

# Moorside Community Primary School



## **Hate crime and Hate incidents Salford Schools Policy**

Approved by:

Date:

Last reviewed on:

Next review due by:

## **Introduction**

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Our school believes that any form of hate crime, hate incident or harassment is totally unacceptable and must not be tolerated.

All members of the school community share a collective responsibility for tackling hate crime, hate incidents and harassment should it occur and to work together to promote positive behaviour.

The school acknowledges it has a legal duty to prevent and tackle all forms of hate crime, hate incidents and harassment behaviour.

Our policy has been drawn up with the involvement of the whole school community and complements the Statement of Shared Values on which Moorside Primary School bases its work.

This policy is designed to be read alongside the principles and practices enshrined in the school's Anti-bullying Policy; Behaviour Policy; Attendance Policy and Safeguarding/Child Protection Policy.

In setting policy objectives for our school, we will have due regard to the Equality Act 2010 general duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.

We will ensure that all pupils, parents, staff, governors, and others are aware of this policy and know that appropriate action will be taken.

We acknowledge that hate crime, hate incidents and harassment can and does happen in all schools, play and youth settings, as well as in the wider community; and that hate crime, hate incidents and harassment can happen to adults in the workplace. Our school will endeavour to respond appropriately as if it had happened on site by involving external agencies.

## Aims

This policy in partnership with the Anti-bullying policy is essential to support our whole school ethos, which is to **ensure that children can learn without fear, feel safe, secure confident and happy free from humiliation, harassment, oppression, and abuse.**

It is designed to **prevent** hate crime, hate incidents and harassment wherever possible, to **respond** consistently in line with agreed procedures should it occur and to provide **support** to those involved as appropriate.

## Objectives

The objective of the Hate Crime and Hate Incidents Policy is to foster a safe and inclusive environment for all members of the educational community. The policy aims to reduce the incidence of hate crimes, ensuring that all reported cases are addressed promptly and effectively. Additionally, the policy seeks to enhance awareness and understanding of hate-related issues through training sessions. By promoting a culture of respect and tolerance, the policy will contribute to improved well-being and academic performance among students.

The law recognises five types hate crime on the basis of:

- Race
- Religion
- Disability
- Sexual orientation
- Transgender identity

Although gender-based violence and misogyny isn't defined as a hate crime in legislation, it's important to recognise there are continual calls for this to be added. Gender based violence and misogyny has increased over the last few years and will be treated as seriously as the hate crimes listed above.

Any crime can be prosecuted as a hate crime if the offender has either: demonstrated hostility based on race, religion, disability, sexual orientation, transgender identity or alternative subcultures

Or

been motivated by hostility based on race, religion, disability, sexual orientation, transgender identity or alternative subculture.

Someone can be a victim of more than one type of hate crime.

These crimes are covered by legislation (Crime and Disorder Act 1998 and section 66 of the Sentencing Act 2020) which allows prosecutors to apply for an uplift in sentence for those convicted of a hate crime.

The police and the CPS have agreed the following definition for identifying and flagging hate crimes:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity."

There is no legal definition of hostility so we use the everyday understanding of the word which includes ill-will, spite, contempt, prejudice, unfriendliness, antagonism, resentment and dislike.

[Hate crime | The Crown Prosecution Service \(cps.gov.uk\)](https://www.cps.gov.uk/publications/hate-crime)

## Definition of hate crime

A hate crime is defined as any **criminal offence** which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

Evidence of the hate element is not a requirement. You do not need to personally perceive the incident to be hate related. It would be enough if another person, a witness or even a police officer thought that the incident was hate related. [What is hate crime? | Police.uk \(www.police.uk\)](https://www.police.uk/what-is-hate-crime)

## Hate Crimes can include:

- Physical attack/assault
- Verbal abuse
- Criminal damage, damage to property, offensive graffiti, arson
- Harassment
- Hate mail
- Incitement to hatred
- Causing harassment, alarm or distress (Public Order Act 1986)

## Definition of a hate incident

A hate incident is **any non-crime incident** which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race / religion or perceived religion / sexual orientation or perceived sexual orientation / disability or perceived disability / transgender or perceived to be transgender.

