

Still
NO PLACE FOR
HATE

Schools Report

Lead author: Dr Jason Pandya-Wood

with the support of

NOTTINGHAM ^{NTU}
TRENT UNIVERSITY



The University of
Nottingham

UNITED KINGDOM • CHINA • MALAYSIA

16 October, 2018

Table of Contents

Introduction	3
Who made this happen?	7
Understanding hate crime	8
Incidence and experience of hate crime	10
The impact of hate crime	16
Telling others	20
Improving the response in schools	24
Education	25
Act and take it seriously	30
Support	32
Recommendations	35

Index of Tables and Figures

Figure 1 – Age profile of participants.....	6
Figure 2 – What constitutes a hate crime?.....	8
Figure 3 – Incidence of hate crime	10
Figure 4 – Where did the incident occur?	11
Figure 5 – Did you report the incident to the police?	20
Figure 6 – Is there a member of staff to talk to?	24
Table 1 – Categories of the impact of hate crime	16
Table 2 – Who else did you share your experience with?	22
Table 3 – Reasons why the experience was not shared	23

INTRODUCTION

FAMILY QUITS BINGHAM AFTER ANTI-MUSLIM ATTACKS

A Muslim family say they have been forced to move from their home after offensive graffiti and a cross wrapped in ham were left outside their house.

Murad Alam, 39, said his wife and two sons, aged eight and 10, had moved out of their home in Bingham, Nottinghamshire, to a "safe" place.

Mr Alam said he had found his son plotting escape routes on his computer after the "horrific" attacks last year.

"The first incident was when the big, wooden cross, wrapped in ham, fell into the house after a knock at the door," said Mr Alam.

He said they had names such as "Paki" and "tramp" shouted at them in the street.

"The kids have been abused a number of times; the eldest had smoke blown in his face by an elderly local gentleman."

(BBC Asian Network, 31st January 2013)

In 2014, we launched the Citizens Commission into Hate Crime in Nottingham and the wider county. We recognised then, and we do now, that Nottingham is a vibrant, diverse and cosmopolitan area and one where we celebrate our diversity. However, we know that behind this, our members were telling us about how they, their families and their communities were facing substantial and enduring levels of hate crime. We also recognised that a gulf existed between this lived experience and the extent to which statutory agencies knew about the volume of hate crime and how to tackle it.

This report opens with the story of Mr Alam, above, from a BBC News report in 2013. Too often, the debate around hate crime centres on adults. What this story also reminds us is that children and young people are often victims, either as members of families or targeted themselves. Yet we so rarely hear about their experiences.

This motivated us to focus part of our inquiry on the voices and experiences of children and young people. Capturing their perceptions and experiences in itself was important but the main thrust of this project was to enable young people to comment on how

schools and others might improve their understanding of, and responses to, hate crime.

Young people, and their educational institutions, were front and centre of this work. The Nottingham Emmanuel School took the lead, devising the first draft of the school questionnaire, sharing it with other schools for comment and revision. They hosted a 'Schools Summit' in July 2017, inviting students from 4 other schools to join them to raise awareness around the issue and to participate in a misogyny hate crime workshop. Those 5 schools then began filling out the questionnaire in the coming months.

In order to achieve a wider sample, members of the Nottingham Citizens hate crime team approached 3 further schools. As well as encouraging students to complete the questionnaire, the team also delivered a series of assemblies over a number of weeks, sharing personal stories, raising awareness of the issue, and



explaining how to fill in the questionnaire. Throughout this process, the team were careful to protect the young people's confidentiality, whilst also ensuring students knew which members of staff they could speak to for emotional support and guidance, should they require it.

With the results in, academics from the University of Nottingham collated the data and passed this back to the Nottingham Citizens team. Our community organisers ran individual sessions in each of the participating schools to assist them to interpret their data and think through next steps internally.



Djanogly City Academy were our host for the second dedicated 'Schools Summit', with students sharing ideas and experiences, before working together to help shape the recommendations for change that you will find within this report.

Those same young people then stood on stage in front of over

700 Nottingham Citizens members, calling on Nottingham City Council, Nottinghamshire Police, and The Nottinghamshire Police Crime Commissioner to work with us to implement the recommendations of the 'Still No Place for Hate' report.



Following further dialogue with the participating schools, several additional recommendations were drawn from the data and included in this report.

We want young people to help drive policy changes.

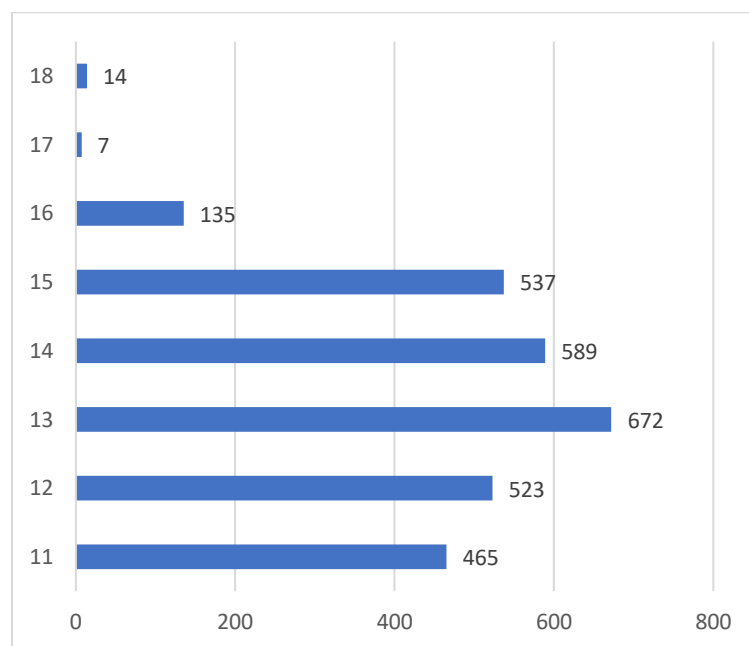
Whilst much of our focus in this report is on the school experience, the message from our ongoing inquiry into hate crime is clear: tackling hate is a whole society issue that needs addressing in the home, in the community, in the workplace and so on. Therefore we are not putting the responsibility solely at the door of educational institutions but clearly they have a significant role to play.

