Hate Crime and Mate Crime

Handbook

Warwickshire County Council
Introduction

We hope that you enjoy this handbook which is designed to give people a basic understanding of Hate and Mate Crime. We hope that this learning will boost your confidence and help you to provide the best possible support for people.

Skills for Care have developed units and qualifications on the Qualifications and Credit Framework. Currently there is no specific unit on Hate Crime; however a unit is to be published soon about Keeping Safe.

Understanding Hate and Mate Crime is made up of seven sections.

1. Understand Hate and Mate Crime
2. How to enable people to be responsible for their own safety
3. Social Inclusion and Vulnerability
4. Understand the rights and responsibilities of individuals
5. How to recognise the signs and symptoms of Hate and Mate Crime
6. How to respond to Hate and Mate Crime
7. Useful Links and Further Reading

You may be learning about this subject simply because you want to or this may be part of your individual learning plan at your workplace. The sections will provide you with information and understanding about Hate and Mate Crime.

You may have had a lot of experience of Hate or Mate Crime issues or none at all and if the latter is true then you may feel anxious about embarking on this area of study.

We want to encourage you to think about the experience you have and link what you read and do in this handbook back to your work. There may be times when you will need to talk through difficult issues with a person you can trust. As long as confidentiality is maintained where appropriate, it is important to explore how you feel about this important topic. Ask your manager for a mentor or buddy to support you in this.

All through the handbook there are opportunities to write about what you are learning. They are not tests but are meant to help you think about what you have learned. As you work through the handbook, make notes of anything you want to ask or discuss with your mentor.

We hope that by working through the handbook you will

• have more knowledge about Hate and Mate Crime
• have an increased understanding about how to respond to Hate and Mate Crime
How to Use the Handbook

Each section provides information about a specific aspect to help you develop your understanding of Hate and Mate Crime.

As you go through the workbook, you will see these pictures that indicate you will need to:

- Find information
- Read information
- Discuss something
- Reflect on an issue or on past experience
- Links to websites
- Activities for you to complete
- Click this button to return to the menu page

For further information on using the handbook or if you are interested in completing any of the other handbooks developed by Warwickshire’s Learning and Development Service Please call 01926 743321
1. Understand Hate and Mate Crime

*Cruelty – like every other vice, requires no motive outside of itself; it only requires opportunity*

*George Eliot*

- People with learning disabilities who live in the community value their independence and above all, enjoy being able to express themselves in their own space. Most people also greatly value regular contact with their family.

- Most people have good friends and enjoy going out for meals, drinks and entertainment – but a lot of people feel lonely and want friends. One in four people interviewed didn’t have a best friend. Some identified ‘company’ as a support need.

- 62 out of the 67 people interviewed have experienced some form of harassment, abuse or related crime in the community.

*Loneliness and Cruelty – Lemos and Crane May 2012*

**Hate Crime is defined as:**

*Any criminal offence which is perceived, by the victim or any other person to be motivated by a hostility or prejudice based on a personal characteristic*

**Hate Crime** may be one-off incidents or systematic abuse that continues over periods of weeks, months or even years and may occur between strangers who have never met, between acquaintances or within the family.

The term ‘**Mate Crime**’ is being used by some disability organisations to raise awareness. People with learning disabilities are often befriended by people who then exploit them. These are groups and individuals who pretend to be friends but who are really taking advantage of people.
Hate crime is perpetrated against individuals on the basis of their identity. Every crime committed against a person because of skin colour, religion or sexuality is not only an attack against the victim’s identity but of others of the same group and our society as a whole. Courts take hate crimes very seriously with appropriate heavy sentencing for these unacceptable crimes.

- **ethnicity** – you can be a victim of hate crime because of the colour of your skin or because of the country you come from or the language you speak
- **faith** – someone attacks you because of your religion or for the lack of a religious belief
- **sexual orientation** – this is where you are attacked because you are gay, lesbian or bisexual
- **transgender status** – this is victimisation against you because of your actual or perceived gender identity (not sexual orientation)
- **disability** – this attack is because you have or appear to have a mental illness, a physical disability or learning disability
Section 1  Understand Hate and Mate Crime

It is common knowledge that hate crimes are acts of prejudice directed towards an individual. While this conjures up images of violent acts committed by bigoted extremists, research suggests that in the UK, many hate crimes are not necessarily carried out by right wing political extremists. Many of these crimes are perpetrated by ordinary members of the public whose prejudices may have been reinforced by slogans such as: British Jobs for British Workers. The crimes are in fact lower-level forms of harassment committed by ‘normal’ people who may not necessarily ‘hate’ their victim.

While the more violent examples of hate crime hit the media and receive widespread attention, the low-level everyday harassment goes unpublicised and often unreported, despite it having very damaging and long-term consequences for victims and their families.

Being called a name because of prejudice may appear to be trivial, but if it happens all the time to the same person it becomes damaging and can affect self-esteem and confidence, reinforcing feelings of difference.

Intimidation such as this happens constantly in the daily lives of people with learning disabilities.

