

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

**Updated September 2022**

## **1. INTRODUCTION**

1.1. North Yorkshire County Council and North Yorkshire Community Safety Partnership 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 and North Yorkshire Police also include misogyny and sex workers status.

There are three categories of hate crime in legislation:

- incitement to hatred offences on the grounds of race, religion or sexual orientation and in North Yorkshire misogyny and sex worker status;
- 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.

*“Misogyny as a hate crime is defined as incidents that are motivated by the attitude of men towards women and includes behaviour targeted at women by men simply because they are women. Examples of this may include unwanted or uninvited sexual advances; physical or verbal assault; unwanted or uninvited physical or verbal contact or engagement”*

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.’](#)

Appendix 1 at the end of this document, outlines the process in respect of hate incidents and hate crimes and Section 11 of this document provides information about sources of help, advice and information.

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

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

The Equality Duty has two parts for schools the “general” duty and “specific” duties. Further guidance for schools on the Equality Act from the DfE can be accessed [here](#)

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff to meet the general duty 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.

The specific duties require schools:

- to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- to prepare and publish equality objectives\*

*\*By 6 April 2012 schools were obliged to publish their initial information and first set of objectives demonstrating how it complies with the general duty. Schools have to update the published information at least annually and to publish objectives at least once every four years.*

Under the specific duties there are no requirements to create equality schemes or have an equality policy but schools may choose to continue producing such a policy / scheme, if it helps them to comply with the Equality Duty.

## 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>

**2.3 Keeping Children Safe in Education** clearly states that that “all staff have responsibility to provide a safe environment in which children can learn” (*Paragraph 7 KCSIE September 2022*)

This is further supported by the **Non-statutory, Behaviour in schools: advice for headteachers and school staff 2022 from the DfE**. The full guidance can be accessed [here](#) . The guidance states “All headteachers should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school’s approach to behaviour meets the following national minimum expectation including:

- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively”. (*Paragraph 2 Behaviour in Schools July 2022*)

## 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, community and staff.

- The whole school community 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 e.g behaviour policy and anti-bullying policy (that is fully inclusive of all the protected characteristics of the Equality Act). 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 schools are required to deliver the [statutory relationships, sex and health education curriculum](#) set out by the DfE, 2019 which states schools are required to comply with the relevant requirements of the Equality Act and, “should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated”. (*Paragraph 27 and 31 in DfE, RSHE guidance 2019*)
- The Governments Guidance on promoting British values in schools sets out that schools should [have a clear strategy for embedding the British Values](#) of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background, and ensure young people understand the importance of respect and leave school fully prepared for life in modern Britain.
- 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. (*See section 11 for supporting resources*).

## **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:

**Whole school approach to inclusivity and diversity**

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.

**Curriculum**

**Preventative action** is taken to reduce the likelihood of such incidents occurring, including addressing sensitive and controversial issues relating to prejudice and hate crime, in the curriculum. This is supported through the [statutory relationships, sex and health education curriculum](#) and the [strategy for embedding the British Values](#).

Ofsted have provided some guidance for schools on how they inspect the protected characteristics which can be accessed [here](#). The curriculum should also include information about how pupils can report any incidents both within the school and the wider community, including anonymous reporting.

**All staff responding to an incident**

All staff must consistently respond and manage any prejudice based incidents, hate incidents and hate crime. This should include seeing it as a learning opportunity for the pupils involved to discuss why such language / actions are not acceptable.

Victims of prejudice based incidents, hate incidents and hate crimes must be supported.

**Pupils**

There are safe spaces in the school/college where pupils feel able to report any incidents, including anonymous reporting. Privacy, confidentiality and the needs of the pupil reporting are respected. As part of the schools monitoring procedures it is checked that pupils do feel confident in the recording procedures.

Pupils are actively involved in drawing up and agreeing principles and codes of practice relating to all types of bullying and harassment and could contribute to the education and promotion of the reporting procedures with pupils.