Some 2968 children and young people took part in a questionnaire survey. Participants were presented with a mix of closed and open questions, the latter providing the opportunity to obtain some useful qualitative data. Question areas included:

- Participant demographic information
- Perceptions of what might constitute a hate crime
- Whether they had been a victim of hate crime, and if so their interpretations of that incident and its impact
- Experiences of reporting incidents to others
- Suggestions for how responses to hate crime might be improved.

The vast majority of participants were aged between 11 and 15 at the time of completing the study, with smaller numbers aged 16-18 (see figure 1).

Figure 1 - Age profile of participants



The majority of participants identified as male (52%), 47% identified as female and 1% of participants identified as transgender, genderfluid or non-binary (n=48). 157 participants identified as a member of the LGBT+ community, and 42 participants identified themselves as a refugee or asylum seeker.

In the main body of the report, much of our focus is on the responses to this survey. As with our accompanying report *Still No Place for Hate*, the findings make uncomfortable reading as we explore the experiences that people relay to us. We have not varnished their language: these are their interpretations and their experiences, and our duty has been to represent this as best as we can.

Who made this happen?

We had a diverse team of community leaders come together to run this piece of research. Particular acknowledgement must go to the following:

Bilal Hussain (Himmah), **Clive Foster** (Pilgrim Church), **Sajid Mohammed** (Himmah), **Niamh Shewell-Cooper** (Nottingham Emmanuel School), **Praise Hwapunga** and **Tariro Hwapunga** (Heart Church), **Professor Dan Clark** (Nottingham Liberal Synagogue), **Professor Stephen Legg** (University of Nottingham, Geography Department), **Renia Stawski** (St Barnabas Cathedral), **Robina Din** (Karimia Institute), **Imogen Hampson-Smith** (Djanogly City Academy), **Louise McDonagh** (Djanogly City Academy), **Mohsin Khan** (Bluecoat Academy), **Josie Rowland** (Nottingham Emmanuel School), **Alice Carlisle** (Nottingham Emmanuel School), **Jonny Dakers** (Rushcliffe School), **Maria Claymore** (All Saints), **Clare Watson** (Farnborough Academy), **Ann Lawrie** (Nottingham Liberal Synagogue), **Haleem Saeed** (Himmah), **Laura Jowett** (St Nics).

Special acknowledgement goes to **Dr Jason Pandya-Wood** (Nottingham Trent University) for authoring this report.

Participating schools:

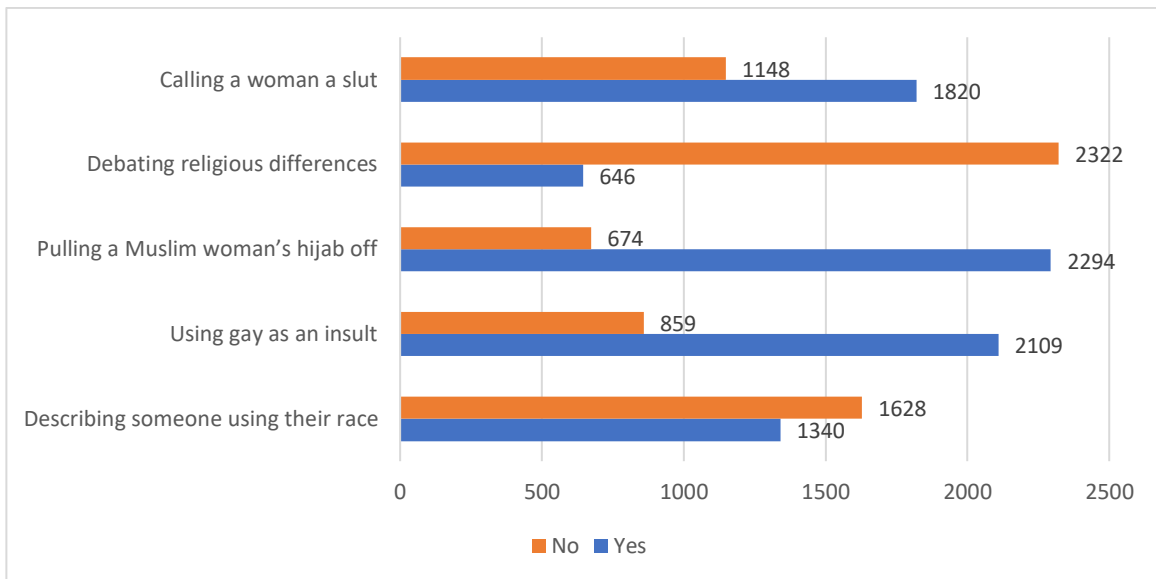
- Djanogly City Academy
- The Nottingham Emmanuel School
- Rushcliffe School
- All Saints Catholic Academy
- The Nottingham Bluecoat Aspley Academy
- Arnold Hill Academy
- Farnborough Academy

- Vision West Nottinghamshire College

UNDERSTANDING HATE CRIME

Our survey asked young people what they would consider to be an incident of hate or a hate crime, ticking all of the options that might apply.

Figure 2 - What constitutes a hate crime?



As the data shows, there are some examples that are clearly identified by the majority of young people as being 'incidents of hate' or 'hate crimes' but it is also worth noting the sizeable minority views. For example, 61% of respondents suggested that calling a woman a slut would be considered an incident. Around a quarter of respondents did not identify pulling a Muslim woman's hijab off as an incident, and 29% of respondents did not identify using gay as an insult. It was interesting to note that 22% of respondents (646 people) suggested that 'debating religious differences' would be considered a hate crime, and there was significant confusion too in describing people by using their race.

These findings can be read in a number of different ways and it would be unwise to merely suggest that respondents felt that acts such as those described above were in some way acceptable. It may be that young people did not consider them to be a 'hate crime' in and of themselves. Research has found ambiguity in how young people define hate crimes. Of note, research conducted in the USA over twenty years ago found the

need for 'education about hate crimes and bigotry in general [to] take place at all levels' (Craig and Waldo 1996: 127¹) and that:

"...nearly two-thirds of respondents indicated that hate crimes necessarily involve violence or assault, obscuring the reality that many hate crimes (e.g., verbal harassment and desecration of property) are considerably psychologically damaging and do not involve direct physical assault."
(Craig and Waldo 1996: 119)

One participant in the survey, when asked about what schools could do to better tackle hate crime, suggested that they could '*Give more examples on hate crimes as it was unclear as to which is bullying and which is a hate crime*'. Another said: '*educate us more on what it is, they talk a lot about what happens but not actually what it is*'. As the confusion about what constitutes a hate crime demonstrates, talking about issues of diversity can pose challenges if not handled appropriately.

