





somewhere between the two traditional genders or who reject traditional notions of gender in how they think about themselves and who they are attracted to. Additionally, it is important to understand that sexual orientation and gender identity are just two facets among the many identities that individuals pose. Other aspects of their identity such as their sex, race, faith or disability can contribute to their experiencing multiple layers of prejudice and hate crime. This issue is called 'intersectionality'. For those less familiar with gender identity, sexual orientation and other identity issues, a list of resources is provided in appendix D.

## Learning outcome 1: Identify what hate crime is and how L, G, B and T men and women experience it

### What is hate crime?

In assisting an audience to obtain a broad understanding of what hate crime means, presentation and group discussion can be useful. For instance, a trainer could start by asking the group to call out descriptions and definitions, before explaining the following definition:

Any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a person's actual or perceived race, religion, disability, sexual orientation or who is perceived to be trans. <sup>i</sup>

The following points can be raised in explaining the definition:

- **Self-definition** - The police and other agencies must treat any crime report as a hate crime if the person reporting believes they were the target of homophobia, biphobia or transphobia.
- **'Any other person'** - It allows anyone else who feels a criminal offence was motivated by prejudice to get it recorded as hate crime, including witnesses or police officers.
- **Perceived group membership** - Hate crimes can affect LGBT people. They can also be targeted at people who are perceived to be LGBT but do not identify that way, or who have a connection with LGBT communities.
- **Sentence uplift** - Where someone has been found guilty of committing a hate crime, they receive an increased sentence compared with an equivalent offence that was not a hate crime.
- **Monitored strands** - Criminal justice agencies have systems for recording and responding to hate crime based on five strands; race, religion, disability, sexual orientation and transgender identity. However, courts can decide that a hate crime has been committed out of hostility toward any group; for instance, the murder of Sophie Lancaster was determined to be a hate crime committed because of her membership of an alternative fashion sub-culture.
- **Perception vs proof** - Once a case reaches court, decisions are made that can have major impacts on peoples' lives. Therefore, someone's perception about a hate motive is no longer enough once it reaches court and proof is needed. Practically that means a court needs evidence that an accused person was motivated by or demonstrated homophobic, biphobic or transphobic hostility through their words or behaviour.
- **Prejudice vs hate crime** - It may be useful to contextualise hate crime as a symptom of wider societal prejudice against marginalised groups. That could include affirming the importance of challenging prejudicial stereotypes, discrimination and the voicing of non-criminal offensive opinions; before pointing out that hate crime only includes behaviours that cross the threshold of having broken a criminal law.

- **Non-criminal hate incidents** - People who experience abusive or offensive treatment which does not hit the threshold of being a criminal offence can still have their experiences recorded by the police as non-criminal hate incidents. Though prosecution can only take place when the law has been broken, recording incidents can help in mapping problems and preventing escalating.

## Forms of anti-LGBT prejudice

Prejudicial attitudes motivating hate crime against LGBT people can include:

- **Homophobia** - This is a prejudicial attitude against people who are attracted to people of the same gender, including lesbian, gay and bisexual people. It can include the belief that LGB people are deviant, unhealthy, damage society, should hide their identity, are humorous or deserve ridicule. Homophobia against women can manifest as stereotypes about masculine behaviour, dress, personality or lifestyle. Also, unwanted sexual questions, advances, or sexual assault; including 'corrective rape'. Homophobia against men can include prejudicial stereotypes about behaving in a feminine way, assuming someone is sexually attracted to all men, conflation with paedophilia, and expressions of disgust about sex between men.
- **Transphobia** - This is a prejudicial attitude against trans people. It is an intolerance of gender diversity and includes the belief that there are two rigidly defined genders and that everyone should retain the gender they are assigned at birth. It can also be viewed as the enforcement of social rules about how people should express their gender. Common expressions of transphobia include purposely mis-gendering someone (using the wrong female or male term about them), refusal of goods or services (such as access to changing rooms) and sexualised or generally unwanted touching or attention.
- **Biphobia** - This is a prejudicial attitude toward bisexual people. It includes the belief that bisexual people are confused, greedy, deceitful, promiscuous or spread disease. It is linked with 'bisexual erasure', where the needs of bisexual people are downplayed or their existence is denied altogether. Biphobia can be perpetrated by lesbian and gay people as well as heterosexual people.

