

Essay two

Community policing – Why is partnership the most effective strategy for improving community engagement?

Community engagement involves working with members of a community whereby they are involved in the policing of the local area. Although they will not be directly involved with the dealing of offenders the way in which a community works together can enable information and intelligence to be gathered. This information can then be used to identify particular issues and needs within the community, create solutions and also be a part of the solution. The way in which a member or members of the community do this can vary and may include partaking on a one-off occasion or on a regular basis, partaking formally or informally and being involved in the highlighting of issues or the resolution itself (College of policing, 2013).

With that being said it is inevitable that when engaging with a community the issues identified will not always be in relation to policing therefore, solely a police approach would not be the most effective option. Partnership working has been implemented for a number of years and was initially set in 1980s by the Thatcher government where the foundations of a multi-agency approach were set. In the 1990s this was then further developed and the public, private and voluntary sectors began to work together in order to achieve a mutual goal (Cheminais, 2008). Over the years there have been cases highlighted as a result of a breakdown in communication between partner agencies. For example, the Bichard inquiry was conducted following the death of two school girls who were murdered by their caretaker Ian Huntley.

Following an investigation into this it was established that better use of information sharing between police forces as well as partner agencies could have prevented this as Huntleys previous dealings with police would have been identified (Cairns et al., 2011). This case highlights the importance of working with partner agencies and how the breakdown in doing so can result in ineffective dealings of individuals and issues.

The makeup of each community will vary depending on the location and multiple factors can contribute to this. There can be smaller communities found within larger communities which may be created based on factors such as age, gender, race,

religion, interests and social groups. Some of these communities would have experienced more positive community engagement than others and some may be more reluctant to engage with police and other services due to their previous experiences. Within the UK issues regarding the relationships and representation between police and Black Asian and Minority Ethnic backgrounds has been identified. The Macpherson report (1999) identified institutional racism which they defined as being a “collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin”. Based on this information there is a particular breakdown between policing and this community consequently causing a breakdown in the trust and perception of the police force.

In order to rebuild this, a representative work force is beneficial as it provides the community with a link that is representative of themselves as those individuals would have similar experiences and beliefs. These shared experiences and beliefs enable them to create positive relationships whereby they can attend the local mosques, churches and groups gaining a better understanding of their needs (Smith, 2022). Within places of worship a single point of contact is often beneficial when initially forming relationships within these communities. It is common for those within the communities to approach the leader expressing their concerns and issues rather than directly to the police service. By working in partnership with these single points of contact and places of worship the needs of these individuals within the community can be addressed. Upon addressing these issues that individual feels valued and their confidence in the police service increases. Over time a continuation in this pattern begins to break down the barriers and a more direct approach can be implemented with the members of the community increasing engagement levels.

Another example of how partnership working can be beneficial is through the use of Police and Communities Together meetings. These meetings are usually conducted by the neighbourhood policing team and will consist of police, council and members of the community. The purpose of these meetings is to discuss any issues that are affecting the community and might include things such as, areas that they may deem to be less safe, parking problems near schools and anti-social behaviour. By having a multi-agency approach meeting when issues are raised it ensures the right questions can be asked and the right people are present to create a solution

(College of police, 2013). Having this open discussion with members of the community allows agencies to be transparent with what is currently being done and what the next steps are going to be. Often when an issue is raised although the solution may be primarily driven by a particular agency, a joint approach would be more beneficial when tackling the problem. For example, with anti-social behaviour a particular area may be identified. Although the individuals involved are the root cause of the issue and this needs to be addressed this cannot be done alone. The police will identify those individuals however, the person and area could be covered by a housing association who will then also begin to implement their processes. Alongside this the council may be responsible for the public area surrounding the housing and the upkeep of this must be maintained by them to prevent the area from appearing run down and encouraging further disruptive behaviour (Gov.uk, 2023).

As these issues begin to be resolved the members of the community will begin to recognise this as this is often something that is affecting their everyday lives. A continuation of these meetings also allows for the agencies involved to share their findings and what work has been done in an attempt to resolve the issue. These issues are not always resolved in its entirety instantly however, being transparent with the public throughout the process will ensure that they feel like their views are being listened to and actioned. This consensus within a community will encourage further people to engage and contribute to future problems and solutions (Albrecht, 2019).

