EVALUATING RESTORATIVE JUSTICE FOR HATE CRIME

A user-led evaluation of the Restore Respect Project – Home Office Hate Crime Community Programmes

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1. Overview of the Project

**Restore: Respect Project**
This evaluation report is the final output of the Restore: Respect project, which consisted of a combination of training and restorative discussions with young people and professionals. This report summarises the key findings related to the outputs, outcomes and the impact of the project. By doing so, the final evaluation report aims to provide an evaluation model to determine the efficacy of the project over the 12 months it was delivered.

**Context of the Project**
Restore: Respect was funded by the Home Office, and was delivered by Restorative Solutions in partnership with the IARS International Institute. The project aimed to work with young people who have been victims of hate crime and violence in the area of Bradford, UK.

The project was based in West Yorkshire, where hate crime was 46 per cent higher between July-September 2016 than April-June 2016. There were over 3,700 hate incidents recorded by West Yorkshire Police in 2015/16. Around 85 per cent of these were race-related. During the same period, hate crime incidents among young people had also almost doubled (West Yorkshire Police, 2017).

The scant available evidence on the application of restorative justice (RJ) with hate crimes has shown that it can be an effective response when applied properly and according to its values. Research indicated that restorative justice directly improved the emotional wellbeing of the majority of the victims, who were interviewed in the framework of the research (Gavrielides 2012; Walter 2016). As a result of the effectiveness of restorative justice in tackling hate crime, this project chose to utilise its approach. The project was also mindful of the complexities of hate incidents and the power dynamics that they create between offenders and victims. This is an important caveat especially within the context of restorative justice (Gavrielides, 2014).

**Aims and Objectives Restore: Respect**
By using a combination of training and restorative discussions, Restore: Respect aimed to have an impact on the lives of young people and the wider community across the area of Bradford. By doing so, the project aimed to **reduce long-term offending and re-offending, increase the awareness of restorative justice** approaches as a way to deal with hate crimes, and ultimately, **create greater community cohesion**. The specific objectives of the project were to:

1. Provide young people affected by hate crime with the opportunity to design restorative based approaches for victims and offenders of a hate incident triggered by race or religion.
b) Enable practitioners working with organisations that support BAME individuals with the skills to utilise restorative approaches in dealing with hate based crime.

c) Provide the Police Force with a new option for referring Out of Court Disposal cases for Hate Crime to a trained practitioner for delivery of a restorative based intervention.

d) To deliver a campaign through social media by Advocates, who inform and educate the local community about the conflict and harm caused by Race Hate crime.

The project had the following outcomes for participants:

a) Young people became aware of hate crimes and restorative approaches.

b) Practitioners became skilled in practising restorative justice approaches.

c) Development of an effective system for the police to deal with out of court disposal cases.

d) Increased public awareness of hate crime and restorative justice approaches.

Project Methodology

The overall duration of the Restore: Respect project was 12 months. The interim report was written in August before the project finished in October 2018. The final version of the report was produced in November 2018 after the hate crime event in Bradford.

To achieve the project objectives, the partnership used a combination of training and restorative discussions with a broad range of relevant stakeholders in line with IARS’ commitment to user-led research and ensuring that those affected by hate crime are directly involved in the creation of solutions. The project delivery consisted of four distinctive stages and each stage was formed of individual project activities (See Annex 1).

Logic Model of the Project

The project was based on a logic model, which created a pathway from the initial issue to the outcome and impact the project aimed to have. The logic model is presented below:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
</table>
| - Increasing number of race and religion hate crimes in Bradford | - Engaging 20 young people in designing 5 restorative approaches interventions | - Workshops with young people to design new interventions | - 20 young people engaged in design workshops | Knowledge Outcomes
- Young people aware of restorative approaches
- Practitioners skilled in practicing RA |
| - Need to inform and educate potential offenders on the impact of hate crime | - Training 10 young people as ‘Advocates’ to deliver a social media campaign | - Training Courses for Advocates | - 10 Advocates ready to promote positive messages against Hate Crime |
| - Need to | - Training 6 Practitioners in | - Training Course for Practitioners | - 6 Practitioners trained to receive referrals |
| | - Social Media | | |
| | | | Attitudinal Outcomes
- Increased victim empathy
- Improved |

- Reduced number of hate crimes
- Increase in awareness of restorative approaches as a way of dealing with conflict and harm
- Greater community cohesion.
<table>
<thead>
<tr>
<th>Restorative Approaches</th>
<th>campaign plan</th>
<th>from Police and elsewhere</th>
<th>community cohesion</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Raising awareness of the option to refer to the service across police officers</td>
<td>- Referrals system agreed with Police (To include third party reporting)</td>
<td>- Police have a simple way of referring cases to Project Lead.</td>
<td>- Increased participation of young people</td>
</tr>
<tr>
<td>- Assessment process for Practitioners established</td>
<td>- Collection of case studies</td>
<td>- Social Media campaign</td>
<td></td>
</tr>
<tr>
<td>- Need to Provide victims with options to address harm caused</td>
<td>- Need to Increase community confidence in agency’s response to hate crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In terms of any changes to the project’s intended outcomes and activities, this project adopted ‘the hub’ model as a referral method as opposed to social media channels.
2. Overview of the Evaluation Approach

In regards to the approach to evaluating the project, data was collected before and after the project (12 separate occasions during individual workshops). The first data set was acquired on the 16\textsuperscript{th} of February 2018, and the last one on the 11\textsuperscript{th} of May. In regards to a comparison group, the project did not utilise a comparative method due to a small sample size. Given the small, but targeted approach to the project activities, it was deemed that the sample size was not sufficient to utilise an effective comparison or control group within the scope of this project. No significant changes were applied to the original evaluation plan.

Aims and Objectives of the Evaluation
This report has been prepared using IARS’ evaluation infrastructure with an aim to provide an independent, robust and evidence based overview that may help determine the efficacy of Restore: Respect over its 12 month delivery period. The specific objectives of the report are to:

a) Evaluate the effectiveness of Restore: Respect in relation to its intended outputs and outcomes;

b) Identify strengths and weaknesses from the project delivery approach;

c) Identify strengths and weaknesses from the project evaluation approach;

d) Develop and provide suggestions for the improvement of the project.

Evaluation Methodology
This evaluation report utilised survey data collected from three different questionnaires by using a mixed method (See Annex 2a-d). The questionnaires consisted of a diversity monitoring form, feedback evaluation form, and a questionnaire for both young people and professionals. The data analysed in this report was collected from both quantitative and qualitative sources. The quantitative data was derived from rating scale, likert-type, multiple choice and rank order questions, whereas the qualitative data was gathered from open-ended questions.

Regarding coding, all data was entered into a computer-based data file. Every piece of data collected from each three questionnaires was stored in columns with individual sets of responses recorded in rows. Data was entered as numeric codes with corresponding labels for variable description and category labels attached.

