

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

**September 2016**  
**Updated July 2018**

## **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 incident or crime is any incident 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](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)

Appendix 3 at the end of this document, outlines the process in respect of hate incidents and hate crimes.

## **2. THE SCHOOL'S STATUTORY DUTIES**

### **2.1. Equalities Duties:**

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.

### **2. 2. Anti-discrimination law**

Schools must follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland.

For full details see: <https://www.gov.uk/discrimination-your-rights>

### **3. PREVENTION OF PREJUDICED BASED INCIDENTS, HATE 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, hate incidents and hate crimes 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, hate incidents and hate crime (this should be the Designated Safeguarding Lead- DSL)

- Any prejudice based incident, hate incident and / or hate crime must always be reported to the Designated Safeguarding Lead in order to identify appropriate follow-up.
- there are safe spaces in the school/college where pupils feel able to report any incidents. Privacy, confidentiality and the needs of the pupil reporting are respected
- the importance of preventing prejudice based incidents, hate incidents and 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, hate 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. This report is shared with the multi-agency Hate Crime Working Group, chaired by NYP, in order to identify common themes and inform future approaches to tackling hate crime  
<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=146952740744>
- hate incidents and 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, hate incidents and hate crimes so they are vigilant regarding these behaviours
- pupils are actively 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, hate incidents and hate crimes
- parents are involved in agreeing principles and procedures for dealing with prejudice based incidents, hate incidents and hate crimes
- victims of prejudice based incidents, hate incidents and hate crimes are supported (see links below)
- perpetrators are dealt with effectively.

## **5. IDENTIFYING PREJUDICED BASED INCIDENTS AND HATE RELATED INCIDENTS OR CRIMES**

5.1. A prejudiced based or hate 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. 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, banned or prohibited 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, hate 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. Appropriate support by these agencies will be considered along with potential intervention. 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	Required actions  <b>Note: Parents/carers of both the victim(s) and perpetrator(s) must be informed in all cases</b> and appropriate follow-up support for both parties should be instigated	Possible hate related incident or crime?
<b>(a)</b> <b>Physical assault</b>	<ul style="list-style-type: none"> <li>• Report to the DSL/Headteacher</li> <li>• Record on the NYCC Prejudiced Based Incident Reporting Form</li> <li>• Take necessary action to prevent recurrence</li> <li>• If hate related, report the incident to the police, or report anonymously via Stop Hate UK or Truevision</li> </ul>	Yes
<b>(b)</b> <b>Derogatory name calling</b>	<ul style="list-style-type: none"> <li>• Never ignore any derogatory name calling, insults and prejudiced forms of verbal abuse in school or online</li> <li>• Explain fully to the perpetrator that verbal prejudice abuse will not be accepted</li> <li>• Refer offenders to the DSL/Headteacher Record on the NYCC Prejudiced Based Incident Reporting Form</li> <li>• Request agencies to intervene to provide training/strategies depending on the nature of the incident (see section 12)</li> <li>• If hate related, report the incident to the police, or report anonymously via Stop Hate UK or Truevision depending on the level and frequency.</li> </ul>	Yes

<p><b>(c)</b></p> <p><b>Hate graffiti</b></p>	<ul style="list-style-type: none"> <li>• Report all prejudiced and offensive graffiti in the school to the DSL/Headteacher</li> <li>• Take action to remove graffiti immediately</li> <li>• Check regularly and take steps to remove and discourage the re-appearance of graffiti</li> <li>• Record on the NYCC Prejudiced Based Incident Reporting Form</li> <li>• If hate related, report the incident to the police, or report anonymously via Stop Hate UK or Truevision depending on the level and frequency.</li> </ul>	<p>Yes</p>
<p><b>(d)</b></p> <p><b>Wearing hate badges or insignia</b></p>	<ul style="list-style-type: none"> <li>• Do not permit wearing of hate badges or insignia</li> <li>• Refer perpetrators to the DSL/Headteacher as appropriate</li> <li>• Record on the NYCC Prejudiced Based Incident Reporting Form</li> <li>• Make a Prevent referral through the NYCC single point of contact referral process</li> <li>• Report to the Police or the Counter Terrorism Hotline 0800789321</li> </ul>	<p>Yes</p>
<p><b>(e) Bringing hate materials into school or sharing/promoting online</b></p>	<ul style="list-style-type: none"> <li>• Remove all forms of hate literature, such as leaflets, comics materials or magazines under incitement legislation</li> <li>• Refer pupils to the DSL//Headteacher as appropriate</li> <li>• Record on the NYCC Prejudiced Based Incident Reporting Form</li> <li>• Make a Prevent referral through the NYCC single point of contact referral process</li> <li>• Report to the Police or the Counter Terrorism Hotline 0800789321</li> </ul>	<p>Yes, may fall under incitement legislation</p>
<p><b>(f)</b></p> <p><b>Prejudiced based comments during lessons</b></p>	<ul style="list-style-type: none"> <li>• Challenge comments/statements</li> <li>• Speak to the young person after the lesson to ensure they understand what they said was unacceptable and why</li> <li>• Report to the DSL/Headteacher</li> <li>• Record on the NYCC Prejudiced Based Incident Reporting Form</li> <li>• Consider intervention work, possibly provided by the Police or other agencies</li> <li>• Consider reporting to the police depending on the level and frequency</li> </ul>	<p>Yes, may fall under incitement legislation</p>
<p><b>(g)</b></p> <p><b>Attempts to recruit to organisations or groups in school or</b></p>	<ul style="list-style-type: none"> <li>• Report immediately to the DSL/Headteacher</li> <li>• Recruiter should be interviewed</li> <li>• Record on the NYCC Prejudiced Based Incident Reporting Form</li> <li>• Make a Prevent referral through the NYCC</li> </ul>	<p>Yes, may fall under incitement legislation</p>

