“Appealing to Hearts and Minds”: Educational Psychologists’ Experiences of Working with Young People who Offend

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1 Introduction

1.1 Abstract

Children and young people (CYP) known to the Youth Justice System (YJS) represent a vulnerable group of young people. Over the last 10 years, there has been a growing interest, and an increasing number of studies conducted in this area, however, there has been little research into the experiences of Educational Psychologists (EPs) working in this field; in particular, what that work currently entails and what the barriers and facilitators are to working with young people who offend (YPwO). Therefore, this study utilised a mixed-methods approach to explore the current context of EPs working with YPwO and the experiences of those EPs working in the YJS. Semi-structured interviews were analysed using reflective thematic analysis.

Findings highlight the facilitators and barriers to working with YPwO, with key facilitators being the contribution of a psychological lens, child-first approaches, communication in multi-agency working, reducing the continuing stigma around youth offending and raising awareness of the EP role and possible contributions to youth justice work. Barriers related to the complexity of the lives of the young people and the impact on the potential for positive change to occur within socially and socioeconomically disadvantaged communities, stigma relating to youth offending and YPwO, lack of awareness and misunderstanding of the EP role by YJS and funding and lack of capacity within Educational Psychology Services (EPSs). Implications for EPs, EPSs and the wider systems are discussed.

1.2 Acknowledgements

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To my darling boy Harrison, I'm sorry for all the time we've missed over the last 3 years. I'll make it up to you, I promise. This was all for you.

1.3 Summary of Thesis

Part 1

The literature review begins by exploring the broad context of youth offending and its relevance to the educational psychology profession. This is followed by a description of the literature search and a critical discussion of existing research relating to young people who offend and educational psychology. Finally, the rationale for the current research is outlined the research questions are put forward.

Part 2

Part two comprises a summary of the existing literature followed by a detailed account of the current research project. This includes an outline of the chosen methodology and the survey and interview procedure and a reflexive thematic analysis of four semi-structured interviews with qualified educational psychologists from England and Wales who have worked with young people who offend. This analysis and the themes generated from the data are then discussed in relation to the literature. The strengths and limitations of the current study are discussed, and possible areas for future research are highlighted. Implications for educational psychologists, educational psychology services, training institutions and wider systems will then be outlined from the findings.

Part 3

The critical appraisal of research is divided into two sections; firstly, a detailed account of the research in terms of contribution to knowledge is discussed in Part 3A. The researcher position, methods, participants and recruitment, data analysis dissemination of the results will also be discussed in this section. Part 3B outlines a critical account of the research practitioner and presents a reflective and reflexive account of the research, including rationale for the thesis, methodological considerations, and analysis of data. Following this a concluding statement is presented.

1.4 List of Tables and Figures

1.5 List of Appendices

1.6 Abbreviations and Terminology

ACEs: Adverse childhood experiences

ALN: Additional Learning Needs

CBT: Cognitive Behavioural Therapy

DfEE: Department for Education and Employment

EP: Educational Psychologist

EPS: Educational Psychology Services

HMI: Her Majesty's Inspectorate

LAC: Looked-after child

PPCT: Person, Process, Context, Time

SCH: secure children's home

SEMH: Social, Emotional and Mental Health

SEND: Special Educational Needs and Disabilities

SLCN: Speech Language and Communication Needs

STC: Secure Training Centre

YJ: Youth Justice

YJS: Youth Justice System

YJWs: Youth Justice Workers

YOI: Young Offender Institution

YOS: Youth Offending Service

YOT: Youth Offending Team

YPwO: Young People who Offend

Part 1: Major Literature Review

Part 1a: Context of the research

Part 1b: Major Literature Review

Word Count: 12,768 words (approx.)

2 Literature Review

2.1 Structure of the Literature Review

This literature review aims to analyse the literature relating to youth offending and educational psychology practice.

Part 1a provides a context for the research, introducing the current landscape of youth offending and its relevance to Educational Psychologists (EPs). Following the Popay et al. (2006) approach, this study adopts a narrative-style literature review to enable flexible exploration of current research into youth offending and Educational Psychology. This narrative review section does not allow for, nor does it aim to provide, a thorough examination of the literature pertaining to youth offending. Rather, a broad, contextualising overview of youth offending and its relevance to EPs is sought. This section also offers an overview of Bronfenbrenner & Morris' (2006) Person, Process, Context, Time model and Bourdieu's (1986) Sociological Theory and begins to link these theoretical perspectives to the area of youth offending.

Part 1b provides a systematic literature review, exploring current knowledge about EPs working with young people who offend. The following question is asked of the literature, "What does the literature say about EPs working with young people who offend?". The research will be situated within Bronfenbrenner & Morris' (2006) and Bourdieu's (1986) theoretical frameworks. A critical literature review will be provided, followed by details of the remaining questions that led to the current research.

2.2 Search Terms and Sources

Approaches used to explore literature relevant to the research topic included accessing various databases via the Cardiff University website and government, charity, and institution websites, which were deemed to include publications and grey literature relevant to the thesis topic.

The literature included in Section 1b was obtained from the American Psychological Association (APA), Scopus, ERIC (Education Resources Information Centre), and ASSIA (Applied Social Sciences

Index & Abstracts) online databases. These databases were selected due to their coverage of social science, education, and psychology disciplines. Further literature searches took place via backward chaining of references within relevant articles. Relevant grey literature (e.g., unpublished doctoral theses) searches were completed using the search engine Google Scholar and the ProQuest Dissertations & Theses database to limit publication bias (Wohlin, 2014).

The literature research question 'What work is currently being undertaken with YPwO?' was broken down into individual concepts to create search terms for a systematic search across the aforementioned databases. Subject mapping terms can be found in Table 1 below. Search terms were selected based on an examination of the terms used in previous research and grey literature and the focus of this literature review. This search strategy was used in each database between September 2023 and January 2024.

Table 1: Terms utilised in the literature review

Subject mapping terms	Key word search terms
Youth Offending	youth offend* young offend*
Educational Psychology	Education* Psycholog*
English Context	England
Welsh Context	Wales
Irish Context	Scotland
Scottish Context	Ireland
UK Context	UK

Note. The subject mapping terms were combined with AND, with key-word search terms combined with OR to narrow the number of results, increasing search specificity

Key: (*) truncation character used to search for additional letters at the end of a word (e.g., psychology or psychologist).

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews model (Page et al., 2021) was employed to increase the standard of reporting (Panic et al., 2013). Results are reported in a flow diagram (see Figure 1 below).

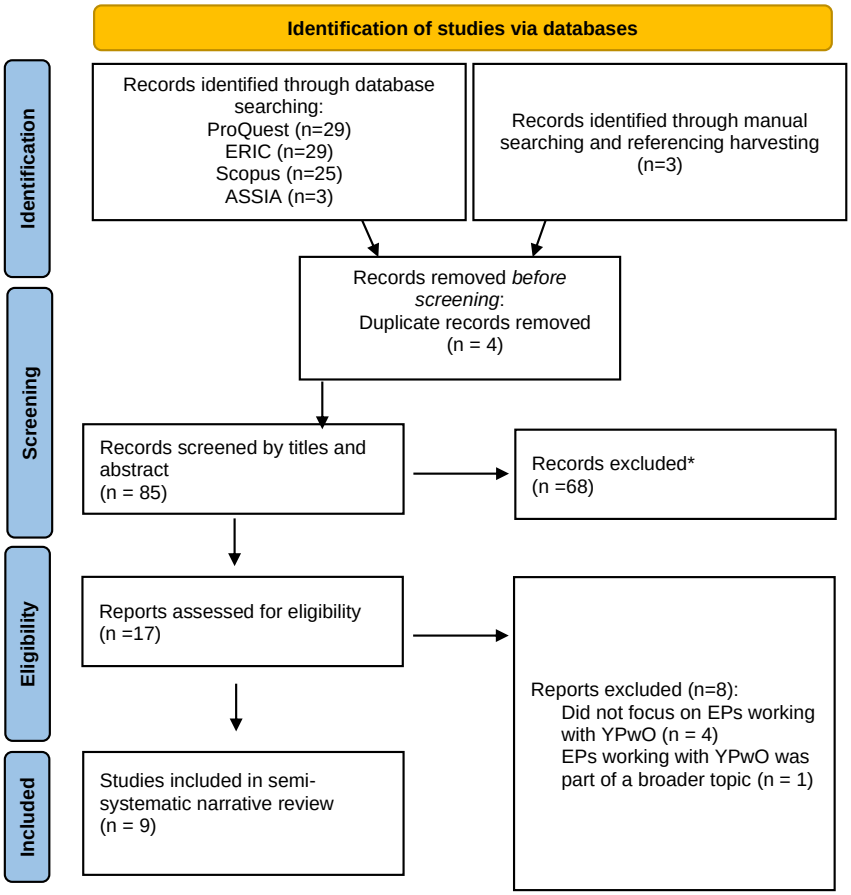

Figure 1: Adaptation of PRISMA flow diagram (Moher et al., 2009)

The final literature articles were subsequently reviewed using the Critical Appraisal Skills Programme – Qualitative Checklist (Singh, 2013); Critical Appraisal Skills Programme – Systematic Literature Review Checklist (CASP, 2018) or The Mixed Methods Appraisal Tool (Hong et al., 2018) depending on the methodological approaches used in the research study (see Appendix 1). Details of the articles excluded can be found in Appendix 18.

2.3 Inclusion and Exclusion Criteria

The inclusion and exclusion criteria for the literature review are summarised in the table below:

Table 2: Inclusion and exclusion criteria for the literature review**.**

Inclusion Criteria	Exclusion Criteria	Rationale
Design: Empirical studies	Opinion pieces, reviews, position papers	To support the review's aim of identifying educational psychologists' role in supporting YPwO with verifiable data.
Location: Practice within the UK.	Outside of the UK	Due to the differing legislation worldwide, this review sought research relating to practice within the UK.
Participants: Relating to EP practice with YPwO	Relating to other areas of the youth justice system and youth offending e.g., specifically relating to types of crime committed etc.	The researcher was interested in EP practice with YPwO both individually and systemically.
Date: 1998 onwards	Pre-1998	The relevance of these dates to youth offending legislation.
Peer-reviewed (including unpublished theses)	Not peer-reviewed	To support the review's aim of identifying educational psychologists' role in supporting YPwO from credible and quality sources.

2.4 Research Terminology

Children and young people (CYP) in England and Wales enter the Youth Justice System (YJS) when they have committed a criminal offence at which point they may be diverted from formally entering the YJS through Community Resolutions or arrested and proceeded against at court resulting in a caution or community, custodial or other court sentences (Youth Justice Board [YJB], 2024). When entering the YJS, CYP are addressed using the term 'young offender', which refers to young people aged 10 – 17 years (Ministry of Justice [MoJ], 2015). This research will use the term 'young people who offend' (YPwO) rather than 'young offenders' to reflect the 'children first,

offenders second' principle, which has been embedded into the English and Welsh response to youth justice (Case & Browning, 2021; YJB, 2023). YPwO, for the purpose of this paper, refers to individuals under the age of 18 who have committed criminal offences, experienced involvement with the YJS, and may have been held either in a secure children's home (SCH), a Secure Training Centre (STC) or a Young Offender Institution (YOI), otherwise known as the Youth Secure Estate (Her Majesty's Inspectorate of Prisons [HMIP], 2023).

2.5 Part 1a: Context of the research

This section provides a context for the research, introducing the current landscape of youth offending and its relevance to EPs.

While this literature review sought to include research from all four devolved nations, it is important to acknowledge that the majority of empirical studies are located in England. However, policy documents from Wales, Scotland, and Ireland have been drawn upon to provide valuable insights into the differing approaches to youth justice and special educational needs (SEN/ALN) provision. The lack of empirical research from devolved nations highlights the importance of further research into the role of educational psychologists within youth justice systems outside of the English context.

England

In England, the Youth Justice Board (YJB) oversees the youth justice system, emphasising evidence-based interventions and the integration of services to address the needs of YPwO. In some LAs, EPs play a pivotal role within YOTs, contributing to assessments and interventions that consider the educational and psychological needs of YPwO (e.g., Ryrie, 2006). With regards to SEND, the Children and Families Act 2014 and the SEND Code of Practice (DfE, 2015) outline the statutory requirements to support CYP people aged 0 to 25. These policies place an emphasis on person-centred approaches, ensuring that educational provisions are tailored to the individual needs of CYP.

Wales

The Welsh youth justice system aligns closely with that of England, with the YJB extending its remit to include Welsh youth justice services. However, Wales has also introduced the 'Children First' approach (Drakeford, 2010). Child First principles are centred around promoting the welfare of children to reduce offending which requires practitioners to work holistically with CYP, recognising offending behaviour as a small part of their life (Drakeford, 2010). EPs in Wales work within local authorities, supporting the Additional Learning Needs (ALN) system, which replaced the term 'SEN' to encompass a broader range of learning needs. According to the Welsh Government (2018), the ALN Transformation Programme aims to create a unified, equitable system for learners aged 0 to 25, ensuring early identification and support.

Scotland

Scotland employs the 'Whole System Approach' (Scottish Government, 2012) to youth justice, which is underpinned by the 'Getting it Right for Every Child' (Scottish Government, 2008) framework. This integrated approach aims to provide timely and appropriate interventions for young people involved in, or at risk of, offending, emphasising diversion from prosecution, restorative justice, and tailored support to address underlying issues contributing to offending behaviour. Within this framework, EPs in Scotland work collaboratively with other professionals to support children's educational and developmental needs. The Education Act (2004) provides the legal framework for the provision for children with additional learning needs (Education (Additional Support for Learning) (Scotland) Act, 2004).

Northern Ireland

In Northern Ireland, the youth justice system operates through a combination of youth courts, the Youth Justice Agency and other services, emphasising rehabilitation, prevention, and restorative justice over punishment (Department of Justice [Northern Ireland], 2023). EPs in Ireland often provide assessments and interventions to support students' learning and social and emotional needs,

operating within the National Educational Psychological Service. Policies relating to special educational needs in Ireland advocate for the integration of students with SEN into mainstream settings whenever possible (Education for Persons with Special Educational Needs Act, 2004).

2.5.1 The Youth Justice System

The YJS within England and Wales was established in 1998 in response to a growing concern that offending by CYP was not being managed systematically, and no one was taking responsibility locally for CYP involved in crime (Taylor, 2016). Subsequently, the Crime and Disorder Act (1998) introduced a requirement that all Local Authorities (LAs) must establish a Youth Offending Team (YOT) comprising members from multiple services: police, social, probation, health, and education (Taylor, 2016).

There were around 16,600 children proceeded against at court in the year ending March 2023 (YJB, 2024). This was an increase of 7% compared with the previous year and the first year-on-year increase in the last ten years and a fall of 72% compared to ten years ago, indicating that the implementation of the YJS has been moderately effective (YJB, 2024). Furthermore, the number of CYP in YOIs and STCs has continued to decline over the years, although the decline in 2022-23 was less pronounced than in previous years. In 2022-2023, the average number of CYP in both establishment types was 434, compared with 939 in 2015-16 (HMIP, 2023). However, there have also been reports in recent data (HMIP, 2023) of increases, including an overall rise in the rate of assault incidents involving CYP in YOIs and STCs of 28% (from 311 assaults per 100 children in 2020-21 to 399 in 2021-22). The rate of self-harm has continued to rise, by 37% in the last 12 months, to 250 incidents of self-harm per 100 children in 2021-22 (HMIP, 2023).

2.5.2 YPwO, Education and Special Educational Needs and Disability

2.5.2.1 What is SEND?

Special educational needs and disability (SEND) are defined in The Code of Practice as CYP having "significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision" (Department for Education [DfE], 2015, p. 85). Additionally, SEND can be thought of in four broad areas: communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs; for many CYP, their needs may span several of these areas and may change over time (Howarth–Lees & Woods, 2022). The Education Health and Care Plan (EHCP) was introduced following revisions to the SEND Code of Practice based on the Children and Families Act (2014) to support CYP aged 0–25 years who have identified SEND in England. EHCPs replaced statements of special educational needs. The reforms aimed to encourage a more person-centred approach, including increased participation from young people and their families, facilitating more collaborative practices between external agencies and addressing wider health/care needs as well as education (Boesley & Crane, 2018). Although the researcher is aware of different processes relating to additional needs (e.g., Additional Learning Needs Act [Welsh Government, 2018] in Wales), to reflect the majority of participants and the systems they work in, the English context has been used for definitions.

2.5.2.2 What needs are seen in the Youth Justice Population?

The research highlights that there is likely a significant number of CYP with SEND within the YJS; however, it is difficult to establish an exact prevalence figure (Wyton, 2013) with rates varying across the literature. In a report by the YJB and Ministry of Justice (MoJ) (2021), it was found that "of all sentenced children in 2019/20, 90% of sentenced children were assessed to have safety and wellbeing needs, 72% were assessed to have mental health concerns, 71% were assessed to have speech, language and communication concerns, and 57% were assessed to be a current or previous child in need" (YJB/MoJ, 2021, p.2). Despite the absence of prevalence figures in the literature,

research evidence outlines disproportionately high levels amongst YPwO of learning difficulties (Hughes et al., 2012), social, emotional and mental health (SEMH) needs (Cross, 2011; Lindsey et al., 2007; Westrupp et al., 2020), neurodevelopmental differences (Hales et al., 2018) and language impairment (Anderson et al., 2016). Winstanley et al. (2021) found that YPwO with developmental language disorder (DLD) were twice as likely to re-offend than their unaffected counterparts.

Speech, language, and communication needs (SLCN) is an umbrella term for all children who need additional support and provision to meet their needs in these areas. There is a wealth of literature identifying SLCN as an evidenced developmental risk factor for offending (Brownlie et al., 2004; Nolan, 2018; Cronin & Addo, 2021; Francis & Saunders, 2022). Moreover, many children in contact with the YJS also have low literacy levels (Snow, 2009, 2019). Communication needs in schools are often misinterpreted as behaviour difficulties, which can then be prioritised over learning needs (Humber & Snow, 2001; Twells, 2020).

2.5.2.3 SEND in custody

In a report by HMIP (2021), it was stated that one in four children in YOIs and STCs have identified SEND. However, only half that number reported receiving support (HMIP, 2021). Gaps in the current SEND code of practice mean that children in custody with an EHCP may not be receiving the support they would otherwise receive in the community (The Association of Directors of Children's Services, 2021). The considerable prevalence of unidentified SEND amongst YPwO suggests that early identification of educational needs is critical for the implementation of effective interventions and resettlement plans (Cosma & Mulcare, 2022).

Section 10 of the revised SEND Code of Practice (2015) (DfE, 2015) highlights guidance relating to supporting CYP with SEND in custody in England. LAs are advised that they must ensure that assessments for EHCPs are completed and that subsequent appropriate SEND provisions are provided. The guidance also stipulates that the LA has a statutory duty to ensure that any CYP with an EHCP prior to entering into custody has access to this support upon release into the community, access to appropriate educational support and provision whilst detained, and any provision outlined

in the EHCP, where possible, should be available to CYP throughout their custodial sentence (Cosma & Mulcare, 2022).

2.5.2.4 How are YPwOs' needs identified?

In order to be able to understand and engage with youth justice processes and interventions, it is essential that YPwOs' needs are identified. For example, for those YPwO with unidentified SLCNs verbally mediated interventions may be inaccessible (Bryan, Freer & Furlong, 2007). Moreover, unidentified SLCNs or literacy difficulties could potentially impact on YPwOs' ability to cope in education and custodial settings (Newton, 2014). The Taylor Review (Taylor, 2016) outlined key recommendations relating to the prevention of offending behaviour. Integrative collaborative practice between services with education was viewed as a pivotal part of the prevention process with a focus on developing skills and an individualised package of support for CYP (Taylor, 2016).

The YJB (2019) report that as CYP are referred to the YOT, a timely and accurate assessment of need should be undertaken. AssetPlus is the assessment framework currently used to assess areas of strengths and risk factors (YJB, 2014); outcomes from this assessment should then be used to inform and facilitate interventions for YPwO. Youth Justice Workers (YJWs) are responsible for conducting the AssetPlus assessment as CYP come in the YJS (YJB, 2019). The YJB commissioned the development of the Asset Assessment Framework (abbreviated to Asset) in 1998 and should now be used by all YOTs (Rayfield, 2022). The assessment tool was designed to provide a common, structured framework for assessing factors that may be contributing to the young person's offending (Department for Children, Education, Lifelong Learning and Skills, 2009). The original Asset framework was based on research investigating risk and protective factors relating to offending and was designed to help YJWs identify the risk of harm by understanding the CYP's family, lifestyle, individual and community factors (Rayfield, 2022). Additionally, Asset aimed to support the implementation of targeted interventions informed by factors closely related to the CYP's offending (Wyton, 2013). However, research indicated that the initial Asset framework reportedly under-identified mental health needs (Harrington & Bailey, 2005) and was not designed to screen for SEND

(Talbot, 2010). Furthermore, as it only required information about previously identified SEND and if the child had an EHCP, it did not account for the complex, individual circumstances relating to the CYP's offending and SEND (Almond, 2012).

With revisions to the original Asset framework, AssetPlus subsequently emphasised protective factors to support desistance by focusing on CYP's strengths (Hampson, 2018; Picken et al., 2019). However, despite these revisions, a process evaluation of AssetPlus identified that practitioners did not feel adequately trained to use AssetPlus to complete the assessment to a high quality (Picken et al., 2019). This led to practitioners feeling that the information gained from the assessment did not provide a cohesive, holistic picture of the CYP's needs. There were further concerns around the accessibility of the assessment, particularly when gathering CYP's views, for those children with SLCN, literacy or learning needs, making it inaccessible for many of the children it purported to support (Rayfield, 2022). This had further implications in challenges to intervention planning, with many plans being described as unclear and difficult for YPwO to understand and engage in (Rayfield, 2022).

2.5.3 YPwO and Education

2.5.3.1 What is the link between Youth Justice and Education?

Evidence from research indicates a compelling link between offending behaviour and persistent school non-attendance (Ryrie, 2006; Twells, 2020). In a 2017 report, the YJB and MoJ found that prior to being detained, 61 per cent of CYP had disengaged with education. With this in mind, it is no surprise that education is a primary factor when considering a CYP's risk of offending (MoJ, 2011). Furthermore, it has been reported that lack of educational opportunities is an issue for many YPwO, with some being disaffected, having had their education disrupted by their offending; difficulties arising from SEND or being classified as not in education, employment and training (Twells, 2020). However, the association between education and offending behaviour appears considerably more complex than has previously been argued (Cosma & Mulcare, 2022), with reports suggesting that 35% of CYP were previously known to social care and 5% were on a child protection

plan prior to entering custody (YJB and MoJ, 2017). This complexity consequently makes it an increasingly difficult process to unravel the interactional effects of these factors on engagement with education (Cosma & Mulcare, 2022).

The 2010 Equality Act affirms that all who encounter the justice system should have fair and equal treatment, meaning that those with difficulties and needs, such as those outlined above, will likely need reasonable adjustments to enable them to engage effectively with the youth justice process. Research indicates that due to the high prevalence of SEND in the youth justice population, YPwO will likely need considerable support in understanding and engaging with the legal processes (Hughes et al., 2012). However, in contrast to this statement, the evidence outlined above indicates that YPwO with SEND may rarely receive the support they require and are entitled to. Overall, despite much of the research suggesting a strong association between offending behaviour and reduced engagement with education, this remains a considerably under-researched area (O'Carroll, 2016).

2.6 The role of the EP with YPwO

The practice of educational psychology has changed over the years due to the influence of philosophical orientations within psychology and the dynamic interplay of social and political factors (Hill, 2017b). The scope of educational psychology practice expanded notably following legislative emphasis on social inclusion, as seen in the Green Paper: Excellence for All Children (Department for Education and Employment [DfEE], 1997). This initiative outlined strategies to address social challenges and inequalities, including crime rates (Social Exclusion Unit, 2003), thereby creating fresh avenues for EPs to extend their work beyond traditional educational settings. This shift is evident in the DfEE's (2000) review of the role of the EP, which acknowledged their involvement in community-based initiatives aimed at supporting children and young people facing social exclusion, such as those within the YJS (Hill, 2017a).

EPs can work with CYP, groups, organisations, and wider systems (Curran, Gersch & Wolfendale, 2003), delivering a range of services through a combination of the five core functions outlined by Currie (2002). These include assessment, consultation, intervention, training, and research, and are described in more detail in Table 3 below.

Table 3: Overview of EPs' five key functions (Currie, 2002). This table also appears in Part 2 as Table 10

Function	Description
Assessment	EPs are skilled at utilising a range of assessments to identify CYP's strengths and needs, inform hypotheses, and provide subsequent advice and recommendations to support CYP (Solity, 2017).
Intervention	EPs are proficient in a number of therapeutic interventions (MacKay, 2007) and can work with CYP, families and groups (Beaver, 2011).
Consultation	EPs apply psychology through consultation to explore and support others' understanding of 'problems'/situations (Cameron, 2006). Working with professionals and families can help promote wider change (Beaver, 2011).
Training	EPs deliver tailored training sessions to foster deeper understanding among educators, parents, and other stakeholders. These sessions equip participants with the necessary knowledge and strategies to effectively address the diverse needs of CYP (Smith & Jones, 2016).
Research or organisational development	EPs can help facilitate change through strategic development in organisations and contribute to policy development (DfES, 2001).

Mackay (2007) asserts that EPs are specialists in childhood development, not simply education. Furthermore, Taylor (2016) posits that the oftentimes complex psychological profiles of YPwO provide a clear rationale for EPs to work systemically to support CYP who are at-risk or have committed offences, as well as schools, families and YJSs through systemic approaches (Hill, 2017a). The role of the EP with YPwO in relation to the literature will be explored further in Part 1b.

2.7 Theories of Youth Offending

Several theories and perspectives from the psychological fields of sociology, criminology, community psychology and developmental/ecological psychology can be useful to understand the phenomena of youth offending. However, owing to time and word constraints of this thesis, this next section will seek to explore those theories that were deemed most relevant from the reading. For succinctness and word count, each theory will be briefly outlined regarding its links to youth offending and considerations as to its suitability as a lens through which to view the research.

2.7.1 Sociological Perspectives

Several sociological and criminological theories could be applied to understand youth offending. These theories could help to explain why young people engage in offending behaviours and how the various social, psychological, and environmental factors influence their actions.

2.7.1.1 Social Learning Theory (Akers, 1977, Bandura, 1977)

Bandura's (1977) Social Learning Theory posits that behaviours are learned by observing and imitating others. Akers (1977) furthered this notion with his Social Learning and Social Structure (SLSS) Theory by integrating structural factors (such as class, family and peer groups) with individual learning processes. Youth offending, therefore, can be broadly understood to be influenced by constraints within societal structures (such as socioeconomic status, education and communities) and learned behaviours (through imitation of those seen in their peers which may be subsequently reinforced when they see those behaviours being rewarded in their social environments) (Akers and Jennings, 2019). However, despite its consideration of wider systemic factors, SLSS Theory views the offender as a potentially passive participant, whereby the behaviour is learned and does not therefore account for the individual characteristics (e.g., biological or neurodevelopmental) and their influences on offending behaviours.

2.7.1.2 Strain Theory (Merton, 1938; Agnew, 1992)

Merton's (1938) Strain Theory first proposed that crime occurs due to societal pressures and inequalities, including education and income, that consequently limit an individual's opportunity to achieve socially valued goals (such as wealth and perceived success) and drive them to commit crimes. Agnew's (1992) General Strain Theory (GST) expanded on Merton's (1938) Strain Theory through the addition of emotions such as frustration and upset as a result of societal strain for which offending behaviour is used to cope with such emotions. Furthermore, GST specifies the key types of strains, identifies strain types that are most likely to cause offending, explains why these strains can result in offending, and explains why only some strained individuals resort to criminal coping. Through the lens of GST, youth offending can, therefore, be viewed as an alternative means to gain wealth or success in socioeconomically constrained systems. However, GST largely focuses on the responses of the individual and neglects to fully address the broader systemic issues in youth offending (Brezina, 2017; Nguyen & Van Ngo, 2021).

2.7.1.3 Community Psychology Perspectives

Community Psychology (CP) approaches attempt to address how wider forces of power, oppression and exclusion contribute to negative outcomes such as poor mental health and offending (Mensah, 2022). With research highlighting wider systemic risk factors in youth offending, such as poor or no housing (Chitsabesan et al., 2006) and lack of local leisure facilities, conflicts and victimisation in the community (Games, 2014), CP presents a potentially useful systemic lens through which to explore youth offending by examining social, environmental, and structural factors that contribute to crime.

2.7.1.4 Routine Activity Theory (Cohen and Felson, 1979; Osgood, 1996)

Routine Activity Theory (RAT) (Cohen and Felson, 1979) first situated youth offending within the routine activities of young people, positing that crime occurs when three conditions align: the absence of a capable guardian(s), a motivated offender, and a suitable target. This provided a key

foundation for the environmental perspective of youth offending (Miller, 2013). Osgood (1996) built on the work of Cohen and Felson with the Routine Activity Theory of General Deviance (RATGD), which argued that unstructured activities with peers in the absence of authority figures (or capable guardians) played a critical role in facilitating offending behaviours. This new perspective, therefore, began to focus on how situational opportunities, contexts, and activities could influence and create opportunities for offending (Miller, 2013).

Miller (2013) sought to expand further on the RATGD proposed by Osgood (1996) by exploring how different routine activities influence youth offending. The study examined how both structured and unstructured activities are linked to various types of offenses, including assault, fare evasion, shoplifting, vandalism, and drug use, by analysing data from the Edinburgh Study of Youth Transitions and Crime, focusing on 15-year-olds. In contradiction to earlier assertions that structured activities reduce offending, attendance at youth clubs and sports activities was associated positively with assault and fare evasion. This study, therefore, extends RATDA by highlighting that not only unstructured activities but also some structured activities (like youth clubs) can correlate with increased offending due to situational factors (such as peer influence or competition).

RATDA could, therefore, provide a useful theoretical framework to understand youth offending by exploring how routine activities shape youth offending by focusing on the interaction between situational opportunities and the absence of authority figures. However, RATDA's emphasis on situational and contextual factors does not account for individual characteristics that are risk factors in offending, such as learning difficulties (Hughes et al., 2012), social, emotional and mental health (SEMH) needs (Cross, 2011; Lindsey et al., 2007; Westrupp et al., 2020), neurodevelopmental differences (Hales et al., 2018) and language impairment (Anderson et al., 2016).

2.7.1.5 Social Determinants of Crime

The social determinants of crime is a concept situated within CP, which asserts that youth offending is linked to poverty (Buonanno, 2003), education inequalities (Kyvsgaard, 2003), housing

instability (Nilsson & Estrada, 2009), and unemployment (Buonanno, 2003). By this reasoning, we can seek to prevent youth offending by addressing structural inequalities (e.g., access to education, job training) and introducing community-led initiatives that reduce risk factors in high-crime areas. However, similar to RATDA, the social determinants of crime are limited by its omission of individual factors that are also known to contribute to offending behaviour.

