Doctorate in Educational Psychology (DEdPsy)


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**Young people at risk of radicalisation in school: A multi-agency perspective in understanding the role of the Educational Psychologist.**


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# **Abstract**

The issue of radicalisation is not a new occurrence but one that is increasingly more prevalent in both political and social agendas (Sewell & Hulusi, 2016). Researchers and policy makers have therefore been keen to focus on identifying causal routes and finding ways of implementing preventative anti-radicalisation measures to support young people (YP). Whilst there is research on supporting YP at risk of radicalisation between individual agencies such as school, Local Authorities (LAs), and the police, little research is available on multi-agency practices. Understanding multi-agency practices in this area can be fundamental to ensuring the right level of support is implemented for these YP and positive change can happen. Research has indicated that seeking to better understand the response to radicalisation within the context of the whole system, may help to better inform support, through identification of good practice and potential barriers (Roberts, 2018).

A mixed-methods design was subsequently used to explore professionals' views on their response to radicalisation. Questionnaires were completed by 51 participants in a variety of roles in the LA and in secondary schools (England and Wales) and six semi-structured interviews were then completed with a variety of staff. Data was analysed using descriptive statistics and thematic analysis; four overarching themes were developed.

The findings illustrate the limited support in place in schools and LAs for identifying and understanding YP at risk of radicalisation. Results indicated the blurred understanding/ perceptions participants felt around this topic, including; confusion on staffs roles, training inconsistencies, and lack of measurement tools in place for supporting YP. The impact of systems being 'stuck' was also highlighted including the societal, political, and individual implications influencing an effective level of support. Results also highlighted the imperativeness of systems coming together to information share, create authentic connections, and allow a safe space for conversations around this topic. Implications for practice are also discussed, including the role of the educational psychologist (EP).

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## List of Abbreviations

| | |
|---|---|
| SENCo | Special Educational Needs Coordinator |
| ALNCo | Additional Learning Needs Coordinator |
| SEND | Special Educational Needs and Disabilities |
| CYP | Children and Young People |
| YP | Young People/Person |
| EP | Educational Psychologist |
| EPS | Educational Psychology Service |
| LA | Local Authority |
| PRISMA | Preferred Reporting Items for Systematic Reviews and Meta-Analyses |
| AEP | Assistant Educational Psychologist |
| TEP | Trainee Educational Psychologist |
| UK | United Kingdom |
| WG | Welsh Government |
| MAM | Multi-Agency Meeting |
| MAW | Multi-Agency Working |
| CT&S | Counter Terrorism and Security |
| RCT | Rational Choice Theory |
| SMT | Social Movement Theory |
| CELS | Citizenship Education Longitudinal Study |
| RAM | Reactive Motivation Theory |
| DfE | Department for Education |
| WRAP | Workshop to Raise Awareness of Prevent |
| CONTEST | Counter Terrorism Strategy |
| HRT | Humiliation Revenge Theory |
| SIT | Social Identity theory |
| DCSF | Department for Children, Schools, and Families |
| ACT | Association for Citizenship Teaching |
| IUSC | Intolerance for Uncertainty Scale for Children |
| RE | Religious Education |
| FBVs | Fundamental British Values |
| BPS | British Psychological Society |
| HCPC | The Health and Care Professions Council |
| NHS | National Health Service |

# Part One: Major Literature Review

Word count: (10,293 words)

## Summary

This thesis consists of three parts: a literature review; an empirical paper; and a critical appraisal. It aims to explore the current response to supporting young people (YP) at risk of radicalisation in schools, focusing on a multi-agency perspective between secondary schools and Local Authorities (LAs). The role of the Educational Psychologist (EP) will also be discussed to understand what support they can provide in this area. This thesis seeks to better understand the current approaches and interventions being used by LAs and secondary school staff and explores their views in relation to the strengths and challenges when supporting YP at risk.

**Part One: Major literature review**
The literature will take the form of two parts. The first part is a narrative review that aims to provide a comprehensive overview of the legislative context in which it operates. Particular attention is given to the psychological approaches when understanding radicalisation and how a YP may come to be at risk. The second part will comprise of a systematic literature review that focuses on the multi-agency response to radicalisation within schools and LAs, exploring research undertaken across the UK and the current involvement from EPs. This part will conclude by setting out the rationale and research questions for the empirical study. Turnbull, Chugh, and Luck (2023) note that by applying a hybrid narrative-systematic literature review approach it provides the foundations for a compelling methodology without overburdening researchers.

**Part two: Empirical paper**
Part two contains the empirical paper, which seeks to present the current study. It begins with a brief overview of the relevant literature, followed by the rationale for the study and the research questions. A detailed methodology is presented, including research design and ethical considerations. Results, including descriptive statistics and a thematic analysis, are discussed, and considered in relation to implications for future research and EP practice. Strengths and limitations of the study are also explored.

**Part three: Critical appraisal**
Part three provides a critical review of the study's contribution to knowledge and understanding. It offers a reflective and reflexive account of the researcher's journey of conducting the study, including a consideration of the decisions made throughout the process, methodology, key learning points and philosophical underpinnings.

## 1. Context of Radicalisation

1.1 The Concept of Radicalisation

Radicalisation as a concept is consistently at the forefront of discourse relating to safety and security in modern society. Although this is not a new term, it has subsequently been used in relation to the acts of terrorism perceived to result from radicalisation (Taylor & Soni, 2017). In particular, recent high-profile acts of terrorism such as the Manchester Arena Bombing in May 2017 has put the topic of radicalisation back in the spotlight and led society to question how these events could have happened and potentially, could have been prevented.

The definition of radicalisation is much contested, with no unanimous agreement in policy or legislation. Due to this, the term radicalisation can be used in different contexts to serve differing agendas. Sedgwick (2010) views radicalisation as an extreme position on a continuum of opinion that is influenced by cultural, social, political, and religious norms, rather than defining it in absolute terms. In this way, what may be deemed radical in one nation or group may be less or more radical in others. According to Sieckelinck, Kaulingfreks, and De Winter (2015) radicalisation is understood in the literature as a 'process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine the status quo' (p. 330). Kundnani (2012) posits that policymakers' definitions of radicalisation are often rooted in attempts to understand the rationale for involvement in terrorism to inform preventative strategies. Key definitions as part of this research are found in Table 1.

Table 1. Definitions of key terms used in the research

| Definitions | |
|---|---|
| Radicalisation | In light of this research, this thesis will define radicalisation as 'the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that either reject and undermine the status quo, or reject and/or undermine contemporary ideas and expressions of freedom of choice' (Scarcella, Page, & Furtado, 2016, p. 6). As the status quo may differ across nations, this thesis defines radicalisation in the context of the UK and will refer to this context throughout this thesis (Sedgwick, 2010). |
| Terrorism | Research has found the existence of over 100 definitions of the term terrorism (Schmid and Jongman, 1988). Many argue that it is virtually impossible to reach a mutually accepted definition of the term, especially across disciplines and in different scenarios (i.e., within policy use or in an |

| | |
|---|---|
| | academic context). Laqueur (1999) concludes that the 'only general characteristic generally agreed upon is that terrorism involves violence and the threat of violence' (p. 6). In a similar way, Richardson (2000) explains that the most commonly accepted characteristic of the term is the negative connotation it incorporates.<br><br>For the purpose of this thesis, terrorism is defined as the use of violence, intimidation, or disruption to advance political, religious, or ideological causes (Terrorism Act, 2000; Dom et al., 2018). |
| Extremism | The definition of radicalisation outlined above has minimal value on its own without defining key terms within it, mainly 'extremist', and also 'extremism'. Defining extremism can be, as with terrorism, a complex procedure and one that is open to debate.<br><br>In the UK context, and for the purpose of this thesis, extremism is defined as vocal or active opposition to the status quo and/ or contemporary values or freedom of choice (Her Majesty's (HM) Government, 2015a; Scarcella et al., 2016)<br><br>Radicalisation which leads to violence may take diverse forms depending on the context and time period and may be associated with different causes or ideologies. The most common types of terrorism in the UK are extreme right-wing terrorism and religious-political terrorism (HM Government, 2018). Extreme right-wing terrorism may be inspired by groups such as National Action and Atomwaffen Division and religious-politico terrorism may be inspired by groups such as Daesh or Al Qaida (HM Government, 2018). |

1.2 The Prevalence of Radicalisation

The term radicalisation was relatively unheard of in the media prior to 2001, evolving in response to terrorist attacks in the United States of America (USA) and Western Europe, including the 9/11 attacks in New York and the 7/7 London bombings (Sedgwick, 2010). More recently, there have been devastating high-profile acts of terrorism (e.g. Manchester Arena Bombing; London Bridge attack; and the Finsbury Park Mosque attack) carried out in the UK by individuals associated with extremism and/or extremist groups (Taylor & Soni, 2017).

There is also a view that radicalisation and extremism in YP presents similar risk factors to drug crime, gang membership, sexual exploitation, and online bullying (Smeaton, 2018). Given the adverse negative outcomes that are associated with these risk factors, which can include serious anti-social behaviour and violence (Horgan, 2008), psychopathologies (Dalgaard-Nielsen, 2010; Hofstra, Van Der Ende, & Verhulst, 2002), lack of productive

education (Colman et al., 2009), and in the extreme instances, suicide (Lyons-Padilla, Gelfand, Mirahmadi, Farooq, & Van Egmond, 2015), researchers and policy makers have been eager to focus on identifying causal routes and find ways of implementing preventative anti-radicalisation measures.

In the 12 months to 31st March 2021, there were 4,915 referrals to *Prevent,* a service set up to prevent radicalisation following the Counter Terrorism and Security (*CT&S)* Act. Out of these referrals, a significant proportion were male individuals (4,316; 88%) and where the age of the individual was known (4,883), those aged 15 to 20 years accounted for the largest proportion (1,398; 29%) (Home Office, 2018). It is important to note that there has been a decrease of 22% compared to the previous year (6,287) and the lowest number of referrals received since comparable data has been available (year ending March 2016). This decrease is likely to have been driven by the effects of public health restrictions that were in place throughout the year to control the spread of the COVID-19 virus. Although COVID-19 has made an impact in the number of referrals, research continues to indicate a worrying rise in the prevalence of radicalised YP over the past few decades (Marret, Feddes, Mann, Doosje, & Griffioen-Young, 2013).

1.4 Legislative context in the UK

There have been a number of updates to legislation developed over the years to safeguard Children and Young People (CYP) (The Children's Act, 1989; 2004; The Education Act, 2002; & Working Together to Safeguard Children, 2018). When specifically looking at how agencies safeguard CYP from radicalisation, the *Counter Terrorism and Security Act* 2015 (CT&S Act) is the most established and recognised as it gives LAs a statutory duty to prevent them from being drawn into terrorism.

1.4.1 Counter Terrorism and Security Act (2015)

Since 2000, the UK parliament has passed several Terrorism Acts. However, recent geopolitical, European, and domestic terrorist events have led to a revised *CT&S* Act (2015). As part of the *CT&S* Act, the counter-terrorism strategy (CONTEST) was developed (HM Government, 2018). CONTEST's overarching aim is to reduce the risk to the United Kingdom (UK) and its citizens and interests overseas from terrorism, so that people can go about their lives freely and with confidence (HM Government, 2018). This strategy is organised around four predominant outputs highlighted in *Figure 1*.

Figure 1. CONTEST's Risk Reduction Model, The UK CONTEST strategy, 2018 (Weston 2005)



| Prevent | Pursue | Protect | Prepare |
|---|---|---|---|
| Safeguard people from becoming terrorists or supporting terrorism | Stop terrorist attacks happening in the UK and overseas | Stregthen our protection against a terrorist attack in the UK or overseas | Mitigate the impact of a terrorist incidents if it occurs |

**Primary outcome**

| Reduce intent | Reduce capability | Reduce vulnerability | Reduce impact |
|---|---|---|---|

**Address strategic factors**
Extremism
Conflict and instability
Developments in technology

**Overall effect**

Reduce risk

Figure 2. Visual representation of the Prevent referral process (HM Government, 2015a)



Person with concerns about an individual who may be radicalised makes a referral to the police or through their local authority safeguarding hub by following local safeguarding practices

**Police Case Management**

Referral arrives with police who screen and assess for genuine vulnerability

Is the case under investigation? — Yes → Referral not appropriate for *Prevent*, in most cases

No

Are there genuine vulnerabilities? — No → Required no further action

Yes

Is the vulnerability CT-related? — No → Referred to mainstream services as required

Yes

**Channel**

Multi-agency Channel panel gathers further information from partners and meets to consider the referrals, agree level of vulnerability and what kind of support may be required, if any

Support provided if appropriate

By specifically looking at '*Prevent' (Figure 2)* , this essentially places a duty on settings to have due regard to the need to prevent people from being drawn into terrorism. The development of Britain's *Prevent* programme can be charted through two distinct phases; '*Prevent 1'* ran from its inception under the- then Labour government in 2007 until the 2011 *Prevent* review (HMG, 2011) initiated by the new coalition government. '*Prevent 2'* has run from 2011 to date (Thomas, 2016). The revised *Prevent Duty* guidance (2019) offers statutory guidance outlining how the *Prevent Duty* can be applied effectively (Her Majesty's (HM) Government, 2015). The statutory guidance highlights that all LAs are judged to have a role in protecting vulnerable CYP and adults and have a role in national security. The duty came into effect on 1st July 2015 such that all schools and childcare providers must have due regard to the statutory guidance issued under section 29 of the *CT&S* Act 2015.  Schools and childcare providers, registered early years childcare providers, and registered later years childcare providers are subject to the Duty under section 26 of the *CT&S* Act, and in the exercise of their functions, are to have 'due regard to the need to prevent people from being drawn into terrorism' (p. 18).

*Channel* forms a key part of *Prevent* (HM Government, 2018). *Channel* was first piloted in 2007 and rolled out across England and Wales in April 2012 before being placed on a statutory footing in 2015. *Channel* focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. *Channel* was also supported by training through the 'Workshop to Raise Awareness of Prevent' (WRAP) for front line professionals, such as teachers and health workers, on how to spot signs of individual radicalisation (Local Government Association, 2015).

Section 36(1) (a) and (b) of the *CT&S* Act relates to a *Channel* panel in England and Wales and should be a multi-agency partnership having specific function as per section 36(4). The government published '*Channel Duty* Guidance' for members of the panel and partners of local panels in England and Wales on the duty of the *CT&S* Act (2015) to provide support for people vulnerable to being drawn into terrorism. The government have highlighted in this guidance that the success of *Channel* is dependent on the cooperation and coordinated activity of partners. *Channel* uses a multi-agency approach to:

- Identify individuals at risk;
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

One of *Channel*'s main requirements is to support the inclusion of a multitude of agencies to help fulfil its purpose. These agencies include communities, civil society organisations, public sector institutions including LAs, schools and universities, health organisations, police, prisons and probation, and the private sector (HM Government, 2018).

As highlighted, the *Channel* process adopts a multi-agency approach. The *Channel Duty* guidance highlights that LAs in England and Wales will have a *Channel* panel in their area with the LA chair and the police being present at each panel (HM Government, 2015b). The *Channel Duty* guidance highlights that depending on the nature of the referral, the panel may also include, but not limited to, representatives from the following groups:

- National Health Service (NHS);
- Social workers;
- Schools, further education colleges and universities;
- Youth offending services;
- Children's and adults' services;
- Local safeguarding arrangements ;
- LA safeguarding managers;
- LA early help services ;
- Home office immigration; and
- Border force housing

1.5 Radicalisation in Education: the ability to recognise and respond.

Educational systems are now given a leading role in preventing YP from radicalisation and violent extremism (Sjøen & Jore, 2019). According to Durodie (2016), this entanglement of security and education has a high level of political support which is illustrated by the large number of countries that have introduced preventive duties and responsibilities in schools and universities. Further, Sieckelinck et al. (2015) found that exploring perspectives that subvert societal normal is often a developmental stage in the transition to adulthood, highlighting the dangerous implications of viewing YP with radical views as suspicious or even 'guilty before charged' (p. 331). Consequently, school staff are now finding themselves increasingly responsible for the outcomes of pupils, both in terms of their academic progress and their engagement with radical views and ideologies (Taylor & Soni, 2017).

Furthermore, the Department for Education (DfE) (2015) has released guidance for LAs and educational settings to clarify the *Prevent Duty*. The UK Government requires staff working in sectors covered by *Prevent* to complete training courses in order to understand how to support people vulnerable to radicalisation. Such courses cover a variety of settings and areas, including education, health, LAs, police, prisons, probation, and youth justice. The Home Office (2017; 2018) found that not all courses need to be completed and that staff can refer to their organisations training requirements to determine which courses are appropriate. The training includes an online course (recognised with a training course certificate) which is valid for two years. There are a range of providers for this course including Government and other child-led protection organisations. The Home Office (2018) have also developed a training product for this purpose as part of *Prevent*, named 'Workshop to Raise Awareness of Prevent (WRAP)' (Local Government Association, 2015). This is the main training that is currently offered to the schools under the Safeguarding Service Level Agreement (SLA) for front-line professionals, such as teachers, health workers, and LA staff on how to spots signs of individual radicalisation. A greater emphasis is, and will continue to be placed on schools to respond with whole school approaches and targeted interventions, yet little research has been completed to better understand how this is managed on a practical level.

1.6 The Importance of Psychology in Understanding Radicalisation

Psychology can play a clear role when trying to understand radicalisation. Crenshaw (1990) found that 'it is difficult to understand terrorism without psychological theory, because explaining terrorism must begin with analysing the intentions of the terrorist actor and the emotional reactions of audiences' (p. 247). Further, Silke (2011) highlighted that 'ignoring the psychology of counterterrorism is to miss the crux of its problem' (p. 1). Psychology therefore, helps to understand the causes, motivations, and determinants of the radicalisation process, something that is crucial to countering violent extremisms threat to global security (Borum & Patterson, 2019).

1.7 Theoretical Perspectives

The process of radicalisation will now be discussed from four theoretical perspectives: a psychoanalytic approach, a cognitive approach, a social approach, and a systems approach. Each approach will be introduced and discussed in relation to why a YP can be radicalised. A critique of each psychological approach will be provided, focusing on the importance of a systems approach when seeking to understand this area. Looking at varying theoretical

approaches can help to create a foundation and understanding of how a YP can be at risk and in turn helps to understand what support to be implemented.

### 1.7.1 The Psychoanalytic Approach

The psychoanalytic approach is built around the premise that psychological disorder can determine or explain behaviour and motives (Silke, 2003). Many have claimed to have studied radicalisation from psychoanalytic lenses (Adorno et al. 1950; Lifton 1961; Post, 1998; Rogers et al., 2007; Silke, 2003; Strenger, 2015; Taylor 2004) and given the fact that terrorist activity can be evidently defined as a form of 'abnormal' activity, the psychoanalytic approach can add to the understanding of radicalisation (Silke, 2011).

By specifically looking at Freud's (1915) theory of 'the unconscious mind', it explains how psychoanalytic approaches help to better understand radicalisation. Freudian theory (1915) posits that the unconscious mind governs behavior to a greater degree than a conscious mind and the goal of psychoanalysis is to reveal the use of such defense mechanisms and thus make the unconscious, conscious (Gabbard & Westen, 2003). This means that we may not be aware of the motives governing our behaviour. One of the fundamental principles of psychoanalytic theory is that of psychic determinism; the notion that one's conscious thoughts and actions are shaped and controlled by unconscious forces, and that these forces manifest symptoms and behaviours that contain unconscious and multiple symbolic meanings (Angel, 1959). However horrific and devastating violence can be it may nevertheless represent a communication with conscious and unconscious meaning. When looking at this in relation to radicalisation, the individual who has been radicalised may deliberately convey an overt political or religious message in their violent actions. However, the radicalised act also contains within it, a myriad of unconscious individual and collective fantasies, traumatic memories, defences and wishes, that the individual may be less aware of, yet may be understood (Silke, 2011).

Further, Freud's concept of the repetition compulsion (1914) found a key psychoanalytic principle in that the past influences and infiltrates the present. Freud (1914) believed that repetition compulsion is characterised by a tendency to place oneself in dangerous or distressing situations that repeat similar experiences from the past (Silke, 2011). For example, if historical traumas remain unresolved, they may continue to be perpetuated. Most psychoanalytic writers on radicalisation and terrorism emphasise the importance of

understanding the impact of historical events and trauma on both individual and group identities. Elmendorf & Ruskin (2004) linked Freud's concept of repetition compulsion (1914) to the rise of terrorism among Arabs, especially the Palestinians. Elmendorf & Ruskin (2004) believed that this is linked to a traumatic and threatened identity due to a history of catastrophic losses and experiences of humiliation and subjugation by western countries.

Erikson's (1968) personality theory (*Figure 3*) suggests that the formation of an 'identity' is crucial to personality development. Erikson (1968) argued that children's development is characterised by a series of crises, each to be overcome in succession so that personality becomes wholly integrated. Failure to resolve these early childhood conflicts may manifest itself in later life via various psychological problems.

Figure 3. A visual representation of the psychosocial development model (Erikson, 1968)

| Approximate Age | Psychosocial Crisis/Task | Virtue Developed |
|---|---|---|
| Infant - 18 months | Trust vs Mistrust | Hope |
| 18 months - 3 years | Autonomy vs Shame/Doubt | Will |
| 3 - 5 years | Initiative vs Guilt | Purpose |
| 5 -13 years | Industry vs Inferiority | Competency |
| 13 -21 years | Identity vs Confusion | Fidelity |
| 21- 39 years | Intimacy vs Isolation | Love |
| 40 - 65 years | Generativity vs Stagnation | Care |
| 65 and older | Integrity vs Despair | Wisdom |

Erikson (1968) highlighted that terrorism motivation is overwhelmingly and inseparably linked to the need to 'belong' to a group and hence the group becomes central to identity formation in the terrorist (Silke, 2003). Stage five (Identity vs Confusion) aligns closely with a person's sense of belonging and can be crucial in a person's understanding of their sense of self and a person's role and purpose in the world. Crenshaw (1986) found that a crisis of identity can make some adolescents susceptible to 'totalism' or to totalistic collective identities (e.g. common interests, experiences, or solidarities). For example, the YP may not

only find an identity but an explanation for their difficulties and a promise for the future (Crenshaw, 1986; 2004).


1.7.2 The Cognitive Approach

The cognitive approach refers to ways of thinking such as biases, prejudices, or tendencies to over or under emphasise factors in decision making (Garety & Freeman, 1999). Research indicates that violent behaviour can be influenced by different cognitive approaches (Bryant et al. 1984; Kandel et al. 1988; Satterfield 1998). Silke (2011) found that the cognitive approach defines violent extremist behaviour as a logical response to the environment, or the final, rational choice in a sequence of choices. This approach suggests that if we understand that a violent response to the environment can be founded upon rationale reasons, we may then be able to understand the reasons behind the behaviours and motives of an individual at risk of radicalisation.


Figure 4. A visual representation of the rational choice theory (Crenshaw, 1998)
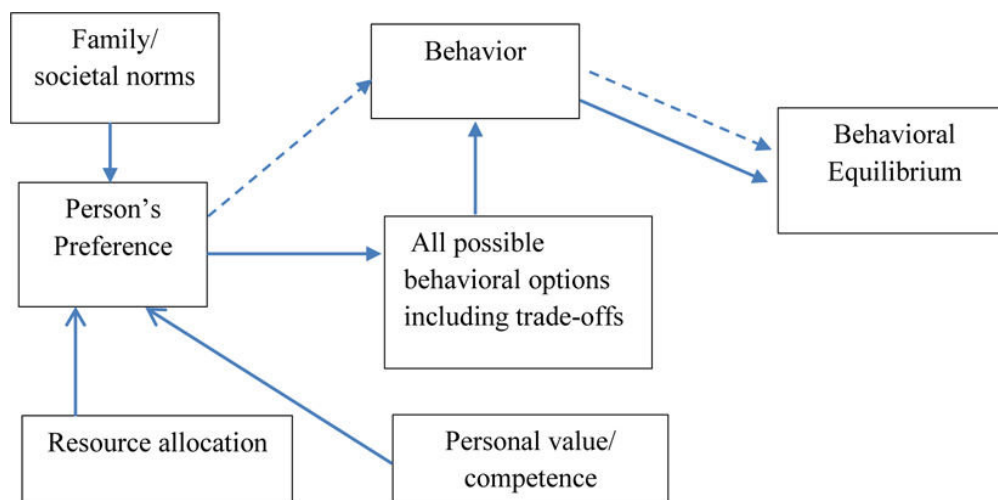


Rational choice theory (RCT: *Figure 4*) (Crenshaw, 1998) is driven by this understanding. RCT is an approach used by social scientists to understand human behaviour (Hechter, 1994). The approach has long been the dominant paradigm in economics, but in recent decades it has become more widely used in other disciplines such as Sociology, Political Science, and Anthropology (Scott, 2000). RCT assumes that individuals make decisions according to what will yield the greatest benefit for them (Simon, 1976). According to RCT, individuals are

self-interested, rational, and utility- maximizing agents who allocate limited resources among competing goals and interests based on personal preferences and values, opportunity costs (e.g., resource availability, personal competence), and institutional constraints (e.g., familial, and societal norms) (Baker, 2006; Bouffard, 2007; Friedman & Hechter, 1994). By looking at *Figure 4.,* the bold lines indicate the person's rational decision-making process and the dashed lines show a person's impromptu behavioural decision process. Victoroff (2005) found that when looking at RCT, terrorist action derives from a conscious, rational, calculated decision to take this particular type of action to accomplish a socio-political goal that are aligned with their own personal objectives. Victoroff (2005) found that these results can also be associated with maximising an individual's self-interest. Using RCT is expected to result in outcomes that provide people with the greatest benefit and satisfaction, given the limited option they have available (Victoroff, 2005).

Further, the humiliation-revenge theory (HRT) (Juergensmeyer, 2017) is another psychological theory that has been hypothesised to drive terrorism, more specifically, the consequent internal pressure for revenge. Palestinian psychiatrist Eyad El-Sarraj (2002) specifically observed that humiliation is an important factor for motivating young suicide bombers (El-Sarraj & Meldrum, 2002), whilst further research found that humiliation, either by parents in early childhood or by political oppressors later in life, can provoke terrorism (Crayton, 1983; Stern 2003).


### 1.7.3 The Social Approach

The social approach suggests that group membership and identity determine and explain behaviour and motives of violent extremists (Silke, 2011). The social approach is built upon the concepts of ethnocentrism: a notion which embodies the assumption that thinking well of ones own group entails looking down on the members of other groups (Heaven, Rajab, & Ray, 1985). This results in the development of biases and preference for in-group characteristics, products, customs, languages, speech styles, and more (Hewstone and Cairns, 2001). Relevant social theories relating to radicalisation tend to focus on the role of identity, intra-group, and inter-group dynamics (Hogg & Reid, 2006; Hogg, 2016; Hogg & Adelman, 2013).

The social identity theory (SIT; *Figure 5*) was introduced by Tajfel and Turner (1979) to provide a theoretical basis to explain individual mobility between groups. SIT assumes that

individuals strive to achieve a positively valued social identity, typically by evaluating the ingroup more favourably than a relevant outgroup (Koehler, 2020). Examples of these groups may include sports teams, religions, nationalities, occupations, sexual orientation, ethnic groups, and gender.

Figure 5. A visual representation of social identity theory (Tajfel and Turner, 1979)
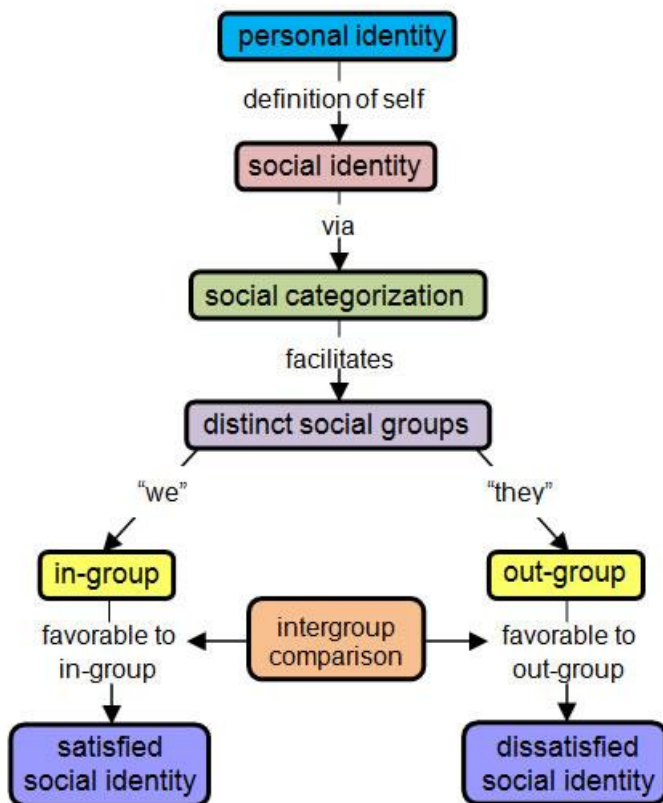


SIT suggests that individuals are attracted to extremist groups because group membership enables the development of a positive identity by allowing individuals to define themselves in terms of their group membership, which enables them to assign value and emotional significance to their group membership and group goals (Silke, 2011). Altemeyer (2003) focused on Tajfel's (1971) minimal group paradigm, and found that when people are divided into groups, individuals begin to favour the group that was assigned to them and vilify the outgroup even if they know the assignments are arbitrary (Diehl, 1990). For example, it is group affiliation that drives the prejudice rather than any individual characteristics or beliefs (Altemeyer, 2003; Otten, 2016). Pauwels and Heylen (2020) explored the individual

differences in self-reported political violence by using a framework which included different theoretical traditions (this was guided by the aspects of the dual process model, SIT, and self-control theory). Pauwels and Helen (2020) discussed a number of findings, however, the most notable was that social identity variables play an important mediation role between perceptions and ideological attitudes related to injustice and political violence.

The realistic group conflict theory (RGCT) (Sherif, 2015; Sherif, Harvey, White, Hood, & Sherif, 1961; Sherif & Sherif, 1953) emphasises that group conflict is rational because groups have incompatible goals and compete for scarce resources resulting in a realistic conflict. The RGCT holds that religion-based tensions and prejudice are exacerbated when groups perceive themselves as competing for resources (Silke, 2003). Cuevas (2015) looked at Americans' ethnocentricity in regard to Hispanic immigrants and correlated those levels of bias with education levels and found that the more a person overestimated the size of a minority population, the stronger their bias was to that minority group. Cuevas (2015) noted that this was because participants viewed people from that group as a greater threat and potential competitors for resources.

This approach has also been reflected in social movement theory (SMT) which was developed to study differing social movements (Della Porta & Diani, 1999). Though its focus has predominantly been on movements employing civil disobedience tactics, some of its practitioners have applied this framework to study political violence (Della Porta & Diani, 1999; Freeman, 1999). Beck (2008) highlighted that a SMT approach to terrorism has much to contribute as it views political violence through the lens of the environment in which social movements must operate. He noted that terrorist groups have collective identities, similar to new social movements, and often take network forms that support commitment and recruitment. Further, Gunning (2009) noted that SMT can provide a conceptual framework in terrorism that directly addresses some of the key concerns raised by critiques of orthodox terrorisms studies.

1.7.4 The Systems Approach

A system is characterised by a group of parts that interact to form a coherent whole (Bawden, 2010). Systems theory is study of the structure and function of complex systems in the real world and can be applied in the field of psychology (Capra, 1996; Heylighen, 2017; Garrity

& Sanders, 1998). To create a system that works for all members, the expectations, needs, desires, and behaviours of each person within it must be considered. When issues arise, these are attributed to breakdowns in systemic interactions rather than deficiency of one person (Reason, 1990).

Grossman (2021) highlighted that violent extremism and terrorism are themselves a multisystemic phenomena. Grossman (2021) noted that terrorist and violent extremist movements, actors, and events are embedded within deeply complex and highly networked co-occurring systems and scales that interact with one another at different levels to support and enable violent extremist narratives, behaviours, actions, and outcomes. They can therefore pose significant challenges and threats to the function and viability of multiple systems.

Mendelson (2008) completed an exploratory research study as part of their doctoral thesis that looked at terrorism as a complex system. The study was performed to better understand the different elements of the terrorist phenomenon and how the different elements function together to create the whole. Mendelson (2008) completed semi-structured interviews with people involved in terrorism research and policy and those who have first- or second-hand experience with terrorism and various aspects of the terrorist system (for example, growing up in a society from which terrorists are recruited, exposure to terrorist ideology, etc.). Mendelson (2008) also used secondary interview data (tapes, transcripts, and video) of terrorist perpetrators and leaders by others. Mendelson (2008) found that one of the major implications of a systems framework approach to policy is an understanding that addressing one part of the system alone is insufficient. This suggests that a simplistic 'one size fits all' approach to policy would not be effective and may potentially be counterproductive. This may also include treating policy approaches to extremists, fundamentalists, and radicals as if they were all the same.

Figure 6. A visual representation of the ecological systems model (Bronfenbrenner, 1979)
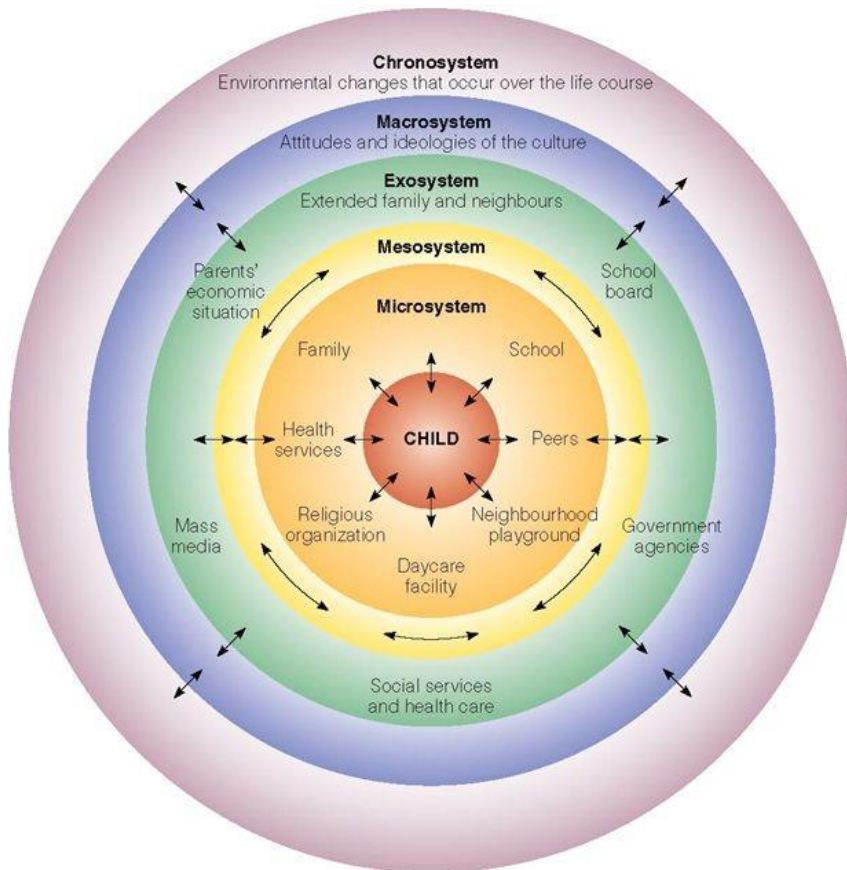


Bronfenbrenner's (2005) bio-ecological model (*Figure 6*) offers a theoretical perspective, which acknowledges the interplay between interrelationships and environmental systems, in shaping a CYP's development. Known in its earlier form as the ecological model, Bronfenbrenner posits that there are five systems of interaction:

- *The microsystem:* made up of the immediate environment in which a CYP lives, including their family, home, school, and friends;
- *The mesosystem*: referring to the relationships and interactions between the people and settings in the microsystem, for example the home-school link;
- *The exosystem*: relating to the links between the CYP and the wider social settings around them, such as family friends, community services, a caregiver's place of employment, social services, or school governors. These interactions often occur infrequently or indirectly; and
- *The macrosystem:* consisting of the broader political discourses and cultural and social context, that indirectly influence the CYP.

