

Responding restoratively to hate incidents on university campus

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About this session

- ▶ What is hate crime?
- ▶ What is hate speech and hate incidents?
- ▶ How does hate impact individuals?
- ▶ What are restorative approaches?
- ▶ How can I respond to individuals who have experienced hate, restoratively?

What is hate crime?

- ▶ What do we mean by hate?
 - ▶ Prejudice
 - ▶ Hostility
 - ▶ Dislike
- ▶ *“Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice.”* (College of Policing, 2014)

Protected characteristics

- ▶ **Race** (ethnicity, nationality, citizenship)
- ▶ **Religion** (religious or non-religious beliefs)
- ▶ **Sexual orientation** (heterosexual/ homosexual/bisexual)
- ▶ **Disability** (mental and physical impairment)
- ▶ **Transgender identity** (includes transsexual, or undergoing, proposing to undergo or having undergone a process or part of a process of gender reassignment)
- ▶ Gender? Age? Social class?

Hate speech and hate incidents

- ▶ **Hate incidents** = “any non-crime perceived by the victim or any other person, as being motivated by prejudice or hate” (College of Policing)
- ▶ Hate speech = spoken or written words with a hate-element
 - ▶ (May or may not amount to a crime)
- ▶ Mocking and humiliation
- ▶ Spreading rumours
- ▶ Microaggressions (e.g. given someone a “look”, talking over someone, explaining things on someone’s behalf, purposefully excluding someone by making a meeting or event a space unwelcoming to certain identities)



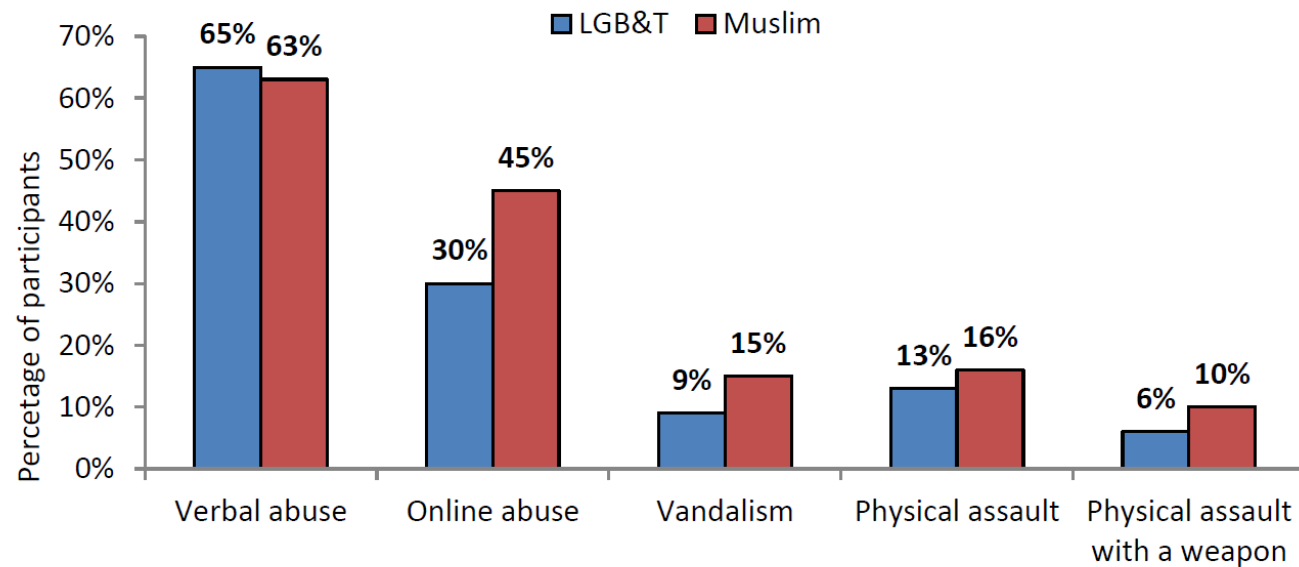
Is hate a problem on university campuses?

