

Guidelines for dealing with and reporting prejudice based incidents and hate crimes in schools and settings

September 2016

1. INTRODUCTION

1.1. North Yorkshire County Council values the benefits of having a diverse population. It also recognises the harmful effects of bullying and prejudice in society. These can unfairly limit the life chances of children and young people and exclude them from full participation in social, economic, political and cultural life. We believe in celebrating diversity, and that eradicating all forms of prejudice and promoting equality for all must be an integral part of all schools' work.

1.2. These guidelines will help schools fulfil their duty to eliminate discrimination, harassment and victimisation and their duty to foster good relations, under the Equalities Act (2010) and the Public Sector Equalities Duties (2012). It provides schools with information about how to deal with and report on the frequency and extent of prejudiced based incidents within school.

1.3. The definitions of a prejudiced based incident and a hate crime are as follows:

- A prejudiced based incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of their protected characteristics, which are age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, gender or sexual orientation
- A Hate Crime is any crime that is motivated by hostility on the grounds of race, religion, sexual orientation, disability or transgender identity

There are three categories of hate crime in legislation:

- incitement to hatred offences on the grounds of race, religion or sexual orientation;
- specific racially and religiously motivated criminal offences (such as common assault); and
- provisions for enhanced sentencing where a crime is motivated by race, religion, sexual orientation, disability or transgender identity.

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can include name calling, physical abuse or damage to property.

Further information about Hate Crime can be found at:

'Action Against Hate: The UK Government's plan for tackling hate crime.' July 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/543679/Action_Against_Hate_-_UK_Government_s_Plan_to_Tackle_Hate_Crime_2016.pdf

1.4. The North Yorkshire Equality and Diversity Group can provide independent advice about whether or not an incident constitutes a hate crime. Appendix 3 outlines the process in respect of hate crimes.

2. THE SCHOOL'S EQUALITY DUTY

2.1. These guidelines will enable the school to meet the general duty outlined in Section 149 of the Equality Act. It has three aims requiring public bodies to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- foster good relations between persons who share a protected characteristic and persons who do not share it.

3. PREVENTION OF PREJUDICED BASED INCIDENTS AND HATE CRIME

3.1. Preventing such incidents is a shared task between the school, pupils, parents/ carers and staff.

- Every pupil should understand the benefits of an inclusive, harassment-free school and that prejudice based behaviours are unacceptable.
- The school should have a policy and action plan for dealing with such incidents, which may be included within the equal opportunities policy. All school policies and practices should have due regard to "fostering good community relations", which is part of the General Equality Duty. These may include a specific reference that prejudice based behaviours, e.g. including the use of racist or homophobic language, are unacceptable.

- Every parent or carer should understand and have confidence in the school's readiness to challenge all forms of prejudiced based incidents and anything which may escalate into hate crime. Explicit references within the school prospectus and other documentation sent to parents can be very helpful in this respect and home-school agreements can assist in maintaining and strengthening good practice.
- All staff should continue to update their professional development with the knowledge and skills necessary for the prevention and handling of prejudice based incidents and for the "fostering of good community relations" within the school's ethos.

4. RECOMMENDED PROCEDURES

4.1. As part of the 'Action Against Hate' Home Office policy (July 2016), there are 5 steps that form the action plan:

- Preventing hate crime
- Responding to hate crime in our communities
- Increasing the reporting of hate crime
- Improving the support for victims of hate crime
- Building our understanding of hate crime

4.2. For schools it is important that:

- There is a named member of the senior management team responsible for dealing with prejudice based incidents and hate crime
- the importance of preventing hate crime happening in the first place is recognised and the school is committed to challenging those attitudes that can lead to discrimination and divisions within our society.
- prejudice based incidents and hate crimes are clearly identified as such and the frequency and nature of them is monitored within the school
- all incidents and hate crimes are recorded in school (see Appendix 1 for suggested format) and are reported to North Yorkshire County Council using the online reporting tool
<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=146952740744>
- hate crimes are reported to the police or a hate-crime reporting centre (see details in Appendix 3 below)
- preventative action is taken to reduce the likelihood of such incidents occurring, including addressing sensitive and controversial issues relating to prejudice, in the curriculum
- all staff are confident in challenging the beliefs and attitudes that can lead to hate crime.
- the wider implications of such incidents for the school and local community are recognised