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**Are you in any of these social groups – can you empathise?**

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**Have you been subject to hate crime?**

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**Consider the feelings of the people who said this:**

‘I get called stupid, teased all the time. Children follow me every day and call me names, threaten to kill me, in the street and at the centre’
(female, 40, Glasgow)

‘I face bullying all the time. People at the day centre call me names and threaten me, the bus driver told me to get off the bus. Sometimes when I’m out, people laugh at me because of the disability and shop keepers are rude if they can’t understand me, or if I take time sorting out my money’
(female, 48, London)
Research from this Mencap report found that nine out of ten people with learning disabilities had been harassed or attacked the previous year, with 32% saying they experienced harassment or attacks on a daily or weekly basis. 23% had been assaulted.

**Why are people with learning disabilities more vulnerable to Hate Crime?**

- What is it that might make a person more likely to be abused or bullied?

- Where are the most likely places for people with disabilities to be victims of hate crime?

Watch this short film ‘Sticks and Stones’ to find answers and note your thoughts here

http://www.channel4.com/programmes/sticks-stones/4od

*Difference is often a significant indicator in Hate and Mate Crimes, whether based on race, religion, sexual orientation or disability*
2. Enable people to be responsible for their own safety

Helping people with learning disabilities to understand what constitutes Hate Crime is vital

People with learning disabilities often do not recognise that they have been the subject of hate or mate crime

Your own awareness of common trends in Hate Crime offers a starting point for discussion in groups. This needs to be handled sensitively as you may have to respond and report to disclosure

Common Trends in Hate or Mate Crime

- There have usually been previous incidents
- Crimes often become regular and target the individual victim or their family/friends
- Perpetrators are often predatory ‘friends’, support workers, acquaintances, neighbours, local residents, school children, groups of young adults or family
- Incidents are likely to escalate in severity and frequency
- Multiple perpetrators can be involved in incidents condoning and encouraging the main offender, often filming on mobile phones and sending pictures to friends or social networking sites like Facebook, Twitter or YouTube
- False accusations may occur calling the victim a paedophile or ‘grass’
- There may be repeated attacks with excessive violence
- Cruelty, humiliation, degrading treatment (may be related to the nature of the disability e.g. blindfolding someone with a hearing impairment, destroying mobility aids etc)

Information to help people with learning disabilities stay safe needs to be simple, graphic and repeated often

These booklets are helpful and accessible and are a good starting point for self-help workshops:

Mencap: Stand By Me easyread
Inclusion North: Stop Hate Crime easyread
Section 2  Enable people to be responsible for their own safety

It’s easy to make assumptions about **Hate and Mate Crime**. Offenders do not usually pick difficult targets. They tend not to pick the hardest property to burglar or the toughest person to assault. Being caught or injured is a risk and so they will select the people who pose the least risk to themselves. Some common assumptions:

‘It can’t be a disability **Hate Crime** because’
- The perpetrator is the victim’s carer
- The perpetrator has a disability as well
- The perpetrator has assaulted other people and they weren’t disabled
- The victim was just in the wrong place at the wrong time
- The perpetrator was motivated by drink or anger
- And the most common assumption of all is that nothing will be done about it...

The focus of enabling safety, needs to be on encouraging an understanding for the individual of their rights to freedom and justice, rather than reinforcing the already negative public image of learning disabled people being inherently ‘weak’, ‘easy targets’ and ‘dependent’ requiring adult protection.

This then allows for the perpetrator to be properly investigated for behaviour, prejudices and hostility and holding him/her accountable for their actions rather than blaming the victim’s weaknesses.

Minor incidents of mimicry or name calling on the street or at home may not seem important but the impact on the person can be significant.

Research shows that incidents of **hate crime** tend to increase in severity and frequency unless attempts are made to:

- **avert** the incidents against potential victims
- **prevent** the escalation of severity and frequency
- **identify** the perpetrator for future reference
- **raise** public and judicial awareness of the scale of hate crime
- **improve** the confidence of the learning disabled community
- **recognise** the behaviour for what it is
- **respond** to and report all incidents

The word ‘bullying’ understates the seriousness of an incident that involves intimidation, persecution, terror, fear, harassment.

Ridicule, mimicking and exclusion, even ‘mere’ queue barging can amount to causing serious alarm or distress, particularly if repeated.
Section 2  Enable people to be responsible for their own safety

Prosecuting Disability Hate Crime

These crimes sustain prejudice and discrimination in our society. They attack all of us. They make our country ugly. People who commit them use violence to keep people in their place - literally.

We have hate crime laws because we recognise the particular harm these crimes inflict on whole communities. We recognise that they represent a crude assault on human rights.

Victims suffer on many levels. They lose the fundamental freedom to live their lives the way they want, and to live without fear.

A failure to tackle this not only makes us complicit in the most shocking way. It also disempowers the courts from sentencing appropriately to reflect accurately culpability and harm. This is the urgency of the situation

Extract from a speech by Sir Ken MacDonald QC DPP 2008

Read the following extract from a national newspaper 31st Jul 2007

Steven Hoskin

A man with learning difficulties who was tortured before being forced off a viaduct, resulting in his death.

