

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

September 2016

Updated October 2019

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

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 hate 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, in order to identify common themes and inform future approaches to tackling hate crime
<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=146952740744>
- serious hate crimes are reported to the police or a hate-crime reporting centre (see details in Appendix 3 below). The police however, do not want to criminalise children and young people unnecessarily, but would rather support schools to address any issues. The [Police Partnership Information Sharing Form](#) can be used to share information and concerns
- 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 Early Help workers. 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 Note: Parents/carers of both the victim(s) and perpetrator(s) must be informed in all cases and appropriate follow-up support for both parties should be instigated	Possible hate related incident or crime?
(a) Physical assault	<ul style="list-style-type: none"> • Report to the DSL/Headteacher • Record on the NYCC Hate Incident Reporting Form • Take necessary action to prevent recurrence, follow the schools behaviour protocols and provide support for the victim • 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 • Or complete a Police Partnership Information Sharing Form to highlight concerns and access support 	Yes
(b) Derogatory name	<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 	Yes

<p>calling</p>	<p>prejudice abuse will not be accepted</p> <ul style="list-style-type: none"> • Refer offenders to the DSL/Headteacher • Record on the NYCC Hate Incident Reporting Form if the verbal abuse was directed at an individual/group • Request agencies to intervene to provide training/strategies depending on the nature of the incident (see section 12) • If hate related, complete a Police Partnership Information Sharing Form 	
<p>(c) Hate graffiti</p>	<ul style="list-style-type: none"> • Report all prejudiced and offensive graffiti in the school to the DSL/Headteacher • Take action to remove graffiti immediately • Check regularly and take steps to remove and discourage the re-appearance of graffiti • Record on the NYCC Hate Incident Reporting Form if the graffiti was directed at an individual or group • If hate related, 	<p>Yes</p>
<p>(d) Wearing hate badges or insignia</p>	<ul style="list-style-type: none"> • Do not permit wearing of hate badges or insignia • Refer perpetrators to the DSL/Headteacher as appropriate • Record on the NYCC Hate Incident Reporting Form • 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 • Complete a Police Partnership Information Sharing Form Report or if there are serious concerns, the Counter Terrorism Hotline 0800789321 	<p>Yes</p>
<p>(e) Bringing hate materials into school or sharing/promoting online</p>	<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 DSL//Headteacher as appropriate • Record on the NYCC Hate Incident Reporting Form • 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 • Complete a Police Partnership Information Sharing Form or if there are serious concerns, the Counter Terrorism Hotline 0800789321 	<p>Yes, may fall under incitement legislation</p>
<p>(f) Prejudiced based</p>	<ul style="list-style-type: none"> • Challenge comments/statements • Speak to the young person after the lesson to ensure they understand what they said was 	<p>Yes, may fall under</p>

<p>comments during lessons</p>	<p>unacceptable and why</p> <ul style="list-style-type: none"> • Report to the DSL/Headteacher • Record on the NYCC Hate Incident Reporting Form if the comments were directed at an individual or group • Consider intervention work, possibly provided by the Police or other agencies (see 'Wake-up Call' details below) • Consider reporting to the police depending on the level and frequency using a Police Partnership Information Sharing Form Report 	<p>incitement legislation</p>
<p>(g) Attempts to recruit to hate based organisations or groups in school or online</p>	<ul style="list-style-type: none"> • Report immediately to the DSL/Headteacher • Recruiter should be interviewed • Record on the NYCC Hate Incident Reporting Form • 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 • Complete a Police Partnership Information Sharing Form or if there are serious concerns, the Counter Terrorism Hotline 0800789321 	<p>Yes, may fall under incitement legislation</p>
<p>(h) Ridicule of an individual for cultural or other differences e.g. food, music, dress, appearance, etc</p>	<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 or online prejudice abuse will not be accepted • Refer offenders to the DSL/Headteacher as appropriate • Record on the NYCC Hate Incident Reporting Form • Consider intervention work, possibly provided by the Police or other agencies (see 'Wake up call') • Complete a Police Partnership Information Sharing Form depending on the level and frequency 	<p>Yes</p>
<p>(i) Refusal to cooperate with others because of a protected characteristic e.g. race, disability, sexuality</p>	<ul style="list-style-type: none"> • Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities • Restorative intervention with all involved could take place to support greater learning / understanding • Refer perpetrators to the DSL/ Headteacher as appropriate • Consider intervention work, possibly provided by the Police or other agencies (see 'Wake up call') 	<p>No</p>

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, responded to in line with this policy.

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 hate 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 information shared through the [Police Partnership Information Sharing Form](#)

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 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.

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 through 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. Use the Police Partnership Information Sharing Form.