In more recent adaptations, Bronfenbrenner has also drawn attention to the role of the 1) Process, 2) Person, 3) Context and 4) Time. Process (more specifically referred to as proximal processes) is of particular importance, described as the 'interaction between organism and environment... that operate over time and are posited as the primary mechanisms producing development' (Bronfenbrenner & Morris, 2006, p.795).

They are said to involve frequent interactions, which are influenced in both directions. Whilst Bronfenbrenner and Morris (2006) highlight the involvement of proximal processes as more important than contextual processes, they also suggest that they result in positive interactions for child development.

In addition, the primary prevention toolkit entitled 'Learning together to be Safe' (2008) as developed by the previous Labour government's Department for Children, Schools, and Families (DCSF, 2009), has strategies for schools to use to reduce the likelihood of children and YP becoming radicalised and joining extremist organisations. The DCSF toolkit took an ecosystemic approach (Bronfenbrenner, 1989) to radicalisation, focusing on risk and protective factors within the ecosystems surrounding YP. Although the implementation of this toolkit was not fully evaluated, it focused on building resiliency against radicalisation within systems (as well as individuals) through narrowing attainment gaps between groups of pupils, encouraging active citizenship and pupil voice, increasing staff confidence to encourage safe debate of controversial issues, anti-bullying approaches and developing links between families and schools (DCSF, 2009).

Taylor and Soni (2017) explored relevant literature based on experiences of the *Prevent* Strategy in the UK to explore the role of schools in preventing radicalisation. The research firstly explored the concept of radicalisation and how it is positioned within UK policy, then completed a review and critical appraisal of seven relevant articles. The article concluded by emphasising the importance of using Bronfenbrenner's eco-systemic model to explore how the pupil interacts with their home, school, and community context, and notes the importance of considering environmental and social influences on a pupils' experience, as well as behavioural, affective, and cognitive factors (Taylor and Soni, 2017).

<u>1.7.5 Critique</u>

In respect of the psychoanalytic approach, Silke (2011) noted that repeated attempts to identify a typical terrorist personality has led to many researchers to conclude that terrorists are often psychologically healthier and more stable than the rest of the criminal population or at least are more likely to display signs of 'appreciable psychopathology' (p. 39) than other people. Further, Lanning (2002) noted that when psychodynamic theories move from estimations about human nature to distal attempts to portray unique individuals, it is on 'shakier ground' (p. 29).

In addition, the SIT and RGCT as models, appear as not fully congruent. RGCT suggests that prejudice and intergroup tensions emerge when different groups are in conflict over valued resources, however, SIT suggests more strongly with identification within group membership and the stronger their ingroup biases will be, the less favourable their outgroup biases become. Victoroff (2020) also found that some terrorists commit violence due to unequivocally irrational motives (e.g. paranoid schizophrenia). Therefore, the rare and idiosyncratic decision to become a terrorist is unlikely to be explained by the RGCT (Groppi, 2017). Further, Victoroff (2020) noted that it may actually be dangerous to assume that a profile of a 'typical player' (p. 16) will predict an actual terrorist's responses. Silke (2011) concluded that when looking at the cognitive approach as a whole, it fails to fully explain individuals' motivations towards violent radicalisation and is more appropriate when applied to group or collective objectives rather than individual objectives as the cost of terrorist activity (i.e., death or injury) cancels out the benefits of the behaviour (i.e. political or social change). This therefore suggests that that a rational person would not take part in terrorist behaviour unless the benefits are also psychological (Crenshaw, 1998; Rogers et al., 2007).

SMT also evokes critique; Meijer (2005) highlighted that SMT can lead to a form of functionalism by looking at ideas only insofar as they have a bearing on the social movement. He noted that all ideas and ideological constructs that do not directly impinge on the movement or are not immediately reflected in its frames are deemed irrelevant. Additionally, Meijer (2005) highlighted that SMT may exceed its narrative, as it describes social movements as the result of an 'illness' shifting the question from how to why. Silke (2011) reiterated this and noted that although social approaches help to describe an individual's reasons for joining terrorist groups and the internal group pressures that maintain a group

membership, it fails to provide researchers with a true understanding of why certain individuals are more prone to being at risk of radicalisation and terrorism.

Radicalisation viewed from a systems perspective moves away from being solely in relation to the individual (be that the adult or CYP). Whilst radicalisation occurs within the context of interpersonal relationships, at the level of the microsystem, it is argued that it is influenced by the political and societal discourse that surrounds it and the criminal justice perspective that often responds to it (macrolevel). As a result, it frequently occurs out of sight of most people, remaining hidden from schools and other agencies, unless attention is drawn to the needs of CYP or the adults responsible for them. This in turn may impact on the interactions between systems at the mesosystem level, due to the need for agencies to respond based on their professional remit and legislative agendas (for example, social services need to respond to child protection). In addition to this, the chronosystem needs to be considered, as the timing, context, and sociohistorical circumstance in which a YP is radicalised, can shape the support on how services respond to it.

Individual-level work is therefore unlikely to create the biggest change when supporting YP at risk of radicalisation. Therefore, seeking to better understand the response to radicalisation within the context of the whole system, may help to better inform support, through identification of good practice and potential barriers.

## 2. Systematic Literature Review

### 2.1 Introduction

The original question that was explored in this literature review was **'How effective are the multi-agency responses to YP impacted by radicalisation and where is the role of the EP?'.** This aimed to gain an overview of what was discussed in the literature in relation to current practices in this area and where EP practice fits. It also aimed to explore if there was research on this topic already within the literature. Other appropriate references were also identified using the snowballing technique through references in existing search papers. Other research was found by specifically searching English and Welsh legislations, textbooks on radicalisations, EP journals including 'Educational Psychology in Practice', and unpublished doctoral theses.

## 2.2 Search Strategy

Table 2. Description of Key Sources Used to Conduct Literature Review

| Description of Key Sources |
| --- |
| The literature was reviewed using PsycINFO, the Education Resources Information Centre (ERIC), Web of Science, and ASSIA. Titles and abstracts of articles in English were searched using a combination of the following keywords:<br><br>Radicaliz* or radicalis* or extremis* **AND** adoles* or young* or youth or teen* or child* or student***AND** educat* or educational psycholog* or teacher* or school or classroom*.<br><br>The internet search engine, Google, was used to access relevant government documents and other relevant literature from charities and organisations working with or on behalf of YP. Searches were completed between August 2022 and January 2023. |

Table 3. Inclusion and Exclusion Criteria Used in Literature review

| Inclusion and Exclusion Criteria of the literature review |
| --- |
| Articles were included if they related to any of the following:<br><br>• Defining radicalisation;<br>• In the UK context (2012-2022) with regards to radicalisation (policy; practices; norms; discourse etc.). It was important to include papers dated within a 10-year time frame to ensure up to date legislations were used in the research. Since 2012 there has also been an increase in research in the UK around radicalisation due to social and political events which has been a contributing factor (Hind, Allsopp, Chitsabesan, & French, 2021).<br>• Only the UK was used due to the myriad of cultural differences in schooling, safeguarding practices, and availability of support around the world. One paper was used which looked at a comparison between Denmark and the UK;<br>• Secondary schools from the UK Education system only were included. Whilst it is acknowledged that there is a statutory safeguarding responsibility for YP under the age of 18, and that EPs work with CYP from birth up to the age of 25, it was felt that focusing on established practice would help to develop a greater understanding |

of response, on which future practice could be developed. Research has also noted that YP referred to *Prevent* (aged 15 to 20 years) accounted for the largest proportion (1,398; 29%) (Home Office, 2018);

- An empirical investigation paper containing either qualitative, quantitative data, or a systematic review; and

- Published in a peer reviewed journal, unpublished doctoral thesis, or textbook

Conversely, articles were excluded if they:

- did not meet the above inclusion criteria (Appendix C)

## 2.3 Transparency and Reporting

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Moher et al., 2009) model was used to clearly demonstrate the search strategy for exploring current responses to radicalisation in the school system (Appendix A). In total, 25 studies were included in this review (see Appendix B) which took place between 2012 and January 2023. Six studies used qualitative methods, three used quantitative methods, 13 used mixed methods and three used a systematic literature review. The papers largely involved teachers as the participants (secondary school), however EPs, other school staff such as teaching assistants, YP, parents, and other professionals such as LA staff were also included.

## 3. Current Response to Radicalisation

Research has indicated the importance of understanding the response of radicalisation within the context of the whole system as it informs better support through identification of good practice and potential barriers (Taylor and Soni, 2017; Grossman, 2021; Mendelson, 2008). Therefore, it is important to explore each system's current response to supporting YP at risk of radicalisation before exploring current multi-agency practices to ensure a throughout understanding is implemented around current barriers and facilitators to support. The EP role will also be discussed as part of this systematic review to understand where their support lies within each system.

3.1 Schools Response

There is a growing body of literature focusing on the understanding shown by staff of radicalisation, educational experiences, and their own experiences of radicalisation and the statutory demands. Jerome and Elwick (2016) initially completed an evaluation report on the Association for citizenship teaching (ACT) Building Resilience Project. For the research, 10 schools were used, with school staff and pupils' views highlighted throughout. A variety of findings were noted, however some of the more prominent findings related to clarification of the roles of teachers in relation to radicalisation, a further training requirement for senior management, and improvement of the confidence of teachers when teaching extremism and radicalisation to YP. Elwick and Jerome (2019) later explored the findings from the same participant pool through the lens of teachers agency in implementing the *Prevent* Duty (HM Government, 2015a). Elwick and Jerome (2019) found that *Prevent* appeared to be an 'arms-length approach' (p. 342) in which it was removed from day-to-day classroom activities and after a concern was raised, it would no longer be a matter for teaching staff. Teachers also reported worries about giving the 'right' response to students regarding radicalisation with some teachers feeling that the students would be better informed about current affairs and international news than the staff. Staff also expressed issues with the training they received from external agencies in supporting YP at risk of radicalisation noting that a head of department was required to put on a further training programme without the police present to allow staff to 'open up more' (p. 347). Jerome and Elwick (2020) again used the same pool of data to explore how teachers are responding to identifying 'at risk' of radicalisation students whilst also encouraging them to have open classroom discussions of controversial issues. Teachers noted that they experienced a sense of dissonance when trying to promote the rule of law whilst framing discussions as controversial issues. However, attention needs to be drawn to the same data set being used for all three pieces of research and therefore the results do need to be viewed with caution. Jackson and Mazzei (2011) highlighted that if researchers want to use the same data set for different research, all papers need to be conceived at the beginning of a project as it allows them to have the roadmap they need to effectively collect the appropriate data from the very beginning. Jackson and Mazzei (2011) further noted that if this does not happen, researchers run the risk of tailoring the research question to fit the data already collected.

Interestingly, similar findings were noted in Joyce's (2018) doctoral thesis research. Using a mixed methods design (questionnaires: 38 responses and interview: 10 responses), Joyce

(2018) gained the views of teachers by exploring their beliefs, values, and attitudes towards radicalisation. His results also captured 1) teachers' knowledge and understanding of radicalisation; 2) factors affecting implementation; 3) perceptions and attitudes towards *Prevent*; 4) cultural validity; 5) dosage; and 6) the role of the EP. Both Elwick and Jerome (2016; 2019; 2020) and Joyce (2018) found a clear need for teachers to be better supported in their efforts to implement anti-radicalisation strategies, both in training and ongoing support they receive. Joyce (2018) in particular, suggests that EPs are well placed to offer support in helping teachers address radicalisation and extremism, and implementing training and coaching sessions when working with these YP.

Bryan (2017) explored how teachers are navigating the statutory demands of the *CT&S* Act 2015 and the *Prevent Duty*. Bryan (2017) completed narrative interviews with three senior school leaders and found that all three teachers had little understanding of the process of radicalisation or terrorism. Further, no teachers in Bryan's (2017) study expressed concerns about their confidence in relation to *Prevent* and all the participating teachers were entirely compliant in their *Prevent* training. Although this may initially appear as a positive finding, the previous findings around teachers overall understanding of the radicalisation process brings into question how they are teaching the topic of radicalisation. Busher et al (2017) also found that teachers appeared to have mixed understandings of extremism. This can appear problematic and can shape a type of anti-extremist curriculum-building that teachers undertake in their school context. Bryan (2017) & Busher et al's (2017) findings were echoed in a recent research report (Taylor et al., 2021) which looked at the role schools play in enabling YPs resistance to be joining extremist or violent movements. Taylor et al., (2021) found that teachers required professional development support on addressing controversial and sensitive issues e.g., radicalisation. It is interesting to note that this paper was written in 2021, and since previous research has highlighted this area of need, little seems to have been implemented over the years for changes to be made.

Similarly, Taylor and Soni (2017) completed a systematic literature review that explored students and school staff perceptions of radicalisation and how this is positioned within UK policy and legislation (*Prevent*). Findings highlighted that *Prevent* leads to a problematic culture of surveillance which inhibits the creation of safe spaces in which to debate radical views. Taylor and Soni (2017) further noted that due to teachers lived experiences of *Prevent* in schools, it deters important critical discussion through fear and further alienates and

villainises groups who may already feel alienated and villainised, threatening their sense of belonging and exacerbating the likelihood of creating intergroup conflict in society. Following Taylor and Soni's (2017) original review, Elwick, Jerome and Kazim (2019) completed a literature review looking at the impact of the *Prevent Duty* on schools focusing on the discussion of themes that have arisen from their research. There were 27 published articles found between the years 2015-2019 which focused on schoolteachers and students' views on this policy. Key themes emerged including the way the policy is interpreted within Islamophobic discourses, the 'Britishness' emergence as part of the Fundamental British Values (FBVs), and the implications of framing *Prevent* as a safeguarding duty.

A significant amount of research has also discussed the promotion of FBVs, and whether the promotion of these values may thwart radicalisation as opposed to 'promote' it. Szczepek Reed, Davies, Said, Bengsch, and Sally (2020) assessed the positioning of a sample of Arabic complementary language schools in the context of the UK Government's discourse and promotion of FBVs. Szczepek Reed et al. (2020) carried out 10 semi-structured interviews and three focus groups with headteachers, Arabic teachers, and a religious studies teacher. These interviews provided additional insights into teachers' and students' perceptions of values in the school and community context as participants related the values debate to their role in society. Findings noted that all staff saw their main role in school to be equipping students for a multicultural society through teaching Arabic language and culture. Szczepek Reed et al. (2020) highlighted school staffs' keenness in school to promote FBVs including inviting Prevent officers to speak to the pupils, however, there was an overarching feeling from staff of the lack of cultural distinctiveness the FBVs bring to their school. Szczepek Reed et al. (2020) noted the barrier FBVs potentially create and for them to negatively impact pupils at risk of radicalisation, stopping them from being themselves and ensuring they only fit in a certain way. Szczepek Reed et al. (2020) findings indicate teachers' willingness to provide support to YP who may be at risk of radicalisation but indicate the need of flexibility in a universalist approach.

Farrell (2016) presented a critical investigation of a group of 11 religious' education (RE) student teachers' views of the promotion of FBVs. Using qualitative methods, Farrell (2016) completed two semi-structured group interviews to understand to which extent student teachers were able to align the FBVs discourse with their own personal and professional positioning. Findings demonstrated teachers lacked consensus around what constitutes as

'Britishness' with all interviewees exploring more simplistic definitions in terms of legal status, etc. Further, Elton-Chalcraft et al. (2017) performed research on student teachers' understanding of what constitutes as British in FBVs and their understanding of why the FBVs requirement is included in the standards of their profession. Elton-Chalcraft et al. (2017) highlighted how troubling it was that respondents with limited conceptions of Britishness are now newly qualified teachers in schools. These limited conceptions from respondents were highlighted as 'the naïve and unsophisticated nations of Britishness' (p. 41) and 'the notion of insider/ outsider Britishness where the outsider is cast as the deficient, racialised 'other'' (p. 41). Elton-Chalcraft et al. (2017) discussed the origins of the phrase 'FBVs' within *Prevent*. They noted that this further underscores the discourse of deficit associated with certain groups in society and implies the need for corrective measures to be implemented upstream with teachers as the instruments of remediation to correct such deficits. Elton-Chalcraft et al. (2017) noted that because of the *CT&S* Act and the continued perceived anti-Muslimism news coverage, it reinforces the notion of the deficit 'other'. This, therefore, flows down to teachers who inadvertently adopt an assimilationist perspective on the British-citizen- 'others' in classrooms, highlighting the negative implications FBVs have in schools and the adverse impact it can create for pupils' sense of belonging.

Further, Maylor (2016) found that teachers understanding and confidence in teaching FBVs was brought into question. Maylor (2016) highlighted that some teachers brought uninformed views about particular ethnic groups to the classroom which could be regarded as racist, and they demonstrated a lack of understanding and tolerance of minority ethnic groups. Maylor (2016) also noted that some teachers in school do not buy into the contentions of 'British' values and consequently worry about how to teach them. Further, Smith (2016) looked at student teachers' comprehension of FBVs as an aspect of the teacher standards in England and found that they are not equipped to be managing these topics in schools. Smith (2016) concludes that 'we may witness the collapsing of discussion on identity to assertions about security' (p. 311). The findings echo that of Elton-Chalcraft et al (2017) and Farrell (2016) in that there is not only an overarching theme of confusion, rigidity, and lack of confidence in promoting the FBVs but that FBVs may actually be more detrimental when supporting YP at risk of radicalisation than beneficial.

There has, however, been emerging research which is looking at the positive way schools are trying to navigate this complex area. Bryan (2017) noted that one interviewee described the

*Prevent Duty* as a team approach and explained that all members of the senior leadership team, all pastoral managers and all ground floor managers have undertaken online training. The interview also noted that the school had set up an internal information technology system so that key words were triggered and additionally the interview found that online safety was a particular concern at this school. Further, an interview in Elwick and Jerome's (2019) research highlighted that a local network of schools regularly came together to share information and expels of *Prevent* practice that they had developed. Parker, Lindekilde, and Gotzsche-Astrup (2021) explored the capabilities of teachers when recognising and responding to radicalisation and looked at a survey experiment with 2,173 teachers in the UK and Denmark. Findings noted that UK teachers reported a higher baseline of formal reaction intentions across scenarios than Danish teachers. Parker et al. (2021) highlighted that this is due to the higher proportion of training UK teachers received, the more experience with student radicalisation they have and how they must comply with the *Prevent Duty*. It is important to note that the majority of research found that when looking at schools' views on this topic, the views are centred around the implementation of the *Prevent Duty* and the related impact of FBVs. Parker et al's (2021) research allowed comparison to another country and a wider perspective on the impact of the UK's current statutory guidance. Hantrais and Mangen (1998) discussed the many advantages cross-national comparative research brings such as a deeper understanding of the most critical issues which are of central concern in different countries, and the help to sharpen focus of analysis of the subject by suggesting new perspectives. However, Gharawi, Pardo, and Guerrero (2009) highlighted the importance of a multi-national research team handling the research to avoid any lack of understanding of the cultures of the countries being considered. This is something that has not been explicitly highlighted in Parker et al's (2021) research.

It is also important to note that out of all studies that were found on this topic, only one (Joyce, 2018) mentioned the potential involvement for EPs. This is thought provoking as the difficulties schools highlighted in all research discussed appear to show a space for EPs to be involved in a variety of areas in school.

3.2 Children and Young Peoples (CYP) Response
There are few studies, in the UK, that have explored CYP's voice in relation to their understanding of radicalisation, educational experiences or their own personal experiences. In large part, this is due to complications around the ethics of interviewing CYP regarding such

a sensitive topic, for fear that it will cause unnecessary distress for them. Nonetheless, research has been performed that looks at CYPs perspective in a more general level around their understanding of radicalisation as supposed to their own experiences of it.

The research highlighted in Quartermaine (2016) focused on six short-term case studies and explored how pupils' views could aid the implementation of the education element of the current UK counter terrorism policies. Results showed that pupils questioned whether their perceptions of terrorism were correct, particularly since the dominance of the 9/11 terrorist attacks and its links to Islam which affected their views. Additionally, pupils found descriptive concepts such as radicalisation and extremism confusing as media sources would use them interchangeably. These findings suggest a lack of clarity and therefore, difficulty for pupils in understanding and discussing such issues. This brings into question the quality of teaching in schools in respect of this area and how well schools are equipped to discuss potentially difficult and controversial matters. Pupils did however speak about their religious education (RE) class and highlighted that they felt this was a suitable forum for such discussions because they wanted to improve their comprehension of the relationship between religion and terrorism. Further, Jerome and Elwick (2016) looked at students' perceptions of the ACT building resilience project and found that students felt this was an important area and they should be given the opportunity to learn about it and develop their own opinions. Some students also noted their concerns that if these issues are not discussed and resolved in schools, then they may not have many other opportunities to discuss them. Students concluded by highlighting that tackling the issue makes it less of a taboo and starts to 'demystify it for children' (p. 5). Quartermaine (2016) & Jerome and Elwick's (2016) research is promising and highlights pupils' intention to change and better understand these concepts. It is, however, important to highlight the need for all schools to be standardised in how they manage this area. This will allow schools to move away from stereotypes and prejudices, and work on proactive measures that will help prevent terrorism happening in the future.

Similarly, Janmaat (2018) used data from the citizenship education longitudinal study (CELS) to understand the support for the FBVs among YP and to assess whether levels of support were associated with educational attainment and distinct educational practices experiences earlier in life. The CELS included panel data from pupils in year seven (age 11 and 12, first year of secondary school) for every two years until they were 23 years old in England. Results showed that there was a difference in post-16 educational trajectories in that

those who obtained vocational qualifications were much less supportive of the FBVs than those who took academic routes. This therefore indicates that YP educated in vocational tracks in the English system of upper secondary education are deprived of the input that allows their peers in the academic track to develop stronger attachments to key democratic values. This result is alarming and Janmaat (2018) noted that with a university degree one is much more likely to attain high social status than with a level two qualification. Janmaat (2018) noted that the government should consider eliminating these differences in between vocational and academic tracks in education matters relevant for developing an attachment to key democratic values.

McNicol (2016) looked at secondary school pupils' attitudes towards internet filtering and digital literacy education as a means to prevent online radicalisation in schools. McNicol (2016) used five focus groups as part of this research with discussions exploring the complexity of freedom of information issues and how the meaning of censorship was changing with the expansion of internet access. Students highlighted a number of key findings in regard to their understanding of radicalisation and what measures they did not feel were effective at the prevention of this. Students noted that the degree of understanding of the complexity of the internet was not recognised by teachers and was of little relevance in school. Students noted that as the internet was heavily monitored within school, they relied on access from home to find out about other topics that may be deemed sensitive. Students also noted that schools would educate the pupils on online safety at too late a stage and thought it would be more beneficial several years earlier.

As part of D'Lima's (2019) doctoral thesis, he looked at YPs resilience in relation to radicalisation and how an intervention adopting the reactive motivation theory (RAM) can help promote resilience to radicalisation in YP. He conducted the research using two studies. Study 1 involved the development of a universal programme to promote resilience to radicalisation by strengthening tolerance of personal uncertainty and study 2 was the implementation and evaluation of that programme. Six EPs participated in study 1 and a six-session programme was developed called '*Embrace Life'* in secondary schools in study 2. D'Lima's (2019) findings indicated that although there was no significant impact on scores on the intolerance of uncertainty scale for children (IUSC), there were key benefits for the YP involved including perceptions of increased psychological flexibility, reflectiveness, acceptance, and assertiveness. Furthermore, the universal approach facilitated the

normalisation of uncertainty and other difficulties for some. D'Lima's thesis provides thought provoking findings and highlights the importance of support being provided to YP at an earlier stage to promote resilience to radicalisation.

Although the research is not vast, it does highlight the eagerness from pupils to engage and understand this topic. Few papers look at CYP own experiences of radicalisation which can be difficult as it does not provide first hand research. The research discussed also highlights the great need for further interventions to be implemented from professionals to proactively provide support for YP in secondary schools. D'Lima (2019) also provides an alternative approach to supporting these YP that is out with the current practices being implemented.

3.3 Parental Response

There has been little research on parents/ carers views in relation to their understanding of radicalisation and/ or their own experiences of it between themselves or family members. Caton and Landman (2021) looked at online radicalisation, internet safety and YP with learning difficulties. The research used interviews and focus groups to explore what CYP, their parents, and teachers thought about internet safety, extremism, and online radicalisation. A variety of findings were highlighted, however, when looking specifically at parent's views, they highlighted that pupils with learning difficulties tend to acquiesce, often having a naivety around danger and having a need for friendships. Parents also noted that they identified a difficulty in lacking the digital skills themselves to be able to fully supervise and support the safety of their children.

Interestingly, Gelles (1978) wrote a paper examining the major problems which confront researchers who wish to study sensitive topics in family relations and highlighted a number of factors as to why families/ parents may not want to engage in sensitive research such as YP who are at risk of radicalisation. He noted that this is down to various factors, such as the family's privacy and intimacy of family relationships that produces strong pressures against discussing family matters with those outside the family. Additionally, validity and reliability of the family members information must be considered as it will be emotionally charged and furthermore, there are elements related to deal with areas where there are legal and moral taboos that must be noted. Gelles (1978) concluded by raising the question whether sensitive topic research with families should be completed at all. He noted that it can cause an unethical invasion on the family's privacy, and it may appear that families are subject to the

'voyeurism' (P. 37) of family researchers. The findings of Gelles (1978) may act as a contributing reason for the lack of research from parents/ carers on their views in relation to their understanding of radicalisation and/ or their own experiences of it with themselves or family members. The research of Caton and Landman (2021) appears to not directly be related to their own views on this topic, only their views in how to generally support these CYP and the perspectives of external systems such as school. It does, however, lead to a consideration that if these sensitive topics are not researched, it can be even more difficult to engage them, and turn proliferates ineffective multi-agency working (MAW).

3.4 Multi-Agency Response

The concept of a multi-agency partnership has been in existence for many years and most LAs in England have worked closely with various agencies and communities as part of their role. However, in the early phase of the 1997 Labour government in the UK, multi-agency partnership became a key operational mechanism for a more joined up form of government and localism (Ling, 2002). This was intended to encourage closer working between central Government and local councils to further the notion of localism, encourage greater interaction between stakeholders at local level to support policy and promote effective use of the importance of multi-agency partnerships in relation to policing and community safety in the context of concerns about radicalisation and extremism. Roberts (2018) also explored the current policy changes and their effects in partnership arrangements that have occurred in the UK since 2010. This research focused on three partnerships in Sussex and Surrey and sought to produce interim results for a wider research project into partnerships in England. Roberts (2018) found that it is the formation of long-term professional relationships with other practitioners that enables the swifter resolution of local problems for community safety. One participant in particular noted the importance of all services communicating well with professionals having a high level of trust between each other. Further, one participant noted that investing in the relationships between partners and stakeholder in the community, such as faith groups, charities, and community leaders, he was able to achieve multi-layered sets of information about individuals, families, and groups. One of the most powerful findings noted that it is joined up local networks of multi-agency groups and partnerships that could help tackle the emergence of terrorist activity in local areas. Roberts (2018) concludes that without these partnerships 'we are all more vulnerable' (p. 54).

Further, Taylor et al., (2021) completed a report which was commissioned in 2019 by the education charity 'SINCE 9/11' to address various questions around the role schools play in enabling YPs resistance and supporting YP to challenge ideas perpetrated by joining extremist movements. Taylor et al., (2021) concluded that schools alone cannot address these issues and they have to be part of a concerted effort by Government, communities, and schools. Taylor et al., (2021) noted that with the right support structures in place, schools can and do make a difference. Elwick and Jerome (2019) concurred with Taylor et al's (2021) findings and highlighted the importance of external agencies being involved in this area as it creates a different perspective that does not always resonate with the educational and pastoral motivations of teachers.

In addition, Lundie (2017) interviewed 14 professionals across two school sites to explore effective multi-agency prevent work with YP. Professionals ranged from current and retired police, former teachers and local government advisors, and 3rd sector and faith-based providers. Key findings highlighted the importance of a multi-agency partnership across all sectors engaging in the *Prevent Duty*. Lundie (2017) noted the importance of all agencies having a shared understanding with *Prevent* and highlighted that the Home Office statutory guidance and the DfE guidance on *Prevent* in schools should instead be a single set of shared guidance to schools. Lundie (2017) also noted the importance of agencies learning from each other and incorporating any new developments into operational guidelines.

## 4. The Role of Educational Psychology

Crenshaw (2004) noted that 'it is difficult to understand terrorism without psychological theory, because explaining terrorism must begin with analysing the interactions of the terrorist actor and the emotional reactions of audiences' (p. 247). However, despite Crenshaw's (2004) statement, the number of psychologists actively researching and involved in this area can be seen as small. In 1985, Schmid and Jongman (1988) carried out a review of all available terrorism researchers and they found that just 10% of this sample were psychologists. In 2000, a review was carried out on published literature (Silke, 2000) on terrorism and found that psychologists and psychiatrists accounted for less than 6% of the research work on terrorism. Merari (1991) noted that both terrorism as a whole and terrorists specifically, have been largely ignored by psychological disciplines and Silke (2003) reported that 'too few dedicated psychologists take terrorism as their primary interest' (p. xviii).

When taking this into consideration, there continues to be a paucity of research exploring the role of the EP when supporting YP at risk of radicalisation. Sewell and Hulusi (2016) explored the possible role of EPs when preventing radicalisation in YP by looking at findings from a literature review (King & Taylor, 2011) in which the authors propose Reactive Approach Motivation (RAM) theory as a possible way in which EPs might formulate their understanding and response to this issue. Sewell and Hulusi (2016) conclude that EPs could play a potential role in therapeutic interventions that focus on helping an individual to accept uncertainty and so develop a tolerance to it. Sewell and Hulusi (2016) did note that this is seen as a new and developing areas for EPs and is a developing area of EP work which offers a relevant and valid field for further exploration within the profession.

D'Lima (2019) explored this further using a mixed-methodology approach and found that by EPs having the opportunity to be involved in this type of work, it enhances their practice and provides benefits to the YP such as perceptions of increased psychological flexibility, reflectiveness, acceptance, and assertiveness. Further, D'Lima (2019) highlighted that EPs can play a role in offering intensive group-based interventions and training staff to continue to deliver the programme (allowing it to be more feasible and efficacious in the long-term). Further, Joyce (2018) explored teachers' beliefs, values and attitudes towards radicalisation and found that there is a definite role for EPs in helping teachers better understand and tackle the radicalisation of YP to extremist positions. This is evidently an emerging area of potential significance for EPs and that despite apparent ethical and moral tensions, this work still offers a relevant and valid field for further exploration within the profession.

Evidently, this lack of research indicates the potential lack of involvement EPs currently have when supporting YP at risk of radicalisation. McBride (2018) theorised that research can help practitioners to understand how behaviours occur and it is the best way to make certain that the information is accurate. With this in mind, EPs may be less willing to be involved in this area due to the lack of evidence-based information they currently have on providing an effective level of support. The research that has been discussed has highlighted the level of importance of EPs in this area from therapeutic interventions with the YP themselves to group-based interventions, training, and supervision.

## 5. Research Rationale and Research Questions

The purpose of the research is to explore the current multi-agency responses to YP impacted by radicalisation. It seeks to better understand the approaches and interventions being used by agencies involved in supporting YP at risk of radicalisation and hopes to explore their views in relation to the strengths and challenges they face in meeting the needs of these YP. This research also looks at what the perceived role of the EP is in relation to supporting these YP and how EPs' roles fit into a multi-agency perspective.

This research therefore seeks to explore the following questions:

- How are YP currently being supported in relation to radicalisation?
- What are the challenges and where are the gaps?
- How effective do professionals perceive this support to be?
- What is the perceived role of the EP, in relation to radicalisation (current and future possibilities)?

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## Part Two: Empirical Paper

Word count: 8857

### 1. Abstract

The issue of radicalisation is not a new occurrence but one that is increasingly more prevalent in both political and social agendas (Sewell & Hulusi, 2016). Researchers and policy makers have therefore been eager to focus on identifying causal routes and finding ways of implementing preventative anti-radicalisation measures to support young people (YP) at risk of radicalisation. Research has indicated that seeking to better understand the response to radicalisation within the context of the whole system, may help to better inform support, through identification of good practice and potential barriers (Roberts, 2018). Whilst there is research on supporting YP at risk of radicalisation from individual systems, little research is available on multi-agency practices. Understanding multi-agency practices in this area is key to ensuring the right level of support is implemented for these YP and positive change can happen.

A mixed-methods design was subsequently used to explore professionals views on their response to radicalisation. Questionnaires were completed by 51 participants in a variety of roles in LAs and in secondary schools and six semi-structured interviews were then completed with a variety of staff. Data was analysed using descriptive statistics and thematic analysis; four overarching themes were developed.

The findings illustrate the limited support in place in schools and LA for identifying and understanding YP at risk of radicalisation. Results indicated the blurred vision participants felt around this topic, the impact of systems being 'stuck', and the individual societal and political influences preventing an effective level of support. Results also highlighted the imperativeness of systems coming together to information share, create authentic connections, and create a safe space for conversations around this topic. Implications for practice are also discussed, including the role of the EP.

## 2. Summary of the Literature

### 2.1. Current context

Radicalisation is defined as 'the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that either reject or undermine the status quo, or, reject and/or undermine contemporary ideas and expressions of freedom of choice' (Scarcella, Page, & Furtado, 2016, p. 6). Research indicates a worrying rise in the prevalence of radicalised YP over the past few decades (Home Office, 2011a; Kundani, 2012, Marret, Feddes, Mann, Doosje, & Griffioen-Young, 2013). Radicalised YP also show the same risk factors to drugs, gang membership, sexual exploitation, and online bullying (Smeaton, 2018). Given the adverse negative outcomes associated with these risk factors, researchers and policy makers have been keen to focus on identifying causal routes and finding ways of implementing preventative anti-radicalisation measures.

A review of the literature exploring different systems responses to supporting YP at risk of radicalisation found that there appears to be a mixed level of response. Research was most extensive when looking at schools' responses, however, there was an overwhelming feeling of confusion and lack of confidence from staff in how to support YP at risk. In addition to this, difficulties were noted with the current political system due to the statutory legislations in place through *Prevent* and the current societal factors such as COVID-19. Legislations and policy changes are continually re-shaping the role of public services in recognising and responding to the perceived threat of radicalisation in YP. A revised *Counter Terrorism and Security Act 2015* (*CT&S*) has steered the way in this support, particularly as there is now a statutory duty placed on all LAs in the UK to support these YP at risk.

### 2.2. Research rationale and research questions

Research highlights the positive impact of MAW when supporting YP at risk of radicalisation including the significance of trust being created between systems, and relationships being built at a variety of levels to create a multi-layered set of information about individuals, families, and groups (Roberts, 2018). Research has also highlighted the importance of external agencies being involved in this area as it creates a diverse perspective that does not always resonate with the educational and pastoral motivations of staff (Taylor et al., 2021). Literature suggests there may be a role for EPs within this context, but a better understanding

of current response is needed to determine how EPs might be best placed to support YP at risk (Sewell & Hulusi, 2016).

This research therefore seeks to explore the following questions:

- How are YP currently being supported in relation to radicalisation?
- What are the challenges and where are the gaps?
- How effective do professionals perceive this support to be?
- What is the perceived role of the EP, in relation to radicalisation (current and future possibilities)?

## 3. Methodology

The research is rooted in a critical realist paradigm, recognising the multi-layered complexity of reality, as shaped by culture, social agency, and historical and political context (Clarke & Braun, 2013). Critical realism holds the ontological position of realism, with the epistemological position of constructionism; claiming that whilst there is an objective truth, it is not tangible and cannot be fully observed due to the way it is perceived by those who experience it (Corson, 1991). Instead, a social phenomenon is better understood in relation to the context in which it is experienced (Fletcher, 2017).

