



The Bedfordshire Hate Crime Partnership (BHCP)  
Training Programme for Information & Reporting Centres  
**Hate Crime Awareness & Your Role**

- Welcome
- Housekeeping
- Ground Rules
- **Course Objectives**

**'To give you a greater understanding of what a Hate Crime is, its impact on victims and the law. The True Vision Reporting Service, how it works, and your role within that process'**

- Introduce yourselves
- What is a Crime? What is a Hate Crime?
- Hate Crime statement
- Legislation
- Discrimination
- *Comfort Stop*
- Impact on injured persons
- Community Involvement
- Support Services
- Your Role
- Taking a Report
- True Vision Reporting & Recording Service process
- Evaluation

This Training Session was funded by the Home Office Victim Fund.



# **Trainers Guide Half Day Course**

**Training Programme for Information & Reporting Centres**

## **Hate Crime Awareness & Your Role**

**Welcome – Display – Title page 1.**

**Introductions** Trainer/s

**Housekeeping** – Fire, Exit Building, Mobile Phones, Comfort stops, Refreshments.

**Ground Rules** – Sent prior to training, Copy to read, if not already received. Acknowledge differences, skills but all have a valuable contribution to make.

**Suggestion** - If during the Training you feel upset or distressed, by any thing we've discussed or you have remembered, please do talk to a Trainer during the break or at the end of the Training.

### **Course Objectives;**

'To give you a greater understanding of what a Hate Crime is, its impact on victims and the law. The True Vision Reporting Service, how it works, and your role within that process'.

**Display – Objectives 2.**

**Briefly cover Programme – there will be a lot to fit into this session so we will be putting in time constraints.**

**NO need to take notes – handouts will be provided**

**INTRODUCE yourself to the group**  
**- name, role, favourite time of day.**

## WHAT IS A CRIME?

Exercise in groups log up - 5min

Feedback to group and discuss - 10min

## WHAT IS HATE CRIME?

Explain all of the crimes on sheet can be Hate Crimes  
'Hate Crime is an aggravated factor to a Crime'

**'Hate Crime is any incident which is perceived to be a Hate Crime by the victim or any other person'**

**Display – Hate Crimes 3. Hate Crime is 4.**

Handout for this section

Hate Crime is, 'When someone is targeted because they or you are believed to be different in relation to their, Race, Religion, Sexuality, Gender or they have a Disability or because of their Age'.

**Display –6 strands of diversity 5. Statement 6.**

Handout New Definition January 2008

Explain

**There is a 2005 Home Office Guidance for Hate Crime for Police Forces in relation to Best Practice, which they need to adhere to and can be challenged on.**

## LEGISLATION Handout

Explain

Racist Crime is prevalent in our society and especially corrosive. The Government has introduced specific legislation that provides increased penalties for certain crimes, if they are Hate aggravated.

Give Examples of Legislative tools

Grievous Bodily Harm

Penalty 5 years                      If a Hate Crime    penalty 7years

Common Assault

Penalty 6 months                      If a Hate Crime    2 years

|   |                 |           |
|---|-----------------|-----------|
| Criminal Damage<br>Penalty 10 years     | If a Hate Crime | 14 years  |
| Witness Intimidation<br>Penalty 5 years | If a Hate Crime | no change |
| Offensive Behaviour<br>Penalty 6 months | If a Hate Crime | 2 years   |
| Harassment/Stalking<br>Penalty 5 years  | If a Hate Crime | 7 years   |

This information was taken from The Best Practice Police Guide 2005

So the Courts use various Acts to help them make judgements.

Crime & Disorder Act 1998  
 Offences against the Person Act 1861  
 Criminal Justice Act 1998  
 Criminal Damage Act 1971  
 Criminal Justice and Public Order Act 1994  
 Protection from Harassment Act 1997  
 Football Offences and Disorder Act 1999  
 Malicious Communications Act 1988  
 Telecommunications Act 1984

## **DISCRIMINATION**

Explain

### **HOMOPHOBIC & OTHER CRIME**

Homophobic Crime for example is motivated by prejudice against Lesbians, Gay Men, Bisexual or Transgender people. You need to be aware that additional sensitivities relating to confidentiality must be recognised when dealing with Homophobic Crime.

These injured parties are visible in relation to home, neighbours and neighbourhood, by virtue, for example of same gender partnerships.

The injured parties of most Racist Crimes are visibly/audibly identifiable. It must be stressed that other forms of Hate Crimes against Faith Groups, Groups within Faiths (segregation), Asylum Seekers, Disabled People, Refugees, Romany People, Irish Travellers, Older People and any other groups are of no less importance. The impact of Hate Crime can be most devastating.

[Handout](#)

## Language

Language plays a part in discriminatory behaviour.

**Exercise** – individually – **2min**

Looking a language [Handout sheet](#)

[Feedback](#)

Explain there are 3 types of Discrimination

[Handout](#)

**Direct Discrimination** – When someone treats a person less favourably than they treat or would treat others.

Example – Sign 'No Travellers allowed in here'

**Indirect Discrimination** – If someone is applying an unjustifiable requirement or condition, which marginalises a particular group.

Example – 'only those under the age of 50 need apply', when there is no justification why older people cannot apply.

## Institutional Discrimination

'It is the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, ethnic origin, age, disability, sexuality or sexual orientation.

It can be seen or detected in its processes, attitudes and behaviour, which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping which disadvantage minority groups'.

Example

A member of staff makes inappropriate remarks about a colleague relating to their race, culture, ethnic origin, age, disability, sexuality or sexual orientation, and the management ignores or discounts the impact to the injured party and takes no action to deal with it.

