratives around CSE or educational resources used to raise awareness. These structural inequalities result in victims of CSE being unidentified, unsupported and unprotected.

BARRIERS TO DISCLOSURE, RECOGNITION AND ENGAGEMENT

Barriers to disclosing identity

Sometimes children and young people find it extremely difficult to understand their feelings, needs and identities in relation to sexuality and gender and therefore face greater difficulties in discussing this with others. There is debate amongst professionals as to whether it is appropriate to ask how a young person identifies. It is our opinion that if this is done in a sensitive, confidential and nonjudgmental way then the opportunity to discuss this should always be given. This not only prevents presumptions by professionals but also creates a safe space to discuss and explore.

Donovan (2014) found that for young people talking to practitioners can present fears about confidentiality in relation to coming out – fears about being "outed" to family or other practitioners/agencies. Practitioners should be extra careful to use the child or young person's chosen name and pronoun but should also be aware of when and where they would like them to be used. For example, a young person may identify as transgender in a safe and supportive environment but have not to peers of family, if practitioners don't understand and respect this there is a risk of unintentionally outing them.

It is especially important to honor confidentiality when the act of coming out may trigger negative responses from family and friends. Children and young people may be encouraged and supported to share with family and friends but only if this is what they want. They may also wish to attend specialist LGBTQ+ services and peer support groups where sensitivity and discretion is needed so that they are not identified or "outed" because of their attendance or engagement.

However, although respecting identity and confidentiality is extremely important, so is safeguarding and it may be necessary to disclose to other practitioners to ensure a positive safeguarding response. For example, multi-agency working and information sharing is essential in when working with and child or young person who is abused through CSE. Building a picture of risk, implementing disruption, prevention and protection, and creating robust packages of support rely on having as much relevant information as possible. It is also essential for practitioners to be aware of any potential harmful consequences related to sexuality or identity, such as 'honour' based abuse to ensure risks are mitigated.

Barriers to disclosing CSE

As with all children and young people who are victims of CSE, feelings of blame and shame often cause huge barriers to disclose. LGBTQ+ young people who experience sexual exploitation by someone of the same sex may feel shame or fear that their sexual orientation somehow caused the abuse. They may then internalise negative feelings about their sexual orientation, causing them increased emotional difficulties. They may suppress their true identity and live a heterosexual lifestyle as their only lesbian or gay experience has been abusive. It is important that children and young people are given key messages that it is not their fault, regardless of their sexuality or gender identity. CSE is a form of abuse and the guilt and blame should lie with the perpetrator.

Equally, young people who identify as heterosexual, or who are questioning their sexual identity, may think that being abused by someone of the same sex makes them gay, lesbian, or bisexual.[ix] There is an additional perceived stigma to this which causes multiple barriers to disclosure of abuse.

Barriers to recognising CSE

As with all grooming processes and exploitative situations victims can experience trauma bonds to the perpetrators or may perceive the relationship to be loving rather than abusive. For children and young people who identify as LGBTQ+ this bond can be intensified as the perpetrator accepts them or even celebrates and promotes their gender and identity. Helping young people to understand that their relationship is unhealthy or exploitative can be very difficult as they feel their "partner" is the only person that really understands or accepts them for who they are. To break this cycle very sensitive handling needs to be taken.

The young person may also think that they are exploiting the exploiter, for example if they are receiving money, drugs or a place to stay in return for sexual acts, and are therefore unable to recognise they are a victim. This is not uncommon with any exploited young person and requires the same sensitivity and understanding to help change their mindset.

Barriers to recognition by practitioners and professionals may be due to the fact that sometimes children and young people who identify as LGBTQ+ and are being sexually exploited don't always display common indicators and therefore don't meet thresholds on risk assessment tools. For example, questions around pregnancy and children may not apply, or practitioners may assume children and young people are making a 'choice' by exploring their sexuality and lack recognition that 'relationships' are actually abusive or exploitative.

Barriers to engagement

LGBTQ+ communities can be reluctant to discuss the issue of CSE as they may fear it will increase homophobia. It is not that long ago that it was same sex couples were illegal. The history of police criminalising same sex relationships may make members of the LGBTQ+ community feel that by openly talking about CSE, they are opening themselves up to criminalisation once again.

