



# LGBT Hate Crime Quality Standard: A Service Improvement Tool for Organisations

This resource is for services that work with people who experience hate crime, such as police forces, local authorities, third sector services, housing providers and state prosecutors.

Many organisations aim to provide the best possible assistance to LGBT people facing hate crime, yet it can be difficult to determine the effectiveness of that work. This quality standard provides a framework to assist them in identifying areas of improvement in tackling hate crime.

## Section 1: About this resource

### Using this standard

This quality standard aims to enable organisations to more successfully meet the needs of LGBT people facing hate crime. It is not intended to be a guide to methods for improving anti-hate crime work. Instead it identifies traits demonstrated by effective services, which organisations can use to assess themselves against in order to improve.

### Implementing this standard

This quality standard is made up of seven components representing various facets of good practice. Each one has a set of criteria that can be used to judge whether it has been achieved. The process of internal self-assessment would usually be overseen by a strategic lead worker or working group. A self-assessment chart is included at the end of this resource to assist the process. Where gaps have been identified they should form the basis for action planning. Where another charter mark or quality standard is already being implemented, for example covering workforce diversity, it would be reasonable to choose to skip sections of this quality standard which duplicate existing activity.

### How can it benefit your organisation?

Bringing people together to plan improvement can benefit hate crime reporting, service user satisfaction, community confidence, performance data and staff motivation. It can also demonstrate compliance with legislative requirements such as the Equality Act 2010 and identify potential problems, while empowering staff to address them.













## Appendix: Self-assessment chart

### 1) User-centred service

|                          | Not met | Partly met | Mostly met | Entirely met |
|--------------------------|---------|------------|------------|--------------|
| Needs assessment         |         |            |            |              |
| Referral and signposting |         |            |            |              |
| Service user focus       |         |            |            |              |
| Listening                |         |            |            |              |
| Early intervention       |         |            |            |              |

### 2) Workforce and learning

|                      | Not met | Partly met | Mostly met | Entirely met |
|----------------------|---------|------------|------------|--------------|
| Employment practices |         |            |            |              |
| Training             |         |            |            |              |
| Workforce diversity  |         |            |            |              |
| Workplace harassment |         |            |            |              |
| Sharing learning     |         |            |            |              |

### 3) Reaching out

|                       | Not met | Partly met | Mostly met | Entirely met |
|-----------------------|---------|------------|------------|--------------|
| Service promotion     |         |            |            |              |
| Strategic cooperation |         |            |            |              |
| Frontline cooperation |         |            |            |              |
| Community dialogue    |         |            |            |              |
| Speaking up           |         |            |            |              |
| Transparency          |         |            |            |              |

### 4) Addressing diverse LGBT needs

|                      | Not met | Partly met | Mostly met | Entirely met |
|----------------------|---------|------------|------------|--------------|
| Safe space           |         |            |            |              |
| Homophobia           |         |            |            |              |
| Biphobia             |         |            |            |              |
| Transphobia          |         |            |            |              |
| Intersectional needs |         |            |            |              |
| Accessibility        |         |            |            |              |



## 5) Policies and processes

|                       | Not met | Partly met | Mostly met | Entirely met |
|-----------------------|---------|------------|------------|--------------|
| Policies              |         |            |            |              |
| Confidentiality       |         |            |            |              |
| Case management       |         |            |            |              |
| Communication         |         |            |            |              |
| Outcome-focused       |         |            |            |              |
| Innovative prevention |         |            |            |              |

## 6) Monitoring and evaluation

|                           | Not met | Partly met | Mostly met | Entirely met |
|---------------------------|---------|------------|------------|--------------|
| Hate motivation recording |         |            |            |              |
| Case detail recording     |         |            |            |              |
| Demographic recording     |         |            |            |              |
| Service user feedback     |         |            |            |              |
| Performance monitoring    |         |            |            |              |

## 7) Strategy

|                         | Not met | Partly met | Mostly met | Entirely met |
|-------------------------|---------|------------|------------|--------------|
| Consultation            |         |            |            |              |
| Evidence-led            |         |            |            |              |
| Planning                |         |            |            |              |
| Organisational learning |         |            |            |              |
| Leadership              |         |            |            |              |
| Procurement             |         |            |            |              |