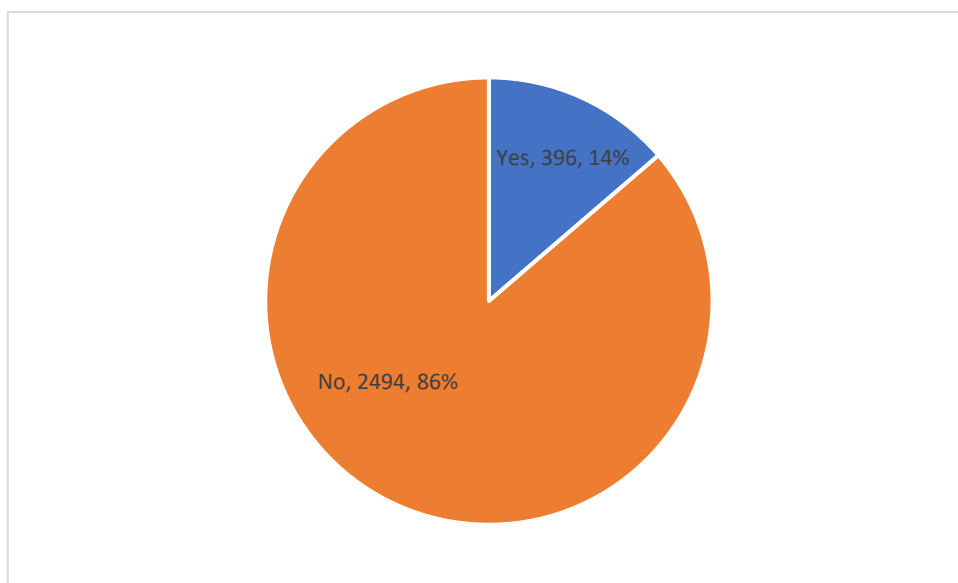
What we do know is that if young people are unable to define what might constitute a hate crime, they may also be ill equipped when they or others are victimised as such. In our questionnaire and throughout our work, we have used a definition of hate crime that is drawn from the Criminal Justice Act (2003) and police guidance, including definitions used by the Home Office. In statute, this concerns what is *felt* to be a hate crime.

¹ Craig, KM and Waldo, CR. (1996) "So, What's a Hate Crime Anyway?" Young adults' perceptions of hate crimes, victims, and perpetrators. *Law and Human Behavior*, 20 (2), pp 113-129

INCIDENCE AND EXPERIENCE OF HATE CRIME

Very little is understood about the everyday experiences of young people in relation to hate crime. Research has tended to focus on police collected data, and data which is mostly focused on capturing the views of adults. In this survey, we asked young people if they had ever been a victim of crime or subject to criminal behaviour which they believe to have been at least partly motivated by prejudice against one or more parts of their identity.

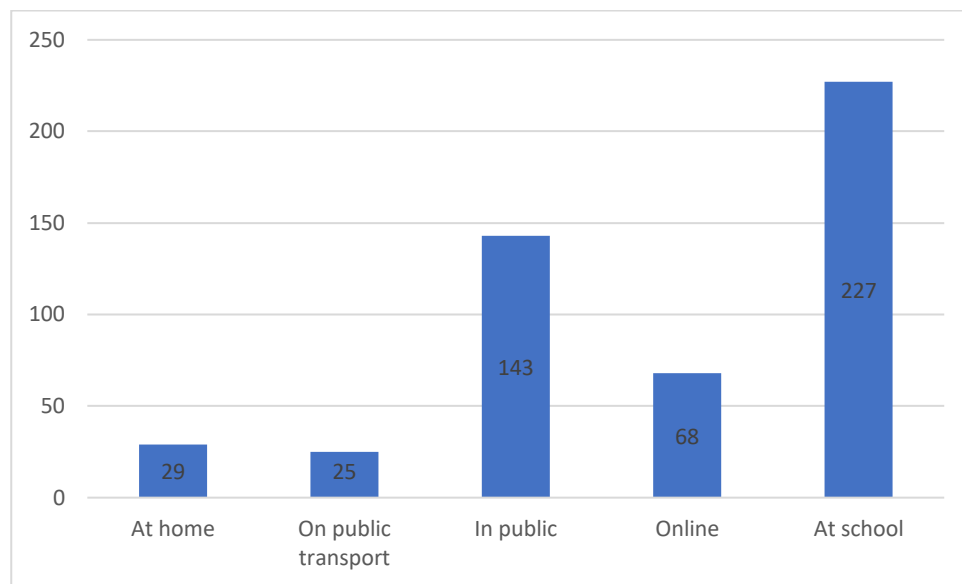
Figure 3 - Incidence of hate crime



The vast majority of young people (86%) indicated that they had not, with 14% of respondents stating that they had. These findings should be situated against what people perceive to be hate crimes.

Of those who reported that they had been victims, most incidents took place in the school environment, with a notably high number 'in public':

Figure 4 - Where did the incident occur?



Documented experiences of hate crime incidents make for difficult reading, as was found in our accompanying report *Still No Place for Hate*. In many cases, experiences can be more damaging for young people during what is a crucial formative stage of adolescence. There are immediate impacts – the incident itself followed by the day to day experience of feeling anxious or depressed, or fearful, in the environment. Then there is the longer-term impact as patterns of behaviour or self-belief become established over time in response to repeated incidents:

'I was asked about my where my family come from by a group of people and I wasn't about to give them something else to laugh at so I lied and said I didn't know. They then responded by laughing and mocking me. Because I'm black they naturally wanted me to say that I'm from Africa or the Caribbean and then where specifically which is information I don't want to share. Ever since they're using it as a "comeback" for example I say "it's Monday why don't you have your reading book" and they say "well you don't even know where you come from...notice I used they as in group as in more than one.'