In conclusion, working in partnership does not always have to include solely professional agencies in order to be effective. It is important to assess the make of the community in order to identify different public, private and voluntary sectors. Being able to form rapports with members of the community and be transparent when doing so increases public confidence and willingness for the community to engage with police to make change.

Total word count - 1100

Essay three

How effective are cognitive interviews as a means of obtaining initial accounts from victims and witnesses?

Your answer must be based on academic research.

During investigations a victims or witnesses initial account is often used as evidence. This evidence can then be used to direct investigations and decisions therefore, the accuracy of this information is crucial and the way in which it is obtained, managed, and handled should be considered (Houses of Parliament, 2019). A cognitive interview can be defined as a questioning technique which is used to enhance the retrieval of information from victims and witnesses regarding an incident (Mcleod, 2023). Research was conducted around the effectiveness of different interviewing techniques, and it was identified that traditional methods used were leading to poor accounts being taken due to ineffective communication and a lack of memory. Following this research Fisher and Geiselman (1992) created a method which could be implemented when taking accounts in order to minimise forgetfulness of information and optimise the individuals account.

A cognitive interview has four stages which are used to stimulate cues for the individual providing an account to police. These stages include reinstating the context asking the individual about their feelings and general actives that day to prompt them to reflect and place them back at the time of the incident. Recalling events in a reverse order to prompt the individual to recall a specific moment rather than in a sequential order where they are likely to use their schemas. In-depth reporting where the individual is requested to provide every detail even if they believe it to be non-key information as this can be used as a trigger for further information. Describing the event from another persons perspective where they describe what they believe other individuals might have witnessed (Mcleod, 2023).

A study on the effectiveness of cognitive interviews was conducted by Brock (1993). He investigated the amount of accurate information that is recalled from an incident and the proportion of accurate information recalled on two occasions. Upon review of the findings, it was identified that using the cognitive interviewing method resulted in 78% more accurate information being recorded in time one and 66% more in time two in comparison to the standard interviewing methods.

Another study that has been conducted identified similar results to Brock (1993). This study used three methods which included cognitive, hypnosis and standard interviewing techniques, these interviews were then broken down and analysed. It was identified that the amount of correct information in the cognitive method was 41.15, hypnosis was 38.0 and standard was 29.4 (Geiselman et al., 1985). Although the cognitive method was identified to have the highest accuracy rate when comparing it to the standard method there is a considerable difference between methods.

Multiple studies have stated that cognitive interviewing techniques can take longer to conduct than a standard interview however, when evaluating this time difference within studies no significant difference was identified. Within the study mentioned above a breakdown was provided of the amount of time spent interviewing using three different methods. Two of the methods that are commonly used within policing are the cognitive and standard techniques. From the study, the average time taken to conduct an interview using the cognitive methods was 39.70 minutes where during this time an average of 54.90 questions were asked. In comparison to this an average of 29.56 minutes were taken using the standard method with 68.90 questions asked (Geiselman et al., 1985). Although this study indicated that the cognitive method statistically takes longer to conduct, this is not a considerable difference when taking into consideration the effectiveness in each method.

This was also evident in a study conducted by McNeil (2020) as well as Fisher and colleagues (1989), although exact figures were not publicly documented within these articles it states that no significant time difference was observed in either of the studies. These findings suggest that the timing of the interviews remain consistent and would be considered to be efficient and effective.

A study that was conducted using 33 police officers who had an average of 10 years' experience between them. These officers were split into groups with 16 using the cognitive interviewing method, these individuals had four hours' worth of training on cognitive interviewing during the experiment. The other 17 officers used the standard interviewing technique. They were tasked to gain an initial account from an individual following an armed robbery that had been acted out earlier on that day. An analysis which compared both methods identified that there was no significant difference.

Following this study, it was highlighted that those officers who were tasked to use a cognitive interviewing approach reverted back to type and did not utilise the approach. During conversation with individuals closed questions were often used by officers which hinder the witness's ability to provide an account where they were able to use a free flow narrative. This indicated that officers will often revert back to their traditional methods and for this method to have a significant impact on the accuracy of initial accounts gained more extensive and detailed training would be required (Memon et al., 1994).

