

# Language barriers in the criminal justice system

Good practice guidance for practitioners working with victims and witnesses of crime who speak English as a second or additional language

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# Introduction

It is important to provide inclusive and accessible support for all victims and witnesses of crime, including those who speak English as a second or additional language (ESL). The aim of this document is to provide guidance for practitioners from non-statutory agencies working with victims and witnesses who speak ESL, to inform their working practice and improve the experiences of, and engagement with, service users. Although the focus of this guide is for those from non-statutory organisations, practitioners from criminal justice agencies may also find it useful.

This guide provides an overview of how speaking ESL has an impact on victims' and witnesses' well-being, experiences and outcomes in the criminal justice system (CJS) and in relation to services for victims. It provides information about how victims and witnesses of crime who speak ESL can be better helped to access services for victims and what they find useful when engaging with these services. It also outlines additional challenges victims and witnesses who speak ESL face and strategies that can be deployed to mitigate them.

These guidelines provide some working principles to help inform and direct practice, but they do not attempt to cover all eventualities when working with victims and witnesses who speak ESL. The guidelines can be used to inform decision making. No guidance can replace the need for practitioners to use their own professional judgement.

# Background and impact of speaking ESL on victims' and witnesses' well-being, experiences and outcomes

Victims and witnesses who speak ESL face a number of barriers when engaging with the CJS in England and Wales, and this can have a significant impact on their experiences. We found that victims' and witnesses' experiences are compounded by feelings of isolation and loneliness due to family members living abroad and being unavailable to support them through trauma.<sup>i</sup>

Having access to language support enables victims and witnesses who are not proficient in English – in speaking, reading, listening or writing – to engage with the criminal justice process and access justice. However, there are a number of barriers, which include the following:

1. Criminal justice agencies' and support services' provision of translation and interpretation services for victims and witnesses is patchy.
2. The decision to offer language support is at the discretion of the practitioner, and often such support is not provided.
3. Assessing language support requirements at the beginning of the criminal justice process often fails to capture victims' and witnesses' evolving language support needs, which can change over the course of the criminal justice process.

# Ensuring that victims and witnesses who speak ESL are supported to understand their rights and have them upheld

The *Code of practice for victims of crime in England and Wales (Victims Code)*<sup>ii</sup> sets out the minimum standards of service that must be provided to victims of crime by organisations in England and Wales. Recent research<sup>iii</sup> highlighted that many victims who speak ESL are unaware of their rights. Practitioners have a responsibility to all clients to make them aware of their rights under the Victims Code. For clients who speak ESL, it is important that practitioners check their understanding of their rights and support those rights being met. The revised Victims Code was introduced on 1 April 2021 and has structured victim entitlements into 12 overarching rights, with further detail, including timescales, for each. While all entitlements set out in the new Victims Code are important to all victims, some are particularly relevant for those who speak ESL.

**Right 1** of the Victims Code states that CJS organisations have a responsibility to ensure that victims and witnesses **are able to understand and be understood**. Support services have an important role in informing their service users about this right in order to improve their experience in the CJS.

Practitioners should communicate in simple and accessible language, and all translation or interpretation services must be offered free of charge to the victim. If the client has difficulty understanding, speaking, reading or writing English, they have the **right** to use an interpreter to help them (for example, when reporting a criminal offence, being interviewed by the police or giving evidence as a witness). Victims have the right to receive translated documents so that they can read them before interviews or court proceedings (where essential). If a translation is not available, the practitioner can request that one is produced.

Victims are often unaware of the Victims Code and the rights to language support they have as victims of crime. The right to understand, and to be understood, should be made clear (see the Victims Code for a full outline of the language support rights). Do not make assumptions about their knowledge, and be aware that you may have to outline this information on a number of different occasions (resources such as the [Easy Read Victims Code](#) are useful).

# Understanding language support needs

## Assessments of the language support that a victim or witness might need should be nuanced

A person's ability to engage in a general conversation in English is not a measure of their capacity to discuss and understand crime-related matters. **People may appear to have sufficient English proficiency for everyday social conversation but they may have insufficient English to understand technical terminology.**<sup>iv</sup>

Even when complex terminology is not used, some discussions require a sophisticated understanding of language to ensure that the person has the opportunity to interrogate the information adequately and understand the impact and consequences of the experience on their life. Also, people who speak ESL have variations in English-language proficiency – **a person's competence in one skill may be more or less developed than another.** For example, a person may be more adept at speaking and listening than reading and writing, or vice versa; or a person may be more competent in listening than in speaking, while their reading and writing are at the same level. This is important to bear in mind when considering what language support might be necessary.