2.7.2 Criminological Perspectives

2.7.2.1 Life-Course Theory (Sampson and Laub, 1993; Moffitt, 1993)

Life-Course Theory (Sampson & Laub, 1993; Moffitt, 1993) explores the influence of life events and social trajectories on offending behaviour over time and suggests that offending behaviour changes over the lifespan due to key social transitions and events. There are two notable versions of Life-Course Theory: Sampson & Laub's (1993) Age-Graded Theory of Informal Social Control and Moffitt's (1993) Dual Taxonomy of Offending. Sampson & Laub (1993) purport that social bonds are key influencers of offending behaviour, with stronger social ties associated with desistance from crime and weaker ties associated with increased involvement in offending behaviour. Furthermore, Sampson & Laub (1993) assert that key life transitions such as stable employment and marriage can act as important turning points in desistance from offending. Moffit (1993) characterises people who offend into two distinct categories: Adolescence-Limited Offenders those who engage in offending behaviours due to factors such as peer pressure and social and emotional immaturity but cease at the transition into adulthood and Life-Course Persistent Offenders whose offending persists throughout the lifespan due to neurodevelopmental difficulties, lack of positive parenting and social disadvantages (Ward, 2019). Critiques of Sampson & Laub's (1993) position on life-course criminology are centred around its inability to account for the varying social contexts in those who engage in offending behaviour (McCuish & Lussier, 2023). Furthermore, Case & Smith (2020) argued that the theory overlooks the broader systemic factors that are known to influence youth offending.

Having reviewed the theories outlined above, it was felt that to enable a holistic understanding of youth offending required a lens that potentially integrated these theories, considering both individual characteristics and broader social structures and environmental factors that influence involvement in offending behaviour. This led the researcher to consider the theories of Bronfenbrenner & Morris (2006) and Bourdieu (1976), which will be explored further below.

Given the complexity of CYPs' needs (as outlined in the sections above), this suggests a need for sophisticated approaches, such as Bronfenbrenner & Morris' (2006) model of human development, in youth justice work. The potential risk and protective factors for offending behaviours, including increased SEND, engagement with education, familial factors, and community factors, were observed at several levels. These features, across a wide range of systems (e.g., school, family), reflect the need for a theoretical framework that acknowledges the range of social factors and ecological systems that may impact CYP in this area of work (Taylor, 2016). The Bioecological model of human development (Bronfenbrenner & Morris, 2006) provides an appropriate framework for youth justice work, as it recognises the bidirectional influences between an individual and their environment whilst simultaneously acknowledging what is occurring within their context during a period of time. Using Rayfield's (2022) structural approach to her literature review from her 2022 study on EPs' contributions to YJS' in England, the following sections summarise Bronfenbrenner's ecological to bioecological model and discuss the person, process, context, time (PPCT) model in more detail (Bronfenbrenner & Morris (2006).

2.7.3 The Evolution of Bronfenbrenner's Theory of Human Development

Urie Bronfenbrenner's theory of human development has significantly changed and developed from when it was first proposed in the 1970s (Rosa & Tudge, 2013). Researchers have found it therefore disappointing that scholars use the theory as though it deals only with the influence of context on CYP's development, taking no account of what eventually became the core feature of the theory, namely proximal processes and how personal characteristics, context and time

(both current and historical) mutually influence those processes (see Tudge, Mokrova, Hatfield, & Karnick, 2009). Furthermore, Rosa and Tudge (2013) assert that although describing his theory as one of human development, Bronfenbrenner emphasised from the start that the developing human should be viewed as both influencing and being influenced by their environment. In his later reformations of the theory, Bronfenbrenner began to stress the importance of the role played by the individual, the impact of time and the proximal processes.

2.7.3.1 Bronfenbrenner's Ecological Systems Theory

In Bronfenbrenner's early ecological theory (Bronfenbrenner, 1979), he proposed four interconnected structures under the names of the microsystem, mesosystem, exosystem and macrosystem. Bronfenbrenner also incorporated a fifth aspect, the chronosystem, in a later development of this ecological model (Bronfenbrenner, 1979). Each of these systems will be described in more detail and contextualised in relation to Youth Justice research.

Microsystem

The microsystem involves the individual's immediate environment, such as the home, school and includes the bidirectional interactions between the individual, people and activities in the system (Rosa & Tudge, 2013); for example, family, peers, teachers, and school (Bronfenbrenner, 1979, 1994). Youth justice research may include those CYP who are at risk of offending due to persistent absence from education (Ryrie, 2006; Twells, 2020).

Mesosystem

The mesosystem is the interaction between two or more microsystems; in other words, "a system of microsystems" (Bronfenbrenner, 1979, p.25). One such example would be the interaction between the home and school systems. This could also reflect the collaboration between social workers and YJWs, given that reports suggest 35% of CYP were previously known to social care, and 5% were on a child protection plan prior to entering custody (YJB & MoJ, 2017).

Exosystem

Bronfenbrenner defined the exosystem as the "third circle of the ecological model" (Bronfenbrenner, 1977, p.526), in which an individual is not directly situated but can still influence and be influenced. The effect, in essence, is indirect, such as when happenings in the parent's workplace impact the CYP at home (Bronfenbrenner, 1974). In the context of YJ, this may relate to EPs working collaboratively with other professionals to support the YPwO (Ryrie, 2006).

Macrosystem

The macrosystem involves the overarching attitudes, beliefs and ideologies that underlie the cultures and subcultures in the previously described structures (Bronfenbrenner, 1979). This highlights the impact of the wider socio-political landscape on all layers of the ecological systems and, subsequently, individual development. For example, Deakin, Fox, and Matos (2022) proposed that the stigma of criminalised identities acted primarily as a barrier to young people's engagement in wider society, serving to reduce access to beneficial opportunities further and indicating that cultural attitudes and beliefs about YPwO can have negative impacts.

Chronosystem

After recognising the need to account for human development as a continual change process over time, Bronfenbrenner added the chronosystem to the model (Bronfenbrenner, 1988). Bronfenbrenner stated that the chronosystem "extends the environment into a third dimension" (Bronfenbrenner, 1994, p.40), relating the changes individuals go through to the impact of the range of experiences they have throughout their lifetime (Bronfenbrenner, 1988). These developmental changes include internal/individual changes where the impact is direct (for example, illness, injury or puberty) and changes in the environment that impact indirectly (for example, relocation to a different school setting, parental separation/divorce or changes in socioeconomic status) (Bronfenbrenner, 1994; Rosa & Tudge, 2013). In relation to YPwO, this cohort often has undiagnosed

and unmet SEND, which impacts their access, engagement and attainment in education over time (Newton, 2014; Cosma & Mulcare, 2022).

2.7.3.2 Bronfenbrenner's Process-Person-Context-Time (PPCT) Model

The primary critique of the ecological model of human development (Bronfenbrenner, 1979) was that human development was treated as entirely dependent on environmental factors (Bronfenbrenner, 1988), not accounting for the processes by which the individual is influenced by the environment, nor the individual characteristics of the person implicated in the process (Bronfenbrenner & Crouter, 1983). Furthermore, the ecological model assumes that all individuals experiencing the same environment would be affected by it equally, regardless of individual characteristics, psychological or biological (Bronfenbrenner, 1988). Bronfenbrenner, therefore, sought to reform his theory into one that moved beyond social-address models towards a model that would include and recognise the individual's characteristics (for example, gender, genetics, etc.). Thus, Bronfenbrenner posited the bioecological model, which referred to the following key features: process, person, context and time, eventually becoming known as the PPCT model (Bronfenbrenner & Morris, 2006; Tudge et al., 2009). When describing the move from an ecological to bioecological model, Bronfenbrenner emphasised the role played by the individual in their own development by proximal processes, with these processes being seen as being at the centre of the bioecological theory and the driving forces of human development (Bronfenbrenner & Evans, 2000). The four elements of the PPCT model are outlined below with reference to youth justice (YJ) research to provide context.

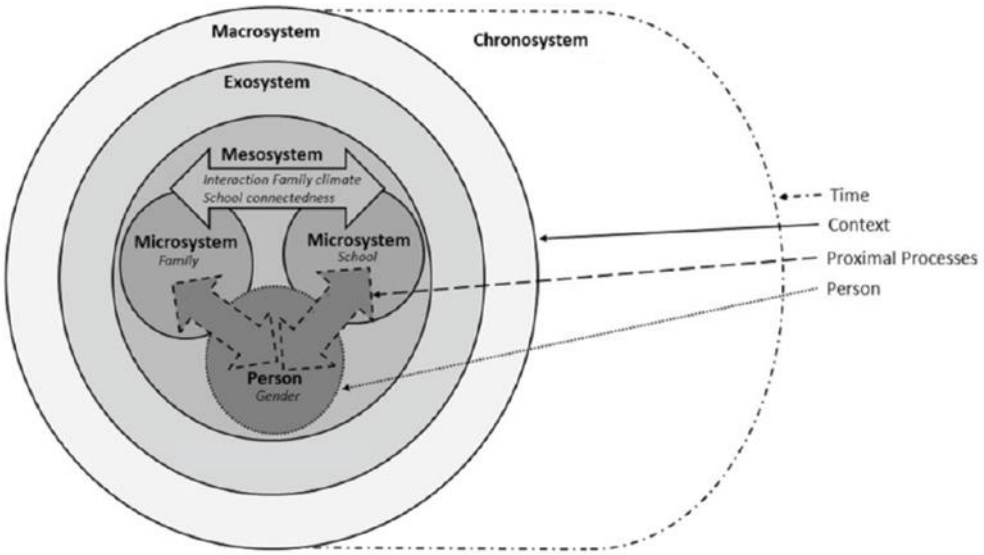

Figure 2: An example illustration of the interconnected systems and the proximal processes between each system within the Process-Person-Context-Time elements of Bronfenbrenner & Morris' (2006) PPCT model taken from Rayfield (2022), which was adapted from Gunnarsdottir**,** Hensing, & Hammarstrom, 2021, p.798. This figure also appears in Part 2 as Figure 4.

Process

Proximal processes are at the core of bioecological theory and are considered the driving forces in human development (Bronfenbrenner & Morris, 1998, 2006). Bronfenbrenner surmised that positive developmental outcomes would be more likely in environments that are stable and advantageous for the individual; conversely, in settings that are unstable and disadvantageous, proximal processes would likely result in negative developmental outcomes (Bronfenbrenner & Morris, 2006). This aligns with the research into youth offending, with the YJB (2014) highlighting the multiple complex and interrelated risk factors often present in young people's lives, including family violence, abuse, neglect, and trauma.

Person

Bronfenbrenner outlined three types of personal characteristics that are considered the most likely to impact a person's developmental outcomes either favourably or unfavourably, namely force characteristics (both generative and disruptive), resource characteristics, and demand characteristics (Bronfenbrenner & Morris, 2006; Rosa & Tudge, 2013). Force characteristics encompass variations in an individual's disposition, drive, and determination. Resource characteristics pertain to elements within an individual's reservoir of knowledge, expertise, capability, and past encounters. Finally, demand characteristics delineate visible attributes, including age and gender (Rayfield, 2022). In relation to youth offending research and YPwO, resource characteristics may include the oftentimes elevated number of CYP with SEND as outlined in a report by HMIP (2021), where it was stated that one in four children in YOIs and STCs have identified SEND.

Context

The contexts in which the proximal processes occur across and within refer to the interconnected structures known as the microsystem, mesosystem, exosystem, and macrosystem, as described in the section above.

Time

Building on what had previously been termed the chronosystem in the bioecological model, Bronfenbrenner expanded the concept of time to include what occurs over the course of an individual's life, introducing the concepts of microtime, mesotime, and macrotime. Microtime pertains to the continuity or disruption of episodes of proximal processes; Mesotime concerns the frequency of these episodes over extended time spans, such as weeks and months. Macrotime encompasses the evolving expectations and occurrences within the broader society (previously referred to as the chronosystem) (Bronfenbrenner & Morris, 2006). Given the high incidence of CYP in the YJS, having experienced socioeconomic disadvantage and multiple adverse childhood

experiences (ACEs) (Taylor, 2016), this element of the model plays an important role in understanding youth offending trajectories.

To summarise, Bronfenbrenner's PPCT model (Bronfenbrenner & Morris, 2006) can be a useful lens through which researchers and practitioners can explore, analyse and identify multiple levels of influence and design interventions that target individual, family, community, and societal factors to prevent or reduce offending behaviour among CYP. However, although Bronfenbrenner's PPCT model considers the environment in which individuals operate as a complex phenomenon consisting of a range of interconnected systems, it makes insufficient allowance for the structural factors, such as social class, cultural norms, and institutional practices, and how these factors constrain or enable individuals' opportunities and actions within society (France, Bottrell and Armstrong, 2012). Thus, Bourdieu's (1986) Sociological Theory can be employed to further understand youth offending, particularly through his concepts of capital, habitus, and fields.

2.7.4 Bourdieu's Sociological Theory and Youth Offending

Cultural Capital

In Bourdieu's (1986) Sociological Theory, he introduced three theoretical concepts of cultural capital, capital field and habitus. Cultural capital was further categorised into four distinct domains; economic, social, cultural, and symbolic (Power, 1999). Thus, cultural capital can be said to refer to the resources and advantages individuals acquire through their relationships, upbringing, education, and social environment. Bourdieu further proposed that an individual can garner social status and/or societal advantages by utilising cultural capital; for example, a person who grows up in a wealthy family could be more likely to have the opportunity to study at a university and gain valuable qualifications and experience (Huang, 2019). Furthermore, it was that middle-class adults could utilise their 'cultural' and 'social capital' in their interactions with professionals as a strategy that could help their children benefit from the education system (Huang, 2019). This aligns with research suggesting that factors such as being a looked-after child (LAC), having SEND, mental health

challenges, complex interacting systems, and exposure to ACEs can heighten the likelihood of young individuals engaging in offending behaviours (Laufer & Harel, 2003; Hurry & Moriarty, 2004). Bourdieu's theory consequently sheds light on the unequal distribution of cultural capital in society, including individuals' knowledge, skills, and resources with the implications being that CYP from marginalised backgrounds may not have access to the cultural capital valued within mainstream society, such as education, employment opportunities, and social networks. This could therefore result in crime being normalised and understood to be a normal part of growing up (France et al., 2012) and potentially limit their options for lawful pathways to positive life outcomes and increase the likelihood of engaging in unlawful activities to achieve status or financial security.

Capital Fields

Bourdieu (1986) refers to the capital field as a specific social arena or domain characterised by its own set of rules, hierarchies, and dynamics. Each capital field has its own rules and hierarchies, forms of status and recognition (France et al., 2012) and can include domains such as education, social life, and political arenas. However, Bourdieu did not view capital fields as static entities made up of institutions and rules; rather, capital fields are dynamic and fluid and consist of the interactions between the institutions and rules (Webb, Schirato, & Danaher, 2002). Furthermore, fields act as social arenas within which struggles occur over specific resources or access to them (Jenkins, 2006), resulting in individuals and groups competing for resources, status, and recognition within each field. Bourdieu argued that these competitions are governed by the distribution of different forms of capital, such as economic capital (assets and resources), social capital (that accrued through our connections and networks), and cultural capital (knowledge and skills) (Wacquant, 1998). Therefore, it could be argued that CYP within some disadvantaged communities may be drawn into subcultures or peer groups that provide alternative frameworks for identity and social belonging. These subcultures may have their own norms, values, and hierarchies, which can encourage (intentionally or not) or glorify offending behaviour as a form of resistance or rebellion against mainstream society (France, Bottrell & Haddon, 2013).

Habitus

Habitus is seen as emerging and developing fundamentally in childhood through a relational dialectic with the surrounding environment (Bourdieu & Wacquant, 1992). France et al. (2013) state that "while it is 'endlessly transformed', its formation becomes remarkably durable as a 'lens' in which we see, understand, and interpret the world" (France et al., 2013, p. 15). For CYP involved in offending behaviour, their habitus may be influenced by factors such as familial background, peer group influences, and neighbourhood environment. For example, CYP growing up in socially and economically disadvantaged neighbourhoods with limited access to resources and positive role models may develop a habitus that normalises offending behaviour as a means of survival or social status (France et al., 2012). Indeed, when interviewing YPwO, France et al. (2012) stated that some CYP viewed involvement in youth offending as inevitable and a part of growing up in their neighbourhoods and social circles.

Symbolic Violence

Bourdieu (1993) proposed the concept of symbolic violence as the mechanism by which upper-class groups that dominate the social structure of society 'impose' ideology, culture, habits, or lifestyle on the lower-class groups that they dominate. The mechanism of symbolic violence is manifested in various ways, such as through the development of the stereotype (Suardi, Agustang, & Jumad, 2020). In some cases, involvement in youth offending may be a response to these experiences of symbolic violence as a way to assert agency and identity (France et al., 2012).

In summary, Bourdieu's Sociological Theory provides a framework in which youth offending can be understood as a complex and multifaceted interaction between social background, cultural capital, and structural inequalities. It is, therefore, possible that through examination of these factors, interventions and policies can be developed at the systemic levels to address the root causes of offending behaviour and consequently promote positive pathways for CYP at risk of involvement in youth offending.

2.8 Section Summary

The research would suggest that YPwO are likely to have a complex profile of interrelating factors both at the individual, group and community level that contribute to their trajectory into the YJS, including learning difficulties (Hughes et al., 2012), SEMH needs (Cross, 2011; Lindsey et al., 2007; Westrupp et al., 2020), neurodevelopmental differences (Hales et al., 2018) and SLCN (Anderson et al., 2016; Winstanley et al., 2021). Furthermore, YPwO are also more likely to have experienced multiple ACEs, have to navigate complex family dynamics and encounter barriers to education access and achievement, resulting in lower educational attainment (Rayfield, 2022). Given these challenges, the literature suggests that EPs are well-placed to work with YPwO (e.g., Hall, 2013; Howarth-Lees & Woods, 2020; Rayfield, 2022). Currie (2002) identified five core functions (consultation, assessment, intervention, research, and training), which span across individual, group and organisational levels that EPs use in meeting the needs of CYP with SEND (DfE, 2015). Moreover, Ryrie (2006) found elements of the EP role, such as the use of consultation, assessment, intervention, therapeutic, multi-agency, and systemic work, are essential in the EP's role with YPwO. Furthermore, the oftentimes complex psychological profiles of YPwO would appear to provide a clear rationale for EPs to work systemically to support CYP who are at-risk or have committed offences (Taylor, 2016), as well as schools, families and YJSs through systemic approaches (Hill, 2017a).

Bronfenbrenner & Morris' (2006) PPCT model and Bourdieu's Sociological Theory (1986) offer complementary perspectives for understanding youth offending; they provide valuable frameworks for understanding the dynamic interplay between individuals and their environments in shaping behaviour and development. Furthermore, they stress the importance of considering various levels of influence and the complex interplay between individuals and their social environments. By integrating these theoretical frameworks, EPs can gain a more holistic understanding of the multi-dimensional factors underlying youth offending to inform practice across systems. An illustration of this integration can be found in Figure 3 below.

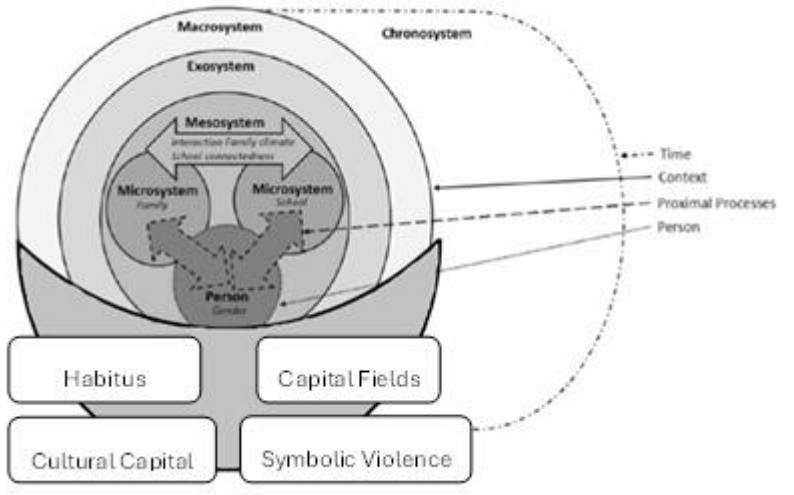

Figure 3: An illustration for understanding the similarities between Bronfenbrenner & Morris' (2006) PPCT model and Bourdieu's Sociological Theory (1986) taken from Rayfield (2022), which was adapted from Gunnarsdottir, Hensing, and Hammarstrom (2021, p.798). This figure also appears in Part 2 as Figure 5.

It is important to note that although this diagram illustrates some conceptual connections between Bourdieu's and Bronfenbrenner & Morris' theories, they have distinct terminology and theoretical frameworks. Their integration into a single diagram is purely conceptual, seeking to highlight their shared emphasis on the interaction between individuals and their social contexts. The next section outlines the EP roles and reviews existing literature to explore their involvement with YPwO.

2.9 Part 1b: Major Literature Review

2.9.1 Overview

A systematic review of the literature was undertaken to gain an understanding of the work EPs are currently engaged in with YPwO. Details of the search terms can be found in Part 1a. This literature review aims to answer the question, “What does the research tell us about how EPs are supporting YPwO?” Nine studies were identified for the literature review; upon reading it was felt helpful to group these into themes which related to either Bronfenbrenner and Morris' (2006) PPCT model or a Bourdieusian perspective. Consequently, the literature review positions the research within the broader context of Bronfenbrenner & Morris’ (2006) PPCT model and Bourdieu's Sociological Theory (Bourdieu, 1986).

2.9.2 Themes in the literature

Through exploration of the literature regarding how EPs work with young people who offend, five broad categories of activity were created for this literature review: systemic practice (e.g., Ryrie, 2006; Francis & Sanders, 2022; Rayfield; 2022), multidisciplinary approaches (e.g., Beal et al., 2017; Wyton, 2013; Parnes,2017), stakeholder development (e.g., Howarth – Lees, & Woods, 2022; Hall, 2013), application of psychology (e.g., Wyton, 2013; Parnes., 2017) and individual casework (e.g., Ryrie, 2006; Rayfield, 2022). The literature is reviewed against this categorisation and viewed through the lens of Bronfenbrenner and Morris’ (2006) PPCT model and Bourdieu’s Sociological Theory to begin to make links between theory and EP practice in this area. In this systematic review, many studies (e.g., Ryrie, 2006) appear several times across categories due to their illustration of different aspects of the field of youth offending. Tables 4, 5, 6, 7, 8, & 9 describe the theme, the associated studies from the literature, and links to the theoretical frameworks. Each study’s findings are presented in a table and narrative as they relate to themes illuminating the field of youth offending.

2.9.2.1 Theme 1: Systemic working

Table 4: Theme 1: Systemic working: description, studies, and links to the theoretical frameworks

Definition	Studies	Link to theoretical frameworks
This approach ensures that the various systems surrounding the child work effectively together to deliver the required results. These systems are comprised of, for example, parents, education, youth justice, community, and local government. This way of acting, thinking and viewing the world focuses on relationships and recognises that individuals are always embedded in their social context.	Ryrie (2006) Francis & Sanders (2022) Beal et al., (2017) Rayfield (2022) Hall (2013) Howarth – Lees, & Woods (2022)	Bronfenbrenner & Morris (2006): Process, Context Bourdieu (1986): Habitus, Symbolic Violence

Across studies in the literature, systemic working was identified as a core component in the work EPs undertake with YPwO. Ryrie (2006) reflected on his work within an English LA working alongside a YOT at the individual, group, and systemic levels to support YPwO. He proposed that joint working with case managers in individual casework "yielded a number of benefits over and above those that accrue in the normal process of working with a colleague. The most significant benefit, in the experience of this writer, was the cross-fertilisation of ideas, techniques, styles of questioning, knowledge bases and theoretical orientation." (Ryrie, 2006. p. 12). Furthermore, Ryrie (2006) posited that one of the benefits of multi-agency working is the range of opportunities for involvement that has influence beyond the individual child or young person. Rayfield (2022) used semi-structured interviews to explore six EPs' contributions to the YJS across five English LAs. Consistent with Ryrie's (2006) work within a single English LA, the study suggested that EPs worked across systems to support YPwO. Additionally, Rayfield (2022) acknowledged that through their systemic work, EPs were able to recognise the interrelating factors and processes that occur between the individual and

their environment at different levels, reflecting a bioecological perspective consistent with Bronfenbrenner & Morris' (2006) PPCT model (Rayfield, 2022).

Whilst Ryrie's (2006) reflective discussion paper gives a comprehensive background to the origins and formation of YOTs and draws on potentially extensive experience in supporting YPwO, he gives no indication of the duration of his experience. Usefully, he illustrates many of the functions and issues of YOTs and EP interaction through a case study. In their writing, Ryrie and Rayfield considered, in general terms, the work of EPs, whereas Francis and Sanders (2022) used and evaluated a support framework.

Francis and Sanders (2022) sought to increase the understanding of Children and Young People's Justice Service (CYPJS) workers' understanding of SLCN in the local YJS population and improve multi-disciplinary work to ensure that CYP needs are identified and met from a child-first position. A child-first model responds to the child as a whole and acknowledges that offending is only one aspect of the child (Taylor, 2016). Francis and Sanders (2022) felt that adopting a systemic YJS approach to SLCN aimed to support the child–first model alongside the child's communication needs. Francis and Sanders (2022) adopted a collaborative action research design based on Lewin's (1946) research cycle due to its focus on action and change being achieved through participation, collaboration, and negotiation (Francis & Sanders, 2022). Through consultation with stakeholders, two research questions were identified; Can EPs support the CYPJS workers to improve their knowledge, confidence and understanding of SLCN? And can EPs support the development of a multi-disciplinary SLCN assessment pathway to improve identification and intervention for children with SLCN in the CYPJS? Francis and Sanders (2022) adapted the Research and Development in Organisations (RADIO) framework, which seeks to support EPs in organisational work (Timmins & Shephard et al., 2003).

The RADIO framework traditionally involves 12 steps of implantation; however, Francis and Sanders (2022) reduced this into four distinct steps that closely link to the assess, plan, do, review framework implemented in EP work (Kolb, 2014):

1. Identifying and understanding the area of need.

2. Responding to the need and planning.

3. Implementation and action.

4. Evaluating action and reflection.

A mixed method data gathering design included SEND data analysis, informal interviews, pre- and post-questionnaires, observations, and a review of resources. Quantitative data from pre- and post-training measures and a six-month follow-up were compared. Francis and Sanders (2022) drew on grounded theory (Strauss & Corbin, 1998) to compare responses; subsequent themes created from the data informed the development of the project. They suggested that EPs supported systemic service development by introducing psychologically informed approaches to understanding SLCN, identifying supporting resources and reflexive dialogue with CYPJS workers in EP consultation sessions, Communication Matters group consultations, and discussions with CYPJS management.

This research highlights the positive role EPs can have working systemically to support YPwO. Francis and Sanders (2022) concluded that EPs are well-placed to develop guidance and assessment pathways to meet the SLCN of vulnerable groups of children additional to YPwO. Additionally, further systemic changes were made to youth court practice, e.g., youth court managers, magistrates, and CYPJS workers, suggesting that EP skills in collaborative action research, consultation, and training can support organisational change. Moreover, using a systemic approach to training and workforce development helped support the maintenance of new learning, with post-measures indicating that workers' confidence and understanding of SLCN was maintained six months after the training. This research also highlights the positive contribution of EPs working at the macrosystemic level with YPwO to change beliefs and understanding of those in the systems around YPwO about the

contributing factors (i.e., SLCN) to youth offending. Through a Bourdieusian lens, systemic working in this way may also serve to increase the cultural capital of YPwO by having their needs identified earlier and appropriate support being put in place to support their social and educational capital as a result. In addition to Francis and Sanders (2022), Parnes (2017) also used an action research approach to provide an example of how EPs can work at an organisational level to facilitate change for YPwO.

Parnes (2017) discussed the collaborative efforts between EPs and Youth Offending Service (YOS) to enhance the educational outcomes of young offenders. Semi-structured interviews were conducted with nine Youth Justice workers from an inner London YOS, followed by a thematic analysis of the data sets. A brief analysis of YOS and EPS case records was then conducted to provide further information about the practice of the EPS in relation to YPwO and the impact of this involvement. Through thematic analysis, the researcher generated five superordinate themes relating to roles, strengths, young people factors, systemic factors and the perceived needs of the service. Analysis of case records indicated that information-sharing between the YOS and the EPS was limited. These findings were combined with a review of research into best practices in educating YPwO and subsequently used to create an evidence-informed self-evaluation framework, which was discussed, refined, and completed with a team of YOS managers at two workshops. The framework allowed YOSs to identify strengths and needs with regard to educational practice to inform and develop an action plan for improvement, including details of when EP involvement may be helpful. The self-review process was then piloted within the participating inner London YOS. Beal, Chiloka, and Lodak (2022) provide another example of systemic working with a YOS to facilitate change.

Beal et al. (2022) utilised systemic working through supervision sessions with YOS workers. The work was constructed to respond to the team's priority for protected time to think and explore practice and feelings about their own practice. The role of the EP in this instance was constructed in terms of its contribution to understanding and practice in the area of peer supervision as it might apply within YOS (Beal et al., 2022). The study offers a novel method of multidisciplinary working,

which left the authors and its readers with useful considerations and points for further reflection, adding to the field of research in the area of youth offending. The role of supervision and application of psychological theories and models within this study will be discussed further in the 'Applying Psychology' and 'Stakeholder Development' sections that follow. Ryrie (2006), Francis and Sanders (2022), Parnes (2017) and Beal et al. (2022) all outline systemic working with other professionals within the YJS. However, Rayfield's (2022) research highlighted the need for EPs to work with professionals in the system and with all adults in the YPwO's system, including family members and the community.