Anyone can be the victim of a hate incident. For example, you may have been targeted because someone thought you were gay even though you're not, or because you have a disabled child.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded.

### **Hate incidents can include:**

- Verbal abuse, name calling, offensive jokes
- Harassment and insults
- Bullying or intimidation
- Hate mail, abusive phone or text messages
- Malicious complaints
- Online abuse

### **Hate crime and hate incidents can take many forms, including:**

#### **Disability**

Disability hate crimes and incidents are motivated by prejudice against disabled people. This can be related to a perceived or actual disability/additional need. By perceived, we mean that some children may treat a physical or 'behavioural' characteristic of another child as a disability, and exclude or bully because of that, even though the child him/herself does not consider they have a disability. The other children may regard this characteristic as a disability either through genuine misunderstanding or because of an intolerance of difference.

#### **Race**

Race hate crime and incidents occurs when a child or young person experiences repeated hostile or offensive behaviour against them based on:

- colour of their skin
- cultural and religious background or traditions
- ethnicity or perceived ethnicity

#### **Religion**

Religious hate crime and incidents occur when a child or young person experiences repeated hostile or offensive behaviour against them based on their actual or perceived religion, faith or belief. This includes sectarian incidents.

#### **Sexual orientation - Homophobic**

Homophobic hate crime and hate incidents often occurs as a result of others' prejudice being directed at a child or young person because they:

- are lesbian, gay or bisexual
- are perceived to be lesbian, gay or bisexual because they fit certain stereotypes
- have LGB friends or family members
- are perceived as being different

## Gender identity - Transphobic

Transphobic hate crime and hate incidents often occur as a result of others' prejudice being directed at a child or young person because they:

- are transgender
- are perceived to be transgender
- do not fit with traditional gender norms
- have transgender friends or family members
- are perceived as being different

This school recognises that the central issue for a lot of hate crimes is the perception that the victim is different. [Victim Support](#) says, whilst there are five categories of 'identity', as mentioned in the definition above, hate crimes may be targeted at people with other differences (for example, alternative sub-cultures such as Goth).

## Alternative Subculture

Alternative Subculture means a discernible group that is characterized by a strong sense of collective identity and a set of group-specific values and tastes that typically centre on distinctive style/clothing, make-up, body art and music preferences.

Those involved usually stand out in the sense their distinctiveness is discernible both to fellow participants and to those outside the group. Groups that typically place themselves under the umbrella of "alternative" include Goths, emos, punks, metallers and some variants of hippie and dance culture (although this list is not exhaustive).

## Possible Signs of hate crime, hate incidents and harassment

Hate crime can have a devastating psychological effect on the victim. It often consists of a series of crimes, the cumulative effect of which can destroy lives through emotional damage and long-term trauma. For victims of hate crime, the risk of attack may be constant, and these feelings of insecurity can result in anxiety, a continuous state of watchfulness, and an inability to sleep.

Signs a child or young person may be the target of hate crimes can include:

- unexplained absence from school.
- a change in dress or behaviour.
- depression or anxiety.
- aggression.

- self-harm.
- substance misuse.

Our whole school approach to preventing hate crime, hate incidents and harassment includes:

**As a school we will:**

- Raising awareness about hate crime, hate incidents and harassment behaviour by ensuring a robust anti-bullying policy and an effective PSHE curriculum that develops pupils understanding and respect of the world around them.
- Use opportunities across the curriculum to embed positive behaviour and respect such as [Educate Against Hate](#)
- Use interventions as a whole-school strategy to address hate crime, hate incidents and harassment behaviour.
- Utilise opportunities for addressing hate crime, hate incidents and harassment through, displays, posters, bully box, restorative justice sessions, peer support and the School Council.
- Making the information in this policy available to everyone in our school community – through availability on website / staff handbooks / school prospectus
- Encouraging those bystanders who witness hate crime, hate incidents and harassment to act positively by alerting staff and exerting collective peer pressure to deter perpetrators.
- Valuing and celebrating everyone's differences, skills and talents.
- Actively create “safe spaces” for vulnerable children and young people.
- Where appropriate use trained mediators (e.g. Police School Engagement Officers) in achieving a suitable resolution.
- Continuously review and update policy in line with best practice and findings.
- Contact relevant outside agencies where appropriate.
- Showing respect for others and challenging and educating about inappropriate language that is; racist, homophobic, sexist, religiously bias, disablist or would be deemed offensive or derogatory by any protected groups named in the equality act.
- Set out clear guidelines for parents/carers wishing to complain about hate crime, hate incidents and harassment
- Set out clear age-appropriate guidelines for pupils wishing to complain about hate crime, hate incidents and harassment
- All staff modelling appropriate positive behaviours by example.
- Use cohesion projects such as We Stand Together and The Respect Programme to promote positively, unity and living together in healthy happy communities.

[We Stand Together - Belong-The Cohesion and Integration Network  
\(belongnetwork.co.uk\)](#)

[The Respect Programme – The Respect Programme](#)

## **Encouraging reporting if hate crime, hate incidents or harassment occurs.**

It is important that we create an atmosphere in school where anyone who has experienced hate crime, hate incidents or harassment, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs.

Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that hate crime, hate incidents and harassment is likely to continue.

Our whole school approach to responding to hate crime, hate incidents and harassment includes;

- Pupils and parents/carers can be assured that their concerns will be responded to with sensitivity and in a timely manner.
- All reports will be taken seriously and investigated in a timely manner.
- Confidentiality for anyone who shares information will be respected.
- Opportunities for children to communicate concerns include a problem/worries box, access to any member of staff, representation on the School Council and buddies/mentors who will pass on concerns.

A designated person (Gary Bailey - Deputy Headteacher) will monitor and collate information on victims and perpetrators of hate crime, hate incidents and harassment, that person will,

- Investigate the incident / establish facts by independently talking to all involved in a timely manner.
- Use appropriate Restorative intervention techniques to manage difficulties between perpetrators & targets; encourage reconciliation where this is possible/ feasible.
- Where incidents of hate crime, hate incidents or harassment has been established, implement agreed sanctions consistently as necessary to prevent further incidents.
- Involve parents/carers as early as possible where appropriate.
- Keep accurate, factual records of all reported incidents and the school's response.
- Always follow-up incidents after they have been dealt with and review outcomes to ensure hate crime, hate incidents and harassment has ceased.
- Provide on-going support for those involved where necessary.

Our school will offer a Restorative Approach and look to repair harm. It may also, depending on the type of incident, use sanctions, these may include,

- Withdrawing privileges/free time.
- Preventing access to parts of school.
- Suspension, detention or lunch time exclusion.
- Involving parents when necessary.

- Involving appropriate outside agencies.
- Including details on the perpetrator's school record.

### **Report a hate crime**

You can report any form of hate crime anonymously by calling **Crimestoppers on 0800 555 111** or phone the police's **non-emergency reporting number on 101**.

In an emergency ring 999.

[True Vision](#) is a national website set up by government for people to report hate crime. The information is collated and then passed to the victim's local police force for action.

There are also community reporting centres in Salford where people can report hate crime or talk about their concerns.

[Report Racism | Report Racism GRT](#) Report Racism - Gypsy, Roma, Traveller hate crime

**Salford Hate Crime Reporting Centres** - For victims and witnesses to report hate crime to a third party, rather than directly to the police.

Eccles, Swinton, Walkden and Pendleton Gateways and Broughton Hub are open for support.

Please phone 0800 952 1000 to check opening hours or [make an online report](#)

All incidents will be recorded on CPOMs under the categories of 'Bullying or Child on Child Abuse, Prejudice (sub-categories- LGBT+, Racism or Other)'.

An Incident recording form (Bullying, hate crime, hate incident, harassment, 'other') is below. The data will be analysed by Gary Bailey (Deputy Headteacher), and subsequent resources and advice will be targeted accordingly.