## Intersectionality

People who belong to more than one marginalised group can face overlapping forms of prejudice. For instance, an individual may experience overlapping prejudice and violence motivated by both racism and homophobia. This can lead to individuals facing escalated levels of hate crime and experiencing added barriers to accessing services. Anyone is entitled to have a crime recorded within several of the five hate crime categories if that is their perception. Issues for particular identity groups can include:

- **Age (older people)** - Many older LGBT people grew up in environments where their sexual orientation or gender identity was considered an illness and where the police were a source of persecution rather than help. Therefore, individuals can sometimes experience abuse for



long periods without alerting services. Many LGBT people across the age spectrum are socially isolated, but ageing can further exacerbate the issue.

- **Age (young people)** - Young people can experience high levels of verbal abuse and violence, particularly in educational and online settings, while accounting for a low proportion of hate crimes reported to the police. Additionally, they can face domestic abuse motivated by anti-LGBT prejudice in family settings, which can include 'honour' based violence, forced marriage and harmful traditional practices.
- **Disability** - LGBT disabled people can face multiple layers of anti-disability and anti-LGBT prejudice and hate crime. That can include abuse from carers and disability services, but also prejudice and exclusion with LGBT community settings. Society also creates barriers to disabled people accessing services, resulting in some LGBT disabled people feeling they are unable to get what they need from criminal justice agencies. In these cases, it is important to secure the right advocacy and 'special measures' in court.
- **Migrants, refugees and asylum seekers** – LGBT people who have left their country of origin to flee persecution can face anti-LGBT, racist and anti-migrant prejudice within the UK, including unfounded accusations of receiving preferential treatment. Individuals raised in a national context where the police openly target LGBT people often feel unable to report hate crime and may worry about potential impacts of contact with authorities on their visa or asylum decision.
- **Race** - LGBT Black Asian and minority ethnic (BME) people can face both racist and anti-LGBT discrimination and hate crime from society in general, while also facing racist prejudice in LGBT spaces, as well as homophobic, biphobic or transphobic prejudice within BAME community and family contexts.
- **Religion and belief** - LGBT people of faith can experience anti-LGBT prejudice within family or religious communities, which can include coercive efforts to restrict behaviour, clothing, attempts to 'cure', or being ostracised. Individuals can also face islamophobic, anti-Semitic, anti-Christian and other anti-religious attitudes within LGBT culture and wider society.
- **Sex (women)** - LBT women can experience verbal abuse, physical assault and sexual violence, including unwanted sexual questions, advances, sexual assault and 'corrective rape'. Prejudice against LBT women draws on prejudicial stereotypes about how women should dress, behave or express their sexuality or gender.
- **Sex (men)** – Prejudice against GBT men can be driven by stereotypes about how men should behave and express their sexuality or gender and can include the idea that GBT men are either sexual predators or humorous objects of ridicule.
- **Sex workers** - Sex workers of all sexual orientations and gender identities face escalated levels of physical assault, sexual violence and murder. Trans women in particular can face violence while engaging in sex work. Low levels of trust in police among sex workers is a barrier to reporting safety issues, including hate crime.



## Learning outcome 2: Identify impacts on diverse individuals and communities

Hate crime can cause deep and lasting impacts on those who experience it. For instance, research has identified that 36% of people who experience hate crime are very emotionally affected by it compared with just 13% who experience crime in general<sup>ii</sup>. It also has community impacts beyond those directly affected by forcing people to be constantly alert for the possibility that it could happen to them.

### Impacts on individuals

Personal effects of hate crime can include the following:

- **Emotional** - Fear, anger, depression, feeling constantly under threat
- **Social** - Increased isolation, fear of going out, relationship breakdown
- **Physical** - Injuries, insomnia, becoming unwell, panic attacks, eating disorders
- **Economic** - Sickness leave, moving home, damaged property
- **Self-expression** - Dressing and acting differently to avoid attack
- **Disempowerment** - Loss of confidence and feeling out of control

### Impacts on communities

Hate crime can create an environment where communities feel under attack. That background of fear in people's lives can cause them to consciously alter their speech, behaviour and dress to avoid attack. It can also lead to unconscious self-censorship of the way people express themselves. Social prejudice and hate crime also have impacts on wider society by impairing the ability of LGBT people to participate fully in families, workplaces and society generally. That has created a lack of visibility of diverse LGBT people in a range of work and cultural roles. Combatting hate crime is a way of undermining prejudice against LGBT communities to work toward enabling individuals to live open and fulfilled lives.

### Case studies

Practical examples can help learners in thinking about the multi-faceted needs of people facing hate crime, both within and outside criminal justice contexts. That could involve an exercise where small groups discuss a case study each, before feeding back to the wider group by describing the situation and how it could have affected the people involved. Alternatively, the trainer could read a case study aloud, before asking for participants' thoughts on potential impacts. Ensure that case studies reflect the diverse identities and experiences within LGBT communities. Additionally, videos where individuals describe their experiences of hate crime, such as those later in appendix D of this toolkit can be a useful way of directly hearing the issues and concerns of community members.