Another challenge that has been identified with the cognitive interviewing method is its effectiveness when dealing with different types of crimes. This method is most beneficial when dealing with incidents that have been witnessed by individuals who were present at the time of the incident and are providing accounts based on what they have seen (Fisher et al., 1989). For example, offences such as assaults or robbery in comparison to incidents such as malicious communications whereby the majority of the evidence is going to be physical evidence such as screen captures of messages. When taking initial accounts for these types of incidents it is more difficult to implement cognitive interviewing as the account is going to be based on information that the witness or victim has readily available to them and are able to relay this information without errors.

In conclusion, it is evident that the use of cognitive interviews are effective when obtaining initial accounts from victims and witnesses. An analysis of multiple studies have identified that an individual's ability to recall information from an incident they have witnessed using a cognitive interview method results in a higher accuracy rate in comparison to standard methods with no considerable difference in interview timings noted. Although the disadvantages of cognitive interviewing have been explored and it can be evidenced that this type of interviewing would require additional training to be effective and used appropriately the advantages still indicate that cognitive interviewing is most effective. With the accuracy of information being vital when obtaining evidence, the short term implications of training should be rectified for best practice to be conducted.

Total word count – 1098

Essay four:

Examine the various socio-economic and psychological characteristics which can make people vulnerable to exploitation by criminal gangs.

Your answer must be based on academic research rather than personal experience.

Exploitation is a gradual process where an individual is coerced or forced into partaking in an activity for the benefit of others. This is often done by targeting those who are most vulnerable and making them perceive the activity is acceptable and normal behaviour by presenting it as exciting or providing them with something they will view as being beneficial (Preventing exploitation toolkit, 2024). There are various factors that can influence an individual's vulnerability, within this essay I am going to discuss some of these characteristics and how they can make them more vulnerable to exploitation by criminal gangs.

The environment in which a child has been brought up in can impact their development and behaviour as they proceed through adolescence and adulthood. Adverse childhood experiences such as neglect, abuse and dysfunctional home environments can have a long-term impact on the child's future opportunities, health and wellbeing. This is often due to the individual developing harmful behaviours where they are likely to engage in violent behaviour, crime, smoking, drinking and drugs (Local government association, 2024).

Often when a child experiences neglect and dysfunctional family environments they consequently do not have the support network and guidance around them that they require. It has been identified that children that are residing in care are more likely to be linked to child criminal exploitation. This is due to their experiences and placement issues whereby those children who are already residing in the home and have been exploited encourages other coresidents to join (Baidawi et al., 2020). Those children will often look to seek validation and companionship from those around them. 46,000 children in England are believed to be involved in criminal gangs as those involved in the gangs recognise this lack of support and will begin to provide the child with a sense of belonging (The children's society, 2024). As a child becomes a part of the gang they are often supplied with alcohol, cigarettes and drugs which goes on for a period of time. As this behaviour becomes more frequent

there becomes an expectation that the child begins to make payments for this. Due to the child's situation this is not always feasible, and the child will be seen to be in debt to the gang. A way of payment often used will be for the child to be recruited into the gang to conduct high risk activities and become exposed to county lines (Robinson et al., 2019). County lines is a term used to describe criminal and organised gangs grooming, exploiting and trafficking children to partake in exporting illegal substances from larger cities to suburban areas (Olver and Cockbain, 2021).

