Incident Reporting of Hate Crime

WHAT IS HATE CRIME?

Hate crimes create **fear** and **humiliation**.

They are mostly about **hostility** which can be described as:

spite antagonism

aggression **ill-will**

prejudice confrontation

WHERE CAN IT HAPPEN?

Face to face

WRITTEN
In writing

Online or on social media

RECOGNISING HATE CRIME

It's the things people **do**:

threats

physical harm

damaging property

harassment/ bullying

& **why** they do it

Hostility based on: disability sexuality nationality ethnicity religion race gender identity

Report form completed by:

Date of report:

Time of incident:

Type of report/incident:

Bullying	☐	Prejudice-based incident	☐	Both	☐

Concern raised by:

Victim	☐	Perpetrator	☐	Third party – staff	☐
Child/young person	☐	Parent/carer	☐	Other	☐

Where did the incident take place? Tick all that apply.

Salvation Army	☐	Scaldgate	☐	Manor	☐
School	☐	Feldale	☐	In a house	☐
Toilets	☐	Street	☐	Online/social media	☐
On the way to/from youth club	☐	Other (please describe below)			☐

Other:

Details of reported bullying/incident (please include any derogatory language used):

Name and age of target/s (some incidents may not have a target):

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

Gender of target: Name and age of perpetrator/s:

Name and age group of perpetrator/s:

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

Gender of perpetrator:

Bullying/incident was to do with:

(Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.

Disability/special educational needs/medical condition/mental health	
Ethnicity/race	
Gender identity	
Religion/belief	
Sex	
Sexual orientation	
Pregnancy	
Expressing/supporting extremist views	

Other (please describe):

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance ☐

Home circumstances/socio-economic factors ☐

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying ☐

Damage to property ☐

Indirect/social ☐

Physical Abuse (against staff) ☐

Physical Abuse (against young person) ☐

Possession/distribution of offensive materials ☐

Sexual abuse/harassment (against staff) ☐

Sexual abuse/harassment (against young person) ☐

Verbal Abuse (against staff) ☐

Verbal Abuse (against young person) ☐

Other (please describe):

Frequency and duration of behaviour:

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?

Does the victim need additional support?

Is this a repeat victim?

Is this a repeat perpetrator?

Are any of the individuals at risk of radicalisation?

For PYP use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

Restorative approaches used?

Yes/No

Any other information?

Appendix 1 – brief definitions: types of bullying/incidents

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or some- one who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/bi-phobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.

Appendix 2 – extended definitions of types of bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual.

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Bullying based on religion or belief

This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or

may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Transphobic Bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

Appendix 3 – behaviour involved in the bullying/incident

Cyberbullying: Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

Damage to property: damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

Indirect/social: intentionally socially excluding or isolating an individual or group from activities/community both on and offline eg gossiping, spreading rumours, intimidating looks, gestures and behaviours.

Physical abuse: any form of violence or physical force eg pushing, kicking, hitting, pinching, tripping, spitting etc.

Possession/distribution of offensive materials: disseminating inappropriate materials.

Sexual abuse/harassment: suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

Verbal abuse: using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

Appendix 4 – ethnicity descriptions and codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH

Useful Links:

https://www.stonewall.org.uk/

https://www.theproudtrust.org/young-people/staying-safe/hate-crime/

http://www.educateandcelebrate.org/

https://www.theredcard.org/

https://www.mermaidsuk.org.uk/

www.hants.gov.uk/emtas

https://www.stophateuk.org/

http://report-it.org.uk/home

https://tellmamauk.org/

https://cst.org.uk/antisemitism/hate-crimes

http://www.galop.org.uk/

https://www.cambridgeshire.police.uk

 https://thekitetrust.org.uk/