## Learning outcome 3: Recognise barriers to reporting and accessing services

This outcome deals with the issues preventing individuals raising their concerns to services and getting the services they need once they do. It could be achieved through an exercise, discussion, guest speaker or lecture by the trainer to explore issues LGBT individuals may face in disclosing and receiving services related to hate crime. Discussion of these barriers could touch on problems with community confidence in the criminal justice services, historical legal positions to LGBT issues and current knowledge gaps inside services.

### Under-reporting

A key means of highlighting gaps in access is to discuss under-reporting. The fact that many individuals feel unable or unwilling to report can be viewed as evidence of lack of access to basic public services. In describing the numbers involved it may be useful to reference the Crime Survey for England & Wales estimated number of hate crimes (222,000 are thought to be committed annually across all strands <sup>ii</sup>), and the number of hate crimes recorded by police (just 52,528 were recorded by the police in England & Wales during 2014/15 <sup>ii</sup>). Reasons given by individuals for not reporting can include:

- Don't think it was serious enough
- Feel they won't be taken seriously
- Feel it is inevitable
- Unsure if it was a crime
- Afraid of retribution
- Worry about prejudicial response
- Fear of being outed

### The response of services

Reporting is only half of the picture. It is also important that people who do disclose their experiences to services receive an appropriate and effective response. Group discussion on this issue could be informed by the fact that many people who report hate crime receive an excellent service, but on average people who report hate crime are less likely to think the police treated them fairly or with respect <sup>ii</sup>. For instance, only 52% of people who report a hate crime are satisfied with the response of police compared with 73% who report crime in general <sup>ii</sup>.

### Organisational barriers

One way of exploring issues on which services can improve might be to give a case example that highlights learning points for services such as that of Fiona Pilkington who made 78 calls to the police about anti-disability harassment before she took her own life and that of her daughter. An inquiry found that the harassment was not recorded as hate crime by police, her reports were dealt with as a singular occurrences and immediately closed rather than linking them as part of an on-going pattern, that the vulnerability of the family had not been identified and that there was a lack of coordination between services.



## Learning outcome 4: Employ strategies to help LGBT people to access services

This outcome involves helping participants think of ways their service can provide assistance to meet the needs of people facing hate crime. In achieving this it can be useful to have some points prepared describing good service delivery practices. They will be different for each organisation, but might include the following:

### General good practice points

- Look for potential hate motivation and ask open questions
- Be guided by the perception of service users about hate motivation
- Maintain confidentiality
- Agree how often you will give updates and stick to it
- Give information about support and advice services
- Solve problems by coordinating with other services
- Seek advice from a specialist staff member or organisation
- Avoid treating on-going harassment as unconnected incidents
- Look for ways to intervene early

### Creating organisational change

- Display LGBT inclusive posters and leaflets in public areas
- Build referral relationships with LGBT services
- Have a hate crime or inclusion champion
- Challenge prejudicial behaviour by colleagues
- Consult diverse communities on service changes
- Speak up about LGBT issues on social media
- Circulate LGBT information resources to colleagues
- Be an LGBT-friendly employer

### Serving diverse communities

- Don't assume anyone is cisgender or heterosexual
- It's ok to ask what name or gender pronoun someone prefers
- Do not assume that everyone has the same level of literacy
- Offer service information in large print or easy read formats
- Be responsive to requests to talk with a staff member of a certain gender
- Choose interpreters wisely. They can often be part of the same community networks as a reporting person, which risks outing them
- Be aware that family members perpetrating anti-LGBT domestic abuse, 'honour'-based violence or forced marriage sometimes use creative ways to get services to reveal information

## Meeting access requirements

It may be necessary to secure an independent advocate for some disabled people, children and 'intimidated' people to assist with reporting and being interviewed by the police. Where a reporting person has access requirements, they should be met. 'Special measures' are one way of achieving that for people giving evidence in court. These are available to people facing the most serious types of crime (including hate crime), children and disabled people (including mental health, physical or learning disabilities). They are tailored to an individual's needs, but can include for example - a curtain to so that someone giving evidence does not have to see the defendant, giving evidence via a video link, removing the public and press from court, removal of wigs or pre-recording evidence. Language access requirements for a D/deaf person or someone whose first language is not English should be met by securing an appropriate interpreter. Details can be found at: [www.cps.gov.uk/legal/s\\_to\\_u/special\\_measures](http://www.cps.gov.uk/legal/s_to_u/special_measures)

## Assisted reporting schemes

Reporting hate crime can feel like an unfamiliar or risky option for some people. Hate crime 'third party reporting' or 'assisted reporting' services provided by community based organisations allow people to pass information to the police about a hate crime or non-criminal hate incident with the backing of an organisation that has an understanding of LGBT issues.