- full and regular reporting of these incidents is provided to the Governing Body and action is taken by the Governing body to address any reoccurring concerns
- staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes so they are vigilant regarding these behaviours
- pupils are involved in drawing up and agreeing principles and codes of practice relating to all types of bullying and harassment, and play a part in dealing with prejudice based incidents and hate crimes
- parents are involved in agreeing principles and procedures for dealing with prejudice based incidents and hate crimes
- perpetrators are dealt with effectively
- victims of prejudice based incidents and hate crimes are supported.

5. IDENTIFYING PREJUDICED BASED INCIDENTS AND HATE CRIME

5.1. Incidents may include:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic, biphobic and transphobic language
- comments /abuse etc. being made online
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

5.2. It is important to recognise that:

- such incidents are often part of more complex interactions which may take place in school - for example, an argument about friendship may lead to a prejudiced based incident or a hate crime
- teachers may need to deal with prejudiced or hostile comments made by parents or other adults as well as by pupils
- incidents may involve group as well as individual behaviour
- prejudice based incidents and hate crimes are not always explicit – for example, a pupil may be called ‘smelly’ and behind such insults may lie a hate element

- prejudiced behaviour can occur without any one belonging to the targeted characteristic being present – for example, telling disability jokes
- acts or expressions may include negative body language – for example, the refusal to sit next to, or work with a gay pupil
- harassment is not based on whether or not the perpetrator intended to harass, or understands the prejudiced content of what s/he has done, but rather the effects of the incident.

6. DEALING WITH PERPETRATORS INCIDENTS INVOLVING PUPILS

6.1. Schools may feel it appropriate to develop a checklist as part of their policy to ensure internal consistency in the use of sanctions in relation to incidents involving pupils. It is recognised that staff members will use their professional judgement in dealing with specific incidents, but individual practice should be based on school policy.

6.2. Responses may include sanctions, withdrawal of privileges, counselling and the involvement of other professionals, e.g. police, Community Safety Partnership leads, Community Cohesion workers or Education and Skills Advisers. A list of sources of support and advice, both general and specific, is provided in Section 12. Guidance on conducting a structured conversation with pupils and/or parents is available in Appendix 2.

6.3. The following table provides some ideas for appropriate actions that could be taken in response to different types of incidents.

Type of incidents	Suggested actions	Possible Hate Crime?
(a) Physical assault	<ul style="list-style-type: none"> • Report to the class/subject teacher, Head of Year or Headteacher as appropriate • Record on the Prejudiced Based Incident Reporting Form • Provide a full report to the named person/Headteacher • Inform parents/carers • Take necessary action to prevent recurrence 	Yes
(b) Derogatory name calling	<ul style="list-style-type: none"> • Never ignore any derogatory name calling, insults and prejudiced forms of verbal abuse in school or online • Explain fully to the perpetrator that verbal prejudice abuse will not be accepted • Refer offenders to the named person/Headteacher 	Yes