We asked young people what 'led you to believe the incident was motivated by prejudice about your identity?'. This gave space for participants to articulate, in their own words, what had happened to them and why they thought it had occurred. A total of 302 people responded to this question.

For most participants, the motivating factor was clear in how the incident linked to a characteristic of the person's identity.

Most incidents of Islamophobic abuse were related to terrorism and conflict:

'Because I am a Muslim and people use language such as terrorist and other language against me.'

'Because he shaped his hand in a gun shape and said I have killed a lot of you Muslims in the war.'

'They remarked on the Manchester Bombing attack and claimed I was the next bomber as a result of my religion which is incredibly unfair.'

'Called a terrorist because of my Muslim beliefs.'

'Someone said "Muslims should go back to their country" and apparently I'm a terrorist, last year my mum was called ISIS.'

'People would say 'terrorist' and shout words that they know will offend us.'

There were several examples where young women had been victim to physical attempts to remove religious dress:

'Because my parents are Muslim and my mom wears a hijab and someone tried to pull it off and tried to do the same to me.'

'Someone was trying to pull my headscarf off.'

'Because they tried taking my hijab off.'

There were 98 respondents that identified racism specifically as a motivating factor – notwithstanding that the line between religiously motivated hate and racism is problematic. Young people highlighted some of the language that had been used:

'They told me I didn't belong here because I was a black nigga and I should go back to my own country.'

'Because they called me a 'Paki' and that is racist.'

'Calling me mother Theresa because of my scarf, calling me a black dog with a scarf on.'

'Because they were calling me Polish when I am not and said inappropriate things about me and my mum.'

'Twice kids from my primary school said "go back to your own country" when I am British.'

'Due to the fact that I have been discriminated due to the colour of my skin I would never want anyone to go through what I did.'

In other cases, the location of the incident was seen as an important factor:

'My church is a black church.'

Young women described receiving verbal insults and, in some cases, being approached or targeted on account of their gender:

'Well when u are called a slut its usually because u r a girl, like no one would say that to a guy.'

'He wanted to approach me because I was a young girl.'

'Because I am a girl and I was on my own and felt really scared.'

In the companion report, we referred to intersectionality – how different components of a person's identity can result in multiple forms of discrimination. Some young people

identified how the colour of the skin would be targeted alongside other factors such as their gender, body image or sexuality:

'They were racist to me saying racist words also called me a slut and a hoe.'

'They made fun of me because of my skin colour and my weight.'

'I believe it was prejudice to my identity because the person might [have] been homophobic and racist.'

'She called me a gay little faggot and other people have called me other gay slur type thing, also people call me fat.'

A small number of cases referred specifically to incidents being linked to sexuality:

'Because I was walking in town with my other half and this girl started on us stating it 'wasn't cause we was gay because I'm bi' but then tried to provoke us by calling us 'letter munches and carpet lickers' and other provoking insults regarding our sexuality, and her and her mates circled us. The CCTV picked it up the police came and escorted us to the station where we then had to write a statement of the event and if we wanted to take it to court, for a hate crime. Me at the time at 14 didn't want to take it further. There has been a number of events where I've personally been targeted because of my sexuality. Either because I don't live up to the stereotype of a lesbian, or just because I am dating a girl.'

'Because a lot of people around the year groups 7-11 don't realize that they can't use gay as an insult, I am gay and people used to bully me for it constantly.'

Alongside members of the LGBT+ community being victimised, there were wider problems with the use of the word 'gay' as a derogatory term:

'Because they called me a lesbian because I was very close to my best friend.'

'Called gay as an insult.'

'People would call me gay and make fun of how I speak.'

Most of the experiences that young people described were situated within the school context with other students identified as perpetrators. There were also examples where adults were identified as carrying out the incident, which makes for depressing reading:

'A teacher called me disabled (at old school).'

'My father was calling me and saying I was a homosexual and I clearly wasn't. I was really upset and thinking even if I were why would he judge me I slammed the door and went to the kitchen and he pinned me up against the kitchen door.'

THE IMPACT OF HATE CRIME

We asked young people to describe, using a word or phrase, how they felt when the incident occurred and 270 people answered this question. We categorised these and draw here from the top seven most common groups.

Table 1 - Categories of the impact of hate crime

Category	Examples
The most common words were grouped as those linked to sadness or feeling depressed (n=48)	<i>'sad, lonely, I felt that I shouldn't be alive'</i> <i>'I literally can't describe, so sad'</i> <i>'Sad and anxious'</i>
A large proportion of young people said they didn't care or were unaffected by the incident (n=31)	<i>'I know my own abilities and refuse to let other people's opinions affect me.'</i> <i>'not bothered about their opinion'</i>
Young people expressed feelings of anger (n=24) or being annoyed (n=22)	<i>'angry that it can still happen'</i> <i>'annoyed and disgusted by people's sheer egocentrism and [in]ability to get along with people that have different beliefs to them'.</i>
Many young people internalised the incident and questioned their own identity (n=20)	<i>'I wanted to get rid of my skin colour'</i> <i>'disgusted because I hated myself'</i> <i>'hurt and felt I should change'</i>
Many felt isolated (n=15) or rejected (n=10)	<i>'The world was against me'</i> <i>'I felt that I should not belong here'</i> <i>'devalued not as important'</i>

We also asked participants if and how the incident had affected their wellbeing. The vast majority of young people said that the incident did not have an impact (n=139), or had sadly accepted it in some cases as 'normal'. In some cases, the responses pointed to

increased strength, a more positive outlook or empathy/understanding with the perpetrator – all aspects to be celebrated:

'I'm a strong character so it didn't affect me that much however it obviously did hurt me as it would for anyone.'

'No because in your life you will go through hate and learn to move on and that is what I have done.'

'The person who said it was younger and didn't understand what they were saying.'

'No, because I'm strong enough to not let it bother me, but other people might.'

'Doesn't affect me because it is a usual word.'

'No, used to it. Doesn't affect me.'

'No. My gender does not define my abilities.'

'No, as I view this sort of thing as a way of life in this day and age.'

Many young people primarily identified an impact on their feelings (n=42) including those related to their own personal identity.

'It made me feel self conscious and self hating about my sexuality.'

'Yes I took everything what the people said to heart n doubted myself and began to hate myself.'

