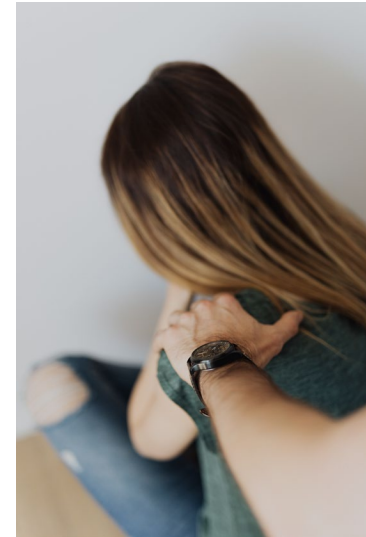


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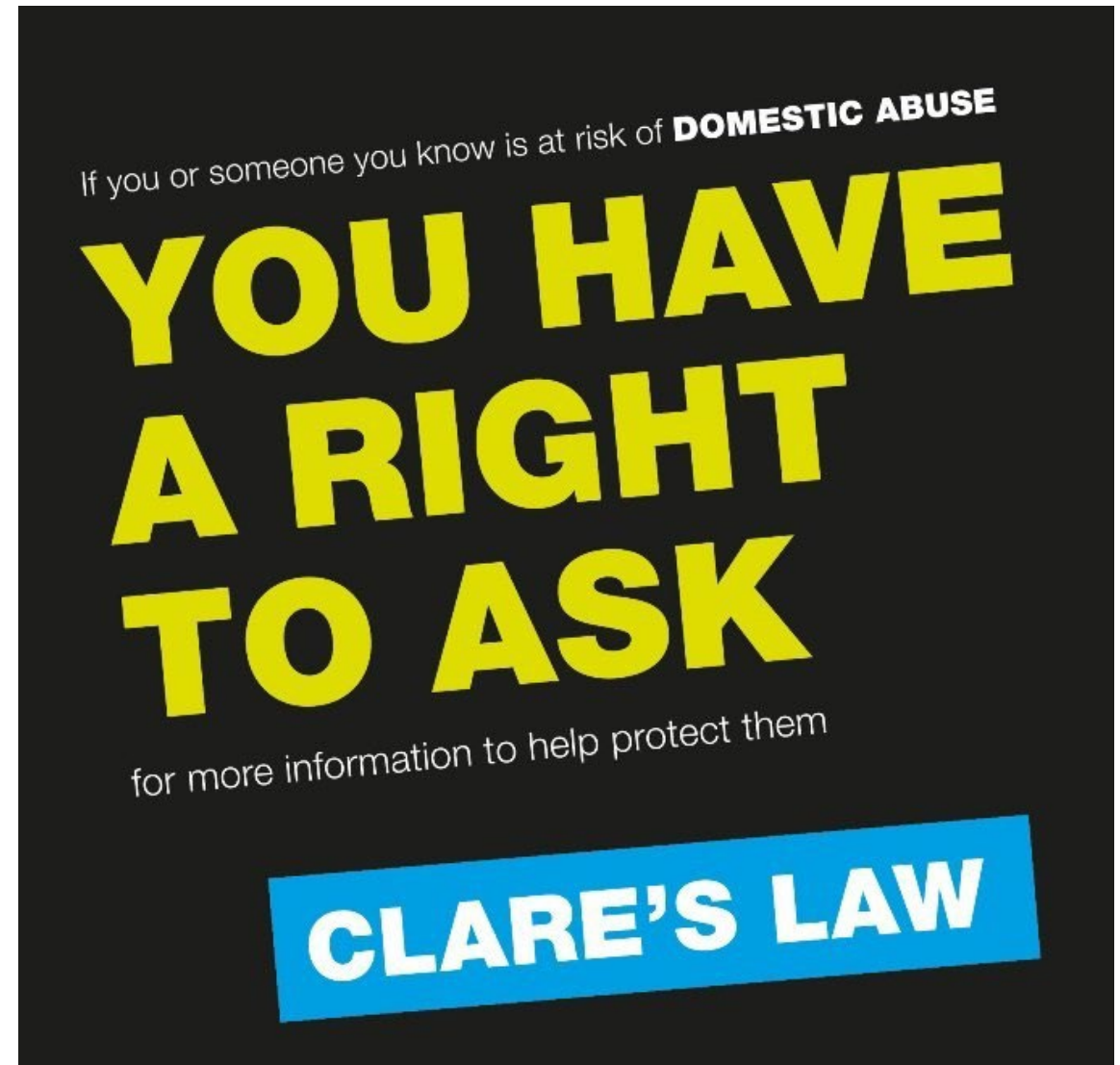