The target group, from which the sample was drawn, aimed to recruit young people affected by hate crime and practitioners working with young people. The sample consisted of 23 young people and eight practitioners who all reside in the area of Yorkshire & Humberside.
Outputs
In relation to the outputs stated in the logic model, the project had achieved most targets after implementing its activities, which are outlined below:

23 young people were engaged and consulted in workshops (target 20).
This output was achieved by establishing the social and behavioural causes of hate crime during four workshops. Information was collected during each workshop by using an attendance form, feedback evaluation forms and/or diversity monitoring forms. Workshop 1 was organised on the 16th of February 2018, followed by workshop 2 on the 23rd of February 2018. Both workshops collected information by handing out a sign in sheet, feedback evaluation forms, diversity monitoring forms and a questionnaire. Workshop 3 was held on the 9th of March 2018, and it collected information from a sign in sheet and from feedback evaluation forms. Lastly, workshop 4 was organised on the 16th of March 2018, and similarly it collected information from a sign in sheet and from feedback evaluation forms.

5 restorative interventions were designed by young people (target 5).
This output was achieved through four restorative justice workshops where young people designed the interventions. Information was collected during each workshop by using an attendance form, feedback evaluation forms and a questionnaire for young people. Workshop 5 was held on 22nd of March 2018, and it collected information from a sign in sheet and from feedback evaluation forms. Workshop 6 was organised on the 29th of March 2018, and it collected information by handing out a sign in sheet and feedback evaluation forms. Workshop 7 was organised on the 13th of April 2018, and it collected information from a sign in sheet and from feedback evaluation forms. Lastly, workshop 11 was held on the 11th of May 2018, and it collected information from a sign in sheet and from feedback evaluation forms.

6 advocates were trained to campaign and promote positive messages against hate crime (target 10)
This output was achieved by organising three campaign-training workshops for young people. Information was collected during each workshop by using an attendance form and feedback evaluation forms. Workshop 8 was held on the 19th of April 2018, followed by workshop 9 on the 3rd of May 2018. Furthermore, workshop 10 was organised on the 10th of May 2018. All three workshops collected information from a sign in sheet and from feedback evaluation forms.

8 practitioners were trained to receive referrals from police and elsewhere (target 6)
This output was achieved by providing a restorative justice training course for practitioners. The training workshop was held on the 3rd of May 2018, and the information was collected during the workshop by using feedback evaluation forms and a questionnaire.

Police have a simple way of referring cases to trained professionals.
This output was pursued through an adoption of an online referrals system ‘West Yorkshire Hub’ as agreed with the West Yorkshire police. It is believed that an effective system for the police has been developed to deal with hate crime.

*Inform and educate the local community.*
This output was pursued through a campaign which included a youth-led initiative on race and religion hate crime on social media, including Facebook, Twitter and project page. The West Yorkshire RJ Hub has been informing the local community.

This section presents the demographics of the sample by outlining the main characteristics of the participants (young people and practitioners), including the range of ages and average age, the percentages of gender, ethnicity and religion groups, and the percentage of participants with a disability status. The section then moves on to discuss the key findings regarding the outcomes from the project.

Demographics of the Participants
In total, the project recruited 23 young people and eight practitioners. All 23 young people engaged in workshops including the hate crime workshops and restorative justice interventions. In addition, out of the 23 participants, six young people participated in the campaign training workshops. Furthermore, the project aimed to train six practitioners in restorative justice approaches. The restorative justice-training course for practitioners was positively received and exceeded the expectations. Due to the popularity of the training it was oversubscribed, and thus, it engaged eight practitioners as opposed to the six initially forecasted participants. In regards to the drop out rate of participants, all 23 young people and the eight practitioners completed the project workshops.

Figure 1. Percentage Breakdown of Participant Age Groups (young people).

As demonstrated by figure 1, just over half of the young people who participated in the project, were between the ages of 16 to 17. The average age for young people was 16 to 17 years.
Figure 2. Percentage Breakdown of Participant Gender Groups (young people).

As shown by figure 2, the majority of the young people participating in the project identified as female.

Figure 3. Percentage Breakdown of Participant Ethnicity Groups (young people).

In regards to the participant ethnicity groups, the breakdown was more evenly divided. One fifth of the young people were White British, whereas 72% were Asian (Pakistani, British or Other). Over a third of young people classed themselves as Asian Pakistani.
As displayed by figure 4, nearly three quarters of the participants identified as Muslim. One fifth of young people were Christian, and another fifth identified as Atheist. Lastly, the remaining participants were unidentified, choosing Other or None.

Figure 5 provides a breakdown of participants with a Disability Status. 50 per cent identified having a disability.
Figure 6. Percentage Breakdown of Participant Age Groups (practitioners).

Figure 6 represents the Age Groups of the participants. Half of the practitioners were aged 35 to 44, whilst a fourth of the practitioners were aged 45 to 55. 13 per cent of participants were 65 and over, and 12 per cent of the participants were 25 to 43. The average age for the practitioners was 35 to 44.

Figure 7. Percentage Breakdown of Participant Gender Groups (practitioners).

Almost two thirds of the practitioners identified as female, whereas male participants accounted for 37 per cent.
As demonstrated by figure 8, the vast majority of the practitioners were White British, whereas British Pakistani accounted for 13 per cent of the participants.

Figure 9 presents the percentage breakdown of participant religion groups. Almost two thirds of the practitioners classed themselves as belonging to none of the religion groups. A quarter identified as Christian and 13 per cent as Muslim.

In regards to the participants with a disability status, none of the practitioners identified as having a disability.
Key Findings from the Logic Model Outcomes

This section details the key findings regarding the outcomes in the logic model. In total, the findings have been divided into five distinctive outcomes presented below. Each outcome was specifically defined in the logic model at the start of Restore: Respect.

Knowledge Outcomes

This outcome measured young people’s awareness of restorative justice approaches and hate crime, and the practitioners’ skill levels in practicing restorative justice approaches in addressing hate crime. The quantitative data was derived from the feedback evaluation forms and questionnaires answered by all participants. In total, the sample consisted of 23 young people and eight practitioners.

Figure 10. Percentage Breakdown of Participants, who were familiar with restorative justice approaches at the start of the project (young people).

As part of the knowledge outcome, the aim was to raise the young people’s awareness of restorative justice approaches. As shown by figure 10, the breakdown of young people, who were familiar with restorative justice approaches and hate crime was over two thirds of the participants.
Figure 11. Percentage Breakdown of Participants, who believe restorative justice approaches can be effective in addressing hate crime (young people).

As shown by figure 11, over two thirds of young people believed that restorative justice approaches can be effective in addressing hate crime.

Table 1. Overall mean for all workshops based on quality and knowledge by all participants (young people).