	<p>as appropriate</p> <ul style="list-style-type: none"> • Record on the Prejudiced Based Incident Reporting Form • Inform parents/carers • Request agencies for intervene to provide training/strategies depending on the nature of the incident (see section 12) 	
(c) Hate graffiti	<ul style="list-style-type: none"> • Report all prejudiced and offensive graffiti in the school to the named person/Headteacher • Take action to remove graffiti immediately • Check regularly and take steps to remove and discourage the re-appearance of graffiti 	Yes
(d) Wearing hate badges or insignia	<ul style="list-style-type: none"> • Do not permit wearing of hate badges or insignia • Refer perpetrators to the named person/Headteacher as appropriate • Record on the Prejudiced Based Incident Reporting Form • Inform parents/carers 	Yes
(e) Bringing hate materials into school or sharing/promoting online	<ul style="list-style-type: none"> • Remove all forms of hate literature, such as leaflets, comics materials or magazines under incitement legislation • Refer pupils to the named person/Headteacher as appropriate • Inform parents/carers 	Yes, may fall under incitement legislation
(f) Prejudiced based comments during lessons	<p>Challenge comments/statements</p> <ul style="list-style-type: none"> • Speak to the young person after the lesson to ensure they understand what they said was unacceptable and why • Record hate incidents occurring in each lesson as a separate incident as outlined in the school's policy • Inform parents/carers 	Yes, may fall under incitement legislation
(g) Attempts to recruit to organisations or groups in school or online	<ul style="list-style-type: none"> • Report immediately to the named person/Headteacher • Recruiter should be interviewed • Record on the Prejudiced Based Incident Reporting Form • Inform parents/carers 	Yes, may fall under incitement legislation
(h) Ridicule of an individual for cultural or other differences e.g.	<ul style="list-style-type: none"> • Never ignore any attempt to ridicule an individual within school, face to face or online • Explain fully to the perpetrator that verbal prejudice abuse will not be accepted • Refer offenders to the named person/Headteacher 	Yes

food, music, dress, appearance, etc	as appropriate • Record on the Prejudiced Based Incident Reporting Form • Inform parents/carers	
(i) Refusal to cooperate with others because of a protected characteristic e.g. race, disability, sexuality	• Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities • Refer perpetrators to the named person/ Headteacher as appropriate • Record on the Prejudiced Based Incident Reporting Form • Inform parents/carers	No

Schools may request support and advice from North Yorkshire County Council and other agencies for specific incidents. See section 12 for list of contacts.

DEALING WITH MEMBERS OF STAFF

6.4. The council makes it clear that prejudiced behaviour from any member of staff of an educational establishment towards any pupil, parent or another member of staff will not be tolerated and, if it occurs, disciplinary action could be taken.

VOLUNTEERS AND VISITORS IN SCHOOL

6.5. Schools should bring the school's policies to the attention of volunteers who work in the school on a regular basis. This will include a school's Single Equality Scheme.

INCIDENTS OUTSIDE SCHOOL

6.6. There may be occasions when prejudiced based incidents or hate crimes that have occurred outside school, including online, or involve outside perpetrators, are brought to the attention of the Headteacher. These incidents should be reported to the police who may wish to take action under hate crime legislation. Opportunity should also be taken to condemn such incidents publicly.

7. GOVERNORS' ROLE IN RESPONDING TO PREJUDICE BASED INCIDENTS AND HATE CRIME

7.1. The Governing Body has, in partnership with the Headteacher, responsibility for the overall management of the school. The focus of its work is to raise standards of achievement, establish high expectations of all pupils and promote effective teaching and learning. These aims can only be achieved in a safe and secure environment where all pupils feel free from harassment of any kind.

7.1.1. Governors have a key role in establishing the ethos of the school

7.1.2. Governors should receive a termly report from the Headteacher on the schools performance in dealing with prejudice based incidents and hate crimes

7.1.3. Prejudice based incidents and hate crime can lead to pupils being permanently excluded. In these cases governors are responsible for deciding whether the exclusion made by the Headteacher should be upheld.

7.1.4. Governors have a duty to ensure the school publishes sufficient information to show it has had due regard to considering the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups.

7.2. Having due regard means consciously thinking about these three aims and will require the school to monitor prejudice based incidents and analyse the results in order to:

- get a full picture of the frequency and nature of prejudice based incidents and hate crimes
- measure the effectiveness of the methods used by the school to respond to prejudice based incidents and hate crime
- use the analysis as a baseline to change and develop the school's practice for preventing and addressing prejudice based incidents and hate crimes.

8. MONITORING PREJUDICE BASED INCIDENTS AND HATE CRIME

8.1. Schools should record details of the incident, the person(s) concerned and actions taken. A suggested format for a Prejudiced Based Incident Reporting Form is provided in Appendix 1.