Rendering them responsible: victim-survivor experiences of Domestic Violence Disclosure Schemes



Context

- What is a DVDS?
- Expanded across the globe
- Placed on statutory footing in England and Wales (DA Act 2021)
- Right to ask and right to know
- Aims: protecting victim-survivors, reducing DA incidents through prevention, reduce costs associated with DA.
- Limits of DVDS in reality(Duggan, 2018; Hadjimatheou, 2021; Walklate and Fitz-Gibbon, 2018; Bessant, 2015)
- However, little is known about victim-survivor perspectives...



British Academy funded project

Three strands of data collection

- FOI request to all 43 police forces in England and Wales (not discussing today)
- Semi-structured interviews with victim-survivors (26) and a focus group led by Project Managers from the *Determined Individual Victorious Amazing Survivors* (DIVAS) group in Cornwall made up of disabled women who have experienced domestic abuse.
- Online survey (victim-survivors and practitioners) (91 respondents) and scoping interviews with practitioners (3)

Demographic context

- **Survey:** 56 victim survivors, 54 heterosexual, 10 (13%) as disabled, 6% black and minority ethnic, 2% insecure immigration status
- **Interviews:** 24 heterosexual (1 lesbian, 1 bisexual), 2 women disabled and focus group with DIVAS, 3 women from a minoritized ethnic group.



Theme 1: “Now you know, you can leave”



- Many and varied reasons why women do not leave a relationship with their abuser (Wiener et al, 2022).
- “There is this expectation of “right pack your bags, let's go, when do you wanna leave?”, you know, “now you know, you can leave”. Officers often think ‘what a bloody stupid woman, she knows she’s living with a perpetrator, why doesn’t she just leave?’” (P10: female, white, age unknown)

“Now you know, you can leave”

“I was looking to justify me being with him and the choices I was making. Even though I knew at the back of my mind I was making poor choices and wrong choices, I think I used that as a continued justification for the relationship and I continued to accept and put up with his behaviour. If it had revealed something else I may have thought again... but I say that and its hard... because my mind was in that place where I believed in the relationship and it was love, and it was a blip, and he could be fixed you know... the stuff that people do convince themselves of... so yeah I’m not sure that I would have left even if there would have been something on there” (P23: female, 23, white)

- An absence of information to disclose does not mean that there is nothing to disclose in reality (see also Greene & O’Leary, 2018).
- Perpetrator often convinces victim-survivors that they deserve the abuse, and that they are unworthy of better treatment (Adams & Towers, 2016).



Other forms of responsabilisation

- Clare's Law may invite (more) state interference into victim-survivors' lives. This has implications for minoritized women, such as black and minority ethnic and Indigenous women (Blagg, 2008; Sokoloff and Dupont, 2005)

“I felt like because Clare's Law opened a bit of a can of worms for me, with my children and child protection agencies, I was so worried about who I started seeing afterwards. I was just worried it was going to be used against me. So any new partner, there have only been two since, I just did another Clare's Law on them straight away just in case” (P25: female, 57, white).



Theme 2: “I needed his new partner to know”: sharing information with others

Recognition not able to tell others(Grace, 2020) versus desire to warn partners

“It’s just hard, because you can’t say anything about Clare’s Law. You’re not allowed. But I would often get new partners messaging me, asking if he had been violent before, and I could only tell them what he had done to me. I couldn’t say there was more. I felt so guilty about that” (P2, female, 27, British Pakistani).