<table>
<thead>
<tr>
<th>Overall Quality of Workshops</th>
<th>Average Score (1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC workshops</td>
<td>2,90</td>
</tr>
<tr>
<td>RJ workshops</td>
<td>3,00</td>
</tr>
<tr>
<td>All workshops</td>
<td>2,87</td>
</tr>
<tr>
<td>Overall Increase in Knowledge</td>
<td>Average Score (1-3)</td>
</tr>
<tr>
<td>HC workshops</td>
<td>2,95</td>
</tr>
<tr>
<td>RJ workshops</td>
<td>3,00</td>
</tr>
<tr>
<td>All workshops</td>
<td>2,97</td>
</tr>
</tbody>
</table>

Table 1 presents the overall average rates for all workshops based on the quality of the workshops, the increase in knowledge regarding hate crimes and restorative justice approaches, and the increase in confidence and empowerment as a result of the workshops by young people. As shown, both hate crime and restorative justice workshops were extremely successful according to young people. In particular, the restorative justice workshops were rated the highest, as all participants thought that the quality was very good and all participants increased their knowledge on the topic.
According to the quantitative data collected during the restorative justice training by using feedback evaluation forms and a questionnaire, the practitioners have been skilled in practicing restorative justice approaches. As a result, all eight practitioners deemed themselves to have a fairly good understanding of the restorative justice approaches. As demonstrated by figure 12, all practitioners have a fairly good or a very good understanding of how to implement restorative justice approaches in addressing hate crime.

**Figure 13. Percentage Breakdown of Participants’ confidence levels of using restorative justice approaches in addressing hate crime (practitioners).**

In regards to the confidence levels of using restorative justice approaches in addressing hate crime, almost two thirds of the practitioners feel fairly confident or very confident in using restorative justice approaches.
The quantitative data above demonstrates that the project has achieved the knowledge-based outcome, as overall majority of the young people have increased their awareness and knowledge of the restorative justice approaches and hate crime. Furthermore, all practitioners have been skilled in practicing restorative justice approaches and they have increased their knowledge and confidence in restorative justice approaches to resolve hate crimes.

**Attitudinal Outcomes**

This outcome measured victim empathy, community cohesion and the participation of young people. The qualitative data was derived from the feedback evaluation forms answered by all young people. In total, the sample consisted of 23 young people.

As part of the workshops, participants were asked what have they learned during the workshops. This section includes quotes from young people that capture how as a result of the hate crime and restorative justice workshops young people have increased their empathy towards victims of hate crime. In answering ‘What have you learned today?’ the participants expressed the following sentiments:

- How others would feel if they are victims of hate crime and different emotions they may feel *(Participant 7)*.
- Victims of hate crime isolate themselves & don’t apply for jobs either as they are effected immensely *(Participant 6)*.
- Hate crime has increased after Brexit massively and people do not want to leave their house if they’ve been victims of hate crime. [They] isolate themselves […] Hate crime can also be a result of miscommunication *(Participant 9)*.

In regards to improving community cohesion, young people shared various insights on how hate crime can impact the whole community, and how restorative justice approaches could be utilised in improving community cohesion. Below are some of the quotes from participants that capture the main themes regarding improving community cohesion:

- […] Hate crime has a major effect on today’s society *(Participant 8)*.
- I’ve learned that hate crime reports are increasing and many people are being affected by this *(Participant 1)*.
- You could promote anti-hate crime and factors that lead to hate crime *(Participant 3)*.
- The stages of hate crime and 5 steps to standing up for it *(Participant 2)*.
- The things we can do to tackle hate crime *(Participant 4)*.
The qualitative data above indicates that the project has achieved its attitudinal outcome; as young people have increased their empathy towards victims of hate crime. Furthermore, as a result of the workshops, the young people have gained a deep knowledge and understanding on the impact of hate crimes on both the individual and community level, and how restorative justice approaches could improve community cohesion. In regards to the participation of young people, participants involved in the project have reported being more confident and empowered as demonstrated by table 2 and figure 14 below.

**Behavioural Outcomes**

This outcome measured the decrease in conflict and harm and the reduction of feeling isolated by the participants. The quantitative data was derived from the feedback evaluation forms and the questionnaire answered by all participants. In total, the sample consisted of 23 young people and eight practitioners.

**Figure 14.** Percentage breakdown of participants’ confidence levels on how to report a hate crime (young people).
Table 2 presents the overall increase in confidence and empowerment as a result of the workshops. As demonstrated, all workshops scored very high in increasing both confidence and empowerment of young people. All participants felt the most confident and empowered as a result of the restorative justice workshops.

The quantitative data above demonstrates that the project has achieved the behavioural outcome, as the overall majority of young people and all practitioners felt confident in knowing how to report a hate crime, which can decrease conflict and harm in the long run. In addition, as young people felt more confident and empowered after completing the workshops, the number of young people feeling isolated may decrease.
Wellbeing Outcomes

This outcome measured the stress reduction and anxiety of victims, improved anger management of offenders, and ultimately, the amount of happiness in community. At the time of this evaluation report, the partnership did not yet have the data from the interviews with victims and offenders who opted for RJ process. After achieving this outcome, we anticipate victims will report increased satisfaction with the process and offenders will report increased empathy towards their victims and understanding of the impact of crime on their victim’s life.

System Changes

This outcome measured the development of an effective system for the police to deal with hate crime with out of court disposal cases. After achieving this outcome, we anticipate a majority of stakeholders will report improved cross sector cooperation for the effective resolution of hate crime using restorative justice approaches.

Hate Crime Final Event

The final event for the Restore: Respect project was held during Hate Crime Awareness Week on the 17th of October 2018 in Bradford (See Annex 5 for Agenda). The hate crime event showcased the project and the achievements of the young people involved, who were engaged throughout the delivery of the project from participating in workshops to planning and delivering the final event.

During the two-hour event Restorative Solutions together with IARS introduced the project and the final evaluation findings. After this, the young people, who have been at the heart of the project, shared their personal experiences, discussed hate crime and restorative justice, and presented their five restorative interventions. Furthermore, they launched the hate crime awareness poster, which they had also designed themselves (See Annex 4). At the end of the event, the young people were awarded certificates of appreciation.

In total, the final event was attended by 20 participants, which included five young people and 15 professionals. An online evaluation survey was emailed to all participants for feedback on the final event. This accumulated a total of nine responses. Out of the respondents, 45 per cent were female and another 45 per cent male. Ten per cent did not wish to answer. In terms of their age groups, 30 per cent were 55 to 64, 20 per cent were 45 to 54, another 20 per cent were 35 to 44 and the rest of the respondents were 25 to 34. Almost 80 per cent of the respondents identified as heterosexual. In regards to religion groups, ten percent were Agnostic, 40 per cent were Christian, and the remaining half of the respondents did not belong to any religion group. Almost 80 per cent of the respondents were white, whereas 20 per cent were either Asian British or
Black British. All respondents were in employment at the time of the evaluation, and a majority resided in Yorkshire & Humberside.

Table 3. Overall averages for the final event based on quality and knowledge by all respondents.