In addition, **when an individual is feeling under stress and experiencing trauma (for example, when reporting a crime or giving evidence in court), they may not have the English skills needed to express their problems or trauma.** This can be compounded by trying to understand complex legal processes and consequences in a language that is not their first.

As well as differences in a person's ability to understand and express themselves in English, consideration needs to be given to language preferences captured in needs assessments. For example, a person may have different preferred languages for speaking and reading, and therefore may require spoken interpretation in one language and written materials translated into another. Linked to this, it is worth considering that **some people may not be literate or they may have a very low level of literacy in their home language(s) and/or English.** Therefore, they may need to have some information audio-recorded, either in English or in their first language, so that they can refer back to this at a later date.

# Understanding what victims and witnesses find useful when engaging with support services

## **Do not be fearful of offending a client – follow the victim’s preference for language support**

Recent research<sup>v</sup> found that language support is not always offered or provided to victims and witnesses, and this can hinder their ability to engage or fully understand what is happening. There are a number of reasons provided by criminal justice agencies and services for victims for why language support might not be given.

Some practitioners reported being reluctant to ask clients if they wanted to use an interpreter due to fear of offending the individual. **However, research with victims and witnesses who speak ESL found that they expressed a keen desire to be offered interpreting services, at different points, and welcome the offer and choice.** It is helpful if the practitioner explains the reasons for offering support. Reasons may include: an opportunity to explain the CJS in more detail; the client being able to express their feelings and traumatic experiences in their first language; and ensuring that the client’s needs are understood and met.



*“I would not feel offended [if offered language support] because I know English. But on top of it, I would really appreciate that at least they cared about me or my wife.”*

**Victim, violent crime**



Practitioners should not make a judgement based on a client's ethnicity or name as to whether an interpreter is needed. The offer of an interpreter should be made based on what the practitioner knows about the client and through conversations with them. Everyone has the right to be heard and it should be the client's choice about how this happens.

### **It is important to understand and follow the preference of the victim either to use an interpreter or to speak directly to the practitioner**

Some practitioners were concerned about the effect of having an interpreter on their ability to engage with the victim or the witness. **Choice and preference are important, as some victims and witnesses prefer not to communicate via an interpreter;** instead, they may want people to speak slowly and then follow up by asking questions if they do not understand. It is important that this process is victim-led in terms of their needs, and the offer of support should be made at different points so that they are able to change their mind.

**Wherever possible, practitioners should work directly with the victim.** There may be a need to liaise with a friend or family member to ascertain someone's first language, where appropriate. However, do not use friends or family members as interpreters for needs assessments or for any ongoing support – only to establish the language support required. This is because interpreters have to be impartial and unbiased and maintain confidentiality.

### **An opportunity to better understand the CJS**

Victims and witnesses are often confused about the CJS and need support to understand how it works, what to expect and who the main agencies are. **Victims and witnesses report being frustrated and confused because the English and Welsh CJS is vastly different from their own.** Practitioners need to be aware of this, make sure that victims and witnesses fully understand the differences, and provide support if needed.

Wherever possible, **resources and information should be provided to the client in their home language.** They may need to have particular information audio-recorded, either in English or in their home language(s), depending on the nature of the information and the person's proficiency in listening in English, so that they can refer back to this at a later date (as would be the case with written information). Do not make the assumption that the client can read a spoken language, as this is not always the case.

Some individuals may need more practical help in communicating with the CJS and other agencies on their behalf if they find communication harder. It is important to make sure that expectations are managed and to explain what can and cannot be offered, and why.


### **Understanding preference regarding the gender of the interpreter**

**The sensitive nature of some topics, such as domestic or sexual violence and sexual offences, means that clients may feel more comfortable with an interpreter of the same gender.** For example, many female refugees and asylum seekers will have experienced violence in their country of origin or in the UK, and research has shown that women are more likely to disclose being a victim of violence if the interpreter is also female.<sup>vi</sup> However, this is not always the case, and so **the most important thing is to offer choice and ask the victim what their preference is, if possible.**

Also, depending on the type of crime (for example, domestic and/or sexual violence), it may be important to consider an out-of-area interpreter if this is preferred. It is important to remember that some interpreters may not always feel bound by the same confidentiality guidance that practitioners follow. These are important factors to consider when choosing an interpreter. One way to gain assurance is by working with a properly trained, qualified and registered interpreter (the National Register of Public Service Interpreters has useful guidance available at [www.nrpsi.org.uk](http://www.nrpsi.org.uk)). Working with a qualified and registered interpreter gives the practitioner a greater level of confidence and assurance, as they will be bound by a professional 'code of conduct' that will include the need for confidentiality.