In a particularly disturbing murder case involving a man with profound learning difficulties, a teenage girl and two men tortured 38-year-old Steven Hoskin before forcing him to his death from a 100ft viaduct in St Austell, Cornwall.

They were jailed for murder and manslaughter. As well as drugging him with 70 paracetamol tablets, burning him with cigarettes and forcing him to walk around on a dog lead, the offenders made Mr Hoskin confess to being a paedophile before killing him. The evidence in this case suggests that had Mr Hoskin not been a disabled person, his murder would never have taken place.

This was clearly a hate crime - a murder motivated primarily by hostility toward his learning difficulties. Disability charity Scope regards this as an extreme case of disablism - abuse or discrimination of disabled people arising from the belief that they are inferior to others.

Disturbingly, this case is not a one-off but a stark example of the many shocking crimes faced by disabled people, based on society’s fears and prejudices about their impairments.

Andy Rickell is an executive director at the disability organisation Scope

Read the rest of the article about other Hate Crimes here
Section 2  Enable people to be responsible for their own safety

Fiona and Francecca Pilkington
A single mother who set fire to her car in a Leicestershire lay-by, killing herself and her learning disabled daughter, had been taunted by gangs for 10 years

Fiona Pilkington drove 18-year-old Francecca ‘Frankie’ Hardwick to a lay-by on the A47 and poured petrol on the back seat.

An inquest at Loughborough Town Hall heard 38-year-old Ms Pilkington had repeatedly complained to the police after being targeted by local gangs of youths for 10 years.

Ms Pilkington was a full-time carer for her disabled daughter, who was becoming increasingly difficult to look after as she got older, the inquest heard.

Her son Anthony Hardwick, now 19, is severely dyslexic and had also been targeted by the gang. Two years after their deaths in October 2007 her family told the inquest that her death was ‘a final act of desperation’ after she could no longer endure the torment. They had been constantly taunted by groups of up to 16 youngsters. Stones, eggs and flour were regularly thrown at the family home.

Francecca’s grandmother Pam Cassell, 72, said her daughter had taped up her letter box the week before she died, fearing that fireworks would be thrown through it.

Mrs Cassell spoke of one ordeal endured by the family. ‘It was Halloween and firework night was coming up. Fiona was dreading them because she knew the children would start throwing things at the house and start putting fireworks through the letterbox.’

Mrs Cassell said at one point the council imposed a 300-yard exclusion zone around the house in an attempt to stop the youths, but failed to enforce it.

She said her daughter contacted the council four or five times and phoned police at least ten times a year asking for help. On the day that they died, Fiona rang up the police and told them children were walking on the hedge and she was told to ignore them. The same girls that were walking on the hedge were ‘taking the mickey’ out of Frankie and imitating the way she walked. On another day it was beautifully sunny and I asked why she had the curtains drawn. She said the police had told them to do it, so they couldn’t see the children walking on the hedge. It was going on for so long I thought somebody would have done something. Fiona just gave up.”

Mrs Cassell added: “She was in despair really, nobody did anything and she was just frustrated. Nobody was doing anything to help her, not the police, the council or the Neighbourhood Watch.”

The inquest heard the family had never taken a holiday together and Mrs Pilkington had never received respite care for her daughter, because she did not know how to apply for it.

The jury returned a suicide verdict on Ms Pilkington and ruled that her daughter was unlawfully killed.

BBC News September 2009
Think about these two news articles

The murder of Steven Hoskin was a Mate Crime – What is it that made it a Mate Crime?

The death of Francecca Pilkington was as a result of a Hate Crime – why was it different to a Mate Crime?

What would have made these people safer in our communities?
Section 2  Enable people to be responsible for their own safety

Safe Places in Warwickshire

‘Helping People Feel Safe When Out & About in Warwickshire’

Safe Places are community places (e.g. a shop, community centre, library, cafe) where people can go to get help if they feel unsafe or at risk when they are out and about.

The person can then ask for help to contact their support worker, family member, carer or the police. You will know it’s a Safe Place as it will have a sticker in the window.

People who may feel they are vulnerable at times, carry a Hate Crime Reporting Card which holds useful information about that persons’ health and support needs, plus their emergency contact details. This will help the staff at the Safe Place understand how to support them better.

Each ‘Safe Place’ needs to meet a set of criteria to become a ‘Safe Place’ and its premises, are checked by Warwickshire Police. Once the criteria is met, then a ‘Safe Places’ information pack is issued, which includes the Safe Places Training DVD and stickers for their shop front. All staff at the Safe Place are shown the DVD and given the information about the scheme, so that they know how to support people if they require help or assistance.

In Warwickshire, ‘Safe Places’ are just starting to happen throughout the county and will soon be commonplace.

For more information about the register of local Safe Places, the Hate Crime Reporting Cards or further information about the scheme, please contact the Learning Disability Partnership Board on: 01926 742414 or click on the link: http://www.warwickshire.gov.uk/safeplaces

‘I moved in with her, but it wasn’t a good place for me, you know, they were treating me like rubbish, so that’s when I came back to ask for support again. I wasn’t very well, wasn’t looking after myself, so I knew I needed to get away. They spoke to social service, then I got my support back and a new place to live. That’s the time I felt safe again and since then things have got better. In the past, when I told the police, when I said stuff to them I was always thinking it was my fault. They didn’t do things to sort it out. I think if things happen the police should be there to sort it out and believe me. That would be the best things for me.