In subscribing to this view, the researcher acknowledges that participants hold their own 'reality' as to the availability of support, effectiveness of intervention and overall response to YP affected by radicalisation. The empirical reality may therefore differ from the real and actual reality under observation (Fletcher, 2017). The research design is chosen to reflect this, in an attempt to understand the wider experience of 'reality' more fully from the perspective of the participants.

### 3.1 Research Design

In keeping with the researchers ontological and epistemological stance, a mixed-methods design was adopted to collect both quantitative and qualitative data. This mixed method process provides the ability to assemble a more holistic research project compared to other research designs that use a singular methodological approach and factor in the appropriateness of methods to the concepts employed (Johnson & Onwuegbuzie, 2004). Cohen, Manion, and Morrison (2017) highlight that the use of mixed-methods and

comparison of data derived from qualitative and quantitative methods can enhance the validity of study findings whilst providing a more comprehensive or nuanced analysis. This research included an online questionnaire (Phase 1) (Appendix D) and a thematic analysis with members from a variety of professional groups from secondary schools and LAs who are involved in supporting YP deemed to be at risk of radicalisation (informed by the revised *Prevent Duty* guidance for England and Wales (April 2021). An *explanatory sequential design* was used as part of this research design as the researcher first collected and analysed the quantitative data (phase 1) which then informed the qualitative data collection and analysis (phase 2) (Ivankova, Creswell, & Stick, 2006).

**Phase 1:** The questionnaire was developed on Qualtrics$^{XM}$ via a Cardiff University account. It comprised of 22 questions, including a minimum of 14 questions and maximum of 22 questions depending on responses given. The aim of the questionnaire was to gather information about agencies responses to supporting YP at risk of radicalisation and help to inform the qualitative data collection and analysis in phase 2 (Fetters, Curry, & Creswell, 2013). This design helped to establish a baseline understanding about the processes, systems in place, and the perceived role of the EP. Participants were asked to consent by marking the box 'I consent' prior to starting the questionnaire. The participant information sheet was also attached to the email which included the questionnaire link for further information.

**Phase 2:** A thematic analysis was then completed using semi-structured interview questions (completed using Microsoft teams) with the intention of generating more of an in-depth understanding of different agencies perspectives after completing the questionnaire in phase 1 (Fetters et al., 2013). Prior to this, the participants were emailed an information sheet (appendix I) and asked to sign the consent form (Appendix J) before arranging a suitable time and date for the interview. Following this, the interviews took place. The interviews were semi-structured with prompt interview questions, with each interview being video-recorded and transcribed by the researcher.

All interviews took place virtually and lasted no longer than 45 minutes. This was to allow participants from all over England and Wales (urban and rural areas) to participate. Research has also indicated the positive impact of online interviews including the rich therapeutic value it provides, reduced costs for participants, and comfort for participants completing the interviews in their own home (Oliffe, Kelly, Gonzalez Montaner, & Yu Ko, 2021). Materials

used were the online platform 'Teams', a voice recording device, and the interview questions sheet (Appendix G) (the interview questions were devised around the research questions).

### 3.2 Recruitment and Inclusion/ Exclusion Criteria

**Phase 1:** Participants were recruited through purposive sampling of staff from different secondary schools and LAs across England and Wales that support YP at risk of radicalisation. Schools and LAs have been highlighted to be two of the main agencies as part of the response in the *Prevent* Programme as key to supporting YP at risk of radicalisation (HM Government, 2018). The participants were also chosen due to where they lived capturing Wales and England's mix of urban and rural areas. Gatekeeper approval was initially sought via staff that manage all agencies (Appendix E). Following this, a link to a Qualtrics$^{XM}$ questionnaire was emailed (Appendix D) to all agencies involved via the gatekeepers. The initial emails (Appendix F) were sent in July 2022 and re-sent during the October half term break (2022). Participants were categorised in two groups: LA staff and secondary school staff. LA staff included participants in a variety of roles such as: inclusion officers, casework officers, EPs, TEPs, AEPs, prevent officers, and community cohesion officers. Secondary school staff included: teachers, SENCOs/ALNCos, safeguarding leads, deputy safeguarding leads, teaching assistants, and headteachers. These two groups were chosen as they were the most accessible for EPs in order to change a level of change in the system. Further, it was important to capture LA staff and school staffs views separately as part of phase 1 to ensure there were no significant differences between both sets of results. Further, as participants were given the option 'prefer not to say' and were able to submit their answers without completing the questionnaire, it was important to continue to show a fair comparison of the two groups as the questions progressed.

**Phase 2:** Following completion of the questionnaires and receipt of informed consent, six semi-structured interviews (using a purposive sampling technique) (Appendix G) were conducted with a random sample of consenting multi-agency team members who had already completed questionnaires. Participants were asked at the end of the questionnaire if they wanted to provide further information via an interview. The researchers email address was provided, and participants were asked to email if they wanted to partake.

A reflexive thematic analysis (Braun and Clarke, 2006) was completed which allowed for the themes to emerge from the transcripts of the semi-structured interviews. This approach was adopted by the researcher in acknowledgment that qualitative research may lack inter-observer reliability and that interpretation of findings can be strengthened through triangulation (carrying out more than one type of data collection). According to Cohen, Manion, Morrison, and Wyse (2010), the advantage of collecting information through two or more methods is that it increases the reliability of the findings.

Inclusion criteria for this study was that the participants were working in a capacity supporting YP at risk of radicalisation and all participants were over 18 years of age. Participants who were still in training e.g. student teachers, TEPs, and AEPs were also included to allow for a wider variety in findings. Exclusion criteria was an inability to provide informed consent due to capacity issues such health concerns, or inadequate levels of understanding required to understand the purpose of the study, what is required for participation or possible adverse consequences. The researcher was vigilant to the potential participant's ability to provide informed consent to participate in the study.

3.3 Data collection and analysis

**For phase 1**, following gatekeeper approval, an information sheet was presented in the email attachment next to the questionnaire link (Appendix I). Participants were instructed to click on the link to a Qualtrics$^{XM}$ questionnaire in the email.

**For phase 2**, the interviews were transcribed using Braun and Clarke's (2006) orthographic transcription system (adapted from Jefferson, 2004) and analysed using reflexive thematic analysis (Braun & Clarke, 2020), as guided by Braun and Clarke's (2006; 2020) six-step (recursive) process (shown in *Figure 7*). To ensure reflexive practice was articulated, the researcher kept a research diary throughout the last two years (Appendix S). This allowed for a process of continual and deep self-examination of the researcher's interpretations of the process. Dodgson (2019) helped to provide a level of scaffolding to the diary extracts by considering different aspects to cover.

An inductive approach to thematic analysis was adopted to study meaning in participant responses, which was explored at both the semantic and latent level. It is acknowledged that elements of theory and research will also have influenced the analysis, through completion of

the literature review and due to the researcher's own interests in the field of inquiry. Braun and Clarke (2020) note that thematic analysis sits on a continuum of induction and deduction and that the two are not necessarily in opposition to each other. They suggest that no research can remain purely inductive in nature as the researcher cannot sit separately to the research itself; emphasising that they are influenced by their own realities and experiences, thus impacting on the questions asked of participants and the interpretations drawn from the data. Reflexive thematic analysis subsequently assumes a flexible and theoretically driven interpretation of the data, as guided by the underlying philosophical positioning of the researcher (Braun & Clarke, 2019; Dodgson, 2019). It is therefore acknowledged that a different researcher may have come to different conclusions.

Figure 7. Braun and Clarke (2006) six-step process for thematic analysis (adapted in 2020)
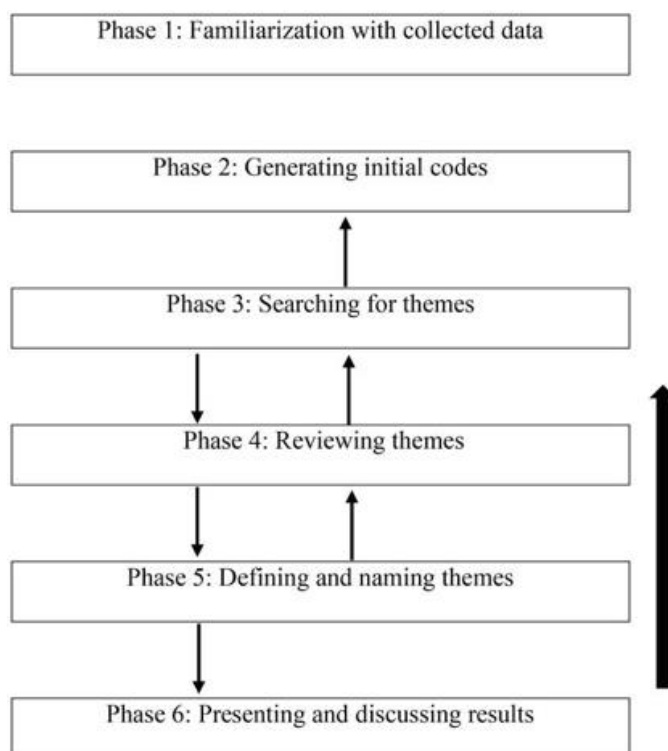


3.4 Ethical considerations

Ethical approval was sought and granted by Cardiff University School of Psychology Research Ethics Committee (Appendix H). There were a multitude of risks and ethical issues that needed to be vigorously analysed, especially as the research lay within a particularly sensitive area. This task needed much planning as although the researcher aimed to adhere

fully to ethical standards and maintain the utmost safety considerations for all concerned, they did not, at the same time, want to destroy their rapport with and access to the participants. The researcher was aware that there were a number of requirements and stipulations that applied to conducting this research. These were given due and careful consideration. The research was carried out following the British Psychological Society's (BPS) code of conduct and ethical guidelines (BPS; 2018) . Ethical considerations have been discussed in *table 4.*

Table 4. Ethical Considerations

| Ethical consideration | How was this addressed? | |
|---|---|---|
| | Phase 1 | Phase 2 |
| The sensitive and emotive topic of radicalisation | Radicalisation is considered to be a highly emotive topic (Silke, 2003). When participants completed the questionnaire and interview, steps were taken to ensure the emotive nature of this topic was taken into consideration. <br><br> - For the questionnaire, an option of 'prefer not to say' for each question was provided to allow every participant the option for not answering a question if needed. This enabled participants to not feel pressured to continue the questionnaire or answer certain questions. <br> - The original rationale for the programme development and the theoretical underpinning was shared with all participants to give them transparency and a better understanding for why this questionnaire was created. <br> - Language was chosen using less emotive synonyms in all questions. <br> - It was made clear that participation in all stages of the research process, particularly the interviews were voluntary, and the researcher obtained informed consent prior to all interviews and questionnaires. <br> - The researcher assured all gatekeepers and participants of the confidential nature of the research, and throughout the duration of the time spent collecting data it was made clear that both the privacy of all participants within the research would be fully observed and respected. | |
| Confidentiality & Anonymity | No identifiable information was highlighted in the write up of the questionnaire results. It is important to | Whilst interviews via Microsoft Teams cannot be considered to be confidential, the participants were |

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| note that participants were asked to provide the area of work and their role, however, this information was not highlighted in the results write up. It was essential to gather this information in case any safeguarding concerns were raised around staff. Participants were reminded in the email that only the researcher had access to this information and this information was not disclosed to the wider audience. | reminded at the start of each interview that information discussed was only used in an anonymous format. Participants were reminded that only the researcher had access to the video recording of the interview. The names of parents/carers/YP were not disclosed to the wider audience (including all multi-agency staff) and pseudonyms were used.

The anonymous information was retained indefinitely by Cardiff University; however the video recordings were destroyed one month after interviews were transcribed. This was made clear to the participants via the information sheet and debrief form. |

It is important to promote consistency in anonymisation practices to avoid any risk of jigsaw identification of participants from information in both phase 1 and 2. This is particularly important due to potential identification from participants roles. Research was used to ensure a thorough understanding of jigsaw identification and what can be done to protect participants (O'Hara, Whitley, & Whittall, 2011; Brophy, Perry, & Harrison, 2015). The follow measures were put in place:

- Initials were used for all interviews. These initials were fictitious (the participants name/others), and care was exercised in choice as some (e.g. 'Z' 'Q') indicated an ethnic/religious group.
- Where it is necessary to specify an ethnic group status, the researcher considered this detail to ensure it did not contribute to jigsaw identification of the participants or others.
- Date of birth of participants was not recorded. This is a key risk factor in jigsaw identification of participants and can be especially so for participants in small/ rural, and minority ethnic communities.
- Detailed descriptions of problems a participant has experienced at school or incidents in which he/she was involved was not reproduced. These problems/incidents may be familiar to other pupils, teachers, and possibly other parents and when combined

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| | with a date of birth, gender, and LA area, are high risk geographical indicators for a participant aiding their identification.<br>- No additional agencies (social workers, psychologists, family support workers) were named without consideration of whether this may contribute to jigsaw identification of the participant.<br>- Two groups of participants were created compared to three or more to counteract any form of jigsaw identification of the participants. As highlighted, some participants roles were specialist, and it may have made them more identifiable. | |
| Right to withdraw | Participants were made aware at the beginning of the questionnaire of their right to withdraw participation up until the point of their data submission. Forced responses were required from participants only when their answer resulted in a decision point for the next question. | Participants were reminded that they could withdraw from the process at any time, without having to give a reason. If participants decided to withdraw from the interview, any information given would be destroyed and every effort would be made to remove the person's information from the analysis of the data. However, participants were reminded that once the information has been transcribed and made anonymous after two weeks, it would not be possible to withdraw. |
| Risk of harm and debrief | A debrief form was included at the end of the questionnaire reminding participants of their rights (Appendix K). Their data was not submitted until they had fully read through the debrief from and clicked to confirm they still wanted to proceed with participation. | Participants were again provided with the debrief form following participation. (Appendix K). This included a summary of their involvement and a reminder about how their personal data would be used. Contact information was again provided so that participants could contact the researcher should they have any questions or concerns.<br><br>For further information or if concerning issues arose whilst participating, participants were given the researcher's contact |

| | |
|---|---|
| | details, and the contact details of both the supervisor of the project and the ethics committee. |
| Data security | For data security all video recordings were kept on a password protected computer accessed via Cardiff University and all consent forms were password protected and kept on a password protected computer. |

3.5 Reliability and validity

Yardley (2008)'s framework was used to ensure the validity and reliability of the research and analysis. An overview of this process is presented in Appendix L.

## 4. Results

4.1 Phase 1: Descriptive statistics

Questionnaire data from Phase 1 is discussed below, supplemented by a series of visual aids. Results have been shared via a variety of bar charts exploring LA staff and secondary school staffs views from the questionnaire (phase 1), and a thematic map (*Figure 15*) and tables as part of phase 2.

4.1.1 Response and training for radicalisation

Respondents were firstly asked *how confident they felt in explaining the topic of radicalisation.* A total of 51 participants responded in total: five answered extremely confident (all LA staff), 10 answered very confident (8 LA staff: two school staff), 14 answered moderately confident (8 LA staff: 6 school staff), 15 answered slightly confident (five LA staff: 10 school staff), and five answered not confident at all (one LA staff: six school staff).

Figure 8. Visual representation of amount of training participants received



**Have you undertaken training in relation to radicalisation?**

(Horizontal bar chart. X-axis: 0 to 25. Categories from top to bottom: Prefer not to say, No, Yes- equivalent to a 1/2 day or less, Yes- equivalent to 1 day, Yes- equivalent to more than 1 day. Legend: Local Authority Staff (blue), School Staff (orange).)
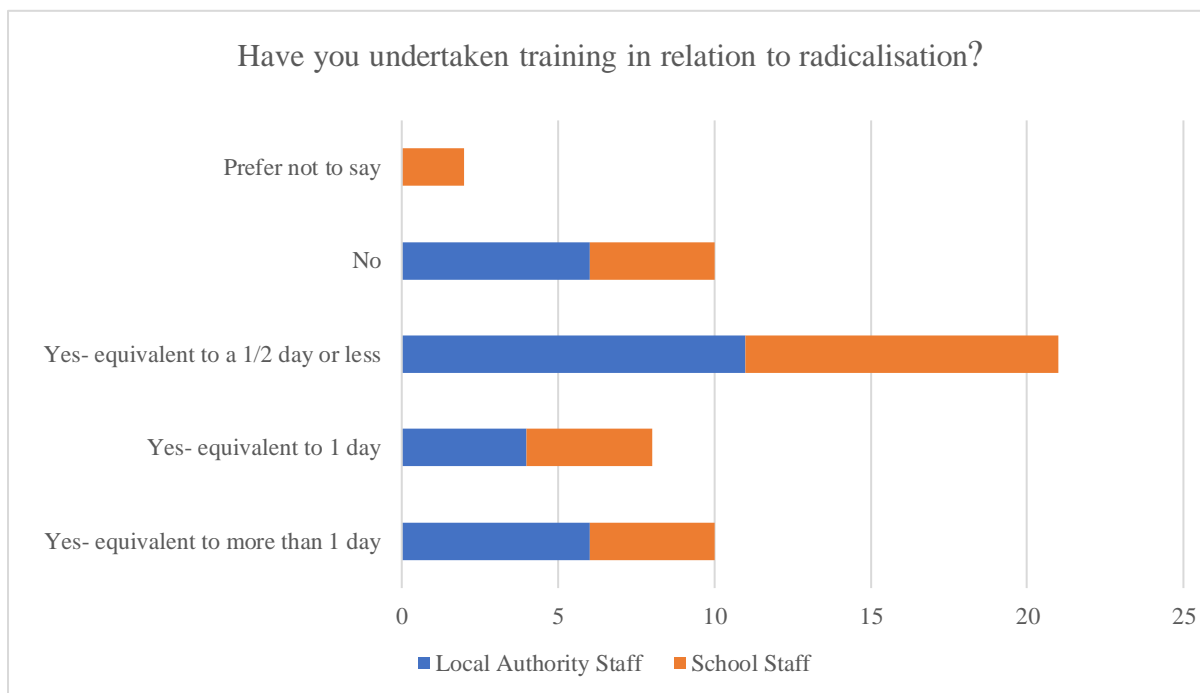
Respondents were then asked *how much training they received in their role in the LA and in schools* (*Figure 8*). A total of 51 participants responded; 10 participants (six LA staff: four school staff) noted they had received more than one day training and 8 participants (four LA staff: four school staff) said they received one day's training. In comparison, 21 participants (11 LA staff: 10 school staff) noted they received half a day's training or less, 10 participants (six LA staff: four school staff) noted they had not received any training and two participants preferred not to say (both school staff). When looking at the difference between LA staff and school staff, higher numbers of LA staff did not complete any training compared to school staff. Participants who did not receive any training gave further information such as: the opportunity did not arise, they were not offered it in their place of work, and the online training they received did not constitute as training. One participant noted that they had limited continuing professional development (CPD) opportunities in work regarding this topic. Interestingly there was not a significant difference overall from the amount of training school staff and LA staff received.

Figure 9. Visual representation of different trainings each participant received
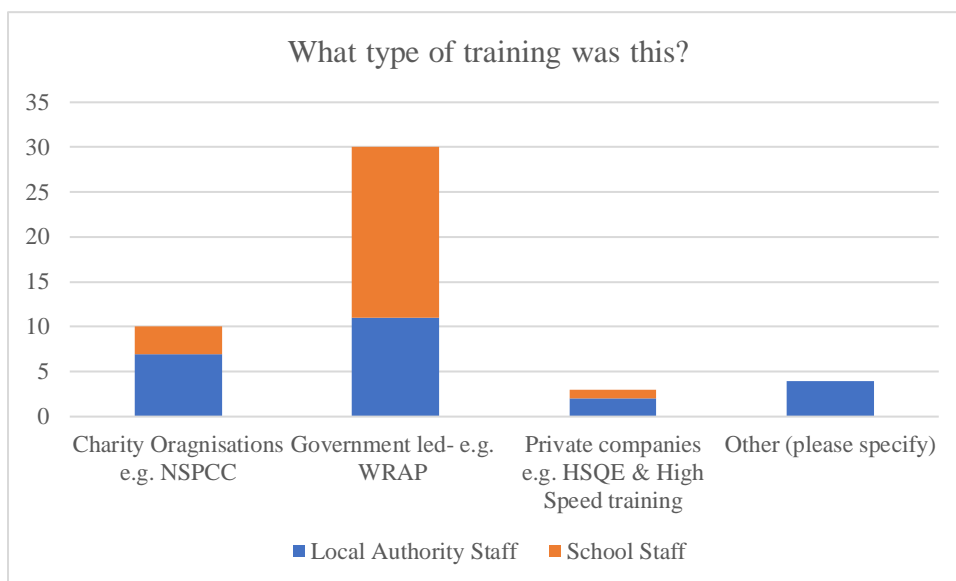


Respondents were then asked *what type of training (if any) they completed that addressed the issue of radicalisation in schools and LAs* (*Figure 9*). A range of trainings were identified as being used to explore the topic of radicalisation. All trainings had a focus on *Prevent* due to it being part of the statutory guidance. Some trainings were government led such as the Workshop to Raise Awareness of Prevent (WRAP), whilst others were private companies or charity organisations. In the 'other' category, two school participants and one LA staff member highlighted that they received online training with questions at the end, but they were unsure who provided it.

4.1.2 Identification and Support to radicalisation

Figure 10. Visual representation of participants level of effectiveness in relation to the training
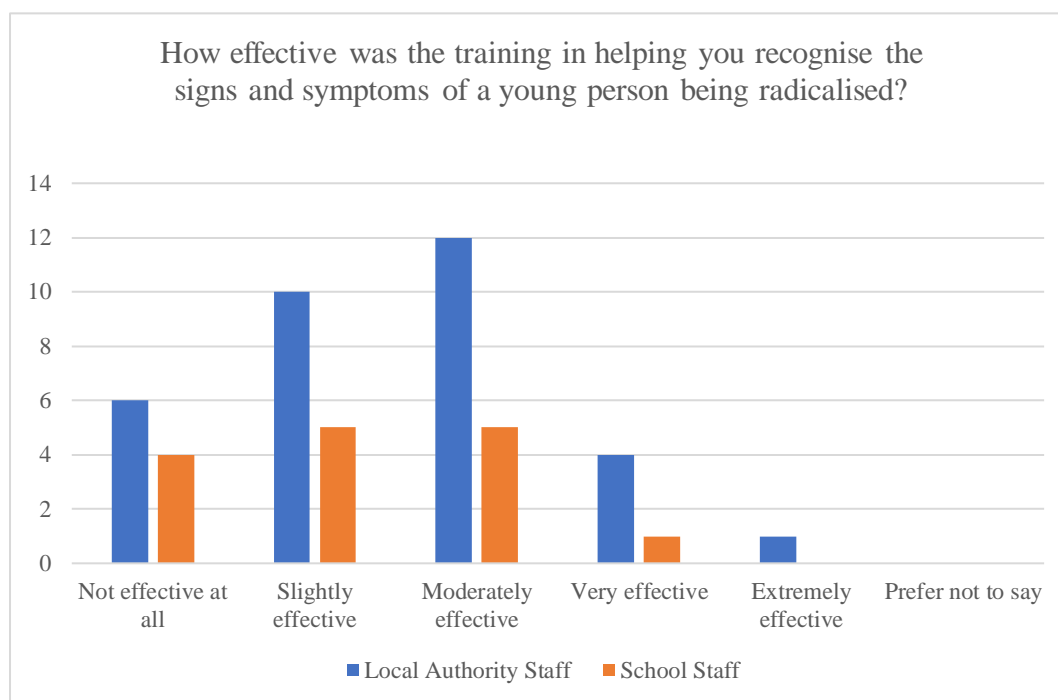


Respondents were also asked *how effective they felt the training was in supporting them to recognise the signs if a YP is being radicalised (Figure 10)*. A total of 48 participants answered this question. Out of these participants, 10 noted that the training was not effective at all, 15 participants noted it was slightly effective, 17 participants noted it was moderately effective, 5 participants noted it was very effective and one participant noted it was extremely effective. As highlighted, the LA staff found the training overall more effective than school staff, with no school staff noting it was extremely effective. LA staff includes roles such as prevent coordinators and prevent officers. These results are not surprising considering some LA staffs' roles are centred around *Prevent* and therefore it could be assumed that they will be confident in understanding the trainings and some even might have been involved.

Participants were then asked *how many YP had been affected by radicalisation in their role*. Out of 47 participants, 18 noted that they had not had a YP in their role at risk, 15 noted that they had supported one to five YP who were at risk, 5 noted that they had supported 6-10 YP,

with two participants noting they supported 11+ YP. Seven participants clicked the 'prefer not to say' option. There was also a relatively even mix of the type of radicalisation that was reported; mainly right-wing extremism (8/27) and politico-religious extremism (9/27).

Figure 11. Visual representation of how YP were identified as experiencing radicalisation
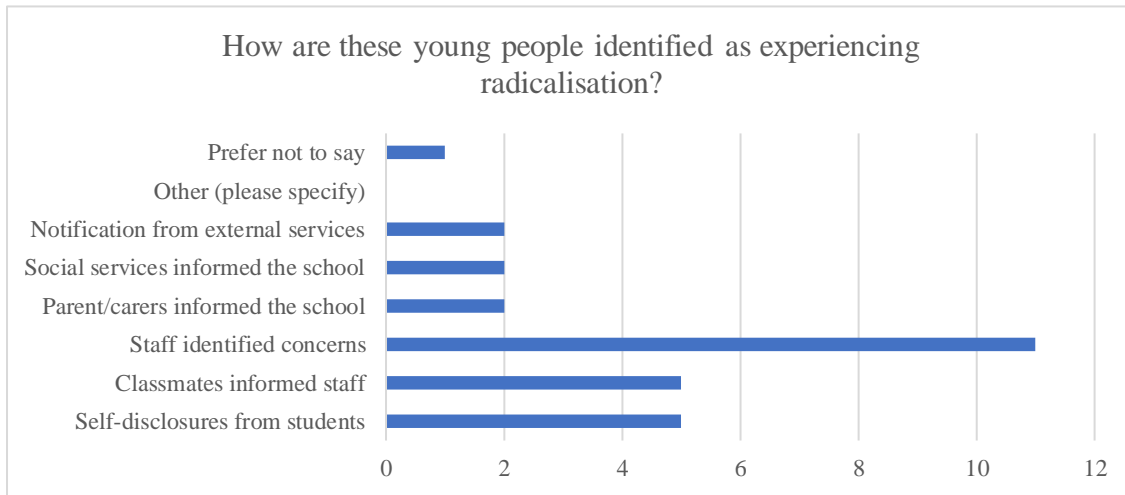


School staff were then given the option to highlight *how these YP are identified as experiencing radicalisation* (*Figure 11*). A total of 28 participants answered this question. Interestingly, 11 participants noted that these YP were identified by staff raising concerns compared to external services (two). This indicates that staff were the main port of call for identification of these YP in schools, closely followed by classmates informing staff, and self-disclosures from students. School staff were therefore central and the catalyst for the support being implemented put in place. This is interesting to note when taking into consideration the general lack of effectiveness staff found the training in *Figure 10* and raises questions about the implications of this for YP at risk of radicalisation and whether the right level of support is being implemented.

Figure 12. Visual representation of how support is given to identified YP
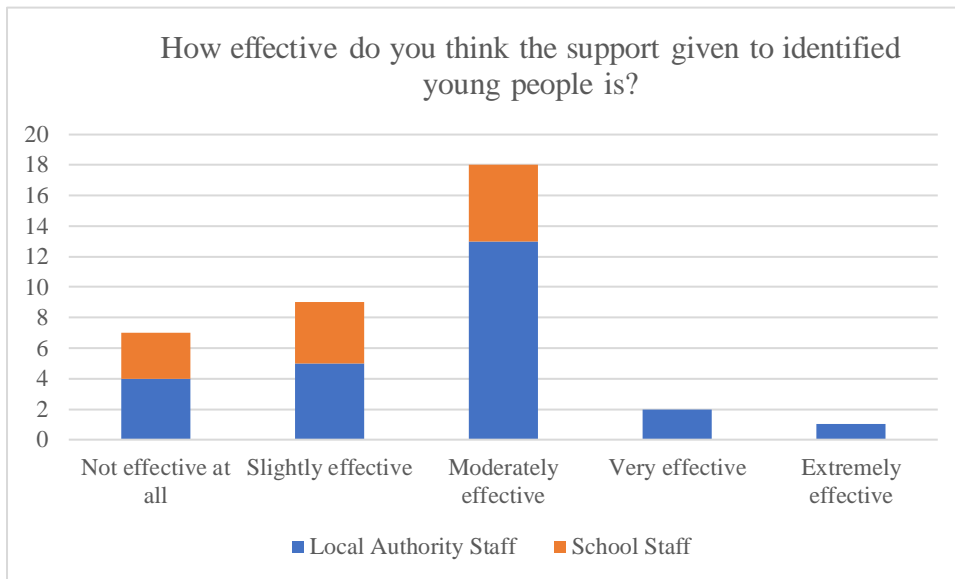


Participants were also asked *how effective they found the support given to these YP are* (*Figure 12*). A total of 36 participants answered this question. Out of these participants, 27 noted it was either moderately effective or slightly effective. Interestingly, when comparing the results from the LA staff and school staff, LA staff responded more positively around the support with no school staff choosing the options very effective or extremely effective. This raises questions around the potential variance in training both agencies have received, and the implications of the training being differentiated.

4.1.3 EP involvement in supporting YP at risk of radicalisation

Figure 13. Visual representation of what participants felt was the perceived role of the EP



What do you feel the perceived role of the Educational Psychologist is when supporting young people at risk of radicalisation?
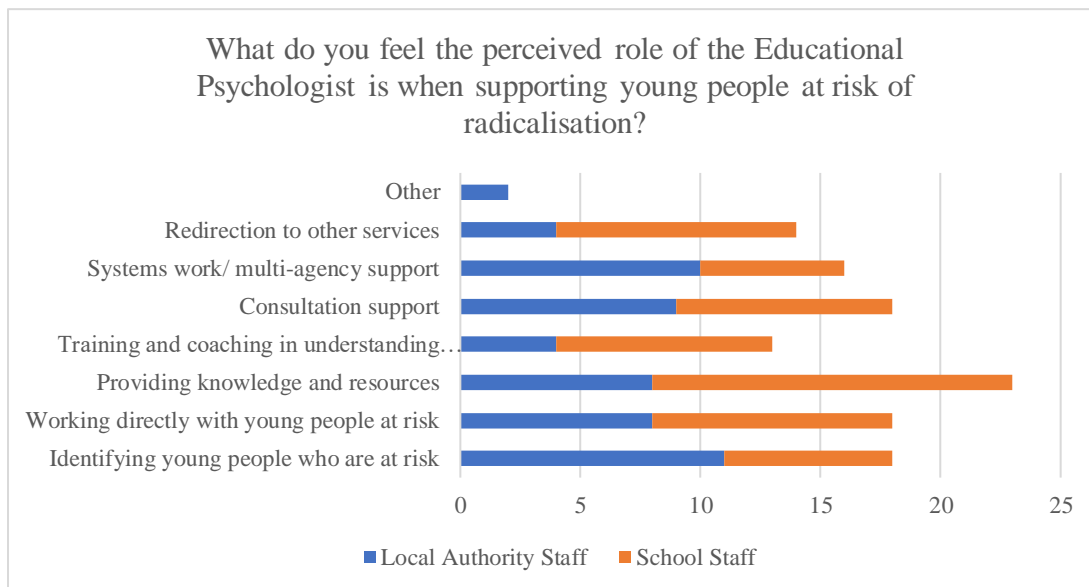
Participants were then asked *what the perceived role of the EP in supporting YP at risk of radicalisation.* They were given the choice of choosing any answers that they felt applied to EPs roles (*Figure 13*). Interestingly, all areas were highlighted as an EPs role with a total of 122 counts highlighted (participants were able to choose more than one response). One participant in the 'other' response highlighted that EPs could also provide support for carers and staff in this area.

Figure 14. Visual representation of how regularly participants worked with EPs when supporting YP at risk of radicalisation
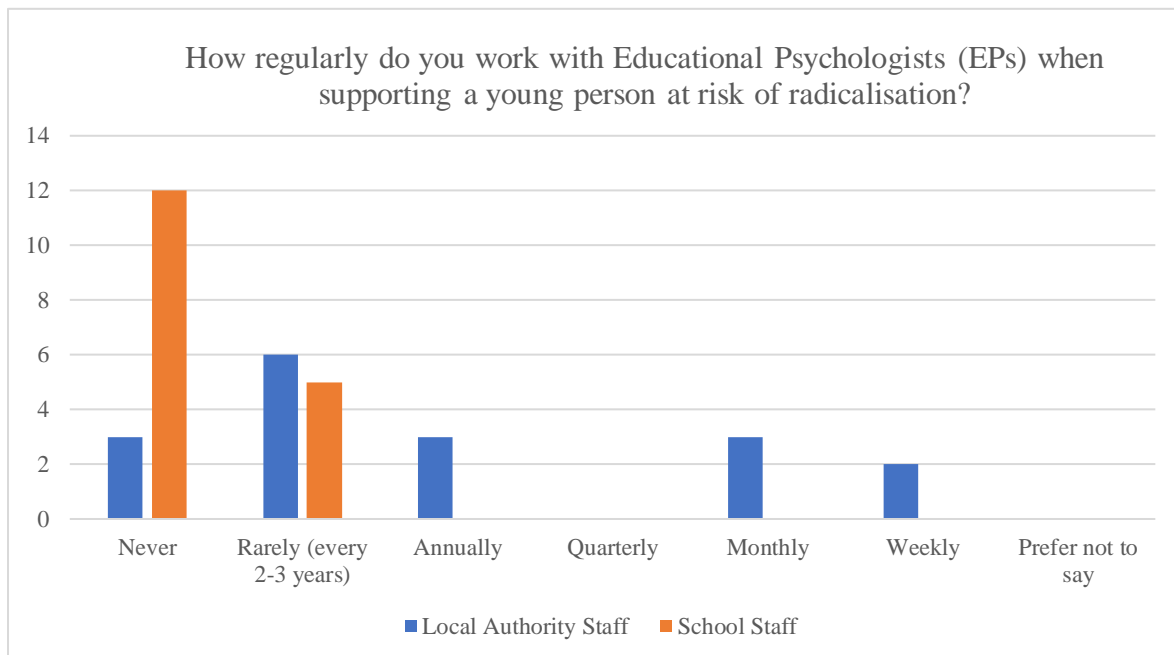


Participants were then asked to discuss *how regularly they had EP support in this area* (*Figure 14*). 34 participants responded in total. A total of 15 participants noted that they had no involvement from an EP (three LA staff: 12 school staff), 11 participants noted that they rarely (every two - three years) work with an EP (six LA staff: five school staff), three noted that they annually have EP involvement (three LA staff), three monthly (three LA staff), and two weekly (LA staff). There appears to be a strong contrast between the many ways the participants highlighted EPs can help (*Figure 13*) and how often EPs are actually involved (particularly at school level). This raises questions about the potential barriers to this EP support.

4.1.4 Further support and information

Participants were asked *if they felt more was needed to support YP at risk of radicalisation*. Out of 41 participants who answered 78% said yes. Further, 41% of participants noted that they were unsure where to access any information about supporting YP at risk of radicalisation and 22% of participants noted that they did not know where to access any information. Participants gave a variety of answers around what they felt the support would look like. This included:

- Appropriate referrals

- Targeted support

- Regular mandatory training

- A general training session

- Service training

- Annual training and a go-to advice provider to give support

- Training specific to the EP role

- CPD opportunities

- Repeated awareness raising

- Regular discussions of preventative measures and support

- Working with schools to encourage identification of risk

- More training and information regarding where to find resources

Participants who noted that they did not think more was needed in their role to support YP highlighted that this topic does not come up in their role, and one participant noted that they were 'unsure'. Participants were also given the option in the questionnaire if they had anything extra, they wanted to discuss. One participant noted that although they indicated that no YP had been affected by radicalisation, this was because they do not know how many had been affected- it could have been more than zero. Finally, one participant noted that they would like access to statistics, government policies and psychologically based evidence around this area.