### **Be mindful of the individual's circumstances – victims and witnesses who speak ESL have unique needs**

Some victims and witnesses who speak ESL do not have family members in England and Wales who can support them and so they can feel quite isolated and lonely. Some who do have family members in the UK may not feel able to discuss what has happened to them for fear of being at increased risk. **Be mindful of the lack of support they may have and the need for additional support or referral to community support.**



*"I'm feeling isolated at the moment because I don't have people around me who I need, just like family members and whatever, for months."*

**Victim, violent crime**

# Practical guidance for working with an interpreter

Services for victims should have a diverse and inclusive workforce that represents the range of victims and witnesses they support. Having a diverse workforce of practitioners who speak a range of languages is ideal for providing a support service to clients with English as a second or additional language. However, where this is not possible, the use of an interpreter is often needed.

Be aware that, depending on the provider, there is no guarantee that the interpreter provided will be a specialist within the field of criminal justice. The language used in the CJS can be technical and the requirements very specific, making it difficult to be interpreted by someone who is not familiar with the process. Therefore, **careful consideration, planning and management of meetings involving interpreters are important.**

## Planning for the interpreted meeting

When planning to use an interpreter to provide language support with a client, there are some key points to think about:

- **Allow extra time for the meeting** (double the usual time), since a three-way conversation using an interpreter takes time. Be mindful that, when using a telephone interpreter, it can take additional time to be connected to the interpreter.
- **Avoid assumptions about the language your client speaks.** Always ask your client which language interpreter they prefer (see the [Refugee Council's language identification chart](#)). If they choose a less common language, you may need to ask about any other languages the client feels comfortable using, in case an interpreter is not available. Ensure that you ask for the specific dialect the client speaks: for example, Punjabi has numerous dialects.
- **Ask your client if they prefer a male or female interpreter** – for cultural or religious reasons they may feel more comfortable with a particular gender.
- **If you are able to book a face-to-face interpreter, this will give you the opportunity to talk directly to the client.** Conversations that are face to face may be easier for someone who has language support requirements.
- **Make a booking for an on-site or video call interpreter or call a telephone interpreter using your organisation's preferred interpreting service, procedure and client code.** Note that you will need to arrange this with your organisation. It is important to remember that not all providers will be able to offer a telephone interpreter on demand, so you may need to book an interpreter in advance.

## Before the meeting

- Check the interpreter's name, language and dialect, gender, and any other requirements against the booking request.
- If you are using a telephone or video call interpreter, have the interpreter ID number to hand in case the signal is lost and the service needs to reconnect you.
- Whenever possible, allow time to brief the interpreter – including about its purpose – ahead of the session. This briefing may include explanations of any service-specific terminology. Give the interpreter time to note down terminology or concepts new to them.
- Brief the interpreter about how you would like the meeting to be conducted. (See [Appendix 1](#) for a suggested script for briefing interpreters.)
- With face-to-face meetings, outline to the interpreter that it is your intention to speak directly to the person throughout the interview.
- Assess with the interpreter if they require additional time to interpret the session (for example, for sessions that involve detailed needs assessments).
- Make sure the victim is aware of the meeting and the use of an interpreter. Some clients may find it easier to receive communication about the time of the meeting via a text message or email that they can translate.

## At the start of the meeting

- Check that there are no conflicts of interest between the interpreter and the individual before starting the session (for example, the individual may know the interpreter in a personal capacity and may not wish to proceed with the session to avoid disclosing their personal information).
- Before you begin speaking through the interpreter, check that the individual can understand the interpreter. If they cannot, you will need to postpone the meeting until an appropriate interpreter can be found.
- Introduce everyone and explain the role of each person present (see the example in [Appendix 2](#)).
- Highlight the interpreter's impartiality and that they will treat everything as confidential.
- When working with an on-site interpreter, it is recommended that the participants position themselves in such a way as to allow the practitioner and the client to see each other, and that the interpreter be seated within the practitioner's field of view.