8.2. Details of each incident should be recoded on the online reporting system for North Yorkshire County Council

<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=146952740744>

9. ANALYSING PREJUDICE BASED INCIDENTS AND HATE CRIME

9.1. Crucial to eliminating incidents will be the school's understanding of the number and nature of incidents that occur. The school should consider whether:

- the number of incidents, especially a nil result, reflect the nature of community relations in the school
- there is any trend in the nature of prejudice based incidents and hate crime i.e. are incidents predominantly homophobic, disabilist or racial
- statistics provide evidence that policies and practices are working by the scale and number of incidents, and by the prevalence of repeat incidents
- they can be confident that pupils feel at ease to report incidents.

9.2. The data from the SNAP reporting will be used by North Yorkshire County Council to respond to significant issues from schools and the community in order to improve provision for all pupils. The data provided will be treated in strictest confidence and does not include information that would identify individuals.

10. COMMUNITY TENSION

10.1. Behaviour that can be seen as possibly reflecting community tension within the school as a whole should be monitored e.g. where small groups of pupils form isolated groups within the playground or the classroom.

10.2. Schools should continue to develop healthy relationships with their local communities. In order for a school to fully understand and enable pupils to achieve to their highest potential, they need to be aware of community issues.

10.3. Schools should continue to involve and draw on the expertise of community members in the school curriculum and related activities. Schools should consider how they contribute towards integrating people into the community.

11. VICTIM SUPPORT

11.1. All schools should attach importance to comforting and supporting victims of prejudice based incidents and hate crime. Schools should endeavour to explain to the victim the actions taken in dealing with the perpetrator and express the attitude of the school towards such behaviour.

11.2. The school should allow the pupils or adults the opportunity to express their own concerns and feelings and provide further support and counselling where necessary.

11.3. In serious cases, the Headteacher should meet the parents of the victim to explain the action taken and to discuss the matter with them.

12. SOURCES OF HELP, ADVICE AND INFORMATION

12.1.

Equality area or specific protected characteristic	Organisation	Contact details
General: relating to all protected characteristics particularly where a hate crime or potential hate crime is involved	North Yorkshire Police Stop Hate UK	Call 101 to report a Hate Crime general.enquiries@northyorkshire.pnn.police.uk The Stop Hate UK helpline is available on 0800 138 1625 and is staffed by trained operators 24 hours a day. An online chat service is also available on

		http://www.stophateuk.org/talk-to-us
General: relating to all protected characteristics	North Yorkshire County Council Corporate Equality and Diversity group	Deborah Hugill Deborah.Hugill@northyorks.gov.uk
General; for advice and support on equalities duties and any issues relating to ethnicity and faith	Vulnerable Learners Team Education and Skills	Equalities Adviser: Rebecca Swift Rebecca.swift@northyorks.gov.uk
General: for advice on PSHE and citizenship curriculum, working with LGBT young people and anti-bullying	Vulnerable Learners Team Education and Skills	Health and Wellbeing Adviser: Clare Barrowman Clare.barrowman@northyorks.gov.uk
General: for advice on the social and emotional health aspects of incidents in relation to all protected characteristics (for pupils)	Behaviour and attendance team Inclusive Education	Lead advisor for Social, emotional mental health, Inclusion (CYPS) Cerys Townend Cerys.townend@northyorks.gov.uk
Victim Support	Victim support	www.victimsupport.org T: 0845 30 30 900 (Victim support line)
SEN and Disability	Inclusive Education Service The SEND information, advice and support service (SENDIASS) provides free and impartial information, advice and support for children, young people and young adults (up to 25 year old) with special educational needs and/or disabilities as well as their parents or carers.	inclusiveeducation@northyorks.gov.uk General enquiries 01609 536923 Local areas: Boroughbridge, Easingwold, Knaresborough, Malton and Richmond School Janet Allen Tel: 01609 536097 Email: janet.allen2@northyorks.gov.uk Craven Vivien Nowell Tel: 01609 798922 Email: vivien.nowell@northyorks.gov.uk Hambleton and Richmondshire