<table>
<thead>
<tr>
<th>Overall Quality</th>
<th>Average Score (1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Hate Crime Event</td>
<td>2.90</td>
</tr>
<tr>
<td>Overall Increase in Knowledge</td>
<td></td>
</tr>
<tr>
<td>Hate Crime</td>
<td>2.80</td>
</tr>
<tr>
<td>Restorative Justice</td>
<td>2.70</td>
</tr>
</tbody>
</table>

Table 3 presents the overall average rates for the final event in terms of the quality of the event and increase in knowledge as a result of the event. As demonstrated, all respondents rated the event very highly at score three indicating very good. Respondents were also asked if they had increased their knowledge on hate crime and restorative justice. As shown, the average scores for both were high, which demonstrates that almost all respondents felt that they had increased their knowledge on hate crime and restorative justice as a result of the final event.

Figure 16. Percentage Breakdown of Respondents, who feel more confident and empowered as a result of the final event.

We asked respondents if they felt more confident and empowered after the final event as shown by figure 16. Almost 90 per cent of the respondents indicated an increase in their confidence and sense of empowerment.

As part of the evaluation survey, we asked respondents what they had learned during the final event and they expressed the following sentiments:
[I’ve learned] that hate crime should be embraced by the education system from primary to adult (Respondent).

[I’ve learned] how restorative justice could provide an alternative to reduce hate crime (Respondent).

[I’ve learned] that the project has inspired some amazing young leaders (Respondent).

[I’ve learned] the impact of hate crime in our community and how it affects the youth (Respondent).

In regards to the best aspects of the event, all respondents agreed that the presence of young people and their commitment was the best part of the event. Below are some of the quotes from respondents that capture the main theme:

The best aspect of the event was to see how excited the young people were being part of the project, and what an impact it has had on them (Respondent).

The presentation by the young people (Respondent).

Hearing what has been achieved and listening to how the project has sparked passion in the young people about race and religion (Respondent).

The contributions of the young people (Respondent).

The five interventions presented by the young people (Respondent).

In asking if anything could be improved, the overall consensus among the respondents was no, however, several respondents stressed the importance of continuing the project:

The project has had a significant impact and it should be rolled out nationwide (Respondent).

For the work to be continued (Respondent).

The data derived from the evaluation survey demonstrates that the Hate Crime Final Event was very positively received and reviewed by all respondents. Some of the highlights of the final event were undoubtedly the young people and the learning outcomes from their presentations. To conclude, all respondents left the event knowing more about hate crime and restorative justice, and more importantly, feeling more confident and empowered as a result of the event.
4. Lessons learnt and conclusions

Strengths and Weaknesses of the Project Delivery Approach

Hate incidents and the underlying attitudes that create them are complex phenomena. In most European jurisdictions there are no hate crimes without acknowledging their complexity as failures of a wider society to acknowledge everyone’s right to equality, dignity and respect. This is a caveat that must be considered especially within the context of restorative justice, which bases its practices on the philosophy that everyone, who engages with it, is equal. Restore: Respect used a combination of restorative justice based interventions in the hope that during its short delivery period it will have a positive impact on the lives of local young people and their families focusing on race or faith based aggravations.

As demonstrated by the findings, the project has achieved all its intended outputs. While some outcomes are easier to identify as fully completed, some others will need more time to demonstrate effectiveness. The evidence indicates, for example, that the young people involved are now aware of restorative justice approaches and hate crime. Furthermore, the practitioners involved now feel skilled in practising restorative justice approaches for hate incidents. Young people have also increased their victim empathy. Whether this can help improve community cohesion in the long term is something that would benefit from follow up evaluation (e.g. in 6 or 12 months’ time after the project is finished) should funding be available. For the short-term, we have evidence to believe that through its behavioural outcomes this project has contributed to decreasing conflict and harm, and also by empowering young people, it has reduced the feeling of isolation.

The project could be rolled out to a wider area, but before doing so follow up evaluation to determine the long-term impacts of the project is recommended. This will need to be carried out independently and not by the delivery partners. We believe that our partnership model should be adopted in going forward. A much larger sample group would also increase the richness of the data, and thus, allow more significant analysis.

Strengths and Weaknesses of this Evaluation

Some of the results of this evaluation remain incomplete, as they take time to demonstrate effectiveness. Furthermore, the data that was extracted were time bound and limited by the short project life period. For example, some of the intended outcomes require long-term evaluation to confirm their success, and thus, we focused on evaluating the intended outputs and those outcomes that were measurable during the funded period. The sample group was small, but the strategy robust allowing for safe conclusion to be drawn. Finally, the adoption of mixed methods is by definition one that allows triangulation, but not validation.
The aforementioned limitations were inherent and acknowledged from the outset. Subsequently, our methodology aimed at reducing bias. As an independent evaluator with peer reviewed evaluation processes, the IARS International Institute tapped into its existing infrastructure to maximise resources and ensure that both the data and the collection and analysis methods were robust. The research team was led by a hate crime and restorative justice expert, Professor Theo Gavrielides, using previous knowledge on the topic. The fieldwork was carried out by independent and trained researchers who were not attached to the area or the sample group. Finally, IARS’ user led approach to data collection and analysis allowed for the youth proofing of our methodology and reflections.
Annex 1 – Project Stages and Activities

**Stage 1: ‘Discuss and Design’**
The first stage engaged 23 young people from BAME and White communities in Bradford to establish the attitudinal and behavioural causes of hate crimes. After the causes had been established, the young people were set to develop five early intervention and prevention measures based upon restorative principles, which they received training in. This stage included workshops with young people to design new interventions.

**Stage 2: ‘Building Capability’**
The second stage trained six young people to become ‘Advocates’ in promoting positive thought processes and reactions to prevent race hate incidents. The ‘Advocates’ received training in Restorative Approaches and they used social media to promote information and messages. Through the partnership’s existing networks and relationships with community-based organisations, eight practitioners were trained to support BAME individuals in utilising restorative approaches. This stage included training courses for advocates and practitioners.

**Stage 3: ‘Restorative Interventions’**
Through existing work and referrals system with the West Yorkshire Police and Crime Commissioner funded Restorative Justice Service delivered by Restorative Solutions, where a sanction was being considered, the case was referred to trained practitioners for a restorative intervention approach with offenders and victims. This stage included a referrals system agreed with Police and an establishment of an assessment process for practitioners.

**Stage 4: ‘Spreading Positive Messages’**
The fourth stage included advocates working with victims and / or offenders to tell their stories through local social media channels. Case studies were promoted to local press, radio and to enable the local community in Bradford to understand the impact of hate crimes. This stage included a collection of case studies.
Annex 2a – Diversity Monitoring Form

The information provided here is strictly confidential and will only be used for diversity monitoring purposes.