Structural barriers

It is not only the child or young person who may be influenced into believing abusive relationships are normal; society's perceptions of LGBTQ+ relationships can lead to unhealthy or exploitative relationships being seen as normal by families, communities and professionals. Worryingly Smeaton (2013) found that professionals had experienced an acceptance within gay communities of grown adults having sex with underage children and this acceptance sometimes extended to professionals. It was stated that there is a need for more awareness and challenge amongst professionals and stressed the importance of services giving special consideration to the individual and complex needs of LGBTQ+ young people. There are a lack of educational resources for young people and professionals which demonstrate what safe sex and relationships look like in LGBTQ+ communities which can often lead to the misconception that young people are experimenting and therefore abuse goes unrecognised.

There continues to be a lack of robust research and information about the prevalence of CSE within LGBTQ+ communities and the impact on victims. There is also a lack of appropriate tools and resources to educate LGBTQ+ young people about the dangers of CSE using a trauma informed approach. This can make it extremely difficult to engage children and young people in discussions around CSE, educate them on the risks and provide them with the tools and confidence to exit exploitative situations.

Fox (2016) found that this is particularly true in relation to lesbian young women. She stated that there is little information known about lesbian young women being sexually exploited and that this is an area that is not often considered by professionals.[x] Society can often perceive lesbian relationships as more gentle and loving and there is also a common perception that women don't abuse. However, this doesn't mean that lesbian relationships can't be exploitative, controlling and/or coercive, in fact they can often be just as abusive but due to these misconceptions the indicators of CSE may be missed by professionals.

Gender misconceptions can make CSE a hidden issue. Research suggests that boys and young men are less likely to report abuse and exploitation,[xi] they remain under-represented and CSE is underreported within this group. Professionals do not always recognise the signs of exploitation in boys and young men, and there can be gendered expectation and stereotyping that CSE mainly happens to females, not males. Gendered attitudes such as 'boys will be boys' and 'he can look after himself' mean signs are often missed and boys and young men are not perceived to be victims. Risk indicators and services can be female centric,[xii] and indicators of risk (i.e. relationships with older person) are more likely to be identified in young women. A lack of professional curiosity and unconscious bias can lead to CSE indicators being overlooked.

Young people who identify as LGBTQ+ may experience multiple complexities and barriers to disclosing their sexual orientation or gender identity, as well as the abuse they have suffered. This is especially true if they are also part of another minority or marginalised group, which in relation to CSE can include boys and young men, children and young people with a physical disability or those from BME communities. **For more information around please see additional toolkits found here.**

PRACTICAL TIPS

For Services

Services should be equally accessible for all. This can be achieved by;

- Employing staff from diverse backgrounds. Not only will this help to engage children, young people and communities, it will also promote diversity and equality within staff teams.

- Avoid structural inequality by having a zero tolerance policy around racism, prejudice, gender inequality, homophobia and discrimination.

- Professional services should provide safe spaces for children and young people which are non-gender specific and which demonstrate a nuanced understanding of what a safe space is for children and young people identifying as LGBTQ+. For example, think about transphobia relating to access to toilet facilities, stereotypical images displayed and unconscious bias.

- Have a range of diverse resources which are appropriate for LGBTQ+ young people and which are age appropriate.

- CSE services should develop creative outreach approaches to engage with young people identifying as LGBTQ+ or with existing professional bodies and services already engaging with those groups.

- Training and information sharing is needed to close the knowledge, skills and professional confidence gap among mainstream and specialist CSE agencies about young LGBTQ+ experiences so that they can identify and respond appropriately to young LGBTQ people experiencing, or at risk of experiencing, CSE.[xiii]

- Training should also include developing an understanding about the particular ways in which the confidentiality of young LGBTQ+ people should be protected and how information about a young LGBTQ+ person might be shared with partner agencies.

  - Children and young people should be reassured about how information will be shared amongst across professionals and agencies to ensure appropriate safeguarding responses

- Sensitivity and discretion is needed so that children and young people are not identified or "outed" because of their attendance or engagement in specialist LGBTQ+ services.

- Practitioners should be extra careful to use the child or young person's chosen name and pronoun but should also be aware of when and where they would like them to be used so as not to unintentionally expose them.