'Yes, it's made me insecure about my race.'

'Yes a lot now as this will affect my future and this will haunt me.'

'Yes, it made me worried and upset about how people judged me. The religious hate crime made me confused as it was the day after a terrorist attack and not all Muslims are like that.'

'Yes as it made me feel ashamed of where I came from and to be embarrassed about it.'

Some had experienced poor health as a result (n=14).

'It's made me depressed and has made me feel like I shouldn't exist.'

'Yes, because when I was little incidents happened causing me to develop a little anxiety but then I got over it and got better but then after all the other incidents my anxiety came back after years but really big and strong and still to this day it affects me mentally and physically.'

'Became anorexic and depressed.'

Young people had changed their behaviour linked to feelings or recall of the experience (n=19).

'yes, it has affected my home and outside life its made me anxious to go out and see my friends. And my friends have seen a difference in me since this happened and that I don't want to do half of the stuff I use to, be able to.'

'Yes, I did not go to school. I hated everyone. it was awful.'

'It has affected my confidence to tell people about my hobbies and personalities.'

'... I try to look past those incidences and I got support from my parents and staff at school. Although I generally don't talk about my religion anymore.'

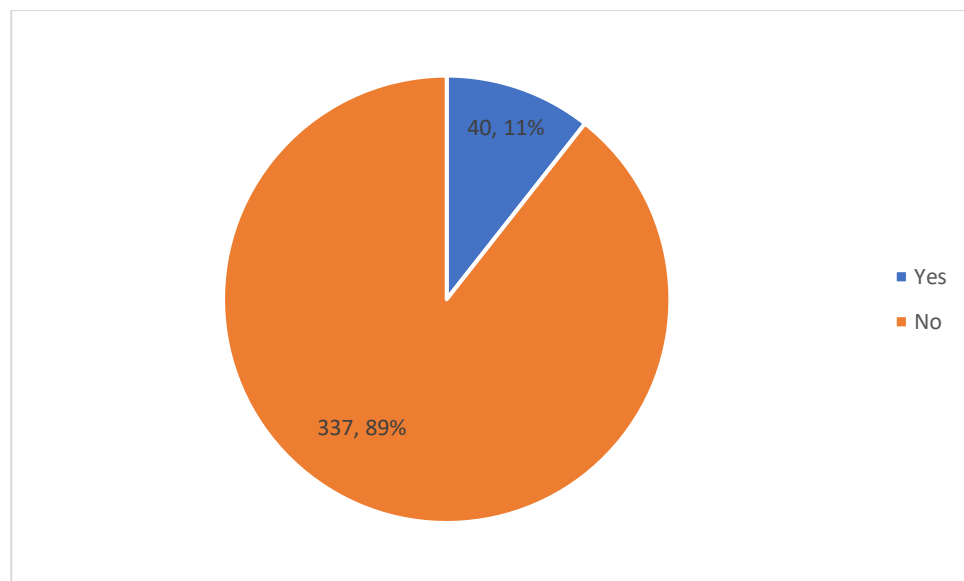
'Yes, I have to be careful when I'm in public and now actively avoid walking near people my age, who I don't know, out of fear.'

The impact of physical assaults had left one young person with scars and this had *'changed the way I saw the world'*. Being relocated also had impacts upon personal identity for one: *'I had to move mosque and because of this I am less religious'*, and for another, there were multiple impacts: *'Effected my boxing career, my family, my school'*.

TELLING OTHERS

In our survey, we asked young people who they told about the incidents in order to get support. We were interested in whether participants had reported the incidents to Nottinghamshire Police, and whether they had told anyone else who might be able to offer support and act. As figure 5 below shows, a small minority (11%) of respondents reported the incident to the police:

Figure 5 - Did you report the incident to the police?



Of those who did, satisfaction with the police response was split (20 satisfied, 22 not satisfied).

The outcomes for those who reported the incidents were mixed. For those described as negative outcomes, 8 (of 10) cases described nothing happening as a result:

'The police said that they would investigate the crime for us, but they never got back to me or my dad.'

'They said they would get back to us they didn't.'

In two cases, respondents described being repeat victims on account of the problem not being dealt with:

'He was told to not leave his moms shop, however he still harasses me.'

For those who had a positive outcome, this was connected to either a distinctive resolution or the feeling of security and support offered by the police:

'they sorted it out promptly and everything turned out okay'

'leading to them not following me around and them leaving me alone and I go and meet my friends in Arnold'

'they helped us feel secure'

The vast majority of young people who did not report the incident perceived it as **not serious enough** (n=94), in some cases seeing it as a 'normal' part of their experience:

'Because I didn't think it was necessary because it was just petty girls being girls.'

'Because it was just petty and pathetic and unnecessary.'

'Cuz it's not that deep.'

'I just felt used to it so even if I told them there would be no point because someone else could easily just call me a terrorist.'

A large number (n=31) said that the incident had been **dealt with by others** or **reported to others**, with schools most commonly involved and, in some cases, the family/parents. A small number cited that because it happened in school, they did not see it as connected to the police (n=3).

Young people either **couldn't face** reporting it, were **scared to**, **didn't know how** or **didn't want to/couldn't see the point** (n=39). A further 12 young people said that they didn't report it because they **didn't care/couldn't be bothered**. Some had a **negative previous experience** or poor resolution (n=3).

For some young people, they did not want to report the incident due to the potential to be seen as a **snitch or grass** (n=19)

Other recurring reasons:

- It was resolved through conversation, blocking online or accepting an apology (n=5)
- Young people’s age was seen a barrier to reporting (n=8)
- Not being taken seriously or listened to (n=9)
- Previous experience or mistrust (n=3)
- Fear of negative repercussions (n=5)

We asked who else the respondents had shared their experiences of hate crime with. Here, the results are perhaps unsurprising with friends coming at the top of the table (196 respondents), followed by family members.

Table 2 - Who else did you share your experience with?

Friend	196
Parent/caregiver	139
Brother/sister	81
Teacher/lecturer	65
Don't know/ can't remember	49
Didn't tell anyone	41
Other person	19
Social/council services	11
Doctor or nurse	9
Disability organisation	7
Carer/key worker	5

Despite this, a considerably high number of participants indicated that they had not shared their experiences with other people. We asked if they didn't tell anyone about it, why not? We offered a number of reasons for young people to choose from. By far the most common response was that the incident was deemed 'not important enough'. When read together with 'just part of everyday life', and 'previously advised to ignore', a

sad picture of normalisation (similar to that found within our main report) begins to emerge.