Gender:
Please tick the relevant box.
☐ Female  ☐ Male  ☐ Transgender  ☐ Other  ☐ Prefer not to say

Age Group:
Please tick the age group you are in:
☐ Under 16  ☐ 16-17  ☐ 18-24  ☐ 25-34  ☐ 35-44  ☐ 45-54  ☐ 55-64  ☐ Over 65
☐ Prefer not to say

Do you consider yourself to have a disability?
☐ Yes  ☐ No

If you answer yes to the above, do you consider that you have one or more impairments or conditions such as those listed below?
☐ Blind or Visual Impairment  ☐ Deaf or Hearing Impairment  ☐ Learning Difficulty
☐ Mental Health  ☐ Mobility  ☐ Other Disability
☐ Prefer Not to Say

Sexual Orientation:
Do you consider yourself to be:
☐ Bisexual  ☐ Gay  ☐ Heterosexual  ☐ Lesbian  ☐ Other  ☐ Prefer not to say

Do you subscribe to a religion or belief?
☐ Agnostic  ☐ Atheist  ☐ Bahai  ☐ Buddhist  ☐ Christian  ☐ Hindu
☐ Humanist  ☐ Jain  ☐ Jewish  ☐ Muslim  ☐ Rastafarian  ☐ Sikh
☐ Zoroastrian  ☐ None  ☐ Other  ☐ Prefer not to say

What is your ethnic group?
(Please tick the appropriate box and/or add details)
White

- White British
- White European
- White Irish
- White Other

Asian

- Bangladeshi
- British
- Indian
- Pakistani
- Asian Other

Black

- African
- Black British
- Caribbean
- Black Other

Other ethnic groups

- Chinese
- Latin American
- Middle Eastern
- Mixed ethnicity
- Other

Education:

Please tick the relevant box.

- No Qualifications
- 5 GCSE’s or fewer at grades A-C
- 5 GCSE’s or more at grades A-C
- NVQ or equivalent
- A Level(s)
- Degree
- Post-graduate
- Prefer not to say
- Other

Employment, education, training status at this present time:

Please tick the relevant box.

- Employed
- Self-employed
- Unemployed
- In education/ learning
- Training
- Prefer not to say
- Other

Residential Status:

Please tick the relevant box.

- UK Citizen
- EU Citizen
- Refugee
- Asylum seeker
- Have indefinite leave to remain
- Migrant
- Homeless (or without a permanent place to call home)
- Prefer not to say
- Other

Where do you live?

Please tick your region.

- East
- South East
- South West
- East Midlands
- West Midlands
- Yorkshire & Humberside
- North East
- North West
- London - borough

Other Personal Status:

Please tick all which apply.

- Been a volunteer in the past 12 months for anything/ anyone
- Part of a youth club or other youth organisation:
- Have a low income (you/your family receive any benefits/ you are unemployed)
- Have ever been excluded from school
- Take part in any organised activities
- Have had a caution from the police (fairly or
| ____                                                                 |
| ___________________________________________________________________
| □ Have been charged by police                                        |
| □ Are a single parent (volunteering can be                            |
|    flexible around childcare arrangements)                            |
| □ Prefer not to say                                                   |
| Thank you for completing this form.                                   |
| □ Are in or are leaving care                                         |
| □ You have a helper/carer                                            |
| □ None of the above                                                  |

Any personal information supplied on this form will be processed in accordance with the principles of the Data Protection Act 1998. If you want to find out more about your rights under the Act, you can contact the Office of the Information Commissioner (tel: 01625 545 700 / www.dataprotection.gov.uk) or the Council’s Director of Law and Democratic Services on 313131.
Annex 2b – Feedback Evaluation Form

Date: ___________

1. Overall, how was the workshop?

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Regular</th>
<th>Poor</th>
</tr>
</thead>
</table>

2. Please answer to the questions by ticking one of the boxes:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you increased your understanding of hate crime?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you increased your understanding of Restorative Justice?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel more confident and empowered as a result of this workshop?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What have you learned today?


4. What were the best aspects of this workshop?


5. Is there anything that could be improved?


Annex 2c – Questionnaire for Young People

Q 1  Under UK law, a hate crime is a crime motivated by hostility against someone’s characteristics. Which of the following characteristics could motivate a hate crime (as defined by law)? PLEASE TICK ONE BOX □ ON EACH LINE.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Included</th>
<th>Not included</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion or belief</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical disability (e.g. being deaf or blind)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long term physical illness (e.g. HIV, cancer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subcultures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning disability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental illnesses (e.g. obsessive compulsive disorder, long term depression)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual orientation (e.g. gay or lesbian)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transgender identity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q 2  To what extent do you agree or disagree that the following offences could be a hate crime if motivated by hostility against a person’s characteristics? PLEASE TICK ONE BOX □ ON EACH LINE.

<table>
<thead>
<tr>
<th>Offence</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal abuse (e.g. saying something on public transport)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Written and online abuse (e.g. posting on social media)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Physical abuse (e.g. hitting or spitting on someone)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Vandalism (e.g. damaging someone’s house)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
Under UK law, a hate crime is any criminal offence that is motivated by hostility towards certain characteristics a person has, or is thought to have. These characteristics are race, religion, sexual orientation, transgender identity or disability.

To what extent do you agree or disagree that you are confident in knowing how to report a hate crime that happened to you or someone else?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

What are the different ways it is possible to report a hate crime?

Please tick one box □ on each line.

<table>
<thead>
<tr>
<th></th>
<th>Yes, one way</th>
<th>No, not a way</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling the police</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to a police station</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sending a self-reporting form to the police</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to a third party reporting centre (e.g. Citizens Advice Bureau)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contacting Crimestoppers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you believe to have ever been a victim and / or offender of a Hate Crime?

<table>
<thead>
<tr>
<th>Yes, a victim</th>
<th>Yes, an offender</th>
<th>No, Neither</th>
<th>Don’t know</th>
<th>Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

How good is your understanding of the causes and effects of race and religious based Hate Crimes?

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Good</th>
<th>Little</th>
<th>Poor</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Q 7  Have you ever heard of the term ‘restorative justice’?

Yes  No

☐  ☐

Q 8  Do you believe Restorative Justice approaches can be affective to address race and religious based Hate Crime?

Yes, I strongly believe  Maybe, depending on the case  No  Unsure  Don’t know

☐  ☐  ☐  ☐  ☐
Annex 2d – Questionnaire for Practitioners

Q 1 Under UK law, a hate crime is an offence that is motivated by hostility towards certain characteristics a person has, or is thought to have. Which of the following characteristics are currently included in the definition of hate crime?

PLEASE TICK ONE BOX □ ON EACH LINE.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Included</th>
<th>Not included</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
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<td></td>
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<td>Physical disability (e.g. being deaf or blind)</td>
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<td>Subcultures</td>
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<td>Learning disability</td>
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<tr>
<td>Mental illnesses (e.g. obsessive compulsive disorder, long term depression)</td>
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<td>Sexual orientation (e.g. gay or lesbian)</td>
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<td>Age</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Transgender identity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q 2 To what extent do you agree or disagree that the following offences could be a hate crime if motivated by hostility towards the characteristics a victim has, or is thought to have?