- Services should also be equipped to support young people to express their identity and come out in a safe way whilst responding appropriately to any hate related, phobic or harmful responses.

- Engage with places, spaces, situations and scenes where LGBTQ+ children and young people are present and at risk to disrupt CSE, increase identification and promote a contextual safeguarding response.

- Consider using safe and trusted LGBTQ+ community members to raise awareness and encourage community engagement. Work is needed by and with LGBTQ+ communities to challenge community norms that might create situations in which exploitation and abuse can exist; and to encourage community norms that are intolerant of any adult sexually exploiting young LGBTQ+ people.[xiv]

For Practitioners

- Be aware of your own misconceptions and prejudice. It is important that you understand your own attitudes and beliefs as any presumptions or stereotypical views may impact relationships and professional judgement. This also includes gender misconceptions in relation to CSE. When risk assessing children and young people practitioners should try to remove gender or sexuality from the equation to promote equal safeguarding responses. Think about whether the same safeguarding response would be offered to a young girl, or a young person from a heterosexual relationship, and if not it is important to question why not.

- Ask questions in a safe space (as mentioned above). It is important to be aware of diversity and ask questions to avoid presuppositions or using judgemental or binary language.

- It is important to hear how someone 'self identifies' rather than ascribing your value's/judgment on them. Respect the words that people use to describe themselves by using those same words to describe them and not questioning their use of the terms.

- Do not label a child or young person. If they are questioning their sexuality and/or gender identity they may be unsure how they self-identify or choose not to label it.

- Be genuine and consistent. It may take additional time to build a trusting relationship and get to know each other.

- Respect confidentiality and privacy.

- Know that risk indicators can differ. Some of the more typical CSE risk indicators may not be present or may indicate other forms of abuse or exploitation. Ensure robust risk assessments are undertaken and that various risks are assessed.

- Robust risk assessments should also be undertaken when a child or young person has experiences trafficking or other forms of exploitation such as criminal exploitation. The DfE[1] have developed a practice tool for identifying children and young people who are unaccompanied or may have been trafficked and offers tips on how services should offer support to ensure the child or young person's needs are met.

- Also be aware that traditional CSE risk assessments may not be appropriate for using with LGBTQ+ children and young people. For example, risk indicators may differ and therefore the child or young person may not score as highly. Professionals should be aware of how indicators differ and include narrative or professional judgement in risk assessments to ensure an appropriate response is sought.

- Seek advice and support from partner agencies. Multi agency working is essential when risk assessing a young person's vulnerability. Utilise specialist and professional LGBTQ+ projects and services to help build alliances and relationships and knowledge.

- Be interested, professionally curious, listen to what the young person is saying and hear it from a safeguarding perspective.

- Don't make judgements; especially if a child or young person appears "unwilling" to engage. It is likely that their actions and choices are being controlled by perpetrators with more power than them and that they may have additional cultural beliefs preventing their engagement.

[1] HM Government (2011) Safeguarding children who may have been trafficked: practice guidance

- Challenge professional views which are oppressive, judgmental, homo-bi-trans-phobic or which reject the need for a child protection response.

- Be open, honest and transparent with the young person, explain what is happening and why you might need to share information.

- Keep the young person updated on any outcomes.

- Ensure the young person is given choices; throughout their experience of being exploited they will have been working with parameters of little or no choice and therefore it is important that the young person is given choice back.

- Children should be listened to and placed at the centre of direct work, ensuring that they are involved in decisions about them.

LANGUAGE
LGBTQ+ TERMS AND DEFINITIONS

LGBT+, LGBTQ, LGBTQA, TBLG: These acronyms refer to Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Asexual or Ally. Although all of the different identities within "LGBTQ+" are often lumped together (and share sexism as a common root of oppression), there are specific needs and concerns related to each individual identity.