This could also include signposting pupils to support and information external to school:

- Supporting Victims in North Yorkshire <https://www.supportingvictims.org/>
- Fearless (part of Crimestoppers) is a site where young people can access non-judgemental information and advice about crime and criminality and provides a safe place to give information anonymously about crime <https://www.fearless.org/>
- True Vision has been developed so a person can report hate crimes via the website [https://www.report-it.org.uk/your\\_police\\_force](https://www.report-it.org.uk/your_police_force)

### **Recording all incidents and responding to emerging issues**

All staff are familiar with schools formal procedures for recording and dealing with prejudice based incidents, hate incidents and hate crimes so they are vigilant regarding these behaviours.

Any prejudice based incident, hate incident and / or hate crime must always be reported on the schools information management system.

There is a named member of the senior management team responsible for monitoring, analysing and identifying appropriate follow up to prejudice based incidents, hate incidents and hate crime (recommendation that this includes the Designated Safeguarding Lead (DSL)).

### **Reporting Hate Incidents and Hate Crimes to North Yorkshire County Council**

All hate incidents and hate crimes should be reported to North Yorkshire County Council using the online reporting tool. This report is shared with the multi-agency Inclusive Communities Working Group, in order to identify common themes, inform future approaches to tackling hate crime and access funding to support work with schools on these aspects.

<https://online1.snapsurveys.com/interview/5389c7a1-c567-4bbd-b98d-51e2b2f68a8e>

### **Reporting to the Police**

Serious hate crimes should be reported in a timely fashion to the police. The police however, do not want to criminalise children and young people unnecessarily, but would rather support schools to address any issues. Schools could liaise with the police school liaison officer, local police officer or report to the police via 101 or via the online reporting form for non-time critical reports <https://www.northyorkshire.police.uk/ro/report/>

[The Police Partnership Information Sharing Form](#) can be used to share information and concerns.

Further hate crime reporting mechanisms and support can be accessed through the supporting victims in North Yorkshire website <https://www.supportingvictims.org/>

North Yorkshire provide a 'Change Direction Young People's Diversion scheme' with the aim being to prevent or intervene early to divert young people (aged 10-17) from the criminal justice process by addressing the underlying causes of their offending behaviour. More information can be accessed [here](#) or for further information please contact Clare Yates, Youth Development Manager at [clare@nyy.org.uk](mailto:clare@nyy.org.uk).

North Yorkshire provide a Restorative Justice (RJ) service that aims to bring those harmed by crime and those responsible for the harm into communication with each other. This enables everyone affected by the incident to play a part in repairing the damage and finding a positive way forward. Research shows that Restorative Justice reduces reoffending and helps to reduce harm in our communities. More information about the service can be accessed [here](#)

## **Governors' role in responding to prejudice based incidents, hate incidents and hate crime**

**The Governance handbook, Academy trusts and maintained schools October 2020 (DfE)** [sets out the requirements in relation to the Equality Act 2010](#) these include:

- The [Equality Act 2010](#) applies to all schools, as providers of education to the pupils in their care, and those who have applied for admission as pupils. As providers of a service or public function and (where applicable) in their role as employers, the board is responsible for compliance with the public sector equality duties of the Act and the specific education sections (part 4) for school pupils
- The Equality Act 2010's general and specific public sector equality duties mean that schools must have due regard to the need to:
  - eliminate discrimination, victimisation and any other conduct prohibited by or under the Equality Act 2010;
  - advance equality of opportunity and foster good relations between people of all characteristics (those who share a protected characteristic, and those who do not);
  - publish equality objectives and information demonstrating how they are doing this.
- The [Equality and Human Rights Commission \(EHRC\)](#) can enforce this duty by issuing a compliance notice to order a school to meet the duty within a certain timescale. The guidance on the [Equality Act 2010](#) gives detailed information for schools.
- Boards should make sure that their school complies with all aspects of discrimination law. The best way to do this is to ensure that they apply the principles of fairness and equality in everything that the school does. Schools with a religious character have statutory exemptions. (*Paragraph 6.4 Equality*)
- Compliance with statutory requirements: understanding of, and adherence to, responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation. (*Paragraph 1.2 The key features of effective governance*)
- Every effort should be made to ensure the organisation's ethos promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010 and accompanying guidance. The board should ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare (*Paragraph 2.2 Culture, values and ethos*)