Emotional strain in keeping information to oneself

“You know, I have had to say to other girls, I can’t say what is on it, but I think you should request a Clare’s Law just so you know for yourself. I know you can’t keep track on or warn everyone, but I just feel guilty thinking he could do this to other women” (P22: female, 33, white)



“There is just too much responsibility placed on the victim again”

“There is just too much responsibility placed on the victim again. You know for the most part, it relies on them going to the police and then doing something about it. You know? If you've got someone so controlling he takes your phone and stuff and you probably won't even want to go to the police because you don't want to instigate anything. You just want to minimise it all. And how would you even get the opportunity to instigate anything? I'm kind of like, How would you manage to actually get the information? If someone is so controlling, you wouldn't get the chance without ending up in trouble you know?”
(P20: female, 32, white)

Concluding thoughts: Responsibilising the victim?



- DVDS: example of Garland's (1996) responsabilisation strategy
- Two layers of responsabilisation:
 - Individual: responsible for own safety, particularly significant expectations if given information via right to know route.
 - Collective: keeping other women safe. Advise new partners of their ex to ask for information, share with new partners about their own experiences of abuse, and/ or report their experiences to the police even if they did not want police involvement.
- DVDS policy rests on a particular set of assumptions about the characteristics and experiences of a woman living with violence
 - Recognition of limits of what DVDS can achieve

Ask the police



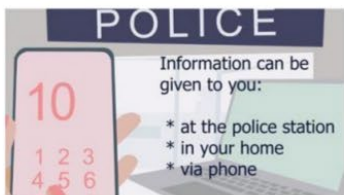
Who can ask the police for information?

Clare's Law means you can ask police what they know about your partner or ex-partner. This will help you to find out if they have treated other people badly in the past.

The police will tell you if they are aware that they have hurt someone before. The police will only share information with you or someone who can keep you safe.

What do I need to do?

To get help you need to contact the police by calling 101.



Resources

- Link to paper upon which this presentation based in Journal of Gender-Based Violence: [Rendering them responsible: victim-survivors experiences of Clare's Law and domestic violence disclosure schemes in: Journal of Gender-Based Violence - Ahead of print \(bristoluniversitypressdigital.com\)](https://bristoluniversitypressdigital.com)
- Second paper from project in Criminal and Criminal Justice, [Self-blame and \(becoming\) the crazy ex: Domestic abuse, information sharing and responsabilisation - Nicole Renehan, Charlotte Barlow, Sandra Walklate, 2023 \(sagepub.com\)](https://sagepub.com)
- The project team have developed a range of easy read and accessible resources explaining what the DVDS is, how it can be accessed and what information victim-survivors may be provided with.
- Animated video: <https://clareslawexperiencesproject.com/>
- Poster and leaflet

Q&A and Discussion



Are you worried about how your partner is behaving towards you?

You can ask the police about your partner or ex-partner via the Domestic Violence Disclosure Scheme, also known as Clare's Law.

Contact the police by calling 101. You can ask someone to help with this.

Remember, the police may not be able to give you information but there is other support available to you if something does not feel right.

Watch the video for more information:

<https://youtube.com/watch?v=A4fnLyntKUE>



**CALL THE
POLICE**



**Authentic
Voice**

Embedding
Lived Experience
in Scotland

Authentic Voice: Embedding Lived Experience in Scotland

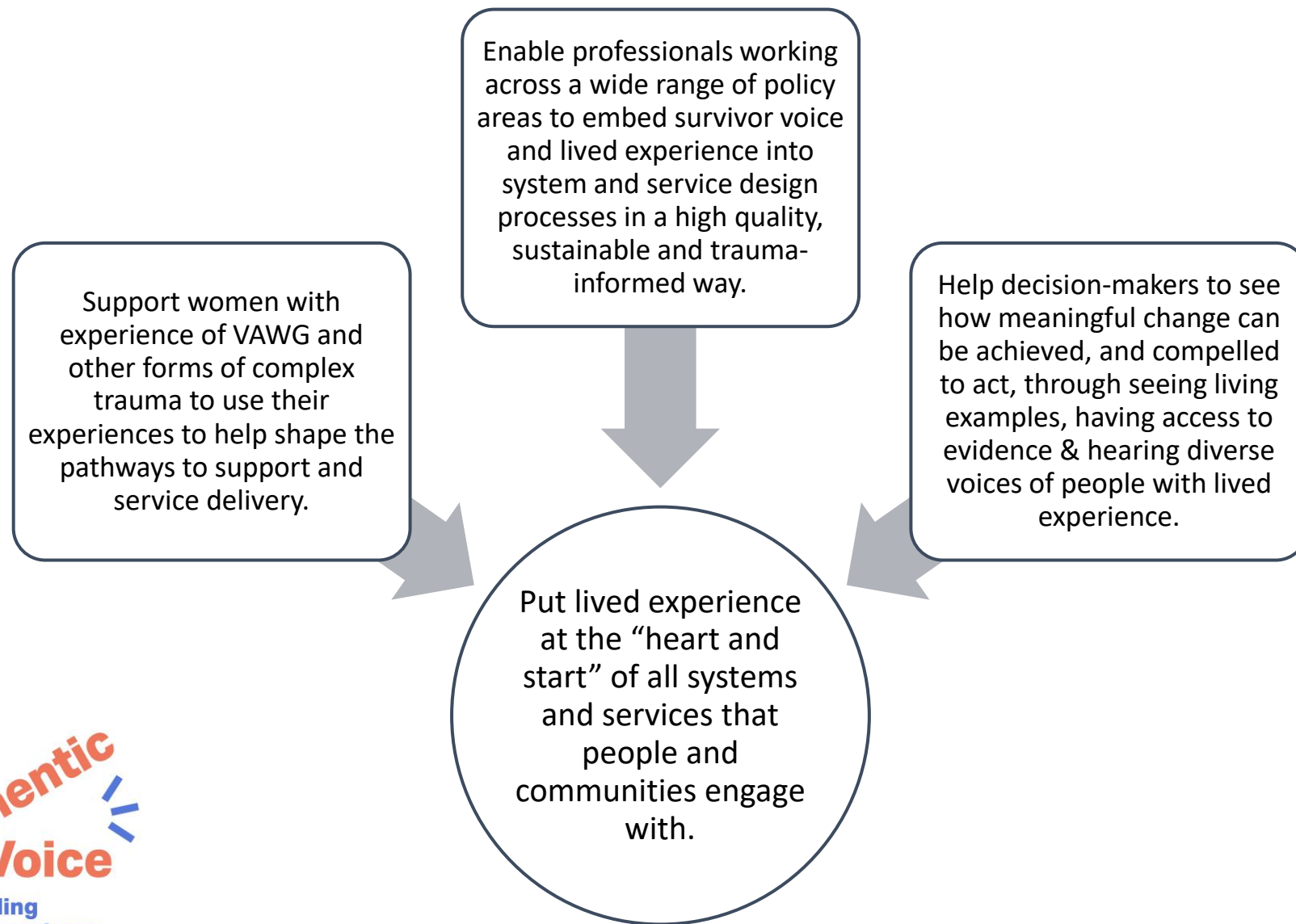
Power, systems and survivor voice

Jen Douglas

Engagement Lead, SafeLives



The Authentic Voice Project: Aims, purpose and partners



**Authentic
Voice**

Embedding
Lived Experience
in Scotland



The AV Panel



Whole Lives Scotland (NLCF)
Delivering Equally Safe / Trauma
10 Women across Scotland
Diverse experience
Logistics

Steering Group
Oversight Function
Survivor Experience
Resource Creation

Consultations
Campaigns
Resources & Tools
Funding Panels
Individual Work

Authentic Voice Activities – So Far

Engaging with professionals and leadership

Deep dive workshops exploring what support is needed to embed lived experience of trauma

Encouraging decision makers/leaders to consider actions in their own role and collectively

Supporting implementation and improvement planning

Dundee City Council Pilot Project on improving inclusion of lived experience in strategic decision making and planning

Developing 1-1 implementation and improvement planning support for local authorities/ community planning

Creating tools and resources

Podcast exploring insights and approaches on embedding lived experience in service and system design

AV website highlighting key learning and examples of good practice

Lived experience co-production

SafeLives Authentic Voice Panel

AV Group at Resilience Learning Partnership

What are the current barriers to embedding lived experience into systems and services in an effective and empowering way?