Rayfield (2022) conducted a study exploring EPs' roles within YJSs through semi-structured interviews with eight EPs from various English LAs. The research aimed to showcase the extent of EPs' involvement within the YJS, understand the factors shaping EPs-YJS partnerships, assess their readiness for YJ work, and identify the characteristics supporting their efforts (Rayfield, 2022). The study indicated that EPs contributed at different levels within the system, aligning with Bronfenbrenner's (2006) PPCT model. EPs were observed engaging in systemic work within the community and offering support to families as part of a preventative approach to working with YPwO. However, it was noted that this community-level involvement often remained confined to the school context, potentially limiting the effectiveness of EPs' preventative efforts (Rayfield, 2022). Bourdieu (1986) posits that the family serves as a primary source of a child's cultural capital; hence, proactive engagement with families could potentially enhance a child's cultural capital, thereby reducing the likelihood of offending or reoffending. Additionally, EPs' ability to collaborate with schools and LA SEND departments, alongside their knowledge of educational processes and legislation, emphasised their contribution within the mesosystem by facilitating connections between the YJS and education (Rayfield, 2022). Nevertheless, Rayfield concluded that consistent with limited existing literature on EPs' involvement with families in youth justice work, the roles described by participants did not seem to extend to community engagement beyond schools (Rayfield, 2022). Indeed, five participants in the study expressed the need for community approaches

to support CYP's access to prosocial opportunities in the communities, which are documented to support desistance and promote social inclusion (Bateman & Hazel, 2015). Consistent with this approach, one participant in the study discussed a system that targets the roots of offending through preventative, community-based work rather than the punitive measures currently in place (Rayfield, 2022). This is in line with Bottrell & France (2012), who sought to challenge the individual vs cultural field that leads to offending; they concluded that crime needs to be understood in terms of the structural, cultural and ecological contexts that young people find themselves in, and it is only through addressing these areas that youth offending can be prevented (Bottrell & France, 2012). Thus, through a Bourdieusian lens, it may be that by working at the family and community level, CYP's social and educational capital can be increased, thereby proactively reducing the risk of initially engaging in youth offending or reoffending. Hall (2013) explored the work EPs in England have undertaken with young offenders in the previous year as part of their study and also included working with all relevant stakeholders as a dominant theme in the study.

Hall (2013) conducted a two-phase study, firstly exploring the direct work EPs had conducted with YPwO in the previous year and subsequently examining the characteristics the EPs perceived to be necessary for successfully forming a relationship with YPwO. The study's first phase data was gathered via an online questionnaire sent to all Principal Educational Psychologists in England to be passed on to EPs working in their EPS. A total of 47 EPs responded to the questionnaire. The survey's findings support the research outlined above, emphasising the need for EPs to work in partnership with other agencies and individuals within the YPwOs' systems (Hall, 2013). Much of the research so far has used a similar research methodology; however, Howarth-Lees & Woods (2022) conducted a systematic literature review to explore how the functions of the EP role can be utilised in supporting YJSs.

Howarth—Lees & Woods (2022) yielded 602 studies from database searches and reference harvesting, which were ultimately reduced to 10 relevant studies after removing duplicates and screening against inclusion criteria. From these 10 studies, 15 core functions relating to the EP role

within the YJS were identified. Howarth-Lees & Woods' (2022) findings were consistent with the literature outlined above in that EPs are well placed to work systemically in YJ work (e.g., Jayne, (2010) and acknowledged that as wider systems influence upon a young person's behaviour, services working in isolation will only have a limited impact (Davidson, 2014). This further highlights the relevance of both Bronfenbrenner's PPCT model and Bourdieu's Sociological Theory in this area; by incorporating these concepts into systemic approaches to working with YPwO, EPs can better understand the interconnectedness of individual development and social contexts. This understanding can subsequently guide interventions that address both immediate and distal influences and broader social structures, ultimately promoting positive outcomes for YPwO.

2.9.2.2 Theme 2: Multidisciplinary working

Table 5: Theme 2: Multidisciplinary working: description, studies and links the theoretical frameworks

Definition	Studies	Link to theoretical frameworks
The working together of different services and professionals to deliver required results. It works by bringing together professionals with different knowledge and skills to ensure that a whole picture is gained and understood to inform response – e.g., sentencing support (Taylor report)	Ryrie (2006) Francis & Sanders (2022) Beal et al., (2017) Rayfield (2022) Howarth – Lees, & Woods (2022) Hall (2013) Wyton (2013) Parnes (2017)	Bronfenbrenner & Morris (2006): Process, Context mesosystem Bourdieu (1986): Habitus, Cultural Capital, Symbolic Violence

Guidance such as the SEND Code of Practice: 0 to 25 Years (DfE, 2014), Children and Families Act 2014 (UK Government, 2014), and the Charlie Taylor Review of the YJS (Taylor, 2016) all emphasise the importance of education and multidisciplinary working for the role of the EP in

assessment and guidance to shape educational achievement (Beal et al., 2017). This has been noticed throughout the literature with Ryrie (2006), Francis & Sanders (2022), Beal et al., (2017), Rayfield (2022), Howarth – Lees & Woods (2022), Hall (2013), Wyton (2013), and Parnes (2017) all highlighting the use of multidisciplinary working in their respective research; all be it with differing objectives, mechanisms, and outcomes.

Ryrie (2006) suggested that "working together with experienced colleagues to carry out joint interviews of young offenders with complex and puzzling patterns of offending yielded a number of benefits over and above those that accrue in the normal process of working with a colleague" (p.12). This included exchanging ideas, techniques, questioning styles, knowledge bases, and theoretical perspectives. Francis & Sanders (2022) collaborated with speech and language therapists (SaLT) and CYPJS workers to enhance workers comprehension of SLCN and to enhance multidisciplinary collaboration, prioritising the child's needs. Their research suggested that multidisciplinary work led to changes within the broader community and legal systems as professionals adjusted their practices and perspectives regarding YPwO, influencing the beliefs of youth court managers, magistrates, and CYPJS workers regarding youth offending and its underlying factors. Furthermore, one could argue that professionals' habitus was altered by enhancing their cultural capital, such as their knowledge and understanding of SLCN in YPwO. This, in turn, prompted considerations of these factors in sentencing and direct interventions with YPwO.

Beal et al. (2017) and Ryrie (2006) discussed the use of supervision with other professionals in their work with YPwO, outlining benefits such as skill development (for example, problem-solving and reflective skills), which served to develop the practice of those professionals in their work with YPwO (discussed in more detail in the following section). This indirect method of working with YPwO has been highlighted throughout the literature thus far; Wyton (2013) provides another illustration of this approach, albeit through consultation with YJWs.

Wyton (2013) explored the use of a consultation model of service delivery to the YJS in an English LA. The study involved two phases, each with a different methodology, but utilising an action research framework. Phase one explored the work undertaken with YPwO by members of the YOT, their knowledge and understanding of SEND, and ways in which the EPS could offer support to them in their work. Data from this phase was gathered in three focus groups involving members of the YOT. These groups were divided into three distinct categories: Caseworkers who engage with YPwO, Support Workers who engage with YPwO, and members of the Prevention Team who target youth identified as at risk of offending (Wyton, 2013). The second and more substantial part of the study explored the development of a consultation model of service delivery to the YOT. The consultation was offered over a six-month period. Initially, three one-hour slots were offered on a weekly basis, which was later reduced to three sessions every fortnight. 'In order to evaluate the service, following its implementation, a further focus group was held with individuals who had accessed the service' (Wyton, 2013, p.21). Wyton (2013) proposed that the consultation model was viewed to be useful both in enabling consultees to develop alternative constructs about the problem and/ or in supporting them to establish different ways of engaging YPwO in the interventions they were trying to deliver. These positive outcomes varied but led to different ways of interacting, changing environmental factors, and adjusting tasks to accommodate emerging hypotheses regarding perceived challenges. Furthermore, there was an indication that the discussions held during consultation had broader implications and could be applied beyond the individual.

In Rayfield's (2022) study, consultation was acknowledged as one of several methods for facilitating multidisciplinary collaboration. EPs within the study noted that the physical proximity within a YJ team provided a tangible link and facilitated collaborative discussions with other professionals. Furthermore, aligning with the work of Wyton (2013), who identified a disparity in understanding among YJWs regarding the role of the EP and the process for accessing their services, EPs identified multidisciplinary collaboration as valuable for clarifying such information. Finally, EPs reported that their participation in multi-agency panels, meetings, and consultations ensured that

the needs of YPwO were addressed in the most effective way (Rayfield, 2022). Hall (2013) commented that most of the 47 respondents to their questionnaire identified collaborative working as part of their role supporting YPwO; however, information regarding what this work entailed was unclear.

Parnes (2017) and Francis and Sanders (2022) both provided examples of EPs working at the organisational level with other professionals to develop frameworks to facilitate change for YPwO. Parnes (2017) sought to develop a self-review framework in conjunction with YJWs to develop their educational practice with YPwO. Francis and Sanders (2022) collaborated with SaLTs and YJSs to create a multidisciplinary SLCN assessment pathway, including training and consultations with YJWs. Francis and Sanders (2022) found that the collaboration resulted in changes in practice for YJWs, even up to six months after the initial training. Both studies provide a novel way for EPs to collaborate with other professionals to facilitate change within YJSs.

Multidisciplinary work highlights the importance of considering the proximal processes occurring across the different contexts, such as the ecosystem within which the YJS and the professionals involved are situated. With regards to Bourdieu (1986), this further emphasises the importance of increasing the cultural capital of those working with YPwO through this multidisciplinary work across cultural fields of practice to consequently support YPwO effectively. Furthermore, multidisciplinary work can challenge professionals' habitual ways of thinking and working by introducing new perspectives, knowledge, and practices (Hall, 2005). This process of exposure and learning can contribute to the evolution of professionals' habitus, enabling them to adapt and refine their approaches to better meet the complex needs of the YPwO.

2.9.2.3 Theme 3: Stakeholder Development

Table 6: Theme 3: Stakeholder Development: description, studies and links the theoretical frameworks

Definition	Studies	Link to theoretical frameworks
Developing practice refers to the ongoing process of enhancing and refining professional skills, knowledge, and competencies within a particular field or discipline. It involves deliberate efforts to improve one's performance, effectiveness, and expertise through learning, reflecting, and applying new insights and techniques. This includes: • Learning and acquiring knowledge • Training to develop the understanding of young people who offend regarding the causes of offending and the ways in which young offenders can subsequently be supported • peer-peer learning (where professionals work with each other in a two-way process of sharing their skill sets) • Engaging in reflective practice, for example, through supervision • Skill development, for example, interpersonal skills and problem-solving abilities • Applying new strategies and techniques, for example, the implementation of new frameworks for assessment and support A stakeholder is a person such as an employee, customer, or citizen who is involved with an organisation, society, etc. and therefore has responsibilities towards it and an interest in its success (Cambridge Dictionary Online). In this context, a stakeholder would be any person or organisation involved in working with or supporting YPwO.	Ryrie (2006) Francis & Sanders (2022) Beal et al., (2017) Rayfield (2022) Howarth – Lees, & Woods (2022) Hall (2013) Wyton (2013) Parnes (2017)	Bronfenbrenner & Morris (2006): Process, Context Bourdieu (1986): Habitus, Cultural Capital, Cultural Fields, Symbolic Violence

Developing practice involves thoughtful efforts to improve one's performance, effectiveness, and expertise through learning, reflecting, and applying new insights and techniques; this involves areas including learning and acquiring knowledge, engaging in reflective practice, skill development, and applying new strategies and techniques (e.g., Schon, 1983; and Kolb, 1984). These subthemes of stakeholder development (see table 6 above) will be explored further below.

Learning and acquiring knowledge

Through reading of the literature, the subtheme of learning and acquiring knowledge was created. This took place across various stakeholders and systems, including EPs, those working within the YJS, and families and schools. Training was a frequent feature of EPs' work in the YJS, and an area Currie (2002) identifies as a key feature of EPs' typical work. Training often involves developing professionals' skills and knowledge (DfE, 2001), which can have a wide-reaching impact across a range of settings (Rayfield, 2022). Ryrie (2006) used training and workshops to develop the knowledge of parents, magistrates, and YJWs; this included adapting materials to ensure that they were appropriate and relevant to the audience. The literature also demonstrates elements of multi-disciplinary and systemic working themes, with training being delivered in conjunction with other services and professionals such as SaLT (Francis & Sanders, 2022; Rayfield, 2022). Furthermore, the literature highlights the systemic ripple effects of such training interventions and emphasises their potential to shape the practices of YJS professionals (Francis & Sanders, 2022). Finally, Ryrie (2006) described the peer–to–peer learning that can occur when supporting YPwO by working with other professionals and services; this can serve an additional function of creating mutual respect for the other's role and reducing the barriers that may otherwise have impacted access to other areas of work (Ryrie, 2006).

Engaging in reflective practice

Davidson (2014) suggests that EPs can support professional development by helping other professionals reflect on their practice. Parnes (2017) indicated that within the YJS, there is a lack of

reflective supervision for professionals and felt that this was an area missing from the role of EP when supporting YPwO. Indeed, the literature is sparse in relation to EPs providing supervision for those working within the YJS. Ryrie (2006) reported that engaging in two forms of supervision was useful, one from the EPS and one within the YOT. He reflected that the two forms of supervision had distinct features and roles, with supervision with the YOT focussing on managerial and educative functions (see Hawkins & Shohet, 2000), whilst supervision from the EPS maintained a clear psychological focus to the work to ensure that the distinctive contribution of the applied psychologist was not lost (Ryrie, 2006).

Beal et al.'s (2017) reflections on supervision within the YJS suggest that supervision encompassed varied functions depending on the group dynamics, ranging from developmental and relational aspects to problem-solving and offering solutions as part of supportive endeavours. Moreover, regular reflection-on-action informed reflection-in-action within YJS supervision groups promoted a dynamic learning process. Furthermore, the adoption of peer supervision sessions, distinct from other forms of supervision, bolstered YJS practitioners' support networks. Beal et al. (2017) offered that this approach facilitated practice development and suggested peer supervision's potential as a structured mechanism to promote interagency collaboration. Furthermore, it was proposed that models like reflecting teams (Hornstrup et al., 2008) could create conducive reflective environments, fostering relationships, connections, and professional growth within non-hierarchical group interactions. They concluded that EPs who engaged in systemic practice played a pivotal role in delivering supervision sessions, contributing to the holistic development of practitioners within the YOS framework.

The literature, although limited, tentatively suggests that supervision sessions provided by EPs for YJS workers could foster connections across the different systems of working (Beal et al., 2017) and, similar to the subtheme of learning and acquiring knowledge, serve to develop the habitual practices of those working with YPwO (Ryrie, 2006; Beal et al., 2017). Supervision may also

be a mechanism that can be used to explore unconscious biases which could further hamper the support YPwO receive.

Skill development

The literature illustrates that stakeholders enhance their skills through various mechanisms, as previously discussed, including training (Ryrie, 2006; Francis & Sanders, 2022; Rayfield, 2022), peer-to-peer learning (Ryrie, 2006), and supervision (Ryrie, 2006; Beal et al., 2017). Skill development outlined in the literature can pertain to specific domains; for instance, Francis & Sanders (2022) facilitated YJWs in better identifying SLCN in YPwO. Additionally, skill development extends to broader areas, including YJWs' understanding of YPwO and behaviour in a range of contexts (Rayfield, 2022; Hall, 2017; Wyton, 2013) and problem-solving abilities (Rayfield, 2022; Howarth-Lees & Woods, 2022). Furthermore, consultation is another avenue described in the literature used to facilitate skill development (Wyton, 2013; Rayfield, 2022). Wyton (2013) surmised that consultation practices with YJWs led to changes in practice, including interpersonal skills, adaptations to environmental factors and the differentiation of tasks, considering emerging hypotheses regarding perceived difficulties (Wyton, 2013).

In line with Bronfenbrenner's PPCT model (Bronfenbrenner & Morris, 2006), the literature emphasises the necessity for learning and knowledge acquisition to span various system levels to effectively support YPwO (e.g., Ryrie 2006; Francis & Sanders, 2022; Rayfield, 2022). Viewing stakeholder development through a Bourdieusian perspective (1986), one can argue that it serves as a pivotal mechanism for instigating change in habitual practices within the YJS through learning and acquiring knowledge (Ryrie, 2006; Francis & Sanders, 2022; Rayfield, 2022), supervision (Ryrie, 2006; Beal et al., 2017) skill development (Ryrie, 2006; Francis & Sanders, 2022; Rayfield, 2022; Wyton, 2022). Additionally, by enriching the cultural capital of those working in the YJS through the approaches outlined in this section, it becomes possible to mitigate the symbolic violence experienced by YPwO due to stigmatisation and misunderstanding. This is demonstrated in the

literature through instances of magistrate practices adapting when sentencing YPwO, considering both internal factors such as SLCN (Francis & Sanders, 2022) and external factors such as ACES and atypical development (Ryrie, 2006) that can contribute to offending behaviour in CYP.

Applying new strategies and techniques

The literature prevalently supports YJWs in applying new strategies and techniques in various ways. Parnes (2017) supported the implementation of a review framework for educators to use to audit and help identify areas of strengths and needs in relation to their educational practice. The framework was developed to inform YJWs of the many areas of educational practice that appear to support the achievement and engagement of YPwO, subsequently enabling them to identify areas of focus for practice development. Parnes (2017) tentatively put forward that the framework helped the team identify certain overarching issues affecting their work with YPwO. Francis & Sanders (2022) supported systemic service development in implementing quality-first communication approaches. They suggested that using a systemic approach to training and workforce development helped support the maintenance of new learning and, subsequently, the use of the new approach (Francis & Sanders, 2022). This research demonstrates linkages to the works of both Bronfenbrenner & Morris (2006) and Bourdieu (1986). Parnes's (2017) study enabled practitioners to consider their own habitual practices and seek to develop them by increasing cultural capital in the context of the cultural field, which occurs through the use of the self-review framework. Furthermore, by working at the systemic level, it may be possible for YJS workers to examine the proximal processes occurring within their system with the YPwO.

2.9.2.4 Theme 4: Application and Sharing of Psychology

Table 7: Theme 4: Application and Sharing of Psychology: description, studies, and links to the theoretical frameworks

Definition	**Studies**	**Link to theoretical frameworks**
The application of psychology to better understand a situation or phenomenon, for example, examining how prior events or situations in a young person's development can influence current behaviour.	Ryrie (2006) Francis & Sanders (2022) Beal et al. (2017) Rayfield (2022) Howarth–Lees, & Woods (2022) Hall (2013) Wyton (2013) Parnes (2017)	Bronfenbrenner & Morris (2006): Process, Context, Time Bourdieu (1986): Habitus, Cultural Capital, Capital Fields, Symbolic Violence

Evidence of the application of psychology across the literature (see table 7 above) was not surprising, given that EPs play a vital role in utilising psychological principles and research findings to address real-world challenges and promote positive outcomes for CYP (Hall, 2019). A range of frameworks were drawn upon when working directly and systemically with YPwO, which are summarised in Table 8 below; some theories were explicitly mentioned within the articles, and others were extrapolated for the purposes of this literature review.

Table 8: Psychological frameworks, theories and their uses in the literature

Study	Psychological Framework/Theory and its Application
Ryrie (2006)	Consultation frameworks (Wagner, 2000): Consultation frameworks were used in YJS work. Bronfenbrenner and Morris (2006): Sharing of psychology at multi-systemic levels through training and multidisciplinary working. Developmental Psychology & Educational Systems: Being a delegate of the child protection committee enabled Ryrie (2006) to apply knowledge of educational systems and typical and atypical child development to his YJS work.
Francis & Sanders (2022)	Action research: Francis & Sanders (2022) implemented an action research project with SaLT workers designed to increase the YJS workers' understanding of SLCN in the YJS population and ensure that YPwOs' needs were met from a child-first position. Bronfenbrenner and Morris' (2006) PPCT model: Francis & Sanders (2022) worked at the systemic and research level to affect positive change for YPwO. Developmental psychology: Training was developed to support YJS workers in identifying SLCN in YPwO.
Beal et al., (2017)	Beal et al. (2017) utilised Reflection Teams (Hornstrup et al., 2008), Social Constructionism, Bronfenbrenner (2006), and Schon (1983) in supervision sessions with YJS workers.
Rayfield (2022)	Highlighted that EPs utilised a range of psychological frameworks in their YJS work, including: • Solution-focused approaches (De Shazer, 1985), such as Solution Circles (Forest & Pearpoint, 1996), empowered YJS workers to gain a deeper understanding of a situation and consider alternative ways to view and approach it (Kelly & Gray, 2000). • Developmental psychology was drawn upon to better understand YPwO's needs and to develop knowledge of those working in the YJS. • Sharing psychology with stakeholders through training and communicating assessment outcomes. • Bronfenbrenner and Morris' (2006) PPCT model through the recognition of the consideration of person, process, context, and time when working within the YJS.
Howarth–Lees & Woods (2022)	In their systematic literature review exploring the work that EPs can and are doing with YPwO, the application of psychology was evident throughout the literature: Jane (2010) framed supervision sessions within solution-focused approaches (De Shazer, 1985) and proposed that professionals valued the EP's ability to contextualise practice within psychological theories, such as attachment theory (Bowlby, 1985).

Study	Psychological Framework/Theory and its Application
	Newton (2014) employed the multiple worlds model (Phelan et al., 1991) and the dimensional theory of learning (Illeris, 2007) to conceptualise and frame narratives shared by YPwO and drew on Bronfenbrenner and Morris' (2006) bioecological model to develop questions within a narrative-oriented inquiry (Hiles & Cermák, 2008)
Hall (2013)	In a survey of 20 EPs who had worked with YPwO in the previous 12 months, the researcher found that EPs had applied various theories and models in their YJS work. Theories Hall (2013) included were psychodynamic, social constructionism, behavioural, developmental lifespan, positive psychology, systems theory, and neuropsychology. Therapeutic techniques utilised in their work included Cognitive Behavioural Therapy, Solution Focussed Brief Therapy (De Shazer, 1985), Personal Construct Psychology (Kelly, 1955), and Motivational Interviewing (Miller & Rollnick, 2012). Approaches used to facilitate working with YPwO, families, and other professionals included person-centred approaches, PACE (Hughes, 2007), and solution-focussed approaches (De Shazer, 1985)
Wyton (2013)	Wyton (2013) drew on a range of psychological frameworks and theories in their work with YJS workers, including consultation models (e.g., Wagner, 2000), social constructionism (Burr, 1995), personal construct psychology (Kelly, 1955), systems thinking (Dowling & Osborne, 2003) and family therapy, solution-focused approaches (De Shazer, 1985), and ideas from appreciative enquiry (Cooperrider, Whitney & Stavros, 2008) and narrative thinking.
Parnes (2017)	Parnes (2017) worked at the researcher level to conduct an action research project to implement a self-review framework designed for YJS workers to identify strengths and needs in their educational practice in supporting YPwO.

2.9.2.5 Theme 5: Individual Casework

Table 9: Theme 5: Individual Casework: description, studies and links the theoretical frameworks

Definition	**Studies**	**Link to theoretical frameworks**
Individual casework in educational psychology refers to employing psychological principles and methods to provide personalised support and intervention to students facing academic, social, emotional, or behavioural challenges within an educational setting. Educational psychologists work closely with individual students and those in their systems to explore their specific needs, strengths, and difficulties and develop tailored strategies to promote overall well-being and academic success.	Ryrie (2006) Rayfield (2022) Howarth – Lees & Woods (2022)	Bronfenbrenner & Morris (2006): Person, Process, Context, Time Bourdieu (1986): Habitus, Cultural Capital, Capital Fields

Individual casework appears to vary in terms of frequency and purpose throughout the literature. Rayfield (2022) recognised the limitations of the work EPs might undertake in YJSs due to potential ethical challenges, such as therapeutic work, where outcomes are not as effective for individuals who are not voluntarily involved and, therefore, ready to change (Prochaska & DiClemente, 1982). Much of the work appears to be systemic, consistent with the research outlined in the section 'systemic working'. However, Ryrie (2006) reflected that individual casework activities varied, ranging from one-off contracts to longer-term contracts with YPwO where their educational/social and emotional needs were subsequently explored in more detail (for example, to inform pre-sentencing reports). Ryrie (2006) described how boundaries regarding involvement, including time and focus of the involvement, needed to be clear, set and agreed upon by all. He further reflected that multidisciplinary working can be useful in this regard as the role of the EP can be explained and understood fully. Mirroring the typical functions of the EP in schoolwork (Currie, 2002), Rayfield (2022) suggested that assessment work formed a key part of the EP role. The purposes of EP assessment in YJS work again varied and included statutory assessments and

providing schools and/or YJS workers with a deeper understanding of YPwO's strengths and areas of need. In line with Ryrie's (2006) work with YPwO, the assessments also served to inform YJS workers' pre-sentence reports and inform appropriate interventions and provisions. Wyton (2013) and Rayfield (2022) also described how EPs undertook some therapeutic intervention, namely Cognitive Behavioural Therapy (CBT), with YPwO. This research has implications in both Bronfenbrenner & Morris' (2006) PPCT and Bourdieu's (1986) Sociological Theory.

Working at the micro level, EPs can explore the proximal processes occurring across the YPwO's systems, thus examining the person factors, processes, and contexts across time. Additionally, working at the individual level with YPwO, EPs seek to increase cultural capital through therapeutic work, therefore potentially altering the YPwO's habitus and increasing agency. However, Bottrell and France (2012) note how YPwO's autonomy can be overpowered by the capital fields in which they find themselves and the hierarchies within these; therefore, the impact of direct work can be mitigated by the social and cultural fields of play in their locality (Bottrell & France, 2012). For example, YPwO who come from communities where gang culture is prevalent may be forced back into this culture due to hierarchies in their social circles despite the want and need to change their current trajectory.

2.10 Section summary

This literature review sought to answer the question, "What does the research say about how EPs are supporting YPwO?". The literature was positioned within the broader context of Bronfenbrenner & Morris' (2006) PPCT model and Bourdieu's Sociological Theory (Bourdieu, 1986). An overview of the literature regarding how EPs work with young people who offend suggests five broad categories of activity: systemic practice, multidisciplinary approaches, stakeholder development, application of psychology and individual casework. The literature was reviewed against this categorisation.

The literature highlights the significance of systemic working in EPs' work with YPwO. Several studies, including those by Ryrie (2006), Rayfield (2022), Francis and Sanders (2022), Parnes (2017), and Beal et al., (2022), highlight how EPs collaborate across various levels and systems to support YPwO and further suggest the need for a bioecological perspective. This subsequently emphasizes the importance of considering broader social contexts and theoretical frameworks, such as Bronfenbrenner & Morris' (2006) PPCT model and Bourdieu's (1986) Sociological Theory, to promote positive outcomes for YPwO.

The SEND Code of Practice and the Children and Families Act, along with research by Beal et al. (2017), highlight the significance of education and multidisciplinary collaboration in the role of EPs within the YJS. The benefits of this way of working in the YJS include fostering knowledge exchange and skill development (Ryrie, 2006; Francis & Sanders, 2022), systemic changes (Francis & Sanders, 2022; Parnes, 2017) and clarifying roles and addressing the needs of YPwO (Ryrie, 2006; Hall, 2013; Rayfield, 2022).

The systematic literature review highlights the multifaceted nature of developing practice within the YJS and stresses the importance of continuous learning, reflection, and application of new strategies to support YPwO effectively. Learning and acquiring knowledge was created as a prominent subtheme across various stakeholders and systems, including EPs (Ryrie, 2006;), YJS workers (e.g., Francis & Sanders, 2022; Parnes, 2017; Wyton, 2013), families (Ryrie, 2006; Rayfield, 2022) and schools (Ryrie, 2006; Hall, 2013). Furthermore, skill development was evident across stakeholders through approaches such as training (e.g., Francis & Sanders, 2022), peer-to-peer learning (e.g., Ryrie, 2006), and supervision (e.g., Beal et al., 2013). Applying new strategies and techniques was proposed to be crucial for supporting YPwO effectively. Studies demonstrate the implementation of frameworks and approaches aimed at improving educational practice and communication strategies.

The themes of multidisciplinary working and stakeholder development align with the works of Bronfenbrenner & Morris (2006) and Bourdieu (1986) in emphasizing systemic approaches to practice development. Viewed through a Bourdieusian lens, multidisciplinary work and stakeholder development enhance professionals' cultural capital and challenge habitual thinking and practices when working with YPwO. It fosters exposure to new perspectives and knowledge, contributing to the evolution of professionals' approaches to better serving YPwOs' complex needs.

The frameworks, models, and theories EPs have used in their work with YPwO, both individually and systemically, are consistent across the research. The use of Bronfenbrenner and Morris' (2006) PPCT model and systems theory (e.g., Dowling & Osborne, 2006) is highlighted through the multi-systemic nature of the EPs' work and consideration of systemic factors when working with YPwO directly or through distal systems (e.g., Ryrie, 2006; Hall, 2013; Rayfield, 2022; Francis & Sanders, 2022). Ryrie (2006) and Wyton, (2013) both used consultation frameworks in their YJS work. Key theories and approaches consistently evident throughout the literature also included social constructionism (Burr, 1995), developmental lifespan psychology, solution focussed approaches (De Shazer, 1985), and personal construct psychology (Kelly, 1955). The implications for YPwO regarding Bourdieu's Sociological Theory and Bronfenbrenner & Morris' (2006) PPCT model are two-fold. The use of psychological interventions with YPwO challenges their habitual practice and thinking relative to their fields of play; however, this can often be more complex in terms of the change process due to the limitations in cultural capital (i.e., educational or socioeconomic), and hierarchies within their social and cultural fields of play which can mitigate the impact of direct work (Bottrell & France, 2012). Nevertheless, multisystemic application and sharing of psychological theories and frameworks can seek to change the habitual thinking and practice of others in the YPwO's systems; for example, by understanding how the habitus of the YPwO was formed through the sharing of psychological assessment findings, the use of consultation and supervision to provide different perspectives. Through this work with family (Ryrie, 2006), YJS workers (Francis & Sanders,

2022; Rayfield, 2022; Wyton, 2013) or at a strategic level (Ryrie, 2006; Francis & Sanders, 2022) this may indirectly result in positive change for the YPwO.

2.11 Rationale for the research

Despite some increases in research into the area of EPs working with YPwO over the last few years (e.g., Rayfield, 2022; Howarth–Lees & Woods, 2022), there continues to be a paucity of research in this area, particularly with regard to the practicalities of working with YPwO. Additionally, some of the findings of both Rayfield's (2022) study and Howarth–Lees & Woods's (2022) systematic literature review focussed on the theoretical or potential role of the EP in YJS work. Furthermore, there has been little research in recent years, indeed since Hall's (2013) survey, exploring the current numbers of EPs working with YPwO. Finally, there is little known about the current barriers and facilitators to EPs working with YPwO. The current study aims to use a mixed methods design to firstly gain an understanding of the current context of EPs working with YPwO and secondly, explore EPs' perceptions of the barriers and facilitators when working with YPwO. This led to the researcher forming two research questions:

- What is the current context for EP practice with YPwO?
- What are EPs' perspectives and experiences of what works and what does not work when working with YPwO?

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Part 2: Major Research Empirical Study

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1 Abstract

Children and young people (CYP) known to the Youth Justice System (YJS) represent a vulnerable group of young people. Over the last 10 years, there has been a growing interest in this area, with an increasing number of studies conducted in this area, however, there has been little research into the experiences of Educational Psychologists (EPs) working in this area; in particular, what that work currently entails and what the barriers and facilitators are to working with young people who offend (YPwO). Therefore, this study utilised a mixed methods approach to explore the current context of EPs working with YPwO and the experiences of those EPs working in the YJS. Semi-structured interviews were analysed using reflective thematic analysis (RTA).