## During the meeting

During the interpreted meeting, do the following:

- Speak directly to the client and make eye contact with them if appropriate. Be mindful that direct eye contact is perceived differently in different cultures – it is important to be aware of this. For example, eye contact between different genders in some cultures may be seen as inappropriate.
- Use short, clear sentences, one or two at a time, allowing the interpreter to interpret them before continuing. Encourage the client to also speak in this way.
- Use plain, everyday English and try to avoid abstract ideas, acronyms and professional terminology. See the '[Suggestions](#)' on page 15 for more information about what is meant by plain, everyday English.
- Allow for pauses in the flow of conversation to clarify any miscommunication. Always be mindful of and open to the client's style of communication. For example, in some cultures being 'abrupt' or straight (or closed) talking does not mean that they are uninterested or do not care.
- If you feel that the interpreter is having further conversations with the client, or asking questions without including you, try to refocus the conversation.
- Towards the end of the session, ensure that the client has understood what has been said in the meeting. Allow an opportunity to fill in any gaps or correct any misunderstandings.

## After the meeting

- If needed, record details of the interpreted session in the client's record. Details should include the date and time of the interpreted session, the booking reference code, and the interpreter's full name (if provided), language and dialect, and gender.

## Other important aspects to consider

- Some sensitive phrases (such as rape or domestic abuse) cannot be used in certain cultures. Wherever possible, make sure you are aware of these limitations and what other phrases can be used instead.
- Non-verbal cues and mannerisms that are an essential part of how people communicate can be lost (in many cases, an interpreter will work with the client over the phone rather than be physically present with them). If you are in the room with the client and the interpreter is on the phone, you may need to ensure that you also brief the interpreter about any non-verbal cues displayed.
- The use of an interpreter can have a significant impact on the relationship between you and the victim, as it can be challenging to convey a sense of empathy and emotion in addition to managing a three-way conversation. Be mindful that it may take longer to build trust. There is also the potential for misunderstandings and inaccuracies through the use of interpreters, which can also make establishing and sustaining a support relationship more difficult.
- Check with the victim that they understand and feel comfortable with the interpreter. If you sense that your client feels uncomfortable or unhappy, you can communicate this to the interpreter and request an end to the meeting.

## Summary of key suggestions for working with interpreters

- Read any service-specific guidelines and allocate time to consider any issues or discuss them with a more experienced practitioner before your first session with an interpreter.
- Check that the interpreter has a clear idea of the topic and their role in the meeting.
- Allow 10–15 minutes before the session to brief the interpreter about the purpose of the meeting and to explain any issues that may have an impact on the meeting.
- Be mindful of issues of confidentiality and trust when working with someone from a small language community. The client may be anxious about being identifiable and may mistrust the interpreter's professionalism; you may need to address this directly.
- Consider matching client and interpreter according to gender. Discuss this in advance with clients so that their preferences can be taken into account rather than assumed.
- State clearly that the interpreter does not hold any organisational responsibility for the meeting.
- Create a good atmosphere where each member of the group feels able to ask for clarification if anything is unclear.
- Commit to a collaborative working relationship based on trust and mutual respect between all members of the group.
- Be aware of the well-being of the interpreter and be mindful of the topic. Allow the opportunity to pause or stop at any time.
- Consider the additional concentration needed, and include regular breaks where possible.
- Be aware that meetings conducted with an interpreter usually take longer. Take this into account when booking appointments.

# Suggestions for effective communication with victims and witnesses who speak ESL

Here are some suggestions to help you communicate verbally with victims and witnesses of crime who speak ESL. The tips here are primarily for those who are new to English or in the early stages of English language acquisition. However, many of the tips may be relevant for helping communication with those who are competent in English.

## 1. Use everyday, plain English

- Avoid jargon.
- Avoid using idioms or sayings, such as “every cloud has a silver lining” or “I’m feeling blue”, as these types of expression do not translate easily and may have no meaning outside the UK. They may also mean something different in the individual’s own language, which could be confusing.
- Avoid slang or colloquial language – for example, “I haven’t got a **scoobie**” or “Was he a tall **bloke**?” – as this can be confusing. Instead, use more widely recognised words – “I have no **idea**” or “Was he a tall **man**?”
- Avoid using cultural references, for example referring to pop songs, TV adverts or slogans of popular UK brands.
- Spell out any acronyms or titles of organisations, including saying the full word that each letter of the acronym stands for.
- Avoid using shortened versions of words. For example, don’t say “a sec” instead of “a second”. Avoid using two negative words together – for example, “you **don’t** need **nothing**”.