4.2 Phase 2: Qualitative analysis of semi-structured interviews

Six interviews were completed using reflexive thematic analysis (see Appendix M- Q for a step by step of the process undertaken). The aim of this was to preserve the unique experiences from each participant, whilst considering the shared themes to achieving effective support for YP at risk of radicalisation.  This resulted in the development of four overarching themes, comprised of 12 subthemes (process of themes undertaken are found in Appendix O & P). These are presented in a thematic map (*Figure 15*) and explored in more detail in *table 5-8*.

Figure 15. Thematic map



Radicalisation as an invisible difficulty

Who does what role?

Training inconsistencies

Blurred Lines

Individual impact

Political impact

The Cycle of Influence

Societal impact

Authentic Connections

Information sharing

Coming Together

Sitting in the discomfort

We are Stuck in the Past

Flexibility of systems

Language of labels

Hierachial perception of roles

4.2.1 Theme 1: Blurred lines

Table 5: Theme 1 (Blurred lines and subthemes)

| Theme 1: Blurred Lines | |
|---|---|
| This reflects the lack of collective understanding and difficulty in making sense of the support currently in place for YP at risk of radicalisation. There appeared to be inconsistencies in the quantity and quality of training provided to staff which meant that this area was approached differently by staff and with confusion. Confusion was also caused in relation to staffs' roles with emphasis placed on the EP's role. Further, there was a lack of clarity around how radicalisation is measured with YP, and it being seen as an invisible difficulty. This in turn impacted the level of support provided. The theme of 'blurred lines' was chosen as it highlighted the lack of clarity people had in creating an efficient level of support in this area. | |
| **Subtheme** | **Illustrative Quotes** |
| Training inconsistencies<br><br>Training that was used to support staff varied in quality and was unregulated between different schools and LAs. A large emphasis was placed on the differences in the amount of training staff received. Additional issues were raised around who has access to training opportunities and whose role it was to complete training. | *School staff 1:* "...yeah you watch videos...it's quite repetitive to be honest, and it's pretty much the same message every year but I suppose that repetition reinforces the ideas."<br><br>*School staff 2:* "And so our training, however, is fairly limited. So at the beginning of the year, we kind of have a tick box and safeguarding training for the whole staff body in which we are made aware of, like the legislation surrounding radicalisation etc. And I think that's more from the legality standpoint of the school, beyond that, last year we had a council representative come and speak more about it and kind of science look out for terminology. And I think that expanded from the initial training session."<br><br>*LA staff 1:* "There was an awful lot of training when we initially started and I think the first year or 18 months within the role, there was a significant amount of training that continued, probably not as intensively but it continued."<br><br>*LA staff 3:* "If I'm honest, I haven't got enough information or knowledge about it. I think if a school asked me to work on it systemically, il actually be saying, I think you can commission somebody who knows a hell of a lot more about this. And that's their job." |
| Radicalisation as an invisible difficulty<br><br>Radicalisation was viewed as an invisible difficulty by staff due to the complexity in identifying the risk. There were also discussions around the difficulty of measuring the process of radicalisation for the YP. This caused a lack of clarity with participants as it made them question how confident they felt in their role. Staff also mentioned the impact on their prioritisation levels of radicalisation | *School staff 1:* "Yeah, I suppose that's more kind of up front and in your face kind of violence that you want to prevent whereas radicalisation is kind of more hidden more subtle and so it wouldn't be the priority. Even though it is about safety ultimately."<br><br>*School staff 2:* I guess being brutally honest, as a [omitted for anonymity]. I would put like domestic violence or temporary accommodation, I would put those kids because I know and I already have a snapshot of what's going on, But then. Yeah. Where does that leave? Where does that leave the others, I guess?" |

| | |
|---|---|
| being seen as an invisible difficulty and noted that other areas of need may be put first impacting the level of support provided. | *LA staff 2:* "You could say this is the number of people that have come through Channel panel and that we've exited and that we've supported and nothing's gone bad in the last year. So you know, but that's not a sort of way that that these kinds of things can be measured." |
| | *LA staff 3:* "What happens if somebody only 90% believes it? What about if somebody only 50% believes that they will act like that or behave like that? Or says what happens if they don't? What does that mean? How do you see that person? But I think that comes from experience of thinking." |
| <u>Who does what role?</u><br><br>A lack of clarity was formed around staffs' roles in their involvement when supporting YP including confusion around the role of the EP and where/ if they fit in this process. | *LA staff 2:* "That concept was a brand new one and we were the ones testing it, you know, trying to sort of put it in practice implements and see how it works, tweak it in places just to make sure it's as efficient as it could be and so I guess going into that role, the, the, the lack of original reduced confidence was probably coming from the fact that we were not entirely sure how to define the scope of what we were meant to be responsible for." |
| | *School staff 2:* "Do you know we have an in-house counsellor? Then we have an EP. But I mean, I've referred kids to that EP and I know how much she's working at capacity, but if I had a concern about your kid in terms of radicalisation, I would have instantly referred them to our in-house counsellor more than any anything else, even if it was to make a Prevent referral". |
| | *School staff 1:* "For me to make a referral to EP, it would be kids I actually assume are having difficulties that may have some sort of additional needs that we can't quite figure out and so ahead of making further referrals we would probably bring in an EP, but that's probably not really, I don't know what, what's your take?" |

Table 6: Theme 2 (The Cycle of Influence and subthemes)

| Theme 2: The Cycle of Influence |
|---|
| The cycle of influence draws on three main areas that are impacting how YP at risk of radicalisation receive support: the individual impact, the societal impact, and the political impact. Participants interviews discussed a cycle that was created when one of these subthemes acted as a barrier. This cycle meant that participants could not provide the support to YP they wanted as they found it difficult to escape the cycle. Individually, staffs' confidence was discussed. Staff who felt more confident in their roles were better able to break from this negative cycle of influence. Further, staffs perceptions of radicalisation impacted the level and type of support put in place. Societally, COVID-19 and the narrative around *Prevent* were driving forces for how support was put in place between different schools and LAs. This influenced the level of support that was provided. Finally, the political impact was regularly discussed, specifically around the legal implications/ current political climate and the barriers this created for staff. |

| Subtheme | Illustrative Quotes |
|---|---|
| Political impact<br><br>The current political difficulties were raised and the inconsistencies and delays with government support. Participants also discussed the influence of the legalities in this area including the fact that a statutory duty is placed on them when supporting these YP. This statutory need made staff feel overly aware and at times concerned around if they were meeting these responsibilities in their role. Also, the impact of the EP role when taking into consideration any political changes in legislation e.g. increase in EHCP's or the new Welsh legislation policy. | **School staff 1:** *"I guess I see it as like if you're in a privileged position of school. And I mean not many schools do, but if they've got a lot of money, then you have the opportunities to be able to say to the EP or they can pick that up kind of thing if like there's not that level of need as well in the school."*<br><br>**School staff 2:** *"...it really heavily relies on teachers picking up signs and at a school like ours. I mean under pressure from Ofsted, which should fall under that category. Really to be honest."*<br><br>**LA staff 1:** *"We're just waiting for the Shawcross report to be published and then that that will be...well, we're waiting for to have ministerial sign off. Obviously, there's a new Minister now...so that might have bumped down the list of priorities a little bit."*<br><br>**LA staff 4:** *"I think now my job is to raise our profiles within the profession in Wales, if not nationally and in the UK...and sometimes like for example, that's meant talking with Welsh government when we have new policy devices come in and they're not even sure, but they might think they know what an EP does, but they don't understand."* |
| Societal impact<br><br>The negative impact COVID-19 had, specifically around the lack of social interaction it brought and the further impact this had on agency communication. Also the financial implications COVID-19 brought. The narrative around *Prevent* was also highlighted and the impact this has on community engagement. | **School staff 2:** *"I think we're gonna see some more of that as well, obviously, I think there'll be more cuts across the board, probably over the coming months. So yeah, that's gonna make it even more difficult. Yeah."*<br><br>**LA staff 2:** *"There has been a bit of a blip I imagine over the pandemic when there was a general less interaction, less exposure of say, professionals to the actual individuals. And I think that resulted in sort of lower overall numbers."* |

| | LA staff 1: *"We've had training sessions in schools and with community support teams where people have said at the start, well, I think Prevent are spying, I'm sure they are, and you'll see...I think with some communities their views are more engrained."* |
|---|---|
| Individual impact<br><br>Staffs' confidence levels were a factor for how effectively support was implemented. Staff felt varying levels of confidence with more confident staff already having experience in this topic through previous roles. Also, what staff perceived 'radicalisation' to be influenced the support that was implemented in schools and LAs. | School staff 1: *"You want to be culturally sensitive. But equally, it's very harmful for members of staff saying 'I can't come to work today because I'm possessed by an evil spirit. It's difficult to know what to do."*<br><br>School staff 2: *"I can see EP involvement being much more beneficial at somewhere like my old school...it is just much more diverse, and I guess this is really bad...I feel like you're going to judge me...this is my unconscious bias coming in...but just in terms of, I would probably be much more tuned into that in my previous school."*<br><br>LA staff 2: *"I think that my confidence grew not only with time but because of our own personal experiences of doing the job and knowing how things work."*<br><br>LA staff 1: *"So I think that kind of gave me an awful lot of confidence to actually be creative as this sort of program and the whole concept of it sort of implies 'be creative about it, try new things', see whether that works for this particular individual and such. So yeah, I think my confidence came from several things I think."*<br><br>LA staff 3: *"Right so radicalisation is like Islamic radicalisation, and I've had experience with that. It's like religious and political extremism isn't it?"* |

Table 7: Theme 3 (Stuck in the Past and subthemes)

| Theme 3: Stuck in the Past | |
| --- | --- |
| Being 'stuck in the past' refers to the inability to look forward and have a level of flexibility in the support given that has impacted how staff support YP at risk of radicalisation. It appeared staffs' way of working at times seemed 'stuck' and not up to date with current practices and contemporary ways of working. The language of labels was a branch of this and there were inconsistencies with what labels/ terminology staff used when working. Some staff appeared to be using outdated language and this created barriers between systems. Finally, this perceived hierarchical structure that was highlighted explicitly and implicitly in the data was apparent, particularly the 'expert' role placed on the EP, something that EPs are trying to move away from. | |
| **Subtheme** | **Illustrative Quotes** |
| Flexibility of systems<br><br>Participants appeared 'stuck' in relation to their old ways of working. There was an emphasis on participants continuing to work a certain way and not having the ability and, at times, intention to make changes in the system they were working in. | **LA staff 4:** *"That's regardless to what operating model we've got in place that always historically has been that way. It is that way now that we've got this local authority led Channel panel as well."*<br><br>**LA staff 1:** *"But generally I think people in the Channel panel feels fairly settled and we have the occasional new member who's still we've just had a new housing rep because the previous represented retired recently. But yeah, we're fairly settled."*<br><br>**LA staff 2:** *"I think maybe I would possibly say from personal experience that we're not, we're not in control of the referral pathway, I would possibly in some way, if we possibly could like to have that managed by your standard safeguarding services that you have locally. Or potentially and we're working on this with those groups, get their referral systems to speak to one another more clearly rather than having to get people to fill in two referral forms."*<br><br>**School staff 1:** *"I think the way the system works in terms of the SEND system is very much that you need to buy in EPs in order to get the EHCPs, to get the funding for the SEND. And that's kind of our rationale for buying in EP time rather than doing things that probably do need doing so there's kind of a moral implication."*<br><br>**LA staff 3:** *"So we've really pigeonholed ourselves in this sort of assessment arena. But then I think there's been years and years' worth of dissatisfaction in the profession, it feels like a conveyor belt of next. So when you try and step out of it, you haven't got the time to do what you want, and the LAs are pulling you back in. And the schools aren't commissioning you."* |
| Language of labels and roles | **LA staff 1:** *"We'd rather come in and do a session around engagement, belonging, identity, these kinds of things that actually underpin and more those kind of you know we don't use* |

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|---|---|
| The language of staff roles was discussed and the negative implications this has on systems openness to support. There were also discussions around language of terminologies. There appeared to be inconsistencies with what was originally highlighted to be the correct terminology and what is currently being used. These inconsistencies were apparent between systems and staff in the same system. | *the term fundamental British values but those kind of shared values that we have is more important than actually coming in and saying this is radicalisation this is what's going on this is what's happening."*<br><br>**LA staff 2:** *"And if you've got a police officer turned up at your door, you're immediately thinking well, hang on a minute. But you know what's going on here. And when they introduced themselves as...Because unfortunately have not the best job title despite working mainly in the pre criminal space, we're counterterrorism case officers, you immediately think you know what's going on here, what counter terrorism. You just say the words you're like what."*<br><br>**School staff 2:** *"If you unpack it [radicalisation] to say, alright, it's a set of ideas that we don't agree with that you take stock and barrel that you're not willing to have any scrutiny about."*<br><br>**LA staff 4:** *"That's the definition isn't it, you know, it's the definition of child and educational psychologist, and we have got to be involved, haven't we?"* |
| <u>Hierarchical perception of roles</u><br><br>Staff perceptions of roles with some being viewed as gatekeepers to further support. There were also power dynamics in the services working together and the difference in each of their ways of working due to the number of agencies that were involved. EPs were also placed by staff as experts and specialists in specific areas. This negatively impacted their involvement and prevented potential intervention work with YP at risk. | **LA staff 2:** *"We were not entirely sure how to define the scope of what we were meant to be responsible for, and I think just working with that sort of multi-agency partners, particularly the counterterrorism policing, you know, just working out that sort of balance of power if you like and that division of responsibilities within the whole process."*<br><br>**School staff 2:** *"In my old school, that theme of radicalisation would definitely have been discussed more in terms of things that kids would experience. So I guess we need an EP, yes, that is experienced in that, but I with somebody like you, with the world knowledge that you've have the impact that you could make at."*<br><br>**LA staff 1:** *"I would take on the responsibility to contact them [family members] to reach out to them and say, look, this is what's going on. This is what's happening".* |

4.2.4 Theme 4: Coming Together

Table 8: Theme 4 (Coming Together and subthemes)

| Theme 4: Coming Together | |
|---|---|
| Staff coming together was emphasised throughout all interviews. This involved key connections highlighted with the community and between agencies to create a level of change. There were also connections in relation to meetings and general group dynamics. It appeared when there was evidence of 'coming together' in these meetings, a higher level of change was created. Further, practical aspects of coming together including information sharing was a key subtheme. When staff had the intention and ability to share information between each other and other agencies, it created a level of transparency in their work and allowed staff to support these YP at risk. Further, staff having the ability to feel comfortable in discussing these topics was vital. Change was created when more difficult conversations were had and when space was created. | |
| **Subtheme** | **Illustrative Quotes** |
| Sitting in the discomfort<br><br>There were discussions around participants not feeling fully comfortable to have transparent conversations around this topic. It was evident that when participants felt able to open up and be curious, it created a level of containment and assurance in supporting these YP. | **LA staff 4:** *"One psychologist talks about getting people together who have opposing views and talking to each other. And it's around that respect of people like, you know, I don't have to respect your ideas, but can I be curious? Well yeah. Can I just be curious about why it is and can we talk about it…its quite courageous because in a way, it's kind of its anti-cancel culture."*<br><br>**School staff 1:** *"I think the culture of the school in terms of safeguarding is really strong. And the messages is always, you know, no one is going to laugh and be dismissive. Report whatever it is you know."*<br><br>**School staff 2:** *"If I think about my old school context, then they would almost be that issue, feeling quite uncomfortable reasoning that certain kids were of concern, I reckon, and that was a much more mixed skill, but would I, I think."*<br><br>**LA staff 3:** **"***Uh, around that membership to accommodate and bring people in as and, when needed, to have most meaningful set of conversations and get the outcomes that we have to sort of thing."* |
| Authentic connections<br><br>Participants feeling connected to others created meaningful relationships between staff at a variety of levels allowing staff to feel more able to come together in supporting YP at risk of radicalisation. | **LA staff 2:** *"So my role, uh, in terms of working with the local communities, local groups and I, I guess engaging people engaging the structures out their services out there to then deliver sort of interventions, deliver projects that would reduce that vulnerability towards unsocial behaviour. So its crime towards radicalisation. I think that's mechanism and that way of thinking."*<br><br>**LA staff 1:** *"If you can make sure that those are all in place, people know who you are, you're visible in the communities, you're visible through the professional networks that you have. If people have got those type of concerns, they can come to you and they can share them and then you can work through with them and then sign post them off in a different direction."* |

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|---|---|
| | **LA staff 4:** *"If you have a program that is seen as unquestioning, and you know, unquestionable. And people have to just run the program, adhere to the program, and deliver the program. That's quite a dehumanising contact that a YP will have with that professional."* |
| | **School staff 1:** *"What we do now is we check in regularly with each other, we have a weekly day in the office where we can be all together, and we can have lunch together. You can have a coffee and just decompress a little bit in that kind of way. You can have a laugh."* |
| Information sharing<br><br>A need to share information was seen as having a direct impact on professionals coming together. There appeared to be a wariness of detailed information given and who should be providing it. Also the amount of time it took to receive information between agencies was a concern and prevented staff coming together to create a level of change, and in turn, effective multi-agency working. | **LA staff 2:** *"When I'm doing the information gathering and I'm turning to these professionals for their input they very often are able to provide me with an incredible detail of information in terms of the history of their personal circumstances and you know, observations about the behaviours. But that element that I'm specifically looking for i.e. How that's you know, uh isn't an observation around the potentially radicalised sort of behaviours or you know behaviours that would suggest that person moving on towards the rather colonisation and that is very often omitted or almost not entire at all."*<br><br>**LA staff 1:** *"What I found historically very interesting is that there might have been, say, a history of number of assessments over a number of years of that individual from other sources. I know that there has been historically and evolving and potentially escalating pattern of behaviour, yet it would have never been picked up or analysed."*<br><br>**School staff 1:** *"The therapist will do their own work, but they will not stay in the process or stay involved forever."*<br><br>**LA staff 3:** *"I think they're keen to have the information in as timely a manner as they possibly can because they often have the most intelligence. So there are some circumstances where the referrals will go into the police and they will stay with the police, they won't exit into the Prevent space."* |

**5. Discussion**

This exploratory design has drawn on a range of perspectives from professionals working with YP in secondary school. The aim was to better understand how YP at risk of radicalisation are supported, and how effective the response is perceived to be.

The results from the descriptive statistics and thematic analysis, combined with the information collated in the literature review are subsequently explored in relation to each research question in turn. Implications for practice, including the role of the EP, are then considered.


**5.1 Research Question 1:** How are YP currently being supported in relation to radicalisation?

Findings suggest that YP at risk of radicalisation appear to be supported at a variety of levels. The strategies appear to be primarily centred around different trainings offered to the schools and how best to have informative discussions around this topic. The approaches discussed by participants are subsequently outlined in *Figure 16* at three levels; 1. Individual support for CYP; 2. Whole school support, and; 3. LA and wider services support. Figure 16 is structured around Bronfenbrenner's (1979) ecological systems model to understand the interactions between each system and what support is currently in place for YP at risk of radicalisation. This structure helps to also identify the interplay between the interrelationships and the environmental systems when looking at the current support.

*Figure 16* indicates that there are a significant number of strategies and interventions present at the LA and wider level from external agencies and government. Examples include different trainings from WRAP, *Prevent*, referrals to external agencies, and further support through private companies. When supporting YP at an individual level, specific members of staff such as in house counsellors and SENCOs/ALNCOs appeared to take ownership of supporting these YP. Schools and LAs did implement support, however it appears to be lower-level support and interventions such as school displays, creating a safe space to talk, and rephrasing language that is the most dominant. There is also an overwhelming absence of social/ relationship building interventions around building resilience and belonging with pupils. Taylor and Soni (2017) indicate that pupils having a sense of belonging plays a key role in preventing radicalisation in schools.

In addition, schools currently rely on external services and staff in more specialist roles to support them in this area. This raises questions around staffs' confidence in supporting YP at

risk of radicalisation and how they would feel if the level of scaffolding in the form of external services is removed. Previous research has indicated that there appears to be an expressed need for knowledge by staff but an overall lack of confidence in implementing this knowledge (Maylor, 2016; Smith, 2016; Elton-Chalcraft et al, 2017; Farrell, 2016; Elwick and Jerome, 2020).

These findings also reflect the general school culture. Some staff discussed exploring YPs differing views in a variety of subjects like English, RE, and history, whereas other staff referred to the support only being from staff in specialist roles. From putting ownership on specific members of staff, it raises questions around schools' narratives and understanding of radicalisation. For a YP to be supported effectively, radicalisation should be explored at a systems level in order to create an inclusive and safe school culture. By seeking to better understand the response to radicalisation within the context of the whole system, it may help to better inform support, through identification of good practice and potential barriers (Taylor et al., 2021).

Figure 16. Strategies and interventions available to YP at risk of radicalisation

Government led training e.g. WRAP training

Safe and trusting culture

Good community relationships

Psychological approaches & interventions in classroom e.g. ACT

Referral to external services if needed

Safe space for staff to talk about sensitive issues

Access to staff such as inhouse counsellor or ALNCO/SENCo

Sharing of information with inner team and external services

Referrals to EPs, particularly if ALN noted or diagnoses

Exploring YP's differing views in subjects like history, English and RE

Training via private companies

Rephrasing of language in schools around this topic

School displays

Ensuring good relationships with staff in your team

Weekly team meetings to discuss these issues in LA

Prevent guidance given to schools to be followed

**5.2 Research Question 2:** What are the challenges and where are the gaps?

The theme of **'Blurred Lines'** was highlighted in relation to the *inconsistencies with training*, including the amount of time each participant spent training and the level of depth the training went into. *Prevent* was the main focus on training due to moving from a form of non-statutory advice to a legal duty which all staff must comply with. This was also highlighted in previous research (Elwick & Jerome, 2019 & 2020; Joyce, 2018). Some participants discussed the repetitive nature of the training, and not being equipped with enough knowledge, whereas other participants noted there was a significant amount of training with external services coming in for further support. Interestingly, there is no universally accepted definition in academia or government of radicalisation which means that there is an added level of confusion in schools and LAs around what radicalisation is (Sedgwick, 2010). This provokes discussions around how the training can be standardised in the first place if there is not an agreement on what radicalisation actually is and raises further queries around who is presenting the training and their preconceived constructed perceptions on radicalisation.

Radicalisation was also viewed by some participants as an *invisible difficulty* in that participants found it difficult and/or confusing to understand and measure whether a YP was being radicalised. One participant noted the hidden and subtle nature of radicalisation meaning that it would be less of a priority. Whilst another participant highlighted that they would place domestic violence or temporary accommodation as more of a priority as they had a snapshot of what was going on. Horgan and Braddock (2010) noted that the lack of evaluation of de-radicalisation and risk-reduction interventions might be increasing the threat and risk of terrorism. Further, Da Silva, Fernández-Navarro, Gonçalves, Rosa, and Silva (2019) noted that by applying incorrect methods based on inadequate needs assessment, we fail to detect high risk cases and give away critical counter-argumentation techniques and therefore help committed extremists and terrorists re-enter a society without raising suspicions. Further, Koehler (2017) noted that 'the handful of academic experts and experienced practitioners in the field are still engaged in fundamental debates about terminology, scope of programmes and effect measurement' (p.1). Research evidences an apparent lack of measurement because there is no clarity with what change looks like in de-radicalisation and risk-reduction interventions.

The theme of **'the cycle of influence'** was discussed, specifically the *individual impact* of participants including their confidence in raising these concerns. Staffs' confidence also appears to be an overwhelming barrier in previous research and is something that prevents effective support being put in place for YP (Maylor, 2016; Smith, 2016; Elton-Chalcraft et al, 2017; Farrell, 2016; Elwick and Jerome, 2020). One participant discussed the complexity of this topic and their concerns around knowing what to do in certain situations, whereas another participant showed a lack of understanding of what radicalisation is from believing it was only political and religious beliefs. This research highlights the dichotomy that is created around staff wanting to feel more confident in managing these situations but not having the knowledge and/or ability to do this.

In addition, *the societal impact* around the narrative of *Prevent* and the impact this has on community engagement was a significant barrier to YP receiving support. Participants discussed the views members of staff in their teams had around *Prevent* and how this impacted the trainings they were given each year. These findings also appear to be consistent with previous research (Elwick and Jerome, 2016 & 2019; Joyce, 2018; Taylor & Soni, 2017).

In addition, the current UK *political impact* creates barriers to supporting YP at risk of radicalisation. Since the statutory implementation of the *Prevent Duty* in 2015, there have been nine Secretary of States for education. One participant discussed how support for YP at risk of radicalisation has been reduced in priority as a result of government changes. This political impact over the past five years in particular has created an immense barrier to staff supporting these YP. Participants views all resembled a cycle of political difficulties that meant it was difficult for them to do their jobs and created an added barrier for the consistency and continuity in their work. Some participants felt that it was difficult to complete their job as there were going to be further changes due to the release of the Shawcross report in April 2023.

In addition, the theme of being **'stuck in the past'**, specifically, *the language of labels and roles* and the negative impact of this was another barrier to YP receiving support. For example, the language of FBVs and what this entails for pupils and staff (Szczepek Reed et al, 2020; Farrell, 2016; Revell & Bryan, 2016). One participant noted that in the trainings they deliver, they will not use the term FBVs, and instead use 'shared values' due to the reported connotations of FBVs (Farrell, 2016; Bryan & Revell, 2016; Panjwani, 2016). Also

the language of current roles in place for supporting these YP and their families (Elton-Chalcraft, Lander, Revell, Warner, & Whitworth, 2017) acted as a barrier. One participant spoke about the negative implications of the language of the counter terrorism support officer (CTSO) and how this created barriers for relationship building between systems. There appears to be an amalgamation of terminologies and language used from agencies, with some agencies creating new terminologies to move with the times. The lack of consistency of terminology and language used between systems impacts the overall effectiveness of MAW. Szczepek Reed, Davies, Said, Bengsch, and Sally (2020) found that more insight and focus is needed on the degree and nature of flexibility in a universalist approach. Szczepek Reed et al. (2020) noted that there needs to be a balance between national policies and local interpretation of different terminologies and language to ensure positive collaboration between educators and in turn, effective MAW.

In addition, the barriers of participants *hierarchical perceptions of roles* which included some agencies being perceived as more important than others creating an imbalance of power. This was particularly impactful in relation to EPs. Participants felt that EPs were a specialist role that at times were unreachable or not involved in this area. EPs roles were therefore only perceived by some staff for diagnosing and supporting children with learning needs, not being involved in supporting YP at risk of radicalisation. Fallon, Woods, and Rooney (2010) found that the model of service delivery shapes the type of work EPs complete and the skills they are able to utilise. Fallon et al. (2010) discussed one LA after the implementation of the Children Act (2004) and how it created an opportunity for EPs to move away from assessment focused roles to a wider variety of contexts such as social services and day-care settings. This should be taken into consideration when trying to appropriately manage the current hierarchical perception of roles in this research.

Further, the *flexibility of the systems* was discussed, particularly in relation to old models still being in place with set ways of working and them not being updated. Participants spoke about their lack of control of pathways due to outdated models when a YP is referred to *Prevent* and their inability to create a level of change due to this. Participants also discussed feeling pigeonholed in their roles and like they were in 'a conveyor belt' after years of dissatisfaction due to the current SEND system.

The theme of **'coming together'** was discussed, in relation to *creating authentic connections* in participants roles, not just within their team but with other agencies. One participant

touched on the importance of 'regular check ins', 'having lunch together', and 'a weekly day in the office', whilst another participant discussed the importance of having a strong professional network, so you feel able to share concerns. Concerns were raised by one participant around the dehumanising way of working if someone is not there to help question aspects of the job. Previous research concurred with these findings and highlighted the importance of working together to create a shared understanding with positive connections among staff in the same team and in varying agencies (Taylor et al., 2021; Roberts, 2018).

Further, *bringing together information and sharing it* between agencies was highlighted as a concern and barrier to effective MAW both within the internal team and external agencies (Roberts, 2018). Participants discussed the disconnect between agencies which resulted at times in a high number of assessments being completed which were unnecessary. There was also disconnect with communication between agencies and an independent way of working with some services such as with counsellors or the police.

Moreover, having a safe space to **'sit in the discomfort'** reduced barriers when supporting YP at risk of radicalisation. Research has indicated the importance of this space being created to allow staff to feel comfortable in asking questions that may be sensitive and difficult (Quartermain, 2016; Jerome and Elwick, 2016; Taylor et al., 2021). Interestingly, previous research discussed focuses on CYP being given these opportunities to discuss taboo areas, but little focus was on staff. In this research, one participant spoke about the importance of bringing people together who have opposing views and discussing them. The participant discussed the importance of curiosity that staff should have in their role and how courageous it is. Barriers were also discussed in relation to the discomfort staff felt when discussing a child of concern. It appeared that in the agencies where a 'safe space' was created there was better evidence of staff and external agencies coming together. Sitting in the discomfort is something that Harrison (2022) discusses in her reflective account when she looks at the power of racism and ways forward. Harrison (2022) asks the questions: who is sitting in the discomfort? who needs to take responsibility for that discomfort? And who needs to act? Having this perspective allows staff to develop confidence in this area and learn from experience. This can also create a shift in narrative around radicalisation and a more open culture in discussing concerns (Quartermain, 2016).

**5.3 Research Question 3:** <u>How effective do professionals perceive this support to be?</u>

Overall, varying levels of effectiveness were highlighted by professionals in relation to supporting a YP at risk of radicalisation. The participants completed a level of training to support them in this area, however, the majority of training appeared to be the equivalent of less than half a day. It is interesting to note that some staff when asked about the type of training they received, clicked the 'other' option, and noted that they completed training but where unsure what type it was. This concurs with previous research in relation to the confusion felt by the participants and lack of effectiveness of the trainings (Elwick & Jerome, 2019; Jerome & Elwick, 2016). When participants were asked in more detail from the interviews, there appeared to be confusion and an overall 'blurred' response in relation to support. When looking at school staff and LA staff, it appeared that school staff felt less confident with the support given to them.

In addition, there was a further difficulty from participants around the support given at a government level. For example, the Shawcross report had not been released during the time of interviewing for the research and this caused added difficulties in understanding from staffs' perspective in how well they were applying *Prevent* in their work. This was also highlighted by participants when they discussed the absence of a standardised measurement for YP who may be at risk of radicalisation. This highlights the lack of moderation of support to staff, with a variety of services completing '*Prevent*' training yet it appeared from the results that not all the training was the same. Elwick and Jerome (2019) found that training was variably delivered by the LA, the police, external and internal specialists, and sometimes by colleagues without formal expertise. Further, Lundie (2017) noted that the interpretation and motivation of the trainer influences subsequent approaches and understandings of the policy. This is something that attention needs to be drawn to. '*Prevent*', although it is a statutory duty, continues to allow a level of flexibility in how agencies perceive and interpret it. This in turn negatively impacts the moderation of training being delivered across schools and LAs in the UK. This flexibility creates a potential risk to staff as it may question the confidence and competence of their role allowing them to feel alone in certain decisions they are making in regard to support for YP.

For long term changes to be made, a top-down approach may be beneficial to provide more stability and structure from government. The theme of 'cycle of influence' in the research was an example of change needing to be made at a variety of levels for effective support to be

implemented. Bronfenbrenner's ecological systems model (1979) organises contexts of development into five nested levels of external influence (microsystem, mesosystem, exosystem, macrosystem, and chronosystem). Bronfenbrenner (1979) highlighted that how these groups interact with each other will affect how they develop, similar to the 'cycle of influence' created in this research.

**5.4 Research Question 4:** What is the perceived role of the EP, in relation to radicalisation (current and future possibilities)?

Participants agreed that there were a number of areas EPs could be involved in when supporting a YP at risk of radicalisation (*Figure 16).* Most prominent was the support EPs could give to staff around identifying who is at risk, further knowledge and resources, and training. Joyce's (2018) findings reiterated this and showed that EPs should be involved in helping to support teachers through coaching, dissemination of knowledge and skills, and social, emotional, and mental health (SEMH) support. Sewell and Hulusi (2016) suggest that EPs are also able to work with a range of psychological theories (e.g. Reactive approach Motivation) which could be utilised by EPs when working with CYP at risk of radicalisation. This was also reiterated in D'Lima's (2017) doctoral thesis. D'Lima (2017) found that EPs may be able to offer group-based interventions when promoting resilience to radicalisation in YP. He noted that EPs can train staff to deliver these programs, so it is more feasible and efficacious in the long term. Prior research appears to be consistent with what current levels of support participants felt EPs should be involved in (Joyce, 2018; D'lima, 2017; Sewell and Hulusi, 2016).

Further, some participants discussed the importance of EPs being involved due to it being the core aspect of what an EP role entails. One participant queried that if EPs are not involved in schools and LAs supporting these issues, then who is? Participants discussed the importance of EPs being involved from the initial stages whether it is completing assessment work with the YP or supporting the family when external services are involved. This was again consistent with D'Lima's (2017) research when focusing on proactive strategies to support YP.

Interestingly, there were discussions between the difference of a clinical psychologist and an EP. One participant noted that there tends to be clinical psychologists involved in the *Channel* meetings, however, after understanding more about the EP role they felt that EPs

were better placed due to their skills in looking at the YP from a systemic perspective. One participant noted the importance of having an EP accessible to them if they need further support whether it was in *Channel* meetings or throughout the process of de-radicalisation for the YP. It was interesting to note that when looking at the difference in views between roles in the LA staff, the EPs that were interviewed appeared the most cautious about there being a role for them. One EP displayed a level of hesitancy and noted that they did not feel they had enough knowledge or information about this topic and if asked to complete a training they would look at the LA commissioning someone who knows more. There were also discussions around the capacity EPs are currently working at and how this could be added into their workload.

School staff, specifically, were keen for EPs to be involved in this area but appeared to be 'stuck' in the current UK system and unable to bring EPs into this work. One participant noted that in terms of the SEND system, schools buy in EPs to complete EHCPs, not to support YP at risk of radicalisation. It appeared that school staff found EPs time in school too valuable in schools for them to be completing work in this area and not with statutory work. This participant discussed this idea of 'being in a privileged position' if EPs can support in this area. Another participant highlighted that when a YP is at risk of radicalisation, their first port of call is counsellors. When this was explored further there were clear misconceptions in their understanding about the EP role, describing EPs as report writers, diagnosing CYP (e.g. Attention Deficit Hyperactivity Disorder, Autism Spectrum Condition), and only completing statutory work.


5.5 Implications for Practice

Whilst the findings of the present study sought to offer an original contribution to knowledge by eliciting the voice of a variety of services that support YP at risk of radicalisation, there are directions for future research that could be developed further.

Further support for all school and LA staff is essential to allow them to feel confident and able to raise concerns to support these YP appropriately. Staff showed an eagerness to be more aware of this topic and wanted more direction in doing this. Staff also found it challenging to 'sit in the discomfort' and openly discuss their views and experiences of this topic. Staff should be given appropriate support around teaching of controversial issues and how to distinguish them from other types of issues they teach. This means that arguments

about controversial issues may be constructed from shared facts and by people who hold different values, positions, or world views (Oulton, Dya, Dillon & Grace, 2004). Support can be in the form of trainings, supervisions from and discussions with specialist professionals, and monthly group meetings to enable a safe space to share concerns and views around differing topics. EPs may be well placed through their use of psychological knowledge and skills to support school systems to sit in the discomfort and have these conversations (Fallon et al., 2010). The Social GGRRAAACCEEESSS framework (referred to as social graces) can be a useful model to support EPs and staff generally for providing a level of scaffolding to these conversations. The social graces framework was jointly developed by John Burham (1992, 1993) and Alison Roper-Hall (1998) as a framework for understanding aspects of identity and how they shape practices. It helps to make identity factors a part of discussion about privileges and disadvantages that are evident in society. The social graces can be an effective framework for EPs to use when 'sitting in the discomfort' with staff in schools and LAs.