A significant gap has been identified in achievement levels between children who have experienced adverse childhood experiences and come from a low-income household in comparison to those who come from a high-income household. The behaviour of those who have adverse childhood experiences can be seen to be challenging and, in an environment, whereby this gap is noticeable the child's behaviour can become confrontational and disruptive (McGregor, 2015). Within an educational setting those children are usually removed from education through temporary or permanent exclusion. When these children are out of school there becomes a lack of supervision and the protective factor that schools provide is then lost. Whilst in school the child's behaviour can be monitored by teachers and staff who have the training not only to guide and support the child but also identify any concerning signs and potential of them becoming exploited. With this supervision and expertise lost a correlation between exclusion and exploitation has been identified (Graham, 2021). In addition to this, when leaving the educational setting having limited knowledge and qualification from education consequently limits their opportunities post education. In the current generation the loss of jobs and employment opportunities have become prevalent and as a result staffing levels in support services have also decreased. In contrast to this, criminal gangs and lines remain consistent and particularly accessible to those who lack in education due to being unable to secure a job and needing to financially support themselves and their family (Maxwell, 2023). The lack of education and exclusion from school can make a child begin to feel like they have failed and increase the sense of rejection and isolation consequently resulting in low wellbeing and psychological challenges (Carberry, 2024).

Not only in children but also adults the situation and psychological challenges that an individual may be posed with can make them vulnerable to criminal gangs for

example, cuckooing. Cuckooing is used as term that describes the actions of criminal gangs whereby, they identify an individual who is seen to be vulnerable and usually a user of illegal substances. The gang will then begin to supply that individual with these substances for use of their residence as a place to supply the drugs. As time progresses multiple members of the gang will begin to move into the place of residence and begin to take over, controlling that individuals' movements within their own home (Jaensch and South, 2018). There are various characteristics that can contribute to an individual being more vulnerable to cuckooing these include, those who have mental health and drug issues. In England 1 in 4 people experience some kind of mental health problem each year, 40% of those have links to substance misuse, homelessness and the criminal justice system (Mind, 2020). Those suffering with mental health issues can begin to isolate themselves due to poverty and difficulties interacting socially (Macdonald et al., 2024). This often leads to the individual being unable to fund their use of drugs and being presented with the concept of free drugs in exchange for something they can provide them with appears to be attractive. In addition to this they may be living independently for the first time with a lack of support around them, therefore, they begin to welcome those individuals into their place of residence and can be unaware what activities are conducting (Butera, 2013).

In conclusion, the upbringing and situation that an individual finds themselves in can consequently affect their future opportunities and quality of life. It is apparent that an individual is more vulnerable to criminal exploitation when they have a lack of education and residential stability. These factors go on to influence a person's mental health where they often find themselves involved in illegal substances. With the inability to achieve a steady financial income people often seek alternative ways of gaining this and a sense of belonging which is identified by gangs who then go on to recruit and exploit these individuals for their own gain.

Total word count – 1099

Essay five:

Critically assess the effectiveness of options available to reduce re-offending.

You may choose a specific type of offence for this answer e.g. domestic violence, anti-social behaviour, knife crime.

Your answer must be based on academic research, but you may make reference to relevant case studies.

An analysis of reoffending rates has been documented and between April and June 2022, 25.4% of adults and 33.3% of juveniles reoffended. In addition to this when adults are released from custodial sentences that are less than 12 months in length the reoffending rate is 56.1%. When these statistics are compared to April to June 2011, 30.4% of adults and 41.0% of juveniles reoffended which indicates a gradual decrease in reoffending (Gov.uk, 2024). Various strategies and initiatives have been implemented that address the underlying issues that can influence the offender's behaviours. I am now going to critically assess the effectiveness that some of these initiatives have on reducing reoffending.

When an offence takes place there are various factors that may be involved such as drugs and alcohol. It has been suggested that up to half of all acquisitive crime is related to drugs (Drug Wise, 2023). Although the individual may not always be under the influence of drugs at the time that an offence takes place the cost implications and lack of finances to support the habit may cause the individual to commit the offences. For example, offences such as theft or robbery may be committed in order to make a gain for themselves subsequently increasing their finances when the item is sold on. Rehabilitation has been implemented for those who suffer with drug and alcohol addictions. Of those who were undergoing rehabilitation in the year of 2012 approximately 128,833 offences were committed by 46,166 individuals whilst under the influence of drugs or alcohol. 26.7% of these offences were summary only offences and 22.8% were related to theft (Gov.uk, 2017).