Some actions that Governors could implement to support these responsibilities could include:

- receive a termly report from the Headteacher on the schools performance in dealing with prejudice based incidents, hate incidents and hate crimes and how the school has responded to any emerging concerns to measure the effectiveness of the methods used and develop the school's practice for preventing and addressing prejudice based incidents, hate incidents and hate crimes.
- Support the preparation and publication of equality updates and objectives. Schools have to update the published information at least annually and to publish objectives at least once every four years.

## **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' / 'banter' 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
- staff 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 they have 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. All pupils involved in the incident should be provided with a learning opportunity with a member of staff to enable a discussion about their understanding of what they have said / done and how it impacts on other people

6.3. Responses may include sanctions, withdrawal of privileges, counselling and the involvement of other professionals. 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 11.

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

<b>Type of incidents</b>	<b>Required actions</b>	<b>Possible hate related incident or crime?</b>
<b>Derogatory name calling</b>	<ul style="list-style-type: none"> <li>All staff 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 and follow the school policy in relation to managing these incidents, including a learning opportunity to allow the pupil to discuss and learn from the incident</li> <li>Record the incident on the schools information</li> </ul>	Yes

	<p>management system</p> <ul style="list-style-type: none"> <li>Record on the <a href="#">NYCC Hate Incident Reporting Form</a> if the verbal abuse was directed at an individual/group</li> <li>Consider reporting to the police. See the section on page 6 about reporting to the Police</li> </ul>	
<b>Prejudiced based comments during lessons</b>	<ul style="list-style-type: none"> <li>Challenge comments/statements and follow the school policy in relation to managing these incidents.</li> <li>Speak to the pupil outside of the lesson to ensure there is a learning opportunity to enable them to understand what they said was unacceptable and why</li> <li>Record the incident on the schools information management system</li> <li>Record on the <a href="#">NYCC Hate Incident Reporting Form</a> if the comments were directed at an individual or group</li> <li>Consider intervention work, possibly provided by other agencies. See section 11 of this document</li> <li>Consider reporting to the police. See the section on page 6 about reporting to the Police</li> </ul>	Yes, may fall under incitement legislation
<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>Record the incident on the schools information management system</li> <li>Consider intervention work, possibly provided by other agencies. See section 11 of this document.</li> </ul>	No
<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>All staff should never ignore any attempt to ridicule an individual within school, face to face or online</li> <li>Explain fully to the perpetrator that prejudice abuse will not be accepted and follow the school policy in relation to managing these incidents, including a learning opportunity to allow the pupil to discuss and learn from the incident</li> <li>Record the incident on the schools information management system</li> <li>Record on the <a href="#">NYCC Hate Incident Reporting Form</a> if the verbal abuse was directed at an individual/group</li> <li>Consider intervention work, possibly provided by other agencies. See section 11 of this document.</li> <li>Consider reporting to the police. See the section on page 6 about reporting to the Police</li> </ul>	Yes