All staff currently complete training through the *Prevent Duty* which consists of mainly online training for half/ less than half a day. The current training released by *Prevent* focuses on raising awareness of the risks of radicalisation and covers practical steps that can be taken to recognise and minimise the risk of people being radicalised (DfE, 2015). Radicalisation can be a complex and evolving process that could benefit more than only one/half a day of training. Quartermaine (2016) found that addressing these topics in other environments (not just training sessions) may be beneficial. Quartermaine (2016) noted that pupils found RE class a suitable forum for discussion around radicalisation so they could better comprehend the relationships between religion and terrorism. 'Thinking outside the box' when educating and supporting staff in schools and LAs in this topic is central. It is evident that a more comprehensive and tailored training needs to be implemented to fit with all agencies supporting YP at risk of radicalisation, however, this 'training' should be explored as part of a whole school/organisational approach and filtered into other areas across agencies too.

In addition, relationships are key to change, and a number of factors can improve, and hinder relationships being built. Information sharing is something that was regularly mentioned and can easily be resolved through appropriate forms of communication and clarification of staffs' roles. When a YP is a risk of radicalisation, multi-agency meetings (MAM) allow for a level of transparency and regular communication as well as relationship building between

staff in different systems. Relationships can also be built from staffs' understandings of roles. There was a level of confusion around this, particularly in regard to the EP. It is important that staff are provided with the basic information of job roles and regular meetings are put in the diary to allow for relationships to be built. The relationships between the community and *Prevent* have also been negatively impacted. Elwick and Jerome (2019) highlighted the impact the *Prevent Duty* is having on communities where certain types of extremism become a focus. Bronfenbrenner's ecological model of development (1979) acknowledges the importance of viewing YP as existing within a series of complex systems that influence how a child conceptualises and experiences the world. It is crucial that the relationship between *Prevent* and the community needs to be explored through Bronfenbrenner's (1979) lens. The statutory legislation of *Prevent* also appears to be a double-edged sword. The *Prevent Duty* is able to provide support to schools and a 'pathway' to de-radicalise them, however, it also creates a set process and rules to follow that staff found difficult and lies out of their comfort zone.

5.6 Implications for Educational Psychologists

The majority of participants in this research believed that EPs have skills and knowledge that might help staff understand and tackle the radicalisation of YP to extremist positions. This is consistent with existing research (D'lima, 2017; Joyce, 2017; Sewell and Hulusi, 2016). There were, however, a number of considerations highlighted for EPs in their practice. The misconception of EPs role was highlighted in the research and the expert led status EPs were given. This meant that EPs were overlooked as being the appropriate professional to supporting YP at risk of radicalisation as their role was seen by participants as assessments/ report writing, diagnosing, and completing their statutory duties. As highlighted by previous legislations, the role of the EP can operate across the following domains: assessment, intervention, training, consultation, research, and policy development (Scottish Executive, 2002) to enhance the lives of CYP. Across these domains, early preventative work is deemed highly important (Health and Care Professions Council (HCPC), 2015). For change to happen in this area, EPs need to create a level of clarity around their role and continue to move away from an expert led lens to allow for more versatility and flexibility in their level of support. Although EPs have a level of specialist knowledge in understanding this area, there needs to be recognition from all services around the unique level of support they can all bring.

As highlighted, *Channel* meetings take place in England and Wales as part of the duty in the *CT&S* Act (2015) to provide support for people vulnerable to being drawn into terrorism. Statutory guidance has been released for *Channel* panel members and partners of local panels in which it includes a variety of representatives that may be part of this group (p. 11). Out of 15 representative examples, EPs are not specifically included. As highlighted from the research, there is a clear role for EPs in this area, specifically in relation to systems/ multi-agency work. By including EPs as part of the representatives in the *Channel* guidance, it allows them to be part of the process and provide a level of psychological knowledge to support YP at risk of radicalisation. Research has indicated the importance of understanding radicalisation within the context of the whole system (Mendelson, 2008; Bronfenbrenner 2005; Taylor & Soni, 2017) and EPs can play a unique role in bringing these systems together, this is something that would be hugely beneficial in the *Channel* meetings and beyond (HM Government, 2015b).

As highlighted throughout this research, there is a high importance in working at a variety of levels in different systems to support YP at risk of radicalisation (Lundie, 2017). One of these levels includes parents/ carers in which EPs can facilitate communication between parents, schools, and external agencies. This level of support has also been reiterated by Joyce (2017) and highlighted as a key area for EPs. This level of support may include organisation of meetings, multi-agency support, group consultations, or psychological advice and support.

It has been highlighted that EPs can provide a level of clarity for staff around radicalisation and prevent them from feelings of discomfort that has been created around this topic. EPs can support staff through supervisions to help them discuss their concerns whilst creating a safe space allowing them to feel comfortable in doing so. EPs have the opportunity to break down this misconstrued lens of radicalisation that has been created and support staff in developing their confidence and knowledge further in this area. Shield (2022) highlighted the importance of good supervisions and having a level of open and clear communication during these supervisions to discuss their experiences. EPs are well placed to create these high-quality supervisions and provide a level of containment to staff when supporting YP at risk of radicalisation.

5.8 Strengths and Limitations

Table 9. Strengths and limitations of Study

| Strengths | Limitations |
|---|---|
| • Participants came from a variety of LAs and secondary schools across England and Wales including both rural and urban areas, thus increasing the generalisability of the findings. <br> • Some participants commented that holding the interviews online encouraged them to take part as they perceived it as taking less time and effort than a face-to-face interview and allowed them to be more honest as it was not as intense an environment (1:1). <br> • The quantitative data was useful in this study as it allowed the canvasing of a larger sample (n= 51) of participants than would not have been possible by qualitative means alone. It allowed for rich purposive sampling, and a way of reflecting on individual participant responses in the interviews, to allow them to discuss their questionnaires further. <br> • The qualitative data was designed to give a richer, deeper insight into the beliefs, values, attitudes, and perceptions of teachers in the study, adding 'meat on the dry bones' (Bryman, 2006, p.106) of the quantitative findings. <br> • In using an *explanatory sequential design* of the quantitative and qualitative elements it provided a greater scope and understanding of the research problem. It is the conviction of the author that this has been accomplished in the present study, with both elements of the | • The research focused specifically on secondary school experiences and did not explore further education and primary school. <br> • Not all systems were looked at including police, parents and YP themselves. This could have allowed for further rigorousness in the findings. <br> • The complexity and statutory duty of P*revent* and the implementation of it in schools meant that some participants may have felt more withdrawn from giving honest answers around this topic. This was also the case with the 'discomfort' of this topic highlighted in the discussion which could have impacted findings. <br> • The research has been undertaken as part of the requirements to complete a Doctoral level qualification. Research may therefore be considered a secondary skill of the researcher, who demonstrates an evolving understanding of conducting research, completing questionnaires, and using thematic analysis. |

| | |
|---|---|
| study providing value to the overall research findings. The initial findings from the quantitative data have been significantly elaborated on in the qualitative phase, with a richer and more detailed exploration of some of the issues relating to supporting YP at risk of radicalisation were discussed.<br><br>• The research being looked at from a multi-agency perspective allowed for a unique perspective, wider comparison and more reliable results which can be applied to real life scenarios. | |

## 6. Conclusion

This research has explored the response from LAs and secondary school staff in supporting YP at risk of radicalisation. The findings suggest that this response is led by hesitancy, confusion, and an overwhelming lack of knowledge in this area. Without equitable support and direction being given to schools and LAs, it creates an unclear and stagnant impact for all staff supporting these YP. EPs have an opportunity to provide clarity and movement in this area. The findings have shown that EP support can be implemented across all systemic levels from individual work with the YP, support around supervision and group consultations, and at a government level around further clarification on the EP role and potential changes to statutory guidance to ensure further EP involvement. EPs have the ability through their use of psychological skills and knowledge to help schools 'sit in the discomfort' and have open and honest conversations about the difficulties/ concerns they are facing when supporting YP at risk of radicalisation. If EPs can create these opportunities and create change in their own practice, then systemic changes at government level may follow.

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Part three: Major Research Reflective Account

Total words: 6687

**Overview**

The critical appraisal will be discussed in two parts, Part A: contribution to knowledge and Part B: critical account of the research practitioner. This appraisal is written in a way which intends to give a reflective and reflexive account of the research process and journey, and the role and development of the researcher within it, therefore the critical appraisal will be written in the first person to emphasise this (Willig, 2017).

**PART A: Contribution to knowledge**

1.1 Development of the research

I have always believed there is a level of importance in our early experiences and how they can shape our beliefs about ourselves, others, and the world. Positive early experiences and interactions can create long-term outcomes for children and young people (CYP) and implementing early interventions and support is key to helping change their future direction. Being in educational psychology has helped me to explore this belief further, particularly being able to develop and utilise my psychological knowledge to create more positive outcomes for these CYP. This thesis combines my genuine interest in this area and my belief around preventative support being crucial to create change.

My interest in supporting young people (YP) at risk of radicalisation was triggered when the Manchester arena attack took place in 2017. This attack resulted in the death and harm of YP and described as the deadliest attack in the UK since the London bombings in 2005. From living and working in Manchester at the time, I saw the ripple effect across communities and the city as a whole and could not help but wonder why this attack happened and what could have been done for it to have been prevented.

In 2019, I moved into another role as an assistant psychologist (AP) and completed a school visit with a pupil. It was only after I completed work with them and spoke with their family, that I felt they were at risk of radicalisation. I remember speaking to the staff about this and I was met with a state of panic and confusion around what to do. When taking this piece of work to my supervisor, I was met with hesitancy around EPs being involved in this area and concerns that this was not their role.

My views around EP support in this area became more concrete when I started the doctorate. The teachings on the Cardiff University programme meant that we spent the first six months of the course completing academic learning at the university. One topic discussed the importance of the EP practice being proactive and how crucial early interventions are in supporting CYP (Pellegrini, 2009). This resonated with my existing beliefs and led me to think about the preventative and systemic role EPs could play in this area which may also have been central to preventing a number of the findings being raised from the Manchester Arena enquiry (2021).

In addition, I was put in touch with a police officer in Wales (that specialised in extremism and radicalisation) and I was able to discuss my initial views and ideas. It was this relationship that was the most impactful to me. I am continually grateful for the support and time he gave me. This officer helped to fill my knowledge and gaps and gave up his time to have regular discussions with me about this topic. I was also invited to different training courses around extremism that he was arranging. During these discussions, we spoke about the role of the EP in supporting YP at risk of radicalisation and how he has worked with some EPs which he felt was hugely beneficial both from an individual and systemic perspective.

1.2 Review of the literature

1.2.1 Challenges in refining the literature search

This was the one of the most challenging aspects of my research. I found it overwhelming to see the amount of research papers that came through when I typed in my search terms and I was concerned that the multi-agency perspective of the research meant the topic might be too broad. I found a lot of the literature was quite difficult to read due to the complexity of the studies and language used in them, so I utilised the academic reading strategies adapted by Badehorst (2008) which helped me to understand the literature from a general perspective. These included a variety of tips such as 'begin with key sources and trace', 'take notes whilst reading', and 'read with a problem and purpose in mind' (p. 158).

When I took a closer look at the papers from the search, there was a vast amount of research from America and it was difficult to link their findings with the UK due to the different legislations and policies in place (the *Prevent Duty*). Watters (2010) spoke about the diversity

of different cultural understandings across the globe and the negative implications of trying to implement your own knowledge on another culture. This made me consider the difficulties I would have if looking at my research from a variety of countries.

I decided from that point to focus on the UK, and this seemed to reduce the papers significantly. There were also a few issues with UK papers that focused specifically on the *Prevent Duty* as well as papers exploring the Trojan Horse Affair in Birmingham. Again, this was difficult as although it fitted the search terms, it did not directly link to the research question. I found letting go of certain research quite difficult due to having a genuine interest in some of the topics. Specifically around the Trojan Horse affair- this was something I knew a lot about prior but had to let go of to ensure the papers linked to my research questions. Byrne (2022) found in his research paper exploring Braun and Clarke (2006) approach to thematic analysis that the researcher must be able and willing to let go of codes or prospective themes that may not fit the overall analysis. Although I was not at this stage, it made me reflect on the difficulties I had of even letting go of initial ideas prior to the research starting.

When it came to writing the literature review, I initially completed a narrative review. I was keen to include as much psychology as possible and wanted to explore why a YP can be at risk of radicalisation through various psychological theories. I was also keen to show the researcher a different narrative for this topic and create a better understanding of reasons why radicalisation occurs. I felt that the narrative review was a useful approach to convey this information as it helped pull many pieces of information together into a readable format. Green, Johnson, and Adams (2006) also note that narrative reviews are helpful in presenting a broad perspective on a topic which is something I was keen to do at the start of my literature review. I had to make decisions on what was relevant to include. Narrative reviews have been argued to be subject to bias from the researcher in selecting research (Siddaway, Wood, & Hedges, 2019).

Although I felt satisfied that the narrative review helped create a general understanding of the topic, I was unsure how to create a level of detail when looking at each of the systems in relation to supporting YP at risk of radicalisation. Hofstee (2006) discussed a funnel method (*Figure 1*) when completing a literature review and this was something I was keen to replicate as it helped to ensure I covered everything whilst being able to narrow down the

specific research question at the end. I had a number of supervisions to discuss my thinking for this and chose to also complete a systematic review as I found it created something that was clear, comprehensive, and useful for looking at each agency individually and as a whole. The PRISMA (Moher et al., 2009) helped with creating this level of clarity and detail. I was aware that I did not use a more structured approach to appraising my literature review and have reflected on if it would have been more beneficial using a more structured framework such as the Critical Appraisal Skills Programme (CASP). The CASP helps to increase consistency in decision-making for what papers to evaluate and uses appraisal checklists to do this. In reflection, I think this appraisal tool would have been beneficial in ensuring I have discussed all appropriate papers and is something I will use moving forward in my research journey.

Figure 17. The funnel method of structuring a literature review (Hofstee, 2006)
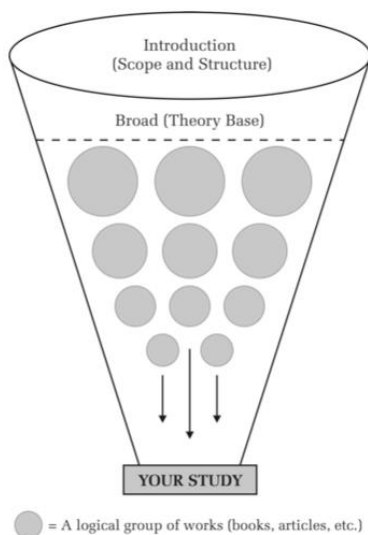


### 1.2.3 Areas for future research

There was a significant amount of research in this area when looking at different countries, however, when specifically looking at the research in the UK in relation to supporting YP at risk of radicalisation, it appeared sparse.

It was interesting to note the lack of research in certain systems which was highlighted in the literature review. Parents/ carers appeared to be an unspoken topic, with only one piece of research interviewed parents when looking at views around internet safety and online

radicalisation (Caton & Landman, 2021). Further, the views of CYP were gained at a more general level looking at their understanding of radicalisation as supposed to their own experiences of it. As discussed in the literature review, there are difficulties when researching sensitive topics in family systems due to the privacy, validity, and reliability of the family members (Gelles, 1978). Interestingly, research exploring these sensitive topics was from 1978, and to date, there continues to be a lack of research into how to find ways forward when looking at sensitive topics. Future research needs to explore this area from a general perspective but also in relation to parents/ carers of YP and CYP themselves that may be at risk of radicalisation. Atkinson, Doherty, and Kinder (2005) note that for successful interagency collaboration there needs to be an understanding of other agencies including these system's cultures, structures, discourse, and priorities. This made me reflect on this current research. For truly effective MAW to happen, there needs to be voices from all systems.

In regard to the chosen data analysis, a mixed methods (questionnaires and interviews) approach allowed for a deeper level of understanding than what may have been achieved by one method alone. However, subsequent research may wish to consider different methodologies as part of a mixed methods approach such as focus groups. Willig and Rogers (2017) found that focus groups might encourage more naturalistic conversations to occur between participants, thus increasing ecological validity. However, consideration needs to be given to confidentiality and anonymity of participants for this method, particularly due to the sensitivity of the research and the risk of jigsaw identification (O'Hara, Whitley, & Whittall, 2011).

1.3 Contributions of research findings to existing knowledge
The findings from both the literature review and the research itself, highlight the lack of consistency and inequitable response for YP at risk of radicalisation. It was interesting as a researcher to speak to participants in a variety of systems and hear the similar barriers they faced for MAW. It struck me that their views and difficulties supporting YP at risk of radicalisation reflect the wider systemic difficulties, particularly at government level.

Further information around the EP profession in this area was also gathered which helped to highlight the places EPs can support these YP and how they are able to do it. The role of the

EP tends to operate across the following domains: assessment, intervention, training, consultation, research, and policy development (SEED, 2002). The research findings highlight the variety of areas EPs can be part of when supporting YP at risk of radicalisation across individual, organisational, and societal levels.

1.4 Dissemination of findings

Danermark (2019) found that dissemination of research findings is crucial to successful real-world intervention and requires careful wording and experiences. Further, Milkman and Berger (2014) offer insights into the best ways of sharing research findings including; framing research in a way that (i) evokes stronger emotion, (ii) increases perceived usefulness, (iii) draws greater interest, or (iv) is more positive. In light of this, dissemination of the findings from this research will involve:

- Sharing the findings with the EP service I am working with to enable discussion about operationalising some of the implications locally.
- An overview of the findings of my research to LA staff and secondary school staff, as previously agreed. It is hoped that my findings may be helpful to prompt strategic discussions. This conversation may generate further actions for sharing my study in other EP forums, such as the National Association of Principal Educational Psychologists (NAPEP).
- Submitting my abstract for consideration to speak at the DECP annual TEP conference in January 2024.
- Allowing for a broader audience to be reached and to prompt more conversations on this topic I will publish my research in a peer-reviewed journal such as Educational Psychology in Practice (EPIP) and the BPS' Division of Educational & Child Psychology (DECP) journal. I will research guidelines for publishing and utilise support and supervision where needed. It is hoped that wide dissemination of this research will inspire further study in this under-explored area.
- *Prevent* will also be contacted and the poster that is developed to summarise the research as part of the doctorate could be shared, this will also include further discussions with prevent officers around EP involvement in *Channel* panel meetings.
- I have also contacted the community co-ordinator for counter extremism in Wales to share the findings of the research and a meeting has been set up to discuss how the

findings can be used in relation to radicalisation. This could result in further adaptations of the programme and/or approach and further preliminary investigation.

**PART B: Critical account of the research practitioner**

2.1 Emotional impact of research

This topic is emotion-provoking and unsettling, and it was important to acknowledge this and understand the level of upset and/or distress this may cause to the participants. I wanted to manage this as sensitively as possible with the participants:

-   I spent a lot of time with my supervisor reflecting on my questionnaire and interviews to make sure they were appropriate, and questions were not asked in an emotion-provoking manner.
-   I spent time understanding sensitive research in general and found research that helped me to understand the complexities of it and how this can be managed. Dickson-Swift, James, Kippen, and Liamputtong (2007) discussed aspects to consider throughout the interview process including: rapport building and use of self-disclosure, the ongoing challenges such as dealing with developing attachments, hearing untold stories, feelings of guilt, vulnerability and exhaustion, and issues related to both transcribing and analysing data. This research helped to ensure a level of emotional sensitivity was applied throughout.
-   I spoke to an employee at the Getting on Together project in Cardiff who helped me with appropriate language to use in my research and to build my general knowledge in understanding radicalisation and different extreme thoughts and feelings. By building my knowledge in this topic it allowed me to be more emotionally aware for my participants throughout the research.
-   Warr (2004) spoke about the importance of self-care when completing emotionally sensitive research and how it should be recognised as an important strategy to minimise harm that researchers may be exposed to as part of their research work. Warr (2004) highlighted that if researchers are not provided with self-care opportunities such as debriefing, they may carry research stories around with them which may be detrimental to their emotional well-being and impact the research

process. I therefore spent time with my supervisor discussing the work and ensuring I took time out to relax myself, especially in between interviews.

In addition, I spent time reflecting on the type of participants that would engage in this research and how it may be people that have had an emotional connection to the subject matter and therefore more willing to complete the questionnaires and want to partake in the interviews. This was something I felt I had little control over and would not necessarily have a negative impact on my research. It was important for me to recognise this and understand that everyone decides to participate or complete research for different reasons.

In regard to myself, it was important for me to build a level of trust with my supervisor from the beginning so I felt able to discuss how I was feeling and my own emotions with this topic. This was initially challenging due to circumstances that were out of the University's control around my supervisor leaving. For me, having a level of trust in a professional relationship was hugely important. It helped me to feel more open and able to share my concerns about the research process and my reflections. Luckily this continued with my second supervisor, and it was through discussions and additional reflective time that I felt more contained emotionally. Benade (2018) spoke about the role of trust in reflective practice and noted that a level of trust must be present for critical and collaborative reflective practice.

## 2.2 Unconscious bias

Unconscious bias is something that I have found hard to articulate throughout my journey in this research. Unconscious bias was something that I initially felt was quite a central theme and at one stage it became a subtheme for phase 2 of my research in the cycle of influence theme. I noticed that from the individual level, participants were not fully understanding what radicalisation was or they would have pre-conceived views. This made me think about if this was their unconscious bias coming through in the interviews. In one interview, a participant even started to note that her views might have been due to her unconscious bias. It took supervision and months of sitting and reflecting which led me to realise it could not be included in the main empirical paper. My first thoughts were around my research holding the epistemological position of constructionism. This meant that whilst there is an objective truth, it cannot be fully observed due to the way it is perceived by those who experience it (Corson, 1991). This meant that I would be making assumptions about what the participants said and

believing it was their 'unconscious bias', however, this may not have been the case and instead have been how participants have experienced the topic of radicalisation.

Further, I felt that by highlighting participants 'unconscious bias', it was not protecting them of freely expressing their views on this topic. I had ensured participants were aware of the safe space created at the interviews and I felt that this may have been misleading. Hofstee (2006) discussed the benefits of constructing a miscellaneous theme (or category) to contain all the codes that did not appear to fit in among any prospective themes. This was something I did and found that these codes ended up becoming a different subtheme which looked at the individual impact of the 'cycle of influence'. Braun and Clarke (2012) concurred with this and noted that these themes may also be removed from the analysis during a later phase.

The decision around not including unconscious bias is something that I still question. Van de Weert and Eijkman (2019) discussed radicalisation as being quite a subjective process and the importance of accepting the possibility that participants may hold subjective perceptions and experiences in relation to it as a topic. Further, Ravn, Coolsaet, and Sauer (2019) found that being aware of these subjective realities is important, especially because the global discourses around radicalisation over the past decade and a half have been largely constructed through our subjective understandings. When looking into this area for more clarification, I came across a personal reflective article by Harrison (2022) that talks about the trauma of racism. Harrison's (2022) article included a letter she wrote to her four-year-old self. Harrison (2022) asked: who is sitting with this discomfort? Who needs to take responsibility for that discomfort? Who has to live with that discomfort and what is the impact? Who has to take action? How might the challenges be formulated? Harrison (2022) insisted that we must address the question of whose responsibility is the action or the challenge. Harrison (2022) takes the reader through an exploration of 'being and becoming witnesses' and 'healing and resistance'. This was very powerful reading and it made me think about the participants perceived 'unconscious bias'. For me, there was something in Harrison's (2022) account that made me think about the bigger picture. By creating a space where this 'discomfort' is discussed openly, it also creates an opportunity for challenging any form of 'unconscious bias' that people may have. For me, my role in this study was to understand participants experiences of supporting YP at risk of radicalisation and to find ways of moving forward for better practice.

Unconscious bias is also something that I challenged in myself. I spent time continuously reflecting and discussing my decision making throughout this research and utilised my supervision time to discuss this in detail. Berger (2015) highlighted the importance of the researcher continuously reflecting and reviewing practice to ensure they are not shaping participants experiences in any way, or unintentionally seeking similarities with one's own experiences. I kept a research diary and noted down any reflections I felt related to my unconscious bias and raised these thoughts during my supervision time (Appendix S). Further, I went on trainings that explained the implications of unconscious bias in education. One particular training was through Imperial College London, and it helped me to see the influences unconscious thoughts may have in the decisions I make in research. Finally, to challenge my own unconscious biases further, I started a social justice group with a group of peers from my cohort. We discussed our unconscious biases with the hope of educating ourselves further and raising awareness of unconscious bias throughout the course and the implications this has on our practice and research. In addition, it would be helpful to use a structure to reflect on our unconscious bias in our roles. Dodgson (2019) discusses the concept of reflexivity to ensure the researcher is cognizant of certain similarities and differences in their practice. This form of structure is something I will bring into my practice as a newly qualified EP.

2.3 Philosophical stance

Ontology and epistemology are key determinants of the methodological approach that is chosen to examine a phenomenon (Willig & Rogers, 2017). Although I completed prior degrees there was not much of a focus on either epistemology or ontology and it meant I challenged my way of thinking for this research. We had a session at university looking at different philosophical stances and completed additional research in previous years which helped to understand this area more. As discussed, I am a more visual learner so when I started to look at different philosophical stances for this research, pictures helped with this (see *Figure 18 and 19*).

Figure 18. Critical realism
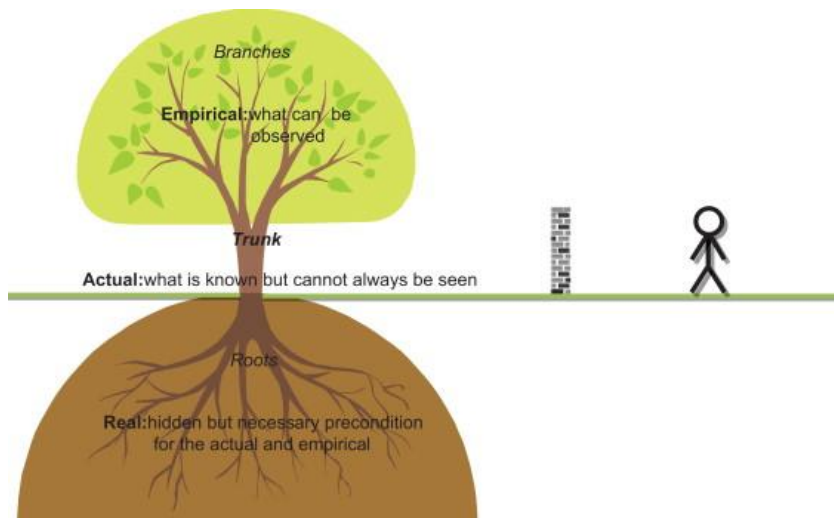


Bhaskar (1997; 2013) introduced critical realism as an ontological position in which to research people in their social/ health context. He argues three levels of ontology: the 'empirical' (tree branches), the 'actual' (tree trunk obscured by the wall), and the 'real' (tree roots). Baskar (1997) noted that these are the generative mechanisms that contribute to our understanding of the 'actual', but which are not fully explanatory (Walsh & Evans, 2014). This explanation helped me to understand the importance of applying this way of thinking throughout my research (Dyson & Brown, 2005). I was aware that all participants had their own experiences of this topic based on where they live and what role they are in. Critical realism helped me to explore each of the participants experiences, or subjective realities to this experience, and how they were impacted or influenced when supporting YP at risk of radicalisation. It was important to objectively capture a range of participant views about their own 'realities' of support, in order to explore the empirical reality as compared to the real and actual reality under observation (Fletcher, 2017).

Further, the epistemological position of constructionism was used which claimed that whilst there is an objective truth, it is not tangible and cannot be fully observed due to the way it is perceived by those who experience it (Corson, 1991). Instead, a social phenomenon is better understood in relation to the context in which it is experienced (Fletcher, 2017). Viewing someone's 'reality' from their own experiences is something that I felt was hugely important for this research in particular as it sought to give the participants ownership of the knowledge they had and create a free and open environment for their voice to be heard throughout the research process.

2.4.1 Data collection and procedure

In order to achieve this, a mixed-methods approach was utilised to collect both quantitative and qualitative information, split over two phases.

Phase 1

Questionnaires were initially developed in order to gather descriptive information (Phase 1), which was hoped to generate data that could be used to guide the interview schedule in Phase 2. The gatekeeper letters were firstly sent out to a number of LAs and secondary schools in England and Wales. I was aware that I could have completed separate gatekeeper forms to send out to these agencies, but I felt it was important to allow a level of consistency and replication in what I was doing for all participants. I was conscious that if I completed separate forms using different language it may inadvertently impact the participants views on the topic or whether to participate. I felt that the staff in each of these agencies were able to access the same information given. This would have been different if agencies such as the police were included as the language of the forms may have been changed to fit with their way of working and experience to supporting YP at risk of radicalisation.

The questionnaires were sent to LAs and secondary schools in England and Wales. These areas were chosen to ensure there was a mix of LAs in urban and rural areas. The gatekeeper responses varied considerably between LAs and this impacted when I sent each questionnaire out. This meant that some LAs had more time to complete the questionnaires and more responses from these areas were gathered. There appeared to be a relatively even mix of school staff and LA staff who completed the questionnaires which was surprising. The gatekeepers I used for each LA and secondary school were currently going through a time of heightened stress due to a variety of political and societal factors so this may have been an added factor for lack of response from some LAs and schools.

Further, the questionnaires were emailed out to schools with an embedded link within the email to access the questionnaire. Saleh and Bista (2017) examined factors impacting online survey responses in educational research and found that people in their sample were more likely to respond to online questionnaires if: 'they were already familiar with the person

sending them the survey, if they received a reward for doing so and if they received a reminder email' (p.65-66). This was an interesting read and made me reflect on how fortunate I was to get 51 responses as I was not able to utilise Saleh and Bista's (2017) strategies for my research. I also sent an email prompt out in October 2022 but there were very few responses that came after this time. It appeared that during the summer months and September were the best times to contact staff.

Phase 2

For Phase 2, interviews were the chosen method of data collection which helped to give a voice to participants by providing opportunities to explore their experiences and how they make sense of the world (Braun & Clarke, 2013; Willig, 2013). I adopted the methodology of semi-structured interviews to explore different multi-professional views on their current practice supporting YP at risk of radicalisation. This technique provided me with opportunities to explore individual perspectives in-depth (McIntosh & Morse, 2015; Willig, 2013). I developed two semi-structured interview schedules for the LA staff and school staff that took part. I referred to a semi-structured interview framework throughout this process to ensure that I remained reflective and mindful of the appropriateness of my questions (Kallio, Pietilä, Johnson, & Kangasniemi, 2016). A criticism of using semi-structured interviews is how much influence researchers can have in the back-and-forth conversation with each participant, so it was important to remain aware of this (Kallio et al., 2016; Willig, 2017). I aimed to produce interview schedules that could be used flexibly to ensure that interviewees could discuss their individual experiences with limited interference and structure from myself (Kallio et al., 2016; Willig, 2017). This included ensuring that I did not attempt to steer the conversation, through paraphrasing or redirecting, to topics which answered my own research questions, for example, asking about the positives of using EPs (Kallio et al., 2016; Willig, 2017).

In addition, I was keen to ensure that participants did not feel pressured into completing the interviews and I did not want to be sending out further emails to contact them. I decided to add a question at the end of my questionnaire (phase 1) asking if participants would like to discuss this topic in more detail (via a semi-structured interview). I put my details (email address and information) on this page (as well as the initial email sent out) for participants to decide if they would like to take part. This part of the process was really important to me. I wanted participants to feel in control of the research process, particularly due to the emotion

provoking nature of the topic. Despite the initial anxiety it caused (in case no participants came forward), I would use this method to recruit participants if completing the research again. It helped the participants to feel empowered and in control throughout the research process and allowed me to obtain a wealth of data I could analyse.

2.4.2 Participant selection

My initial thinking around what participants to include started when looking at the current *Prevent* strategy to understand the agencies that refer YP at risk of radicalisation (*Figure 20*). There were eight services that completed referrals for individuals. The top four referral agencies included the police, education, health, and the LA. This was a useful starting point when trying to think about what agencies I should be exploring further. It was a discussion with my fieldwork supervisor that helped steer my thinking. We spoke about who the 'agent of change' was in our work and the importance of identifying this person/service so we can make the biggest impact in what we do. I was initially focusing on the police, LAs, and schools but after this conversation it made me think that I could create a better level of change from focusing on agencies that I have contact with such as LAs and schools. I also decided to arrange a meeting with a police officer in Liverpool to gather more information about their practice and to understand what capacity they support people at risk of radicalisation. It was a useful discussion, and I was made aware that when cases like this present themselves to police officers, it is usually sent to specialist officers that solely work with *Prevent*. I was informed that community police officers would not normally be involved in this area. This made me think about the difference in this system compared to the other two systems and how this may be difficult when understanding this from a research perspective.

Figure 19. Sector of referral and subsequent journey in Prevent, year ending March 2020
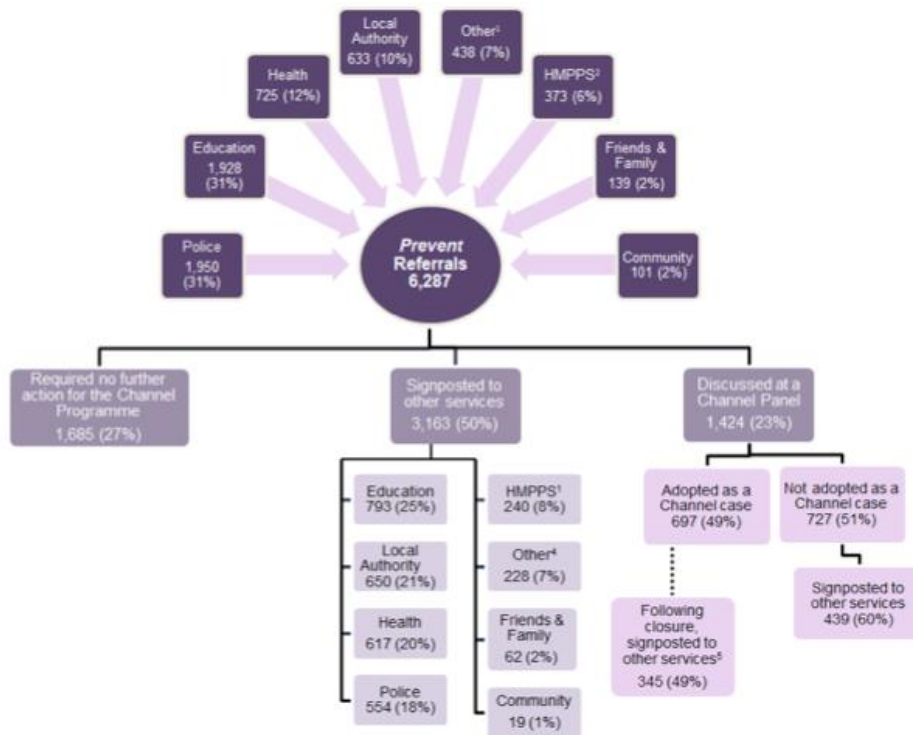
*Prevent* was also useful for understanding the age of participants who were referred. Participants who were 20 years or under made up the majority of referrals, with these individuals also accounting for the majority that were discussed at *Channel* panel. The second highest number referrals were pupils under 15 years of age. From looking at these figures, this is when I decided to focus specifically on secondary schools as I felt that this was the key area for change to be implemented.