There are multiple organisations that offer alcohol and drug rehabilitation services where they will look to gain an understanding of the addiction. This would be done by assessing how long they have suffered from the addiction, how frequent the substance is used, their medical history and any previous relapses they have had (Abbey Care, 2024). By gaining this understanding it allows the provider to create a

plan for that individual which may involve inpatient rehabilitation if the individual has a longer term or severe addiction or outpatient rehabilitation where the individual will return back and forth the centre throughout the week. The length of the rehabilitation will vary depending on the individual and can range from a few weeks to months where they will undergo medical treatment and psychotherapy (American Addiction Centres, 2024).

The extensive treatment that is required to assist those individuals comes with its cost implications with no guarantee that the treatment will be successful. On average an individual undergoing inpatient treatment for 28 days would cost approximately £8,000 indicating that this initiative is heavily reliant on funding (Conn, 2024).

According to a drug and alcohol treatment centre they have identified that one in three people that complete the rehabilitation process will remain sober with 80% of individuals stating that following the process they believe that their quality of life and health improved (Bayba, 2024). Following individual's partaking in rehabilitation in 2012 the total number of offences committed in the two years following decreased to 86,531 which was committed by 25,876 individuals. These statistics indicate that the total number of individuals offending decreased by 44% highlighting the effectiveness of the rehabilitation programme in reducing reoffending (Gov.uk, 2017).

The restorative justice is a process that can be completed for particular crimes such as theft. It often requires the offenders and the victim to either come together for mediation or through indirect third-party communication. As part of the restorative justice process the offender agrees to apologise and can also return the item that has been stolen or offer payment for this item. The purpose of this process is to provide victim satisfaction as the victim can feel like the offender has been brought to justice and the victim has been repaid. It also ensures the offender is made aware of the consequences of their actions and are provided with the opportunity to take responsibility for these actions. Implementing these things can subsequently increase the public's confidence that action is being taken against the offenders (CPS, 2023).

The restorative justice process is particularly beneficial for first time or youth offenders. A study conducted by Bergseth and Bouffard looked at 213 children who took part in the restorative justice program and 217 children who took part in the

traditional juvenile justice program. A comparison was then made following these processes taking place to identify the impact that the process had on the youth's behaviour and reoffending. It was identified that out those youth offenders that took part in the restorative justice process 26.7% of them had contact with police within the first two years in comparison to those that took part in the traditional juvenile justice process where 42.1% of them had contact with police (Bergseth and Bouffard, 2007). These statistics highlights that referring juveniles to the restorative justice process benefited the youths and prevented them from reoffending more effectively.

In addition this when restorative justice was implemented in 70,000 cases it resulted in a £185 million saving to the criminal justice system across two years (Restorative Justice Council, 2016).

Due to the restorative justice process involving both the victim and the offender this relies on the victim putting aside the fact that the offender has targeted them to commit a crime and the offender the be apologetic and accept the actions they have committed have had an impact on another person. The facilitation of these discussions is often led by a facilitator and the effectiveness of this process can rely on them being able to initiate a discussion and encourage the victim and offender to come to an agreement. With each of these things being crucial for the process to be effective if any person involved is doubtful or not engaged then the likelihood of this being beneficial will be reduced (Daly, 2003).

In conclusion, although there are multiple initiatives that can be implemented when reducing reoffending the two discussed in this essay have been identified to be effective. Undoubtedly each process will have drawbacks however, providing each process is implemented correctly and in its entirety with all individuals involved being willing to take part in the process it is evident that they are effective when reducing reoffending. Statistically when comparing offending rates prior to rehabilitation to post rehabilitation there is a significant decrease with a vast number of participants behaviours being changed. Similarly with the restorative justice process when comparing this to alternative methods not only is this cost effective but is also more beneficial in the reduction of reoffending.