Findings highlight the facilitators and barriers to working with YPwO, with key facilitators being the contribution of a psychological lens, child-first approaches, communication in multi-agency working, reducing the continuing stigma around youth offending and raising awareness of the EP role and possible contributions to youth justice (YJ) work. Barriers related to the complexity of the lives of the CYP and the impact on the potential for positive change to occur within socially and socioeconomically disadvantaged communities, stigma relating to youth offending and YPwO, lack of awareness and misunderstanding of the EP role by YJS and funding and lack of capacity within Educational Psychology Services (EPS). Implications for EPs, EPSs and the wider systems are discussed.

2 Introduction

2.1 The Youth Justice Landscape

The YJS within England and Wales was established in 1998 in response to a growing concern that offending by CYP was not being managed systematically, and no one was taking responsibility locally for CYP involved in crime (Taylor, 2016). Subsequently, the Crime and Disorder Act (1998) introduced a requirement that all Local Authorities must establish a Youth Offending Team (YOT) comprising members from multiple services: police, social, probation, health, and education (Taylor, 2016).

2.2 YPwO, Education, and Special Educational Needs and Disability

Special educational needs and disability (SEND) is defined in The Code of Practice as CYP having "significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision" (DfE, 2015, p. 85). The research highlights that there is likely a significant number of CYP with SEND within the justice system; however, it is difficult to establish an exact prevalence figure (Wyton, 2013) with rates varying across the literature. In a report by the YJB and Ministry of Justice [MoJ], (2021), it was found that "of all sentenced children in 2019/20, 90% of sentenced children were assessed to have safety and wellbeing needs, 72% were assessed to have mental health concerns, 71% were assessed to have speech, language and communication concerns, and 57% were assessed to be a current or previous child in need" (YJB/MoJ, 2021, p.2). Despite the absence of prevalence figures in the literature, research evidence outlines disproportionately high levels amongst YPwO of learning difficulties (Hughes et al., 2012), social, emotional and mental health (SEMH) needs (Cross, 2011; Lindsey et al., 2007; Westrupp et al., 2020), neurodevelopmental differences (Hales et al., 2018) and speech, language and communication needs (SLCN) (Anderson et al., 2016). Winstanley et al. (2021) found that YPwO with developmental language disorder (DLD) were twice as likely to re-offend than their unaffected counterparts. In a report by Her Majesty's Inspectorate of Prisons (HMIP) (2021), it was stated that one in four children in youth offending institutes (YOIs) and secure training centres (STCs) have identified SEND. However, only half that number reported receiving support (HMIP, 2021). The considerable prevalence of unidentified SEND among YPwO suggests that early identification of educational needs is critical for the implementation of effective interventions and resettlement plans (Cosma & Mulcare, 2022).

2.3 The role of the Educational Psychologist

The practice of educational psychology has changed over the years due to the influence of philosophical orientations within psychology and the dynamic interplay of social and political factors (Hill, 2017b). The scope of educational psychology practice expanded notably following legislative emphasis on social inclusion, as seen in the Green Paper: Excellence for All Children (Department for Education and Employment [DfEE], 1997). This initiative outlined strategies to address social challenges and inequalities, including crime rates (Social Exclusion Unit, 2003), thereby creating fresh avenues for EPs to extend their work beyond traditional educational settings. This shift is evident in the DfEE's (2000) review of the role of the EP, which acknowledged their involvement in community-based initiatives aimed at supporting children and young people facing social exclusion, such as those within the YJS (Hill, 2017a).

EPs can work with CYP, groups, organisations, and wider systems (Curran, Gersch & Wolfendale, 2003), delivering a range of services through a combination of the five core functions outlined by Currie (2002). These include assessment, consultation, intervention, training and research, and are described in more detail in Table 10.

Table 10: Overview of EPs' five key functions (Currie, 2002). This table also appears in Part 1 as Table 3.

Function	Description
Assessment	EPs are skilled at utilising a range of assessments to identify CYP's strengths and needs, inform hypotheses, and provide subsequent advice and recommendations to support CYP (Solity, 2017).
Intervention	EPs are proficient in a number of therapeutic interventions (MacKay, 2007) and can work with CYP, families and groups (Beaver, 2011).
Consultation	EPs apply psychology through consultation to explore and support others' understanding of 'problems'/situations (Cameron, 2006). Working with professionals and families can help promote wider change (Beaver, 2011).
Training	EPs deliver tailored training sessions to foster deeper understanding among educators, parents, and other stakeholders. These sessions equip participants with the necessary knowledge and strategies to effectively address the diverse needs of CYP (Smith & Jones, 2016).
Research or organisational development	EPs can help facilitate change through strategic development in organisations and contribute to policy development (DfES, 2001).

Mackay (2007) asserts that EPs are specialists in childhood development, not simply education. Furthermore, Taylor (2016) posits that the oftentimes complex psychological profiles of YPwO provide a clear rationale for EPs to work systemically to support CYP who are at-risk or have committed offences, as well as schools, families and YJSs through systemic approaches (Hill, 2017a).

2.4 Theories of Offending

2.4.1 Person, Process, Context, Time model (PPCT) (Bronfenbrenner & Morris, 2006)

Bronfenbrenner & Morris' (2006) bioecological model of human development provides an appropriate framework for YJ work, as it recognises the bidirectional influences between an individual and their environment whilst simultaneously acknowledging what is occurring within their context during a period of time. Given the complexity of CYP's needs (as outlined in the sections above) approaches such as Bronfenbrenner & Morris' (2006) model could be used in YJ work. The potential risk and protective factors for offending behaviours were captured at several levels, including an individual level, with increased SEND, engagement with education, familial factors, and community factors. These features, across a wide range of systems, reflect the need for a theoretical framework that acknowledges the range of social factors and ecological systems that may impact CYP in this area of work (Taylor, 2016). The bioecological model referred to the following key features: process, person, context and time, eventually becoming known as the PPCT model (Bronfenbrenner, 2005; Rosa & Tudge, 2013). When describing the move from an ecological to bioecological model, Bronfenbrenner emphasised the role played by the individual in their own development by proximal processes, with these processes being seen as being at the centre of the bioecological theory and the driving forces of human development (Bronfenbrenner & Evans, 2000).

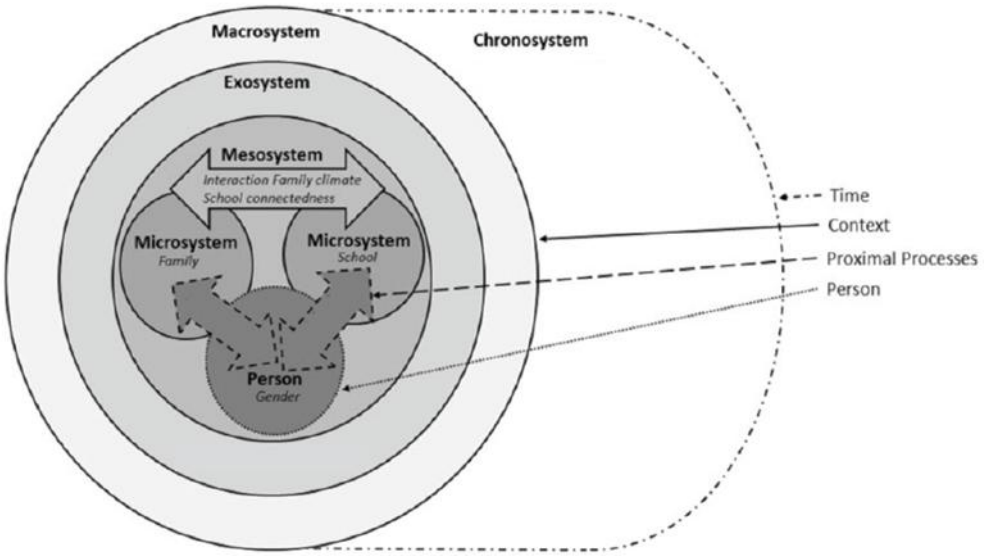

Figure 4: An example illustration of the interconnected systems and the proximal processes between each system within the Process-Person-Context-Time elements of Bronfenbrenner & Morris' (2006) PPCT model taken from Rayfield (2022), which was adapted from Gunnarsdottir, Hensing, and Hammarstrom, 2021, p.798. This figure also appears in Part 1 as Figure 2.

Through the exploration and analysis of youth offending through the lens of Bronfenbrenner and Morris' (2006) PPCT model (represented in Figure 4 above), researchers and practitioners can identify multiple levels of influence and design interventions that target individual, family, community, and societal factors to prevent or reduce offending behaviour among CYP. The strengths of Bronfenbrenner's PPCT model lie in its consideration of the environment in which a person operates as a complex phenomenon that consists of a range of interconnected systems. However, it does not make sufficient allowances for structural factors such as social class, cultural norms, and institutional practices, nor how these factors can enable or limit a person's opportunities within society.

2.4.2 Bourdieu's Sociological Theory

In Bourdieu's (1986) Sociological Theory, he introduced three theoretical concepts of cultural capital, capital field, and habitus. Bourdieu further categorised cultural capital into four domains: economic, social, cultural, and symbolic (Huang, 2019). Thus, cultural capital can be said to refer to the resources and advantages individuals acquire through their upbringing, education, and social environment. This encompasses such areas as language proficiency, educational qualifications, and familiarity with cultural norms. These capitals are developed throughout childhood and continue to develop through a person's social interactions and experiences and consequently inform an individual's habitus (Bourdieu, 1986). Cultural tastes, consumption habits and lifestyle choices are all reflections of our habitus (Wacquant, 2006), and "while it is 'endlessly transformed', its formation becomes remarkably durable as a 'lens' in which we see, understand, and interpret the world" (Bottrell et al., 2013, p. 15). Bourdieu's Sociological Theory provides a framework that could be used to understand youth offending as a complex and multifaceted interaction between social background, cultural capital, opportunity structures, and structural inequalities.

Bronfenbrenner & Morris' (2006) PPCT model and Bourdieu's Sociological Theory (1986) offer complementary perspectives for understanding youth offending. Each provides valuable frameworks for, and stresses the importance of, understanding the dynamic interplay between individuals and their environments in shaping behaviour and development. By integrating these theoretical frameworks, EPs can better understand the multi-dimensional factors underlying youth offending to inform practice and support CYP across systems. Figure 5 below highlights their shared emphasis on the interaction between individuals and their social contexts.

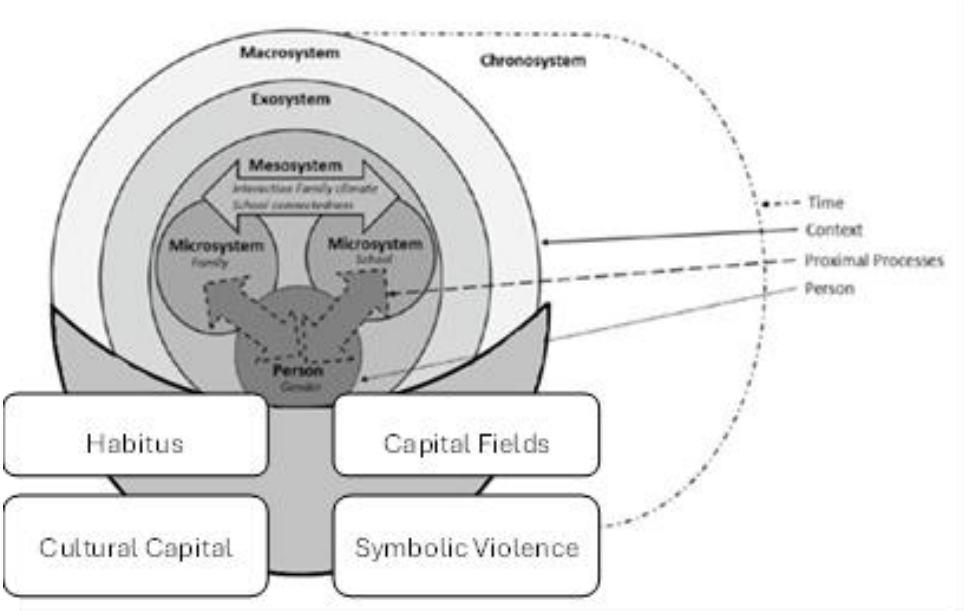

Figure 5: An illustration for understanding the similarities between Bronfenbrenner & Morris' (2006) PPCT model and Bourdieu's Sociological Theory (1986) taken from Rayfield (2022), which was adapted from Gunnarsdottir, Hensing, and Hammarstrom (2021, p.798). This figure also appears in Part 1 as Figure 3.

2.5 Summary of the literature review

Through exploration of the literature regarding how EPs work with YPwO, five broad categories of activity were identified by the researcher: systemic practice (e.g., Ryrie, 2006; Francis & Sanders, 2022; Rayfield; 2022), multidisciplinary approaches (e.g., Beal et al., 2017; Wyton, 2013; Parnes,2017), stakeholder development (e.g., Howarth – Lees, & Woods, 2022; Hall, 2013), application of psychology (e.g., Wyton, 2013; Parnes., 2017), and individual casework e.g., Ryrie, 2006; Rayfield, 2022). The literature is reviewed against this categorisation and viewed through the lens of Bronfenbrenner and Morris' (2006) PPCT model and Bourdieu's Sociological Theory to begin

to make links between theory and EP practice in this area. The findings offered valuable insight into the levels and aspects of work being undertaken by EPs with YPwO.

In summary, across studies in the literature, systemic and multidisciplinary working were identified as core components in the work EPs undertake with YPwO (Beal et al., 2017; Francis and Sanders, 2022; Rayfield, 2022; and Ryrie, 2006). This included joint work with case workers (Ryrie, 2006), speech and language therapists (Francis & Sanders, 2022), and Youth Offending Service managers and workers (Beal et al., 2022; Parnes, 2017). Ryrie (2006) posited that one of the benefits of multi-agency working is the range of opportunities for involvement that has influence beyond the individual child or young person. Howarth-Lees & Woods' (2022) findings were consistent with these findings in that EPs are well placed to work systemically in YJ work and acknowledged that as wider systems impact upon a young person's behaviour, services working in isolation will only have a limited impact (Davidson, 2014).

Research also highlighted the role of the EP in developing the knowledge and practice across various stakeholders and systems including EPs (e.g., Ryrie, 2006), those working in the YJS (e.g., Francis & Sanders, 2022; Beal et al, 2022) and families and schools (e.g., Hall, 2017; Rayfield, 2022). The literature illustrates that stakeholders enhance their skills through various mechanisms including training (Ryrie, 2006; Francis & Sanders, 2022; Rayfield, 2022), peer-to-peer learning (Ryrie, 2006), and supervision (Ryrie, 2006; Beal et al., 2017). In line with Bronfenbrenner's PPCT model (Bronfenbrenner & Morris, 2006), the literature emphasises the necessity for learning and knowledge acquisition to span various system levels to effectively support YPwO (e.g., Ryrie 2006; Francis & Sanders, 2022; Rayfield, 2022). Viewing stakeholder development through a Bourdieusian perspective (1986), one can argue that it serves as a pivotal mechanism for instigating change in habitual practices within the YJS through learning and acquiring knowledge (Ryrie, 2006; Francis & Sanders, 2022; Rayfield, 2022), supervision (Ryrie, 2006; Beal et al., 2017) and skill development (Ryrie, 2006; Francis & Sanders, 2022; Rayfield, 2022; Wyton, 2022).

Evidence of the application of psychology across the literature was not surprising, given that EPs play a vital role in utilising psychological principles and research findings to address real-world challenges and promote positive outcomes for CYP (Hall, 2019). A range of frameworks was drawn upon when working directly and systemically with YPwO, including consultation frameworks (Ryrie, 2006; Wyton, 2013), systems theories (Ryrie, 2006; Francis & Sanders, 2022) and psychological theories such as developmental psychology (Ryrie, 2006; Francis & Sanders, 2022; Hall, 2013), psychodynamic theory, positive psychology (Hall, 2013). Furthermore, Hall (2013) found that EPs used therapeutic techniques in their work, including Cognitive Behavioural Therapy, Solution Focussed Brief Therapy (De Shazer, 1985), Personal Construct Psychology (Kelly, 1955), and Motivational Interviewing (Miller & Rollnick, 2012).

Finally, individual casework appeared to vary in terms of frequency and purpose throughout the literature. Mirroring the typical functions of the EP in schoolwork (Currie, 2002), Rayfield (2022) highlighted that assessment work formed a key part of the EP role. The purposes of EP assessment in YJ work again varied and included statutory assessments and providing schools and/or YJWs with a deeper understanding of YPwOs' strengths and areas of need. In line with Ryrie's (2006) work with YPwO, the assessments also served to inform YJWs' pre-sentence reports and inform appropriate interventions and provisions. Wyton (2013) and Rayfield (2022) also reported that EPs undertook some therapeutic intervention, namely CBT, with YPwO. This research has implications in both Bronfenbrenner & Morris' (2006) PPCT and Bourdieu's (1986) Sociological Theory.

Working at the individual/micro level, EPs can explore the proximal processes occurring across the YPwO's systems, thus examining the person factors, processes, and contexts across time. Additionally, working at the individual level with YPwO, EPs seek to increase cultural capital through therapeutic work, therefore potentially altering the YPwO's habitus and increasing agency. However, Bottrell and France (2012) note how YPwO's autonomy can be overpowered by the capital fields in which they find themselves and the hierarchies within these fields; therefore, the impact of direct

work can be mitigated by their social and cultural fields of play in their locality (Bottrell & France, 2012).

The research has highlighted the different ways in which EPs have undertaken work with YPwO. Whilst this body of research covers important areas in relation to this work, consideration will now be made with regard to how the current study was established given the limitations of the research outlined above.

2.6 Rationale for the study

Despite some increases in research into the area of EPs working with YPwO over the last few years (e.g., Rayfield, 2022; Howarth–Lees & Woods, 2022), there continues to be a paucity of research in this area which has resulted therefore in a limited picture concerning EP work with YPwO. Rather than looking for gaps in the research, Braun and Clarke (2021) advocate for the "making the argument model," (Braun & Clarke, 2021, p.120) particularly in the context of qualitative research which situates the research's rationale within existing knowledge and theoretical frameworks. Consequently, this approach seeks to add to the rich tapestry of research surrounding the subject matter by offering a well-supported, contextually grounded, and persuasive perspective on the issue at hand; in this case, EPs working with YPwO. When examining the research, it is clear that some areas have not yet been added to the tapestry in this area. For example, some of the findings of both Rayfield's (2022) study and Howarth–Lees & Woods' (2022) systematic literature review focussed on the theoretical or potential role of the EP in YJS work. Furthermore, there has been little research in recent years, indeed since Hall's (2013) survey, exploring the current numbers of EPs working with YPwO. Finally, there is little known about the current barriers and facilitators to EPs working with YPwO. Therefore, the current study aims to use a mixed methods design to firstly gain an understanding of the current context of EPs working with YPwO and secondly, explore EPs' perceptions of the barriers and facilitators when working with YPwO. This led to the researcher forming two research questions:

1. What is the current context for EP practice with YPwO?

2. What are EPs' perspectives and experiences of what works and what does not work when working with YPwO?

3 Research Report

3.1 Epistemological and ontological positioning

Paradigms have been defined as “basic belief systems” (Guba & Lincoln, 1994, p107) and value systems (Guba & Lincoln, 1982) that encompass our philosophical assumptions upon which research is embedded (Braun & Clarke, 2021). The present study adopts a pragmatist ontology and epistemology due to the belief that the truth is simply ‘what works’, with the central idea being the meaning of a concept consists of its practical implications (Robson & McCarten, 2016). They further state that pragmatism views knowledge as being both constructed and based on the reality of the world we experience and live in, and human enquiry is viewed as being analogous to experimental and scientific design. In line with methodology literature (e.g., Robson & McCarten, 2016) and previous studies (e.g., Parnes, 2017; Hall, 2013) by adopting a pragmatic approach to this research, the researcher will be able to:

1. address more than one research question which will explore the topic of what works when working with YPWO from the perspectives of EPs
2. use quantitative techniques to set the context of the study
3. use qualitative measures to explore ‘what works’ in more depth

Adopting a pragmatist ontology and epistemology also allows the researcher to acknowledge the belief that our own values play a large part in conducting research and in drawing conclusions from studies (Robson & McCarten, 2016). Lastly, Cornish & Gillespie (2009) state that the pragmatist researcher is guided by their own value systems starting with what they want to research. They then study in a way that is compatible with their values, including the units of analysis that they feel are the most appropriate to find answers to their research questions.

3.2 Research Design

This study adopted a mixed methods design as it required the collection of both qualitative and quantitative data (Campbell & Fiske, 1959; Fielding & Fielding, 1986; Teddlie & Tashakkon, 2009). Robson & McCartan (2016) outline some of the benefits of mixed method research designs; those with particular importance concerning this study include offsetting weaknesses and providing stronger inferences (i.e., helping to neutralise the limitations of each approach while building on their strengths leading to stronger inferences); illustration of the data (i.e., qualitative data can illustrate quantitative findings and provide a better picture of the phenomena under investigation); and ability to deal with complex phenomena and situations (i.e., a combination of research approaches is particularly valuable in real-world contexts due to the complex nature of the phenomena and the range of perspectives required to understand them). This study used a sequential mixed methods design, where each phase of the research was built upon the previous one (LeCompte & Schensul, 1999). This design enabled a progressive understanding of EPs' involvement with YPwO by using the findings from Phase 1 to inform and shape the focus of Phase 2. It was hoped that this approach would first map the breadth of EP involvement across regions and services, to subsequently explore the depth and nuance of those experiences through qualitative data. However, it was not possible to gain such a rich picture due to the limited number of respondents to the survey from EPs working across the UK. Nevertheless, the information from Phase 1 provided valuable insights and enabled the development and focus of the interview questions at Phase 2. Further reflections on this process can be found in Part 3.

Phase 1: A recruitment poster (see Appendix 17) was shared on the social media platform X which contained a link to the online survey. The survey was developed on QualtricsXM via a Cardiff University account. It consisted of 26 questions, including a minimum of 10 questions and a maximum of 16 questions, depending on the responses given. The survey aimed to gather information about the current landscape of work EPs are engaged in with YPwO and inform Phase 2 of the data collection process. Participants were provided with an information sheet (see Appendix

4) detailing further information regarding the aims of the study and participation requirements. They were then asked to consent by marking the box 'I consent' before starting the survey.

Phase 2: The primary concern of qualitative methods is to elicit first-person accounts of experiences (Moustakas, 1994). A semi-structured interview method was utilised to best elicit participant views and experiences, which "allows for a thorough exploration of qualitative insights to answer research questions involving participants' accounts" (Mack et al., 2005, p. 30). Participant interview schedules were structured to answer the research questions. This research design is widely used throughout the literature (for example, Rayfield, 2022; Hall, 2013) and has been found to provide the opportunity for expansion on answers provided by the interviewee and for the researcher to delve into the interviewee's deeper meanings and constructions whilst retaining an interview focus (Adeoye-Olatunde & Olenik, 2021). Focus groups were also considered as a method of data collection due to their ability to empower participants to make comments in their own words whilst also being stimulated by the thoughts and comments of others in the group (Robson & McCarten, 2016). However, the risk of dominant voices and power dynamics within a focus group may hinder the exploration of individuals' experiences (Wilkinson, 2004).

Due to difficulties recruiting participants for Phase 2 of the study, emails were sent to Principal Educational Psychologists to their Local Authority emails to invite Educational Psychologists from their services to take part (see Appendix 16). Further details, decisions and reflections regarding the design and recruitment procedure can be found in Part 3 of the thesis.

Interviews lasted 26 minutes to 1 hour 30 minutes and were conducted online in a safe and confidential space via Microsoft Teams, which occurred in conjunction with prior ethical approval (EC.23.09.12.6836A) granted by the University of Cardiff Psychology Ethics Committee. Individuals present during the interview included the researcher and the EP. Throughout the research process, the researcher remained aware of the relative limitations of semi-structured interviews. Semi-structured interviews may limit participants' ability to guide the conversation, potentially limiting

unexpected or richly contextualised data (Braun & Clarke, 2021). See Appendix 2 for the interview schedule containing examples of the interview questions used.

3.2.1 Recruitment and Inclusion/Exclusion Criteria

Multi-stage sampling was used, with the Phase 2 sample recruited from the Phase 1 sample. This enabled the researcher to tailor the project's scale in its second phase according to the resources available (Robson & McCartan, 2016). The inclusion criteria for each phase of the study can be found in Table 11 below.

Phase 1: Participants for Phase 1 were recruited through social media (i.e., X – formerly Twitter) (see Appendix 17) and email in an attempt to get as broad a response from EPs across the UK as possible to set the context of the study. This included a link that participants could follow to complete the survey on QualtricsXM. However, following a limited response, further emails were sent directly to Principal Educational Psychologists through their local authority emails in an attempt to gain further participants for the study (see Appendix 16). Following completion of the survey, participants were given the option to take part in Phase 2 by providing an email by which the researcher could contact them.

Phase 2: Participants for Phase 2 were recruited on a first-come, first-served basis until the participant threshold had been reached. Participants were contacted by their contactable email address and provided with an information sheet and consent form (see Appendix 5).

Table 11: Inclusion criteria for participating in Phases 1 & 2

Inclusion criteria for Phases 1 & 2		
Criterion: To be able to participate in the study, participants MUST:	**Phase 1**	**Phase 2**
Be an HCPC-registered Educational Psychologist	Yes	Yes
Be practising in the UK	Yes	Yes
Have answered 'yes' on the survey to taking part in an interview and provided a contactable email address	No	Yes
Have previously worked with, or currently be working with, CYP in the YJS directly or indirectly	No	Yes

3.3 Data Collection and Analysis

Phase 1: Participants were provided with the link to the QualtricsXM survey. Descriptive data was analysed using the QualtricsXM report feature.

Phase 2: The interviews took place online; therefore, the Microsoft Teams program automatically generated transcripts. The researcher downloaded and checked these transcripts to ensure accuracy. All identifying information, such as the names of universities and local authorities, was removed to maintain anonymity within the transcripts. Each recording was listened to at least three times to ensure accuracy and ensure no information was lost so that a thorough analysis could take place (Willig, 2003). The researcher also moved between audio and physical transcriptions of the data throughout the process which prompted new insights, reflections and interpretations.

Reflexive Thematic Analysis (RTA) was used to analyse the data (Braun & Clarke, 2019). RTA involves a "rich and detailed" examination of qualitative data, which aligns with the study's interpretive stance (Braun & Clarke, 2006, p.78). This study follows Braun and Clarke's (2021) thematic analysis six-phase framework, which involves familiarising oneself with the data, data

coding, generating, reviewing and defining themes, and report writing to ensure trustworthiness and coherence. An inductive approach to RTA was adopted to study the meanings in participant responses, and explore these at both the semantic and latent level. The researcher acknowledges that elements of theory and research will also have influenced the analysis, through the completion of the literature review and due to the researcher's own interests in the research field. 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. Moreover, the reflexive nature of this approach calls for repeated movements between the different phases in a spirit of interpretation and inquiry (Terry et al., 2017). With this in mind, it helped the researcher feel more confident in combining inductive and deductive methods of interpretation and enabled a more nuanced and contextually grounded interpretation of the data.

Braun and Clarke (2021) 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). It is therefore acknowledged that a different researcher may have come to different conclusions. Further discussion of the decisions taken for analysis can be found in Part 3 of this report, and examples of each step of the data analysis process can be seen in Appendices 8 - 12. To ensure reflexive practice, the researcher kept a research diary throughout the process (see Appendix 3). This allowed for a process of continual self-examination of the researcher's interpretations of the process. Further reflections can be found in Part 3 of the Thesis. Table 12 below outlines the 6-phase process of RTA.

Table 12: Process of Thematic analysis informed by Braun and Clarke (2021)

Phase 1: Familiarisation with the Dataset	Automatically generated transcriptions were imported into Microsoft Word, read alongside the recordings, and amended where necessary. Each interview was listened to several times to ensure accuracy and immersion.
Phase 2: Data Coding	The transcripts highlighted initial codes relevant to the research questions, and meaningful labels were added to form codes. Data items were pasted into an Excel document with initial codes.
Phase 3: Initial Theme Generation	Codes were printed out, and the researcher created themes through an active process constructed by the researcher based on the dataset, the research question, and the researcher's own insights and reflections.
Phase 4: Developing and Reviewing Themes	Categories were generated from initial codes and the researcher reflected on the dominant theme amongst each category and the potential connections between the themes.
Phase 5: Refining, Defining, and Naming Themes	Themes were refined, ensuring that they were built around a strong core concept related to the research question and the story participants were trying to tell.
Phase 6: Writing Up	A final analysis and write up of the data can be found in the results section of this research report.

3.4 Ethical Considerations

Ethical considerations and how these were managed by the researcher can be found in Table 13 below.

Table 13: Ethical considerations and how they were managed by the researcher

Ethical consideration	How this was managed
Ensuring appropriate informed consent	• To ensure all participants gave informed consent, they were asked to read the participant information sheet and consent form (see Appendix 4 & 5) before ticking boxes and writing their initials to indicate their consent before the interview. • No identifiable information was highlighted in the write-up of the survey results. • The participants were reminded of their right to withdraw up to two weeks after the interview. • The participants were also notified when the researcher began recording during interviews.
Participant welfare and the right to withdraw	• Participants were not manipulated or misled in any way for any part of this research. • Participants were informed that the interview would be recorded, and the process for secure storage and timescale of deletion were shared via the participant information sheet, consent form, and debriefing form (Appendices 4, 5, 6 & 7). • Participants were given clear information regarding the nature of questions, and they were reminded of their right to withdraw in the interview and via the debrief sheet up to two weeks after their interview without giving a reason. • Prior to completing the survey, participants were made aware that due to the anonymity of the responses, it would not be possible to withdraw their responses after submitting the survey.

Ethical consideration	How this was managed
Online security	• To minimise the risk of online security becoming an issue, interviews took place in a virtual meeting room whilst connected to the researcher's secure home network to ensure confidentiality (BPS, 2018). The researcher used a private room to complete the interviews.
The right to refuse to answer any questions	• Prior to the commencement of the interview, the participants were encouraged to share their stories at their own comfort level and reassured that they did not have to answer any questions they did not want to.
Maintaining anonymity and confidentiality	• Whilst face-to-face online interviews cannot be anonymous, the recordings were kept confidential and stored on a password-protected device only accessible by the researcher. Participants were given the option to turn their cameras off during the interviews. • Prior to completing the survey, participants were informed that research information provided would be held anonymously, it would be impossible to trace any information they gave back to them individually, and the survey software, QualtricsXM, would not collect their I.P. address. • The participants were informed that the recordings would be transcribed and anonymised no later than two weeks after the interview, and the recordings would be permanently deleted. • Interview participants were informed that after two weeks, they would no longer be able to withdraw their data from the research study, as any identifiable information would have been anonymised, and the data would no longer be linked to them. • To protect the participants' identities, all identifying information was anonymised or replaced with pseudonyms during transcription. This included details of colleagues, Universities, Local Authorities, and geographical areas.