## Why do people report?

In thinking about how to remove barriers it is easy to become side-tracked by thinking only about how to encourage people reporting. However, it is also necessary to think about the service individuals receive once they have reported. To achieve this it may be useful to explore with learners what people may want to achieve by reporting and how their service could attempt to meet those desires. Reasons for reporting can include:

- To get practical assistance
- To get emotional assistance
- To be believed and respected
- To be told what happened was wrong
- To protect themselves or others from further crimes

## Shouldn't we treat everyone the same?

Occasionally participants can raise questions about whether services should 'treat everyone the same' or avoid giving certain groups 'special treatment'. The following are examples of points a trainer can raise in responding:

- **It has a bigger impact** - Hate crime has a bigger emotional and practical impact on individuals and communities.
- **Not everyone has equal access** - LGBT communities have a history of poor relations with authorities meaning few hate crimes are reported, so the response of authorities can improve or damage community confidence.

- **It's the law** - The Equality Act (2010) created a duty on public bodies to make efforts to understand and respond to the specific needs of people with protected characteristics, including LGBT people experiencing hate crime.

## Learning outcome 5: Identify services that can assist with reporting, advice and support

Joined up work across service providers is a key part of combatting hate crime. A simple but important element of that is being aware of other services that can benefit individuals facing hate crime and telling service users about them or offering to make a referral. For instance, there may not be enough evidence for prosecution, but the reporting person may still need emotional support, advocacy, financial assistance, housing advice etc.

### Referrals

In order to achieve this outcome, the trainer could display a short list of services and describe what they provide, before asking learners to call out other services they would like to share with the group. Alternatively, a referral list could be compiled and circulated. The list of services could include the following:

- A specialist hate crime advice provider, such as Galop
- A local LGBT advice or support service
- A hate crime reporting facility, such as True Vision
- A specialist LGBT or hate crime police or council officer
- Identity specific LGBT social groups (youth, trans, faith, BME, older, etc.)

## Section 2: Running training sessions

### Pre-training questionnaire

Finding out about participants can assist in judging how to pitch the pace and level of information within a session. When someone registers a place it can be useful to send them a brief description of what the session will cover, along with a questionnaire asking how they would rate their knowledge about hate crime and LGBT communities, what they hope the session will cover and any access requirements they have. A guide to making training sessions accessible is included in section three of this toolkit.

### Ground rules

Providing a collective set of rules about how people should interact with each other can contribute to a safe and comfortable learning environment. Some trainers prefer to formulate a list in collaboration with participants, while others simply present a pre-determined list. Ground rules might include the following:

- Mobiles off or on silent
- Be open to new ideas
- All questions are valid
- No side conversations
- Respect each other's opinions
- Highlight any access needs
- Treat personal information shared by others as confidential
- Give honest feedback at the end

### Making a good start

Often trainers begin by introducing themselves, topics the session will cover and housekeeping such as fire exits and toilets. 'Icebreaker' exercises can be useful in helping participants to feel acquainted with the group, as can providing everyone with a chance to say something about themselves and what they hope to get out of the session.

### Breaks

Plan regular breaks and check in with participants about whether they need a rest if they are fatigued.

### Use various techniques

Delivering a series of monologues can leave groups feeling bored and disengaged. Using a range of delivery methods can make a session interesting and encourage learners to actively think about the subject. That might include participative exercises, guided discussion, examining case studies, videos, role-play, discussion in smaller groups or a talk using visual aids.

## Section 3: Accessibility

Training providers are legally obliged to make their sessions accessible to all participants and cannot pass on any extra costs of provision to the individual participant. Follow the guidelines below to ensure your sessions are accessible. The guidelines are supplied by Regard, a well-regarded person centred care charity within the Learning Disability and Mental Health arenas.

### Promote it in advance

Sessions should be advertised at least 28 days in advance to make sure disabled people that require it are able to book the necessary transport and support workers. It also enables parents and people with caring responsibilities to book cover.

### Specific requirements, not 'special' requirements

Avoid the term 'special' requirements because it has historical connotations that can disempower some disabled people. Specific requirement might include BSL interpretation - it is sensible to pre-book this as there is a national shortage of qualified interpreters, and then cancel early if not required. It is best to ask for Deaf people to register before cancellation will involve the full charge (usually a fortnight beforehand), but bear in mind that many Deaf people don't read English and communication can be slow - Deaf organisations are inundated with emails full of inaccessible information every day. Make sure any video content is audio described/signed /subtitled as required. Any slides or visual aids should be spoken through for any blind or visually impaired people.