Addressing Risk and Safety

- Lack of good practice processes that take into account the impact of trauma on relationships and power dynamics – support is needed to address risks such as retraumatising people and supporting staff wellbeing within services.

Diversity & Plurality:

- Concerns over ensuring diversity and inclusivity, such as the need to initiate engagement with people who may face additional barriers to engaging with co-design processes, including women with multiple and/ or complex needs and/or protected characteristics.

Resources and Capacity

- Lack of resources and dedicated funding, and limited capacity due to staff workloads impact the ability for staff to give sufficient time to embed lived experience effectively and safely.

Good Practice & Tools:

- No clear structures or good practice examples to follow, such as how to pay lived experience participants (without risking their losing their benefits) and how to manage demands on their time.

Learning and Confidence:

- There is limited understanding and confidence about how to embed lived experience into work in a safe, meaningful and trauma-informed way.

Leadership & Culture Change:

- Lack of understanding from leadership around the benefits of power sharing among leaders, experts by profession and experts by experience.

Dundee City Council - Embedding Lived Experience Pilot

Pre-engagement activities: The project partners undertook evidence gathering activities with Dundee's public protection partnerships regarding engagement with people with lived experience of trauma. This included a self-assessment checklist and semi-structured interviews.



Leadership sessions: The project facilitated reflective discussions with public protection partnership leaders, supporting stakeholders to identify next steps and agree changes that can be made to continue to improve engagement with people with lived experience of trauma.



Learning report and actions: The report outlines the recommended next steps for the inclusion of lived experience in strategic decision making and planning in Dundee.

What we learned



Complex strategic landscape, with various partnerships, priorities and expectations. Limited knowledge of existing work and a lack of consistency across local authority.



Leadership vision and appetite exists , but staff capacity is limited, and participation can be seen as an 'add on'. Awareness raising and understanding of LE is key but must be accompanied by supporting structures (e.g. TI policies).



Traditional strategic structures and reporting arrangements are not compatible with power sharing approaches. Current practice can often be tokenistic, can at times act as a 'single voice' and are very inaccessible. Feedback loops must be continuous, varied and not 'one single output'.

Clear structures
and feedback
loops

Flexible and
broad approach
to engagement

Culture change
and reducing
systemic barriers

Visible leadership
and lived experience

Power

Being clear about expectations of people with lived experience, expectations of the committees and expectations of single agencies.

Having practitioner representatives on committees with a clear remit for advocacy and reflecting what they are hearing from people accessing services. This must be balanced with being clear and considerate about practitioners' capacity to be involved where they can add real value.

Reviewing who sits on committees to ensure all voices are being amplified, to ensure a diversity of frontline workers and lived experience voices. This consideration would contribute to moving away from a model of having one person be representative of all lived experience of trauma.

Taking a trauma informed approach to the meetings by paying attention to how and where people feel comfortable and safe. Considering changing meeting locations to somewhere informal, ensuring the language used in meetings to be more accessible, the format of meetings and what procedures should be in place to support the involvement of those with lived experience of trauma (e.g., internet access, childcare, transportation, remuneration).

Considering various mechanisms for lived experience involvement across committees such as through a panel that can feed into similar committees. It should be explored further whether all committees are the appropriate places for lived experience representatives. Different committees have different scopes for the meaningful participation of practitioners and those who use services.