## 2. Speak clearly and naturally

- Use short sentences and convey information in meaningful chunks. Make sure you pause frequently to allow the individual time to process what you are saying. They may also need time to process a response, so be patient when asking questions.
- Avoid asking multiple questions or giving too much information at once. Instead, ask one question or give one piece of information at a time.
- When giving instructions or explaining a process, use words like “first”, “second”, “then” and “after that” to help the individual understand that you are giving a list of different instructions.
- Speak slowly, but not too slowly. Your speech should be slow enough to understand but not so slow that you sound patronising or unnatural.

### 3. Use aids to help with communication

- Use gestures or point to concrete objects where you can. For example, if you are talking about the time, point at a clock or a watch. If you are telling someone to sit down, point to a chair.
- Use pictures to help individuals understand key words or phrases.
- Make use of translation tools, such as Google Translate or SayHi, if an interpreter is not available but key information needs to be communicated. Be aware that translation tools are limited and not a replacement for interpretation of more complex or important information.

### 4. Check understanding of instructions/information

- Asking “Do you understand?” is not always a good way to check understanding. There are two reasons for this:
  - Individuals might think they have understood but they have not.
  - They may not understand but they are embarrassed or do not feel safe to say that they do not understand.
- To check understanding, use **closed questions** or **questions that require yes/no answers**. A closed question is a question that has only a limited number of responses. For example, “What time is your witness care officer meeting you, 3pm or 4pm?” is a closed question because there are only two possible answers (3pm or 4pm).



# Understanding cultural considerations

**Language support is often not enough to overcome cultural barriers and a lack of knowledge about the CJS in England and Wales.** Be mindful that the CJS in the individual's home country may be very different from the system in England and Wales. As a result, victims and witnesses are often confused, frustrated and disappointed, not knowing what to expect, in what time period, and from whom. They may also be very fearful of an authoritative or tyrannical CJS.

Managing an individual's expectations about the CJS is important, with additional information broken down into chunks. More cultural support for victims and witnesses with English as a second or additional language may be needed to aid understanding about the English and Welsh CJS. Victims are often not aware of the Victims Code and the language support rights they have as victims of crime. The right to understand, and to be understood, should be made clear (see the [Victims Code](#) for a full outline of the language support rights).

Do not make assumptions about an individual's knowledge, and be aware that you may have to outline this information to them on a number of different occasions. Make victims aware of their rights under the Victims Code (resources such as the [Easy Read Victims Code](#) are useful).

Interpreters and CJS practitioners need to be aware of and open to understanding the victim's or witness's culture. Certain words or phrases, particularly those specific to the CJS, may not be directly translatable into the client's language. For example, in certain languages there is no word for rape. In addition, traditions and systems from different cultures may mean that crimes are perceived and understood in different ways. This must be considered when assessing needs.

## Top tips

- Wherever possible, spend some time getting to know the individual. Do not rush meetings and interventions. Allow additional time.
- Make victims aware of their rights under the Victims Code. Resources such as the [Easy Read Victims Code](#) are useful.
- Be aware of your own personal cultural values and beliefs and that these may be different from those of others.
- Be open-minded and be ready to learn from the individual. They are the expert in their experience. If you are not sure, ask the client.
- Be mindful of the language that you use. Remember to use plain, everyday English and to speak slowly and clearly.
- Be careful not to make assumptions about an individual because you perceive that they come from a similar background to another client or someone you know.
- Be flexible, not rigid. Allow plenty of time.

# Frequently asked questions

## **How do I identify the language, dialect or type of communication support most appropriate to the individual?**

- The client may already know this, or the family or carer may know. There is a language identification chart<sup>vii</sup> that can be used to help identify the language if the individual can read (but be aware that this is not always a satisfactory way of identifying a language for those who speak a language but are unable to read it).
- Do not assume the person's nationality or country of origin means that they speak the language of that country. Remember, for example, that a native of mainland France may not fully understand the French spoken by someone from a French-speaking African country or their cultural references.
- Do not assume that someone who speaks a language can also read and write it. And remember that their level of understanding of English can vary between speaking and reading.
- Some spoken languages may have more than one written version or script.

## **How much additional time should I allow for a meeting with a victim who speaks ESL?**

- You need to allow twice as long for a meeting that involves an interpreter.