Agender	An individual who does not have a specific gender identity or recognisable gender expression.
Ally	Typically any non-LGBTQ+ person who supports and stands up for the rights of LGBTQ+ people. Those identifying as LGBTQ+ can also be allies, such as a lesbian who is an ally to a transgender person.
Asexual	A person who generally does not feel sexual attraction or desire to any group of people. Asexuality is not the same as celibacy. Click here for dedicated page.
Biphobia	Aversion toward bisexuality and bisexual people as a social group or as individuals. People of any sexual orientation can experience such feelings of aversion. Biphobia is a source of discrimination against bisexuals, and may be based on negative bisexual stereotypes or irrational fear.
Bisexual	Bisexual people are attracted sexually and romantically to both males and females, and are capable of engaging in sexual relationships with either sex.
Cisgender	Gender identity where an individual's experience of their own gender matches the sex they were assigned at birth.
Cisnormative	The belief or assumption that all human beings are cisgender, i.e. have a gender identity which matches the sex they were assigned at birth
Coming Out	The process of acknowledging one's sexual orientation and/or gender identity to other people. For most LGBTQ+ people this is a life-long process

Curious	Someone who is enquiring about their sexuality without having formed a definite identity.
Gay	A person who is attracted primarily to members of the same sex. Although it can be used for any sex (e.g. gay man, gay woman, gay person), "lesbian" is sometimes the preferred term for women who are attracted to women.
Gender expression	A term which refers to the ways in which we each manifest masculinity or femininity. It is usually an extension of our "gender identity," our innate sense of being male, female, etc. Each of us expresses a particular gender every day – by the way we style our hair, select our clothing, or even the way we stand. Our appearance, speech, behaviour, movement, and other factors signal that we feel – and how we wish to be understood – as masculine or feminine, or as a man or a woman.
Genderqueer	A person who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders. Genderqueer may also refer to people who identify as both transgendered AND queer, i.e. individuals who challenge both gender and sexuality regimes and see gender identity and sexual orientation as overlapping and interconnected.
Heteronormative	The belief that heterosexuality, heterosexual relationships, and traditional gender roles as fundamental and "natural" within society. Heteronormativity is the assumption that all human beings are either male or female in both sex and gender, and that sexual and romantic attraction and activity only occurs, or is only normal, between people of different sexes.
Heterosexual	A person who is only attracted to members of the opposite sex. Also called "straight."

Homophobia	A range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT). It can be expressed as antipathy, contempt, prejudice, aversion, or hatred, may be based on irrational fear, and is sometimes related to religious beliefs.
Homosexual	A clinical term for people who are attracted to members of the same sex. Some people find this term offensive.
In the closet	Describes a person who keeps their sexual orientation or gender identity a secret from some or all people.
Intersex	Being intersex is about biological features and not your gender identity per se. It's not about your sexual orientation either – intersex people have many sexual orientations. They can include differences in primary sex characteristics, such as internal and external genitalia, reproductive systems, hormone levels and sex chromosomes. Variations may also occur in secondary sex characteristics, which become apparent at puberty.
Lesbian	A woman who is primarily attracted to other women.
Pansexual	Pansexual people may be sexually attracted to individuals who identify as male or female; however, they may also be attracted to those who identify as intersex, third-gender, androgynous, transsexual, or the many other sexual and gender identities. The latter distinction is what draws the line between pansexuality and bisexuality. Pansexual's have the capability of attraction to others regardless of their gender identity or biological sex as the attraction stems from personalities, physical attributes and other individual characteristics. **Click here for dedicated page.**

Polysexual	Polyamory/polyamorous refers to the practice of, desire to, or orientation towards having ethically, honest, and consensual non-monogamous relationships (i.e. relationships that may include multiple partners). This may include open relationships, polyfidelity (which involves more than two people being in romantic and/or sexual relationships which is not open to additional partners), amongst many other set-ups.
Queer	With respect to gender identity and sexual orientation this term acknowledges the infinite number of complex, fluid identities that exist outside the few limited, dualistic categories considered legitimate by society. Being queer means believing that everyone has the right to be themselves and express themselves without being judged or hated because that doesn't fit in with what's normal. Queer is an umbrella term sometimes used by LGBTQ+ people to refer to the entire LGBTQ+ community.

It is also important to note that some people find this term extremely offensive as historically it was often used a derogatory term used to describe people who identify as LGBT. |
Questioning	The process of exploring and discovering one's own sexual orientation, gender identity, or gender expression.
Sexual orientation	The type of sexual, romantic, and/or physical attraction someone feels toward others. Often labelled based on the gender identity/expression of the person and who they are attracted to. Common labels: lesbian, gay, bisexual, pansexual, etc.
Transgender	An umbrella term to include individuals who identify as transgender, transsexual, and other identities where a person does not identify with the gender they were assigned at birth.