Ethical consideration	How this was managed
	• Quotations that were chosen to share within the research were carefully anonymised to ensure that the participant could not be identified (BPS, 2018).
Adequate debrief	• Prior to ending the online meeting, the researcher ensured that all participants had opportunities to ask questions. • Participants were allowed to reflect with the researcher after each interview recording. • All interview participants were provided with a debrief form (Appendix 6) via email at the end of the interview, which detailed the researchers' contact details, the contact details of their supervisor and the ethics committee. • All survey participants were provided with a debrief statement (Appendix 7) upon submitting their responses.
Maintenance of integrity whilst analysing the interview data	• The researcher used RTA to analyse the data, following steps set out by Braun and Clarke (2021). The data will only be used for reasons set out in the research aims and purpose. Examples from data analysis can be found in Appendices 8 - 12.

3.5 Reliability and validity

Yardley (2000;2015)'s framework was used to ensure the validity and reliability of the research and analysis. An overview of this process is presented in Appendix 13.

4 Analysis

This chapter aims to present the key findings of the study to answer the two research questions. Due to the two research questions requiring a mixed methods approach, the findings section will be subdivided into two sections. Section 1 will present the findings that pertain to answering the research question:

1. What is the current context for EP practice with YPwO?

Section 2 will present the qualitative findings through thematic analysis to answer the research question:

2. What are EPs' perspectives and experiences of what works and what does not work when working with YPwO?

4.1 Research Focus One: What is the current context for EP practice with YPwO?

In order to explore this question, the researcher created an online survey using closed and open questions that asked a number of questions, as detailed in Figure 6 below.

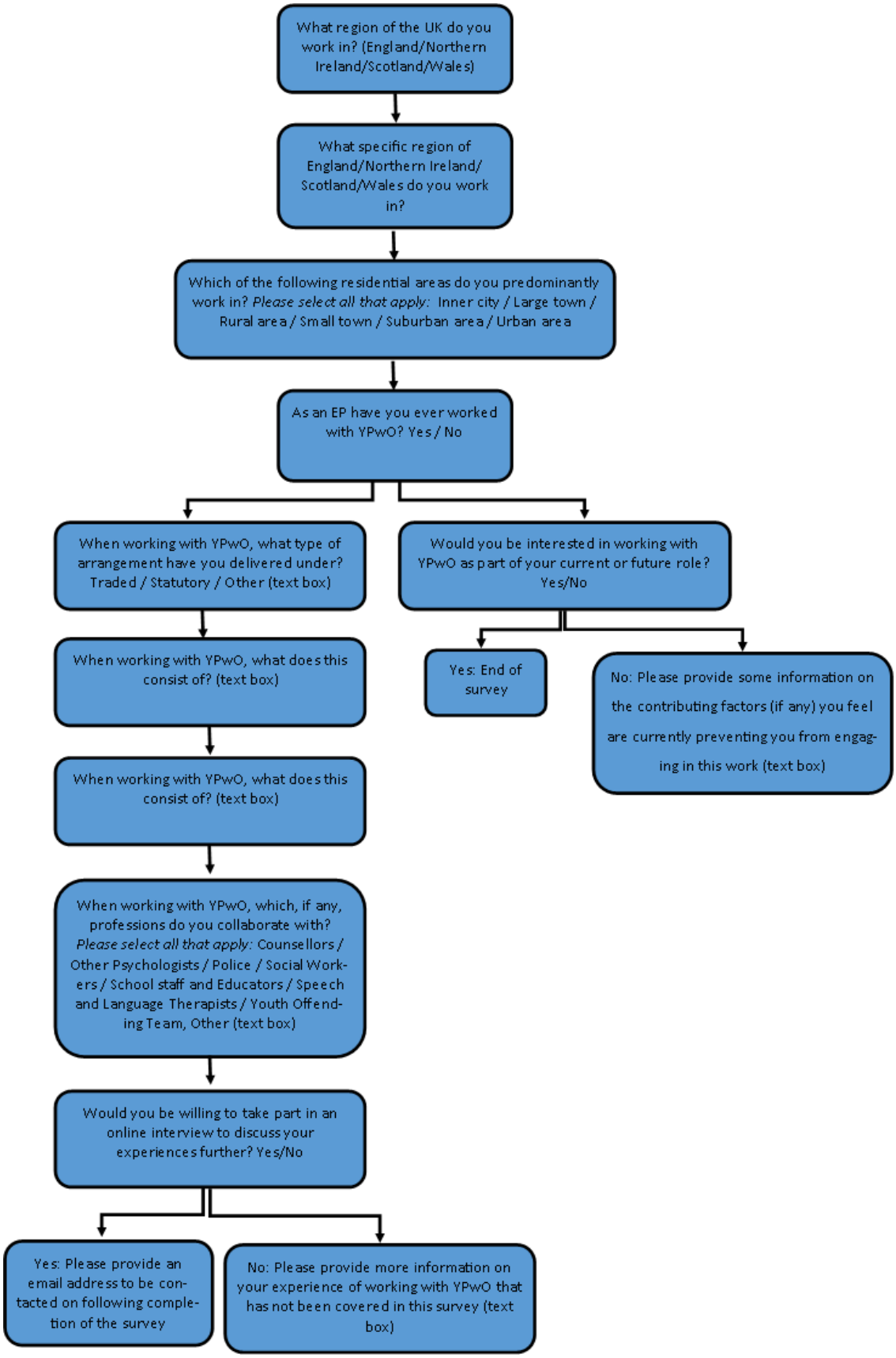

Figure 6: Questions included in the online survey

Twenty six EPs responded to questions one to four. Twenty-one of these participants answered a further three questions. Question four allowed participants the opportunity to expand on the reasons they felt currently prevented them from working with YPwO.

Question 1: What region of the UK do you work in?

All participants were required to answer the first question. Table 14 below gives a breakdown of answers for question one for all of the 26 participants.

Table 14: Findings for Question 1: What region of the UK do you work in?

Area of the UK	Number of Participants (% of Participants)	Participant number
England	19 (73%)	2,3,4,5,6,7,8,9,11,12,13,15, 18,19,20,21,24,25,26
Northern Ireland	1 (4%)	1
Scotland	1 (4%)	23
Wales	5 (19%)	10,15,17,18,24

Question 2: Which specific region of England/Scotland/Wales do you work in?

Participant 1 did not specify what region of Northern Ireland they worked in; therefore, this data is not included in the breakdown of answers for question two in Table 15 below.

Table 15: Findings for Question 2: What region of England/Scotland/Wales do you work in?

Region and locality	Number of Participants (% of Participants)	Participant number
England – East	1 (3.8%)	16
England – London	4 (15.4%)	6,19,25,26
England – Northeast	2 (7.7%)	5,20
England – Northwest	5 (19.2%)	2,4,8,13,14,
England – Southeast	3 (11.5%)	9,12,22
England – Southwest	2 (7.7%)	3,7
England – West Midlands	2 (7.7%)	11,21
Scotland - Fife	1 (3.8%)	23
Wales – North Wales	3 (11.5%)	15,17,18
Wales – South Wales	2 (7.7%)	10,24

Question 3: Which of the following residential areas do you predominantly work in?

All participants were required to answer the third question. Table 16 below gives a breakdown of answers for question three for all of the 26 participants.

Table 16: Findings for Question 3: Which of the following residential areas do you predominantly work in?

Residential area	Number of Participants	Participant number
Inner city	14	1,3,4,6,10,12,13,14,16,19,20, 24,25,26
Large town	9	2,3,5,11,13,15,16,22,23,
Rural area	7	8,11,15,16,17,18,21,
Small town	9	8,9,11,15,16,17,18,21,23,
Suburban area	5	2,11,13,16,21,
Urban area	6	7,13,14,16,19,20,

Question 4: As an Educational Psychologist have you ever worked with YPwO?

All participants were required to answer the fourth question. Table 17 below gives a breakdown of answers for question four for all of the 26 participants.

Table 17: Findings for Question 4: As an Educational Psychologist have you ever worked with YPwO?

Response	Number of Participants (percentage of participants)	Participant number
Yes	21 (80.1%)	2,3,4,5,6,7,10,11,12,13,14,15, 16,17,18,19,21,22,24,25,26
No	5 (19.9%)	1,8,9,20,23

Where participants answered 'no' to question four, they were asked a follow-up question to ascertain if they would like to work with YPwO as part of their current or future role. Table 18 below gives a breakdown of their responses.

Table 18: Findings for Question 4.1: Would you like to work with YPwO as part of your current or future role?

Response	Number of Participants (percentage of participants)	Participant number
Yes	4	8,9,20,23
No	1	1

Participants who answered 'yes' at this stage (namely participants 8,9,20,23) were asked the follow-up question, 'As you have responded that you do not currently work with YPwO but would be interested in working with this group, could you please provide some information on the contributing factors (if any) you feel are currently preventing you from engaging in this work. The answers, although written in prose, have been summarised in Table 19.

Table 19: Findings for Question 4.2: 'As you have responded that you do not currently work with YPwO but would be interested in working with this group, could you please provide some information on the contributing factors (if any) you feel are currently preventing you from engaging in this work.'

Barrier to working with YPwO	Number of Participants	Participant number
Lack of opportunity within current role	3	8,20,23
Other children prioritised over YPwO	1	20
EP not involved in YJS	1	9

Those who responded 'yes' to question four were asked a series of questions to explore their current work with YPwO in more detail. These findings will be outlined in Tables 20, 21, 22, 23, and 24 below.

Table 20: Findings for Question 5: On what frequency do you work with YPwO?

Frequency	Number of Participants	Participant number
Daily	2	6,19
Weekly	5	4,13,14,16,26
Monthly	2	7,12
Termly	3	2,17,21
Annually	9	3,5,10,11,15,18,22,24,25

Table 21: Findings for Question 6: When working with YPwO, what arrangement have you delivered under?

Arrangement	Number of Participants	Participant number
Traded	14	2,3,4,5,6,7,13,14,16,19,21,22, 25,26
Statutory	13	2,3,4,7,13,14,15,17,18,19,21, 22,26
Other	8	6,10,11,12,15,18,24,26

Participant 6 reported that they worked on a two day a week commission; however, it is unclear who commissions this work. Participants 10 and 24 worked under a time allocation model. Participant 11 was commissioned by the Youth Endowment Fund. Participant 18 reported their work was arranged under support for schools and families. Participant 26 worked on a voluntary basis alongside their traded and statutory work with YPwO.

Question 7: When working with YPwO, what does this work consist of?

Participants were required to describe the type of work they engaged in with YPwO. The answers, although written in prose, have been summarised in the table below.

Table 22: Findings for Question 7: When working with YPwO, what does this work consist of?

Areas of work	Number of Participants	Participant number
Gaining pupil voice	10	2,4,6,10,13,17,18,21,24,26
Assessment as part of the SEND statutory process	3	2,7,26
Assessment (not specified as part of the statutory process)	11	2,3,4,6,10,13,15,16,19,22,26
Multidisciplinary working	12	2,5,6,10,11,14,16,17,21,22,24,26
Person-centred work guided by CYP's needs (e.g., observation, therapeutic work, psychoeducation, solution focussed approaches, strength-based approaches, personal construct psychology, motivational interviewing, Cognitive Behavioural Therapy)	9	3,6,10,15,18,19,24,25,26
Consultation (with parents/schools/other professionals)	8	3,6,7,10,15,21,24,25,
Writing of reports (including pre-sentence reports) and consultation records	2	6,17
Bespoke training for schools and other professionals/services	2	6,14
Drop-in sessions for YJ staff	1	14
Providing psychological perspective to consider needs and recommend outcomes and provision	6	2,3,5,6,12,14

Question 8: When working with YPwO, which if any professions do you collaborate with?

Participants were asked about the professionals (if any) they worked with in the course of their work with YPwO.

Table 23: Findings for Question 8: When working with YPwO, which if any professions do you collaborate with?

Professionals	Number of Participants	Participant number
Counsellors	3	2,18,25
Other Psychologists	9	4,6,7,12,13,18,22,25,26
Police	6	7,11,12,16,19,26
Social Workers	16	2,3,4,6,7,10,11,12,15,17,18, 19,20,22,24,26
School staff and Educators	20	2,3,4,5,6,7,10,11,12,13,14,15, 16,17,18,20,22,24,25,26
Speech and Language Therapists	9	2,6,7,12,13,14,19,20,26
Youth Offending Team	14	2,5,7,11,12,13,14,16,17,18,19, 22,24,26
Other	9	2,5,7,14,15,16,18,19,26

Where participants selected 'other' the details of these professionals and services that they worked with are outlined in the table below.

Table 24: Other professionals and services EPs work alongside in their work with YPwO

Professional	Number of Participants	Participant Number
Family Support/Early Help/SENDIASS	1	2
Family Support Workers	1	5
Foster Carers/Charities Offering Interventions/Local Community Services	1	7
CAMHS	3	14,16,26
Not specified	1	15
Therapeutic Workers	1	18
Solicitors	1	19
Substance Misuse Workers/Youth Justice Liaison and Diversion Practitioners	1	26

Question 9: As you are unfortunately unable to participate in an interview, it would be greatly appreciated if you could provide a little more information on your experience of working with YPwO that has not been covered in this survey. Please provide any information on best practices or challenges you feel would be relevant to this research.

Participants were given the opportunity to provide information on their role, best practices or challenges they had encountered in their role. The answers, although written in prose, have been summarised in Table 25 below.

Table 25: Question 9: As you are unfortunately unable to participate in an interview, it would be greatly appreciated if you could provide a little more information on your experience of working with YPwO that has not been covered in this survey. Please provide any information on best practices or challenges you feel would be relevant to this research.

Areas of work/Best Practice	Number of Participants	Participant number
Other professionals value EP contributions	1	7
Supervision with other YJEPs	1	14
Multiagency working	1	14
Experience and knowledge fed back into wider EPS	1	14
Challenges in work with YPwO	**Number of Participants**	**Participant number**
Time constraints	2	2,14,
Limited capacity in EPS	1	2
Lack of funding for EP involvement	1	5
EPs not integrated into YJ teams	1	7
Emotional impact of YJ work on EPs	1	14
Limited supervision support for YJEPs	1	14
Lack of coordination and information sharing across systems (e.g., Police, NHS, Local Authority)	2	14,17

4.2 Research Focus Two: What are EPs' perspectives and experiences of what works and what does not work when working with YPwO?

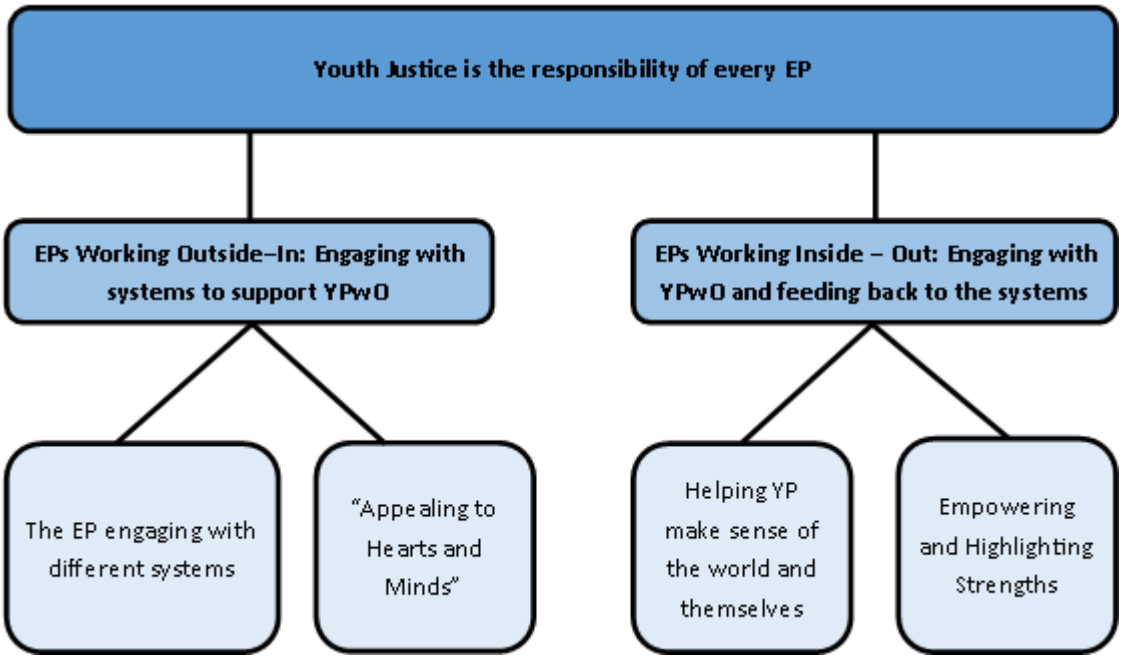

Figure 7: Thematic Map: What are EPs' perspectives and experiences of what works and what does not work when working with YPwO?

In order to answer this question, the researcher conducted semi-structured interviews with four Educational Psychologists from England and Wales. As can be seen from the final thematic map (Figure 7 above), three main themes and four subthemes were created from the interview data. The main themes and subthemes generated from interview data will now be discussed. Each theme will be presented and explained, then subthemes will be outlined. The analysis is illustrated with the use of quotations from participants (Flick, 2018), which will be presented with their participant numbers. Quotations are presented in the words of participants, with minor adjustments to aid readability. Participant numbers in Phase 1 do not correspond to participant numbers in Phase 2. Participants were numbered at Phase 2 in the order they were interviewed.

Table 26: Exploration of Themes

Overarching Theme: Youth Justice is the responsibility of every EP
This theme encapsulates the dynamic nature of the role of the YJ EP, with both using experience and tools from their YJ work in their school-based work and vice versa, and this should be something all EPs should aspire to. Participants felt that YJ should be everyone's responsibility rather than a role for one or two EPs within an EPS. They found that using experience and knowledge gained in their YJ role facilitated their school-based work, including highlighting the risk and protective factors in youth offending to school staff and, therefore, potentially being able to intervene earlier to prevent CYP from becoming involved in offending behaviour. This overarching theme, therefore, sets the scene for the need for YJ to not be a role in and of itself but rather integrated into the everyday work of the EP. EPs need to highlight and educate schools about the "schools to prison pipeline" (P1) to enable staff to identify children at risk of becoming involved in offending behaviours and be able to work more preventatively. It is felt that this way of working would ideally reduce the need for a bespoke role for the EP within the YJS. Participants reported using a range of skills and core functions (Currie, 2002) in their YJ work including consultation, training, flexible, needs-led direct working with YPwO; using a systemic lens to support CYP; identifying barriers to inclusion; working with families early on to provide support for CYP before they start offending; reducing exclusions; ensuring that EPs make others aware of our role and what that can entail; and highlighting that YJ is everyone's responsibility including in the EPSs and schools.

Theme 1: EPs Working Outside–In: Engaging with systems to support YPwO	
This theme captures the work that EPs engage in with the systems around the YPwO, e.g., families, schools, services, and YJS. This work subsequently feeds back into the support the YPwO receive. This theme also includes the development of the knowledge base of all, including the EP. Participants reported that EPs need to maintain active curiosity, finding out about the roles of others in the team as well as resources to better support the YPwO to be able to work collaboratively effectively. Participants described working in designated YJ teams with a range of professionals as well as part of their 'everyday' EP work in mainstream and specialist schools and pupil referral units.	
Subtheme	**Illustrative Quotes**
<u>The EP engaging with different systems:</u> This subtheme highlights the role of the EP as part of the systems of working around the YPwO. This subtheme consists of participants talking about multiagency working, engaging with families, streamlining care and maintaining active curiosity. • *Multiagency working* When describing their experiences working with other agencies, this occurred in two distinct ways: as part of a designated YJ team with other professionals, including those outlined above in tables 23 and 24. Multiagency working,	P3: *I'm located within the well-being team within the YJS, so it's me, a speech therapist, a CAMHS nurse, Youth justice liaison diversion worker, who is also a nurse erm substance misuse, family therapy.* *P1: Multi agency working, yes, like being able to hear other people's perspectives and being able to collaborate erm has helped*

particularly as a coordinated team, benefitted the YPwO by giving them access to support they may not have ordinarily received and communicating with members of the team on a regular or ad hoc basis. Communication and information sharing amongst all relevant parties were viewed as key facilitators in this type of work. However, one participant reported that information sharing needed to be done sensitively as, due to the stigma around YPwO, some schools had been known to exclude CYP once they knew they were involved in the YJS. Participants discussed the possible benefits of schools having a wider range of knowledge around the risk and protective factors in youth offending and the school-to-prison pipeline. When working with other professionals, participants found the different lenses and understanding that each professional brought to the situation useful to gain a broader understanding of the YPwO and their story and inform subsequent support. Furthermore, participants found that peer learning that occurs through multiagency working benefits YPwO as, for example, EPs become aware of how resources may be adapted (e.g., if the young person has SLCN) or view the YPwO differently through the insights of other professionals. This awareness of the roles	*P4: Just good communication and that's something as well that I guess is one of the, I guess is the slight challenge about working in YJS as you have to be really responsive and really communicative because yeah, things can change so quickly and, and questions need to get answered quite quickly so you, you do have to be quite available, but yeah it, it worked when, when everyone's kind of communicating well.* *P3: It's really influenced now how I think about my general schoolwork, and I think more EPs probably need to be engaged in that, especially when we're working in secondary schools to be able to have conversations about um early intervention, but also the kind of pipeline and trajectory that we know a child can be put on if things start to unravel for them when they're at school* *P1: then I suppose there's an aspect to kind of adaptation and this is where my work with the speech and language service comes into really great effects… we*

and responsibilities of different participants within the team helped to understand whose role is best suited for the needs of the young person and who they can direct families or other services to for support or further information.	*work together quite well and she's got some fantastic resources and, erm like we kind of learned from each other*
The predominant barrier to multiagency working came from the complexity of the systems across which each professional works, with different protocols and priorities relating to the YPwO. Furthermore, other professionals or those working within the YJS can have limited knowledge of education or the education system and how it can relate to youth offending. This can be overcome if all parties are aware of their own gaps in knowledge and are open to developing that knowledge and understanding of the unique contribution that the EP can have in the YJS. Language, in particular the "tribal language" as Participant 2 described, was also seen as a barrier to effective collaborative working. With EPs, the YJS and other professionals having their own context-specific vocabulary and language with associated pseudonyms (e.g., EHCP, SEND etc.), participants described that this could become confusing for all involved if they did not remain curious and be open	*P3: Knowing whose job it is to do what, knowing who to go to, for what, those kinds of things are always really helpful. So, I know if there's something that needs following up, I know who I need to go to or, yeah, who I should direct the child to or the family that kind of thing.* *P1: On a systemic level, well, I think for anyone who hasn't had access or kind of knowledge of the education system, that can be really tricky* *P4: But actually, when you're dealing with kind of courts and judicial processes, bit and, and prisons and it's completely different because there's so many different systems to hold in mind.*

to not only not knowing, but also being open to sharing with others that they do not and asking for clarity.	*P1: All of these acronyms, the EHCP, SEN, can make it really hard for them to really get a grasp on what they need to do with young people* *P2: I think that that raises an interesting issue about joint work really because … we have a kind of group identity and group identities are often room door channelled by language.*
• *EPs Working with Families* Work with families included helping them understand and support their child's needs, signposting to other services and helping them navigate through the YJS. As with multiagency working, parents can become confused by the many acronyms and terms that EPs and other professionals and services use; participants described supporting families in understanding this language where needed. Communication was again seen as key to working with families along with a nonjudgmental stance.	P1: *we did a tree of life with parents you know in terms of helping them be able to use that as something they could do with their own families*. P4: *So, trying to support the families to understand the processes and kind of, yeah, I guess understand the situation that they're in, have that non-judgmental approach because if your child offends and you've then got to go to court, you might be worried that people might judge you or think certain things are for you… So, I guess it's for all professionals to have that nonjudgmental stance and be understanding of the situation*

• *Streamlining Care* Participants spoke about the benefits of being able to streamline care for YPwO and, in turn, reduce the number of appointments they have to attend or the number of assessments they have to complete. This reduction in demand on the YPwO could consequently increase engagement with services and professionals.	*P3: as a well-being team, we try not to double up too much on kind of screenings and assessments. So, a lot of the time we might do things together so myself and the speech therapist do quite a lot together.* *P4: One of the things that we've tried really hard is to think about how we streamline care and to make sure that you know, obviously with one of vulnerable child or young person becomes known to our team there can be that tendency to kind of throw, throw the kitchen sink at them… so really, streamlining care and thinking about where, where do the priorities lie*
• *Maintaining Active Curiosity* The participants spoke about themselves as part of the system around the YPwO and what that entailed to provide the most effective support to the CYP. They reflected on the need for a constant and active curiosity to develop their own knowledge and skills including the use of supervision with EPs in a similar role, finding out about others' roles (as mentioned above) and not assuming knowledge	P2: *So, trying to be open-minded, trying to be curious and and seek out information about different services,* P1: *I think just a willingness to be like yes, I don't know but I want to find out more or yes, I don't know and I'm going to find out more. Perhaps that's a better way to phrase that.*

about the roles, responsibilities and expertise of other professionals, including those within our own psychology family, such as forensic or clinical psychologists. Despite this stark need for professional support and need for ongoing development to best serve their role, participants described a distinct lack of availability of support in this area, with a paucity of research and evidence-based practice as well as limited access to supervision from others in YJ roles. This led to participants often relying on practice-based evidence and seeking their own informal professional links for supervision.	*P1: we all trained together so that's how we all know each other but like so it's it's more of an informal network rather than a formal space… but it might be something that that could actually really make a difference having something more like a special interest group. If you will.*
Subtheme	**Illustrative Quotes**
<u>"Appealing to Hearts and Minds"</u> This subtheme spoke to the participants' roles in helping schools and professionals understand the YPwO's needs and how to support them, as well as understand more about their families and circumstances. Participants reflected on their roles in helping others understand the needs of the YPwO and empathise with the young person and their families. Child-first approaches were viewed as key, always seeing	P3: *So outlining kind of things that the judge needs to be aware of also right in recommendations and summaries for them to apply for intermediary support, because we will recommend that the children have intermediaries and then other reasonable adjustments that can be made* P3: *kept reminding the jury it was a child, a youth.*

the child and not the offence and reminding others, particularly in court settings, that there is a child at the heart of this process. Participants described how relationships were vital when working with families and the YPwO with the EP being seen as a reasonable adult who could be depended upon throughout the process. Participants also discussed the benefits of helping other services and professionals understand the importance of forming and maintaining relationships with YPwO and their families. Participants spoke of "who best when" (P1) when working with YPwO; this involved professionals' perceptions of priorities for the young person often conflicting with the priorities of them and their families. For example, if the YPwO were homeless or their family did not have enough money for food each week. Participants would often highlight this to professionals and services or help families make those phone calls and enquiries to have these basic needs met.	P4: *I've definitely found myself in some of those meetings where people are very. Erm caught up in what's wrong and what's the problem? And not able to step outside of that and lose sight of the fact that we're talking about a child here* P4: *I think about that thing about appealing to, to hearts and minds and trying to elicit compassion* *P4: I've noticed more now with the case managers is that they too are realizing that the relationship they have with the young person can be an incredibly important intervention, and that can be quite transformative.*

	P2: *So, part of our kind of role of adjusting for that is sequencing, like who best when or adapting a little bit… so if it's really not right now, then how can I withdraw, work at the indirect level,*
Theme 2: EPs Working Inside – Out: Engaging with YPwO and feeding back to the systems	
This theme speaks to the direct work EPs undertake with YPwO to help the YPwO understand themselves and the world around them and feed this information back to the systems around them. This theme also encapsulates EPs empowering YPwO and giving them a locus of control in a system where their control and choices are extremely limited.	
Subthemes	**Illustrative Quotes**
<u>Helping YPwO make sense of themselves and the world</u> This was an area that was highlighted by all participants and a central part of their role in working with YPwO. This work involved consultation, gaining pupil voice, assessments (both statutory and non-statutory) to uncover previously unidentified needs, supporting additional learning needs, supporting YPwO in court, and therapeutic work, including CBT and emotional literacy support. Participants discussed that this work, particularly with older YPwO, often came about at the	*P1 Sometimes it might be questions that people have about the young person or the young person has about themselves, about needs that might not have been previously identified or understood* *P3: because I often then get to know the children quite well through this process, I might be in court on some of the days and just kind of pop down and see them in cells and just do a little bit of that, that emotional wellbeing support and that check in...*

request of the young person after recognising that they find some skills difficult for example attention or concentration.	*P4: …obtaining the views and maybe doing some assessment with the young person and so consultation is my my main way of working around or with a young person in the youth justice team.*
<u>Empowering and highlighting strengths</u> Participants spoke of giving YPwO a locus of control in a system where their choices and control are limited. In a system where they are told who to see, where to go and when, it was essential that these young people were first and foremost given a choice not to engage with the EP. Where the young people did opt out, participants reflected that being seen not to give up, to keep the contact consistent and to let the young people know they were there was imperative to building relationships, rapport and trust and ultimately helping the young people engage. Participants also reflected that YPwO can often feel hopeless about their situation, that 'these things just happen' where they live. Participants felt that part of their role was to instil and provide a sense of hope, even when the young people did not feel it themselves.	P3: *I think I've had to emphasise that almost at every single piece of work, that if a young person doesn't wanna work with me, they don't have to work with me, and that's OK and we shouldn't make them feel bad about that. We shouldn't, you know, influence them to do anything that they don't want to do.* P4: *So obviously at the individual level, that's the young person feeling that they have some agency or some control over what's happening to them. Of course, you know if they've been caught, ordered to follow a program and to attend their appointments every week, they have absolutely no control in that situation.*

Participants sought to empower YPwO through goal setting with them, thinking about not only what they wanted to achieve in the short term but also in the long term. Participants found that they had to keep goals realistic given that some young people would only have shorter court orders or periods of involvement from YJ and EP services. The complexities of the children and young people's lives were seen as a barrier to this area of work, with them often facing multiple challenges across their home, school and community contexts. This can impact consistent engagement with EPs and any intervention or assessment work that may need to take place.	P1: *I've had young people say to me this, you know, this this is normal when they're talking about other young people dying and you know, that's horrendous to think that young people that I'm working with see that as normal* P4: *So, I guess that I would really be thinking about. Yes, I know that's the case, but what? What are you interested in? What are your goals and how can we help you to work towards that?* P1: *Some young people I work with, and they show up, every week, they're always there. And they participate and then, you know, some people might have very fluctuating circumstances that make that a lot harder.*

5 Discussion

This study sought to explore EPs' perspectives and experiences of what works and what does not work when working with YPwO. The aim was to gain an understanding of the work that EPs are currently engaging in with YPwO as well as any barriers and facilitators in this area of work. The study addressed two research questions:

1. **Research Question 1:** What is the current context for EP practice with young people who offend?
2. **Research Question 2:** What are EPs' perspectives and experiences of what works and what does not work when working with YPwO?