Other specific requirements might require access to a fridge for medication; asking that no one wears perfumed products, if requested on the registration forms. If in doubt, get back to the participant to find out how you can best meet their reasonable adjustments, it might be as simple as providing a drinking straw for someone with Cerebral Palsy - each person's requirement should be tailored to their request.

### Refreshments

If you are offering refreshments, ensure that allergies are accounted for and that provision is made for people who follow gluten/egg/dairy free diets. This might be as simple as picking up some ginger biscuits and a packet of 'free from' cookies - At least some food is always recommended to keep energy levels up. Respect other dietary requirements such as Halal and Kosher diets and try and avoid serving food at times of religious fast, or offer a separate area for anyone fasting. Recognise and respond to any other requirements such as prayer facilities by working with nearby providers in you can't accommodate in your own venue.

### Wheelchair accessibility

A wheelchair accessible venue is essential, close to accessible public transport and with at least street parking available for Blue Badge holders.

## **Deaf or hearing impaired participants**

Not all D/deaf people will be able to access a hearing loop and you must determine individual requirements on an individual basis, e.g. lip speakers, sign language interpreters etc.

## **People with reduced mobility or back impairments**

If the majority of chairs in the training room are moulded plastic and/or armless, then the provision of some seats with arms and at least one office chair is useful for people with reduced mobility or back impairments.

## **General conduct**

In terms of the conduct of sessions, remember that some participants may be using communication aids, so ensure ground rules are set to get best inclusion.

Some disabled people may ask for requirements you are not used to providing, for example a 'quiet space' for someone who has narcolepsy to use prior to the meeting. If you are not sure how to meet individual provision, discuss the best solutions with the participant. They will welcome feeling included from the beginning.



## Appendix A: Example feedback form

Date: \_\_\_\_\_

Your organisation: \_\_\_\_\_

Please rate the following sentences by circling a number

After today's session I know more about:

	(strongly disagree)			(strongly agree)	
Homophobic hate crime	1	2	3	4	5
Biphobic hate crime	1	2	3	4	5
Transphobic hate crime	1	2	3	4	5
Their emotional and practical impacts	1	2	3	4	5
Barriers to reporting and accessing services	1	2	3	4	5
Ways to assist LGBT people access my service	1	2	3	4	5
Places to refer people facing hate crime	1	2	3	4	5

What did you find useful about the training?

What could have been improved?

Is there anything you will do differently after today?

Anything else you want to say?



## Appendix B: Training tips from LGBT charities

The following tips have been provided by members of the National LGBT Hate Crime Network.

- Be confident, honest and know your stuff.  
Space Youth Project
- Address people on their own level as opposed to keeping closely to a script. Plan for longer session and drop things off as you go along to make sure you don't run out of content  
Mosaic LGBT Youth Centre
- Personal stories always hit home with attendees.  
Unity Project Wales
- We've found it important to listen, make it interactive and enjoyable as well as learning.  
The NE LGBT Federation
- Allow participants to explore what hate crime means and who they think could be affected by it.  
Allsorts Youth Project
- We emphasise that hate crimes also intimidate communities, demonstrating that there is a further form of harm being done.  
Trans Media Watch
- Be aware of your audience and what makes them tick - training needs to be pitched at the level that they will be most effective at. For schools, it is useful to tie in closely with existing anti bullying frameworks. For policy actors and statutory providers, make sure to tie in with performance management frameworks and the Equality Act.  
Bi UK
- In our experience one of the main barriers to an LGBT person reporting is a lack of trust that they will be taken seriously coupled with negative associations with the police and justice system.  
Proud2Be Project
- Make sure you don't say 'they were beaten up because they were LGBT', their identity is not a crime. They were beaten up because of someone else's prejudice.  
The Proud Trust

## Appendix C: Quotes from individuals

“[Hate crime] happens to LGBT people every day, the number of homophobic abuse incidents reported really is just the tip of the iceberg.”

Respondent, Count Me In Too <sup>iii</sup>

“The only time it’s really impacted on me was the only time I haven’t reported it, I was at the launderette doing my washing and this bloke came in and he spat in my face and he said ‘I hate what you people do’. I just knew to stand there and say nothing and wait for him to go. If I’d tried to defend myself his friend would have joined in.”

Trans focus group participant, Mapping LGBT Westminster <sup>iv</sup>

“Just recently there was two kiddies from across the road, they were standing there for well over an hour and half throwing stones at the car until [they] smashed a window.... I hardly go out the house. I very occasionally see the neighbours and if I do go out it's usually late at night when they're all in bed.”