PLEASE TICK ONE BOX □ ON EACH LINE.

<table>
<thead>
<tr>
<th>Offence</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know / Prefer not to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal abuse (e.g. saying something on public transport)</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Physical abuse (e.g. hitting or spitting on someone)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Under UK law, a hate crime is any criminal offence that is motivated by hostility towards certain characteristics a person has, or is thought to have. These characteristics are race, religion, sexual orientation, transgender identity or disability.

To what extent do you agree or disagree that you are confident in knowing how to report a hate crime that happened to you or someone else?

What are the different ways it is possible to report a hate crime?
PLEASE TICK ONE BOX □ ON EACH LINE.

How good is your understanding of the causes and effects of race and religious based Hate Crimes?

Do you believe to have ever been a victim and / or offender of a Hate Crime?
Q7 Have you ever heard of the term ‘restorative justice’?

Yes ☐  No ☐

Q8 How good is your understanding of how Restorative Justice approaches can be implemented to address race and religious based Hate Crime?

Very Good ☐  Good ☐  Little ☐  Poor ☐  None ☐

Q9 How confident would you feel in using restorative approaches to address hate crime?

Very Confident ☐  Confident ☐  A little Confident ☐  Not confident at all ☐
Q 10 Restorative Justice Procedures should only happen when the necessary conditions are in place for it to be delivered in a safe and competent way.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

To what extent do you agree or disagree that you are confident in knowing how to assess risk and deliver a safe and competent Restorative Justice procedure?
Annex 3 – Five Restorative Interventions Developed by the Young People

<table>
<thead>
<tr>
<th>Intervention ideas overview</th>
<th>Interventions should be built around:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Education</strong></td>
</tr>
<tr>
<td></td>
<td>Do you know why it’s wrong; do you understand why, what are the consequences?</td>
</tr>
<tr>
<td></td>
<td><strong>Some intervention ideas:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Show a short film from you tube or build own</strong></td>
</tr>
<tr>
<td></td>
<td>• Videos for education so people learn and know how to help others when you are a bystander and witness hate crime. This will help those offenders who once thought it was OK to say racist things, change their ways because people will be educated to challenge them.</td>
</tr>
<tr>
<td></td>
<td>• Put across the victim’s point of view, put across the community/bystander’s point of view</td>
</tr>
<tr>
<td></td>
<td>• Use family members to get the impact across their story/life experience.</td>
</tr>
<tr>
<td></td>
<td>• Depict in cartoon format to use in various media situations</td>
</tr>
<tr>
<td></td>
<td><strong>Social media:</strong></td>
</tr>
<tr>
<td></td>
<td>• Educate using social media. Direct them to the new Campaign, give them the option to join to make a difference and to also continue their education.</td>
</tr>
<tr>
<td></td>
<td><strong>Draw</strong></td>
</tr>
<tr>
<td></td>
<td>• Use time to draw what happened, with a picture board or flip chart paper (similar to what we have been doing in session)</td>
</tr>
<tr>
<td></td>
<td><strong>People</strong></td>
</tr>
<tr>
<td></td>
<td>• Role play – act out what it feels like for victim and perpetrator/s</td>
</tr>
<tr>
<td></td>
<td>• Show real life stories. See if the offender can first meet a victim of hate crime and provide a list of restorative questions to ask the victim. The victim should be someone who has offered/volunteered and not the main (direct) victim</td>
</tr>
<tr>
<td></td>
<td>• Group work, support group, general discussion building confidence to report HC</td>
</tr>
<tr>
<td></td>
<td>• Get young people together to plan their own session for their area/school community to get the point across.</td>
</tr>
<tr>
<td></td>
<td>• Questionnaire/Game – Put together situations and questions multiple choice</td>
</tr>
</tbody>
</table>
answers. Use film clips.

Need to look at the reasons why hate crime happens

Taking into account the three reasons why hate crime occurs, the group thought about positive activities for young people to do.

- Thrill seeking – Alternative way of getting a buzz, such as help to get into a gym or to get involved in the community. Let them go into school to spread the word that it’s not good or cool, and you can get in to trouble.
- Defensiveness – Need to get the message out to people they speak to someone and report hate so they don’t have to defend themselves. Educational intervention would help with this because people would then know what a hate incident is and how to report it.
- Retaliation – The group felt this was a behaviour that is shown when a person has become a victim and there is no way out. The groups felt this went hand in hand with defensiveness and that an educational resource would help and knowing how to report it.

Final ideas for 5 interventions

<table>
<thead>
<tr>
<th>Intervention 1: What happened and what were they thinking?</th>
<th>Draw:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take some time to draw what happened in the incident they were involved in (if they have not committed a hate crime or been involved in an incident, use a recent hate crime event in the media or a YouTube video).</td>
<td></td>
</tr>
<tr>
<td>The drawing should be done with a picture board or flip chart paper and coloured pens. This will help so they can see the consequences of their actions. Also write on what they were thinking at each stage. If people don’t feel comfortable drawing they need support from the worker to draw each stage, focusing on before, during and after the event.</td>
<td></td>
</tr>
<tr>
<td>The story board or flip chart should be spilt into three sections, and look like:</td>
<td></td>
</tr>
<tr>
<td>Before</td>
<td>During</td>
</tr>
<tr>
<td>Think about:</td>
<td></td>
</tr>
<tr>
<td>Before: where were they? What were they doing? Who were they with? How were they feeling?</td>
<td></td>
</tr>
<tr>
<td>During: where were they? What did they do? How were they feeling? What were they</td>
<td></td>
</tr>
</tbody>
</table>
thinking? How do they think others in the scene were feeling?

After: where did they go? What did they do? How were they feeling? How do they think others in the scene were feeling?

Emoji cards should be used to allow the harmer/offender to place the relevant emoji card on the box as to how they were feeling and how others are feeling if they cannot articulate themselves.

**Rationale as to why this would work:**
Offers a good foundation to start of the difficult discussion and will start to build understanding. By dealing with what happened can help them clear their thinking and help things ‘slot’ in place. At stages in this session the person working with the offender/harmer should challenge them if they need to and ask what their thinking was at each stage, rather than asking why.

**However,** all participants felt a ‘getting to know’ the offender session should happen first

<table>
<thead>
<tr>
<th>Intervention 2: Who has been affected?</th>
<th>Role play:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use role play between the person who is delivering the intervention and the offender. Get the worker/intervention teacher to pretend to be a victim.</td>
</tr>
</tbody>
</table>

Some possible scenarios young people mentioned for role play:

- Based in an Indian restaurant, racist comments been written on a menu. This would affect the restaurant owner and staff, but also other customers who picked up the menu. Could ask the offender in the intervention to think who has been affected.

- Asian shopkeeper and British/white man enters a shop and shouts abuse for not serving him because too drunk.

- Asian shopkeeper with British/white man entering shop. He is a regular customer and jokes with the shopkeeper all the time about ‘pakis’ being hard workers. Trying to be friendly but obviously racist and not realising.