Total word count – 1100

References

- Abbey Care. (2024). *Rehab for alcohol or drug addiction in Gloucestershire*. [Online]. Abbey Care. Available at: <https://www.abbeycarefoundation.com/rehab-gloucestershire/?msclkid=8324718fdce91b54026517dcca403b61&> [Accessed 18 May 2024].
- Albrecht, J.F., 2019. Promoting enhanced public participation and community engagement in policing. *Policing and Minority Communities: Contemporary Issues and Global Perspectives*, pp.55-71.
- American Addiction Centres. (2024). *Drug & Alcohol Rehab: What to Expect In Rehab*. [Online]. American Addiction Centres. Last Updated: 30 January 2024. Available at: <https://americanaddictioncenters.org/rehab-guide/residential/whats-day-like-rehab> [Accessed 18 May 2024].
- Baidawi, S., Sheehan, R. and Flynn, C., 2020. Criminal exploitation of child protection-involved youth. *Children and Youth Services Review*, 118, p.105396.
- Bergseth, K.J. and Bouffard, J.A., 2007. The long-term impact of restorative justice programming for juvenile offenders. *Journal of Criminal Justice*, 35(4), pp.433-451.
- Brock, P., 1993. Effectiveness of the cognitive interview in a multiple-testing situation.
- Butera, J., 2013. Cuckooing: home takeovers of vulnerable tenants. *Ottawa: Crime Prevention Ottawa*.
- Cairns, A., Jackson, T. and Cooke, L., 2011. The factors involved in sharing information between public agencies.
- Carberry, P. (2024) 'Shattered lives, stolen futures '. Watford : Action for children .
- Cheminais, C., 2008. The origin, concept and principles of multi agency partnership working. *Effective multi-agency partnerships: Putting every child matters into practice*, pp.1-22.

College of policing. (2013). *Engagement*. [Online]. College of policing. Last Updated: 23rd October 2013. Available at: <https://www.college.police.uk/app/engagement-and-communication/engagement> [Accessed 25 May 2024].

College of policing. (2013). *Communication*. [Online]. College of policing. Last Updated: 23rd October 2013. Available at: <https://www.college.police.uk/app/engagement-and-communication/communication> [Accessed 25 May 2024].

CPS. (2023). *Restorative Justice*. [Online]. CPS. Last Updated: 10 February 2023. Available at: <https://www.cps.gov.uk/legal-guidance/restorative-justice> [Accessed 18 May 2024].

Daly, K., 2003. Mind the gap: Restorative justice in theory and practice. *Restorative justice and criminal justice: Competing or reconcilable paradigms*, pp.219-36.

Drug Wise. (2023). *How much crime is drug related?*. [Online]. Drug Wise. Last Updated: 2023. Available at: <https://www.drugwise.org.uk/how-much-crime-is-drug-related/> [Accessed 18 May 2024].

Fisher, R.P. and Geiselman, R.E., 1992. *Memory enhancing techniques for investigative interviewing: The cognitive interview*. Charles C Thomas Publisher.

Fisher, R.P., Geiselman, R.E. and Amador, M., 1989. Field test of the Cognitive Interview: enhancing the recollection of actual victims and witnesses of crime. *Journal of Applied psychology*, 74(5), p.722.

Geiselman, R.E., Fisher, R.P., MacKinnon, D.P. and Holland, H.L., 1985. Eyewitness memory enhancement in the police interview: cognitive retrieval mnemonics versus hypnosis. *Journal of Applied Psychology*, 70(2), p.401.

Gov.uk. (2017). *The effect of drug and alcohol treatment on re-offending*. [Online]. Gov.uk. Last Updated: 26 October 2017. Available at: <https://www.gov.uk/government/publications/the-effect-of-drug-and-alcohol-treatment-on-re-offending> [Accessed 18 May 2024].

Gov.uk. (2023). *Antisocial behaviour: how to get help*. [Online]. Gov.uk. Last Updated: 27th March 2023. Available at: <https://www.gov.uk/guidance/antisocial-behaviour-how-to-get-help> [Accessed 25 May 2024].

Gov.uk. (2024). *Proven reoffending statistics: April to June 2022*. [Online]. Gov.uk. Last Updated: 25th April 2024. Available at: <https://www.gov.uk/government/statistics/proven-reoffending-statistics-april-to-june-2022/proven-reo> [Accessed 18 May 2024].

Graham, J. (2021) 'Excluded or missing from education and child exploitation: literature review and stakeholder views on safeguarding practice – strategic briefing'. Devon: Tackling Child Exploitation Support Programme.

Houses of Parliament. (2019). *Improving witness testimony*. [Online]. House of Parliament. Last Updated: July 2019. Available at: <https://researchbriefings.files.parliament.uk/documents/POST-PN-0607/POST-PN-0607.pdf> [Accessed 16 May 2024].