**Authentic
Voice**

**Embedding
Lived Experience
in Scotland**

Power, Safety & Risk

- Recognising and **naming power** differentials – process
- Prioritising **‘the professional’**, as well as the system
- **Safety** to be identified/to participate
- **Critical reflections** and critical space
- Prioritising voice (lived experience)
- Boundaries and expectations (for all involved)
- **Specific expertise/facilitation** for trauma informed, safe work (essential- the ‘who’ in your recipe).

**Authentic
Voice**

Embedding
Lived Experience
in Scotland

DA Matters (Scotland)

DOMESTIC ABUSE MATTERS (SCOTLAND)

Domestic Abuse Matters Scotland – Change Programme

- Health check
- Train the Trainers
- Sustaining Change Leadership Workshop
- E-Learning
- 1 day face to face training – co delivered by Policing Expert & DA Expert
- Champions Training

Victim
Voice

Case
Studies

Disclosures



Good Practice...



Insight and Engagement Team with specific remit to capture voice

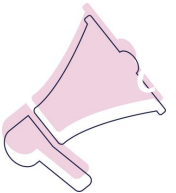


VAWG Strategy involved victim-survivors, with participation through workshops, in depth interviews, focus groups and digital tools

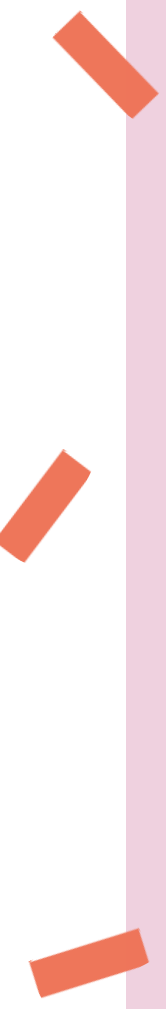
Care Experienced Colleagues Group

Commissioning of (usually) third sector organisations and communities

Research with seldom heard groups



DA Matters Survivor Voice Group



What would good look like?



Communities feel listened to; practice, policy and strategy all visibly working to embed LE



Staff with LE feeling safe to contribute in different ways to strategic forums, decision making



Lived Experience & Participation become the 'norm' – culture supporting the strategy



Demonstrable impact of voice – robust actions/outcomes and measurements

Authentic Voice Resources

[Discovery Report](#)

[Podcast](#)

[Dundee Summary Video](#)

[Workshop Playlist](#)

Visit the AV Website:



Positive Outcomes Project

Lived experiences implications for policing & involving lived & living experience meaningfully

Lorraine McIntosh
Positive Outcomes Project (POP)
Sacro



Who am I and what's my story?



POLICE SCOTLAND | POILEAS ALBA

Public Health 
Scotland



Tomorrow's Women Glasgow (TWG) are an innovative and unique Criminal Justice centre based in the Gorbals area of Glasgow. We work with women who have very complex needs and who are involved in the Criminal Justice system. Our main aim is to enable women to reduce their offending and to address their needs and issues that prevent them from living positive healthy lives.



The Positive Outcomes Project (POP) is a joint initiative staffed by Police Scotland (Greater Glasgow Division), Glasgow Health and Social Care partnership (HCSP) and the Scottish Community Justice Organisation, SACRO. POP works with males, over 16 years old and are committing offences due to an addiction to illicit substances.

Peer Mentor Feedback

“Having staff with experience is huge. It helps you build up a better relationship, you can empathise. “

“[She] is so inspirational to me. Massively. She just an incredible figure, inspiring. Not just to me, to a lot of people out there that are on the path to sobriety.”

“I could tell her everything. I can trust her. That's why we've got the relationship today that we have... Even if I've been using, I still have a great relationship with her, she's always a step ahead. She knows what you're thinking, she knows how to build you back up.”