- ▶ **16%** of respondents to an NUS survey had experienced a hate incident whilst at studying at their institution
- ▶ Recent cases:
 - ▶ Exeter - racist slurs on whatsapp;
 - ▶ Sheffield Hallam - banana thrown at student and called a Monkey
 - ▶ Nottingham Trent – racist chanting in Halls

The Sussex Hate Crime Project

- ▶ **72% of LGB&T respondents had been victims past 3 years**
- ▶ **71% of Muslim respondents had been victims past 3 years**

Figure 3. Percentage of participants who have been a victim of a hate crime



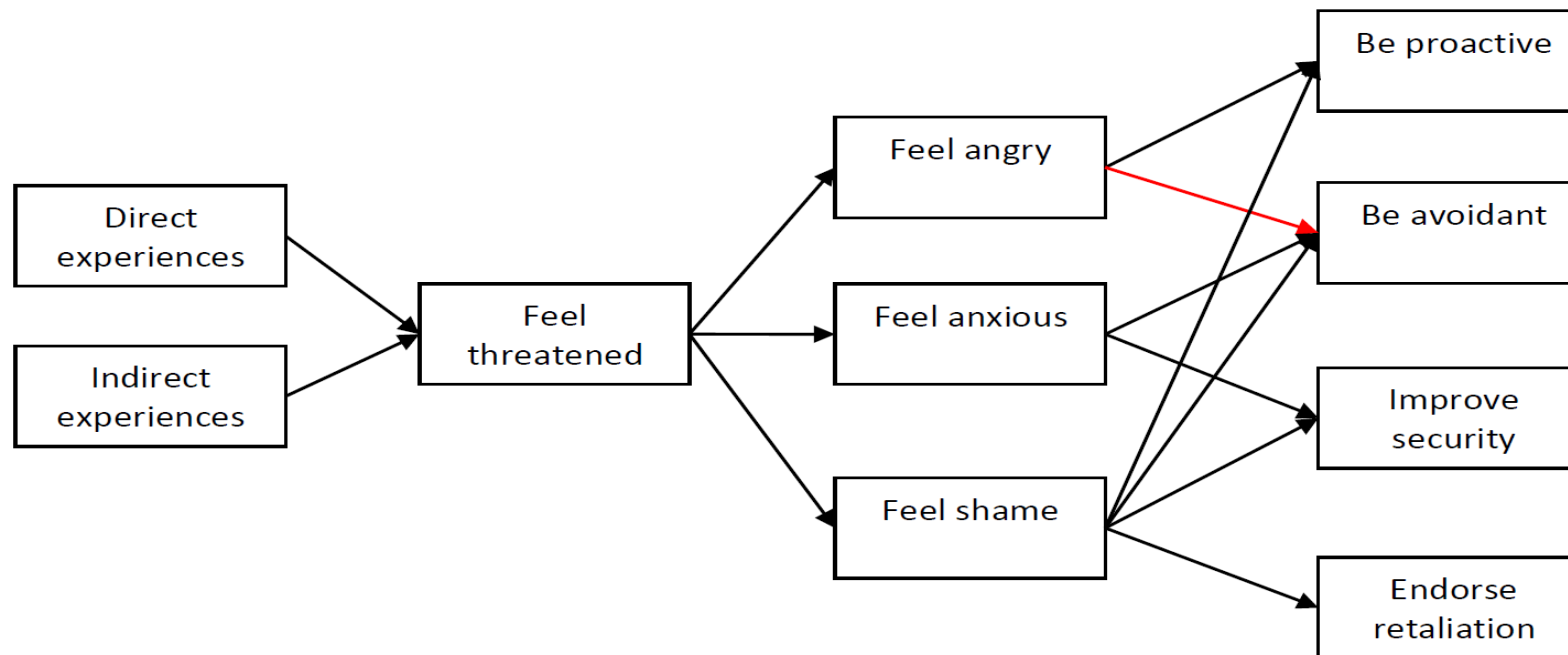


How does hate effect people?



Impacts of hate crime

Figure 12. A flow chart illustrating the impacts of hate crime from the results of the surveys



Why does hate “hurt more”?

- ▶ Attack on identity (abused for who you are)
- ▶ Societal (community) rejection
- ▶ Forms part of a process of victimisation – being treated differently > institutional prejudice > microaggressions > repeat ‘low-level’ victimisation = cumulative effect
- ▶ Increased vulnerability
 - ▶ Enhanced likelihood of victimisation
 - ▶ Enhanced likelihood of it impacting more

What are the barriers to reporting incidents?