**21 Quick Quiz Questions – 2min**

**Provide answers**

**Comfort stop – 15min**

## **IMPACT ON INJURED PERSONS**

### **Divide into 2 groups**

I would like you now, to think about the individual who has been a victim of Hate Crime.

Give examples of a crime to each group.

What might be the impact on them Physiologically, Physically, Emotionally?

**Exercise** – **5min** in groups – on a large piece of paper with a gingerbread man shape on it.

Write inside the shape what the impacts might be.

Each Group feedback - **10min**

## **COMMUNITY INVOLVEMENT - Handout**

Statement

Social tolerance towards Hate Crime needs to drop to zero. Such behaviour must be regarded as totally unacceptable.

The best approach is holistic, with the Police and the community working together.

## **ANTI-SOCIAL BEHAVIOUR REDUCTION**

Is one way to work with members of the community to help reduce Anti-social behaviour?

The Police, Borough Council, Social Landlords, Probation Service, Youth Offending Team and both Statutory and Voluntary Agencies are involved in this process.

By doing this it will help protect individuals and residents from people who behave irresponsibly over a period of time but who cannot be dealt with adequately through prosecution for each single incident.

## **ACCEPTABLE BEHAVIOUR CONTRACT (ABC)**

An ABC is a voluntary written agreement between an individual and the Police and/or other partner agencies not to carry on with certain identifiable acts which could be construed as anti-social behaviour.

## **ANTI-SOCIAL BEHAVIOUR ORDER (ASBO)**

These Orders were introduced by the Crime and Disorder Act 1998, and allow the Police, Borough or District Council to apply to the Courts for a civil order prohibiting an individual from committing further acts of anti-social behaviour.

Unlike an ABC, failure to comply with an ASBO is a criminal offence. The Police will therefore be the lead agency in its investigation and prosecution.

[Handout leaflet](#)

### [Explain](#)

[Statement from the Stephen Lawrence Inquiry Report,](#)

'The Police Services should co-operate closely with local Agencies and the local community to encourage people to report Racist incidents.

Local Education and Housing Authorities and schools should record all Racist incidents, report them to those who use the service and publish the information'.

It is now acknowledged that this approach needs to cover all Hate Crime.

[Reflect back to New Hate Crime Definition being worked on.](#)

That is why the Bedfordshire Hate Crime Partnership was formed (Originally called The Bedfordshire Multi-Agency Racist Incident Group)

[Leaflet -Handout](#)

## SUPPORT SERVICES

### Back into 2 Groups

**Exercise – 5min** Identify support Services for your Individual (use sheet previously used)

Log up information on outside of your gingerbread man identify which agency could provide assistance to resolve impact on individual you have already identified on your sheet.

Bring back to group to discuss

Acknowledge that there could be multiple agencies involved in resolving issues.

And some situations maybe difficult/complex and take time to resolve.

**Acknowledge that participants may not be aware of many support services and what they offer.**

Explain

### YOUR ROLE - Handout

You have an important role to play in this process.

It maybe that requests for information/assistance for Hate Crime reporting, does not happen very often but when it does, you will need to deal with it in an appropriate manner.

- The customer can contact you in different ways, in person, by telephone, by Email, by letter.
- If necessary, find a suitable location to continue you're conversation; remember confidentiality, in the environment you are working in.
- Listen to what is being said, it maybe the very first time they have had the courage to talk to someone about what has happened to them, they maybe angry, upset, you need to have sensitivity about the situation. Reflect back to them what they have said, so it is clear to the customer they have been heard and the information they have given you is correct.

- Provide assistance with completing the Reporting Form, if necessary. Use their words to describe what happened.
- Use Question Check List, as a guide

## **TAKING A REPORT**

### **In pairs**

**Exercise** – using the Hate Crime Report Form and the Question Check List take a Report, each person to take it in turns to take a report.

Give two different scenarios to each of the pair. One scenario at a time

**2min** to read through the Check List or scenario before you start.

**5 min** each for the exercise

Identify who will be the person taking the report, provide them with the Check List

Identify the customer, provide them with their role.

At half time change over prior to starting, give your name to the other person. Second scenario given out.

Feedback from 'Customers and Persons taking report'.  
and De role **15min**

Points to Remember [Handout](#)

- Record information, for your agency to include, customer details and incident details as in the Question Check List.
- Provide a True Vision Reporting Pack, if required.
- Use the Resource File, if they want more information about the Service. Do you know where you Resource File Is?

([Show example of Information & Resource File](#))

- Become familiar with the Reporting Process and the Question Check list (found in the Resource File).
- Pass a record of the Report to the designated person so this information can be processed by the agency you work for, and the information will then be passed on to the True Vision Reporting Service for logging or action, as required.
- Ensure that posters are displayed and Reporting Packs are accessible for staff and customers.

[Handout – Question check list – Your role](#)

## **Next Step**

### **Display – True Vision Reporting & Recording Process**

Reminder that information about this service is in the Information & Reporting File

What happens next for the person taking the report?

Feedback? Impact, unknown result etc.

**Evaluation Forms and Please collect your handouts**

**End**

## Half Day Training

### EXERCISE

#### Support services

In your Groups

Identify support services for your injured person/s (previously used)

Log up information on the outside of 'your body', identify which agency could provide assistance to help resolve the impact and to meet your persons needs.

You have 5min

Discuss in whole group

## Half Day Training

### EXERCISE

#### Impact on injured person

##### **Individually**

I would like you to consider about the individual who has been a victim of Hate Crime.  
What would the impact might be on them, Physiologically, Physically and emotionally.

##### **Then in Your Groups**

You will have a scenario of a Hate Crime,  
and a drawing of a body,  
please write inside the shape,  
what the impacts might be for that person.

**You have 5min**

Feedback to whole group.

**5min each group**