<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>• Explain fully to the perpetrator why the wearing of these badges is not accepted and follow the school policy in relation to managing these incidents, including a learning opportunity to allow the pupil to discuss and learn from the incident</li> <li>• Record on the schools information management system</li> <li>• Refer perpetrators to the DSL</li> <li>• Record on the <a href="#">NYCC Hate Incident Reporting Form</a></li> <li>• Make a Prevent referral through the NYCC single point of contact referral process if you consider the individual is at risk of radicalisation or extremism. Further information available <a href="#">here</a></li> <li>• Consider reporting to the police. See the section on page 6 about reporting to the Police or if there are serious concerns, the Counter Terrorism Hotline 0800789321</li> </ul>	<p>Yes</p>
<p><b>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>• Explain fully to the perpetrator why these materials are not acceptable and follow the school policy in relation to managing these incidents, including a learning opportunity to allow the pupil to discuss and learn from the incident</li> <li>• Record on the schools information management system</li> <li>• Refer pupils to the DSL</li> <li>• Record on the <a href="#">NYCC Hate Incident Reporting Form</a></li> <li>• Make a Prevent referral through the NYCC single point of contact referral process if you consider the individual is at risk of radicalisation or extremism. Further information available <a href="#">here</a></li> <li>• Consider reporting to the police. See the section on page 6 about reporting to the Police or if there are serious concerns, the Counter Terrorism Hotline 0800789321</li> </ul>	<p>Yes, may fall under incitement legislation</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 <a href="#">NYCC Hate Incident Reporting Form</a> if the graffiti was directed at an individual or group</li> </ul>	<p>Yes</p>

<p><b>Attempts to recruit to hate based organisations or groups in school or online</b></p>	<ul style="list-style-type: none"> <li>• Report immediately to the DSL/Headteacher</li> <li>• Recruiter should be interviewed and the school policy followed in relation to managing these incidents, including a learning opportunity to allow the pupil to discuss and learn from the incident</li> <li>• Record on the <a href="#">NYCC Hate Incident Reporting Form</a></li> <li>• Make a Prevent referral through the NYCC single point of contact referral process if you consider the individual is at risk of radicalisation or extremism.</li> <li>• Consider reporting to the police. See the section on page 6 about reporting to the Police but if there are serious concerns, the Counter Terrorism Hotline 0800789321</li> </ul>	<p>Yes, may fall under incitement legislation</p>
<p><b>Physical assault</b></p>	<ul style="list-style-type: none"> <li>• Report to the DSL/Headteacher</li> <li>• Take necessary action to prevent recurrence, follow the schools behaviour protocols and provide support for the victim</li> <li>• Record on the <a href="#">NYCC Hate Incident Reporting Form</a></li> <li>• If serious, report the incident to the police who will then be obliged to investigate. Note: This could lead to the criminalisation of the perpetrator</li> <li>• Consider reporting to the police. See the section on page 6 about reporting to the Police and access support for the victim.</li> </ul>	<p>Yes</p>

## DEALING WITH MEMBERS OF STAFF

6.5. 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 6.4 in terms of reporting to the police or the Counter Terrorism Hotline should be followed. Further advice should be sought from the LADO.

## 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, responded to in line with this guidance and the schools policies.

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

7.1. Schools must record details of the incident, the person(s) concerned and actions taken on the schools information management system. It is recommended that the incidents are recorded in relation to each of the protected characteristics to support the analysis and effective response.

7.2. Details of each hate incident should be recorded on the online reporting system for North Yorkshire County Council <https://online1.snapsurveys.com/interview/5389c7a1-c567-4bbd-b98d-51e2b2f68a8e>

7.3. Where appropriate, incidents should also be reported to the police and / or counter terrorism, or information shared through the [Police Partnership Information Sharing Form](#)

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

8.1. 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
- is there any trend in the nature of prejudice based incidents and hate crime i.e. are incidents predominantly homophobic, disablist or racist?
- 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, including reporting them anonymously.

8.2. 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 through the Inclusive Communities 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.

## **9. COMMUNITY TENSION**

9.1. 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. Use the [Police Partnership Information Sharing Form](#).

9.2. 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. This can be achieved through working closely with the local 'Safer Community hub' (details below)

9.3. 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.

## **10. SUPPORT FOR VICTIMS**

10.1. 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. This should include the opportunity to anonymously report any incidents.

10.2. 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.