I don’t think I would let people take advantage like when I was younger. People said they would look after me, that’s what I wanted, to be looked after, but they never did. I am more safer now, I would speak to people if things weren’t going positive for me. I would tell my support.’

Gillian – a young woman with learning disabilities
3. Social Inclusion and Vulnerability

Social inclusion is not something that can be administered to people with learning disabilities or indeed to the community. It is the commitment by a person to reach out and engage the non-disabled and disabled population to work within their own networks, associations and friends. It is work in the way that any relationship is about working to satisfy the expectations and trust of each other.

**Hate and mate crime** can occur as a result of the inability by society to interact with people with learning disabilities because of not understanding different types of communication which increases difference. These difficulties can be addressed with communities learning to understand the needs of people with learning disabilities and maintain trust with one another by overcoming boundaries of anxiety and awkwardness where moving beyond ‘Hi or Hello’ is something of an accomplishment in itself!

Many people continue to lack connections beyond their relationships with families. There are multiple barriers to people with learning disabilities, in a society where success for young people is often gauged by:

- abilities to read and the interpretation of non–verbal signals
- owning and using a variety of technology, particularly mobile phones
- Number of friends and being part of groups, particularly social media like Twitter/Facebook/LinkedIn etc.

Conscious and sustained effort by people and their supporters to make good relationships, extend personal networks, increase memberships in community associations and pursue new friendships will provide opportunities for society to see worth, pride and pleasure in people.

A continued rejection by society as something less than fully human has not necessarily meant dejection for people with learning disabilities. While some people have experienced pain by being marginalised, there are people with resilience, optimism and a satisfaction with life because of close families and support workers who enjoy good times together, receive and offer consolation, warmth and affection.

People with learning disabilities may sometimes find it impossible to live a fulfilled life in society because of disability discrimination. An inability to perceive and protect themselves from exploitation or harm is what makes a person vulnerable.

People may be at risk in their homes, in the community or while using transport. Vulnerable people are less at risk from crime in general but more at risk of being attacked than other people. People with learning disabilities are also at an increased risk of becoming victims of sexual abuse and may be less able to defend themselves against violence.
Consider behaviour that you have seen which might make a person vulnerable to crime or would be a threat to their safety

Link the behaviour to the following categories – write another example below the one given:

Social behaviour

• An invitation and acceptance to have a beer is perfectly normal but the person with the learning disability may not have developed the relationship in a safe way through friends of friends and with appropriate conversations

Emotional behaviour

• All too often people with learning disabilities lack true friends and are eager to establish new friendships – an offer of friendship is attractive and may be too good to be true

Sexual behaviour

• A person with a learning disability may be naïve where sex is concerned and easily persuaded into prostituting themselves or being a victim of rape because of not understanding that these sexual actions are abuse
Section 3  Social Inclusion and Vulnerability

Financial behaviour

• People with learning disabilities may not understand the principles of money and may think that requests by workers or ‘friends’ to buy food or material goods for them will afford friendship and love.

Physical behaviour

• Reading body language is something we take for granted. Intent, hate, dislike, honesty, integrity ... all of these things, we look for subconsciously when we are ‘reading’ other people so that we protect ourselves intuitively but for people on the autistic spectrum and for people with learning disabilities this is very difficult.
Gemma Hayter

Twenty-seven year old Gemma Hayter’s body was found on 9 August 2010 on a disused railway line in Rugby. Her murder and the abuse that she suffered beforehand were abhorrent, committed by people she believed to be her friends.

A trial in September 2011 heard she had been forced to drink urine from a beer can, beaten with a mop and stripped before being left for dead. Two men and a woman were jailed for life for her murder, with two others sentenced for manslaughter.

Gemma was a vulnerable adult who was known to a number of agencies throughout her life. Warwickshire Safeguarding Adults Partnership Board (WSAPB) commissioned a Serious Case Review to examine in detail the way that services worked with Gemma. The review also looked to establish whether Gemma was targeted for abuse or exploitation as a direct result of her disability and if so, to determine the lessons that can be learnt to identify early warning signs of possible hate crime.

The Serious Case Review found that while there was no evidence that Gemma’s murder could have been prevented or predicted, if she had received and accepted better support, she may have lived a better life and been less likely to fall into the company of people who presented serious risks. The report also said there was clear evidence that Gemma was vulnerable to the risk of abuse and that she had been a victim of “mate crime” on a regular basis over a period of time, by a number of people who were known to her. None of these people were, however, the perpetrators.

Independent Chair and Author of the Serious Case Review Kathy McAteer said: “Gemma was a vulnerable young woman with lifelong difficulties who highly valued her independence. Though there was evidence that she was regularly exploited by people who knew her and she was known to many agencies, no single agency had a full picture of her life and the level of risk she was exposed to. Like all of us, Gemma wanted friends and a social life and this case raises wider issues nationally about community safety for single adults who may be vulnerable to disability based harassment, hate or mate crime and exploitation.”