When the emails were sent out to staff (including the questionnaires) they were sent to all staff members that worked with secondary school pupils. I was clear in the email that any member of staff could complete the email as I wanted to understand the array of experience in this area and the potential gaps when considering participants roles.

2.5 Data analysis

Analysing the data was a strenuous process but one that was the most rewarding when I saw the emergence of the themes. The interviews ranged from 50 minutes to an hour and a half which generated a wealth of data.

Descriptive statistics were collated from the questionnaires in Phase 1 and qualitative responses were included in the thematic analysis in Phase 2. When considering an appropriate

method of qualitative analysis, thematic analysis was viewed as a suitable fit both within a critical realist paradigm and in relation to the method of data collection. Thematic analysis is described by Braun and Clarke (2006, 2020, 2021) as a flexible approach to data analysis, which seeks to combine researcher creativity, theory, and reflection to make sense of the data that is presented. It comprises a range of approaches broadly divided into three versions: 'coding reliability', 'codebook' and 'reflexive'. A reflexive approach was adopted using Braun and Clarke's six-stage process of thematic analysis to guide my exploration of the data.

There were considerations around what other qualitative methodologies I could have used for my research. When I started my research process, I considered using Interpretative Phonological Analysis (IPA) as I liked the idea of it providing a detailed analysis of personal lived experiences of the participants using an idiographic focus. However, after researching it further and exploring how it would fit with my topic, I decided to use a thematic analysis. I felt that it was more important that I identified patterns of meaning across participants compared to looking at each participant individually. I also wanted to ensure that the systems perspective was a focus in my research as I was exploring my topic from a multi-agency perspective, and I feel that thematic analysis was better at creating that space.

2.6 Reflections on the data process

I found Braun and Clarke's (2006) process useful when thinking about how I made sense of the data, as it offers the opportunity to continually revisit, recode and restructure the interpretations made. This was something that was important to me as I wanted to ensure I utilised every interview effectively. I decided to set aside two months for this process, and used different coloured pens for each time I looked at the data to help see the differing interpretations I made of the data each time I looked at it. I decided to complete this on a weekly basis to give myself time to reflect on what I had already found and to ensure I had a fresh perspective each time I looked at it. This also helped me saturate the data I had.

I spent a lot of time reflecting on what the best process would be to gather the data and at one stage I thought about using focus groups. This appealed to me due to the multi-agency perspective of the research and I thought it would be interesting having people in a variety of roles together in one room discussing this topic. Previous research has also highlighted that focus groups are able to produce information that might not be gathered from a single

participant and generate a wider range of views and ideas than could be captured through individual methods (Agar & MacDonald, 1995; Albrecht, Johnson, & Walther, 1993; Kaplowitz & Hoehn, 2001; Kidd & Parshall, 2000). Although this was important to me, my main priority was protecting the participants and I felt that conducting interviews would enable me to do so better. When I initially submitted my ethics application, I was asked to think about the jigsaw identification of my participants. There were a number of discussions around protecting my participants identity and ensuring they were kept anonymous. This was particularly challenging as some of the participants that completed the questionnaire and requested to be interviewed were in more specialist roles and therefore could be more easily identified. This was the main deciding factor for not using focus groups. Further, after additional research into this area, I found that individual interviews can produce more detail than focus groups, and offer more insight into a respondent's personal thoughts, feelings, and world view (Guest, Namey, Taylor, Eley, & McKenna, 2017). Now that I have completed my data analysis and I am at the write up stage, I feel like this was the right decision. The topic was emotionally charged, and some questions may have been difficult for the participants to answer as a group. Ensuring the participants were in a safe space and felt contained during this time was key.

## 2.7 Reflections on method of data analysis

In this research, a mixed-methods design was used, and it proved to be valuable in adding a level of depth to the findings. In the absence of the qualitative data there would not have been as much detail and depth to participants' views. It was able to create a deeper insight into the topic and it gave the participants a voice to discuss their views and own experiences. Further, if the quantitative data was absent, it would not have created a layer of objectivity to the research. The questionnaires also reached a significantly higher number of participants (N= 51), so the results created a level of validity to the study and allowed me to reach a variety of LAs and schools across of England and Wales.

In addition, for phase 2, I decided not to use an online software to review at my data (such as Nvivo). This was a decision I made from the beginning of my research as I wanted to immerse myself in the data and find a way that I would get the best outcomes from it. Throughout this process, it was important to understand and recognise the best ways in which I work and what my own strengths and difficulties are. For me, I am a visual learner. I have

spent the majority of my academic life using different colour codes, flashcards, and drawing pictures to help me remember information. Being able to recognise this and incorporate my way of working in this research meant I created themes that were well fitting for the research.

2.8 Researcher versus educational psychologist

Throughout the research process, I found this the most difficult aspect and experienced a level of conscious incompetence (Howell, 1982). From the initial stages of this process I found it hard to slip into my role as a researcher as I felt I did not know enough about the topic. This was reinforced when I met with people in various roles who specialised in this area, and I felt out of my depth to complete this research. There was a lot of language, abbreviations, and legislations that was discussed which I did not know. It was only after speaking with a friend in my cohort that I could see the benefit of completing this research from an 'outsider perspective'. Tinker and Armstrong (2008) explored how an awareness of difference i.e. being an outside researcher, can benefit the qualitative research process. The research found that more detailed responses can be elicited, there was less fear of judgement, the interview questions were more comprehensive, and there was a level of criticality maintained in the analysis. In my research particularly I felt that from being an outsider looking in, it created a valuable sense of distance which allowed me to see an insight into the participants' views.

I also found it challenging to work as a researcher in isolation due to the COVID-19 restrictions in my first year. I spent a lot of time by myself completing reading and speaking to different people via teams. Supervisions with my placement supervisor, fieldwork supervisor, and cohort were something that helped and supported me, allowing me to gain my confidence as a researcher.

In addition, being able to separate my trainee EP role and researcher role was particularly difficult during the interview process of the research. I found myself slipping into the role of the EP particularly when I was interviewing EPs (part of the LA staff). There were some stages during the interviews when I was curious about their role in supporting YP at risk of radicalisation, mainly due to this being a relatively niche area and I found myself asking follow-up questions or feeling defensive when they were discussing something I did not agree with. Langley and Klag (2019) discuss this paradox in relation to four dimensions of

authorial choice: visibility, voice, stance, and reflexivity. They highlight the inevitable influence the researcher has upon research outcomes and the importance in being clear about the contributions we have made within our research, in order to build trustworthiness and reliability.

Notably, this research process has not only strengthened my interest in this field but has ignited a passion within me to continue work in this area once qualified. What admittedly started as emotional outrage and frustration from the Manchester Arena attack, has transcended into an urge to make a positive impact to CYP and the systems around them in using my psychological knowledge and skill set.

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## Appendices

Appendix A- Search terms for the literature review & PRISMA

| Database | Search terms | Total results | Exclusion 2012-2022 | Exclusion peer reviewed |
|---|---|---|---|---|
| APA Psycinfo | Radicaliz* or radicalis* or extremis* **AND** adoles* or young* or school* or youth or teen* **AND** educat* or educational psycholog* or teacher or school | 281 | 155 | 87 |
| Education Resources Information Centre (ERIC) | Radicaliz* or radicalis* or extremis* **AND** adoles* or young* or youth or teen* **AND** educat* or educational psycholog* or teacher or school | 372 | 203 | 80 |
| Web of Science | Radicaliz* or radicalis* or extremis* **AND** adoles* or young* or school* or youth or teen* **AND** education* or educational psycholog* or psycholog* or teacher or school | 245 | 230 | 206 |
| ASSIA | Radicaliz* or radicalis* or extremis* **AND** adoles* or young* or youth or teen* **AND** educat* or educational psycholog* or teacher or school | 1011 | 462 | 228 |
| | | 1909 | 1050 | 601 |

The following databases were chosen due to their access to psychology and education literature:

*The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Flow diagram*
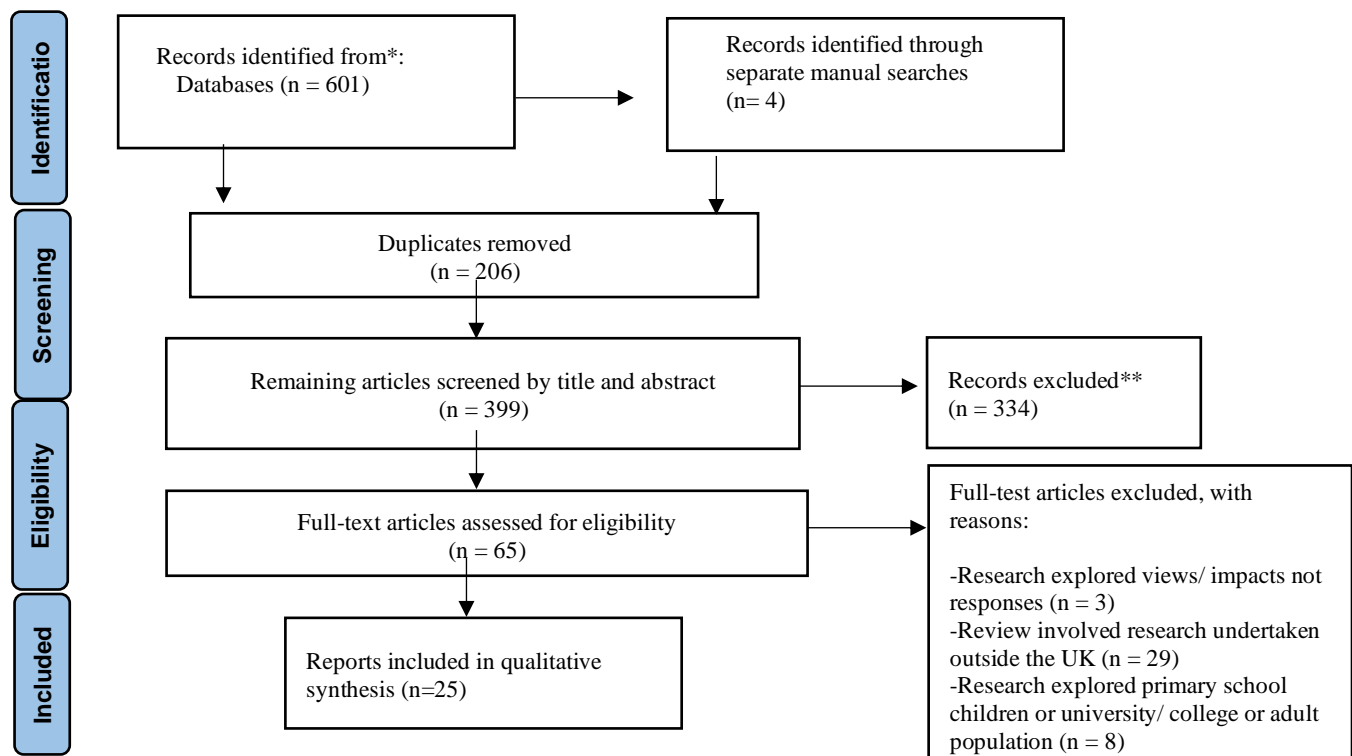
Appendix B: Articles included in the focused literature review

| | Authors | Title | Year | Publication type/ journal | Vol | Page | Outline | Design and Methodology | Participant Info | Findings |
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| 1. | Bryan, H. | Developing the Political Citizen: How Teachers Are Navigating the Statutory Demands of the Counter-Terrorism and Security Act 205 and the Prevent Duty | 2017 | Education, Citizenship and Social Justice | 12 | 213-226 | An exploration of the interplay between the statutory requirement to provide opportunity for pupils to debate and explore issues relating to citizenship in the public sphere in the light of religious and political discourses. | A narrative enquiry was conducted using semi-structured interviews with three senior school leaders (who had a statutory duty to enact their prevent duty). | The three roles included an assistant principal of a secondary school in England, an assistant principal of a comprehensive school in the southwest of England and a key stage leader in a primary school on the outskirts of London. | Two findings emerged: No participant questioned the counterterrorism role they have been given by government and no concerns were expressed around their enactment of civic duty. No participant showed specialist knowledge in relation to terrorism or the process of radicalisation, nor did they express a view that this was needed in their role. |
| 2. | Busher, J., Choudhury, T., Thomas, P. & Harris, G. | What the prevent duty means for schools and colleges in England: An analysis of educationalists' experiences | 2017 | The Aziz Foundation | / | / | An exploration of what prevent duty means for schools and colleges across England. It examined: How has the new prevent duty been interpreted by staff in schools and colleges across England: How confident staff feel when implementing the prevent duty; what impacts do staff think the prevent duty has on | A mixed methods research project, combining qualitative and quantitative methods. The research fieldwork was carried out in three phases Phase one (May-September 2016) comprised semi-structured interviews. Phase two (October-December 2016) comprised a national survey of educationalists, and semi-structured interviews with eight | 14 senior leaders (heads, deputy heads/ principles/ senior management team members), 25 heads of department or year group, 10 teachers/ lecturers, five teaching assistants, and 16 support or technical staff. | Five findings were highlighted: Interpretation of the Prevent Duty e.g. prevent highlighted as safeguarding, prevent as a response to all forms of extremism, prevent and 'fundamental British values. Confidence e.g. staff having difficult conversations and the distribution of confidence levels. What the prevent duty has meant in practice e.g. referrals and the reporting of concerns, the curriculum response and |

| No. | Author | Topic | Year | Journal | Vol | Pages | Aim | Method | Sample | Findings |
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| | | | | | | | their school; have staff opposed or questioned the prevent duty. | local-level prevent practitioners. Phase three (January- March 2017) comprised a series of discussion sessions with a range of stakeholders based on the initial findings from the interview and survey analysis. | | workload and budgetary implications.<br><br>The perceived impact on prevent duty on schools/ college communities e.g. the effect on classrooms, lectures, and student-staff interactions, the effects of prevent on Muslim students and school cohesion, and the effect of prevent on relationships with parents.<br><br>Support for and opposition of the Prevent duty among school/ college staff. |
| 3. | Caton, S. & Landman, R. | Internet safety, online radicalisation, and young people with learning disabilities | 2021 | British Journal of Learning Disabilities | 50 | 88-97 | An exploration of what children, young people, their parents, and teachers thought of about internet safety, extremisms, and online radicalisation.<br><br>This project was funded by Institute for strategic Development (ISD) and google.org innovation fund which ran eleven and a half day sessions at a school and college with the aim of supporting communities to deliver innovative solutions to extremism across the UK. | Six exploratory focus groups and three semi-structured interviews were used. | Six focus groups included students at the school (n= seven), students at college (n= six), students at the school which took place at end of project period (n= six), students at college at end of project period (n= eight), parents and teachers at school (n= eight), and staff at college at end of project period (n= five).<br><br>Three interviews with one student, and two staff members. | CYP with learning disabilities reported to feel confident in their knowledge of online safety but their parents had concerns about online risks. Parents, teachers, and young people articulated benefits to including material to increase knowledge of risks of online radicalisation and extremism to existing online safety education materials currently used for people with learning disabilities. |

| 4. | D'Lima, P. | Promoting tolerance to personal uncertainty: an exploratory study of a preventative universal intervention | 2019 | Unpublished doctoral thesis | / | / | This study endeavoured to promote resilience to radicalisation in YP by adopting the perspective of reactive approach motivation (RAM) theory. | This was a mixed methods design involving the development of a universal programme (*Embrace Life*) to promote resilience to radicalisation by strengthening tolerance of personal uncertainty and then the implementation and evaluation of this programme.<br><br>The quantitative aspect involved using the intolerance of Uncertainty Scale (IUSC) and the qualitative aspect included open-ended questions in the online questionnaire and semi-structured interviews. Importantly, in Study 1 only qualitative methods were used, whereas in Study 2 both quantitative and qualitative methods were used. | Six educational psychologists (EPs) participated in Study one, two year eight classes participated in the pilots and for study two (N= 54). | *Embrace Life* had no significant impact on scores on the Intolerance of Uncertainty Scale for Children (IUSC).<br><br>However, the qualitative findings revealed key benefits for the YP involved including perceptions of increased psychological flexibility, reflectiveness, acceptance, and assertiveness.<br><br>Furthermore, the universal approach facilitated the normalisation of uncertainty and other difficulties for some. The key challenges that were perceived are ones that could be remedied and include: increased engagement with school and home systems; conducting the programme in smaller groups to reduce self-consciousness and increase engagement; and the upgrading of the programme content to include more real-life connections. |
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| 5. | Elton-Chalcraft, S., Lander, V., Revell, L., Warner, D. & Whitworth, L. | To promote, or not to promote the fundamental British values? Teachers' standards, diversity, and teacher education | 2017 | British Educational Research Journal | 43 | 29-48 | An exploration of the presence of the requirement within the teachers' standards that they 'should not undermine fundamental British values' in the context of initial teacher education in England. | Interviews and an online questionnaire. | 20 teachers including senior leaders were interviewed and 88 final years undergraduate and post graduate student teachers from both primary and secondary pre-service teacher courses from four universities completed the questionnaire. | Findings indicated that without the opportunity to critique what it is to be British within the context of equality and diversity in twenty-first-century Britain it is likely the majority of student teachers will struggle to develop a sense of belonging among Black and minority ethnic (BME) pupils.<br><br>Teachers were highlighted as key in leading and developing conversations about belonging and being British that will begin to overturn the racialized nostalgia-filled stereotypical conception of what it means to be British. |
| 6. | Elwick, A. & Jerome, L. | Evaluation report on the ACT Building Resilience Project. | 2016 | Association for Citizenship Teaching (ACT), Middlesex University London | / | / | The ACT 'Building Resilience' project involves teachers in schools across England developing innovative teaching strategies to build children's criticality and resilience to extremism and being drawn into terrorism. The project aimed to develop and disseminate examples of best practice in the form of case studies including practical classroom materials, teaching ideas and appropriate pedagogies | Information was collected using questionnaires for teachers (they completed these at beginning and end of the project), questionnaires for students (they completed theirs at the beginning and end of the project), observations by the evaluators, interviews with teachers, and senior management team, and student focus groups. There was also a separate survey for | Nine schools completed the project. 232 Students completed before and after questionnaire, 12 student focus groups took part in eight schools, eight teachers were interviewed in eight schools (with one interview being joint with a lead teacher and a colleague). | A variety of recommendations were highlighted for all participant groups. The main findings noted the importance of students being involved in discussions, lack of specialist knowledge from teachers, trust being built between students and teachers for having these conversations, and suggestions for developing critical media literacy. |

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| | | | | | | | to support schools nationally in creating their educational response to the new Prevent duty. | students to complete at the beginning and end of the project. | | |
| 7. | Elwick, A. & Jerome, L. | Balancing Securitisation and Education in Schools: Teachers' Agency in Implementing the Prevent Duty | 2019 | Journal of Beliefs & Values | 40 | 338-353 | An exploration of how teachers have understood and respond to tensions of the prevent duty in schools and their own beliefs about education, their values, and roles/ relationships with the pupils. | This paper used secondary data from the ACT project (2015-2016). | / | Teachers moral and physical approach to prevent was a key component in accounting for the opportunities available to them. Teachers presented with a lack of criticality around the securitisation approach to prevent and some teacher felt that having his programme helped schools formulate a response if issues arise. |
| 8. | Elwick, A. & Jerome, L. | The impact of prevent duty on schools | 2019 | British Education Research Journal | 45 (4) | 821-837 | This literature review looked at papers published between 2015 and March 2019 to consider the impact of the policy on schools. 27 articles were used in total. | A search of 6 electronic databases using the search terms using terms related to extremism, radicalisation, terrorism, and FBVs and selected those which were based on primary data collected with teachers and in schools. | Much of the research in this area is conducted by practitioners who are sometimes reporting studies undertaken with their own student teachers, or with colleagues in schools in partnership with their universities. | Findings highlighted that there were concerns with the Prevent Duty as it may be having unintended effects that threaten community cohesion and inclusion in schools. For example, there was some evidence that white British teachers were more likely to focus their attention on Muslim students, and that Muslim students and staff feel this surveillance and suspicion. Further, the introduction to FBVs was highlighted to be open to misinterpretation and can open to misinterpretation. |
| 9. | Elwick, A. & Jerome, L. | Teaching about terrorism, extremism, and radicalisation: | 2020 | Oxford review of Education | 46 (2) | 222-237 | This paper explores how teachers respond to advice around teaching about terrorism, extremism, and radicalisation. It | This paper used secondary data from the ACT project (2015-2016). | / | The tensions between the depth and coverage of the case studies were discussed, which risks treating history as parable. Secondly, researchers identified a problem with finding a |

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| | | some implications for controversial issues pedagogy | | | | | | also discusses implications for controversial issues pedagogy. | | | | genuinely open ethical dilemma to discuss, which entails the risk of adopting a hypocritical stance in the classroom.  Third, researchers identified a tendency to perceive school as the anti-dote to undesirable social attitudes. Researchers noted the usefulness of teachers framing certain issues as 'controversial' but also illustrates how difficult this can be in practice, especially in the context of countering violent extremism (CVE). |
| 10. | Farrell, F. | 'Why all of a sudden do we need to teach fundamental British values?' A critical investigation of religious education student teacher positioning within a policy discourse of discipline and control | 2016 | Journal of Education for Teaching | 42 (3) | 280-297 | This paper presents a critical investigation of religious education (RE) student teachers views of the promotion of fundamental British values | Data was collected in two semi-structured group interviews that took place in a secondary school setting in February 2015 | Secondary RE student teachers. | Findings noted that in both groups the meaning of British identity was contested from a variety of perspectives depending on the positioning of the participants. Britishness emerges as a contested plural signifier with a multiplicity of meanings, but the meaning attributed by participants is con-tingent upon their raced, classed, and ethnic life histories. There are few instances where British identity is not questioned, which reflects the diversity of the PGCE group. in the course of both interviews, the 'British' becomes problematised as participants explore simplistic definitions in terms of legal status, passports, and the right of residence to more nuanced consideration of the cultural meanings of |

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| | | | | | | | | | Britishness and the symbolic order brought into play by the construct. |
| 11. | Janmaat, J. | Educational influences on young people's support for fundamental British values | 2018 | British Educational Research Journal | 44 (2) | 251-273 | This paper explored the support for the values labelled as fundamentally British among pupils in England and to assess whether levels of support are associated with educational attainment and distinct educational practices experienced earlier in life. | This study used secondary data from the Citizenship Education Longitudinal Study (CELS). | CELS includes panel data from a cohort of youngsters who were aged between 11 and 12 (year 7; first year of secondary school) when they were surveyed for the first time (2002-2003). This group was surveyed every two years until 2014, when respondents were 23 years old.

The first wave was collected from a nationally representative sample of 75 state-maintained schools in England. This mode of selection was continued until wave 3 (year 11; ages 15-16). For waves 4,5 and 6, the respondents | Findings noted that YPs support for FBVs appears at a very high level in absolute terms (97.5% of the respondents scored higher than the neutral midpoint of 3). However, pupils with vocational qualifications showed significantly less support of FBVs than those with undergraduate degrees. This highlights the importance of the government eliminating differences between vocational and academic tracks in educational matters relevant for developing an attachment to key democratic values. |

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| | | | | | | | | | who had participated in wave 3 were approached individually. | |
| 12. | Joyce, C. | Exploring teachers' beliefs, values and attitudes towards radicalisation, extremism, and the implementation of anti-radicalisation strategies | 2018 | Unpublished doctoral thesis | / | / | This research explored teachers' values and beliefs towards radicalisation and extremism, as well as their perceptions of and attitudes towards the implementation of current anti-radicalisation strategies (Prevent). The role of the Educational Psychologist in supporting teachers was also addressed. | A sequential explanatory mixed methods design was used to explore the issue of radicalisation and extremism in as rich a sample as possible through maximum variation sampling. | Quantitative data were analysed using descriptive statistics. 38 teachers were included in the analyses: 10 focus teachers in the qualitative strand were interviewed. | Findings highlighted the need for the core components of the Prevent programme to be far clearer and for teachers to be better supported in their efforts to implement anti-radicalisation strategies, both in training and with the ongoing support they receive. There were also some significant implications for how Prevent is being disseminated in schools, with teachers reporting that they felt it is important that CYP, and their families are included in the process. |
| 13. | Lundie, D. | Security, safeguarding and the curriculum | 2017 | Recommendations for Effective Multi-Agency Prevent Work in Schools | / | / | The report sought to understand the professional social networks which schools draw upon to access training and develop their understanding of the Prevent strategy.\n\nThe study also involved engagement with a range of Figures on a national level. These included foreign ministers in the Home Office and Department for Education, and | An exploratory, qualitative design was used utilising semi-structured interviews among 14 participants who had all engaged in mediating the prevent policy into practice in some capacity in their schools. | 14 participants took part in total: five in each sit of enquiry and four at the national level. All participants operated at a level above individual school governance or had held multiple roles in relation to the sector. The largest group identified from the snowball sample were independent | A variety of findings were highlighted from this report for all agencies involved. At national and local government level findings showed greater emphasis on Workshop for Raising Awareness of Prevent (WRAP) training, shared guidance, and more proactive communication. School leaders, governors and sponsoring bodies should make themselves more aware of materials related to radicalisation/ extremism, change the ethos and values of schools, and define the threshold for open debates in the classroom. Police and security services should consider |

| No. | Author | Title | Year | Journal | Vol. | Pages | | | Participants | Findings |
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| | | | | | | | representatives of teachers' and governors' professional organisations. | | consultants or representatives of voluntary or 3rd sector bodies (seven participants), followed by civil service and local government personnel (four participants). Other participants included politicians, police, university teacher educators and school inspectors. | consistent engagement with school prevent leads, improvement in multi-agency partnership working, and working more closely with school staff. The inspectorates (Ofsted) should consider more materials on digital media literacy, clearer guidance on what age radicalisation and extremism should be looked at, and the importance of emphasising whole-curriculum approaches to prevent. |
| 14. | Maylor, U. | 'I'd worry about how to teach it': British values in English classrooms | 2016 | Journal of Education for Teaching | 42:3 | 314-328 | The research was concerned to understand the extent to which schools delivered a diverse curriculum as well as teacher and student conceptions of British values and contentions of shared British identities which could be explored in schools as part of the secondary citizenship's curriculum. | Interviews were used from a small-scale research study commissions by the UK's previous New Labour government. The study was conducted in two stages. First, a systematic literature review was completed, and secondly a qualitative case study approach of semi-structured interviews and focus groups were used across six schools. | The headteachers from each school were interviewed along with nine teachers (responsible for the PSHE/citizenship education, history and/or the humanities curriculum) and focus groups with 95 pupils (48 aged 11-16; 47 aged 8-11) covering Key stages two-four. | Findings highlighted that some teachers do not buy into the contentions of British values, and therefore worry about how to teach them. These findings also present challenges for teacher education in developing teacher understanding and practice, especially where student teachers bring uninformed views about particular ethnic groups to the classroom. |
| 15. | McNicol, S. | Responding to Concerns about Online Radicalisation in U.K | 2016 | Computers in the Schools | 33 | 227-238 | This article discusses the two main strategies commonly used to safeguard CYP online; namely, internet | A qualitative approach was used through focus groups. | Focus groups (key stage three: 11-14 years, 12 students; and sixth form students: 16-18 | Findings highlighted that although there are many resources available to teach e-safety, there are few that take more sophisticated approaches |

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| | | Schools through a Radicalization Critical Digital Literacy Approach | | | | | filtering and digital literacy education.<br><br>A critical digital literacy approach is proposed to allow students to explore and discuss the types of controversial issues they may encounter outside school within a supportive environment. | | years; 25 students) in three English secondary schools. | to digital literacy, such as the notion of critical literacy outlined in this article.<br><br>Current filtering restrictions in many schools deny students access to the types of materials they are likely to come across outside school, and therefore deny them opportunities to develop the type of critical digital literacy skills described, which would support them in responding critically to controversial resources and ideas. |
| 16. | Panjwani, F. | Towards an overlapping consensus: Muslim teachers' views on fundamental British values. | 2016 | Journal of Education for Teaching | 42: 3 | 329-340 | This paper presents findings of a small-scale research project carried out to understand Muslim teachers' perspectives on the standards, and FBVs in particular. | Questionnaires were sent to two organisations that work in the area of Muslim education and had community schoolteachers as their members. Multiple-choice questions and free text boxes were used to ask teachers about their familiarity with the new teachers' standards. | 39 teachers in England and Wales all from Muslim backgrounds | Findings highlighted that teacher's made several criticisms of the FBVs, they did not see any compatibility between FBVs and their conception of Islamic values.<br><br>A case is also made that the teachers' responses problematise the essentialised understanding of terms such as 'Islam' and 'the West' and indicate the interpretive and open-ended nature of cultures. |
| 17. | Parker, D., Lindekilde, L., & Gotzsche-Astrup, O. | Recognising and responding to radicalisation at the 'frontline': Assessing the | 2021 | British Educational Research Journal. | 47(3) | 634-653 | The article takes an exploratory approach based on a survey and it addresses four research objectives: to assess teachers' ability to recognise signs of | This paper presents findings from a survey with teachers in Great Britain and Denmark. | 2,173 teachers were included; 830 from Great Britain and 1,370 from Denmark. | Findings showed that teachers were able to recognise and indicate intentions to react to signs of radicalisation. Out of both countries no differences were apparent in the answers given. Results did show that |

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| | | capability of schoolteachers to recognise and respond to radicalisation. | | | | radicalisation, teachers' ability to respond to suspected radicalisation in appropriate ways (i.e. avoid over- and under-reporting), teachers' confidence in deciding how to respond to suspected radicalisation, and factors shaping teachers' ability to recognise and respond to radicalisation. | | | British teachers had a higher baseline of formal reaction intentions across scenarios than Danish teacher. British teachers also reported higher confidence than Danish teachers in knowing how to react appropriately to the scenarios. Finally, training was reported to potentially help British teachers feel more confident and make more appropriate referrals. |
| 18. | Quartermain, A. | Discussing terrorism: a pupil-inspired guide to UK counter-terrorism policy implementation in religious education classrooms in England | 2016 | British Journal of Religious Education | 38 | 13-29 | The research looks at RE in England and how it is affected by the current UK counter terrorism policies as this highlights the need for more detailed and accurate discussions around the implementation of the educational aims, particularly linked to the prevent strategy. | Six short-term case studies were used from schools in Warwickshire. 264 pupils responded to the survey and 73 pupils were involved in a series of group discussions. | Pupils aged between 13-15 years old. | Findings highlighted that teachers feel ill-equipped in dealing with the issues that might arise from terrorism discussions and therefore, clarification is needed to alleviate teachers concerns and help provide routes by which critical RE teaching and learning can take place. |
| 19. | Revell, L. & Bryan, H. | Calibrating fundamental British values: how head teachers are approaching appraisal in the light of the Teachers' Standards 2012, Prevent and the | 2016 | Journal of Education for Teaching | 42 | 341-353 | The study is part of a larger project focused upon the way teachers perceive the relationship between the Teachers' Standards of 2012 and their understanding of professionalism. | This article presents qualitative data from schools across three neighbouring counties in the South of England, of which two counties operate a selective system of education. | 48 headteachers and twelve assistant headteachers and/or deputy headteachers participated in the research, providing a total of 60 participating | Findings highlighted that whilst all schools are compliant, they comply in differing ways. In relation to 'not undermining FBV' the majority of schools had not engaged significantly with this requirement, either in the process of text production or the ways in which this is understood by school leaders. |

| # | Author | Title | Year | Source | Vol | Pages | Description | Method | Sample | Findings |
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| | | Counter-Terrorism and Security Act, 2015 | | | | | | | senior school leaders. | On the other hand, the requirement to promote FBV with pupils has been attended to with displays, posters, homework, and parental engagement. |
| 20. | Roberts, S. | Detecting radicalisation in communities: The role of Multi-agency Partnership and the Power of Local Information | 2018 | Sacientia Moralitas Research Institute | / | 42-57 | This paper looks at why local information and multi-agency partnership are important to policing and community safety in the context of concerns about radicalisation and extremism, reviewing the policy changes, and their effects in partnership arrangements that have occurred in the UK since 2010. | Semi-structured interviews and non-participant observations carried out between 2016 and 2018. | 12 senior public officials and six community safety and policing personnel. | A variety of findings were discussed. Firstly, that it is the formation of long-term professional relationships with other practitioners that enables the swifter resolution of local problems for community safety. When professionals have evolved relationships of trust in these partnerships, it is the willingness to be open and honest in the sharing of information that facilitates co-ordinated action to be taken swiftly to address issues of concern. |
| 21. | Sewell, A. & Hulusi, H. | Preventing radicalisation to extreme positions in children and young people. What does the literature tell us and should educational psychology respond? | 2016 | Educational Psychology in Practice | 32(4) | 343-354 | This articled sought to explore the possible role for educational psychologists (EPs) when supporting children and young people at risk of radicalisation by exploring a recent literature review (King & Taylor, 2011) in which the authors proposed Reactive Approach Motivation theory as a possible way in which EPs can formulate their | A search of 6 electronic databases using the search terms 'radicals', 'extreme', 'terrorist', 'reactive approach motivation', and 'personal uncertainty' was completed. | / | Findings highlighted that individuals at risk of radicalisation as a safeguarding concern is an emerging area for EPs. Personal uncertainty and reactive approach motivation theory are recommended as a potential basis for EP work in this area. |

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| | | | | | | | understanding and response to this issue. 9 research papers were selected for the review process. | | |
| 22. | Smith, J. | Britishness as racist nativism: a case of the unnamed 'other' | 2016 | Journal of Education for Teaching | 42 (3) | 298-313 | This paper explores relations between; distinct differences between manifestations of racist nativism in the socio-political context, compared to student teachers' perceptions in a professional context highlighting perturbing issues for critical teacher-educators. | Questionnaires were given to student teachers close to the onset of their course for three years from 2013 to 2016. | Participants included student teachers who enrolled on a one-year PGCE course in the Northeast of England. | Findings showed a wide spread of student understandings, with the largest percentage response being the 50% of students in 2013-2014 who wrote an uncritical assertion of FBV as signifying justice, freedom, democracy, equality, and free speech. In terms of changes over the three years, there was a steady decline in the number of students claiming they are unaware of the meaning of FBV and in those who express discomfort with the phase suggesting that the media coverage of the trojan horse affair and changes to education policy have been an impression on those entering the profession. |
| 23. | Szczepek Reed, B., Davies, I., Said, F., Bengsch, G., & Sally, J. | Arabic Schools and the Promotion of Fundamental British Values: A Community's Ambitions for Consensual Diversity. | 2020 | *British Journal of Educational Studies* | 68(6) | 713-731 | This paper explores the positioning of Arabic complementary language schools in the context of the UK governments discourse and promotion of the FBVs. | 10 semi-structured interviews took place (one per school) and three focus groups were conducted. Also, three video recordings of Arabic lessons were also collected (one per school) | Participants included six interviews with Arabic teachers (three in London, two in Northwest of England, and one at North of England), and one interview with a RE teacher in | Findings showed that the complementary schools were committed to passing on values they see as universal, and that they consider this to be a core aspect of the education they provide. All schools saw themselves aligned with 'British' values but consider them to be universal values, which are shared across their school community. |

| | | | | | | | | Northwest of England.

Three focus groups took place, one per school, with seven in London, and 11 in North-East. | |
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| 24. | Taylor, B., Mills, M., Elwick, A., Pillinger, C., Gronland, G., Hayward, J., Hextall, I., & Panjwani, F. | Addressing Extremism Through the Classroom: A Research Report from the Centre for Teachers and Teaching Research | 2021 | Commissioned be SINCE 9/11, the UK education charity | / | / | This report is the product of research commissioned in 2019 by the education charity SINCE 9/11 to address the following questions:

What role can schools play in enabling young people's resistance to joining extremist or violent movements?

What role can schools play in supporting young people to challenge ideas perpetrated by extremist or violent movements?