- ▶ Is it serious enough to bother others with?
- ▶ Can I trust the person I report to?
- ▶ What's the point nothing will be done...
- ▶ What if the first responder is prejudiced?

When responding to victims of hate consider the following....

- ▶ Identity is an important part of how people see themselves and others
- ▶ Victims are likely to be experiencing heightened levels anxiety and anger
- ▶ Their experience is likely to be part of a process of victimisation
- ▶ The need for safety and security may be heightened
- ▶ Importance of being listened to

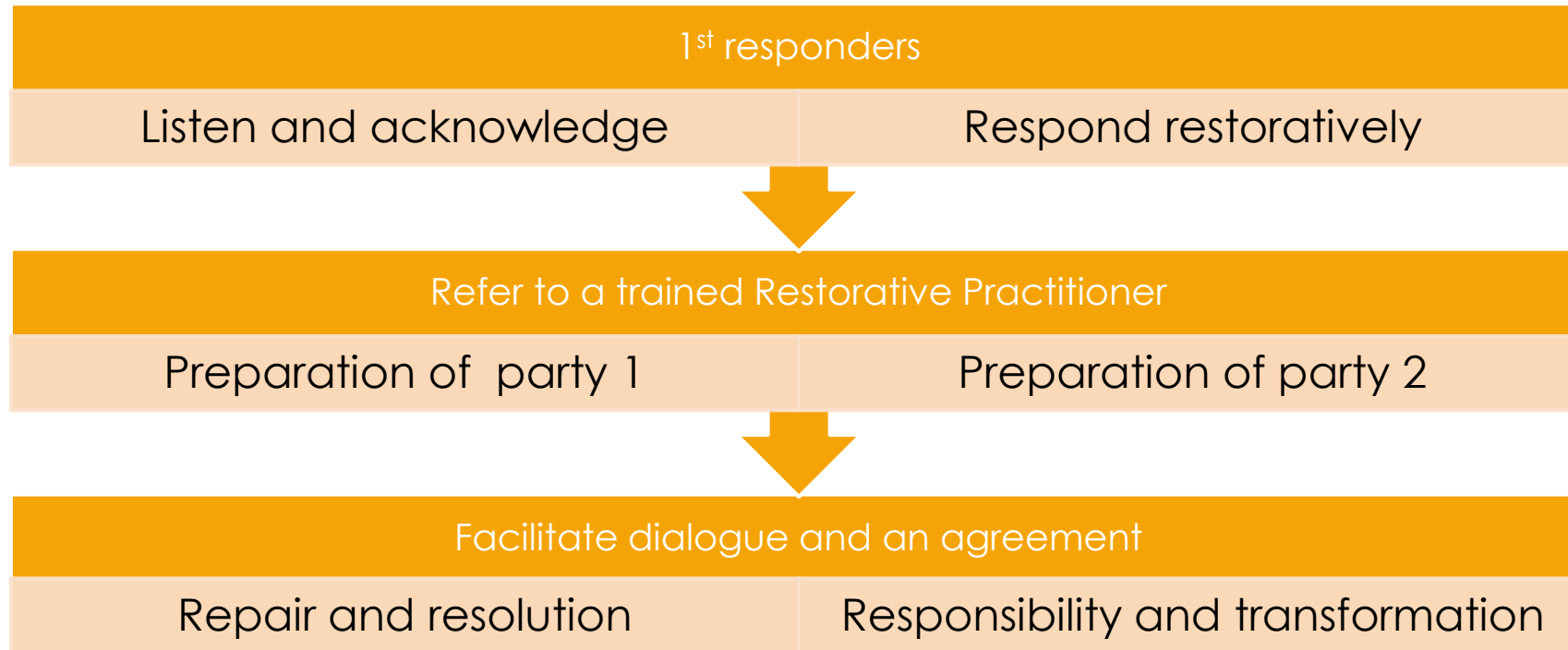
What is Restorative Justice?

