



Black and minority ethnic (BME) victims and perpetrators

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Workshop structure

- Means that we work on issues together!
 - Ask questions during the 20 minute presentation
 - Dialogue and recording of key points
 - Together create safe & respectful environment that facilitates participation
- Structure
 - Introductions
 - Presentation
 - Discussion

Introductions to each other

- Name & employment/basis of interest in the workshop
- Relevant experience
 - Practice
 - Research
 - Teaching
 - Other (please specify)
- Particular issues of interest/concern

Brief presentation – a catalyst
for conversation!

Some definitional issues

- 'Victim'
 - Survivor, victim-survivor, thriver etc
- Perpetrator
 - Offender
- BME
 - 'Panethnic' terminology
 - Perhaps highlights crude racial discrimination, but ...
 - Obscures much
 - Ethnicity v Race
 - Cultural diversity/variation
 - Faith

Exploratory themes/foci

- Inhibitors & Facilitators of engagement with processes & procedures
- Role of communities
- Understanding intersectional identities within dynamic (social) contexts
 - Inevitable overlaps

Inhibitors & facilitators: CJS processes

- CJS processes
 - Reporting
 - Investigating
 - Decision making
 - Prosecution
 - Sentencing
 - Sentence planning
 - In custody & community
 - Risk assessments (linked to 'progress' through the system & release from surveillance)
 - Reporting requirements
 - Sex Offender register
 - Address, employment & travel
 - Public Notification
 - Making a request and dealing with the information

Inhibitors & facilitators in requesting and accessing help

- NB – offenders' trajectories are much more closely mapped out
 - Health issues
 - Physical
 - Psychological
 - Emotional
 - Behavioural
 - Social information
 - Benefits
 - Housing
 - Release dates
 - Legal
 - Employment

Routes to obtaining help; inhibitors and facilitators

- Statutory
 - CJS (primarily for offenders)
 - NHS
 - Social Work

- Voluntary/independent sector
 - Victim support
 - Rape crisis
 - Other victim centred agencies
 - Circles UK (tied to statutory sector)
 - Self-help groups

- Faith
 - Services & rituals
 - Prayer
 - Counselling

Role of communities

- Faith-based, geographically-based, ethnically-based, identity-based etc.
- Role of communities
 - Self-protection
 - Recognising 'wrong' done
 - Including v Excluding
 - Sustaining or blocking development of new identities

Understanding intersectional identities within dynamic social contexts

- Identity not monolithic based on one aspect (eg. 'race', gender, age, class, sexuality, (dis)ability or faith).
 - All of these identities are dynamically present and may be more or less important according to time and place
 - Identities are not 'essential' but are 'performed' through time and in place(s) – ie the performance is contingent upon things in the outside environment
- This can help to understand what inhibits or facilitates BME engagement in CJS processes & procedures

Some questions for group to consider

- What would you like to discuss?!
- Here are some other options:
- Is BME engagement in CJS processes & procedures related to policing and protecting people from sex crimes important? (supplementary question – ‘why?’)
- What is needed to facilitate engagement?
- How will this be delivered?
- What is the role of ‘community’ in responding to sex crimes?
 - (How) can this be initiated/developed?