What classroom resources and support do teachers require to address issues of extremism and violent movements? | The study draws on; a literature review of empirical research examining how schools and their teachers build resilience to extremism in students in England and prevent them from being drawn into violent groups; a survey; and in-depth interviews. | English, RE teachers and safeguarding leads in schools, and a prevent officer and the survey was completed by teachers. | Findings showed significant differences across schools and amongst teachers in how they see and use classroom activities to address extremism. There was also a high degree of consistency amongst participants on the importance for schools engaging with this issue. This paper also produced recommendations to address extremism in the school environment. |

| 25. | Taylor, L., & Soni, A. | Preventing radicalisation: a systematic review of literature considering the lived experiences of the UK's Prevent strategy in educational settings. | 2017 | Pastoral Care in Education | 35 (4) | 241-252 | This article surveys relevant literature on experiences of the Prevent strategy in the UK in order to explore the role of schools in preventing radicalisation. | A systematic review was followed looking at UK-based studies dated between 2013 and 2016 with qualitative methodologies to illuminate the lived experiences of Prevent. Seven papers were identified. | Two studies involved school staff (school leaders and teachers of Muslim heritage), four involve students (secondary aged students and Muslim university students) and one involves professionals from non-educational backgrounds who attended the WRAP. | Findings highlighted that Prevent currently presents some significant inefficacies in terms of addressing risks of radicalisation in educational settings. This can be broadly characterised as pedagogical issues and the problematic focus of the agenda. In contrast, some findings suggest that aspects of the agenda have proved useful and effective in intervening with issues pertaining to radicalisation. |

Appendix C: Articles not included in focused literature review

| Reference of Article | Reason(s) for exclusion from focused literature review |
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| Sant, E., & Hanley, C. (2018). Political assumptions underlying pedagogies of national education: The case of student teachers teaching 'British values' in England. *British Educational Research Journal*, *44*(2), 319-337. | Focused on university teachers experiences of teaching 'British values' in England. |
| Arthur, J. (2015). Extremism and Neo-Liberal Education Policy: A Contextual Critique of the Trojan Horse Affair in Birmingham Schools. *British Journal of Educational Studies, 63*(3), 311-328. | Provided a contextual critique of the Trojan Horse Affair in Birmingham schools, it did not use empirical investigation papers containing either qualitative or quantitative data or a systematic review. |
| Christodoulou, E. (2020). 'Boosting resilience' and 'safeguarding youngsters at risk': Critically examining the European Commission's educational responses to radicalization and violent extremism. *London Review of Education, 18*(1), 18-34. | Focused on the Radicalisation Awareness Network (RAN) being used as a tool in the European Union. It did not focus on this from a UK context only. |
| Davies, L. (2016). Security, Extremism and Education: Safeguarding or Surveillance? *British Journal of Educational Studies, 64*(1), 1-19. | Reviewed how education is positioned in the current concerns about security and extremism, it did not use empirical investigation papers containing either qualitative or quantitative data or a systematic review. |
| Hill, R. (2019). Counter-Extremism in British Schools: Ensuring Respect for Parents' Rights Over Their Children's Religious Upbringing. *British Journal of Educational Studies, 67*(1), 115-129. | Reviewed the UK government's *Prevent* strategy, it did not use empirical investigation papers containing either qualitative or quantitative data or a systematic review. |
| Ramsay, P. (2017). Is Prevent a Safe Space? *Education, Citizenship and Social Justice, 12*(2), 143-158. | Focused on *Prevent* and whether it is a safe space for the discussion of 'extremist' ideas at university. |
| Sieckelinck, S., Kaulingfreks, F., & De Winter, M. (2015). Neither Villains nor Victims: Towards an Educational Perspective on Radicalisation. *British Journal of Educational Studies, 63*(3), 329-343. | Focused on research outside the UK. |
| Riley, K. A. (2013). *Walking the leadership tightrope: Building community cohesiveness and social capital in schools in highly disadvantaged urban communities. [References]*: British Educational Research Journal. Vol.39(2), 2013, pp. 266-286. | Reviewed the policy discourse on urban schools and the practice of community leadership, it did not use empirical investigation papers containing either qualitative or quantitative data or a systematic review. |

| | |
|---|---|
| Thomas, P. (2016). Youth, terrorism, and education: Britain's Prevent programme. *International Journal of Lifelong Education, 35*(2), 171-187. | Reviewed the *Prevent* programme looking at youth, terrorism, and education, it did not use empirical investigation papers containing either qualitative or quantitative data or a systematic review. |
| Walter, F., Leonard, S., Miah, S., & Shaw, J. (2021). Characteristics of autism spectrum disorder and susceptibility to radicalisation among young people: a qualitative study. *The Journal of Forensic Psychiatry & Psychology, 32*(3), 408-429. | This paper although used a qualitative design, it focused on autism spectrum disorder (ASD) and susceptibility to radicalisation among YP, it did not focus on the experiences of YP, parents of LA staff, more it focused on ASD as a diagnosis in relation to radicalisation. |

<u>Appendix D: Phase 1 (Online questionnaire)</u>

Children and young people at risk of radicalisation in schools: A multi-agency perspective in understanding the role of the EP.

Purpose of the research: This research aims to explore the current support available to children and young people affected by radicalisation. It seeks to better understand preventative approaches and interventions being used by frontline staff and explore their views in relation to the strengths and challenges they face in meeting children and young people's needs.

There are a series of questions and an opportunity for you to provide further information if you wish to. Please remember that the more information you give, the more detailed findings will be.

The following research is being carried out as part of the course requirements for completion of the Doctorate in Educational Psychology at Cardiff University. This research is being supervised by Dr Joanna Hill and has been approved by the Ethics Committee of Cardiff University's School of Psychology.

- I understand that my participation in this research will involve completing a questionnaire about current support for children and young people affected by radicalisation. This will take approximately 10 minutes of my time.
- I understand that participation in this study is voluntary and I can withdraw during the completion of the questionnaire at any time without giving a reason.
- I understand that I am free to ask questions at any time. I am free to discuss my concerns with the researcher, Holly Milmine, or the supervisor, Dr Joanna Hill.
- I understand that at the end of the study I will be provided with additional information and feedback about the purpose of the study.
- I understand that the research information I provide will be held anonymously so that it will be impossible to trace this information back to me individually.
- I understand that because of the anonymity of my response it will not be possible to withdraw my responses after submitting the questionnaire and that my I.P. address will not be collected by the questionnaire software, QualtricsXM.

Please indicate your consent to participate in the study below.

Thank you,

Holly Milmine (Trainee Educational Psychologist)

| Name of Researcher | Name of Supervisors |
|---|---|
| Holly Milmine (Trainee Educational Psychologist) | Dr Joanna Hill (Professional Tutor) |
| School of Psychology | School of Psychology |
| Cardiff University | Cardiff University |
| Tower Building | Tower Building |
| Park Place | Park Place |
| Cardiff | Cardiff |
| CF10 3AT | CF10 3AT |
| milmineh@cardiff.ac.uk | hillj21@cardiff.ac.uk |

Q1. Which local authority do you work in?_____

Q2. What best describes your current role? (in addition to your safeguarding responsibilities)

_____

Q3. How much experience do you have in your role?

- Up to 5 years
- 5-10 years
- 10 + years
- Prefer not to say

Q5. How confident do you feel in explaining what radicalisation is?

|  | Not confident at all | Slightly confident | Moderately confident | Very confident | Extremely confident | Prefer not to say |
|---|---|---|---|---|---|---|
| Please rate on this scale |  |  |  |  |  |  |

Q6. Have *you* undertaken training in relation to radicalisation?
- Yes – equivalent to more than 1 day
- Yes – equivalent to 1 day
- Yes – equivalent to a 1⁄2 day or less
- No
- Prefer not to say

If 'Yes - equivalent to more than 1 day' is selected, skip to: What type of training was this? (Q8)
If 'Yes – equivalent to 1 day' is selected, skip to: What type of training was this? (Q8)
If 'Yes – equivalent to a 1⁄2 day or less' is selected, skip to: What type of training was this? (Q8)
If 'prefer not to say' and 'no' is selected, skip to: How effective do you think you are at recognising the signs and symptoms of a young person being radicalised? (Q7)

Q7. Why not? (please state) _____

Q8. What type of training was this? (tick all that apply)
- Charity Organisations e.g. NSPCC
- Government led e.g. WRAP
- Private Companies e.g. HSQE & High-speed training
- Other (please specify) _____

Q9. How effective was the training in helping you recognise the signs and symptoms of a young person being radicalised?

|  | Not effective at all | Slightly effective | Moderately effective | Very effective | Extremely effective | Prefer not to say |
|---|---|---|---|---|---|---|
| Please rate on this scale |  |  |  |  |  |  |

Q10. How many young people have been affected by radicalisation in your role?

- 0
- 1-5
- 6-10
- 11+
- Prefer not to say

If '0' is selected, skip to Q13

If '1-5', '6-10' or '11+' or 'prefer not to say' is selected, move to Q11

Q11. What type of radicalisation do you have experience with?
- Right wing extremism
- Politico-religious extremism
- Left wing extremism
- Single-issue extremism
- Prefer not to say


Q12. How were these young people identified as experiencing radicalisation? (tick all that apply)

- Self-disclosures from students
- Classmates informed staff
- Staff identified concerns
- Parent/carers informed the school
- Social services informed the school
- Notification from external services
- Other (please specify) _____
- Prefer not to say

Q13. How effective do you think the support given to identified young people is?

|  | Not effective at all | Slightly effective | Moderately effective | Very effective | Extremely effective | Prefer not to say |
|---|---|---|---|---|---|---|
| Please rate on this scale |  |  |  |  |  |  |


Q14. How regularly do you work with educational psychologists when supporting a young person at risk of radicalisation?

|  | Never | Rarely (every 2-3 years) | Annually | Quarterly | Monthly | Weekly | Prefer not to say |
|---|---|---|---|---|---|---|---|
| Please rate on this scale |  |  |  |  |  |  |  |


Q15. What do you feel the perceived role of the educational psychologist is when supporting young people at risk of radicalisation? (tick all that apply)

- Identifying pupils who are at risk
- Working directly with YP at risk
- Providing knowledge and resources
- Training and coaching in understanding radicalisation
- Consultation support
- Systems work/ multi-agency support
- Redirection to other services
- None of the above
- All of the above
- Other_____

Q16. How effective do you think the support from the educational psychologist was/is from their involvement?

| | Not effective at all | Slightly effective | Moderately effective | Very effective | Extremely effective | Prefer not to say |
|---|---|---|---|---|---|---|
| Please rate on this scale | | | | | | |

Q17. Do you know where to go to access *information* about supporting young people affected by radicalisation?

- Yes (please state where) _____
- Unsure
- No
- Prefer not to say

Q18. Do you think more is needed in your role to be able to adequately support young people affected by radicalisation?

- Yes
- No
- Prefer not to say

CONDITIONS If 'No' is selected, skip to: Why not? (Q20)

Q19. What might this look like? (please specify) _____

CONDITIONS If 'What might this look like?' is displayed, skip to: Is there any additional information you would like us to know? (Q21)

Q20. Why not? (please state) _____

Q21. Is there any additional information you would like us to know? (please state) _____

Q22. Would you like to be contacted for a follow up semi-structured interview that will last no longer than 45 minutes? Please email Holly Milmine (milmineh@cardiff.ac.uk) if you would like to take part.

**This is the end of the questionnaire - please click to the next page for your response to be recorded.**

**Debrief form**

To Participants,

Thank you for volunteering to participate in this study, your participation is appreciated, and I hope that you enjoyed taking part. The purpose of this study was to explore young people at risk of radicalisation in schools and to look at this research from a multi-agency perspective in understanding the role of the EP.

You are reminded that your participatory data will be kept confidential, and no names will be associated with any findings within the report. However, if having received more information about this study and you no longer wish for your data to be used in this report then you are reminded that you are free to remove your data at any point up until such a point that the video recordings will be transcribed and anonymised which shall be 2 weeks after the interview. After this date the data will have been analysed and incorporated into the report and will no longer be retrievable. To remove your data please tell the researcher now or contact my supervisor using the contact details below indicating your name and the name of the student researcher as indicated on your consent form.

As highlighted in the participant information sheet, the duty of confidentiality is not absolute in law and may in exceptional circumstances be overridden by more compelling duties such as the duty to protect individuals from harm (British Psychological Society, 2021). The researcher therefore has a responsibility to report to the relevant authorities any actions or planned actions, discovered during the course of the research, which they believe are likely to result in serious or immediate harm to others. This is therefore in accordance with The Terrorism Act 2000 which requires an individual to tell the police 'as soon as is reasonably practicable' if he/she become aware of information which she/he knows or believes 'might be of material assistance' in preventing an act of terrorism.

In the event that confidentiality and/or anonymity cannot be guaranteed, you will be warned of this in advance and during the interview. The researcher will work closely with her supervisor (Dr Joanna Hill) to manage this disclosure and all relevant people and agencies will be contacted (including the gatekeeper).

If you have any concerns about a child of young person you are working with then the National Society for the Prevention of Cruelty to Children (NSPCC) have a number of resources and guidance for organisations and groups to help keep children and young people safe. There is also an NSPCC helpline if you are worried that a child is being radicalised. It is free and anonymous. The number is 0808 800 5000 and email is help@nspcc.org.uk.

If you have any other concerns about the topic discussed today, please have a look at the websites below:

https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

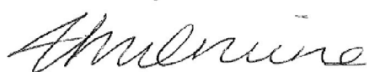https://www.gov.uk/government/publications/helplines-and-support-victims-of-terrorist-attacks/helplines-and-support-victims-of-terrorist-attacks

https://www.south-wales.police.uk/advice/advice-and-information/t/prevent/prevent/

https://www.leeds.gov.uk/plans-and-strategies/support-for-people-at-risk-of-radicalisation-(leeds-prevent)

**If you would like to withdraw your data or have any further questions please contact the researcher or project supervisor** : Ms Holly Milmine, Trainee Educational Psychologist; email: milmineh@cardiff.ac.uk, Dr Joanna Hill, Professional Tutor, Doctorate in Educational Psychology, School of Psychology, Cardiff University, Tower Building, Park Place, Cardiff, CF10 3EU; email: hillj21@cardiff.ac.uk.

Thank you for your time,

Holly Milmine
(Trainee Educational Psychologist)

**Details of further contact for complaints:**
The Secretary,
School Research Ethics Committee,
School of Psychology,
Cardiff University,
Park Place,
CF10 3AT
Email: psychethics@cardiff.ac.uk
Tel: **+44 (0) 029208 70707**

Cardiff University is the Data Controller and is committed to respecting and protecting your personal data in accordance with your expectations and Data Protection legislation. The University has a Data

Protection Officer who can be contacted at inforequest@cardiff.ac.uk. Further information about Data Protection, including your rights and details about how to contact the Information Commissioner's Office should you wish to complain, can be found at the following: https://intranet.cardiff.ac.uk/staff/supporting-your-work/manage-use-and-protect-data/data-protection

To Whom it May Concern,

**Title of Research Project:** Young people at risk of radicalisation in schools: A multi-agency perspective in understanding the role of the EP

I am a postgraduate student training to be an Educational Psychologist in the School of Psychology, Cardiff University. As part of my degree I am carrying out research aimed at exploring young people at risk of radicalisation in schools. I am looking at this from a multi-agency perspective in understanding the role of the EP. I am writing to enquire whether you would be able to support in regard to the recruitment in this research?

In order to explore young people at risk of radicalisation further, I am hoping to interview members of staff from a variety of agencies. These agencies have been highlighted in the counter-terrorism strategy (CONTEST) which is part of the Counter Terrorism and Security Act (2015). The Prevent programme (part of the four 'P' work strands in CONTEST) indicates these agencies to be: communities, civil society organisations, public sector institutions including local authorities, schools and universities, health organisations, police, prisons and probation, and the private sector (HM Government, 2018). I will be interviewing participants who have roles in the local authority and secondary schools.

Each interview will be able to give further insights into each participant's perceptions of these young people at risk of radicalisation as well as understanding the role of the EP. Ongoing supervision and support will be provided by Dr Joanna Hill who is a professional tutor at Cardiff University.

Many thanks in advance for your consideration of this research. Please let us know if you require further information.

Regards,

Holly Milmine (Trainee Educational Psychologist)

| Name of Researcher | Name of Supervisors |
| --- | --- |
| Holly Milmine (Trainee Educational Psychologist) | Dr Joanna Hill (Professional Tutor) |
| School of Psychology | School of Psychology |
| Cardiff University | Cardiff University |
| Tower Building | Tower Building |
| Park Place | Park Place |
| Cardiff | Cardiff |
| CF10 3AT | CF10 3AT |
| milmineh@cardiff.ac.uk | hillj21@cardiff.ac.uk |

<u>Appendix F: Email to Education (schools), and LA staff (Phase 1 recruitment)</u>

[Email subject] REQUEST FOR PARTICIPANTS (*Phase 1*): Young people at risk of radicalisation in schools: A multi-agency perspective in understanding the role of the EP

FAO:_____,

My name is Holly Milmine and I am a second year Trainee Educational Psychologist (TEP), currently completing the Doctorate in Educational Psychology (DEdPsy) at Cardiff University.

As partial fulfilment of my course requirements, I am completing a piece of research for my thesis, exploring young people at risk of radicalisation in schools and exploring a multi-agency perspective in understanding the role of the EP. The research has two parts; the first involves gathering quantitative data via an online questionnaire, which I hope to be completed by yourself and others. This will produce descriptive statistics and provide contextual information about current practices in a variety of agencies that support these young people. The second part seeks to explore the views of staff in more depth. This will involve interviews for staff in various roles in the local authority and secondary schools. At the end of this questionnaire you will be asked if you would like to be contacted for a follow up semi-structured interview that should last between 45 mins and 1 hour 30 mins.

It is hoped that the data gained through the research will give a clearer understanding of the current practices, support mechanisms and challenges in this area of work, and offer potential implications for future practice. The more responses I have, the more likely the data will be reflective of the current situation. If you would be kind enough to participate in the first phase of my research, I would be incredibly grateful.

- The questionnaire will take approximately 5 minutes to complete and can be accessed via the web link below.
- All responses will be recorded anonymously and cannot be linked back to respondents.
- Participation is voluntary and you are under no obligation to take part.
- Findings will be written up as a doctoral thesis and shared with the university. Your data will not be used for any other reason, except in the instance of publication.

Please click on the link below to access the questionnaire. [----------web link---------]

If you have any questions regarding the research or questionnaire, please do not hesitate to get in touch with me or my research supervisor.

Regards,

*4milmine*

Holly Milmine (Trainee Educational Psychologist)

| Name of Researcher | Name of Supervisors |
|---|---|
| Holly Milmine (Trainee Educational Psychologist) | Dr Joanna Hill (Professional Tutor) |
| School of Psychology | School of Psychology |
| Cardiff University | Cardiff University |
| Tower Building | Tower Building |
| Park Place | Park Place |
| Cardiff | Cardiff |
| CF10 3AT | CF10 3AT |
| milmineh@cardiff.ac.uk | hillj21@cardiff.ac.uk |

**Education (headteachers/ALNCOs/SENCOs)**

1. Can you tell us a bit about your professional experience?
2. What is your understanding of radicalisation and the impact of this on YP?
3. What is your experience in relation to supporting pupils in school who may be at risk of radicalisation?
4. What type of input do you have in multi-agency working to support YP at risk of radicalisation?
5. When a YP presents as at risk of radicalisation, what is the **process/protocol** for this? Can you give an example?
6. What support is available for YP in school? (guidance/resources)
   - How effective do you think this support is?
7. What enables multi agency working to occur when supporting YP at risk of radicalisation?
8. What are the barriers to effectively supporting YP at risk of radicalisation?
9. How do you think an educational psychologist could support you/schools in the future with regards to YP who are at risk of radicalisation?
10. Are there any further points that you would like to add, in relation to supporting YP at risk of radicalisation, that you haven't had an opportunity to mention?

**Local Authority (EPs/ community coordinators/ prevent education officers)**

1. Can you tell us a bit about your professional experience?
2. What is your understanding of radicalisation and the impact of this on YP?
3. What is your experience in relation to supporting YP who may be at risk of radicalisation?
4. What type of input do you have in multi-agency work to support YP at risk of radicalisation?
5. When a YP presents as at risk of radicalisation, what is the **process/protocol** for this? Can you give an example?
6. What support is available to schools or local authorities?
   - How effective do you think this support is?
7. What are the barriers to effectively supporting YP at risk of radicalisation?
8. How do you think an educational psychologist could support you/schools in the future with regards to YP who are at risk of radicalisation?
9. Are there any further points that you would like to add, in relation to supporting YP at risk of radicalisation, that you haven't had an opportunity to mention?

**Prompts and probes**
- Can you tell me more about that?
- If this happened how?
- What did you mean when you said…
- It sounds like you are saying, '. . . .'. Is that a fair summary?
- So you are saying . . . .?

Appendix H: Cardiff University School of Psychology Research Ethics Committee approval

**Ethics Feedback - EC.22.03.08.6535R2**

**psychethics <psychethics@cardiff.ac.uk>**
To: Holly Milmine; Cc: Joanna Hill

Monday, 9 May 2022 at 11

Dear Holly,

The Ethics Committee has considered your revised PG project proposal: Young people at risk of radicalisation in schools: A multi-agency perspective in understanding the role of the Educational Psychologist. (EC.22.03.08.6535R2).

Your project proposal has received a **Favourable Opinion** based on the information described in the proforma and supporting documentation.

**Conditions of the favourable opinion**
The favourable opinion is subject to the following conditions being met:

- You must retain a copy of this decision letter with your Research records.
- Please note that if any changes are made to the above project then you must notify the Ethics Committee.
- Please use the EC reference number on all future correspondence.
- The Committee must be informed of any unexpected ethical issues or unexpected adverse events that arise during the research project.
- The Committee must be informed when your research project has ended. This notification should be made to psychethics@cardiff.ac.uk within three months of research project completion.

**The Committee reminds you that it is your responsibility to conduct your research project to the highest ethical standards and to keep all ethical issues arising from your research project under regular review.**

**You are expected to comply with Cardiff University's policies, procedures and guidance at all times, including, but not limited to, its Policy on the Ethical Conduct of Research involving Human Participants, Human Material or Human Data and our Research Integrity and Governance Code of Practice.**

Kind regards,
Deborah

**School of Psychology Research Ethics Committee**
https://cf.sharepoint.com/teams/InsidePsych/Ethics/

Cardiff University
Tower Building
70 Park Place
Cardiff
CF10 3AT

Tel: +44(0)29 208 70707
Email: psychethics@cardiff.ac.uk

Prifysgol Caerdydd
Adeilad y Tŵr
70 Plas y Parc
Caerdydd
CF10 3AT

Ffôn: +44(0)29 208 70707
E-bost: psychethics@caerdydd.ac.uk

**School of Psychology**



**Young people at risk of radicalisation in schools: A multi-agency perspective in understanding the role of the EP**

**Participant Information Sheet**

*What is the study about?*
The purpose of the research is to explore the current multi-agency responses to young people (YP) impacted by radicalisation. It seeks to better understand the approaches and interventions being used by agencies involved in supporting YP at risk of radicalisation and hopes to explore their views in relation to the strengths and challenges they face in meeting the needs of these YP. This research will also look at what the perceived role of the EP is in relation to radicalisation and how EPs roles fit into a multi-agency perspective.

*Who is undertaking it?*
My name is Holly Milmine (Trainee Educational Psychologist), and I am in my second year completing a Doctorate in Educational Psychology at Cardiff University. Throughout this research I am being supervised by Dr Joanna Hill at Cardiff University. The proposal has also been accepted by the university's ethics committee.

*Why is it being undertaken?*
It is hoped that the benefits of your engagement will include: (a) helping to provide an enhanced understanding of YP who are at risk of radicalisation: (b) recognition of what is working and perhaps what is not working when looking at radicalisation from a multi-agency perspective; (c) how practices and ways of working can be improved to better support staff and pupils; (d) provide further awareness and understanding of YP at risk of radicalisation in relation to the role of the EP.

*What are the risks and benefits of the research?*
There are no perceived risks with this area of research; however, if you at any point find the interview to be too difficult to continue, please indicate to the researcher if this is the case. If you do not wish to answer a question or wish to stop the interview at any point, you are free to do so. Should you not want to continue or would like a break at any point during the interview process, the interview will be paused. At this point, the researchers will check in with you to ascertain whether you feel comfortable finishing the interview or not.

*Will my data be confidential?*
Subject to the requirements of legislation, including the Data Protection Act (2018), information obtained during the interview is confidential unless otherwise agreed in advance. It is important to note that the duty of confidentiality is not absolute in law and may in exceptional circumstances be overridden by more compelling duties such as the duty to protect individuals from harm (British Psychological Society, 2021). The researcher has a responsibility to report to the relevant authorities any actions or planned actions, discovered during the course of the research, which they believe are likely to result in serious or immediate harm to others. This is in accordance with The Terrorism Act 2000 which requires an individual to tell the police 'as soon as is reasonably practicable' if he/she become aware of information which she/he knows or believes 'might be of material assistance' in preventing an act of terrorism.

In the event that confidentiality and/or anonymity cannot be guaranteed, you will be warned of this in advance and during the interview. The researcher will also work closely with her supervisor (Dr Joanna Hill) to manage this disclosure and all relevant people will be contacted including the gatekeeper. For further information please see:

https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Human%20Research%20Ethics.pdf

https://www.cps.gov.uk/crime-info/terrorism

*Exactly what is involved for the participant (time, location, etc?)*
We will invite you to participate by completing a questionnaire that has a total of 22 questions. At the end of this questionnaire you will be asked if you would like to be contacted for a follow up semi-structured interview that should take between 45 minutes and 1 hour 30 minutes The content of this interview will consist of answering questions about your experience of supporting YP at risk of radicalisation in the role you currently work in. The interview will be done online (via Microsoft teams) at a time that suits you and will be recorded.

*Right to withdraw?*
Participants are free to withdraw from the interview at any time without giving a reason and without consequence. Participants are able to pause the interview at any time and breaks can be made available throughout. Participants can also withdraw up to two weeks after their interview. After this two-week period, interview recordings will be transcribed and anonymised, therefore the data cannot be deleted as there is no way to match the data to an individual.

*What happens to the interview recording?*
The video recording will be stored confidentially and transcribed (typed up word for word). Once it has been typed up the video recording will be deleted. Your responses will be anonymised – this means that when the interview is transcribed any identifying features such as names, the name of your school/work/role or names of your pupils will be removed, therefore no-one will know who has said what. Any names or identifying things you may say will also not be typed up.

Your views are very important and some of what you say may be shared in the final research report– but your name will not be given. For example, something you say may be shared as follows –Participant A said, 'I think that x, y or x is a good idea'. The anonymous record of the interview will be included in the final copy of the research report.

All of the information collected within this study will be held anonymously on a password protected device – you will not be asked to give your name within this study: therefore, this information cannot be traced back to you. The information will be held for 3 years and then destroyed. When the research has been completed, participants will be invited to a presentation to share the findings.

**If you provide consent to be involved in this research, I would be grateful if you could sign the attached consent form.**

**Contact Details:**
If at any time you have any queries / issues with regards to this study, our contact details are as follows:

- Name: Holly Milmine
- Email address: milmineh@cardiff.ac.uk


If you wish to contact my supervisor in relation to concerns/queries, you may contact:

- Supervisor name: Dr Joanna Hill
- Email address: hillj21@cardiff.ac.uk


**Thank you for taking the time to read this information letter**

The Secretary,
School Research Ethics Committee,
School of Psychology,
Cardiff University,
Park Place,
CF10 3AT
Email: psychethics@cardiff.ac.uk
Tel: **+44 (0) 029208 70707**

<u>Appendix J: Consent form</u>

![School of Psychology logo]  ![Cardiff University logo]

<u>Informed Consent Form</u>

**Young people at risk of radicalisation in schools: A multi-agency perspective in understanding the role of the EP**

Dear Participant,

As outlined in the participant information sheet, the current research will explore young people (YP) at risk of radicalisation in schools. The research will explore this through a multi-agency perspective in understanding the role of the EP. The participant information sheet outlines what will be involved in this project. This should be read fully and carefully before consenting to take part in the study. **Please ensure that you have read the following statements before signing the consent form**.

- I am over 18 years of age.
- I have read and understood the participant information sheet.
- I understand what the research is about, and what the data will be used for.
- I am fully aware of all of the procedures involved, and of any risks and benefits associated with the study.
- I understand that because of the anonymity of my response it will not be possible to withdraw my responses after submitting the questionnaire and that my I.P. address will not be collected by the questionnaire software, QualtricsXM.
- I know that my participation is voluntary and that I am free to withdraw up until two weeks after my interview.
- I agree to the use of anonymous quotes from the interviews.
- I understand interviews will be recorded.
- I understand that the information provided by me will be held anonymously, so that it is impossible to trace this information back to me individually.
- I understand that this research is being conducted through Cardiff University, and that it may be published.
- I understand the information provided by me will be held safely in a password protected device for up to 3 years and then destroyed.
- I understand that I can contact the researcher if I have any questions. I can also contact the researcher for a summary of the findings arising from the research.
- I have read the above statements carefully and I consent to partake in this study.

**<u>Privacy Notice:</u>**

The information provided will be held in compliance with GDPR regulations. Cardiff University is the data controller and James Merrifield is the data protection officer (inforequest@cardiff.ac.uk). The lawful basis for processing this information is consent. This information is being collected by Holly Milmine.

The information on the consent form will be held securely and separately from the research information. Only the researcher will have access to this form, and it will be destroyed after 7 years.

The research information you provide will be used for the purposes of research only and will be stored securely. Only Holly Milmine and Dr Joanna Hill will have access to this information. After 2 weeks the data will be anonymised (any identifying elements removed) and this anonymous information may be kept indefinitely or published.

_____        _____        _____
    Name of Participant                     Date                        Signature

    Holly Milmine

_____        _____        _____
    Researcher                            Date                        Signature

Appendix K: Debrief form



School of Psychology



Debrief information

To Participants,

Thank you for volunteering to participate in this study, your participation is appreciated, and I hope that you enjoyed taking part. The purpose of this study was to explore young people at risk of radicalisation in schools and to look at this research from a multi-agency perspective in understanding the role of the EP.
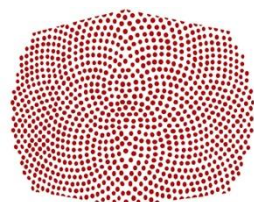
You are reminded that your participatory data will be kept confidential, and no names will be associated with any findings within the report. However, if having received more information about this study and you no longer wish for your data to be used in this report then you are reminded that you are free to remove your data at any point up until such a point that the video recordings will be transcribed and anonymised which shall be 2 weeks after the interview. After this date the data will have been analysed and incorporated into the report and will no longer be retrievable. To remove your data please tell the researcher now or contact my supervisor using the contact details below indicating your name and the name of the student researcher as indicated on your consent form.

As highlighted in the participant information sheet, the duty of confidentiality is not absolute in law and may in exceptional circumstances be overridden by more compelling duties such as the duty to protect individuals from harm (British Psychological Society, 2021). The researcher therefore has a responsibility to report to the relevant authorities any actions or planned actions, discovered during the course of the research, which they believe are likely to result in serious or immediate harm to others. This is therefore in accordance with The Terrorism Act 2000 which requires an individual to tell the police 'as soon as is reasonably practicable' if he/she become aware of information which she/he knows or believes 'might be of material assistance' in preventing an act of terrorism.

In the event that confidentiality and/or anonymity cannot be guaranteed, you will be warned of this in advance and during the interview. The researcher will work closely with her supervisor (Dr Joanna Hill) to manage this disclosure and all relevant people and agencies will be contacted (including the gatekeeper).

If you have any concerns about a child of young person you are working with then the National Society for the Prevention of Cruelty to Children (NSPCC) have a number of resources and guidance for organisations and groups to help keep children and young people safe. There is also an NSPCC helpline if you are worried that a child is being radicalised. It is free and anonymous. The number is 0808 800 5000 and email is help@nspcc.org.uk.

If you have any other concerns about the topic discussed today, please have a look at the websites below:

https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

https://www.gov.uk/government/publications/helplines-and-support-victims-of-terrorist-attacks/helplines-and-support-victims-of-terrorist-attacks

https://www.south-wales.police.uk/advice/advice-and-information/t/prevent/prevent/

https://www.leeds.gov.uk/plans-and-strategies/support-for-people-at-risk-of-radicalisation-(leeds-prevent)

**If you would like to withdraw your data or have any further questions please contact the researcher or project supervisor** : Ms Holly Milmine, Trainee Educational Psychologist; email: milmineh@cardiff.ac.uk, Dr Joanna Hill, Professional Tutor, Doctorate in Educational Psychology, School of Psychology, Cardiff University, Tower Building, Park Place, Cardiff, CF10 3EU; email: hillj21@cardiff.ac.uk.

Thank you for your time,

Holly Milmine
(Trainee Educational Psychologist)

**Details of further contact for complaints:**
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Phase 1

The questions were structured and revised during supervision and piloted by third year TEPs, to check the response requirements (such as skip logics and forced responses) worked effectively. Qualtics[XM] generates an intelligibility score to determine how user-friendly the questionnaire is (the questionnaire was rated 'fair') and provides participants with information about predicted response time for participants to get as much information as possible throughout the questionnaire.

Phase 2

Demonstrating rigour and credibility in qualitative research is different to that of quantitative research and requires the application of different principles, for the process to meaningfully reflect the knowledge produced (Yardley, 2017). Yardley (2008) describes four overarching criteria for assessing validity in qualitative research: sensitivity to context; commitment and rigour; transparency and coherence, and; impact and importance. *Table 6* outlines the attempts made to address each criterion, so as to increase trustworthiness of the research process and subsequent findings.

Table 10. Demonstration of research validity

| Dimension of quality assurance | How this was met |
|---|---|
| Sensitivity to context | <ul><li>Completion of a literature review, focusing on the sociocultural context in relation to YP at risk of radicalisation.</li><li>Ethical considerations were fully explored and approval for the research was obtained from Cardiff University School of Psychology Research Ethics committee.</li><li>Two professional groups were included in Phase 2, which included a diverse number of participants, reflecting a range of perspectives in relation to the research questions.</li><li>Use of open-ended questions and multiple methods of data collection (e.g., questionnaire and semi-structured interview questions) to increase opportunities for participants to express their views.</li><li>Coding of transcript data was completed individually before applying thematic analysis to the whole data set to better understand the shared meaning of responses.</li></ul> |
| Commitment and rigour | <ul><li>Options for appropriate methodology were explored to ensure the topic was approached sensitively (Braun & Clarke, 2006).</li><li>Options for the appropriate analytic approach were considered fully through supervision and exploration of</li></ul> |

| | |
|---|---|
| | the literature for recommended best practice (Braun & Clarke, 2021). <br> • A journal was used to maintain a record of the research activities undertaken, which helped to form the information provided in Part 3. <br> • Regular supervision was engaged to explore decision points within the research. <br> • Initial noticing's were recorded on the transcript data during the familiarisation stage, coding is recorded and time-stamped for evidence of prolonged and meaningful consideration of the data and theme development is outlined from appendix M-Q. |
| Transparency and coherence | • A clear description of what was done and why it is provided in the methodology section <br> • Full transcripts are available for consideration separate to the thesis, examples of theme development are outlined in Appendix L and participant quotes are recorded in the results section, to demonstrate evidence of the researcher's analytic journey and clear reporting of the knowledge produced (Braun & Clarke, 2019). <br> • A critical appraisal of the research process (Part 3), demonstrating the research process and researcher reflexivity. |
| Impact and importance | • Implications for practice and implications for EPs are explored, in order to demonstrate the importance of the research findings to real-world applications. |

# Appendix M: Phase 1 of thematic analysis (Familiarisation with collected data)

261 P 5: That's the definition isn't, you know, it's the definition of child and educational psychologist, and it's got to be, hasn't it? And if we were also

262 experts on schools and peer influence, and I don't think clinicals look an awful lot of peer influence, who else is looking at it? And it is it is about

263 peer group and belonging and meaning and mentoring, looking for mentors, seeking out mentors looking for looking for meaning in life, looking

264 for power. You know, all those things speak to and are up against a backdrop of a standard teenage life that doesn't give you those things,

265 presumably. Otherwise, why would you be seeking them elsewhere? You know, see and it's about entitlement, it's about social justice, isn't it?