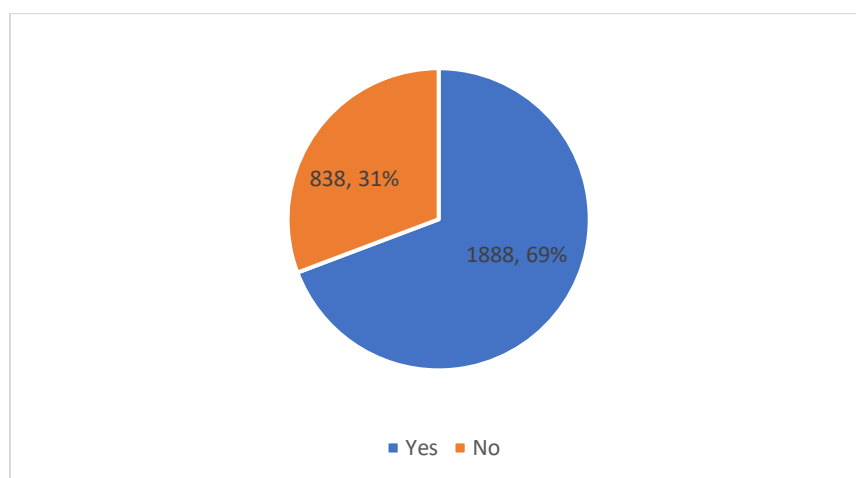
Table 3 - Reasons why the experience was not shared

Not important enough	79
Not serious enough	53
Previously advised to ignore	37
Embarrassed	35
'Just part of everyday life'	30
Didn't want to affect relationship	24
No confidence in police	23
Don't know/ can't remember	22
Unsure where to report	21
Difficulty explaining it	19
Other	19
Feared losing independence	16
Happens too often	14

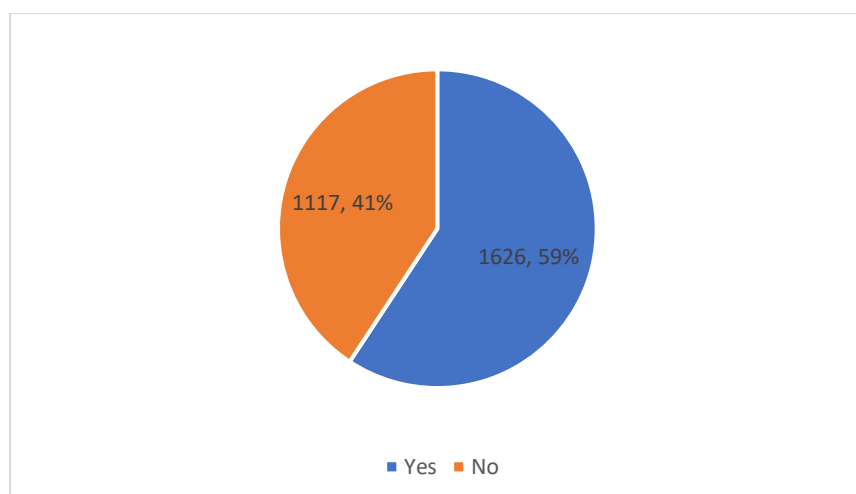
IMPROVING THE RESPONSE IN SCHOOLS

As table 2 above shows, 65 respondents had sought advice or guidance from their teachers as a result of being victims of hate crime. We asked specifically if respondents felt that they could identify a member of staff that they would feel able to talk to if they were ever a victim of hate crime, of which 69% of young people could. Sadly, a significant number of respondents did not feel they could (31%).

Figure 6 - Is there a member of staff to talk to?



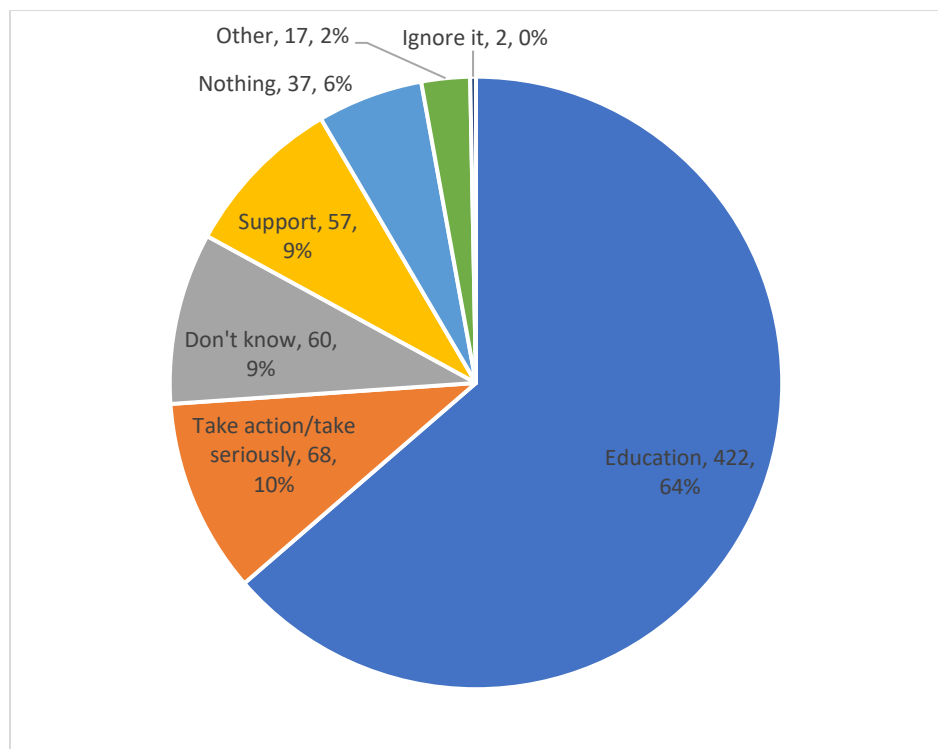
Just over half of respondents (59%) indicated that they had received education on hate crime within their schools.