10.3. 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 [www.supportingvictims.org](http://www.supportingvictims.org) and 01609 643100, Open Monday – Friday, 9am to 5pm.
- North Yorkshire provide a Restorative Justice (RJ) service that aims to bring those harmed by crime and those responsible for the harm into communication with each other. This enables everyone affected by the incident to play a part in repairing the damage and finding a positive way forward. Research shows that Restorative Justice reduces reoffending and helps to reduce harm in our communities. More information about the service can be accessed [here](#)

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

- Supporting Victims in North Yorkshire has a hate crime reporting mechanism via their website <https://www.supportingvictims.org/>

- Fearless (part of Crimestoppers) is a site where young people can access non-judgemental information and advice about crime and criminality and provides a safe place to give information anonymously about crime <https://www.fearless.org/>
- True Vision has been developed so a person can report hate crimes via the website [https://www.report-it.org.uk/your\\_police\\_force](https://www.report-it.org.uk/your_police_force)

10.5. Schools should always signpost victims to sources of additional support and advice (see details in section 11 below)

## 11. SOURCES OF HELP, ADVICE AND INFORMATION

Equality area or specific protected characteristic	Organisation	Contact details
Information for staff to support their understanding of hate crime	<p>Information about different hate crimes</p> <p>A short video from 2020 hate crime awareness week about what hate crime is and support that is available in North Yorkshire</p> <p>Information on hate crime in North Yorkshire and reporting mechanisms and support</p> <p>The All About Respect Bystander Training course aims to empower delegates to become an active bystander and help prevent sexual harassment, sexual harm, and hate crime</p>	<p><a href="https://www.report-it.org.uk/">https://www.report-it.org.uk/</a></p> <p><a href="https://www.youtube.com/watch?v=3deAVT8_qiE">https://www.youtube.com/watch?v=3deAVT8_qiE</a></p> <p><a href="https://nypartnerships.org.uk/hatecrime">https://nypartnerships.org.uk/hatecrime</a></p> <p>E-learning modules accessible at <a href="https://allaboutrespectysj.wordpress.com/bystander-intervention-training/">https://allaboutrespectysj.wordpress.com/bystander-intervention-training/</a></p>
<b>General:</b> relating to all protected characteristics particularly where a hate crime or potential hate crime is involved	North Yorkshire Police	<p>Call 101 to report a Hate Crime or the non-time critical online reporting form <a href="https://www.northyorkshire.police.uk/ro/report/">https://www.northyorkshire.police.uk/ro/report/</a></p> <p><a href="mailto:general.enquiries@northyorkshire.pnn.police.uk">general.enquiries@northyorkshire.pnn.police.uk</a></p> <p>Share concerns with the police through the <a href="#">Partnership Information Sharing Form</a></p> <p>North Yorkshire Partnerships information on hate crime <a href="https://nypartnerships.org.uk/hatecrime">https://nypartnerships.org.uk/hatecrime</a></p>