<b>online</b>	<ul style="list-style-type: none"> <li>single point of contact referral process</li> <li>Report to the Police or the Counter Terrorism Hotline 0800789321</li> </ul>	
<b>(h)</b>  <b>Ridicule of an individual for cultural or other differences e.g. food, music, dress, appearance, etc</b>	<ul style="list-style-type: none"> <li>Never ignore any attempt to ridicule an individual within school, face to face or online</li> <li>Explain fully to the perpetrator that verbal or online prejudice abuse will not be accepted</li> <li>Refer offenders to the DSL/Headteacher as appropriate</li> <li>Record on the NYCC Prejudiced Based Incident Reporting Form</li> <li>Consider intervention work, possibly provided by the Police or other agencies</li> <li>Consider reporting to the police depending on the level and frequency</li> </ul>	Yes
<b>(i)</b>  <b>Refusal to cooperate with others because of a protected characteristic e.g. race, disability, sexuality</b>	<ul style="list-style-type: none"> <li>Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities</li> <li>Restorative intervention with all involved could take place to support greater learning / understanding</li> <li>Refer perpetrators to the DSL/ Headteacher as appropriate</li> <li>Record on the NYCC Prejudiced Based Incident Reporting Form</li> <li>Consider intervention work, possibly provided by the Police or other agencies</li> </ul>	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.**

**For reporting, schools/colleges should have designated safe spaces where pupils know they can report any incident privately and that it will be dealt with sensitively. Pupils should be made aware that they can report anonymously online, if they would prefer.**

## **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. The same process as outlined in table 6.3 in terms of reporting to the police or the Counter Terrorism Hotline should be followed. Further advice should be sought from the LADO.

## **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 and code of conduct.

## **INCIDENTS OUTSIDE SCHOOL**

6.6. There may be occasions when prejudiced based incidents, hate 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 must be assessed by the DSL/Headteacher and where appropriate, in line with this policy, they must then 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, HATE 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, hate 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, hate 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, hate incidents and hate crimes.

## **8. MONITORING PREJUDICE BASED INCIDENTS AND HATE CRIME**

8.1. Schools must record details of the incident, the person(s) concerned and actions taken. A suggested format for a Prejudiced Based Incident, Hate Incident and Hate Crime Reporting Form is provided in Appendix 1 which can be found at

<http://cyps.northyorks.gov.uk/equalities-and-diversity>

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

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

8.3. Where appropriate, incidents should also be reported to the police and / or counter terrorism or Stop Hate UK.

## **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 North Yorkshire online reporting system 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 is also shared with the police and the Hate Crime Working Group to support and inform future approaches and responses to Hate Crime and to help identify any trends and issues emerging. 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. Where any community tension has been highlighted to staff the Police are to be informed as soon as possible in order to assess, review and respond to any community needs. These can also be reported via Stop Hate UK.

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 provide safe spaces for the reporting of prejudice based incidents, hate incidents and hate crime, which are private and where the needs of the reporter/victim can be met sensitively. Pupils should be actively encouraged to report any incidents.

11.2. 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.

11.3. The victims (young people or adults) should be supported and enabled to express their own concerns and feelings. The schools should enable the provision of further support, including counselling where appropriate. Any victim of Hate Crime (young person or adult) can be referred to the Supporting Victims Service (include contact details in list) [www.supportingvictims.org](http://www.supportingvictims.org)

11.4. In serious cases, the Headteacher should meet the parents of the victim to explain the action taken and to discuss the matter with them. All serious cases **MUST** be reported to the police. Incidents can be reported anonymously if victims don't give consent.