A main thrust of this project was to enable young people to comment on how schools might improve their understanding of, and responses to, hate crime. This was achieved in two ways. Firstly, in the survey we asked 'What more could your school do to help you

and your peers to understand Hate Crime, and ensure it is dealt with effectively?’ to which over 1750 offered a response. In this short report, we draw out some of the salient themes but time and resource constraints prevent us from doing a full analysis. The aforementioned ‘Schools Summit’ in April 2018 at which young people from four schools came together to share experiences and propose their ideas, drew some important reflections from the young people.

Drawing on a section of the qualitative responses (n=663) provides some insights into the common themes that emerge throughout the survey.



Education

The vast majority of responses (64%) concerned improving education and awareness on the topic of hate crime. Their contributions ranged from simply suggesting that more education should take place, through to offering very detailed ideas about what such education might focus on. Ideas included doing more to help students identify what constitutes a hate crime, how it is defined and how it might differ from other forms of interactions with their peers. Most commonly it was about doing *more* to raise awareness:

‘Help me understand what counts as a hate crime and what doesn't.’

'We barely learned much about hate crime so teach more.'

'Include more lessons on hate crime to improve our knowledge.'

'have more time [to] learn about hate crime and how it effects people.'

Education was seen as important in helping people to better recognise the seriousness of hate crime:

'to display the fact that hate crime is more important than some people see them as ... most times ... people treat it as a joke.'

'They could make it more known that using the term "gay" should not be used as an insult because it is someone's sexual orientation and there is nothing wrong with being different. To make it dealt with effectively they could make sure that if people are using language that other students are finding hurtful the teachers should ... let them know that the what they are saying could be a hate crime if the insult is based on their race, religion, ethnic origin, gender or sexual orientation.'

Young people made the link between education and empowerment to act.

'teach us how to get the person to stop and how to help people that have had a hate crime done to them and how to recognise it.'

'do more assemblies about them and show us what to do if we ever encounter them - and also so we can realize if we have been a part of one because not everyone will know.'

'possibly do [enrichment days] based on hate crime, what it is and how to deal with it including what to do when you view a hate crime (where you can go to talk about it).'

'explain what it is and how we can prevent it from happening.'

The importance of using real-world examples in education came up frequently. Many suggested that they would value engagement with victims of hate crime, police officers and other hate crime experts as well as the use of real-world case studies to aid learning:

'Show us videos on hate crime, do a roleplay [drama], bring in outside agencies into school, police who have had to deal with victims of hate crime, witness who had witnessed hate crime and/or bring in a victim of hate crime to tell us how it felt and how to best tackle hate crime.'

'Get some people in that has had it to tell us if something happened and if we have had it for them to be able to talk to other people it's happens to.'

'Have people who work to stop hate crime come into school so we know exactly what it is.'

'Give actual lessons about it and bring in people who've suffered from hate crime to tell students how's its impacted them and how it's not right.'

'Give realistic examples of hate crimes that we could understand and learn how to avoid/prevent.'

The engagement of police in schools was seen as important, both within the survey and at the Schools Summit where participants called for the police to come to schools to talk about hate crime. However, at the same summit young people identified the recurring issue that police are seen as 'intimidating' to some young people and that relationships (and trust) need to be built between the two groups.

Some participants recognised that real examples could help them better to think about how they could act in response to incidents:

'Give examples as to help with experience and what to do if you or your friends have ever experienced hate or hate crime.'

'Give realistic examples of hate crimes that we could understand and learn how to avoid/prevent.'

Participants also linked the need to raise awareness of diverse groups with the aims of reducing hate crime:

'Teach us to understand people's situations and not discriminate them just because they are different, teach us about people with disabilities and how they shouldn't be bullied'

'Teach more about the LGBTQ+ community in an engaging manner, this would help with ignorance. As well as clearly punishing people who verbally attack others'

'... as a member of the LGBTQ+ community, it enrages me that schools in general do not get taught about specific terms- I can understand not going into great detail about every label, but just some education on what 'transgender', 'non-binary' 'pansexual' are would be great; I have had too many people say that they 'don't believe' in transgender, and it is this kind of ignorance that starts hate crime. I suggest that during Pride Month (June) schools get an assembly in which these terms are explained and to iterate that people being in any way inclined is not something that they can choose. Furthermore, I think that there should be more awareness on slurs and how they can affect people, for example saying the N-word to a person of colour, or the F-word to a gay person, and it should be explained why these are hurtful....'

'Education about reasons behind lifestyles and choices; people criticize because they feel threatened what they don't understand. For example, that homosexuality is NOT a choice.'

One participant identified the need to link education to wider socio- or geo-political issues.

'Our school needs to talk about issues in the world. As a Muslim I feel upset when other Muslims hear what happens like terrorists. Some people make fun of Islam in my year which I find to be disrespectful.'

And in some cases, the need to expand education beyond the school:

'We as a school could make a poster and debate on the hate crime in school and home'

Many young people pointed to methodological and pedagogical approaches that schools might adopt. For example, there were a number of suggestions put forward for where and when learning could occur. Several participants suggested more 'lessons', others called for dedicated assemblies. Some suggested it should be embedded throughout the curriculum or in dedicated sessions:

'Have a dedicated assembly or lesson on it. Learn about it as a topic in English/literacy'

'Teach it in R.E.'

'Teach it more often in different subjects.'

'make it a subject or an extra curriculum activity rather than just having 1 assembly'

Away from assemblies and large lessons, small groups and tutorials/form groups were seen as a potential way of encouraging people to talk about issues in a 'safe environment':

'Possibly have lessons in small groups in a safe space to talk about hate crime.'

Schools should encourage a culture of openness and diversity, whilst creating a space where ideas can be debated and the critical faculties of students can be nurtured. The promise of the citizenship education reforms in 2002 was one that recognised the importance of social, moral and political knowledge and skills argued to be necessary for participation in public life. Some of the young people in this survey pointed to the need for schools to help create a knowledge-informed climate: *‘explain to people what a hate crime isn’t because people get angry at non-offensive things’*. This meant encouraging a position where understanding is nurtured through debate and discussion rather than through shutting individual views out:

‘Educate us further and help us to understand what hate crimes consist of and the consequences. Also, our school could describe why something is unacceptable instead of stating it as being unacceptable as that would make certain pupils have a better understanding and respect for people if they know the background.’