Dan, Count Me In Too <sup>iii</sup>

“Yeah I get a lot of names called after me and some of them are really offensive but I mean after a few years getting used to it, ‘oh faggot, fag’ you know, it goes straight over my head. It’s like, ‘oh yeah whatever’.”

Sol, Like it is <sup>v</sup>

“For most probably about 90% of my life it's been a lot easier since I completed my transition and I am able to walk down the street without people pointing, shouting, becoming verbally and physically abusive.”

Rosa, Count Me In Too <sup>iii</sup>

“There are two issues for me really - the homophobia I experience from straight people and the biphobia I experience from both straight and LG people.”

Ruth, Count Me In Too <sup>iii</sup>

“I do have people who say, ‘Well, if I report every little thing that’s shouted to me in the street, I’ll be in the police station all day.’”

Gay male, 40s, LGB&T Hate Crime Reporting <sup>vi</sup>

“Somehow I feel like I could be wasting police time for what someone’s just yelled at me.”

Gay male, 20s, LGB&T Hate Crime Reporting <sup>vi</sup>

“I got beaten up four times when I was at school because I came out and because I was gay people beat me up. I did go to hospital once because of it but I mean I just thought if I took it to the police and they got involved it would make it worse.”

Matthew, Like It Is <sup>v</sup>

“[Reporting] never occurred to me. You are expected to put up with abuse. It does sound lame because you shouldn’t have to.”

Indian Lesbian, 20-29 years, The Low Down <sup>vii</sup>



“Be understanding. Make [service users] feel like it does actually matter and that you're not actually wasting their time, that they actually do care.”  
Bisexual female, 20s, LGBT&T Hate Crime Reporting <sup>vi</sup>

## Appendix D: Further resources

### Training guides

Training police officers on tackling LGBT-phobic crime

[www.ilga-europe.org/resources/ilga-europe-reports-and-other-materials/ilga-europe-toolkit-training-police-officers](http://www.ilga-europe.org/resources/ilga-europe-reports-and-other-materials/ilga-europe-toolkit-training-police-officers)

CPS schools training on LGBT hate crime

[www.cps.gov.uk/publications/docs/cps\\_lgbt\\_teacher\\_pack.pdf](http://www.cps.gov.uk/publications/docs/cps_lgbt_teacher_pack.pdf)

### Personal stories of hate crime

Aaron's story of facing homophobia

[www.youtube.com/watch?v=qd-PTo\\_b11A](http://www.youtube.com/watch?v=qd-PTo_b11A)

Jenny-Ann's story of facing transphobia

[www.youtube.com/watch?v=hljQuElcyH0](http://www.youtube.com/watch?v=hljQuElcyH0)

Andrew's story of facing homophobia

[www.youtube.com/watch?v=JCeBdJ\\_DoSY](http://www.youtube.com/watch?v=JCeBdJ_DoSY)

### Transphobia resources

Transphobia fact sheet

[www.galop.org.uk/wp-content/uploads/2011/11/Transphobia-A4.pdf](http://www.galop.org.uk/wp-content/uploads/2011/11/Transphobia-A4.pdf)

A guide to becoming a trans positive organisation

[www.galop.org.uk/wp-content/uploads/2011/05/final-shine-report-low-res.pdf](http://www.galop.org.uk/wp-content/uploads/2011/05/final-shine-report-low-res.pdf)

### Biphobia resources

Bisexuality FAQ

[www.bisexualindex.org.uk/index.php/Bisexuality](http://www.bisexualindex.org.uk/index.php/Bisexuality)

The Bisexuality Report

[www.bisexualindex.org.uk/uploads/Main/TheBisexualityReport.pdf](http://www.bisexualindex.org.uk/uploads/Main/TheBisexualityReport.pdf)

### Criminal law and police process

True Vision hate crime reporting and information resource website

[www.report-it.org.uk](http://www.report-it.org.uk)

What is a hate crime?' fact sheet:

[www.galop.org.uk/wp-content/uploads/2011/11/What-Is-A-Hate-Crime-A4.pdf](http://www.galop.org.uk/wp-content/uploads/2011/11/What-Is-A-Hate-Crime-A4.pdf)

CPS homophobia & transphobia good practice toolkit

[www.cps.gov.uk/publications/prosecution/htc\\_toolkit.html](http://www.cps.gov.uk/publications/prosecution/htc_toolkit.html)

Organisation for Security and Cooperation in Europe hate crime information

<http://hatecrime.osce.org>

Special measures

[www.cps.gov.uk/legal/s\\_to\\_u/special\\_measures](http://www.cps.gov.uk/legal/s_to_u/special_measures)