Contact Details

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[Tom Walker - Leave a Light On \(Official Video\) - Bing video](#)



Out of reach

Social connections and their role in influencing engagement between the refugees/asylum seekers and Police Scotland

Dr Nicole Vidal
Bryony Nisbet



Queen Margaret University
INSTITUTE FOR GLOBAL HEALTH
AND DEVELOPMENT

SiPR | Scottish Institute
for Policing Research



MISC Migration, Integration,
Social Connections

RESEARCH AIMS:

Promote **accessible and effective engagement** between the police, refugees and asylum-seekers

1. Identify the people and organisations that refugees and asylum-seekers reach out to for help and the role of policing and related services in their social networks

2. Explore the barriers hindering refugees and asylum-seekers from accessing and engaging with Police Scotland and associated services

3. Explore the barriers hindering police personnel from effectively and meaningfully engaging with refugees and asylum-seekers

4. Deliver a participatory knowledge exchange workshop emphasising person-centred communication strategies to maintain and improve trust, contact and reciprocity between police and refugees and asylum-seekers



METHODOLOGY

Our project and study plan comprised five main components:

1. START-UP MEETING WITH MEMBERS OF SCOTTISH POLICE

2. PARTICIPATORY SOCIAL CONNECTIONS MAPPING WORKSHOPS

3. DISTRIBUTE SOCIAL CONNECTIONS MAPPING TOOL QUESTIONNAIRE

4. SEMI-STRUCTURED INTERVIEWS

5. PARTICIPATORY KNOWLEDGE EXCHANGE WORKSHOP



SOCIAL CONNECTIONS MAPPING TOOL (SCMT): WORKSHOPS AND QUESTIONNAIRE

- Tool to help **measure, assess and review** refugees' and asylum seekers existing **social connections**.
- Elicit gaps in knowledge around police support available to refugees, allowing us to create a **bespoke connections list that reflects the police services**.
- Participants attending the workshop were asked a set of **hypothetical questions based on scenarios relevant to potential police interactions**, such as 'if you experienced X crime, who would you seek support from?'
- Produces **visual maps** of refugees' and asylum seekers social connections – can be used to facilitate discussion about personal **integration goals** and how **building social networks** might help in realising these goals.

2 Social Connections Mapping workshops:

- Police Scotland personnel and associated services
- Refugees and asylum seekers

Social Connections Mapping Tool questionnaire:

- 7 respondents (4 asylum seekers; 3 refugees)



SOCIAL CONNECTIONS MAPPING



INTERVIEWS

*Recruitment and
study sample:
Adults aged 18+*

Refugees and asylum seekers:

Recruited with support from Freedom from Torture; snowball sampling to find additional participants

Police Scotland and associated

services: staff involved with community protection and support of refugees and asylum seekers (Police Scotland, emergency services, mental health services, local council services, etc.)

16 participants

- 6 from refugee and asylum seeker cohort;
- 10 from Police Scotland and associated services

Semi-structured interview guide using SCMT maps



POLICE VISIBILITY

Refugees and asylum seekers

"...you can create real image of the police to the immigrants and to the refugees, the behaviour of the police, to the people. Because other countries may have some different experience of the police and they have brought these images from their country to here, so they need to know [where] to find proper [understanding] of the police in [Scotland]" (Refugee)

"They [refugees and asylum seekers] have had experiences with the police in their countries of origin, which is not the same [as this] country ... they've had adverse experiences of the police in relation to experiences that they've had in their country at home and they universalise or generalise from that experience"
(Police)

"I don't know. I don't really know much about policing, but I think if they get more into the community to be seen by people and are being seen helping others, that would give the public much more appreciation of what they do"
(Refugee)



TRUST AND CONFIDENCE IN POLICE

Refugees and asylum seekers

“[Seeing police in the community] will give the public more confidence...but the public probably don’t want them in all places everywhere” (Refugee)

“Is it difficult because I had experienced the behaviour of the police in Afghanistan...so roughly, yes [I trust them], but I need to see what [they are like here]” (Refugee)

“[Before] we probably weren’t as diverse. I feel like we’re trying to do our best in in trying to learn as we go that we need to represent the communities that we serve. So I think we’re doing well. We are trying to recruit people from different diverse backgrounds as well so that we can show more representation in the communities that may need us” (Police)

“...the police of Scotland, they gave us some information...in general was very kind with supportive police of Scotland. And in my mind was the description or their explanation about the police was positive. And so if someone asked me, for example, about the police of Scotland, I should say they are kind and they could be effective. If you want to ask a question or if you have any complaint” (Refugee)