‘To explain the difference between a hate crime and talking about different religions or being taught about LGBT to help people understand rather than making fun of someone about subjects that they do not understand.’

Act and take it seriously

Around 10% of participants signalled that schools needed to do more to demonstrate that they take the issue of hate crime seriously and will act accordingly. Within these respondents, discipline was frequently mentioned, with calls for sanctions, suspensions, detentions and other strategies. Some of these calls may have been motivated by previous experiences of issues not being adequately dealt with:

‘they need to actually do something about it because they just tell us to ignore them but it is hard to do that when it makes me feel scared and afraid.’

‘Deal with it there and then and follow through with a punishment and explanation instead of saying it will be dealt with and left.’

‘I don’t know because problems like this always end up with our head of year saying “just be civil”.’

'They could look into it more than just leaving it to the last minute and talk about it more thorough!'

It was clear that many participants felt that education alone would not be enough:

'Actually doing something apart from just educating us about it.'

'Maybe doing something about the hate crimes instead of just educating us about them.'

Some comments from young people illustrated the need to act quickly and decisively in response to incidents. This was important in cases where young people felt issues were seen as a joke or go unchallenged by the majority:

'To make sure they actually understand because so much hate words are still used as a joke and so many just stay quiet.'

The importance of taking complaints seriously and not brushing aside the genuine concerns of young people was highlighted:

'take more issues and complaints a bit more seriously instead of just saying ignore them or just keep being yourself.'

'I think that the school does enough to make sure you understand the severity of hate crimes however, I don't believe that the school would do much to ensure that it doesn't happen again in a scenario where someone has been subject to a hate crime.'

It was also clear in some cases that young people felt the need to be continually informed about how issues were being dealt with:

'have a well-known way of dealing with it so people know what they are dealing with before and during the reporting and resolving process'

This linked to a few comments about the need to improve reporting processes more generally. Some participants identified particular places or people that the issue should be reported to. Other recognised problems with current reporting that could be addressed with new systems:

'Maybe have somewhere to write and put it in a box and leave anonymously if you feel uncomfortable about telling someone.'

Support

Better support was identified by just under 10% of participants, with a range of suggestions for how people and places could be enhanced to encourage talking about issues related to hate crime. The role of trusted adults was seen as important, with teachers encouraged to identify and listen to young people's concerns:

'Let the students discuss bullying problems to the teachers so they can support them throughout.'

'Maybe look out more and ask individuals if they're ok - check up.'

'To actually listen to us and understand other than accusing you of something else and not seeing where you come from and then punish them for it instead of letting them get away.'

Although our data suggests a high proportion of young people could identify a named person that they trust and can talk to, for some this was not the case:

'I would not feel comfortable with speaking to anyone about my experiences so I suppose they just need to seem more approachable.'

'Talk to you and understand instead of always having a go at us.'

'Teachers could care more about other students in different minorities.'

'make sure that everyone knows a member of staff that we can go and talk to because I don't know of any.'

'Maybe look out more and ask individuals if they're ok - check up.'

Some participants identified the need for specialist or dedicated people, and spaces, to be available:

'get special people that deal with this kind of stuff... that just work at our school only so they can help us through it in case you don't trust any teacher in your school.'

'... I think that schools should have anonymous safe spaces for minority groups such as LGBTQ+ community members or people of colour because one thing I would really appreciate is being able to go to a group of other people who could be victims of hate crime and not be judged for it...'

'Have a hate crime centre and let the people that are getting targeted go there and teach it in tutor time.'

'They could make a lunch/break/afterschool club about people sharing their stories or things like that, it's nice to talk about things.'

'Have a room or place to go to, to talk to someone.'

'Put more things in place where you feel comfortable to talk about it if you feel you have been targeted.'

The value of peer support was also highlighted:

'Have a few people of different genders that are closer to your age (for example 6th formers) that we can talk to because I would feel more comfortable talking to someone closer to my age but still more mature and older than me. This would mean that everyone could talk to someone who they feel comfortable around.'

Peer education and mentoring has been instrumental in tackling bullying in schools over the past two decades, and its transferability to tackling hate crime was highlighted by young people in the Schools Summit. They suggested that creating an environment where hate crime is not tolerated would lead to peers becoming 'the jury' – better equipped to challenge behaviours that are not acceptable. For this to work, trained peer leaders were seen as essential, perhaps through existing school council or leadership structures.

RECOMMENDATIONS

In our accompanying report *Still No Place for Hate*, we set out a series of recommendations designed to strengthen our response to hate crime. Some of these recommendations were developed with children and young people in mind and are reproduced here.

- 4.1. We recommend that Nottinghamshire Police work closely with Schools to develop a more effective and impactful liaison service to build positive relationships with children and young people.**
- 4.2. We also recommend that schools be given a specific pack with material on teachings on hate crime to students.**
- 4.3. With the prevalence of hate crime online we also recommend that funding be allocated for an app that will allow students and citizens to quickly and easily report hate crime.**
- 4.4. To complement the work of a 'Love Nottingham' project and a body to carry out the recommendations of this report, we recommend that Nottinghamshire Police review their current School Liaison scheme to increase resourcing and include work with primary school students, ensuring a relationship between children and police from a young age.**

(Still No Place for Hate, 2018: p35)

In addition to these, we offer further recommendations for national bodies:

- 4.5. We recommend that OFSTED reviews its current requirements for inspecting discriminatory bullying to ensure that they are robust and encompasses school responses to hate incidents and hate crime.**
- 4.6. We recommend that the Department of Education requires schools to give greater prominence to citizenship, PSHE and other aspects of the curriculum in which issues associated with hate crime can be fully explored.**

- 4.7. We recommend schools and other educational settings review their training on hate crime, and in the context of significant resource constraints, identify what other local agencies might be able to provide support in this area.**
- 4.8. We recommend that Schools review their procedures to ensure effective and accessible mechanisms for reporting incidents (e.g. through a designated member of staff, a student ambassador, or similar).**
- 4.9. We recommend that the Office of the Children’s Commissioner considers hate crime against children and young people as a priority area for representation to policy makers and others who make decisions about young people.**