11.5. Schools should always signpost victims to sources of additional support and advice (see details in section 12 below)

## 12. SOURCES OF HELP, ADVICE AND INFORMATION

### 12.1.

Equality area or specific protected characteristic	Organisation	Contact details
<b>General:</b> relating to all protected characteristics particularly where a hate crime or potential hate crime is involved	North Yorkshire Police  Stop Hate UK  Supporting Victims	Call 101 to report a Hate Crime  <a href="mailto:general.enquiries@northyorkshire.pnn.police.uk">general.enquiries@northyorkshire.pnn.police.uk</a>  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 <a href="http://www.stophateuk.org/talk-to-us">http://www.stophateuk.org/talk-to-us</a>  Supporting Victims :for any victim of crime in North Yorkshire <a href="http://www.supportingvictims.org">www.supportingvictims.org</a> / 01609 643 100 (Monday - Friday 8am - 7pm)
<b>General:</b> relating to all protected characteristics	North Yorkshire County Council Corporate Equality and Diversity group	Deborah Hugill <a href="mailto:Deborah.Hugill@northyorks.gov.uk">Deborah.Hugill@northyorks.gov.uk</a>
<b>General;</b> 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  <a href="mailto:Rebecca.swift@northyorks.gov.uk">Rebecca.swift@northyorks.gov.uk</a>
<b>General:</b> 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  <a href="mailto:Clare.barrowman@northyorks.gov.uk">Clare.barrowman@northyorks.gov.uk</a>
<b>General:</b> for advice on the social and emotional health aspects of incidents in	Behaviour and attendance team  Inclusive Education	Lead advisor for Social, emotional mental health, Inclusion (CYPS)  Cerys Townend

relation to all protected characteristics (for pupils)		Cerys.townend@northyorks.gov.uk
<b>Support Victims</b>	Supporting victims	For any victim of crime in North Yorkshire <a href="http://www.supportingvictims.org">www.supportingvictims.org</a> / 01609 643 100 (Monday - Friday 8am - 7pm)
<b>SEN and Disability</b>	<p>Inclusive Education Service</p> <p>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.</p>	<p>inclusiveducation@northyorks.gov.uk General enquiries 01609 536923 Local areas:</p> <p>Boroughbridge, Easingwold, Knaresborough, Malton and Richmond School Janet Allen Tel: 01609 536097 Email: <a href="mailto:janet.allen2@northyorks.gov.uk">janet.allen2@northyorks.gov.uk</a></p> <p>Craven Vivien Nowell Tel: 01609 798922 Email: <a href="mailto:vivien.nowell@northyorks.gov.uk">vivien.nowell@northyorks.gov.uk</a></p> <p>Hambleton and Richmondshire Jane Clark Tel: 01609 536198 Email: <a href="mailto:jane.clark@northyorks.gov.uk">jane.clark@northyorks.gov.uk</a></p> <p>Harrogate, Ripon and Pateley Bridge Judith Edney Tel: 01609 534983 Email: <a href="mailto:judith.edney@northyorks.gov.uk">judith.edney@northyorks.gov.uk</a></p> <p>Scarborough, Whitby and Ryedale Angela Cavill Tel: 01609 534611 Email: <a href="mailto:angela.cavill@northyorks.gov.uk">angela.cavill@northyorks.gov.uk</a></p> <p>Selby, Sherburn and Tadcaster Paula Stead</p>

		<p>Tel: 01609 536804</p> <p>Email: paula.stead@northyorks.gov.uk</p>
<b>Faith or religion</b>	<p>North Yorkshire Standing Advisory Council on Religious Education (SACRE)</p>	<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:</p> <p>Rebecca Swift (Equalities Adviser)</p> <p>Rebecca.swift@northyorks.gov.uk</p>
<p><b>Transgender</b></p> <p><b>Gender identity/ reassignment</b></p>	<p>Gender Identify Research and Education Society (GIRES)</p> <p><a href="http://www.gires.org.uk/">http://www.gires.org.uk/</a></p> <p>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.</p> <p><a href="http://www.gires.org.uk/caring-for-gender-nonconforming-young-people">http://www.gires.org.uk/caring-for-gender-nonconforming-young-people</a></p> <p>Mermaids</p> <p><a href="http://www.mermaidsuk.org.uk/">http://www.mermaidsuk.org.uk/</a></p> <p>is support for Trans young people, their families and professionals</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</p> <p><a href="http://www.allsortsyouth.org.uk/wp-content/uploads/2014/02/Trans-Inclusion-Schools-Toolkit.pdf">http://www.allsortsyouth.org.uk/wp-content/uploads/2014/02/Trans-Inclusion-Schools-Toolkit.pdf</a></p> <p>Cornwall Council Schools Transgender Guidance</p> <p><a href="http://www.intercomtrust.org.uk/resources/cornwall_schools_transgender_guidance.pdf">http://www.intercomtrust.org.uk/resources/cornwall_schools_transgender_guidance.pdf</a></p> <p>Supporting LGBT young people in schools</p> <p><a href="https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf">https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf</a></p>
<b>Race</b> <b>(racist incidents)</b>	<p>Racist incident guide with next steps. Training for school staff</p>	<p>Available to download from EAL and GRT page on CYPS info</p> <p><a href="http://cyps.northyorks.gov.uk/eal-and-grt-service">http://cyps.northyorks.gov.uk/eal-and-grt-service</a></p> <p>Odette Robson: Head of Safer Communities, Policy and Partnerships</p>