## **Review, Monitoring and Evaluation**

The final details of this policy have been drawn up in consultation with pupils, parents, staff and members of the school community.

It will be discussed, reviewed and revised annually.

This policy and accompanying procedures will be monitored and the effectiveness will be evaluated in the light of:

- numbers of pupils experiencing hate crime, hate incidents and harassment.
- pupil's willingness to report incidents
- staff vigilance and response to hate crime, hate incidents and harassment
- numbers of pupils and parents feeling secure about the school's response to hate crime, hate incidents and harassment.

<b>The Designated Person(s) for hate crime, hate incidents and Harassment is:</b>	Gary Bailey	
<b>The Senior Members of Staff with responsibility for this policy area is:</b>	Suzanne Howard	
<b>The Governor with oversight of this policy is:</b>		
<b>Agreed by the Governing Body</b>		Date:
<b>Head Teacher</b>	Suzanne Howard	Date:
<b>To be reviewed</b>	January 2027 or if any changes to Salford's Hate Crime Policy	Date:

## Incident recording form (hate crime, hate incident)

<b>Name of person reporting incident (please note anonymous if this is an anonymous report):</b>	
<b>Name of person recording incident:</b>	
<b>Date of report:</b>	

### Safeguarding considerations

If there is or might be a significant risk of harm, staff will talk to the Designated Safeguarding Lead.

Under Section 89, (5) of the Education and Inspections Act 2006 the School has powers to discipline for incidents that occur off the premises.

Under the Education Act 2011, schools have the power to search pupils and confiscate items, including electronic devices, where permitted by law. This school will follow Department for Education guidance on the safe handling and examination of such devices. Staff will not view, store or share material that contains intimate images of a learner without consulting the Designated Safeguarding Lead.

### Type of Hate Crime

<b>Disability</b>	<input type="checkbox"/>	<b>Sexual orientation</b>	<input type="checkbox"/>
<b>Race</b>	<input type="checkbox"/>	<b>Gender Identity</b>	<input type="checkbox"/>
<b>Religion</b>	<input type="checkbox"/>	<b>Misogyny / Misandry</b>	<input type="checkbox"/>
<b>Other (please state):</b>			

### Type of Hate Incident

<b>Disability</b>	<input type="checkbox"/>	<b>Sexual orientation</b>	<input type="checkbox"/>
<b>Race</b>	<input type="checkbox"/>	<b>Gender Identity</b>	<input type="checkbox"/>
<b>Religion</b>	<input type="checkbox"/>	<b>Misogyny / Misandry</b>	<input type="checkbox"/>
<b>Other (please state):</b>			

### Brief summary of incident:

<b>Name of alleged victim:</b>	
<b>Class/ form/ age:</b>	<b>Year group</b>

<b>Name of alleged perpetrator(s) (if known):</b>	
<b>Class/ form/ age:</b>	<b>Year group</b>

<b>Date(s) of incident(s):</b>	<b>Day</b>	<b>Month</b>	<b>Year</b>	
<b>Approximate time(s):</b>	<b>Before school</b>	<b>Morning</b>	<b>Afternoon</b>	<b>After school</b>
<b>Is this incident linked to previous incidents of victimisation of the target?</b>			<b>Yes</b>	<b>No</b>
			<input type="checkbox"/>	<input type="checkbox"/>

**If yes, how long has victimisation of this person been going on? Please provide details:**

**What occurred?**

**Who was involved?**

**Has any intervention been tried?**

**Yes**

**No**

Does this case require the serious incident protocol to be activated?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Do the police need to be informed?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Does a device or evidence need to be confiscated/isolated as evidence?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Does online material need to be taken down?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Have parents/carers been informed?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

**Who has taken responsibility for these steps?**

**Action taken:**

<b>Follow-up required?</b>	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Case resolved?</b>	<b>Yes</b>	<b>No</b>
<b>If so please note date:</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Outcome summary:**

**Learning opportunities:**

**Would you recommend any changes to approaches, policies or procedures as a result of this incident?**

**Signed:**

**Date:**