5.1 Research Question 1: What is the current context for EP practice with young people who offend?

This question sought to explore the nature and extent of the work EPs are currently engaging in with YPwO across the UK and will be answered in the section below. This section will aim to outline the findings that were reported within the quantitative and qualitative research in both phases and explore them in line with previous research. It must be noted that only 26 EPs took part in the quantitative section of the research, five of whom reported that they had not worked with YPwO, and 21 reported that they had. Therefore, 26 participants completed only questions 1-4, and 21 EPs completed the entire survey. The researcher, therefore, accepts that due to the limited sample size, it is not possible to draw accurate assumptions that can be generalised to the entire EP profession or to identify implications nationwide. However, in line with the researcher's epistemology and ontology and the qualitative emphasis of the research, the research did not seek findings that could be generalised. Furthermore the findings can add to the existing body of research and identify and explore the work that the EPs in the current study have undertaken with YPwO.

Relatively higher numbers of EPs working with YPwO reported working in inner city (n=11) and large town (n=8) locations as opposed to rural (n=8), small town (n=6), suburban (n=4) and

urban (n=5) areas. Examining the data regarding the frequency of working with YPwO, one EP worked on a daily basis, five EPs worked on a weekly basis, one EP worked on a monthly basis, and four worked on an annual basis. Interestingly, all EPs who reported working on a weekly basis worked in inner cities and those who reported working on a daily basis worked in an inner city and urban location suggesting that there may be a higher need for EPs working with YPwO in these localities. This finding would appear to be consistent with Dimond, Floyd and Misch (2004) who found that crime rates are higher in cities and industrial towns.

Regarding the arrangement under which the work was delivered, there was a higher level of EPs (n=20) who reported working under a traded model, with their involvement being commissioned by other services such as the Youth Endowment Fund. Thirteen EPs reported their involvement as being part of the statutory assessment process. Two EPs working in Wales reported working under a time allocation model, as EP services in Wales are not traded. EPs described working with YPwO in a variety of ways with clear links to Currie's (2002) core functions of the EP and the literature in Part 1 of this thesis. This section will now, therefore, revisit the themes identified in the literature and will be further explored in the context of the research findings.

5.1.1.1 Systemic Practice

Participants in Phase 1 and 2 described working systemically with schools, families and other professionals to support YPwO. With parents and schools, this often consisted of consultation; however, with parents, this could also consist of therapeutic workshops, signposting to other services or helping them navigate the YJS. During the interviews, participant 3 reflected on their work as part of a Youth Justice Board (YJB) Working Group that helped develop the YJB case management guidance, showing that EPs can and are helping to facilitate change through strategic development in organisations and contribute to policy development (DfES, 2001). This is mirrored in Ryrie's (2006) reflections on his work with the YJS in which he described that participating at the strategic level allowed him to have an impact far beyond the individual level.

5.1.1.2 Multidisciplinary Approaches

Multidisciplinary working approaches were reported by 12 EPs in Phase One and all four EPs in Phase Two. EPs reported working with a range of professionals from across sectors, including schools, YJ, mental health, speech and language therapy services, social care, legal, family support services and police. In the semi-structured interviews, participants described working in a variety of ways with other professionals, including conducting joint assessments with YPwO, providing supervision for case managers[1] and engaging in multidisciplinary meetings; these meetings had a variety of functions depending on the context and attendees, such as court panel review meetings, risk and well-being meetings, and out-of-court panel meetings. Some EPs were located within designated YJ teams whereas others came into contact with YPwO through their work in pupil referral units and statutory assessments on more of an ad hoc basis. During the interviews, EPs described working collaboratively with speech and language therapists (SaLTs) to devise communication profiles to be used in court proceedings to support the young people's SLCN and inform applications for intermediary support and recommending the child be allowed to see the court before the jury etc., entered. These multidisciplinary approaches are seen across the literature (e.g., Francis & Sanders, 2022; Beal et al., 2017; Rayfield, 2022; Hall, 2013) and indicate that this is a key aspect and method of supporting YPwO.

5.1.1.3 Stakeholder Development

Stakeholder development was evident throughout the research findings, with EPs using training as a common method to develop the practice of school staff, YJWs, and other professionals. This training was also sometimes delivered jointly with other professionals as part of the multiagency working approaches, e.g., with SaLTs. Participants 3 and 4 also reflected on the usefulness of supervision as another mechanism for stakeholder development. Methods such as training (Francis &

[1] Case managers are responsible for building positive relationships, working with the CYP and their parents/carers and partner agencies/professionals to plan and supervise engagement, maintaining regular contact, reviewing progress regularly, adjusting plans as needed, managing transitions to adult services, and addressing ongoing needs and rights to ensure that progress is sustained (YJB, 2022).

Sanders, 2022), consultation (Wyton, 2013), and supervision (Beal et al., 2017) are seen across the literature as key methods for stakeholder development, particularly in relation to schools and other professionals. Participant 1 reflected on their work with parents alongside family support workers to use therapeutic techniques with children and families. Interestingly, there appears to be no specific mention of the development of parents/carers as stakeholders in the literature; this does not necessarily mean that this form of involvement has not taken place, but it is an interesting point for EPs to consider in their roles with families, nonetheless.

5.1.1.4 Application of Psychology

EPs described applying psychology in a wide range of ways across systems, including providing psychological perspectives, identifying the needs of YPwO, consultation, supervision, and therapeutic approaches. Personal construct psychology was used by EPs in their direct work with YPwO in order to gain a better understanding of the young person and elicit their voice. Some of the approaches used in therapeutic work with YPwO included psychoeducation, strength-based approaches, motivational interviewing, and Cognitive Behavioural Therapy. The application of psychology to the work with YPwO is evident throughout the literature. For example, similar to the findings of the study, Beal et al. (2017) proposed that using models such as reflecting teams in supervision sessions with YJWs could provide positive reflective spaces that supported and developed professional relationships, connections, and the development of professional practice. Furthermore, Ryrie (2006) suggested that the contribution of EP knowledge around typical and atypical child development could be applied across various settings, not just in schools.

5.1.1.5 Individual Casework

As evident in the literature discussed in Part 1, the nature and extent of individual casework with YPwO varied across EPs in the research findings; however individual casework with young people could broadly be considered in the areas of assessment and intervention. Assessment could take place as part of the statutory assessment process (e.g., for an assessment of need for an EHCP), or to identify any previously unmet needs in answer to questions that others may have about the

young person, or the young person has about themselves. This is reflected in the literature in Currie's (2002) typical functions of the EP in schoolwork and Rayfield's (2022) findings that assessment work formed a key aspect of the EP role when working with YPwO for both statutory and non-statutory purposes. The purpose and benefits of assessment, both in the literature and in research findings, were aligned in that they provided schools, professionals and families with a deeper understanding of the YPwO's strengths and areas of need. The EPs in this study expanded on the function of assessment to include giving the young person themselves a deeper understanding of their own strengths and reasons why they might find some areas of daily life challenging. In line with Ryrie's (2006) reflections, EPs also discussed the use of assessments to inform pre-sentencing reports, interventions and provisions.

EPs reflected on all involvement with young people being child and needs-led, with the need for flexible and nonjudgmental working. As mirrored in Ryrie's (2006) work with YPwO, EPs reported that involvement could vary from one-off assessment sessions to longer-term involvement, where learning or SEMH needs could be explored and developed in more detail. As with assessment, therapeutic work could sometimes be initiated by the YPwO themselves as a way of understanding themselves better and understanding why they found some aspects of daily life difficult such as concentration. During the interviews, EPs reflected on individual casework also being based on a "who best when" (P1) approach, with those who have the best relationship with the YPwO carrying out the assessment or therapeutic work. Participants reflected on the formal and informal interventions they engaged in with YPwO. This ranged from structured sessions aimed at addressing, for example, SEMH needs to informal social and emotional check-ins before young people's court appearances.

5.2 Research Question Two: What are EP's perspectives and experiences of what works and what does not work, when working with YPwO?

This section will seek to answer research question two through further exploration of the qualitative research findings. The researcher will also make links to the literature discussed in the

previous sections and relevant psychological theories. As evident in the literature, and in accordance with Bronfenbrenner and Morris' (2006) PPCT model, the research findings indicate that EPs are working at all levels around the YPwO, with one EP beginning to work at the strategic level to inform the practice of case managers with YPwO. The PPCT model, in particular, in contrast to the Ecological Model, is relevant to this as it was evident throughout the research findings that there were several complex and interrelating proximal processes occurring across and within the systems and the YPwO themselves, which impacted the outcomes and the young person's trajectory. This was also encapsulated by the overarching theme of 'Youth Justice is the responsibility of every EP' with EPs working across the young person's systems (i.e., school, home, YJS) and their involvement in the proximal processes across these (see figure 8 below).

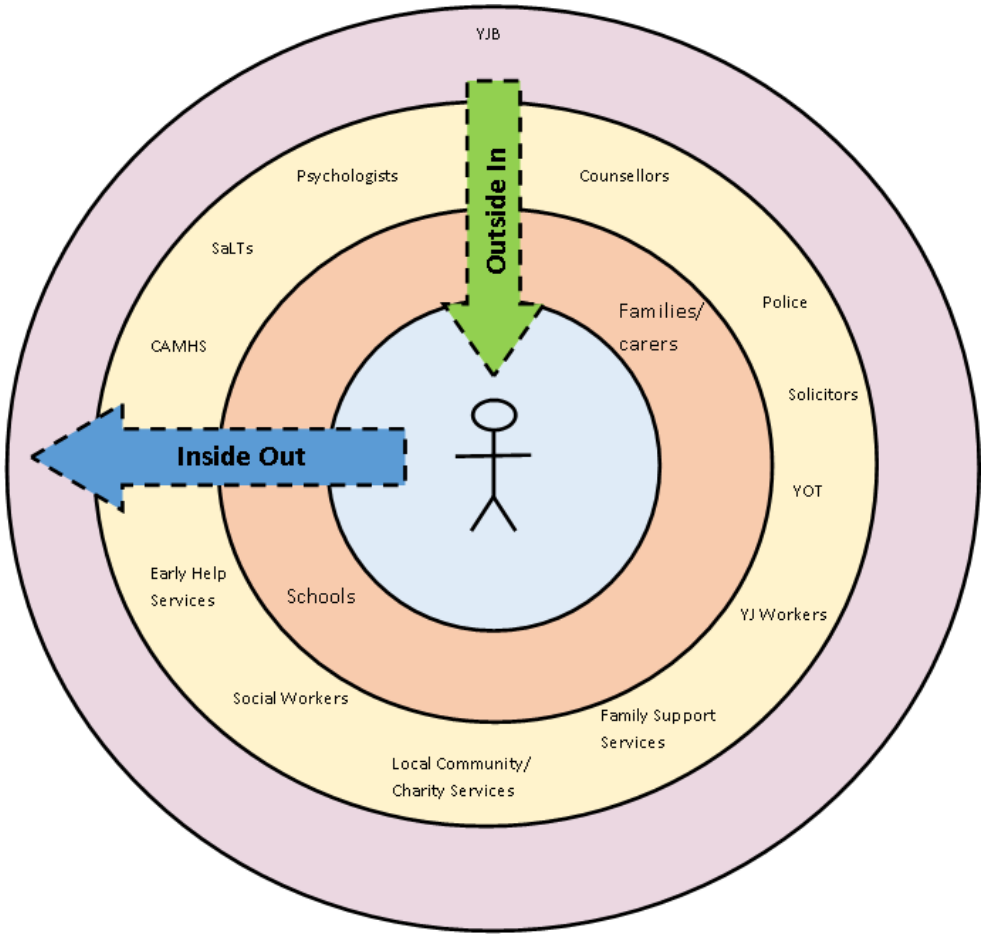

Figure 8: The themes of 'EPs Working Inside-Out: Engaging with YPwO and feeding back to the systems' & 'EPs Working Outside-In: Engaging with Systems Support YPwO' as they relate to Bronfenbrenner and Morris' (2006) PPCT model.

The theme of 'EPs Working Inside-Out: Engaging with YPwO and feeding back to the systems' encompasses the direct involvement that EPs engage in with YPwO. This can be considered to comprise the work occurring at the individual level that supports not only how others understand and perceive the YPwO but also the work that occurs at systemic levels. For example, needs that are identified through assessment and consultation with the YPwO are fed back to those at the wider systemic levels, such as the micro and exosystemic levels. The theme of 'EPs Working Outside-In: Engaging with Systems Support YPwO' captures the work that EPs are involved in at the micro, macro, and exosystemic levels that indirectly and directly impact and support the YPwO. This includes sharing information such as strengths and areas of need of the young person with families,

schools, and other professionals to help them understand and support the young person more effectively. These findings are consistent with Rayfield's (2022) study, who proposed that EPs contributed within ecological systems but, more importantly, recognised the significance of the proximal processes that occur between the YPwO and their environment at the different levels, reflecting the bioecological perspective consistent with Bronfenbrenner and Morris' (2006) PPCT model. Therefore, the findings in the sections below will be discussed in relation to Bronfenbrenner and Morris' (2006) PPCT model to explore the facilitators and barriers in each system in more detail.

5.2.1.1 Facilitators at the individual level

Child First Approaches

EPs reflected on the importance of child-first approaches, whereby the EP responds to the young person as a whole and acknowledges that offending is only one aspect of them (Taylor, 2016). This was also extended to all those who came into contact with the YPwO, including juries and magistrates. EPs felt that it was imperative that all adults understood that there was a child at the heart of the YJ process and the implications and weight of their decisions on the young person.

All EPs spoke passionately about advocating for the YPwO, working actively to promote inclusion and reduce barriers. EPs worked flexibly, with direct work being led by the needs and/or wishes of the YPwO; it was felt that this approach often increased engagement from the young person, which ultimately resulted in more positive outcomes. Approaches included strength-based and goal-oriented, working collaboratively with the young person to consider their goals and increase their sense of agency and control over their own lives. Similar to Ryrie (2006), EPs reflected that young people benefitted from clear, agreed boundaries and contracting regarding involvement, including time and focus. EPs listened to and considered what the young people felt the priority was for them at that time as some were homeless or living in poverty, and therefore, education or other interventions were not the priority and could mitigate their impact.

EPs felt that working collaboratively with other professionals to 'streamline' care facilitated engagement with YPwO and enabled them to have their needs identified in ways that reduced, not

increased, demands on them; for example, conducting joint assessments with other professionals such as SaLTs to reduce the number of appointments and assessments. This was also observed in Ryrie's (2006) work with YPwO, whereby assessments and interviews were conducted jointly with other professionals.

Relationships

Views on relationships may be underpinned by theories such as Self – Determination Theory (Deci & Ryan, 2000) and Maslow's (1943) Hierarchy of Needs. Self – Determination Theory posits that humans have an intrinsic tendency to move towards growth, underpinned by three key basic psychological needs: the need for autonomy, competence, and relatedness (Deci & Ryan, 2000). EPs reflected that trusting relationships were essential to working with YPwO. As the young people had often been let down by others, EPs felt it was important to show a nonjudgmental and child-first stance to begin to build a sense of trust. EPs felt that they needed to be seen as consistent, reliable adults for young people, showing unwavering support and availability when needed. Rogers (1957) defines genuine unconditional positive regard as occurring only when you accept a person without negative judgement of them and includes the need to demonstrate acceptance and be non-judgemental under the umbrella term of genuine unconditional positive regard. This finding is supported by research on helper-client relationships in studies including EPs but also those based on counsellors and therapists (Dennis, 2004; Glasser, 1998; Rogers, 1957). Glasser's (1998) Choice Theory identified seven 'caring habits' that were felt would support the successful formation of a relationship, one of which was 'accepting'. The findings in this research study could, therefore, tentatively support an aspect of the views of Glasser's (1998) Choice Theory.

Giving choice

EPs proposed that giving young people the option to not engage often led to increased engagement. They felt that this established a locus of control early on with young people in a system where choices were often limited, and they had numerous appointments and places. They had no

choice but to attend due to the nature of offending and the YJS. Interestingly, the topic of choice in relation to YPwO did not appear to be present in the literature and is therefore unique to this study; however this may be due to the nature of the studies, their methods and the questions that were used to guide the participants reflections.

Identifying needs

Identifying the strengths and relative needs of the YPwO was seen as a means to empower young people and support them in understanding themselves. This finding is in line with many studies in the literature, with this informing the work of the EP and others working with YPwO (e.g., Howarth-Lees & Woods, 2022; Ryrie, 2006; Rayfield, 2022). Through a Bourdieusian lens, EPs could find that, through the identification of needs they in turn identify what is needed to increase YPwO's cultural capital, therefore promoting cultural capital through their direct work with CYP.

5.2.1.2 Barriers to working at the individual level

Individual

The predominant barrier that EPs identified was the often complex backgrounds and lives of the YPwO which could impact their ability to make engage and positive changes. YPwO spoke to EPs about offending and violent behaviour, such as knife crime, being a normal part of their lives in their community. This is in line with France et al.'s (2012) findings that some YPwO viewed involvement in youth offending as an inevitable part of growing up in their communities and social circles. Additionally, viewing youth offending through a Bourdieusian lens, as habitus is viewed as emerging and developing through a relational dialectic with the surrounding environment, namely their cultural fields (Bourdieu & Wacquant, 1992), France et al., (2012) posited that young people growing up in socially and economically disadvantaged neighbourhoods with limited access to resources and positive role models might develop a habitus that normalises offending behaviour as a means of survival or social status. Therefore, attempting to change a young person's habitus while they continue to be exposed to and live in communities and social groups where these difficulties and disadvantages persist may present a significant barrier to positive change for young people.

All EPs expressed that they felt they were becoming involved too late in the process and that more preventative work needed to be carried out to truly make an impact on these young people's lives. EPs cited several reasons, including competing demands within the EPS, such as statutory work and limited capacity within services. This is consistent with Rayfield (2022), whose participants felt their involvement with YPwO was reactionary and asserted that local priorities, such as LA statutory work, also reduced their availability to engage in preventative YJ work and could also conflict with YJS priorities.

5.2.1.3 Facilitators to working in the microsystem

Families

As with young people, relationships were seen as key to working with families and carers of YPwO. EPs reflected on the level of empathy that is needed when working with families and carers of YPwO, citing that the YJS can be an intimidating place and experience for them and that being a "reasonable adult" (P4) who comes with a non-judgemental stance can be a significant facilitator to a productive and trusting working relationship. Helping families navigate their way through the YJ process and signposting to other services was a key role with families. A significant method of establishing this trusting relationship was ensuring there was open and ongoing communication with families and carers. EPs felt that when families knew they could contact the EP or YJWs when they needed to, this provided a sense of reassurance that there was someone alongside them throughout the process. There is little in the research regarding the working relationship between the EP and families of YPwO; however, the theme of trusting working relationships is evident throughout the literature, as outlined in the section above.

EPs spoke about carrying out interventions with parents both individually on a case-by-case basis and in group settings, e.g., as part of a workshop. This way of working was aimed at repairing the relationships between YPwO and their families as well as providing families with strategies to use to support the young person at home. The use of person-centred approaches such as these is consistent with the SEND Code of Practice (DfE, 2015), which emphasises the importance of gaining

the young person's views and the families' views, particularly as part of the EHCP assessment process. Furthermore, research suggests that for desistance and prevention to be effective, both community and family involvement is required (MOJ, 2011; Taylor, 2016) along with psychological input (Hollin, 1989). This ideology would appear to fit with the eco-systemic framework EPs tend to work within (Cameron, 2006), and EPs' abilities to support at family, community and school levels (Ryrie, 2006). Nevertheless, EPs' involvement with families and the community remains mostly theoretical in this area. This is reflective of a wider tension in YJ, with conflicting approaches in YJSs, between those adopting child-first, person-centred, and family-oriented approaches versus those focused instead on the nature of offences and punitive processes (Smith and Gray, 2018).

Schools

All EPs reported on providing a link between YJSs and education; this is mirrored in the literature with Harrington and Bailey (2005), highlighting the need for effective, collaborative working between the YJS and education. EPs reflected that their YJ work had acted as a facilitator for their school-based work and vice versa, with the experience and knowledge from one role context, positively impacting the other. In particular, EPs have been able to highlight and provide training on the risk and protective factors in youth offending and the "schools-prison pipeline" (P1). This has enabled them to work preventatively with schools and highlight children and young people who may have ordinarily been missed or overlooked. This is consistent with Taylor (2016), who stated that closer links between EPs and schools are essential for children and young people who have experienced challenges and exclusions in education to ensure that educational provisions take responsibility for meeting children and young people's needs and engage them in appropriate and consistent provision. In line with Rayfield's (2022) findings, EPs working in PRUs also found that being the link EP facilitated their work in the YJS, as some of the young people known to YJ also attended the PRU.

5.2.1.4 Barriers to working in the microsystem

Families

One EP reflected on the difficulties working with families when the young person was over 18 and could, therefore, give consent without a parent or carer. This meant that any difficulties or tensions in the family system may not be able to be addressed due to having no direct contact with families unless this was requested or authorised by the young person. Three EPs acknowledged that many YPwO belonged to families experiencing social and economic disadvantages, mirroring Rayfield's (2022) assertion that the systems in which YPwO belong require attention (Rayfield, 2022).

Schools

YPwO have often experienced considerable difficulties in mainstream education, including absenteeism, exclusions, or limited or part-time provision (YJB, 2017). This is consistent with the findings of the study; EPs reflected on the large proportion of YPwO they work with having experienced educational challenges and exclusions. All EPs found that school staff did not always understand that behaviour is often an indicator of an unmet need and that behaviours that challenge were the young people's way of communicating this to the adults around them. Parnes (2017) suggested that CYPs' characteristics, for example, their attitudes or non-attendance in education, have been used to 'explain' their low attainment and therefore, no further assessment or intervention has taken place, and the young person's needs are missed. This emphasises the importance EPs place on helping school staff identify, prioritise and understand the needs of these young people who may present with behaviours in a way that seems purposeful. EPs reflected that young people could and would often face stigmatisation by schools, and therefore, EPs and those working in the YJS had to be careful in how they communicated with schools. This is mirrored by Parnes (2017), who proposed that YPwO may experience stigma from schools and others and consequently be at increased risk of exclusion.

5.2.1.5 Facilitators to working in the Exosystem

Ryrie (2006) highlighted that effective collaboration between professionals is crucial to ensure a cohesive approach in YJSs, and this underlying aim was reflected by all participants in Phase Two. Communication between EPs and other professionals was seen as essential to successful collaborative working; this was particularly effective when EPs were working within designated teams located within the YJS, and conversations or 'check-ins' could happen on an ad-hoc and as-needed basis. EPs stated the importance of maintaining an active curiosity about the roles of others and understanding how the role of the EP could complement or work in tandem with other professionals. This is reflected by Ryrie (2006) who reported the importance of EPs collaborating with other agencies in YJ work but, most importantly, to be open and receptive to the approaches and working styles of others. Similarly, EPs felt that when others were curious or had a good understanding of the role of EP, this could lead to more collaborative and creative work between professionals.

Two EPs provided supervision to case managers as part of their role and found this to be a useful mechanism for developing the professional practice of case managers and promoting a more relational way of working with YPwO. This is in line with the findings of Francis and Sanders (2022), who found that following receiving training from EPs and SaLTs, magistrates changed the way they sentenced young people. Through a Bourdieusian lens, it could be argued that by using methods such as training and supervision, the habitus of other professionals working with YPwO can be changed in such a way that benefits young people and ensures they are receiving the correct support. EPs reported that peer learning (including other professionals) was a dyadic process where they learned as much from their peers as their peers did from them. Such learning and benefits included being able to view the situation and young person from different perspectives, leading to a more holistic approach and understanding as well as the processes involved in the YJS. EPs also felt this benefitted their wider systems such as schools and EPS' as they would take their learning back to colleagues. These findings mirror Ryrie's (2006) discussion, that whilst YJSs are multi-agency by

nature, with ample opportunities for reciprocal learning, little research has been conducted to inform effective collaborative multi-agency practice.

One EP reported that every member within the designated YJ team was systemically trained, meaning that everyone viewed the YPwO and their situation through a systemic lens and that everyone was able to think about and consider the whole picture outside of the young person. They further reflected that this led to a deeper understanding of the young person and their situation which in turn positively impacted the support that was able to be put in place.

Ultimately, EPs reflected on the importance of "appealing to hearts and minds" (P4) when working with professionals not only in terms of the child, but the families and communities also. One EP described the importance of EPs and professionals being "authentically curious" (P2) using child-first approaches and understanding that there are significant factors that have led them to offend. Encouraging others to empathise with the YPwO and their families was also viewed to be a significant facilitator, not only in collaborative working to ensure that everyone has a shared understanding of the young person and their situation but also to provide the best possible outcomes for the young people and their families.

5.2.1.6 Barriers at the Ecosystem

EPs reflected that the predominant barrier to effective multi-agency working was often the complexity of the systems that the professionals worked across, with different protocols and priorities for the YPwO. Participants expressed a misunderstanding of the EP role by other professionals, particularly concerning initiating potential involvement with the YJS, with EPs being seen as predominantly involved in assessment in schools. This is seen in the literature with EPs highlighting the need to co-construct their unique contributions with YJ professionals (Rayfield, 2022), which is especially important when there are potentially conflicting service cultures, professional practices and expectations (Winward, 2015). Furthermore, Winward (2015) emphasised the necessity for clear boundaries regarding the professional's role and remit to ensure that services remain in the best interests of the young person in commissioned services, and in line with EPs'

professional commitments to ensure they uphold their duty of care to the young person, and make ethical decisions (BPS, 2018; Woods, 2012).

Where effective communication was seen as a key facilitator, similarly, the lack of communication between and across services was a commonly expressed barrier to multi-agency working. This appeared to occur more frequently in work where EPs were not embedded in YJ teams or where YJ multi-agency teams were less coordinated with fewer robust protocols and procedures. This could result in information about the young person not being shared across services and systems (e.g., Police, NHS, Local Authority) and result in some services not having access to important information regarding the young person.

EPs felt that other professionals could be quite limited in their views of the YPwO, sometimes adopting a within-child view and not considering the key factors outside of the young person that may have an impact on the efficacy of any interventions to reduce the risk of reoffending. For example, not taking into consideration the challenges within the families and communities that the young people came from and the impact these could have on possible reoffending. A further limitation when working with other professionals within the YJS was their lack of understanding of SEND and subsequent inappropriate targets and interventions for young people that were not reflective of their strengths, needs or circumstances. This is consistent with Parnes' (2017) research which suggested that participants identified issues around a clear identification of needs within their service and concluded that training on SEND would be helpful to improve the identification and subsequent meeting of needs.

Lack of support for EPs working in YJ was highlighted by all EPs in the interviews; they reflected that supervision tended to arise out of personal, informal connections rather than through formal support networks. They reflected on the heavy emotional load of working in this area and felt that lack of supervision and support could result in other EPs not wanting to extend into this area of work or discontinue their YJ work. EPs reported time constraints, limited capacity in EPSs (particularly

in relation to the ever-growing need for EHCP assessments and difficulties retaining EPs in LAs), and lack of funding as barriers to being able to extend their work into the YJS.

5.2.1.7 Facilitators at the Macrosystem

In relation to the macrosystem, EPs reported that they need to challenge people's views and beliefs about YPwO; there continues to be a considerable stigma associated with YPwO, with rigid views around the nature and reasons for offending.

5.2.1.8 Barriers in the Macrosystem

Participants stated that EPs may not be aware that this is an area they can contribute to and work in. Furthermore, EPs highlighted that YJSs might not be aware of the possible contribution of EPs in YJ work, and there appeared to be an inconsistency between the commissioning of work; this is mirrored in Rayfield's (2022) assertion that this variation in practice suggests key factors in enabling partnerships relates to stakeholders' interest, and their physical location, which in turn, has the potential to benefit CYP in those LAs and could result in inequitable services being provided.

This study tentatively provides insights into the role of EPs in YJ. Moreover, it highlights potential broader implications for EPs and EPSs beyond the YPwO, including other professional groups working with vulnerable young people and their families, which will now be explored in more detail. Participants within the study discussed the reactive nature of their work, often only becoming involved when the CYP is already involved in the YJS. This raises implications for preventative EP practice in mainstream settings and/or alternative education settings such as pupil referral units. Participants also highlighted that the role of the EP is often misunderstood in YJ services, therefore emphasising the importance of multi-agency training and collaboration. Implications have been explored in more detail in Table 27 below.

Table 27: Implications for EPs and EPSs

Implications for EPSs and EPs
• EPs could look at exclusion data to ascertain the need for YJ involvement in their area both proactively and reactively. • EPs could work more closely with schools, social care, and youth workers to address early indicators of disengagement with education, behaviours that others are finding challenging, and trauma-related difficulties. • EPs could reach out to YJ services in LA areas to highlight the role of the EP and possible contributions to the YJS and explore how the two services can work together to support YPwO. • On a personal level, EPs may need to have resilience and passion to work in this area. • EPs could highlight the risk and protective factors of the school-to-prison pipeline and work with schools to reduce exclusions. • EPs working in YJ may consider talking about and sharing their work at psychology conferences and with other professional bodies e.g., YJB. • EPSs could ensure that appropriate supervision models are in place for EPs working in the YJS to ensure that EPs have support in terms of both emotional containment and professional development.

The study highlights the possibility of EPs in multi-agency work, particularly in bridging gaps between education and YJ professionals. Participants reported that miscommunication between services and/or agencies often leads to disjointed support for YPwO, reinforcing the need for stronger mesosystem coordination. This potentially has broader implications for other professional groups, such as teachers, police, social workers, and youth justice workers and includes how schools and police work together, as well as how schools/police work with at-risk families and children. Implications for other professional groups have been explored in more detail in Table 28 below.

Table 28: Implications for other professional groups

Implications for other professional groups
• It may be useful for those working in YJ wider systems (e.g., social workers, case managers, police officers etc.) to be aware of the vulnerability of those with SEND and challenges in education and work with EPSs to reduce exclusions. • To reduce the risk of school exclusions and involvement in YJS, schools could receive training on trauma-informed and restorative practices, helping them to adopt restorative justice techniques and work preventatively to better support at-risk students.

- To better understand the learning or social and emotional needs of YPwO or CYP at risk of exclusion, social workers and youth justice workers could benefit from training in this area to support early identification of needs and intervention.
- It may be useful to provide police officers and youth justice professionals with training to identify and support neurodevelopmental and SEND-related difficulties in YPwO.
- It may be useful for professionals working within the YJS (such as police officers and case managers) to be trained on systemic working (i.e., the bioecological model) to ensure a more holistic understanding and support for YPwO and their families.