Jaensch, J. and South, N., 2018. Drug gang activity and policing responses in an English seaside town: 'county lines', 'cuckooing' and community impacts. *Journal of Criminal investigation and Criminology Revija za kriminalistiko in kriminologijo*, 69(4), pp.269-278.

Local government association. (2024). *Adverse experiences in childhood*. [Online]. Local government association. Available at: <https://www.local.gov.uk/case-studies/adverse-experiences-childhood> [Accessed 21 May 2024].

Macdonald, S.J., Donovan, C., Clayton, J. and Husband, M., 2024. Becoming cuckooed: conceptualising the relationship between disability, home takeovers and criminal exploitation. *Disability & Society*, 39(2), pp.485-505.

Macpherson, W., Cook, T., Sentamu, J. and Stone, R., 1999. *The Stephen Lawrence Inquiry: Report of an Inquiry by Sir William Macpherson of Cluny*, CM 4262-I. Stationery Office.

Maxwell, N., 2023. I'm Trying to Save My Family: Parent Experiences of Child Criminal Exploitation. *Youth Justice*, 23(2), pp.243-258.

McGregor, G., Mills, M., Te Riele, K. and Hayes, D., 2015. Excluded from school: Getting a second chance at a 'meaningful' education. *International Journal of inclusive education*, 19(6), pp.608-625.

McNeil, S., 2020. Unbalanced Implementation of Cognitive Interviewing Across Law Enforcement.

Memon, A., Holley, A., Milne, R., Koehnken, G. and Bull, R., 1994. Towards understanding the effects of interviewer training in evaluating the cognitive interview. *Applied Cognitive Psychology*, 8(7), pp.641-659.

Michael Bayba. (2024). *How effective is rehab and drug addiction treatment?*. [Online]. Addiction Group. Last Updated: 3rd April 2024. Available at: <https://www.addictiongroup.org/resources/faq/effective/#:~:text=However%2C%20acording%20to%20the%20> [Accessed 18 May 2024].

Mind. (2020). *Mental health facts and statistics*. [Online]. Mind. Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/mental-health-facts-and-> [Accessed 20 May 2024].

Nicholas Conn. (2024). *How much does rehab cost in the UK?*. [Online]. Help 4 addiction. Available at: <https://www.help4addiction.co.uk/rehab/how-much-does-rehab-cost-uk/> [Accessed 18 May 2024].

Olver, K. and Cockbain, E., 2021. Professionals' Views on Responding to County Lines-Related Criminal Exploitation in the West Midlands, UK. *Child Abuse Review*, 30(4), pp.347-362.

Preventing exploitation toolkit. (2024). *Exploitation*. [Online]. Preventing exploitation toolkit. Available at: <https://www.preventingexploitationtoolkit.org.uk/home/what-is-exploitation/exploitation/> [Accessed 21 May 2024].

Restorative Justice Council. (2016). *Evidence supporting the use of restorative justice*. [Online]. Restorative Justice Council. Available at: <https://restorativejustice.org.uk/resources/evidence-supporting-use-restorative-justice> [Accessed 18 May 2024].

Robinson, G., McLean, R. and Densley, J., 2019. Working county lines: Child criminal exploitation and illicit drug dealing in Glasgow and Merseyside. *International Journal of Offender Therapy and Comparative Criminology*, 63(5), pp.694-711.

Sandra Smith. (2022). *How a diverse workforce supports fair and effective policing*. [Online]. College of policing. Last Updated: 1st June 2022. Available at: <https://www.college.police.uk/article/how-diverse-workforce-supports-fair-and-effective-policing> [Accessed 25 May 2024].

Saul Mcleod. (2023). *Cognitive Interview Technique*. [Online]. Simple Psychology. Last Updated: 15th June 2023. Available at: <https://www.simplypsychology.org/cognitive-interview.html> [Accessed 16 May 2024].

The children's society. (2024). *County lines and child criminal exploitation*. [Online]. The children's society. Available at: <https://www.childrenssociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines> [Accessed 21 May 2024].