	<p>Safer Communities</p> <p>Community Safety Hubs</p>	<p>Point of contact for Police Youth Engagement, School Liaison Officers Heidi Lewis <a href="mailto:Heidi.Lewis@northyorkshire.police.uk">Heidi.Lewis@northyorkshire.police.uk</a></p> <p>Lesley Gray Principal Safer Communities Officer (Hate Crime/Community Cohesion/Prevent) Safer Communities Team <a href="mailto:Lesley.gray@northyorks.gov.uk">Lesley.gray@northyorks.gov.uk</a></p> <p>Scarborough Community Safety Hub <a href="mailto:SaferScarboroughHub@scarborough.gov.uk">SaferScarboroughHub@scarborough.gov.uk</a></p> <p>Hambleton Community Safety Hub <a href="mailto:Safer@hambleton.gov.uk">Safer@hambleton.gov.uk</a></p> <p>Craven Community Safety Hub Prevent Lead: <a href="mailto:SReffin@cravendc.gov.uk">SReffin@cravendc.gov.uk</a></p> <p>Harrogate Community Safety Hub <a href="mailto:community.safety@harrogate.gov.uk">community.safety@harrogate.gov.uk</a></p> <p>Selby Community Safety Hub <a href="mailto:Saferselbyhub@northyorkshire.police.uk">Saferselbyhub@northyorkshire.police.uk</a></p> <p>Richmondshire Community Safety Hub <a href="mailto:community.safety@richmondshire.gov.uk">community.safety@richmondshire.gov.uk</a></p> <p>Ryedale Community Safety Hub <a href="mailto:communityteam@ryedale.gov.uk">communityteam@ryedale.gov.uk</a></p>
<p><b>Support and intervention for targeted young people</b></p>	<p>North Yorkshire provide a Restorative Justice (RJ) service that aims to bring those harmed by crime and those responsible for the harm into communication with each other. This enables everyone affected by the incident to play a part in repairing the damage and finding a positive way forward.</p>	<p>More information about the service can be accessed <a href="#">here</a></p>
<p><b>Support and intervention for targeted young people</b></p>	<p>Change Direction Youth Mentoring – Early intervention one to one support run by North Yorkshire Youth</p>	<p>Change Direction is a prevention and early intervention support scheme for young people aged 10-17 in North Yorkshire. The scheme offers a variety of intervention programmes (one to one and group work)</p>



	Please contact Clare Yates, North Yorkshire Youth <a href="mailto:clare@nyy.org.uk">clare@nyy.org.uk</a>	aimed at addressing key problematic behaviours including Hate Crime.
<b>Support and intervention for targeted young people</b>	<p>Wake up Call' – an intervention programme run by North Yorkshire Youth</p> <p>Please contact Clare Yates, North Yorkshire Youth <a href="mailto:clare@nyy.org.uk">clare@nyy.org.uk</a></p> <p>NYP Youth Officers will support the project and Leaders Unlocked Youth Commissioners will be invited to peer educate young people.</p>	<p>This is a free 2-day course for a group of young people in secondary school who have clearly been identified as engaging in low level prevent concerns eg: racist, homophobic, transphobic, misogyny, political behaviour etc.</p> <p>The course sits in the pre-Prevent space focussing on the lower-level hate crime agenda. Young people identified for this course are those whose behaviour is becoming more concerning. Currently there are a range of resources for the Prevent agenda but nothing sitting below this.</p> <p>Schools are offered this course as early help to engage with identified young people, educating them informally on the effects of hate crime and community tensions.</p> <p>Aims include re-routing negative views, beliefs and behaviour into positive attitudes used in daily life.</p>
<b>Supporting Victims</b>	Supporting victims	<p>For any victim of crime in North Yorkshire <a href="http://www.supportingvictims.org">www.supportingvictims.org</a> 01609 643 100 (Monday - Friday 9am - 5pm)</p> <p>Fearless (part of Crimestoppers) is a site where young people can access non-judgemental information and advice about crime and criminality and provides a safe place to give information anonymously about crime <a href="https://www.fearless.org/">https://www.fearless.org/</a></p> <p>True Vision has been developed so a person can access further information and can report hate crimes via the website <a href="https://www.report-it.org.uk/your_police_force">https://www.report-it.org.uk/your_police_force</a></p>
<b>General:</b> for advice on an inclusive PSHE and curriculum and supporting LGBT young	School Improvement, North Yorkshire County Council	Senior Health and Wellbeing Adviser: Clare Barrowman