- ▶ Restorative Justice definitions: criminal justice systems
- ▶ Restorative Approaches: non CJS
- ▶ Restorative Practices: what we and others do (standards)
- ▶ Being 'Restorative'....a way of approaching conflict that's relational rather than procedural, and is transformative rather than punitive.
- ▶ Schools, Prisons, Care Homes, Adult Offending, Youth Offending, Universities, Housing Associations, Communities, the Workplace,

Restorative Justice Council

- ▶ Occupational standards for practitioners: Best Practice Guidance.
- ▶ Training standards: Basic Level 1, Level 2 (20 hours+), Level 3 Complex and Sensitive Cases
- ▶ Service delivery standards: for organisations providing a Restorative Service
- ▶ 'Victim' Rights: working with victim organisations to protect the needs of those harmed

A Restorative Justice Approach



Reporting identity prejudice based hate experiences....

Physical harm

Financial harm

Psychological harm

Emotional harm

Other harm....

At an individual and organisational level

- ▶ What **enables** students to report and stay with a process?
- ▶ *Trust and belief that reporting will meet their needs....*
- ▶ What are the **barriers** to students reporting and staying with a process?
- ▶ *Trust and belief that reporting will meet their needs....*



SYNONYMS FOR "HEALING"



Feeling AT
Home in YOUR
BODY



HOLDING
(NOT FEARING)
MEMORIES



Becoming
FRIENDS WITH
YOUR MIND



TRUSTING
THE WORLD
AS A SAFE &
SOFT PLACE TO BELONG



TRANSFORMING
TRAUMA INTO
STORY



Feeling POSSIBLE
AGAIN

WHAT'S YOUR STORY

When someone tells us their experience ... 'Good Practice'

- ▶ Listen with a **restorative mind-set** (a framework of questions)
- ▶ Listen with **empathy** (cognitive, physical, emotional)
- ▶ Be sensitive to what the **needs** might be (contextual and sensitive awareness)
- ▶ **Acknowledge** the harm experienced as reported
- ▶ **Offer** various pathways...in response to expressions of individual needs

3 layers of Empathy

- ▶ **Cognitive empathy:** understanding with our heads and minds, showing sensitivity to a particular context or experience
- ▶ **Emotional empathy:** being relational and getting in touch with the feelings that another person expresses, demonstrating through your body language, gestures, facial expression and words that you are truly appreciating and are in touch with the emotions that they are sharing with you.
- ▶ **Physical Empathy:** a parallel process whereby your body reacts 'as if' experiencing their pain. E.g. When someone stubs their toe we may flinch as if we stubbed our own toe.

Past... present.... future

- ▶ What happened?
- ▶ What were you thinking? And now...?
- ▶ How did that feel? And now...?
- ▶ What's been the hardest thing for you?
- ▶ Who else has been affected?



Past... **present**.... future

- ▶ What do you need now?
- ▶ What are your current/immediate needs?
- ▶ What might repair the harm that you've experienced?
- ▶ Is there something that you need now that could help you to move on from this?