Finally, the overview of the four nations draws attention to the systemic inconsistencies in how YPwO are supported across the UK; this could suggest that policy-level interventions may be required to ensure equitable access to EPSs and psychological support in the YJS. Some implications for training and wider systems have been outlined in Table 29 below.

Table 29: Implications for training and wider systems

Implications for training and wider systems
• A top-down approach with senior leaders in YJSs and EPSs highlighting the contributions that an EP could be making in YJ would be useful to enable EPs to extend their work in this area. • University training programmes could consider specific training sessions highlighting this vulnerable group to trainees and share how EPs can make a positive impact on these young people as well the psychological processes involved in criminal exploitation of CYP. • Professional psychological bodies such as the BPS could take steps to arrange special interest groups for those not only working in the YJS but also those working with underrepresented groups to ensure that EPs receive the support and development necessary to the role. • Secondary schools, in particular, could take a more coordinated approach involving Pastoral Teams and SENDCos/ALNCos when young people of concern are brought to the attention of the EP so that everyone has the same information about the young person.

5.3 Summary

The findings highlight the multifaceted work that EPs currently engage in with YPwO and acknowledge the role of the EP in the proximal processes that occur across ecological systems around the individual. In line with Rayfield (2022), the findings illustrate the contributions that can impact young people's development through distal influences in ecological systems and influence and mediate CYP's experiences and interactions with their immediate environment (Rayfield, 2022). This was captured in 'Youth Justice is the Responsibility of Every EP', with EPs suggesting that, although its beneficial to have EPs embedded within YJ teams, EPs need to be working with their schools to highlight this vulnerable group and enable preventative work to take place and be effective.

At the individual level, EPs described working with YPwO to identify needs, using strength-based approaches to empower young people, and ensuring they are given a choice on whether to engage with EPs in a system where their choices are limited. EPs asserted the importance of relationships when working with YPwO, establishing those connections through consistent communication and taking a non-judgemental stance based on unconditional positive regard. EPs reported that changing the trajectory of YPwO away from offending can be difficult due to the sometimes entrenched social and socioeconomic challenges that can normalise offending in the communities that young people live in. Indeed, France et al (2012) posited that young people growing up in socially and economically disadvantaged neighbourhoods with limited access to resources and positive role models might develop a habitus that normalises offending behaviour as a means of survival or social status. EPs felt that their involvement often came too late and that more work needed to take place preventatively to divert young people from offending through identification of needs and early intervention.

EPs reflected that relationships were key when working with the families and carers of YPwO, providing reassurance and support through open communication and the use of person-centred approaches to repair relationships and offer strategies for home support. There was limited

information in the literature about how EPs could support YPwO's families and carers, highlighting the underexplored role EPs have in family work (McGuiggan, 2021). In schools, EPs operate as a connection between the YJS and education, improving collaboration, raising awareness of the risks and protective factors involved in youth offending, and highlighting the school–prison pipeline. Furthermore, EPs saw the value in training school staff to recognise and identify behaviour as an unmet need to help prevent further marginalisation of this group of young people. EPs reflected that many YPwO often experience exclusion and stigmatisation in schools, with staff often misinterpreting behaviours as defiance rather than unmet needs.

At the Exosystemic level, communication was viewed to be imperative to effective multi-agency working, ensuring that all parties have the necessary and important information needed to support the young person. EPs reported the benefits of supervision in supporting case managers and promoting relational work. Reciprocal learning occurring through multi-agency working enhanced understanding of the YPwO and approaches to individual work. However, differences in professional protocols and priorities could inhibit effective collaborative working. EPs felt that their role was oftentimes misunderstood or pigeonholed into assessment roles. Lack of communication and conflicting service cultures across schools, professionals, and services also hinder information sharing and effective teamwork around the young person.

In relation to the macrosystem, EPs asserted that there continues to be a considerable stigma around YPwO, with rigid and outdated views around the nature and reasons for youth offending; EPs could be challenging these views and beliefs, using a psychological lens and sharing psychology to educate the wider systems around YPwO. A key barrier to EPs extending their work into the YJS was viewed to be the lack of awareness around the possible contribution of EPs in YJ work, and there appeared to be an inconsistency between how or if the work was commissioned; an assertion mirrored by Rayfield's (2022) who stated that this variation in practice suggests key factors in enabling partnerships relates to stakeholders' interest, and their physical location which could ultimately result in inequitable services provided to CYP between services (Rayfield, 2022).

The findings of the study emphasise the need for systemic changes and a more coordinated, inclusive approach in working with YPwO across ecological systems.

5.4 Strengths and limitations

Table 30 outlines strengths and limitations as well as areas for future research following the findings of the current study.

Table 30: Strengths and limitations of the research

Strengths of the research	Limitations of the research
• The perspectives of four participants from the UK give an in-depth understanding of a small sample of experiences working with YPwO. • Semi-structured interviews enabled an in-depth discussion to allow participants to share their experiences. • Online interviews may have helped the participants to feel as though they could speak more openly. • The sample size was appropriate for the small to medium size project (Braun & Clarke, 2021).	• The researcher was less experienced in interviews due to being a first-time doctoral researcher. • The nature of interviews being conducted virtually limited the researcher's ability to respond verbally to participants throughout the interview due to the risk of overlap in sound and consequently compromising the recording which would have made transcription more difficult. • Only 26 participants took part in the first phase of the study, with only four continuing to the second phase. • The findings of the study may not be representative of the experiences of those in Scotland and Ireland, where practice and policies within the YJS and EP practice are different. • Owing to the differences in policies and practice across the four devolved nations, implications for practice may not be fully representative of all nations. • There may have been other psychological frameworks, such as those explored in Part 1,

	which could have been considered to understand youth offending. • In retrospect, a wider range of search terms could have been used in the literature search including *("adolescent offender*" OR "juvenile offender*" OR "youth justice-involved" OR "justice-involved youth" OR "young offender*" OR "youth offending" OR "justice system-involved youth") AND ("educational psychology" OR "school psychology" OR "educational psychologist*" OR "school psychologist*") AND ("United Kingdom" OR "UK" OR "England" OR "Scotland" OR "Wales" OR "Northern Ireland").* However, a repeat of the literature search revealed no other articles that would have been useful to include.
Areas for future research	
• Perceptions of other professionals working in the YJS of the barriers and facilitators to working with YPwO. • Experiences of support through the YJS from the perspectives of the families and carers of YPwO.	

6 Conclusions

This study sought to explore the current context of EPs working with YPwO across the UK and the perceptions of four EPs' experiences working with YPwO with regard to the barriers and facilitators to this work. There was one overarching theme, 'Youth Justice is the Responsibility of Every EP', two main themes, 'EPs Working Inside–out: Engaging with YPwO and Feeding Back to the System' and 'EPs Working Outside–in: Engaging with Systems to Support YPwO', and four subthemes, 'The EP engaging with different systems, 'Appealing to hearts and minds', 'Helping YP make sense of themselves and the world', and 'Empowering and highlighting strengths'.

The themes highlight the areas that facilitate working with YPwO, along with the challenges that can also inhibit this work. Key facilitators included integrating the YJ EP role into everyday

practice to work in a more preventative manner, practicing in a person-centred and child-first way to uncover needs and explore the young person's circumstances to empower and enable YPwO to change their trajectory; effective communication with multi-agency professionals and families; helping others to understand and empathise with the YPwO and their families; and serving as a link between education and the YJS. Challenges presented related to difficulties communicating and sharing information between professionals and services; the complexity of the YPwO's lives and the communities they came from; schools, professionals and services having a dearth of understanding of SEND and contributing factors to offending; and wider systemic issues, such as capacity and funding for EPS services to engage in this area of work, lack of support of for EPs currently working in the YJS, and misunderstanding/lack of awareness of the role of the EP and the potential contribution to the YJS.

The research raises implications for EPs, EPS' and wider systems in terms of helping those working in the YJS to understand SEND and trajectories into youth offending and training for trainee EPs in universities. Furthermore, to develop guidance for EP practice in the YJS and begin to contribute to change on a wider scale through the development of policies, understanding the role of the EP and the potential contributions to YJSs and YPwO is crucial to consider how EPs are practicing and the factors influencing their work. This knowledge could consequently support EPs to create roles in relation to YJ work in future EP practice. It is important to note however that due to the differences in policies and practice within EPSs and YJSs, the implications may not be representative of practices across all four devolved nations. Nevertheless, the implications may act as a useful starting point for discussions for EPs and other professionals working within the YJS.

This research sought to explore the perceptions of EPs working in the YJS; it would be useful to consider the perspectives of other professionals working in the YJS on the barriers and facilitators to working with YPwO. Furthermore, due to the paucity of research in working with the families of YPwO, it would be useful to gain their perspectives to ascertain what families value and appreciate in terms of support when their child becomes involved with the YJS.

7 References

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Part 3: Major Research Reflective Account

Word Count: 7,778 words

1 Section One: The Research Process and Development of the Research Practitioner

This major research reflective account is presented in two sections. Section One provides a critical account of the research process and the development of the research practitioner. Section Two provides a critical account of the study's contribution to knowledge, including dissemination. This critical appraisal is written in the first person to reflect the thoughts and considerations made throughout the research process. It will consider how my values, beliefs, and experiences have influenced the research project and reflect on how the process has impacted my professional practice in becoming an Educational Psychologist (EP). This account hopes to provide the reader with transparency regarding the research process, the decisions made, and what is hoped to be a unique contribution to the field of educational psychology. Excerpts from the researcher's reflective research journal have been included and can be found in italics throughout this account. It is hoped that these excerpts will further illustrate and build on the reflections within the main body of the text.

1.1 Rationale for the thesis and inception

Working as a speech and language therapist in a specialist setting prior to starting the course, I was aware of the speech, language and communication needs of children and young people (CYP) and how these children could be at increased risk of becoming involved in youth offending; this could and would often lead to these CYP presenting with behaviours that were misinterpreted as ignorance, arrogance or defiance when they were in fact, communicative behaviours that were telling the adults they were frightened and did not understand what was happening or what they were being asked. When I was lucky enough to get on the course, this area of interest carried through with me to my first assignment: an essay to explore how EPs can consider the impact of culture, equality, and diversity when working with CYP within the youth justice system. I was shocked to discover the paucity of research and information about how EPs were working with CYP. I was also aware from experience that my previous local authority (LA) (where I worked as an assistant EP) did not work with this vulnerable group but that some LAs did, which begged the question: Why were

some LAs working with this group and others weren't? Working in a traded service in the Northwest of England, I was aware of the statutory demand and funding limitations within LAs and the impact this was having on EPs' workloads and abilities to carry out work beyond this. However, some LAs were able to despite this demand. Therefore, I wanted to know which LAs were working with young people who offend (YPwO) and how they managed to get around funding and statutory demands I was aware of. This early essay allowed me to start identifying missing parts of the tapestry in this area of research and start to think about how I could add to the picture that was already there. It left me feeling excited to start on my own research journey.

> *"I'm excited to get going with my research. I've been thinking about this topic and talking about it to others for a year now, and I have always had positive feedback. My hope is to be able to publish my research and for it to have some impact at the wider EP level, even if it just starts a conversation in services about how they may support this vulnerable group of people. It's like Ian says all the time; sometimes, it's those small ripples that have the biggest change."*

Extract from research journal – October 2023

As someone with ADHD, I was all too aware of how this could affect the process and, most significantly, the write-up of the thesis. However, I was very fortunate that I had an extremely understanding and supportive research supervisor and, part way through the thesis process, I was awarded disability support funding for an external tutor for study skills support. Without a doubt, I would not have gotten through this process without them.

> *"I am very worried about my academic ability plus any hurdles my ADHD will throw my way. I know that it's going to get very laborious and tedious at times and will require a large amount of focus and attention... not my strong suit! I need to have a solid plan in place to be able to read through everything I need to and give myself plenty of time for the write-up."*

Extract from research journal – October 2023

1.2 Literature Review – The Process and Difficulties

"I feel like I'm drowning in maps here to see where others have been before me, to know where I need to go next, or what to look out for on the journey!"

"How on earth do people narrow down from hundreds/thousands of search items to get just a few? This always feels so manageable when I'm working with Ivan then as soon as I come to do it myself the overwhelm kicks in again! I wish there was a simple formula to follow."

Extract from research journal – January 2024

This was by far the most confusing and time-consuming part of the whole thesis. There were times I was so lost I didn't know what I was doing, but I was extremely fortunate to have access to a tutor who guided me and helped clear the fog to find a way through. Another area of confusion and difficulty was the debate around narrative vs systematic review. Thankfully, through supervision, it was apparent that it didn't have to be either/or and could, in fact, be both/and. Therefore, I settled on a narrative review to set the scene and context of the YJS and youth offending and a systematic review to look more closely at the research questions and to provide a clear rationale for my research study. A narrative review is based on individual interpretation and critique to expand understanding (Green et al., 2006). However, this ended up very much being a back-and-forth process, with one step forward and two steps back at times to try and narrow down what the readers needed to know and what background was needed for the research. It was difficult but important to be able to 'let go' of some of the questions that I wanted to answer in the literature, but I needed to realise that I didn't need to answer all of them and that some may be answered or would hopefully be answered by others who researched this area after me. I also had to keep in mind that the narrative review does not aim to provide a thorough examination of the literature, but

rather a broad contextualising overview of youth offending and its relevance to EPs (Popay et al., 2006).

> *"I'm starting to realise I can't do/cover everything I want to in my literature review. It would be lovely to be able to tell the reader everything about the Youth Justice System (YJS), the contributing factors, and how education is involved, but that could be a different literature review just on its own. It's frustrating as I don't want to leave any stones unturned, but I will have to for the sake of my own sanity and this thesis. As useful as my questions are, I need to narrow them down or I'm going to drown in the literature!"*

Extract from research journal – January 2023

The systematic literature review came with its own issues and difficulties; I was overwhelmed with the number of journals coming through the database searches and initially found it tricky to distinguish between those that were closely related but not specifically talking about the work done as EPs with YPwO, those that were talking about the skills of the EP and potential work that could be undertaken with YPwO, and research describing direct work with YPwO and/or the systems around them. This led to me keeping the following in mind when narrowing down my search and finalising the literature to be included:

> *"Keeping in mind pragmatism, I feel like the 'could' question could confuse/blur things. I really want to know WHAT work is going on with YPwO - practical aspects of the role rather than theoretical."*

Extract from research journal – January 2023

With regards to the theories of youth offending explored in Part 1a, in hindsight, there are several other areas of psychology I could have drawn upon or explored; however given the time constraints and reading already covered for the initial submission, I do feel that Bronfenbrenner and Morris (2006) and Bourdieu (1976) are still the most relevant and useful lens for the research.

To conclude, unfortunately, there was no formula to follow; however, with the support of my research supervisor, university library support and thesis tutor, I was able to produce something I am incredibly proud of.

1.3 Researcher Positioning and Ethical Responsibility

My positioning as a researcher really changed during the inception of this research and took me from one stance to another. I immediately aligned myself with constructionism because I associated it with thematic analysis. However, the more I thought about it, the more I found that it wasn't quite fitting with my research. It was the first time I noticed how my beliefs and understanding of research and psychology/philosophy began to impact on my research design and noticed I was becoming a more reflexive researcher.

> *"…it's surprised me at how my thinking has developed and turned me into a more reflexive researcher e.g., I zoned in on social constructivism initially, but it became blurry, and I couldn't see what I needed to see, it didn't feel right, but then when I looked at pragmatism, it was a lot clearer, and I could see the links to my research – picture a telescope focussing in and out on different epistemologies and ontologies"*
>
> Extract from research journal – June 2023

My ideas on being a 'qualitative researcher' were informed by Robson & McCarten (2016), who discuss the twin ideas of interpretivism and pragmatism and the way they lead to understanding. There is, however, a key difference between the two. The former focuses on appreciating knowledge for its relevance and interest, and the latter on constructive knowledge appreciated for being useful in action. Further, Dewey's (2008) view of pragmatism is that it is pivotal for change. As I wanted to ensure that the research had practical applications in EP practice, I adopted the latter due to the impetus for positive and practical change within the EP profession. Furthermore, pragmatist ontology and epistemology believe that the truth is simply 'what works'

(Robson & McCarten, 2016). Finally, the pragmatist perspective views knowledge as being constructed based on real-world experiences, and therefore, truths can change over time (Kelly & Cordeiro, 2020).

I ultimately acknowledge that my positionality is biased as I recognise my experiences within the context of youth offending and educational psychology, both influencing my perception of participant experiences. This naturally influences data collection and analysis. However, I believe this ultimately enhances the integrity of the research as a part of qualitative research of this nature is to immerse yourself in it (Braun & Clarke, 2021). My own positionality as a researcher was something I contended with, as illustrated in the excerpt below:

> "*Insider/outsider: can it be both / and based on our beliefs; does it have to be a physical positionality? I feel like an outsider in the sense that I am not involved in the YJS or the EPSs, but I will be an EP, so am I an insider? Or am I an outsider because I'm not a qualified EP yet?"*
>
> Extract from research journal – December 2023

Upon further discussion during a university-based seminar on researcher positionality, I eventually considered myself an inside researcher (Bryman, 2016) due to my familiarity and knowledge of the topic area. This position enabled some potential benefits as Bukamal (2022) considers insider positionality to facilitate more nuanced perspectives, which can build credibility and rapport between the researcher and participant. Therefore, I aimed to use my subjectivity as an analysis tool (as advocated by Braun & Clarke, 2021), which I feel expanded the analysis and contributions of the research as a result, due to having knowledge that was situated within the topic area.

After reading in the literature about the profound impact EPs could have on YPwO, I felt strongly that it was my ethical responsibility as a psychological and research practitioner to increase awareness and knowledge about youth offending within the EP profession. Furthermore, throughout

my training in university-based sessions and placements, I could see clear links between the EP role and the EP being a well-paced professional to work both preventatively and reactively to better serve YPwO. The systemic nature of the EP role means that they are well-placed to work with schools, services and other professionals to support YPwO. Additionally, the wealth of knowledge EPs possess regarding child development and education can be applied to youth offending. Therefore, I felt it would have been a missed opportunity if I had not taken the chance to build on the work of those before me in this area and further increase knowledge and awareness among the EP profession, particularly due to the considerable prevalence of unidentified SEND amongst YPwO, suggesting that early identification of educational needs is critical for YPwO (Cosma & Mulcare, 2022).

1.4 Mixed Methodology

> *"There's a question looming over me at the moment in relation to what approach to take: Case study or semi-structured interviews across a number of services?"*
>
> Extract from research journal – December 2023

My method of data collection was very much driven by the type of data and information I was looking for. As part of my research, I wanted to explore *if* EPs in the UK were working with YPwO, and *how* they were working with them, as well as beginning to explore any current/past challenges or facilitators to that work. This led me to consider a survey which could be completed by EPs, easily accessed through the internet as a means to gather data on a large scale from a variety of locations within the UK. However, although a survey could provide a larger scale for the research, it would not provide the depth or richness of the data to really explore EPs' perceptions and experiences of working with YPwO. I wanted rich data as well as scalable data to be able to generalise my findings. Hence the mixed methods route would be able to capture both sets of data in enough detail and scale. This notion of richness and scale of data led me away from case studies as I wanted to know about EPs' experiences across LAs understanding that, from experience, they all work very differently

and are operating within different governmental contexts (e.g., Welsh, English) and very different budgeting and financing structures.

Before settling on semi-structured interviews, I considered using focus groups. However, due to confidentiality and the potential for problematical group dynamics, e.g., some overshadowing others, as well as trying to organise a time, date and place for EPs to come together, I felt that this would not be appropriate. It would have been potentially valuable for EPs to hear about what others were doing and to share good practice; however, that was not the goal of the research and was something I aimed to do as part of my subsequent dissemination of results. Furthermore, EPs would be discussing barriers in the LAs or Government, which they may not have wanted to discuss in front of others. Therefore, I felt that individual interviews would create a safe space where participants could reflect on their experiences without the worry of what others may think or risking confidentiality. Furthermore, individual interviews would be more flexible in finding a time and date to conduct the interviews, which would hopefully aid recruitment (this was not the case, see below).

1.5 Participant Selection

"WHY WON'T ANYONE COME ON BOARD!?"

Extract from research journal January 2024

Being unsure of how many EPs were currently working with YPwO, I did not want to reduce the participant pool too much through my inclusion criteria. Therefore, I left it open to include not only EPs currently working with YPwO but also those who had worked with them in the past. I (somewhat naively) had high hopes for my recruitment and thought I would have no problem with gaining participants, envisioning that I would get a large sample from both the survey and interview participants. However, despite recruitment drives on social media (i.e., X – formerly Twitter), an email server (EPNET), and eventually emails sent directly to Principal Educational Psychologists through their LA emails, the sample remained relatively small. More frustratingly perhaps, it seemed that the majority of those who had responded that they currently worked with YPwO did not want to

take part in the 2nd part of the research, namely, the interviews. On further reflection, I wonder whether this links to the 'time constraints' element that came up as a barrier to working with YPwO; perhaps EPs are so constrained by time and workload that they simply did not feel they had time to take part in the interview. Therefore, it may not have been that they did not want to, but that they simply did not have the time/capacity to do so within their busy workdays. A further reflection that arose during Viva was the possible participant pool limitation that could have arisen as a result of using social media as a recruitment strategy. Participants who did not use social media would not have been able to access the recruitment advert (see Appendix 17) and therefore would not have been able to take part. A similar restriction could have arisen through using EPNET; although it is known for being a useful method to recruit participants, I do wonder if this could have biased the sample to those who use such resources. Issues of power dynamics and gatekeeping may have arisen through the direct emails to principal educational psychologists (see Appendix 16); for example, should the email have been passed on to EPs working in the service, they may have felt pressured to complete the survey or take part as the email came from their boss rather than a Trainee Educational Psychologist.

1.6 Data Collection and Using Semi-Structured Interviews

Braun and Clarke (2019) highlight that six to 10 participants gather "sufficient data for a small project" (p.50) when completing Thematic Analysis; therefore I initially aimed to recruit six participants. However, as discussed in the previous section, difficulties with recruitment meant that this was not possible therefore, I aimed to recruit four participants. However, with roots in phenomenology, the pragmatist perspective advocates that in-depth interviews with a small sample are satisfactory to enable data saturation (Dworkin, 2012); therefore it was hoped that this would provide satisfactorily rich data despite the sample being smaller than hoped. Unfortunately, three of the participants were practising in England and one in Wales therefore, the interviews would not give the picture I was hoping concerning how practice differed across the UK. To provide consistency

across the four interviews and ensure that the aims of the research were addressed (Patton, 2002), it was useful to have an interview guide, including prompting for further questioning to guide the process.

When considering whether to conduct the interviews in person or online, I recognised that both would have their benefits and pitfalls. In-person interviews may result in a more relaxed and personable atmosphere however trying to travel across England and Wales while on placement and as a mum of an 8-year-old would be challenging. Conversely, online meetings could potentially be more flexible in terms of timings and convenience (Oliffe, Kelly, Gonzales Montaner, & Yu Ko, 2021) however, it may feel more formal due to the slightly more impersonal nature and the barrier of a screen between myself and the participants. Ultimately, I settled on online interviews, however, I made sure to allow time for rapport building and to create a more relaxed and personable atmosphere.

1.7 Considering Alternative Analytical Methods

> *"There's this magical golden thread that's meant to make its way through the whole piece of research, but it seems to be in a big, bundled knot at the moment!"*
>
> Extract from research journal – December 2023

When exploring different analytical methods, I considered Interpretative Phenomenological Analysis (IPA) as a plausible option for data analysis due to its recognised use with small homogenous samples exploring people's experiences and perspectives. However, the ontological and epistemological underpinnings of IPA lie within critical realism and contextualism (Larkin, Watts and Clifton, 2006) and therefore would not align with the ontological and epistemological approach and stance of myself and the research. Therefore, I explored Reflective Thematic Analysis (RTA) due to the flexibility of the approach. RTA can be used widely across the ontological and epistemological spectrum and can also be underpinned by phenomenology (Braun & Clarke, 2021).

1.8 Data Analysis and Interpretation

Braun & Clarke (2021) assert that a "researcher's positioning inevitably shapes their research and engagement with the data" (p. 14). They therefore advocate that researchers engage in reflexive practice throughout the research project to interrogate their positions, values, choices and practices within the research process, and the influence of these on knowledge generated" (p.15). Hence, I followed their advice to engage in constant reflection throughout the process by keeping a reflective journal, engaging in supervision with my research supervisor, and ensuring that I took time away from the data before returning to see if any new insights were developed. Analysis seemed like an enormous mountain I would need to climb; therefore, I wanted to ensure that I was as prepared as I could be before starting. Working with a neurodiverse brain that needs structure, I was aware I would need to understand exactly what I needed to do with a clear framework and prompts to aid my analysis. Relevant articles and texts from Braun and Clarke (2019; 2021) were extremely useful in this regard, along with supervision with my university research supervisor. The articles and texts enabled me to explore and reflect on my subjectivity as a key aspect of the analysis process. Therefore during and following each interview (see Appendix 14 & 15), I made sure to note down (in words or drawings) my thoughts, analytic insights, questions, and beliefs in response to the participant narratives "to recognise and take responsibility for one's situatedness within the research and the effect that it may have on the setting and people being studied, questions being asked, data being collected and its interpretation" (Berger, 2015 p.220).

> "*How am I limiting my insights? Does my own self-interest and beliefs and values aligning with their views make me less critical?"*
>
> Extract from research journal – June 2024

1.8.1 Phase One: Data Familiarisation

I work much better with hard copies of texts than those on-screen; therefore, I printed out all transcripts to engage in the first step of data familiarisation. I also read the transcripts while listening to audio recordings to fully immerse myself in the interviews and ensure that I did not miss any key vocabulary or interesting snippets. This also enabled me to highlight and note down anything I found thought-provoking or my initial thoughts. Furthermore, I used my commute to placement each day to listen back to the interviews to ensure that I became fully familiarised as it can take me longer to remember/process information, and so this was extremely useful. Again, to provide a level of structure to my analysis, I used the following questions (presented in Table 31) to guide my thoughts.

Table 31. Questions I Kept in Mind During Familiarisation (adapted from Braun and Clarke, 2021)

Questions: Phase One
1. Why might they be making sense of things in this way
2. What's the story coming through?
3. What values/beliefs are coming out?
4. What different ways could I make sense of the data?
5. How am I limiting my insights?

"Why might they be making sense of things in this way *- impact of university training (either/or, both/and thinking, sitting with uncomfortable feelings, exposure to theories and practice from training and working/discussing with other professionals)*

How am I limiting my insights? *Does my own self-interest and beliefs and values aligning with their views make me less critical?*

What's the story coming through? *We're coming in too late; school and EPs need to look for vulnerable or at-risk children based on what we know about risk and protective factors for youth offending; Eps work at all levels*

What values/beliefs are coming out? *person-centred working, acknowledging limits of the systems but also own knowledge bases and life experiences of these young people including the contradictions and tensions of what the EP and others think is best for the young person and what is actually for best in light of the wishes of the young person and the other things going in their lives e.g., homelessness, exclusions, aces, bereavement, violence in the community"*

Extract from research journal – June 2024

1.8.2 Phase Two: Data Coding

"Ergh this is hard! Just when I think I'm getting somewhere I get myself all tangled up! B&C [Braune & Clarke] say to keep your research Q(s) in mind but don't answer them which seems counterintuitive."

Extract from research journal – July 2024

Working systematically through each transcript, I sought to apply meaningful descriptions or codes to segments of data that appeared relevant to the research questions using both inductive and deductive coding. However, this was the first bump in the road with my analysis. I became overwhelmed by the data and felt myself needing to take a step back to be able to go forward. Through supervision, I discovered that I had almost skipped a stage, going straight to deeper, more implicit meanings before exploring the data at the explicit level. As always, supervision was extremely helpful in being able to stop, breathe, and take a step back:

"As always - Gemma to the rescue! I feel so much better now that I've kind of had 'permission' to take it at the basic/literal stage first. I think I'm so caught up in it being doctoral that I've skipped a stage, which I didn't even realise I did!"

Extract from research journal – July 2024

With renewed clarity, I was able to ensure that codes spread across the semantic to latent spectrum, including both explicitly expressed meaning and deeper more implicit meanings while holding my research questions loosely in mind. Again, to ensure that I did not miss or overlook any important elements of the data, as advocated by Trainor and Bundon (2021), I systematically worked through the data set more than once, refining codes across multiple data items as needed by going back and forth between the interview transcripts and making further notes.

1.8.3 Phases Three and Four: Initial Theme Generation and Developing and Reviewing Themes

"This took WAY longer than I imagined and I'm pretty sure I saw the matrix at one point! I feel like that emoji where the face is melting into the floor except that's my brain."

"There's definitely been some surprises in the data in terms of themes that I didn't see coming in the initial familiarisation stage which I'm now wondering how I can fit in....again melting face/brain emoji."

Extracts from research journal – July 2024

This was by far the most difficult part of the analysis process, and I once again found myself becoming overwhelmed by the data. I printed the codes out and spread them out on my dining room table to begin to group them to create initial themes and begin to tell the story of the data (see Appendix 10). I was overcome by how important and interesting the participants' stories were, but to

be able to include/tell it all was becoming impossible. I therefore sought supervision from a peer and came to the following realisation:

> *"Themes are going to have to be let go - I can't include it all and I have to prune the themes to give the boldest colours and flowers room to be on full view."*
>
> Extract from research journal – July 2024

It was also useful at this stage to keep in mind that RTA is a flexible process and therefore not about following procedures correctly but rather my reflective engagement with the data and analytic process (Braun & Clarke, 2021). I began to realise that I had added too much structure to my analysis and therefore needed to loosen the reins somewhat to enable more reflectivity to come through. Throughout the theme development stage, it was useful to keep the following questions (presented in Table 32) in mind to help prompt and guide my thinking:

Table 32. Questions Kept in Mind During Initial Theme Generation and Developing and Reviewing Themes (adapted from Braun and Clarke, 2021)

Questions: Phases Three and Four
1. Does this theme capture something meaningful?
2. Does the theme relate to the RQs and what does it contribute to the overall analysis?
3. Is the theme coherent with a central organising concept bringing codes together?
4. Does the theme enable nuance, diversity, and richness to be shown within the dataset?
5. Is the theme distinctive/ does it have clear boundaries?

1.8.4 Phases Five and Six: Refining, Defining and Naming Themes and Writing Up

This stage again took far longer than expected due to indecision regarding the naming of the themes.