people		<a href="mailto:Clare.barrowman@northyorks.gov.uk">Clare.barrowman@northyorks.gov.uk</a>
<b>Anti-bullying work</b>	<p>Anti-bullying alliance provide free CPD for staff in schools to support a holistic approach and understanding to anti-bullying work and some focused CPD supporting different protected characteristics</p> <p>DfE Guidance on Preventing bullying - Guidance for schools on preventing and responding to bullying</p>	<p><a href="https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training">https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training</a></p> <p><a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a></p>
<b>SEN and Disability</b>	The SEND information, advice and support service	<p>(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><a href="https://sendiassnorthyorkshire.co.uk/">https://sendiassnorthyorkshire.co.uk/</a></p>
<b>Faith or religion</b>	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 <a href="https://cyps.northyorks.gov.uk/religious-education-re">https://cyps.northyorks.gov.uk/religious-education-re</a></p>
<b>Transgender Gender identity/ reassignment</b>	<p>Gender Identify Research and Education Society (GIRES)</p> <p>Gendered Intelligence</p> <p>Gender Identity Development Service</p>	<p>Gender Identify Research and Education Society (GIRES) <a href="http://www.gires.org.uk/">http://www.gires.org.uk/</a></p> <p>The 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.</p> <p><a href="#">Knowledge is Power: A Guide for Young Trans People</a></p> <p>Gender Identity Development Service has a range of information for professionals, parents/carers and young people on supporting pupils who are exploring their gender <a href="https://gids.nhs.uk/">https://gids.nhs.uk/</a></p>
<b>Sexual orientation (homophobic, biphobic and transphobic</b>	Stonewall is a national charity that supports the LGBT community. They have a range	Stonewall have produced a toolkit for preventing and tackling homophobic, biphobic and transphobic

<p><b>incidents)</b></p>	<p>of education resources <a href="https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0">https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0</a></p>	<p>bullying in schools <a href="#">Primary schools</a> <a href="#">Secondary Schools</a></p>
<p><b>Resources</b></p>	<p>The Crown Prosecution Service (CPS)</p> <p>Educate Against Hate</p> <p>London Grid for Learning</p>	<p>A resource pack for schools and teachers on hate crime in order to help teachers engage with their pupils on issues of hate crime <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>This website gives teachers, parents and school leaders practical advice, information and resources related to prejudice, hate crime and protecting children from extremism and radicalisation and <a href="http://educateagainsthate.com/">http://educateagainsthate.com/</a></p> <p>Provide a range of information and resources linked to safeguarding and online safety <a href="https://www.lgfl.net/online-safety/resource-centre">https://www.lgfl.net/online-safety/resource-centre</a></p>

### **Appendix 1: Process for reporting hate incidents and hate crimes.**

All serious hate crimes should be reported to the police and will be investigated, possibly resulting in a prosecution. The police however, do not want to criminalise young people unnecessarily and an intervention programme to address negative behaviours and attitudes may be more appropriate.

#### **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

And in North Yorkshire:

- Misogyny
- Sex worker status

#### **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 Police Partnership Information Sharing Form](#) can be used to share information and concerns.
- 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)
- Fearless (part of Crimestoppers) is a site where young people can access non-judgemental information and advice about crime and criminality and provides a safe place to give information anonymously about crime <https://www.fearless.org/>
- 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 9am - 5pm)

#### **Step 3: Record the incident and actions taken**

- Record the incident on your school information management system and the actions that have been taken,

- **Report the incident to the NYCC Local Authority using the online reporting system**  
<https://online1.snapsurveys.com/interview/5389c7a1-c567-4bbd-b98d-51e2b2f68a8e>
- If you need further support please see the contact details in section 11 above for appropriate contacts.

#### **Step 4: Address any concerns in school**

- Facilitate restorative meetings if required\*
- Ensure the victim(s) are appropriately supported
- Alongside appropriate consequences for the perpetrator(s) ensure there is a learning opportunity with an adult to discuss what was said / actions and why they are inappropriate
- Ensure there are opportunities in the curriculum to address any prejudice based issues
- Ensure all staff are confident in dealing with any prejudice based incidents issues and provide regular training for staff

\* North Yorkshire provide a Restorative Justice (RJ) service that aims to bring those harmed by crime and those responsible for the harm into communication with each other. This enables everyone affected by the incident to play a part in repairing the damage and finding a positive way forward. More information about the service can be accessed [here](#)