		<p>Jane Clark Tel: 01609 536198 Email: jane.clark@northyorks.gov.uk</p> <p>Harrogate, Ripon and Pateley Bridge Judith Edney Tel: 01609 534983 Email: judith.edney@northyorks.gov.uk</p> <p>Scarborough, Whitby and Ryedale Angela Cavill Tel: 01609 534611 Email: angela.cavill@northyorks.gov.uk</p> <p>Selby, Sherburn and Tadcaster Paula Stead Tel: 01609 536804 Email: paula.stead@northyorks.gov.uk</p>
Faith or religion	North Yorkshire Standing Advisory Council on Religious Education (SACRE)	<p>Guidance on organising visits to places of worship, including sample letter to parents : available to download from Humanities Room on Fronter</p> <p>Contact: Rebecca Swift (Equalities Adviser) Rebecca.swift@northyorks.gov.uk</p>
Transgender Gender identity/ reassignment	<p>Gender Identify Research and Education Society (GIRES) http://www.gires.org.uk/ purpose is to improve the lives of trans and gender non-conforming people, including those who are non-binary and non-gender. Their website has a range of information. Including a free e-learning package for professionals who work with young people. http://www.gires.org.uk/caring-for-gender-nonconforming-young-people</p>	<p>NYCC Transgender guidance for schools can be downloaded from the sexual orientation room on Fronter</p> <p>Brighton and Hove Trans toolkit for schools http://www.allsortsyouth.org.uk/wp-content/uploads/2014/02/Trans-Inclusion-Schools-Toolkit.pdf</p> <p>Cornwall Council Schools Transgender Guidance http://www.intercomtrust.org.uk/resources/cornwall_schools_transgender_guidance.pdf</p> <p>Supporting LGBT young people in</p>

	<p>Mermaids http://www.mermaidsuk.org.uk/ is support for Trans young people, their families and professionals</p>	<p>schools https://www.stonewall.org.uk/sites/default/files/an introduction to supporting_lgbt_young_people - a guide for schools 2015.pdf</p>
<p>Race (racist incidents)</p>	<p>Minority Ethnic Achievement Service: MEA Racist incident guide with next steps. Training for school staff</p> <p>Community Cohesion Workers</p>	<p>Available to download from MEA Room on Fronter or from Rebecca Swift Rebecca.swift@northyorks.gov.uk</p> <p>Odette Robson: Head of Safer Communities, Policy and Partnerships Odette.robson@northyorks.gov.uk</p> <p>Peter.cunningham@northyorks.gov.uk Craven and Harrogate Julie.hay@northyorks.gov.uk Scarborough and the coast</p>
<p>Race (translation)</p>	<p>Talk to us We can provide community interpretation and translation services in over 50 languages public bodies in North Yorkshire. This means we can arrange to translate documents, marketing materials and website pages as well face-to-face interpreting, including school meetings.</p> <p>Language line</p>	<p>Email: talktous@northyorks.gov.uk</p> <p>https://www.language.com/uk</p>
<p>Sexual orientation (homophobic, biphobic and transphobic incidents)</p>	<p>Stonewall is the national charity that supports the LGBT community. They have a range of education resources http://www.stonewall.org.uk/our-work/education-resources</p> <p>Out for our children http://www.outforourchildren.org.uk/</p>	<p>NYCC LGBT guidance for schools can be downloaded from the sexual orientation room on Fronter</p> <p>Stonewall have produced a toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in schools</p> <p>Primary schools http://www.stonewall.org.uk/sites/default/files/primary_schools_toolkit.pdf</p>