A practical guide for police to protecting LGB communities:

[www.stonewall.org.uk/documents/police\\_guide\\_web\\_final.pdf](http://www.stonewall.org.uk/documents/police_guide_web_final.pdf)

Advice about anti-LGBT and sexist online abuse

[www.stonlineabuse.org.uk](http://www.stonlineabuse.org.uk)

## Strategy

Challenge it, report it, stop it: The Westminster Government's hate crime action plan

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97849/action-plan.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97849/action-plan.pdf)

Action to tackle hate crime and sectarianism: The Scottish Government

[www.gov.scot/Topics/Justice/policies/reducing-crime/tackling-hate-crime](http://www.gov.scot/Topics/Justice/policies/reducing-crime/tackling-hate-crime)

Tackling hate crimes and incidents: The Welsh Government

<http://gov.wales/topics/people-and-communities/equality-diversity/rightsequality/hate-crime/?lang=en>

## Research

The hate crime report, homophobia, biphobia and transphobia in London

[www.galop.org.uk/wp-content/uploads/2013/08/The-Hate-Crime-Report-2013.pdf](http://www.galop.org.uk/wp-content/uploads/2013/08/The-Hate-Crime-Report-2013.pdf)

The gay British crime survey, Stonewall

[www.stonewall.org.uk/documents/hate\\_crime.pdf](http://www.stonewall.org.uk/documents/hate_crime.pdf)

When law and hate collide

[www.uclan.ac.uk/research/explore/projects/when\\_law\\_and\\_hate\\_collide.php](http://www.uclan.ac.uk/research/explore/projects/when_law_and_hate_collide.php)

LGB&T hate crime reporting: identifying barriers and solutions, University of Leicester

[www2.le.ac.uk/departments/criminology/hate/research/lgb-t-hate-crime](http://www2.le.ac.uk/departments/criminology/hate/research/lgb-t-hate-crime)

## Intersectionality

Report on LGBT asylum seekers

[www.metropolitan.org.uk/images/Metropolitan-MF-LGBT-Over-Not-Out2012-final1.pdf](http://www.metropolitan.org.uk/images/Metropolitan-MF-LGBT-Over-Not-Out2012-final1.pdf)

Health needs of LGB BAME people

[www.schools-out.org.uk/furtherertools/Docs2008/DH\\_078350.pdf](http://www.schools-out.org.uk/furtherertools/Docs2008/DH_078350.pdf)

Report on disability-related harassment

[www.equalityhumanrights.com/sites/default/files/documents/disabilityfi/ehrc\\_hidden\\_in\\_plain\\_si\\_gh\\_t\\_3.pdf](http://www.equalityhumanrights.com/sites/default/files/documents/disabilityfi/ehrc_hidden_in_plain_si_gh_t_3.pdf)



Working with male and trans sex workers

[www.uknswp.org/wp-content/uploads/GPG4.pdf](http://www.uknswp.org/wp-content/uploads/GPG4.pdf)

HEAR intersectionality research report

[www.lvsc.org/londonforall/launch-of-hear-intersectionality-research-report](http://www.lvsc.org/londonforall/launch-of-hear-intersectionality-research-report)

## Appendix E: Glossary

**Biphobia:** dislike and/or prejudice toward bisexual people

**Bisexual:** a term that is used to describe individuals attracted to people of both sexes

**Cisgender:** a term to describe individuals who have a match between the gender they were assigned at birth, their bodies, and their personal identity

**Crossdresser:** person who wears clothes or make-up commonly associated with the 'opposite' sex, but who does not necessarily identify as that gender.

**Discrimination:** the unjust or prejudicial treatment of groups of people, especially on the grounds of protected characteristics, defined by the Equality Act (2010) as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

**Diverse:** a group or organisation that has many different people in it, for example people of different ethnicities; sexual orientation or gender.

**Gay:** a term that is used to describe a man who has an emotional and/or sexual orientation towards men. Some women also define themselves as gay rather than lesbian; it is a generic term for lesbian and gay sexuality

**Heterosexual:** a term to describe individuals who are attracted to people of the opposite sex

**Homophobia:** dislike and/or prejudice toward people who are sexually or romantically attracted to people of the same gender, including lesbians, gay men and bisexual people

**Bullying:** behaviour that is repeated, intended to hurt someone either physically or emotionally and is often aimed at certain groups, e.g. because of race, religion, gender, trans identity or sexual orientation. It takes many forms including physical assault, teasing, making threats, name calling or cyberbullying – bullying via mobile phone or online (e.g. email, social networks and instant messenger)

**Hate crime:** 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; particularly disability, gender-identity, race, religion/faith or sexual orientation.