The role play intervention can also include questions such as:

1. Do they think the customer has done anything wrong?
2. Can they identify the people who have been affected?
3. Do they identify it as a hate incident?
4. Think about how they have hurt the shop owner and the impact on them and family/community.
5. Use restorative questions.

**Rationale as to why this intervention would work:**
Puts them in a’ real’ situation, by letting them experience what it is like in someone else’s shoes. Most people do not realise when they think they are joking, it is affecting someone else. Important to show the impact on people harmed by hate crime.

<table>
<thead>
<tr>
<th>Intervention 3: Educational Game</th>
<th>Game:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A GAME such as a fun questionnaire game, bright, colourful, and interesting. Not boring black and white.</td>
</tr>
<tr>
<td></td>
<td>Two suggestions for games:</td>
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<td></td>
<td>1. Question and answer cards: MIX AND MATCH</td>
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<td></td>
<td>• Statements and facts about hate crime and hate incidents in the UK wrote on cards – are they true or false</td>
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<td></td>
<td>• mix them up then match them with cards that have the correct answers on.</td>
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<td>2. Board game:</td>
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<td>• Make a game out of the questionnaire with a board, like snakes and ladders, with questions on it and numbers.</td>
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<td></td>
<td>• They role a dice and move a counter to the number that has a question. They get it right, they move forward two steps, get it wrong move back three.</td>
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<td></td>
<td>• The intervention teacher has to have the answers on a sheet</td>
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<td></td>
<td>Rational for why this would work:</td>
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<td></td>
<td>Need to educate the offender so they know what they are doing is wrong. Some people do not know the law, or even telling an offensive joke can be a hate crime. By being ‘told’ what is right and wrong depends on the person telling you as to whether you take it on board or not. A game is more interactive and can work for any age, as long as it does not look childish.</td>
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<tr>
<th>Intervention 4 – Thoughts and feelings</th>
<th>Intervention session</th>
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<tr>
<td></td>
<td>This session was based on something the young people completed in the workshops. They all enjoyed in and commented that it got them to really think about how people have been affected.</td>
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<td></td>
<td>If they young people have not committed a hate crime, they should use a you tube clip such as this: <a href="https://youtu.be/D0EnViyfQiE">https://youtu.be/D0EnViyfQiE</a></td>
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<td>Iceberg session</td>
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<td></td>
<td>• Two icebergs drawn large on flip chart, one for the victim and one for the offender.</td>
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<tr>
<td></td>
<td>• Start with victim iceberg first</td>
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<tr>
<td></td>
<td>• Split the iceberg into two halves. One half for victim and one half for victims family.</td>
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<tr>
<td></td>
<td>• Explain what the ice berg shows…. “what we hide in terms of our emotions and feelings and what we show in relation to our behaviour”</td>
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<tr>
<td></td>
<td>Behaviour</td>
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• Now look at what behaviour the victim will show after they have been the victim of hate crime
• Look at what behaviours the victims family will show after they see/hear what has happened to their son/daughter/granddaughter/aunt/uncle/cousin etc

Thoughts
• Look at what thoughts the victim will show after they have been the victim of hate crime
• Look at what thoughts the victims family will show after they see/hear what has happened to their son/daughter/granddaughter/aunt/uncle/cousin etc

Feelings and emotions
• Look at what feelings and emotions the victim will show after they have been the victim of hate crime
• Look at what feelings and emotions the victims family will show after they see/hear what has happened to their son/daughter/granddaughter/aunt/uncle/cousin etc

The group thought emotion cards that a person could place onto the iceberg would help instead of words for thoughts, feelings and emotions. The group liked the idea of emoji cards, as group felt this everyone uses emojis. These would have to be high quality, not photocopies.

Then repeat the same for the offender. What was there behaviour, thoughts, feelings and emotions when they committed the hate crime

Example of how the victim flip chart should look:

Rationale as to why this would work:
People cannot see the consequences of their actions. They will not see their own either. This will allow them to explore why they might behave in a certain way. By seeing what is ‘under the water’ can help them look at why it happened and will help against the ‘retaliation’ element of hate crime.
| Intervention 5 – Restorative justice | The group agreed people need to realise what they have done was wrong. So after they have defined hate crime and watched videos on the impact. They should explain why they done it. This could be through restorative justice, sitting down together with the person who they have hurt, so the offender can make peace with themselves and apologise to the victim.

They could write this down, if they couldn’t meet, They could write what they would say to the victim if they didn’t want to meet them. Or make a video for them. |

**Rationale as to why this works**
One young person had been involved in Restorative justice and wrote a letter to the victim after a crime had been committed. She felt this helped her feel better and understand the impact of her actions. |
Annex 4 – Poster Designed by the Young People

STEP UP. SPEAK UP.
It’s everyone’s job to stop hate crime; if you see it, say it.

REPORT IT. SORT IT.
Call/Text: 07904739614
Email: information@bradfordhatecrimealliance.org.uk
www.bradfordhatecrimealliance.org.uk
Annex 5 – Agenda for Hate Crime Event

RESTORE: RESPECT
Agenda Hate Crime Event
17th October 13:30 – 15:30

13.30 Welcome
13.35 About the Project
14.50 Meeting the young people – personal experience
14.00 What we did – Presented by the young people
  ▪ Hate crime awareness
  ▪ Restorative justice
14.15 Five Restorative interventions
14.30 Campaigning – Presented by young people
  • Poster
14.40 Findings
  • Report findings
  • Campaign legacy
15.00 Presentation to young people – Certificates
15.10 Any questions, comments and Informal circulating with stakeholders and young people
15.30 Close
Annex 6 – About the Youth Advisory Board (YAB)

Since its inception, IARS’ charitable business, projects and strategic direction have been steered by user groups; one of which is the Youth Advisory Board (YAB). This continues to be a key governance and project feature of IARS that meets on a regular basis to scrutinise, quality control and monitor our work, and advice on our strategy. The YAB is a team of young volunteers aged 15 – 25 from different backgrounds and circumstances, who are aware of the problems facing young people in today’s society and who are interested in an opportunity to do something positive about these issues.

YAB members also have the opportunity to be more directly involved in IARS projects, by attending workshops, assisting with how the projects are managed, writing in the IARS newsletter, updating the website and setting up youth events. All YAB members are awarded with a certificate for their active participation at the end of the project and they are provided with bespoke and tailored training that will allow them to genuinely get involved in projects and our governance.

The YAB has proved to be an excellent opportunity for young people to get their voices heard and to address issues that are important to them. At the end of the project, members of the YAB get the chance to stay on and assist us with IARS other youth-led projects.