Wendy Fabbro, Chair of Warwickshire Safeguarding Adults Partnership Board and Strategic Director of People Services at Warwickshire County Council, said: “The Adult Safeguarding Board welcomes this rigorous report which highlights implications for all agencies who support vulnerable adults in our communities. There is a shared determination amongst all agencies to learn the lessons from this review and act upon the recommendations so we can take robust, positive action to minimise risks to vulnerable adults in the future.”
Consider and discuss with friends and colleagues reasons why some people are targeted for hate and mate crime.

Is it wrong to expect society to respect all members of the community? What is the very least we can expect from our fellow man?

What solutions could society put in place to bring about change in attitudes?
These solutions are suggested by Lemos and Crane in their report

Enhanced social networks for people with learning disabilities

- Developing friendships and relationships within the community that make people with learning disabilities less vulnerable to harassment, abuse and related crime
- Promoting self-esteem and confidence through advice and guidance on staying safe and through positive self-image
- Encouraging person-centred interests and activities that enhance lives while also making links with the wider community

Stronger prevention and support services from mainstream organisations

- Training for practitioners on advice and support for service users and clients, based on a higher awareness of the day-to-day experiences faced by people with learning disabilities
- Developing good practice in encouraging victims to report incidents and in eliciting their experience of harassment, abuse and related crime
- Identifying good practice models of multi-agency working, record-keeping systems, and information sharing protocols

Creating civic mindedness and safer public spaces

- Engaging with schools to raise awareness among school children of the impact of harassment on the lives of people with learning disability living in the community
- Restorative approaches in responding to incidents, particularly involving young people
- Working with local authorities and the police to target the ‘hot spot’ areas of parks, public transport and shopping areas

‘Loneliness and Cruelty’ Lemos and Crane May 2012

All that’s necessary for the forces of evil to win in the world is for enough good men to do nothing

Edmund Burke
Section 4   Understand the rights and responsibilities of individuals

4. Understand the rights and responsibilities of individuals

Every person living in the UK has basic human rights under the Human Rights Act of 1998.

The rights are designed to protect in a fundamental way. Some of the rights are limited so that they do not infringe on the rights of other people. Other rights, such as freedom from torture and degrading treatment are absolute and without limits.

Improving the lives of people with learning disabilities means that understanding these human rights is important for not only those people who have a supporting role but for communities too.

Without equal rights and fair treatment people with learning disabilities will always be treated as second class citizens and will always be used by someone eager to exert their power.

Once equality and fairness are established by law and visibly enforced then attitudes of the public will alter. People with learning disabilities need a great deal more support to understand their rights and then be able to assert these with the backing of the general public.

At the moment society has only a few champions and few people with the courage to stand up against perpetrators and advocate for people with learning disabilities.

Over the past few years the government has introduced a number of initiatives aimed at improving lives through good support e.g. the white paper ‘Valuing People’ and Valuing People Now’

Since the Human Rights Act 1998 became law, the rights of children and vulnerable adults in particular are much improved by the added legal effect of the Act. Human rights are at the very core of Person Centred Planning, which aims to give people with learning disabilities the right to be treated and live life with the same rights, choices and opportunities as everyone else.
Section 4   Understand the rights and responsibilities of individuals

Relevant Rights
There are a number of specific rights that are particularly relevant – some of these include but are not limited to Article 2, 3 and 14

Article 2 – the right to life
This is a universal and limitless right. Those with severe and profound learning disabilities therefore have the right to life-saving medical treatment, to treatment that prolongs life. However, it also calls into question the right to life and the right of the individual to choose to die, through euthanasia. As expected, this is an extremely controversial and sensitive subject that continues to divide opinion throughout the public and professional services

Article 3 – everybody has the right not to be tortured in an inhuman or degrading way
For people with learning disabilities, this means that they are legally protected from both mental and physical abuse, protected from living in poor conditions in institutions, with the right to be protected from any form of neglect, such as not being dressed, fed or receive appropriate care and treatment. The Human Rights Act 1998 also means that public authorities can be prosecuted should they fail to protect people with learning disabilities from abuse or neglect

Article 14 – stopping discrimination
Everyone must have equal rights. People with learning disabilities should not be treated unfairly because of race, religion, sex, age, political views or disability. People have the right to be treated like everybody else

• The Human Rights Act - a booklet for people with learning disabilities
• Easy Read guide to Human Rights

Compare these two booklets on human rights and consider how you could introduce understanding on rights to people who have a learning disability
Section 4  Understand the rights and responsibilities of individuals

Radar the Disability Rights Group has published a number of leaflets on their website

End of Life Care matters: further reading on these two websites
http://www.dyingmatters.org/page/were-living-well-dying-matters

A 2007 Home Office report estimated that 32,000 people with learning disabilities experience harassment and bullying every week
5. Recognising signs and symptoms of Hate and Mate Crime

- **Signs** are what you may observe e.g. bruising, sleeplessness, different behaviours
- **Symptoms** are what the person may tell you they are feeling e.g. pain, anxiety

Can you imagine how it might feel to be a victim – try to empathise and consider carefully the following signs and symptoms?