## **What do I do if I am not sure about something?**

- If you are not sure about something – for example, the use of a word, any preferences or cultural barriers – do not make assumptions. Treat the client as an expert in their experience and ask them.
- Talk to a colleague or a manager before the meeting. You are not expected to know everything, and talking it through may help provide knowledge and information.

## Additional resources

Easy Read versions of resources may be a helpful resource to use:

**Victims Code** (Easy Read booklet):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/264850/easyread-victims-code.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/264850/easyread-victims-code.pdf)

**Supporting victims** (book published by Beyond Words, written by Sheila Hollins, Kathryn Stone and Valerie Sinason):

<https://booksbeyondwords.co.uk/bookshop/paperbacks/supporting-victims>

**Various Easy Read documents from the police:**

[https://www.keyring.org/uploaded\\_files/1809/images/Police%20links.pdf](https://www.keyring.org/uploaded_files/1809/images/Police%20links.pdf)

**Useful resources from the Office of the Police and Crime Commissioner for Warwickshire:**

<https://www.warwickshire-pcc.gov.uk/helpingyou/easy-read/>

**Easy Read booklets for victims and witnesses in Scotland:**

<https://www.copfs.gov.uk/publications/easy-read-publications>

# Appendix 1: Interpreter briefing

## Interpreter briefing

Introduce yourself to the interpreter and brief them as follows:

- The meeting that you will be interpreting is between a victim/witness of crime and conducted by \_\_\_\_\_ [organisation]. The focus of the meeting will be to give information/complete a form together/discuss the individual's needs and their experience of crime/[other focus] (when English is not their first language).
- By '**criminal justice system**', we mean **the police, courts and other support services** that the victim/survivor/witness may have had contact with following their experience of crime.
- The conversation might include **detailed discussion of the participant's personal experience of sensitive matters**, such as domestic violence or sexual abuse.
- It is very important that **your interpretation** (of what I say to the individual and of how the individual replies) is **literal and as similar as possible to the wording used by the participants**, even if parts of the answer seem irrelevant to the question asked, answers seem repetitive, or the participant is expressing frustration with the questions or cursing. Also, please do not assist or encourage participants with their responses.
- The participant might require thinking time, or time to recall/remember their experiences before they answer the questions, so **pauses and silences are OK**.
- Please **do not interrupt** the individual, even if they are answering in a lengthy manner or become distressed. If needed, the practitioner will intervene.
- The meeting will begin with a welcome to the meeting. I will introduce you and then I will briefly explain the purpose of the meeting and issues such as confidentiality and the participant's right to stop at any time.
- **The meeting will last for about \_\_\_\_\_ [duration], but the participant will be able to stop at any time.**
- Is there anything else you need to know in order to effectively interpret during this meeting?

## Appendix 2: Example introduction

### Example introduction

Ask the interpreter to interpret this introduction:

*Hello, this is \_\_\_\_\_ [interpreter's name] who will be interpreting between English and \_\_\_\_\_ [language] for you and me. I am a practitioner and work for \_\_\_\_\_ [organisation's name]. The interpreter is not an employee of \_\_\_\_\_ [organisation's name]. We have asked them to interpret our conversation today. You do not have to pay for their services. They will interpret as accurately and completely as they can about everything that you and I say. They are an independent interpreter. They will remain impartial, so they can't advise you. They will also treat everything that is said as confidential. Please say if you don't understand the role of the interpreter. During the interview, I will speak directly to you and please speak directly to me. Can you see us both clearly? Please ask if you don't understand what someone says. Is this OK with you?*

# References

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- <sup>v</sup> Victim Support (2021) *Language barriers in the criminal justice system: Initial research findings relating to victims and witnesses*. London: Victim Support. [https://www.victimsupport.org.uk/wp-content/uploads/2021/03/VS\\_Briefing\\_VictimsLanguageBarriersintheCJS\\_February2021.pdf](https://www.victimsupport.org.uk/wp-content/uploads/2021/03/VS_Briefing_VictimsLanguageBarriersintheCJS_February2021.pdf)
- <sup>vi</sup> Hubbard, A., Payton, J. and Robinson, A. (2013) *Uncharted territory: Violence against migrant, refugee and asylum-seeking women in Wales*. Cardiff: Wales Migration Partnership and Cardiff University.
- <sup>vii</sup> <https://www.refugeecouncil.org.uk/information/resources/language-identification-chart/>

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For more information and to view the whole series, please go to [www.bell-foundation.org.uk](http://www.bell-foundation.org.uk)

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