	Community Cohesion Worker	<a href="mailto:Odette.robson@northyorks.gov.uk">Odette.robson@northyorks.gov.uk</a> <a href="mailto:Peter.cunningham@northyorks.gov.uk">Peter.cunningham@northyorks.gov.uk</a> Craven and Harrogate
<b>Race (translation)</b>	<p>Talk to us</p> <p><i>Provides community interpretation and translation services in over 50 languages public bodies in North Yorkshire.</i></p> <p><i>They can arrange to translate documents, marketing materials and website pages as well face-to-face interpreting, including school meetings.</i></p> <p>Language line</p>	<p>Email: <a href="mailto:talktous@northyorks.gov.uk">talktous@northyorks.gov.uk</a></p> <p><a href="https://www.languageline.com/uk">https://www.languageline.com/uk</a></p>
<b>Sexual orientation (homophobic, biphobic and transphobic incidents)</b>	<p>Stonewall is the national charity that supports the LGBT community. They have a range of education resources</p> <p><a href="http://www.stonewall.org.uk/our-work/education-resources">http://www.stonewall.org.uk/our-work/education-resources</a></p> <p>Out for our children</p> <p><a href="http://www.outforourchildren.org.uk/">http://www.outforourchildren.org.uk/</a></p> <p>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 <a href="http://www.outforourchildren.org.uk/resources/">http://www.outforourchildren.org.uk/resources/</a> . They have a range of teaching resources</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</p> <p><a href="http://www.stonewall.org.uk/sites/default/files/getting_started_toolkit_-_primary.pdf">http://www.stonewall.org.uk/sites/default/files/getting_started_toolkit_-_primary.pdf</a></p> <p>Secondary Schools</p> <p><a href="http://www.stonewall.org.uk/sites/default/files/getting_started_-_a_toolkit_for_secondary_schools.pdf">http://www.stonewall.org.uk/sites/default/files/getting_started_-_a_toolkit_for_secondary_schools.pdf</a></p>

	<p>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  <a href="http://www.educateandcelebrate.org/">http://www.educateandcelebrate.org/</a></p>	
<b>Resources</b>	<p>The Crown Prosecution Service (CPS) (commissioned by DFE)</p> <p>Anne Frank Schools Programme,</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.</p> <p><a href="http://www.report-it.org.uk/cps_launch_hate_crime_schools_pack">http://www.report-it.org.uk/cps_launch_hate_crime_schools_pack</a></p> <p>Taking the poignant messages of Anne's life and diary to help students understand the damage caused by prejudice and hatred</p> <p><a href="http://www.annefrank.org.uk/what-we-do/schools-project/our-work-schools">http://www.annefrank.org.uk/what-we-do/schools-project/our-work-schools</a></p>

	<p>Sophie Lancaster Foundation</p> <p>National Holocaust Centre and Museum</p> <p>Educate Against Hate</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+</p> <p><a href="http://www.sophielancasterfoundation.com/">http://www.sophielancasterfoundation.com/</a></p> <p><a href="http://www.nationalholocaustcentre.net/">http://www.nationalholocaustcentre.net/</a></p> <p>This website gives teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation</p> <p><a href="http://educateagainsthate.com/">http://educateagainsthate.com/</a></p>
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12.2. The 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.

12.3. **The North Yorkshire 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/equalities-and-diversity>  
Contact for enquiries or further information: EandS@northyorks.gov.uk

**Appendix 3: Process for reporting hate incidents and hate crimes.**

All hate incidents should be reported to the police or Stop Hate UK. It is for the police to determine whether it constitutes a hate crime.

**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 in North Yorkshire, whether reported to the police or not. [www.supportingvictims.org](http://www.supportingvictims.org) / 01609 643 100 (Monday - Friday 8am - 7pm)
- 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](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 NYCC 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](mailto: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)