**Hate incident:** Any incident, which may or may not constitute a criminal offence and which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a personal characteristic; particularly disability, gender-identity, race, religion/faith or sexual orientation.

**Homosexual:** historically the term 'homosexual' was used by the medical profession to describe same sex attraction and behaviour as a sign of mental disorder and moral deficiency. To obtain distance from such medical labels, the terms gay and lesbian are now used.

**Intersex:** a person who is born with sexual anatomy, reproductive organs, and/or chromosome patterns that do not fit the typical definition of male or female. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity: intersex people experience the same range of sexual orientations and gender identities as non-intersex people.

**Lesbian:** a term that is used to describe a woman who has an emotional and/or sexual orientation towards other women.

**LGBT:** an acronym for lesbian, gay and bisexual and trans

**Prejudice:** a judgement made about someone without knowing them. It is usually called prejudice when the judgement is negative and prejudice is often formed by stereotypes

**Sexual orientation:** an enduring pattern of [romantic](#) or [sexual](#) attraction (or a combination of these) to people of the opposite [sex](#) or [gender](#), the same sex or gender, or to both sexes or more than one gender. These attractions are generally subsumed under [heterosexuality](#), homosexuality, and [bisexuality](#), while [asexuality](#) (the lack of sexual attraction to others) is sometimes identified as the fourth category.

**Stereotype:** a commonly held belief about a group of people – for example there are many stereotypes about the way that lesbian, gay and bisexual people look and act. Usually stereotypes are not true and they can be very offensive

**Straight:** a commonly understood term defining being attracted to people of the opposite sex

**Trans/transgender:** terms that identify the spectrum of those who feel that their assigned sex at birth does not match or sit easily with their sense of self. It encompasses transsexual people, cross dressers, or anyone who challenges gender norms. It may be that a trans person feels more the “opposite” sex and so chooses to use medical intervention in order to align their body with their mind or their external appearance with their internal feelings. It also encompasses cross dressers may dress to express the more masculine or feminine side of themselves, or simply because they find those clothes more comfortable. It also includes people who identify themselves as transsexual; this is a more clinical word used in the medical world and usually describes those who have decided to undergo procedures such as hormone therapy or surgical intervention.

**Transphobia:** dislike and/or prejudice toward trans people

The above information is adapted from a glossary within a CPS School Project resource, based on information from Gendered Intelligence and Stonewall. Our thanks to all those organisations.



This information sheet was produced by Galop, an LGBT anti-violence charity providing support, advice and advocacy to people facing hate crime, domestic abuse or sexual violence. It is a part of a series of 17 resources on hate crime for LGBT people and service providers, created on behalf of the National LGBT Hate Crime Partnership. The other useful information sheets are:

1. Glossary of Terms Relating to Hate Crime
2. Diary Sheets and Guidance on Keeping a Written Record of Hate Crime
3. Hate Crime Laws: A Guide for LGBT People
4. LGBT Hate Crime and Emergency Accommodation
5. Non-Emergency Housing Options for LGBT People Facing Hate Crime
6. Financial Assistance Schemes: Help for LGBT People Experiencing Hate Crime
7. Talking to your Children about Bullying and Hate Crime: Advice for LGBT Parents
9. LGBT Hate Crime Quality Standard: A Service Improvement Tool for Organisations
10. Tackling Biphobia: A Guide for Safety Services
11. Tackling Transphobia: A Guide for Safety Services
12. Complaints to Statutory Agencies: A Guide for Advice Workers
13. Understanding Hate Crime Statistics: A Guide for Organisations
14. Hate Crime and Older Lesbian, Gay, Bisexual and Trans people in Care Settings
15. Housing, Disability and LGBT Hate Crime
16. Commissioning LGBT Hate Crime Services: A Guide for Organisations
17. Building Partnerships to Tackle Hate Crime

Find out about our work at [www.galop.org.uk](http://www.galop.org.uk) and [www.lgbthatecrime.org.uk](http://www.lgbthatecrime.org.uk)

Produced 2016. Authored by Nick Antjoule.

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<sup>i</sup> College of Policing (2014) Hate crime operational guidance

<sup>ii</sup> Home Office, (2015) Hate crime, England and Wales, 2014/15, statistical bulletin 05/15

<sup>iii</sup> University of Brighton, (2008) Count me in too: community safety additional findings report

<sup>iv</sup> Galop (2009) Mapping LGBT Westminster

<sup>v</sup> Galop (1998) Telling it like it is

<sup>vi</sup> University of Leicester (2015) LGB&T hate crime reporting: identifying barriers and solutions

<sup>vii</sup> Galop (2001) The low down