Everyone can be affected by abusive behaviour whether it is intimidation on local transport or an epithet flung at you because of your pregnancy, weight or race. Any type of abuse will affect the individual.

Some people may have a particular vulnerability to **Hate or Mate Crime** e.g. those:

- with a **sensory impairment**
- who **may lack the capacity** to understand what is happening
- who **may have physical or learning disabilities**
- who may be **emotionally vulnerable** and rely on others for care
- who may have **mental health** needs
- who may not have good **support networks** around them

Outlined below are some of the main signs or symptoms that you might see in a victim of **Hate or Mate crime**

- Lack of confidence and self-esteem
- Anxiety and unhappiness
- Withdrawal
- Subservient behaviour and a constant seeking of approval of so called ‘friends’
Section 5  Recognising signs and symptoms of Hate and Mate Crime

It is important to remember that some of the signs and symptoms in this section are only possible indicators of abuse; there may be alternative explanations as to why something is occurring or has occurred. For example, money going missing from someone’s purse could be due to a person forgetting that they’ve bought a particular item or given money to someone; bruising could be caused by a fall.

It is also important to remember that the signs and symptoms in this section are not an exhaustive list. Individuals will react differently to various situations and may display behaviours or signs that cause concern and could possibly indicate abuse.

Some forms of abuse are easier to recognise. For example physical abuse may be identifiable through bruising or burns. Signs and symptoms of emotional abuse may not be so visible but are just as traumatic for the victim.

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<th>Signs and symptoms which may indicate physical abuse include:</th>
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<td>• Unexplained falls or injuries</td>
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<td>• Bruising in areas which don’t bruise easily such as inside of arms or legs.</td>
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<td>• Finger marks</td>
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<td>• Pepperpot bruising – small bruising which may indicate that the person has been poked or treated roughly</td>
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<td>• Burns (maybe cigarette burns) or scalds which cannot be explained or are in unusual places such as on the feet or legs</td>
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<td>• Chafing and marks on wrists, legs or arms which may indicate the person has been tied to either a bed or a chair</td>
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<td>• Black eyes</td>
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<td>• Unexplained bleeding or cuts and/or grazes</td>
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<td>• Slap marks</td>
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<td>• Torn clothing</td>
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<td>• Wearing lots of clothes in hot weather to hide injuries</td>
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<td>• Flinching when approached or seeming fearful of close contact</td>
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<td>• Depression, unhappiness, loss of confidence or interest in appearance</td>
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<td>• Difficulties with sleeping which might be unusual for the individual</td>
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<td>• Expressions of pain and crying or tearfulness</td>
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<td>• Angry and upset</td>
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<td>• Ashamed and humiliated§</td>
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Can you think of any other signs or symptoms from physical abuse?
## Section 5  Recognising signs and symptoms of Hate and Mate Crime

### Signs and symptoms which may indicate that a person has been sexually abused:

- Bruising to inner thighs or bruising on wrists or ankles, which may indicate the person has been tied to a chair or bed
- Inappropriate or unusual sexual behaviour
- Recurring urinary infections or infections and/or soreness around the genital and anal areas
- Blood on underwear
- Flinching when approached or seeming fearful of close contact
- Depression, loss of confidence or interest in appearance
- Difficulties with sleeping which are unusual for the individual
- Changes in eating and drinking patterns, either eating more or less, increased consumption of alcohol
- Increased anxiety
- Person becomes withdrawn
- Tearfulness, crying, unhappiness
- Shame, humiliation
- Pregnancy

### Consider other possible signs or symptoms of sexual abuse to a person; is there anything you would add?

### Signs and symptoms which may indicate that a person is being financially or materially abused include:

- Unexplained disappearances of money or items
- Having no money to spend
- Unusual withdrawals from bank accounts
- Change in approach to finances, e.g. becoming secretive, hiding bank statements, purse or wallet
- Depressed, unhappy, worried, anxious
- Difficulties with sleeping which are unusual for the individual
- Changes in eating and drinking patterns, either eating more or less, increased consumption of alcohol

### Are there any other signs or symptoms to financial abuse that you can think of?
Section 5  Recognising signs and symptoms of Hate and Mate Crime

Signs and symptoms which may indicate a person is the victim of psychological/emotional abuse include:

- Person appears afraid either generally or in the company of a particular person/persons or situations
- Loss of confidence
- Person may seem very depressed and even talk of suicide
- Changes in usual character or behaviour
- Difficulties with sleeping which are unusual for the individual
- Changes in eating and drinking patterns, either eating more or less, increased consumption of alcohol
- Increased anxiety
- Person may also become increasingly defensive as he/she continues to try to hide the abuse done by so called ‘friends’
- Person becomes withdrawn, tearful and unhappy

Some of us may have experienced bullying in our lives, possibly during school years. Can you equate any experiences that you may have had to

Signs and symptoms which may indicate neglect or self-neglect include:

- Unkempt appearance
- Loss of weight and possible illness due to poor or inadequate diet
- Inappropriate clothing e.g. too many clothes in hot weather or too few in cold weather
- Poor hygiene indicated by smell, dirt, unwashed hair, unclean teeth
- Healthcare needs not being met, e.g. injuries or illnesses not treated, medication not taken
- Lack of contact with professionals, appointments not made or kept with police, healthcare or social services
- Being isolated or ignored, not having basic emotional needs met
- Home environment in poor state e.g. cold, bed not slept in, rugs unswept, clothes and linen unwashed
- Sadness, unhappiness, tearfulness and depression
- Loneliness

Consider the case studies you’ve read – was there anything which has not been included as a sign or symptom of neglect?
Section 6   Responding to Hate and Mate Crime

6. Responding to Hate and Mate Crime

Reporting a Hate or Mate Crime

Hate Crime Reporting Helpline
0851292221
Warwickshire Safeguarding Team
01926 412 080
Warwickshire Victim Support
0300 303 1977
If there is an EMERGENCY
Police 999

Discuss with your supervisor/line manager the procedures for safeguarding vulnerable adults.

Make sure you know how to raise a complaint and how to share this information with individuals and family members as and when it is appropriate.

In all of this, remember the person who is a victim and be very sensitive and comforting to their distress and needs.
Section 6  Responding to Hate and Mate Crime

Reporting a Hate or Mate Crime

Disclosure: if someone tells you they have been abused

The key things you MUST do if a person discloses abuse to you:

• Take what the person is saying seriously. Speak to them in a calm and sensitive way
• Listen carefully and make sure you make a written record of what was said including date, time and place
• Reassure the individual and tell them that you have to pass this information on
• Always follow your policies and procedures
• If the individual needs medical attention, call the emergency services or call a doctor as appropriate and inform your supervisor/manager immediately or another available senior person
• If this is a criminal matter, for example, an alleged assault, rape or indecent exposure, you will need to call the police and if in any doubt contact your supervisor/manager immediately or another available senior person

Key things you must NOT do if an individual discloses abuse.

• Never think or assume the individual is lying
• Never ask the individual leading questions such as ‘are you sure that really happened’
• Do not wait until you next see your manager or supervisor, you must act immediately
• Do not discuss this matter with anyone other than the appropriate authorities
• Do not confront the alleged abuser. This will be done as part of the investigation by an independent and fully trained person
• Do not include your opinions - stick to the facts
• Do not judge the person by what they have told you or what you know about them
• Never question the person further than the basic information they give you. You could jeopardise evidence needed for use in Court
One of the reasons people do not reveal that they are being abused is the fear that they will not be believed. By telling you what has happened, the person trusts you to do something to stop the abuse. If you do not report this information nothing further will be done and the abuse may carry on.

The person may also feel that it is their fault that they have been abused. Reassure them that they are not to blame for what has happened to them.

Confidentiality
Everybody has the right to confidentiality; however abuse is one of the few exceptions. If somebody has alleged that they have been abused you need to make it clear that you cannot promise to keep this confidential. In order to protect them and others you will need to pass the information on. You can reassure the person that information will only be given on a ‘need to know’ basis.

Suspecting Abuse

If you suspect that a person is being abused you should report your suspicions immediately to a senior colleague. This may not always be possible because of the place or circumstances in which your suspicions are aroused.

There are key areas to cover in these circumstances

Protect: Make sure the person is safe and protected from any further abuse. If necessary seek medical treatment. The person may need to be moved to a safe place.

Listen, Reassure and Support: If the person has made a direct disclosure of abuse or is upset and distressed about an abusive incident, listen to what they have to say, and ensure they are given the support they need.

Detection and Prevention of Crime: Where there is suspicion that a criminal offence has taken place, or a crime may be about to be committed, contact the police immediately.

Record: You must record any suspicions you have; write down the information, however trivial it may seem. Your report should include:

- When you were told about or witnessed the incident/s
- Who was involved and any other witnesses
- Exactly what happened, using the individual’s own words, keeping to the facts and not interpreting what you saw or were told
- Any other relevant information e.g. previous incidents that have caused you concern
- Make sure the written report is legible, signed and dated
- Keep the report confidential, storing it in a safe and secure place until it is needed
Preserve Evidence: Police may become involved and in the instance of physical or sexual abuse may need to collect forensic evidence

- **Do not tidy up** – where possible, leave things as and where they are. If anything has to be handled, keep this to an absolute minimum
- **Do not clean** any part of the area in which the alleged abuse took place. Do not throw anything away that may be evidence
- **Do not remove bedding or clothes and footwear** that the person is wearing. Keep anything used to comfort or warm the individual such as a blanket
- **Encourage the person not to wash**, shower or bathe, clean their teeth or brush their hair
- **Where possible prevent** anybody else from entering the area
- **In the case of sexual assault try not to have any personal or physical contact with either the victim or the alleged perpetrator.** Offer reassurance and comfort as needed, but be aware that anyone touching the victim or alleged perpetrator can cross contaminate evidence

To maintain evidence of financial abuse you should not throw away any correspondence that could provide evidence, such as bank statements, ATM withdrawal notices, letters, emails

Evidence of other types of abuse is not so obvious and may well depend on witnesses and the abused person him/herself making a disclosure; there may be no physical evidence.