To become a YAB member, young people apply with their CV and a covering email, they are shortlisted and interviewed and then invited to join the YAB. During the life of a project new YAB members are selected in the same way, but involving the existing YAB group.
Annex 7 – YAB’s Involvement with Restore: Respect Project

The YAB have been instrumental in the design, application and evaluation of the Restore: Respect Project. Members of the YAB have followed this project through start to finish by providing feedback on how best to deliver workshops, attending staff training events, contributing to the final report and designing the final event evaluation survey and analysing the data from that event. The YAB’s final input has been to provide a review on this evaluation report.

As part of the review, the YAB were asked to analyse the outputs and outcomes of this final report by providing youth focused key findings, conclusions and recommendations. Their feedback is presented below:

Key Findings:

As part of our key findings and conclusions, the YAB identified:

- Restore: Respect project has increased awareness of hate crimes, and promoted RJ approaches successfully as alternatives to address hate crimes through a deep exploration of the mechanics and underlying statements of the issue;
- The project has directly involved users in its delivery by engaging young people, who have been affected by hate crime, and enabled them to part of creating solutions;
- The project has successfully got young people involved into designing restorative approaches. This approach is likely to make it more appealing to their age group, as it has been done by individuals of the same age.

Key Conclusions:

- This project has demonstrated to be incredibly helpful in addressing hate crime related issues through the use of RJ approaches, and through the promotion of positive messages to wider population. It has also contributed to a effective use of social media and appealing to the right target group – young people.
- The engagement of a group of trained practitioners has increased the validity of the project, and it has ensured that the ideas of the young people could be followed with more support.
- The final hate crime event has added significant value to the project, as it showcased the young people’s contributions and the appreciation of their hard work throughout the project delivery.
- The project has had a demonstrable impact in raising awareness of the issues around hate crime. It has also increased young people’s confidence in using restorative justice
approaches, and thus, made young people more involved in restoring the community confidence.

**Key Recommendations:**

As part of our recommendations, the YAB recommends:

- The project should be replicated and implemented nationwide. This will allow more data to be generated, and potentially through this we can identify other issues, which need to be addressed in more detail. Similarly, this approach will add on the hate crime awareness.
- Conduct a follow up evaluation on the project’s impact to establish, if it is adaptable to other countries outside the UK. Further adaptations could be then made to fit the criteria for other European countries to carry out similar projects.
- Extend the project’s scope to meet the long-term targets outlined in the logic model. This could be achieved through increasing the number of participants and rolling out the project to a wider area.
Annex 8 – Pictures of the YAB and Young People during the Final Event

**Picture 1.** The Youth Advisory Board in action evaluating IARS’ projects.

**Photo 2.** Young people before their presentation of the five restorative interventions, 17.10.18.

**Photo 3.** Young people after receiving their certificates, 17.10.18.
Annex 9 – Feedback Evaluation Form for the Final Event

1. About This Survey
Thanks for clicking on this survey! We are asking you to help us by completing this short questionnaire, which should not take more than 5 minutes. The data that we collect from you will provide us with valuable feedback on the Restore: Respect Final Event. Your responses are completely anonymous. If at any point you do not wish to answer a question, you may choose not to. If you have any questions about this survey, please contact contact@iars.org.uk. Thank you so much for your collaboration!

2. About You
1. Gender: Please tick the relevant box
   - Female
   - Male
   - Transgender
   - Prefer not to say
   - Other (please specify)

2. Age group: Please tick the age group you are in:
   - Under 16
   - 16-17
   - 18-24
   - 25-34
   - 35-44
   - 45-54
   - 55-64
   - Over 65
   - Prefer not to say

3. Do you consider yourself to have a disability?
   - Yes
   - No

4. If you answer yes to the above, do you consider that you have one or more impairments or conditions such as those listed below?
   - Blind or Visual Impairment
   - Deaf or Hearing Impairment
   - Mental Health
   - Mobility
   - Learning Difficulty
   - Other Disability
   - Prefer Not to Say
   - Other (please specify):

5. Sexual Orientation: Do you consider yourself to be:
   - Bisexual
   - Gay
   - Heterosexual
   - Lesbian
   - Other
   - Prefer not to say

6. Do you subscribe to a religion or belief?
   - Agnostic
   - Atheist
   - Bahai
   - Buddhist
   - Christian
   - Hindu
   - Humanist
   - Jain
   - Jewish
   - Muslim
   - Rastafarian
   - Sikh
   - Zoroastrian
   - None
   - Other
   - Prefer not to say
7. Your ethnicity:

8. Education:
Please tick the relevant box.

- No Qualifications
- 5 GSCE's or fewer at grades A-C
- 5 GSCE's or more at grades A-C
- NVQ or equivalent
- A Level(s)
- Degree
- Post-graduate
- Prefer not to say
- Other (please specify):

9. Employment, education, training status at this present time:
Please tick the relevant box.

- Employed
- Self-Employed
- Unemployed
- In education / learning
- Training
- Prefer Not to Say
- Other (please specify):

10. Where do you live?
Please tick your region.

- East
- South East
- South West
- East Midlands
- West Midlands
- Yorkshire & Humberside
- North East
- North West
- London: borough

3. Restore: Respect - Hate Crime Event

11. Overall, how was the event?

- Very good
- Good
- Regular
- Poor

12. Have you increased your understanding of hate crime?

- Yes
- Partially
- No

13. Have you increased your understanding of Restorative Justice?

- Yes
- Partially
- No

14. Do you feel more confident and empowered as a result of this event?

- Yes
- Partially
- No
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>15. What have you learned today?</td>
<td></td>
</tr>
<tr>
<td>16. What were the best aspects of this event?</td>
<td></td>
</tr>
<tr>
<td>17. Is there anything that could be improved?</td>
<td></td>
</tr>
</tbody>
</table>
23 young people engaged in restorative justice, hate crime and campaigning workshops. Five restorative interventions were designed and developed by young people and they were presented during the final event.

8 Practitioners trained to receive referrals from Police and elsewhere

6 Advocates ready to promote positive messages against hate crime. A poster was designed by young people and it was presented at the final event.

Police have a simple way of referring cases to Project Lead.

Raising awareness of the option to refer to the service across police officers through the adoption of a Hub model

23 young people engaged in restorative justice, hate crime and campaigning workshops. Five restorative interventions were designed and developed by young people and they were presented during the final event.

The Youth Advisory Board has provided feedback in the design, application and evaluation of the project

By the end of the project:
- Young people have become aware of restorative approach
- Practitioners have been skilled in practicing RJ approaches
- Public awareness of Hate Crime has increased
- Victim empathy has increased and community cohesion improved
- Participation of young people has increased
- Conflict, harm and feeling of isolation have reduced
- Stress and anxiety of victims has reduced
- Anger management in offenders has improved
- Greater amount of happiness in community
- New system for police for managing Hate Crime incidents

Reduced number of hate crimes

Increase in awareness of restorative approaches as a way of dealing with conflict and harm

Greater community cohesion.
Reference List


Acknowledgements

We would like to express our sincere thanks to Bradford College Student Union, Bradford Hate Crime Alliance and Bradford Local Authority for their support during the project.