Past... present.... **future**

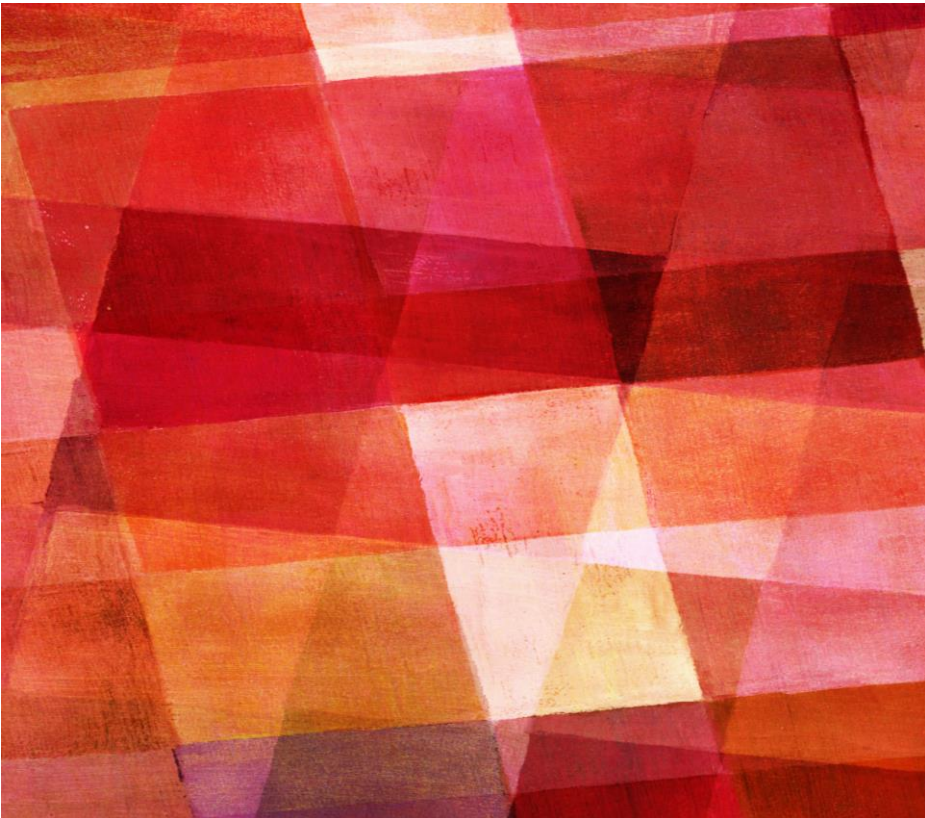
- ▶ What would you like to happen next?
- ▶ How would you like things to be arranged?
- ▶ In a month from now how would you like to be thinking and feeling?
- ▶ What needs to happen?
- ▶ The agreement.....

What did you need?



- ▶ Recall a time when you experienced a minor harm (take care to bracket off any ongoing or unresolved issues)choose something hopefully non triggering for this exercise e.g. an unfair parking fine, delayed trains that made you late, faulty goods, a friend lets you down at the last minute, a minor misunderstanding at work.....
- ▶ What did you need to repair that harm or move on from it?
- ▶ Write one phrase as a note.

What did you need?



- ▶ Recall a time when you were responsible for a minor harm...
- ▶ Can you identify what you needed to do to feel better in the aftermath?
- ▶ What was your priority need in order to resolve the issue or move on?
- ▶ Write one phrase as a note.

What we may need in the aftermath of harm...

Party 1

- ▶ An apology
- ▶ To ask questions
- ▶ To express emotions (anger, shame)
- ▶ To forgive
- ▶ To describe the consequences and aftermath of an incident
- ▶ To have my needs met
- ▶ To feel confident that the incident won't occur again
- ▶ To draw a line

Party 2

- ▶ To apologise
- ▶ To clear up misunderstandings
- ▶ To express emotions (remorse, shame)
- ▶ To be forgiven
- ▶ To learn from the experience
- ▶ To take responsibility
- ▶ To identify my own unmet needs
- ▶ To reassure that this won't occur again
- ▶ To draw a line

The opportunities offered by an RJ approach to harm.

The person harmed...

- ▶ The opportunity to be heard and to ask questions
- ▶ The opportunity to say what they need in order to move on with confidence.
- ▶ The opportunity to possibly receive what they need.

The person responsible....

- ▶ The opportunity to explain and answer questions
- ▶ The opportunity to take responsibility.
- ▶ The opportunity to make offers to meet the needs of the person harmed.

1st responder, a response that's respectful.

- ▶ From the moment the student reports, the responder is representing how the University and the community thinks and feels about hate crime and hate incidents.
- ▶ Body language, tone of voice, vocabulary used, the timing of when pathways are offered, how empathy and sensitivities are demonstrated.
- ▶ A restorative 1st response **initiates** the process of **repair**, **enables** restorative **recovery**, promotes the restorative **restitution** of respect and is **relational** and not process driven.
- ▶ When a student decides to report any harmful incident, they will be **hopeful** that they will receive validation, empathy, and possibly an opportunity to begin a journey that leads to an effective repair for the alarm and distress that they've experienced, and a restoration of feelings of respect and well being.

Restoring Respect

If students trust and believe that reporting will lead to:

- ▶ Their needs being met
- ▶ A reduction in the likelihood of the incident re-occurring
- ▶ A transformation in the thinking of the person responsible
- ▶ Acknowledgment that hate is not O.K. at this University and in wider Society

Then students may report and engage with a facilitated Restorative process.