	<p>org.uk/ is a website of information that has been developed by same sex families – it has a film from their point of view which can be accessed at http://www.outforourchildren.org.uk/resources/ . They have a range of teaching resources to support schools and a range of other useful information aimed more at professionals who work with early years and primary aged pupils younger children</p> <p>Educate and Celebrate provide a range of information - book lists, supporting materials etc http://www.educateandcelebrate.org/</p>	<p>It/files/getting_started_toolkit_-_primary.pdf</p> <p>Secondary Schools http://www.stonewall.org.uk/sites/default/files/getting_started_-_a_toolkit_for_secondary_schools.pdf</p>
<p>Resources recommended in 'Action Against Hate'</p>	<p>Department for Education (DfE) – coming soon</p> <p>The Crown Prosecution Service (CPS)</p>	<p>A programme to equip teachers to hold debates and conversations with pupils on a range of difficult topical issues. The programme is designed to give pupils the space in which to debate issues, to voice their concerns and to repeat what they have heard; teachers should listen and be ready to challenge when necessary. This will cover debates about extremism and fundamental shared values and will also be a chance to discuss issues concerned with equality, prejudice, hate crime and foreign policy.</p> <p>A resource pack for schools and teachers on hate crime in order to help teachers engage with their pupils on issues of hatred and intolerance. http://www.report-it.org.uk/cps_launch_hate_crime_scho</p>

	<p>Anne Frank Schools Programme,</p> <p>Sophie Lancaster Foundation</p> <p>National Holocaust Centre and Museum</p>	<p>ols pack</p> <p>Taking the poignant messages of Anne's life and diary to help students understand the damage caused by prejudice and hatred http://www.annefrank.org.uk/what-we-do/schools-project/our-work-schools</p> <p>Resources to show young people how easy it is to be more tolerant and open their minds to accept all people, despite their lifestyle or appearance. The Sophie Game is a paid for resource available for teachers to use in schools and other educational sites across the UK. Y7+ http://www.sophielancasterfoundation.com/</p> <p>http://www.nationalholocaustcentre.net/</p>
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12.2. Department for Education guidance provides advice for Headteachers, staff and Governing Bodies on preventing and tackling bullying. The Department for Education website also has links to a range of associated resources that may be useful for schools in relation to prejudice based incidents.

The reporting form for any incidents can be found at:

<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=146952740744>

Appendix 1: Excel Spreadsheet: Suggested format for prejudice based incident/hate crime reporting form for schools.

Appendix 2: Hate comments or incidents in Primary Schools: A Guide to Good Practice, with example of a structured conversation

Appendices are available at <http://cyps.northyorks.gov.uk/> and in the Equalities Room on Fronter

Appendix 3: Process for reporting hate crimes

Step 1: Does the incident reported meet the legal definition of 'Hate Crime'?

A Hate Crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

NB: Hostility related to any other protected characteristic should be recorded as a prejudice based incident. It is not a hate crime.

If in doubt consult The Stop Hate UK helpline 0800 138 1625 for guidance on whether or not it is a hate crime. Personally identifiable information need not be given at this stage. An online chat service is also available on <http://www.stophateuk.org/talk-to-us>

Step 2: Report the incident

If it is an emergency situation – always dial 999.

In a non-emergency you can dial 101 or contact or visit your local police station.

Even if the victim wishes to remain anonymous the information provided may be vital in helping the police bring to justice the people who commit these crimes.

The Supporting Victims service can also help. The service provides independent support for anyone affected by crime, whether reported to the police or not. They can be contacted on 01904 669276 or visit www.supportingvictims.org

Another route for reporting hate crime is via the Stop Hate 24-hour telephone helpline which has also recently been launched to assist victims. Stop Hate UK is staffed by trained operators 24 hours a day is available on 0800 138 1625. An online chat service is also available at <http://www.stophateuk.org/talk-to-us>

You can also report online via the True Vision website http://www.report-it.org.uk/your_police_force

Step 3: Record the incident and actions taken

- Record the incident on your school data base and the actions that have been taken, ensuring governors are kept informed
- Report the incident to the Local Authority using the online reporting system <https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=146952740744>
- If you need further support from the Local Authority, contact Education and Skills on 01609 798864 or at eands@northyorks.gov.uk
- If you need further support from the local schools Police Community Support Officer or Community Cohesion Officers (contact details in section 12 above)

Step 4: Address any concerns in school

- Facilitate restorative justice meetings if required
- Ensure the victim(s) are appropriately supported
- Ensure there are opportunities in the curriculum to address any prejudice based issues
- Ensure staff are confident in dealing with any prejudice based incidents issues (training available from SmartSolutions)

Contact for enquiries or further information: EandS@northyorks.gov.uk