Transphobia	The fear or hatred of transgender people or gender non-conforming behaviour. Like biphobia, transphobia can also exist among lesbian, gay, and bisexual people as well as among heterosexual people.
Transsexual	A person whose gender identity is different from their biological sex, who may undergo medical treatments to change their biological sex, often times to align it with their gender identity, or they may live their lives as another sex.
Two spirit	An umbrella term traditionally used to describe individuals who possess qualities or fulfil roles of both genders.

Please Note: It is very important to respect people's desired self-identifications. One should never assume another person's identity based on that person's appearance. It is always best to ask people how they identify, including what pronouns they prefer, and to respect their wishes.

Definitions have been modified from the following websites. You may find more information on these and other terms on these sites:

- www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/

- www.gillfoundation.org/grants/within-colorado/gender-expression-toolkit/gender-expression/

- www.wikipedia.org/wiki/Homophobia

- www.wikipedia.org/wiki/Biphobia

- www.wikipedia.org/wiki/Cisgender

SERVICES AVAILABLE

Unfortunately there are still limited services and resources designed specifically for LGBTQ+ young people who have experienced, or are at risk of, CSE. There are however valuable services in some areas, offering a range of support, interventions and resources. This will vary across regions and according to funding or commissioning. Whilst we do not specifically endorse any particular individual service, intervention or resources we have aimed to highlight the services available nationally and locally in this space. For any further information and evaluation of the services we would suggest contacting the organisation or service directly.

NAME	AREA	WEBSITE	CONTACTS	DESCRIPTION
ELOP	London	www.elop.org	Tel: 020 8509 3898 Email: info@elop.org	ELOP is a holistic lesbian and gay centre that offers a range of social, emotional and support services to LGBT communities, including counselling and young people's services. They can also offer training and consultancy for fellow professionals and those seeking to enhance their understanding of issues facing LGBT communities.
Galop	London	www.galop.org.uk	Tel: 020 7704 2040 (London LGBT+ advice line) Tel: 0800 999 542 (National domestic abuse helpline)	Galop supports adults and young people from LGBT communities who have experienced hate crime, sexual violence or domestic abuse, or who have problems with the police or have questions about the criminal justice system.

Gendered Intelligence	London	www. genderedintelligence. co.uk	Tel: 0207 832 5848	Gendered Intelligence work to increase understandings of gender diversity. They also work with the trans community and those who impact on trans lives; particularly specialising in supporting for young trans people aged 8–25.
LGBT Foundation	National	www.lgbt.foundation	Tel: 0345 3303030 Email: helpline@lgbt. foundation or counselling@lgbt. foundation	LGBT Foundation is a national charity delivering advice, support and information services to lesbian, gay, bisexual and trans (LGBT) communities.
Mermaids	Leeds	www.mermaidsuk. org.uk	Tel: 0344 334 0550 Email: info@ mermaidsuk.org.uk	Mermaids supports children and young people up to 20 years old who are gender diverse, and their families, and professionals involved in their care.

MESMAC	Yorkshire: Leeds Bradford Hull York North Yorkshire Wakefield Rotherham	www.mesmac.co.uk	Leeds Tel: 0113 244 4209 Email: leeds@ mesmac.co.uk Bradford Tel: 01274 395815 Email: bradford@ mesmac.co.uk Hull Tel: 01482 291190 Email: hull@mesmac. co.uk York Tel: 01904 620400 Email: york@ mesmac.co.uk North Yorkshire Tel: 01609 258745 Email: northyorkshire@ mesmac.co.uk Wakefield Tel: 01924 211116 Email: wakefield@ mesmac.co.uk Rotherham Tel: 01709 242202 Email: rotherham@ mesmac.co.uk	Yorkshire MESMAC is one of the oldest and largest sexual health organisations in the country. They offer services to various communities including men who have sex with men, BME people, people misusing drugs, sex workers and LGB&T young people and adults.
MESMAC – Newcastle	Newcastle	www. mesmacnewcastle. com	Tel: 0191 233 1333 Email: all@ mesmacnewcastle. com	MESMAC Newcastle works with gay and bisexual men and other men who have sex with men to increase the range of choices open to them.
MESMAC – Blast project	West Yorkshire	www.mesmac.co.uk/ projects/blast	Tel: 0113 2444209 or 07921 372896 Text: 07921 372896 Email: blast@ mesmac.co.uk	The BLAST Project supports boys and young men who have experienced, are experiencing or are at risk of experiencing child sexual exploitation (CSE).
Mind Out	Brighton	www.mindout.org.uk	Tel: 01273 234839 Email: info@mindout.org.uk	MindOut is a mental health service run by and for lesbians, gay men, bisexual, trans, and queer people.