**Report and Inform**: Follow your organisation’s safeguarding procedures to report your suspicions. You must report the matter to your manager as soon as possible and certainly on the same day.

**Whistleblowing**

Because of their skills and training, front-line workers may often be the first person to recognise vulnerable people in the community who may be victims of **Hate or Mate Crime**.

Reporting colleagues is often called Whistleblowing. The prospects and possible consequences of doing this can be frightening. There may be many reasons why you feel you should not intervene:

- By reporting a colleague you may feel the attitude of other colleagues towards you will change and that they will not trust you
- You might feel that you will be labelled as a ‘trouble maker’ and this will jeopardise your chances of promotion
- You may be unsure about the situation

There is a Whistleblowing helpline for all Health and Social Care employees, which is free, independent and confidential.

The helpline number is **08000 724 725** and operates weekdays 8am to 6pm with an answering service at weekends and on public holidays

If you have concerns but are unsure how to raise them, or simply want advice on best practice, you can contact the helpline or go to the website http://wbhelpline.org.uk/
Section 6   Responding to Hate and Mate Crime

As a person, who supports people in the community, you should alert the authorities to a situation if you have seen an incident of hate crime or suspect abuse. You should feel able to report any of your concerns and your employer should do their best to protect your identity in such cases and to support you in doing this. You should not have to fear recrimination for reporting abuse.

Your organisation should have a policy on Whistleblowing that encourages workers to report any abuse.

You may have concerns that someone’s behaviour is:

- Unlawful (as in Hate or Mate crime)
- Is against the organisation’s policies and procedures
- Amounts to improper conduct, misconduct, abuse, negligence or discrimination
- Is an attempt to cover up any of the above

You can provide an anonymous concern: these are much less powerful and can be more difficult to resolve, but should still be considered as a valid concern.

If your manager/supervisor is not available then go to their line manager. In some circumstances, if you feel the abuse is very serious, it may be more appropriate to go straight to the Police, your local Safeguarding Team, or the Care Quality Commission.

If your manager or supervisor is involved in the abuse or doesn’t take the disclosure seriously, then report directly to their line manager or the Safeguarding Team.

True or False?

Reflect on the following statements and discuss them with colleagues

- A definition of abuse is that somebody has been physically hurt
- Depression can be a sign of any form of abuse
- An individual who is being abused will lose their appetite
- Neglect is always intentional
- If an individual has signs of cuts on their arms they are being abused by another person
- Some individuals are more vulnerable to abuse than others
- Mate Crime is common and could happen anywhere
- The individual always knows the person who is abusing them
- A good support network will always prevent abuse from taking place
- If an individual was abused as a child they will go on to abuse their own children
- ‘Whistleblowing’ requires courage and good support from managers
Useful Links and Further Reading

Safeguarding Team
01926 412080

Warwickshire Learning Disability Partnership Board
01926 742414
http://www.warwickshire.gov.uk/ldpb

Warwickshire’s Inter Agency Safeguarding Vulnerable Adults Policy and Procedures
http://www.warwickshire.gov.uk/adultprotectionpolicy

Loneliness and Cruelty
A 2012 report by Lemos and Crane outlining disturbing levels of Hate Crime toward people with learning disabilities
http://www.lemosandcrane.co.uk/home/index.php?id=214540

Hidden in Plain Sight
2011 Inquiry into disability related harassment by the Equality and Human Rights Commission

Challenge it, Report it, Stop it
Government Report and Action Plan to tackle Hate Crime - 2012

True Vision – Stop Hate Crime
Reporting online
http://www.report-it.org.uk/home

Victim Support
Warwickshire Victim Support telephone numbers
http://www.safer-neighbourhoods.co.uk/our-partners/victims-witnesses/victim-support/

National website for Victim Support
http://www.victimsupport.org.uk/helpforwitnesses

Rape Crisis Handbook
Useful Links and Further Reading

What are Suicidal Feelings Like – Mind Online
http://www.mind.org.uk/help/diagnoses_and_conditions/suicidal_feelings

Depression Alliance
http://www.depressionalliance.org/

The Samaritans
http://www.samaritans.org/

Independent Advocacy – national service based in Warwickshire
http://www.independentadvocacy.org/

Action for Advocacy – national service for England and Wales based in London
http://actionforadvocacy.org.uk/

BILD – British Institute of Learning Disabilities
http://www.bild.org.uk/

Mencap Out of Sight report
Families talking about the terrible neglect and abuse at Winterbourne View
http://www.mencap.org.uk/outofsight

ARC – Association for Real Change
http://arcuk.org.uk/

Care Quality Commission (CQC)
CQC is the regulating body for specific services in Health and Social Care
If you wish to raise a concern about your service, CQC have created guidance for this

Warwickshire Learning and Development Team for the People Group
http://www.warwickshire.gov.uk/learninganddevelopment
Warwickshire Learning and Development Programmes

Warwickshire’s Safe Places webpage
http://www.warwickshire.gov.uk/safeplaces
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