TRUST AND CONFIDENCE IN POLICE

Challenges:

Language/communication
Gender considerations
Pre-disposed perceptions
Previous experiences
Reluctance to report crime

Competing demands
Competing priorities with limited
time
Nationwide call centres – impacts
local familiarity

Organisational

- Shortages in **funding and resources** contribute to reduced **visibility**.
- Investing in more officers and training needed to allow police to **embed themselves in the community**.
- **Task shifting to fill gaps creates gaps.** People feel they are being pulled in different directions with competing demands.

"I would love to spend my time on engagement and working towards how we can make things better. But unfortunately, I'm pulled in different directions and we're always up against competing demands..."



KEY FINDINGS

Community partnerships:

- Partnering with community liaisons;
- Engaging with community-based gatekeepers;
- Gathering information and recruiting community spokespeople through gatekeepers;
- Continue engagement activities while holding additional community discussions;
- Partner with local community and/or faith leaders; and
- Set up community advisory councils or working groups.



KEY FINDINGS

Problem solving:

Problem solving priorities for police include fostering additional support from organisations, teachers, colleagues, and employers to promote information sharing and engagement.

Tactics to promote positive relationships between refugees, asylum-seekers and Police Scotland include the following:

- Mutual knowledge exchange;
- Educate communities about local laws and the roles of police;
- Provide and promote law enforcement language services to communities (communication strategies, interpreters);
- Engaging in tailored outreach events; and
- Implement face-to-face training dedicated to cultural awareness issues (e.g., language, gender, experiences with racism and hate crimes) and refugee and asylum-seeker mental health and wellbeing.



IMPLICATIONS FOR RESEARCH AND PRACTICE

Social connections and their role in influencing engagement with the police:

Understanding the important role that social connections can have to increase awareness and visibility of the police and to encourage mutually supportive interactions between refugees, asylum-seekers, and police, would have the benefit of improving accessibility and delivery of policing services.

- Engage with refugees and asylum-seekers with the aim to gain familiarity of their social networks;
- Maintain higher levels of contact and support for refugees;
- Engage with refugees and asylum-seekers, and their social networks to develop local solutions to local problems;
- Empower communities to solve local issues;
- Supports ongoing community outreach and engagement efforts; and
- Develop trust and partnerships between police, associated services and refugees, asylum-seekers, and their social networks.



IMPLICATIONS FOR RESEARCH AND PRACTICE

Enhancing positive police-refugee relations:

- Seek out information about police personnel's cultural, linguistic, and religious backgrounds to promote a greater understanding of local issues;
- Equip all officers with community policing information and resources (e.g. cultural awareness training, working with interpreters, agreeing methods to support inclusion);
- Enlist support of refugee support organisations, local community organisations and/or faith-based organisations, as these can serve as a bridge between law enforcement and community members;
- Work with the wider community to encourage knowledge sharing and mutual understanding of people's needs and expectations from police;
- Form and encourage strategic partnerships with local and formal organisations;
- Implement structured information sessions aimed to raise awareness of rules and laws in Scotland;
- Work with offenders to identify effective crime prevention strategies and meet emerging threats and challenges; and
- Prioritise the countering of casual hostility and racism as this is likely to be very costly in terms of refugees' health, mental health and long-term productivity.



ACKNOWLEDGEMENTS

We are very grateful to the **refugees and asylum-seekers** who expressed interest in our study and kindly gave up their time to share their experiences and insights with us. We sincerely hope that the outcomes of this study will contribute positively to their lives and others like them who have faced the challenge of integrating into new communities. Their generous contributions made our research possible.

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We would like to thank **Police Scotland** and all police personnel who volunteered their time to speak to us as well as the staff at SIPR who gave us valuable support throughout the duration of this study.

We are grateful to Fiona Crombie and Ahlam Souidi at **Freedom from Torture** for supporting our work and linking us with their network of refugees and asylum-seekers.