266 Young people who grow up with privilege don't seek it out to the same extent sometimes I know you know you have children who look like they

267 have everything material, but they don't have relationships. They don't. You know, they don't have roots, they don't belong. They're abused in in

268 ways that, you know, are damaging and their searching then. But it doesn't happen in the numbers, does it? It's not a lot. It's a lot different from

269 armed forces. When I was growing up, there would be an army and a Navy office on every high street and they recruited working class boys at

270 15/16, you just didn't even finish your exams which is taken away as fodder, and they still do. They still recruit from certain working-class cities

271 in, you know, *[omitted for anonymity]* and those places where there's no, there is nothing but the ocean. So it's not that different to that. Is it that

272 kind of recruiting of our armies of taking and offering you a family and an institution. And that does have resonance for us.

- Commented [HM12]: EPs need to be part
- Commented [HM13]: Do only EPs know what we do?
- Commented [HM14]: Good role models
- Commented [HM15]: Connections at all levels
- Commented [HM16]: Changing the narrative
- Commented [HM17]: Looking from different perspective
- Commented [HM18]: Class difference
- Commented [HM19]: Maslow's hierarchy
- Commented [HM20]: Relationships are key
- Commented [HM21]: Different levels of radicalisation?
- Commented [HM22]: Perceptions of radicalisation

183 P 3: I think the roles are slightly more nuanced for depending on what the authority you're in is. So within my role, I also manage the channel

184 process. Umm, so what I've done in in those circumstances is within channel panel and we would identify who is best placed to have that contact

185 with the family. So we get the referral in the referrals discussed and generally the process should be that you identify at channel panel who is

186 best placed to approach the family and explore what's been referred in what the concerns are and that could be it might be a social worker, it

187 might be a teacher, it might be GP, depending on who's there with us and who's around the table. But in some circumstances where there's no

188 one else to kind of reach out to the family I would take on the responsibility there to contact them to reach out to them, say, look, this is what's

189 going on. This is this is what's happening. Are you happy to consent and be done a part of this process only because really, I think we talked

190 about prevent being safeguarding and be pinned under the safeguarding umbrella. And if you've got a police officer turned up at your door,

191 you're immediately thinking well, hang on a minute. But you know what's going on here. And when they introduced themselves as….Because

192 unfortunately have not the best job title despite working mainly in the pre criminal space, we're counterterrorism case officers, you immediately

193 think you know what's going on here, what counter terrorism. You just say the words you're like what. Whereas if you could say, look, I'm the

194 prevent officer, I'm a safeguarding officer from the local authority and flash your badge. They kind of say ohh OK yeah, it's a bit more on the

195 radar there. What we've also done in *[omitted for anonymity]* is we've had quite a number of referrals we identified that weren't meeting the

196 threshold to panel. So what we set up is always like a space beneath channel that that those referrals that that didn't meet, Uh didn't meet the

197 threshold to be discussed at channel…we had a space that they could be discussed in and what we find more in that space is there's sometimes

198 less of an ideology and more of just vulnerabilities. And I think that needs to be the focus moving forward really. Obviously the ideologies that

199 that we see and that we know we're out there are really, really important. But it's just having that kind of cross section of under ability to

200 whatever it may be, it could be a radicalisation and extremism, it could be criminal exploitation, sexual child, sexual exploitation. Whatever that

201 may be, I think that really needs to be how we change things. And I know. There's a review of contest which is taking place at the minute, and I

202 went on a call with a number of my colleagues and that was shared kind of across the board that's what we need to make the focus of this about

203 vulnerabilities rather than specific ideologies.

- Commented [HM1]: No standardised rules
- Commented [HM2]: Dual roles
- Commented [HM3]: Channel is catalyst for involvement
- Commented [HM4]: Reactive support
- Commented [HM5]: Reative support
- Commented [HM6]: Overriding responsibility is prevent
- Commented [HM7]: Language of job role
- Commented [HM8]: Safeguarding umbrella = prevent
- Commented [HM9]: Language of CT case officers
- Commented [HM10]: Shock factor- scares off
- Commented [HM11]: Who measures?
- Commented [HM12]: New initiatives with working
- Commented [HM13]: How is this measured?
- Commented [HM14]: Ideology vs vulnerability
- Commented [HM15]: Keeness to change
- Commented [HM16]: Contest = incomplete

## Appendix N: Phase 2 of thematic analysis (Generating initial codes)

| | | |
|---|---|---|
| Rigidity to change | Creativeness in role | Nothing to measure success |
| Are we the Guinea pigs? | Jenga game- if one piece falls its over | Information= success |
| Role confusion | Everchanging | Covid changes- no face to face |
| Lack of direction | Keeping relationships built | How do we change people's perceptions? |
| Uncertainty of the future | Fear of the unknown | Is this a sales job? |
| Limited time with professionals | Lack of clarity for how well we have done | Our job is similar to EPs |
| No case is the same | Prioritisation of work | Different stages for agencies involvement |
| Who is responsible? | Every case is different | Taking ownership of role |
| Own people's biases are out of your control | Deep connections | Networking is central |
| Going above and beyond your role | All have shared views | Capacity of work |
| Lack of specialist support | Pandemic has paused things | Teachers' competence |
| Referrals vary depending on setting | No consistency with agencies | Different cases, same problems |
| Clinical vs educational psychology | No clarity on what professionals do | Level of role transparency |
| If services involved-might go down wrong path | Importance of another skillset | Services involved at different levels |
| Are we missing a system? | Systems inside systems | Working together is 1 person's responsibility |
| Community involvement is key | Local support creates change | Everyone should have shared perceptions |
| More competence= less training | Common sense comes into this job | Impact of channel being a pilot |
| Intuitiveness of staff | Practicalities of staff | Everyone is to blame for any problems |
| Working towards an unknown outcome | Safeguarding is the narrative | Terrorism vs safeguarding |
| What does a specialist look like? | The zone of proximal development | Statutory pressures |
| Timescales for work | Different systems= different training | Who decides what agencies are significant? |
| Statutory barriers | Referrals are like long journeys | Practical actions need to be given |
| Panel is the catalyst of work | Hierarchical systems for importance | What does an appropriate person look like? |
| Personality is key | Are we making progress? | Importance is based on who sees YP the most |
| Statutory forcing staff to be involved | More money= more support | Professionals don't provide the right information |
| Mental health vs behaviours it leads to | Agencies all working alone | Systems perspectives helps with antecedents |
| Limitations to psychologist role | A diagnosis does not give information | Within child view gives no information |
| Low level input from EPs | EPs to be part of separate but connected systems | Structures in systems don't change |

| | | |
|---|---|---|
| We work from a business model | Local groups create change | All training is the same |
| Higher confidence= more time in job | Team expansions change things | Prevent works like a business |
| Prevent is the only option | Clinical diagnoses are not invisible | More people= more knowledge |
| This process is treated like a business | 'Washing our hands' when job is done | There's no measure of progress |
| Where was the turning point? | Lots of agencies involved | Every LA/ area is different |
| Why is national presence so good? | Meaning conversations create outcomes | There's lots of hoops to jump through |
| Schools have the control | The right people might not be there | Respecting the job we've done is important |
| There're always people above you | How can you know everyone? | Regulars are always in the meetings |
| We are in the process of change | More people= more obstacles | Work is at a whole- not individually |
| Relationships are not disposable | Increased children in need | Children and adults treated the same |
| COVID has given false hope because of Figures | More schools will refer in now | It's about empowering staff |
| CAMHS are involved form the start | Concerns are raised too late | Agencies don't talk |
| No one gets our job | Channel panel is the catalyst | Support is too late |
| Behaviours are masked and hard to identify | Clinical and EP- what's the difference? | A job title makes things worse |
| Is mental health prioritised? | EP support should be 'outside the box' | Is EPs role mental health? |
| EP support should be flexible | Channel is niche | 1 agency decides who attends meetings |
| Systems are different across UK | Is responsibility divided equally? | The language of counterterrorism is poor |
| 'tick box' for training | Training gives information, not support | Responsibility is head of year, not teachers |
| No other services help us | Lack of routine for managing referral | Passing the responsibility/ blame |
| Discomfort in raising concerns | Different perceptions of who is at risk | Hesitancy in referrals |
| Ofsted pressures | Relies on teaching knowing what to do | Triaging is a barrier |
| 'invisible' difficulties with radicalisation | Schools are stuck in their ways | It's hard to get out of an old system |
| Capacity of other services | Breakdown of agency relationships | Resistance for services |
| Other needs prioritised over radicalisation | People are set in their roles | EPs not first port of call |
| EPs only work with ALN kids | No set plan for this system | Other services are for when you can't help |
| EPs are not part of the school | Accessibility for EPs | Confusion over how EPs work |
| Not everyone speaks to an EP | More money means more EP time | Support should vary between schools |
| Higher diversity= more support | Unconscious bias from teachers | More cultural schools should know more |
| Teacher training doesn't prepare you | EPs are on a pedestal | Cultural differences should be acknowledged |

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| | | |
|---|---|---|
| Mixed staff means more knowledge | Morals are central | Kids don't benefit from this system |
| We need a restructuring of everything | Sociable people work better | Councils are in charge |
| We are on our own | What does serious look like? | Is prevent SLAM? |
| Prevent= videos | Amount of time in a job= competence | Diverse schools have more radicalisation cases |
| Prevent is a rare occurrence | We need a way to measure this | CAMHS are our port of call |
| Access to EPs is hard | Counsellors deal with this | EPs are for reports |
| EPs create a formal process | One teacher is in charge of this | EPs are not imperative |
| Past experiences show your confidence | Cultural diversity links to radicalisation | Everyone is still learning |
| EPs have the final say | Emphasis on ethnicities | Creating change is important |
| Same systems- different training | Learning in a new system is hard | We need good advocates for this job |
| Does radicalisation mean ethnicity? | Teachers' confidence | Every school works differently |
| If not the majority you are isolated | Isolation= radicalisation | Surface approach is being taught e.g. terminology |
| Training doesn't give enough detail | Prevent= scary from statutory element | Did prevent do our training? confusion |
| Training doesn't prepare for real life | ASD= radicalisation | Terminology confusion |
| How can they open up? | Is it racism or radicalisation? | Modern impact e.g. environmental extremism? |
| Hard to pick up | Direction from other services | Email sharing helps |
| Money for schools | Where do I get the time to do this? | Schools have displays |
| Are basic needs met? | I need the knowledge to help out | Is there someone who knows more? |
| What equates to the EPs job? | Targeting at individual level | Links between gang, grooming, and radicalisati. |
| Confidence in knowledge | Radicalisation= safeguarding | Looking into the narrative more |
| Using psychology to find answers | Can we look at this in different classes? | I'm no different to teachers in this area |
| Bronfenbrenner links | It takes experience to identify | Marginalisation signs |
| The right person needs to manage this | What constitutes as radicalisation? | There's no checklist to help us know when to refer |
| It takes confidence to speak up | Gentle approach is key | Is this in teachers jobs? |
| Different school classes help more than others | How will teachers have time? | Its about understanding, not teaching |
| EPs can pick up on explicit behaviours | Having that safe space to talk is key | How do we break down the secrecy? |
| Cases hit the news for the wrong reasons | Radicalisation hits some placed more than others | Building bridges with families |
| We need to understand communities | ASD ties with my characteristics | How to break down family defence? |
| Everyone knows how to work the system | Teachers are the key to success | Staff's intention to making that change |
| It's about upskilling the team | SaLT appears in these cases | Radicalisation doesn't = intelligence |

| | | |
|---|---|---|
| Similarities with grooming, how do we know? | How to manage self-radicalisation | Societal changes e.g. internet |
| The amount of information is overwhelming | | |
| Time changes perceptions | Radicalisation= religion | Parental control is out of our control |
| Mental health is like radicalisation | White flight is an influencer | Community changes make things worse |
| What if staff have radical views? | Changes are above us | Tolerance not integration |
| Clarity of rules in school help | repetitive teaching | New year same training |
| Prevent covers everything | If its complex- bring in an EP | The system is against change |
| Moral implications come into it | EPs= EHCPs | EPs are part of our system, not anything extra |
| Radicalisation is invisible | A safeguarding culture is key | Put the child first |
| 'special' staff get more training | EPs can unpack problems | What is a channel meeting? |
| What we want and get are different | How can we plan? Every child id different | Money overrides everything |
| There are societal issues too | Balance of respecting beliefs and raising concerns | How do I manage sensitive conversations? |
| Religion equates to danger | Being from the community helps | Connections in the area create options |
| Ethnic changes in community mean change | Reflection time helps show change | There's change but not enough |
| Racial segregation is still here | EPs come at the end not the beginning | Funding means more support |
| Radicalisation is about safety | Schools safeguarding approach is central | You don't automatically think of EPs |
| Your heart is always in your job | More staff= more opportunities for kids | Triaging is what we do |
| This is pastoral teams job | We need an EP, but can we get an EP? | Perceptions of radicalisation |
| What you should do and end up dong | | |
| English vs Welsh model | EPs have a lot going on | EPs are more than seeing children |
| Awareness raising on EPs roles | Welsh government has the control | Smaller LA's should shout louder |
| Consistency of agency support | Grant funding changes things | Change happens top down |
| What comes first- policy or money? | ALN changes in Welsh change things | More people- more opportunities |
| Therapeutic responses are linked to radicalisation | Linking of agencies create change | Hierarchies are being removed |
| TIP ties with radicalisation | Confident school= more capabilities | Values are central to everyone's job |
| Radicalisation exposure depends on location | Confidence in speaking up | Preconceived views from your own childhood |
| Who decides what multiculturalism is? | Everyone is trained differently | It's about equity not equality |
| Education wasn't always so important | Location= multiculturally awareness | Prevent is not how EPs work |
| EPs never see the changes | Mysteriousness of other agencies roles | Labels= certain pathway involvement |
| Prevent is untrustworthy | Changing perceptions top down | Prevent= lack of clarity |

| | | |
|---|---|---|
| Burying head in sand makes things worse | Graduated responses work best | One small change means a lot |
| Evidence base is key | Lack of measurement for change | Basic needs to be met first: Maslow |
| Communities are key | EPs can unpick complexities | EPs to support legal needs |
| EPs to help everywhere- not just channel | Crossover of roles with training | EPs to join from beginning |
| Do EPs have time for us? | Political issues impacting change | We are in no man's land |
| Always waiting on government | No end in sight | Previous experience means a lot |
| Flexibility in roles helps | Colleague relationships impacted by covid | Support for own mental health |
| Personal circumstances come into role | COVID= no end point | COVID-anxiety provoking for cases |
| Competence in role | Higher need= more money | Every area works different |
| Having one key person helps | Difference in views | People doing different jobs- not just their own |
| No standardised roles | Health of staff | Social services or police |
| Safeguarding= front door policy | Police change the atmosphere | LAs= scape goats |
| MAW is seamless | External services provide support | Higher attendance in staff is key |
| Specialists or EPs? | CAMHS do the EP job | Lots of talking- no action |
| White supremacism is overlooked | Do other services confuse things? | Family details help with work |
| Counterproductive with EPs? | Deradicalisation= better understanding of needs | What does progress look like? |
| Maslow's hierarchy of needs | Working proactively not reactively | How do I know if I'm helping? |
| Good skillset is important | Statutory work is a separate job | EPs jobs might overlap with others |
| Its not what but how | EPs unique skillset help | One more thing added to EPs jobs |
| Lots of change is happening | We can be part of change | A good service ethos helps |
| We decompress with each other- staff | Family commitments impact your role | Regular catch ups help with work |
| Experience is all safeguarding | Hands on working | Family first |
| MAW has always been there | Transferable skills make you more competent | Covid implications and working from home |
| Working from a flexible model | Team sizes vary | Statutory vs non statutory |
| One person provides organisation | Some roles are unique | Flexibility in structure |
| No case is the same | LAs are different sizes | Lack of equity |
| Human judgement is at the forefront | Prevent vs pursue | Prevent means checklist |
| Changing language in prevent | Different terminology in LAs | FBVs= bad |
| Varying approaches for younger people | Dual roles | Channel is the catalyst for involvement |

| | | |
|---|---|---|
| Reactive support | Prevent takes overriding responsibility | Language of job role |
| Safeguarding umbrella= prevent | CT officer's role is misleading | New initiatives with working |
| Ideology vs vulnerabilities | One big umbrella of needs | Contest= incomplete |
| Who measures the threshold? | Keenness to change | When police are involved things change |
| Timing is key | Information is not correctly shared | Police and LA are different systems |
| Police are highest in hierarchy | Police have the control | Hands on teams mean more involvement |
| Going above and beyond the role | LAs joining forces | The more people the merrier |
| How do staff get an invite? | When the right people come, change happens | Systems inside systems |
| Same people, same meeting | Getting everyone together is hard | MAW should be second nature |
| Relationships help with chasing up | ASD= specialists come in | EPs need to be known first |
| ASD= EPs | Clinical psychology presence | Too many people= ineffective |
| Psychologists on standby | Flexibility means no structure | Gatekeeps open gates |
| External companies help out | Specialists can differentiate conversations | Consent for YP is hard |
| Misinformation spreads fast | Misconceptions of prevent | Educating discreetly |
| We can't work outside out job | If no connections- problems arise | There's threats of cases moving to the police |

Appendix O: Phase 3 of thematic analysis (Searching for themes)
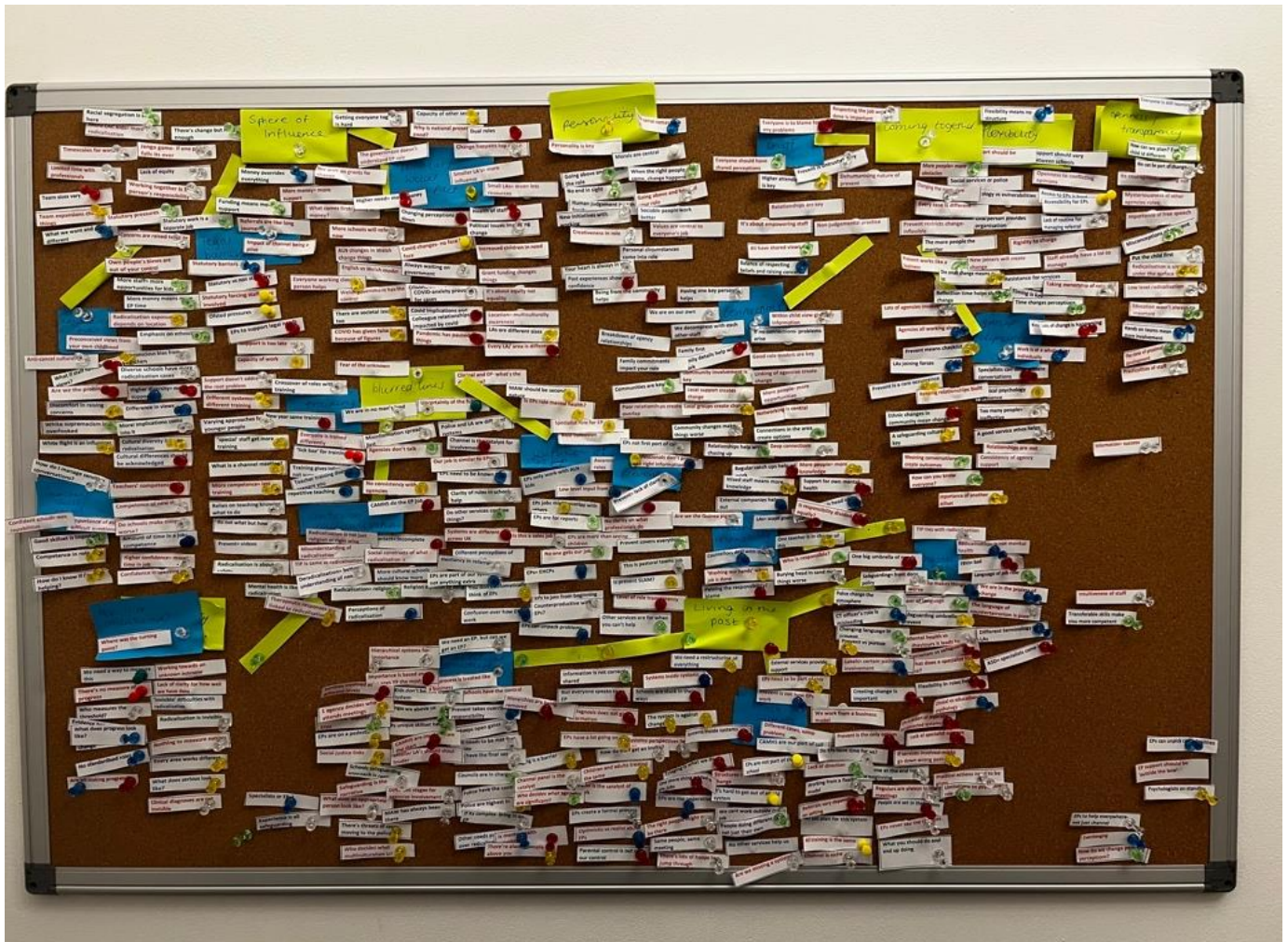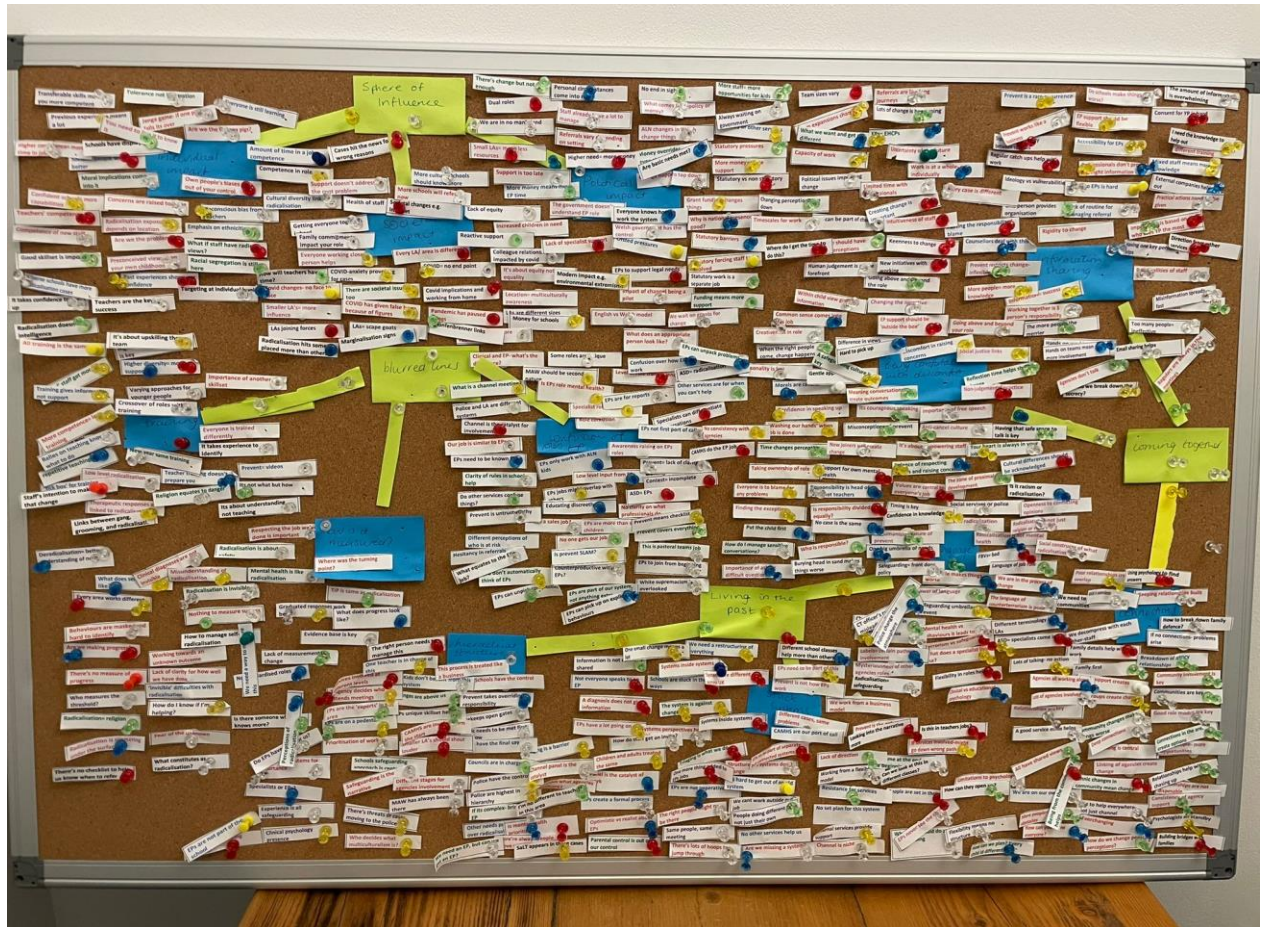
August 2022:



September 2022:

November 2022:

December 2022:

Appendix R: Raw data extract from interview 3

*R: Yeah, it must be hard to like, measure it as well for like level of need and stuff. So I guess you know the first thing I think of is like ohh gosh, like it would be great if it being more standardized for the same roles and same areas.*

P 3: Yeah, it really depends on where your risk is. So how far along that process is your risk? I mean, it might be for some of those LAs that they've got a significantly greater number of people in the pursuit space, and I think for us, working in prevent the earliest we can engage with people and that we can support people is the key to the success. So for example, we've just been on an hour and a half call with someone here and they're fairly new to prevent. It's not something that's been on their work stream really, but they're kind of saying so will you just come in and do this session with these young people for me around prevent and was we're sort of saying, well, we we'd rather come in and do a session around engagement, belonging, identity, these kind of things that actually underpin and more those kind of you know we don't use the term fundamental British values but those kind of shared values that we have is more important than actually coming in and saying this is radicalization this is what's going on this is what's happening we'll do that for the staff but for those young people we'd rather do sessions like that we're able to engage with them more in, in, in that kind of way.

*R: That kind of brings me on to the next question around how you individually support these young people at risk of radicalisation? What other capacities do you work with these young people or work with people around them to support them as well?*

P 3: I think the roles are slightly more nuanced for depending on what the authority you're in is. So within my role, I also manage the *Channel* process. Umm, so what I've done in in those circumstances is within *Channel* panel and we would identify who is best placed to have that contact with the family. So we get the referral in the referrals discussed and generally the process should be that you identify at *Channel* panel who is best placed to approach the family and explore what's been referred in what the concerns are and that could be it might be a social worker, it might be a teacher, it might be GP, depending on who's there with us and who's around the table. But in some circumstances where there's no one else to kind of reach out to the family I would take on the responsibility there to contact them to reach out to them, say, look, this is what's going on. This is this is what's happening. Are you happy to consent and be done a part of this process only because really, I think we talked about prevent being safeguarding and be pinned under the safeguarding umbrella. And if you've got a police officer turned up at your door, you're immediately thinking well, hang on a minute. But you know what's going on here. And when they introduced themselves as….Because unfortunately have not the best job title despite working mainly in the pre criminal space, we're counterterrorism case officers, you immediately think you know what's going on here, what counter terrorism. You just say the words you're like what. Whereas if you could say, look, I'm the prevent officer, I'm a safeguarding officer from the local authority and flash your badge. They kind of say ohh OK yeah, it's a bit more on the radar there. What we've also done in *[omitted for anonymity]* is we've had quite a number of referrals we identified that weren't

meeting the threshold to panel. So what we set up is always like a space beneath *Channel* that that those referrals that that didn't meet, Uh didn't meet the threshold to be discussed at *Channel*…we had a space that they could be discussed in and what we find more in that space is there's sometimes less of an ideology and more of just vulnerabilities. And I think that needs to be the focus moving forward really. Obviously, the ideologies that that we see and that we know we're out there really, really important. But it's just having that kind of cross section of under ability to whatever it may be, it could be a radicalisation and extremism, it could be criminal exploitation, sexual child, sexual exploitation. Whatever that may be, I think that really needs to be how we change things. And I know. There's a review of contest which is taking place at the minute, and I went on a call with a number of my colleagues and that was shared kind of across the board that's what we need to make the focus of this about vulnerabilities rather than specific ideologies.

R: *Is there anything you would say is kind of particularly challenging about your role currently or more difficult to manage?*

P 3: I think maybe I would possibly say from personal experience that we're not in control of the referral pathway. If we possibly could have that managed by your standard safeguarding services that you have locally or potentially and we're working on this with those groups, get their referral systems to speak to one another more clearly rather than having to get people to fill in two referral forms as in *[omitted for anonymity]* the police would manage that. So in 21 of the 22 authorities, it's managed by counter terrorism police in *[omitted for anonymity]*. And that in the in the other one it's managed by the front door of their social services.
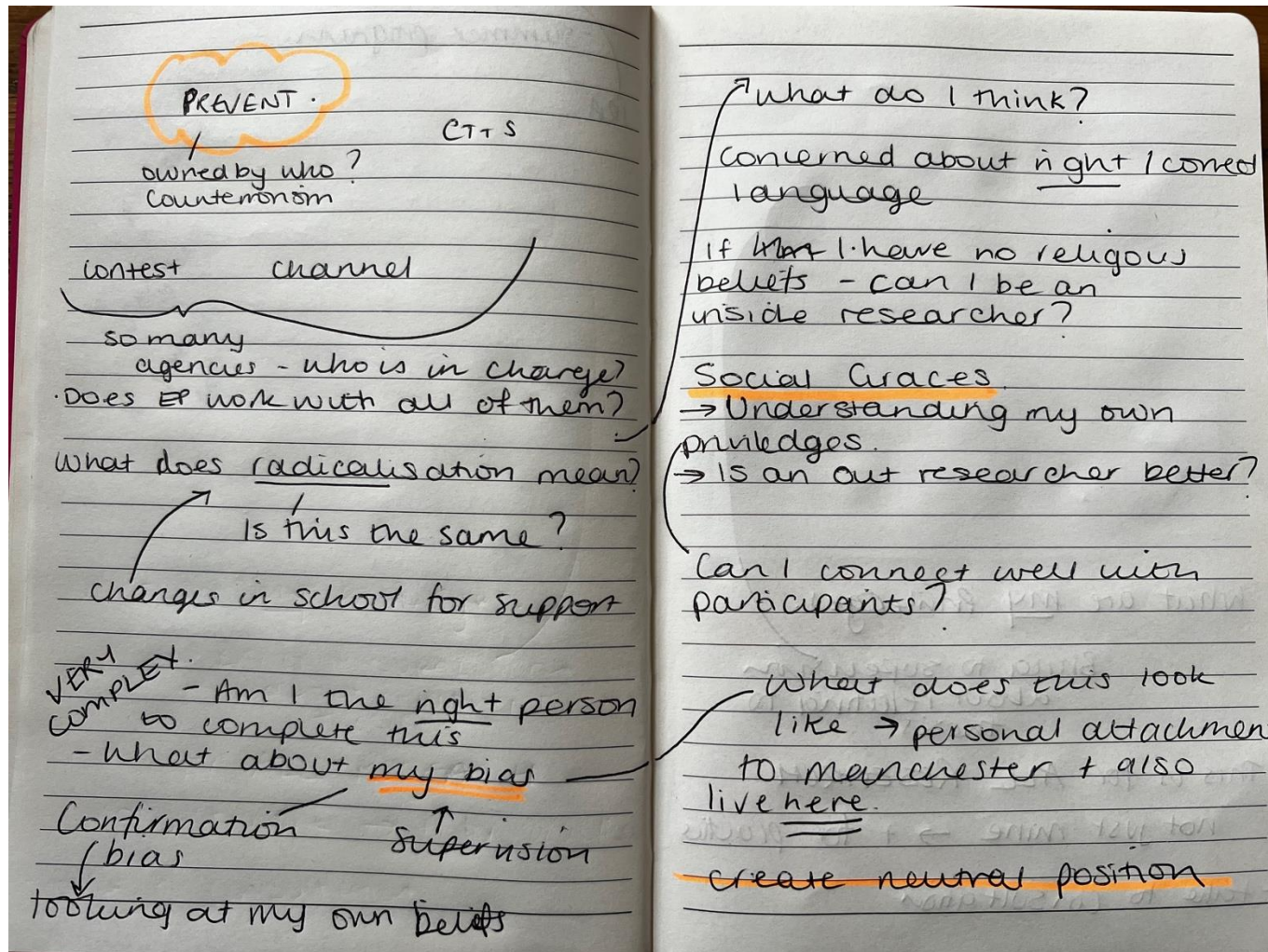
That's something that I think you know, if we talk about prevent being safeguard in all the time, I think that's where my personal opinion would be. I'd like to see the referrals coming in. We need a mechanism obviously that CT policing colleagues get that information as timely way as they possibly can…But every other safeguarding concern comes in through that front door and having worked there and obviously been part of that process and know how it plays out, that's just my personal opinion. That's what I'd like to see. And in other local authorities that you interview that will be the case. I think they're keen to have the information in this timely manner as they possibly can because they often have the most intelligence. So there are some circumstances where the referrals will go into the police and they will stay with the police, they won't exit into the prevent space. So they definitely need to be part of that process. It's just at which point do they engage and how do we kind of kind of manage that and how do we sort of work that through. But yeah, I would really like to see more engagement from like social workers as the local kind of prevent team to do those initial contacts. But with those with those referrals that are in there, they're non *Channel* space, that sort of space below anyone under the age of 18, I'm sort of directly engaging with them and all their families.
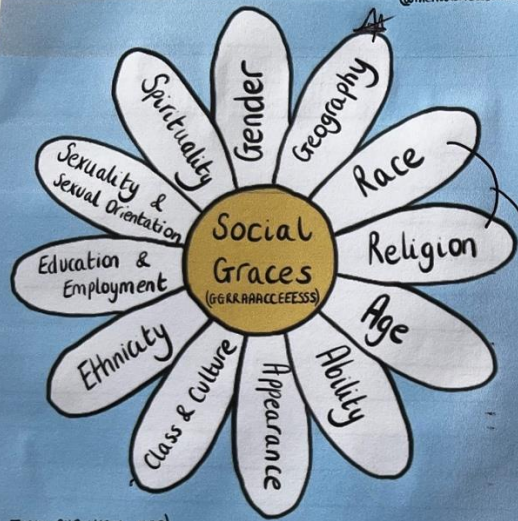
R: *So what other kind of services do you kind of speak to on a day-to-day basis? What other agencies are really involved in this process?*

P 3: So in respect of *Channel* around the table, that's obviously chaired by the local authority. So we own the risk. We've got a joint Cardiff and Vale *Channel* panel at the minute. Umm. And we have around the table. Uh. Education representation from both or. This is generally from both

authorities housing, probation services, youth justice services, health services. The police are there, the police are part of that process. The local prevent team. We're all. We're all on the panel.

Appendix S: Research diary extracts

@mentalhealthchats

Social Graces (GGRRAAACCEEESSS) — by John Burnham, 1993

(Petals: Spirituality, Gender, Geography, Sexuality & Sexual Orientation, Race, Education & Employment, Religion, Ethnicity, Age, Class & Culture, Appearance, Ability)

What are my privileges.

Bring to supervision
about relating to
thesis

This is for ALL RESEARCH

not just mine → + for practice

- talk to consultation

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explicit vs implicit

How do you know if bias
is unconscious

+ can I decide this for
participants?

Make the unconscious →
conscious

process

SPEAK UP — why am I
finding this uncomfortable

supervision

F - focus          ← work
                     Diversity
L - learn            network

E - engage      → bias
                   translates
X - expand the    into.
    option         real life