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

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

	<p>Safer Communities</p> <p>Community Cohesion Officers</p> <p>Community Safety Hubs</p>	<p>Communities, Policy and Partnerships Odette.robson@northyorks.gov.uk</p> <p>Peter.cunningham@northyorks.gov.uk Craven and Harrogate</p> <p>Tony.Quinn@northyorks.gov.uk Scarborough and the Coast</p> <p>Safer Craven Hub Prevent Lead: sreffin@cravendc.gcsx.gov.uk www.cravendc.gov.uk</p> <p>Safer Hambleton Hub Prevent Lead: gina.allen@hambleton.gcsx.gov.uk Tel: 01609 767196 www.hambleton.gov.uk/saferhambleton</p> <p>Safer Harrogate Hub Prevent Lead: Julia.stack@harrogate.gcsx.gov.uk Tel: 01423 500600 www.saferharrogate.org.uk</p> <p>Safer Selby Hub Prevent Lead: sweeting@selby.gcsx.gov.uk Tel: 01757 705101 www.selby.gov.uk/community-safety</p> <p>Safer Scarborough Hub Prevent Lead: sandra.rees@scarborough.gcsx.gov.uk Tel: 01723 383627 www.scarborough.gov.uk</p> <p>Safer Richmondshire Hub Prevent Lead: joanne.butler@richmondshire.gcsx.gov.uk Tel: 01748 901189</p>
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	<p>'Wake up Call' – an intervention programme run by North Yorkshire Youth</p> <p>info@nyy.org.uk</p> <p>Clare Yates Clare@nyy.org.uk</p> <p>NYP Youth Officers will support the project and Leaders Unlocked Youth Commissioners will be invited to peer educate young people.</p>	<p>www.richmondshire.gov.uk</p> <p>Safer Ryedale Hub Tel: 01653 600666 www.ryedale.gov.uk</p> <p>This is a free 2-day course for young people in secondary school at risk of disengagement, school exclusion and those engaging in low level racist/ political behaviour or hate crime.</p> <p>The course sits in the pre Prevent space focussing on the lower level hate crime agenda. Currently there are a range of resources for the Prevent agenda but nothing sitting below this. Schools are offered this course as early help to engage with identified (low level prevent concerns) young people and 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>
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	Behaviour and attendance	Lead advisor for Social, emotional

the social and emotional health aspects of incidents in relation to all protected characteristics (for pupils)	team Inclusive Education	mental health, Inclusion (CYPS) Cerys Townend Cerys.townend@northyorks.gov.uk
Support Victims	Supporting victims	For any victim of crime in North Yorkshire www.supportingvictims.org / 01609 643 100 (Monday - Friday 8am - 7pm)
SEN and Disability	Inclusive Education Service The SEND information, advice and support service	inclusiveducation@northyorks.gov.uk General enquiries 01609 536923 (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. https://www.northyorks.gov.uk/send-information-advice-and-support-service
Faith or religion	North Yorkshire Standing Advisory Council on Religious Education (SACRE)	Guidance on organising visits to places of worship, including sample letter to parents : available to download from https://cyps.northyorks.gov.uk/religious-education-re
Transgender Gender identity/ reassignment	Gender Identify Research and Education Society (GIRES) http://www.gires.org.uk/ 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. Including a free e-learning package for professionals who work with young people. http://www.gires.org.uk/caring	NYCC Transgender guidance for schools can be downloaded from https://cyps.northyorks.gov.uk/health-wellbeing-pshe Brighton and Hove Trans toolkit for schools http://www.allsortsyouth.org.uk/wp-content/uploads/2014/02/Trans-Inclusion-Schools-Toolkit.pdf Cornwall Council Schools Transgender Guidance

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	<p>-for-gender-nonconforming-young-people</p> <p>Mermaids http://www.mermaidsuk.org.uk/</p> <p>is support for Trans young people, their families and professionals</p>	<p>http://www.intercomtrust.org.uk/resources/cornwall_schools_transgender_guidance.pdf</p> <p>Supporting LGBT young people in schools https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf</p>
Race (racist incidents)	Racist incident guide with next steps. Training for school staff	Available to download from EAL and GRT page on CYPS info http://cyps.northyorks.gov.uk/eal-and-grt-service
Race (translation)	Language line	https://www.language.com/uk
Sexual orientation (homophobic, biphobic and transphobic incidents)	<p>Stonewall is the national charity that supports the LGBT community. They have a range of education resources</p> <p>http://www.stonewall.org.uk/our-work/education-resources</p> <p>Out for our children 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</p>	<p>NYCC LGBT guidance for schools can be downloaded from https://cyps.northyorks.gov.uk/health-wellbeing-pshe</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/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>http://www.outforourchildren.org.uk/</p>

Appendix 3: 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

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

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 / 01609 643 100 (Monday - Friday 8am - 7pm)
- 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 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
- 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 appropriate consequences for the perpetrator(s)
- 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