Stonewall Youth	London Scotland Wales/ Cymru	www.stonewall.org.uk www.stonewallscotland.org.uk www.stonewallcymru.org.uk	London: Tel: 020 7593 1850 Email info@stonewall.org.uk Scotland: Tel: 0131 474 8019 Email info@stonewallscotland.org.uk Wales/Cymru: Tel: 029 2023 7744 Email info@stonewallcymru.org.uk	Stonewall support individuals to work out how they can make a difference for LGBT people at work, at home and in their communities. They also deliver training and lobby for change through research.
Terrence Higgins Trust – LGBT Youth Groups	London, Essex and Enfield	www.tht.org.uk	Tel: 0808 802 1221 Email: info@tht.org.uk	Terrence Higgins Trust is prominently a sexual health services which specialises in work around HIV.

For a much larger list of service's and community groups please visit **Directory LGBT Consortium**

RESOURCES AVAILABLE

ORGANISATION	TITLE	LINK	AREA SPECIFIC
It's pronounced Metrosexual	Comprehensive list of LGBTQ+ vocabulary definitions	www.itspronounced metrosexual. com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions	Language
Terrence Higgins Trust	Variety of resources	www.tht.org.uk	Variety of resources including information puberty, sex, sexuality, gender and sexual health
Stonewall Youth	A guide to coming out	www.stonewall.org. uk/help-advice/ coming-out-0	A guide to coming out
Barnardo's	Real Love Rocks	www.barnardosreal loverocks.org.uk or www.barnardosreal loverocks.org.uk/ dashboard	Films aimed at primary and secondary school age children and young people on LGBT relationships
Barnardo's	A variety of resources for young people and professionals	www.barnardos.org. uk/what_we_do/ our_work/lgbtq.htm	Variety of resources including a glossary of terms
LGBT Foundation	Variety of resources	www.lgbt.foundation Aim High, Coming Out Guide, Sex Education, Where's Your Head At?, Get In, Faith Book, and Beating About the Bush	Leaflets and posters offering guidance on a wide range of topics for LGBT young people
The ACE Project	They Love Me? They Love Me Not: Sexual Exploitation and Young LGBTQ People	Please email Catherine.donovan@ sundeland.ac.uk for a copy of the DVD.	Film
Blast	A variety of resources for young people and professionals	www.mesmac.co.uk/ projects/blast/ for-professionals/ resources	Although specifically designed for boys and young men, some resources are appropriate to use with LGBTQ+ boys and young men

RESEARCH AVAILABLE

ORGANISATION	TITLE	LINK
Deb Walker, Trinity Youth Association Commissioned by Northern Rock Foundation	Findings of Scoping Exercise into Practitioners knowledge of Child Sexual Exploitation of LGBT Young People in the North East	www.nr-foundation.org.uk/downloads/Report-on-Sexual-Exploitation-of-LGBT-Young-People-in-the-North-East-Jul-8714.pdf
Galop	A variety of research materials	www.galop.org.uk/reports-research
The ACE Project, Northern Rock Foundation	The Ace Project: Developing an Agenda For Change in the North East and Beyond on Young LGBTQ People and Child Sexual Exploitation	www.nr-foundation.org.uk/downloads/The-Ace-Project_LGBTQ-Young-People-and-CSE_-An-Agenda-for-Change_June-20141.pdf
Barnardo's	It's not on the radar' The hidden diversity of children and young people at risk of sexual exploitation in England	www.barnardos.org.uk/it_s_not_on_the_radar_report.pdf

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[viii] https://www.womensaid.org.uk/response-lgbt-domestic-abuse-survivors-nothing-proud/

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