> *"Something just isn't sitting right, and it feels a bit clunky. To the point where I'm wondering if I need to let go of my inside out/outside in themes."*
>
> Extract from research journal – July 2024

My research supervisor had advised that RTA was a process by which I needed to take breaks and allow myself time away from the data to come back at it with renewed thoughts and perspectives. However, where I had initially found clarity amongst my data, I later began to wonder if it really told the whole story and how to tell the story/answer my research questions without putting themes in "buckets" (Braune & Clarke, 2021, p.230). Supervision was again enormously helpful, and I felt confident in my themes, their names and the story I was telling in all its shades.

> *"Once again Gemma has come to the rescue to provide some much-needed clarity amongst the chaos! We discussed that actually we don't need to branch off or separate the barriers/facilitators because, within each of the themes/subthemes I've got, they will encompass both - it's the light and dark of the data. Time to go back and have a think through what data I'll be including in the themes to make sure I've captured all that."*
>
> Extract from research journal – July 2024

It was difficult to know when to 'stop' at this stage, however returning to the purpose of RTA and themes being actively created by the researcher at the intersection of the data, analytic process, and subjectivity, I accepted that "no RTA is ever final or complete, because it is subjective and situated engagement with data" (Braun & Clarke, 2021, p.92).

When it came to the write-up of my findings and the subsequent discussion, my thoughts kept returning to Rolf et al. 's (2001) 'What? So What? Now What?' reflective model. In line with the pragmatist central idea that the meaning of a concept consists of its practical implications, I felt that

Rolfe et al.'s (2001) reflective model, by responding to the three questions, could provide a framework to outline the EP's practical experiences of working with YPwO (i.e., What?), relate their experiences to wider knowledge (i.e., So What?) and identify implications for practice for EPs, EPS' and the wider systems (i.e., Now What?). This would then provide a practical guide when it came to disseminating the findings to the EPS and wider systems such as YJS.

> *"One thought I have had and that has come to me through the theme development/pruning is the 'what, so what, now what' reflective model. The 'what' would be the things the EPs are doing right now with YPwO, almost like that black-and-white data and the core functions. The 'so what' would be the EPs' reflections (essentially the themes) on the work they have done in terms of what's worked, what's been important for these young people and their families, the adults working with them, and what hasn't worked. Then finally the 'Now what' would essentially be implications for EP practice, what have the EP's told me needs to change to improve support for the young people from EPS'. How do we develop this area of work? I wonder whether this can be incorporated into the discussion?"*
>
> Extract from research journal – July 2024

However, following post viva reflections, it was felt that perhaps introducing another model alongside the Bronfenbrenner and Morris' (2006) model may have been overwhelming to the reader and I therefore chose to remove this to aide readability.

On further reflection, I do wonder about those EPs who stated that they did not want to work with YPwO and why this might be. At first glance, from the views of the participants, they felt that the role was not necessarily one that appeared to be 'glamorous' and was known to carry a heavy emotional load. Having named the overarching theme as 'Youth Justice is the

Responsibility of Every EP', and my suggestion that 'all EPs are EPs of YPwO', I stand by this as the majority of the work should take place at the preventative level (e.g., working with a young person at risk of exclusion (a known risk factor for youth offending) or systemically (supporting more inclusive behaviour policies or providing training about how to understand and identify SEND) which, it could be argued encompass some of the core functions of the EP, not just of the youth justice EP. However, it could have implications for further research discussed further in section 2.2 below.

1.9 What I know now that I did not know before concerning the subject matter, myself as a researcher, and myself as a practitioner

1.9.1 Youth offending and my knowledge of it

Since starting the research journey, I feel that my understanding of youth offending and the role of EPs and educational psychology in this area has grown exponentially. I am more aware of the different aspects of the EP role within the YJS, both in working with YPwO and in working with families and other professionals. For example, the complexity of the young people's lives, the role of supervision with case managers and the benefits this can have for YPwO, and the complexity of the barriers to working with YPwO (including difficulties with communication across services and professionals and the implications of this for the YPwO). From the literature, it seemed relatively black and white in terms of how EPs could and are working with YPwO; however, following the interviews, I came to understand the light and dark of the role and the nuances and complexities of working in this area.

In regards to my view of the EP role in youth justice, I feel that I underestimated the impact of the values and beliefs that would come through from the EPs I interviewed and how crucial they are for an EP working within such a challenging area of educational psychology. I understand where some participants were coming from when they were saying that it should not be a distinct role and that every EP has the potential to work preventatively or reactively, depending on whether they are

your ‘typical’ school EP or have been commissioned to work on a closer basis within the YJS. I am aware that some EPs may not wish to work within YJ (as reflected in the survey findings); however, if EPs can understand that this does not necessarily mean working within the YJ but more before the CYP become involved in the YJS, then perhaps they reconsider changing their answer; indeed it may have been useful to add a text box after to find out more about their reasons to gain more information about perceptions of the YJ EP role. The ultimate goal, as shared by one of my participants, is to not need a YJS because the preventative work will have the impact the CYP need to divert from that path.

Although trying to get my head around the theories was challenging and in particular in getting a clear understanding of how Bronfenbrenner’s PPCT model and Bourdieu’s Social Capital Theory could be integrated, I feel that these are the most important theories that I will take with me and that will influence me going forward. I can see how other theories can be relevant for example General Strain Theory (Agnew, 1992) and Social Learning and Social Structures Theory (Akers, 1977) however I still feel that the two theories I chose remain the most relevant to the field of youth offending and were a useful lens through which to view the research.

Concerning my understanding and assumptions about YPwO, I would not say my assumptions have changed in that it was already my belief that youth offending is a complex phenomenon that cannot be understood by just looking at the young person. However, I would say my understanding has changed in the sense that I am more aware now of the other challenges that YPwO face, such as homelessness and the stigma from schools because of their involvement in the YJS.

Following viva, I was given feedback to include more about the devolved nations in my literature search and to think about it more broadly in terms of my study. I am glad of the opportunity to look into this in more detail as it has developed my understanding of the four nations’ youth justice policies and enabled me to think more broadly about the impact the differences could

have on dissemination; for example, how I disseminate my findings (relating to specific policies and procedures according to the nation) and how others may put my findings into practice depending on where they practice across the UK.

1.9.2 Myself as a Researcher

I started this research already believing I could not do it; I simply did not have the necessary skills to navigate a doctoral research project. I had failed my previous research assignment and was completely overwhelmed with the enormity of the project. As a neurodivergent researcher, this whole process has been exceptionally challenging; however, it takes a village, and luckily, I had a team of people around me who would not let me fail and picked me up time and time again. If I were to do another research project (ha!) I feel that now I at least have a road map I can follow, understanding where the pitfalls or bumps may be and how to navigate around them. I should be kinder to myself, though and give myself some credit; I am proud of the methodological skills I have developed along the way, including conducting semi-structured interviews and reflective thematic analysis.

Do I now feel more confident in my ability to conduct independent research? A little, but I am still not sure it's something I would want to do again. I know that dissemination is important, but I still feel there will be an element of imposter syndrome and that I have somehow got through on a fluke. Nevertheless, the fact that I am here, having passed the viva and having achieved something I never thought I would, I am incredibly proud and feel that I have earned my place alongside my colleagues in the academic community.

1.9.3 Myself as a Practitioner

I feel that I have always understood the importance of multi-agency working and collaborative working, however having conducted this research project, I suppose I am more aware the complexities of systemic working now and how it important it is to make sure that everyone who

needs to (and of course has permission to) has access to the right information to understand the CYP and their needs.

I would be remiss not to mention the barriers that I have become more aware of since conducting this research, even if some of those feel uncomfortable to talk about or mention, for example, a young person being excluded from school simply due to being involved in the YJS after a youth justice worker included their job title in an email signature. My hope and aim in my own practice is to be an advocate for these young people and endeavour to reduce the stigma around youth offending through training, starting conversations with staff, sharing my findings with my colleagues and presenting at conferences to help others understand YPwO better. My aim is also to reach out to services and professionals within my own LA to start to make inroads to working with YJSs and support YPwO already involved in offending behaviour.

Before starting the course, I already had an interest in working in this area, and my interest has not changed; the research project has led to me feeling empowered and ready to start the next step of my professional career. My participants left me feeling inspired by their enthusiasm, empathy and compassion, and I only hope I can follow in their footsteps. I look forward to developing further as a practitioner by collaborating with other professionals and learning from them as my participants have and becoming a more effective and impactful practitioner in the area of youth offending.

2 Section Two: Contribution to Knowledge and Dissemination

2.1 Contribution to the Literature

In line with Braun and Clarke (2021), this study did not seek to 'fill a gap' but rather add to the tapestry of research in the field of Educational Psychology and youth offending. In doing so, the findings highlighted several key contributions to the literature. Per previous literature (e.g., Ryrie, 2006; Rayfield, 2022; & Howarth–Lees & Woods, 2022), participants in both phases of the study reported working directly with YPwO, albeit in varying degrees in terms of frequency and nature. Additionally, all participants reported multidisciplinary and systemic working to be a key function of

their YJ role, in line with the studies of Francis & Sanders (2022), Hall (2013), & Howarth – Lees, & Woods (2022).

The current study builds on the literature of Rayfield (2022), who explored the push and pull factors that affected EPs' work within the YJS and found similarities concerning barriers preventing EPs from working with YPwO. For example, they found that roles, responsibilities, and service delivery arrangements differed across LAs, a finding that was reflected in my participants' experiences. Furthermore, as with participants in my own study, they stated that EPs reflected that working with YPwO was often inhibited by knowledge and awareness of the EP role by those in the YJS.

Whilst this study largely builds on the works of those before me, I feel that one unique contribution to the literature lies in the exploration of facilitators to working with YPwO; potentially providing EPs with a blueprint of how best to work with this cohort of young people and how to overcome such barriers previously identified in the literature and my findings.

2.2 Contribution to Future Research

This research adds to the tapestry of research on the links between the EP role and youth offending. It is hoped that it provides a further springboard for discussions within the EP community and YJSs about how the two areas can work together to support YPwO. This study has further outlined the various services and professionals that EPs are currently working collaboratively within their YJ practice; this will act as an effective basis for future researchers to approach the various professional teams.

In addition to the areas of future research outlined in Part 2, it may be beneficial for future research to explore the following in table 33 below:

Table 33: Suggestions for Future Research

1. Exploration of the nature of the EP role within youth justice teams
2. Examination of the phases of YJS and how EPs can provide professional input at each phase to advise the professionals within the team.
3. A case study examination of EP(s) working within a youth justice team to explore the role in greater depth
4. An exploration of the impact of EP practice on outcomes for YPwO
5. YPwOs' experiences of working with EPs
6. An exploration of current youth offending teachings in Educational Psychology training
7. An exploration of the role of community psychology in supporting YPwO
8. Educational Psychologist perceptions of youth offending and YPwO

2.3 Plans for Dissemination of Findings

I am pleased that I have been afforded the opportunity to already begin to disseminate findings from the literature review by delivering training in schools with teachers/ELSAs to raise awareness of the risk and protective factors in youth offending. I also plan to disseminate the research findings by presenting the project to my current employing local authority as part of a continuing professional development (CPD) afternoon. My EP colleagues in this service have been interested in this research development and I hope it will inform and spark discussion amongst my colleagues to think further about how we can support YPwO in our local area. I am also planning to submit my thesis to be presented at the Northwest CPD conference. In June/July 2025 I will be participating in the Welsh Educational Psychology research conference through a research poster which I hope will create opportunities for further discussion with EPs in Wales. I wish to submit a proposal for a paper to be published in a peer-reviewed journal in Educational Psychology, Child Development and Criminal Justice journals. Following viva, I plan to create and disseminate, via social media platforms such as X, and EPNET, an infographic outlining how EP involvement can benefit the LA YJSs and send this to participants to promote involvement in their own LAs and beyond. Finally, I hope to address NAPEP and Heads of YJS across the UK to outline how EP involvement can benefit the LA YJSs and, most importantly, YPwO.

2.4 Contribution to Professional Practice

The findings of this research have important implications for educational professionals including but not limited to EPs (see Part 2 for an analysis and implications related to EP practice). At its core, this research provides insight into the role of the YJ EP and the challenges and facilitators of this work. By highlighting the systemic barriers affecting EP work with YPwO, it is hoped that this research can provide a case for building robust frameworks and pathways in LAs across the UK to support YPwO and support to change their trajectories and thrive in their communities and schools with suitable supports in place.

EPs in this study emphasised the lack of peer support and supervision in their role due to the paucity of active interest groups and connections with EPs working in this area; by bringing EPs together it is hoped that they will be able to provide emotional support, problem-solve, share good practices and discuss current challenges within the role. This research has demonstrated some of the ways that professionals can work together as part of distinct teams to support YPwO and potentially provides a basis for EPs and YJSs to begin to consider how they may work together with professionals and services in their LAs. Participants felt strongly that the YJ EP should not be a silo in its own right; preventative work informed by the knowledge around young peoples' trajectories should be part of the EP's daily role and highlights the need for this to be reflected in university training programmes enabling professional practice development in the earlier stages of EP training to provide a building block for future casework.

3 Concluding Reflections

> *"I can't believe I've carried out a research project that is not only already having small impacts in the real world, but also that I've written 30,000 words of readable and genuinely good enough quality! It has been a very long road and a bumpy one at that; at times it felt like sailing through tar, pushing the entire vessel with only a small pair of paddles, but I got there, and I am incredibly proud of myself for this. My only wish now as I come to an end is that my hopes at the start continue - that this leads to meaningful and ongoing conversations between EPs and other professionals to get this vulnerable cohort of young people the support they so sorely deserve and need."*
>
> Extract from research journal – October 2024

As difficult as this research has been and felt at times, I am incredibly grateful to have been given this opportunity to explore an area that I am passionate about and that will no doubt continue to impact my practice throughout my career. To be able to engage in meaningful discussions with EPs

about this topic has been inspirational, and only spurs me on to ensure their stories are heard, count and have an impact within the EP world and beyond.

This reflective account has been one of the most enjoyable parts of this process and I have relished the opportunity to engage in thoughtful and meaningful reflections on my decision-making throughout and develop my "analytic sensibility" (Braun & Clarke, 2021, p.44). I feel that my positionality as an inside researcher only added to the depth of my analysis and my ability to consider and discuss the practical implications not only within this research report but also with colleagues and peers. My ultimate hope is that research and practice within this area continue to grow, consequently providing a positive influence and impact on the support available to YPwO across the UK.

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5 Appendices

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Appendix 1: Critical Appraisal of Key Papers Identified in the Literature Review

Critical Appraisal Skills Programme (CASP) – Qualitative Checklist (Singh, 2013) Responses: yes, no, can't tell, N.A. (researcher has included 'partially')										
Citation	**Section A: Are the results valid?** Was there a clear statement of the aims of the research?	Is a qualitative methodology appropriate?	Was the research design appropriate to address the aims of the research?	Was the recruitment strategy appropriate to the aims of the research?	Was the data collected in a way that addressed the research issue?	Has the relationship between the researcher and participants been adequately considered?	**Section B: What are the results?** Have ethical issues been taken into consideration?	Was the data analysis sufficiently rigorous?	Is there a clear statement of findings?	**Section C: Will results help locally?** How valuable is the research?
Beal, C., Chilokoa, M., & Ladak, S. (2017).	N. A	N. A	N. A	N. A	Yes	N.A	Yes	Can't tell	Yes	Yes
Ryrie, N. (2006).	N. A	N. A	N. A	N. A	Yes	N. A	Yes	Can't tell	Yes	Yes
Rayfield, L. E. (2022).	Yes	Yes	Yes	Yes	Yes	Can't tell	Yes	Yes	Yes	Yes
Wyton, H. (2013).	Yes	Yes	Yes	Yes	Yes	Not clear	Yes	Yes	Yes	Yes

Critical Appraisal Skills Programme – Systematic Literature Review Checklist (CASP, 2018) **Responses: yes, no, can't tell, N.A. (researcher has included 'partially')**										
Citation	Did the review address a clearly focused question?	Did the authors look for the right type of papers?	Do you think all the important, relevant studies were included?	Did the review's authors do enough to assess the quality of the included studies?	If the results of the review have been combined, was it reasonable to do so?	What are the overall results of the review?	How precise are the results?	Can the results be applied to the local population?	Were all important outcomes considered?	Are the benefits worth the harms and costs?
Howarth–Lees, D., & Woods, K. (2022)	Yes	Yes	Yes	Yes	Yes	There is a wide-reaching role for the EP working with YJSs	N. A	Partially	Yes	N. A

The Mixed Methods Appraisal Tool (MMAT; Hong et al., 2018) Responses: yes, no, can't tell, N.A (researcher has included 'partially')

Citation	**Y. J. Francis & Sanders, L. (2022)**	**Parnes, H. (2017)**	**Hall, S. (2013).**	**Warnock, S. (2005).**
Screening questions: Are there clear RQs? Does the collected data address the RQs?	 Yes Yes	 Yes Yes	 Yes Yes	 Yes Yes
Qualitative: • Is the qualitative approach appropriate to answer the RQ? • Are the qualitative data collection methods adequate to address the RQ? • Are the findings adequately derived from the data? • Is the interpretation of results sufficiently substantiated by data? • Is there coherence between qualitative data sources, collection, analysis, and interpretation?	 Yes Yes Yes Yes	 Yes Yes Yes Yes	 Yes Yes Yes Partially Yes	 Yes Yes Yes Yes Yes
Quantitative RCTs: • Is randomisation appropriately performed? • Are the groups comparable at baseline? • Are there complete outcome data? Are outcome assessors blinded to the intervention provided? • Did the participants adhere to the assigned intervention?	N.A	N.A.	N.A.	
Quantitative non-randomised: • Are the participants representative of the target population? • Are measurements appropriate regarding both the outcome and intervention (or exposure)? • Are there complete outcome data? • Are the confounders accounted for in the design and analysis? • During the study period, is the intervention administered (or exposure occurred) as intended?	 Yes Yes ? Partially – acknowledgement of potential bias Yes		N.A.	

Quantitative descriptive: • Is the sampling strategy relevant to address the RQ? • Is the sample representative of the target population? • Are the measurements appropriate? • Is the risk of non-response bias low? • Is the statistical analysis appropriate to answer the RQ?	N. A		Yes Yes Yes Not clear N.A.	Yes Yes Yes Not clear N.A.
Mixed methods: • Is there an adequate rationale for using a mixed-methods design to address the RQ? • Are the different components of the study effectively integrated to answer the RQ? • Are the outputs of the integration of qualitative and quantitative components adequately interpreted? • Are divergences and inconsistencies between quantitative and qualitative results adequately addressed? • Do the different components of the study adhere to the quality criteria of each tradition of the methods involved?	Partially ? ? N.A. No–RADIO method adapted from 12 to 4 part method	Yes Yes Yes N.A. Yes	Yes Yes Yes N.A. Yes	Yes Yes Yes N.A. Yes

Appendix 2: Interview Schedule

Question 1: **Can you tell me a little bit about the work you currently engage in with young people who offend?**	
Prompt Questions	• *What does your work entail?* • *How often do you work with young people who offend?* • *Is this work traded/statutory/other?*
Probes	• *Can you explain what you mean by…?* • *Can you tell me more about that?*
Question 2: **What works from your perspective when supporting/working with children and young people who offend?**	
Prompt Questions	• *Have you noticed any good practice in this area?* • *What works when working with individuals?* • *What works when working with families?* • *What works when working with other services?* • *What was helpful for you?* • *What was helpful for the young people?*
Probes	• *Can you explain what you mean by…?* • *Can you tell me more about that?*
Question 3: **Can you tell me about any collaborative work you do in your Youth Justice role?**	
Prompt Questions	• *Which services do you typically work alongside?* • *What works well when working with other services and professionals?* • *How do you feel collaborative working benefits the young people?*
Probes	• *Can you tell me about the work you do with…* • *Can you tell me more about that?*
Question 4: **What challenges have you come across in working with this group?**	
Prompt Questions	• *What challenges have you come across at the individual level?* • *What challenges have you come across at the systemic level?*
Probes	• *Can you tell me more about that?* • *What was it about …. that was challenging?*
Question 5: **What helped to overcome those challenges?**	
Prompt Questions	• *Have you noticed any good practice in this area?* • *What else might be important to consider?*
Probes	• *Can you tell me more about that?* • *Can you explain what you mean by…?*
Question 6: **How do you feel this area of work could be developed in terms of the support for young people who offend from Educational Psychology services?**	
Prompt Questions	• *What do you feel would be helpful for EPs?* • *What do you feel would be helpful for young people who offend?* • *What do you feel would be helpful for those working/caring for young people who offend?* • *Have you had similar conversations elsewhere around this topic?* • *Have you noticed any good practice in this area?*

	• *Do you feel there could be any challenges to the development of this area of working for EPs? If yes, what challenges could there be?*
Probes	• *Can you tell me more about that?*
Question 7: **What do you feel needs to happen to achieve this?**	
Prompt Questions	• *What needs to happen in EP services?* • *What needs to happen in the wider YJS?*
Probes	• *Can you tell me more about that?*
Question 8: **What advice would you give other EPs looking to extend their work into this area?**	
Prompt Questions	• *What was helpful for you?* • *What else might be important to consider?*
Probes	• *Can you tell me more about that?*
AOB	

Appendix 3: Research Diary Extract

Interview 2 reflection:

Another sailor has joined the SS thesis and contributed to the journey. I feel like the fog has cleared a little after today, and the tide has returned to continue on our way. What was interesting was the lens in this passenger seemed to use his telescope to look back to be able to look forward but even further back and use the journeys he's taken over the years, which steered us in a slightly different but no less interesting leg of our journey.

I felt really unsure at the start of the interview, and I realised it was because I was coming at the interview from a within/current lens, and P2 was coming at it from a retrospective, almost meta lens. It was interesting that his work seemed to be ad-hoc and 'by chance' rather than the specified role of P1, which really makes me hope that I get more people to interview to see if that's a common picture or whether these specified, specialist roles exist elsewhere and what that looks like. I want to keep persevering with the interview recruitment for as long as I can before changing tact because I can already see the practical applications and how this could possibly be disseminated - I like the idea of a flow diagram or some other visual model maybe centred around Bronfenbrenner.

I kept bringing to mind Bourdieu's Habitus and wondered if that would fit somewhere in my lit review or write-up in terms of understanding the risk factors of YO or their journeys into YJS and what that means for how we support them before (preventatively), during, and after. P2 also spoke about PCP (Kelly) a lot, and that would also link in with the Habitus stuff as we could use that to understand how their habitus came to be - what is their social/educational capital, and how does it play into their YJS journeys?

Appendix 4: Participant Information Sheet and Consent Form (Survey)

School of Psychology, Cardiff University

PARTICIPANT INFORMATION SHEET - Survey

Educational Psychologists and Young People who Offend: What works from an Educational Psychologist perspective?

You are being invited to take part in a research project. Before you decide whether or not to take part, it is important for you to understand why the research is being undertaken and what it will involve. Please take time to read the following information carefully and discuss it with others, if you wish.

This research project will be completed as part of a Doctoral level academic qualification in Educational Psychology. The purpose of this research project is twofold. Firstly, this project seeks to survey the current context of Educational Psychologists (EPs) working with young people who offend (YPwO) across the UK. Secondly, this project seeks to explore the perspectives of EPs working with YPwO on the barriers and facilitators to working with this group. It is hoped that this research will shed light on the current context regarding EP support for YPwO, along with the contributions and processes of EPs involved when working with this group. It is further hoped that this research will provide functional examples of good practice to further inform Educational Psychology practice.

The survey provides 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 Gemma Ellis and has been approved by the Ethics Committee of Cardiff University's School of Psychology.

The research information you provide will be held anonymously; it will be impossible to trace any information you give back to you individually. Due to the anonymity of the responses, it will not be possible to withdraw your responses after submitting the survey; Your I.P. address will not be collected by the questionnaire software, QualtricsXM.

Should you have any questions relating to this research project, you may contact me during normal working hours at:

Watkinslv1@cardiff.ac.uk

CONSENT FORM

- I understand that my participation in this research will involve completing a survey about current support for young people who offend. 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 survey 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, Lisa Watkins, or the supervisor, Dr Gemma Ellis.

- 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 survey and that my I.P. address will not be collected by the questionnaire software, QualtricsXM.

- I agree to take part in this research project.

Appendix 5: Participant Information Sheet and Consent Form (Interviews)

PARTICIPANT INFORMATION SHEET

Educational Psychologists and Young People who Offend: What works from an Educational Psychologist perspective?

You are being invited to take part in a research project. Before you decide whether or not to take part, it is important for you to understand why the research is being undertaken and what it will involve. Please take time to read the following information carefully and discuss it with others, if you wish.

1. What is the purpose of this research project?

This research project will be done as part of a Doctoral level academic qualification in Educational Psychology. This project seeks to explore the perspectives of Educational Psychologists (EPs) who work with young people who offend (YPwO) on the barriers and facilitators to working with this group. It is hoped that this research will shed light on the contributions and processes of EPs involved with YPwO and thus provide functional examples of good practice to further inform Educational Psychology practice.

2. Why have I been invited to take part?

You have been invited because you are an EP who works with YPwO at the individual or systemic level.

3. Do I have to take part?

No, your participation in this research project is entirely voluntary and it is up to you to decide whether or not to take part. If you decide to take part, we will discuss the research project with you and ask you to sign a consent form. If you decide not to take part, you do not have to explain your reasons and it will not affect your legal rights.

You have the right to withdraw from the research at any point until data is anonymised without giving a reason, even after signing the consent form. You will have two weeks after data collection to notify the researcher of your request to withdraw.

After this time, if it is necessary to retain any data collected to uphold research integrity, data will be kept secure for 5 years according to the Cardiff University School of Psychology Data Protection policy. Otherwise, any information held by the research team regarding the participants will be disposed of securely and deleted.

4. What will taking part involve?

If you choose to take part in the study, you will be invited to an interview at a time and day that is convenient for you. You will be asked a series of questions about your experiences

when working with YPwO. The interview should not last longer than 60 minutes. The conversation will be audio recorded during the interview. Following the interview, your answers will be transcribed for the study, with your name and any other identifying information removed. Once the transcription has been completed, the voice recording will be deleted.

5. Will I be paid for taking part?

No. You should understand that any data you give will be as a gift and you will not benefit financially in the future should this research project lead to the development of a new method of working.

6. What are the possible benefits of taking part?

There are no direct advantages to taking part in the research; however, your contributions will help us to understand the facilitators and barriers to working with YPwO.

7. What are the possible risks of taking part?

There are no risks of taking part in the research.

8. Will my taking part in this research project be kept confidential?

All information collected from (or about) you during the research project will be kept confidential, and any personal information you provide will be managed in accordance with data protection legislation. Please see 'What will happen to my Personal Data?' (below) for further information.

9. What will happen to my Personal Data?

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. Further information about Data Protection, including:

- your rights
- the legal basis under which Cardiff University processes your personal data for research
- Cardiff University's Data Protection Policy
- how to contact the Cardiff University Data Protection Officer
- how to contact the Information Commissioner's Office

may be found at https://www.cardiff.ac.uk/public-information/policies-and-procedures/data-protection

A printed copy of this document can also be found attached to the participant information sheet.

10. What will happen to the results of the research project?

A copy of the findings will be made available to all participants following the completion of the research project. Participants will not be identified in any report, publication or presentation however anonymised verbatim quotes from participants will be included in the write up and in presentations.

11. What if there is a problem?

If you are worried about any part of the study, you can speak to the researcher at any time. If you are still unhappy or have a complaint about any aspect of the study, please contact Chris Shaw (University of Cardiff Head of Research Governance Chris Shaw ShawC3@cardiff.ac.uk). You can also contact the research supervisor at EllisG6@cardiff.ac.uk.

12. Further information and contact details

Should you have any questions relating to this research project, you may contact me during normal working hours at:

Watkinslv1@cardiff.ac.uk

Thank you for considering taking part in this research project.

CONSENT FORM

Educational Psychologists and Young People who Offend: What works from an Educational Psychologist perspective?

Name of Chief/Principal Investigator: Lisa Watkins

	Please initial box
I confirm that I have read the information sheet dated 11.09.2023, version 1.1, for the above research project.	
I confirm that I have understood the information sheet dated 11.09.2023 version 1.1 for the above research project and that I have had the opportunity to ask questions and that these have been answered satisfactorily.	
I understand that my participation is voluntary, and I am free to withdraw at any point until the data is anonymised. I understand that I have two weeks after data collection to notify the researcher of your request to withdraw.	
I understand that data collected during the research project may be looked at by individuals from Cardiff University or from regulatory authorities, where it is relevant to my taking part in the research project. I give permission for these individuals to have access to my data.	
I consent to the processing of my personal information (name and profession) for the purposes explained to me. I understand that such information will be held in accordance with all applicable data protection legislation and in strict confidence unless disclosure is required by law or professional obligation.	
I understand who will have access to personal information, how the data will be stored and what will happen to the data at the end of the research project.	
I consent to being audio recorded for the purposes of the research project, and I understand how it will be used in the research.	
I understand that anonymised excerpts and/or verbatim quotes from my interview may be used as part of the research publication.	
I understand how the findings and results of the research project will be written up and published.	
I agree to take part in this research project.	

Name of participant (print)

Date

Signature

Thank you for participating in this research project.

Appendix 6: Debrief Form (Survey)

Debriefing Statement

Educational Psychologists and Young People who Offend: What works from an Educational Psychologist perspective?

Thank you for taking part in this research. Your participation is greatly appreciated.

The aim of this study was to explore your perspectives on the barriers and facilitators to working with young people who offend. It is hoped that your views will inform and influence Educational Psychology practice, expand the scope of research into working with young people who offend, and inform local authorities in ways of working with this demographic.

If you have any further questions or comments about the research, please contact:

The researcher:
Lisa Watkins WatkinsLV1@cardiff.ac.uk

The research supervisor:
Dr Gemma Ellis EllisG6@cardiff.ac.uk

Cardiff University's Research Ethics Committee:
School of Psychology, Cardiff University, Tower Building, Park Place, Cardiff, CF10 3AT;
email: psychethics@cardiff.ac.uk

Appendix 7: Debrief Form (Interviews)

Debriefing Statement

Educational Psychologists and Young People who Offend: What works from an Educational Psychologist perspective?

Thank you for taking part in this research. Your participation is greatly appreciated.

The aim of this study was to explore your perspectives on the barriers and facilitators to working with young people who offend. It is hoped that your views will inform and influence Educational Psychology practice, expand the scope of research into working with young people who offend, and inform local authorities in ways of working with this demographic.

The information gained from your interview will be used to inform the researcher's thesis project as part of the Doctorate in Educational Psychology. The anonymised results may be published and used in presentations. It is hoped that findings will encourage more research into how EPs can work with and support young people who offend.

This is a reminder that the interview recording and subsequent transcripts will be kept confidentially in a secure location only accessible to the researcher. The interview recording will be kept confidentially up to the point of transcription, at which point it will be deleted, and all transcribed information will be anonymised. You have the right to withdraw your data up to two weeks after the interview, as beyond this point, there will be no identifiable link between yourself and your responses.

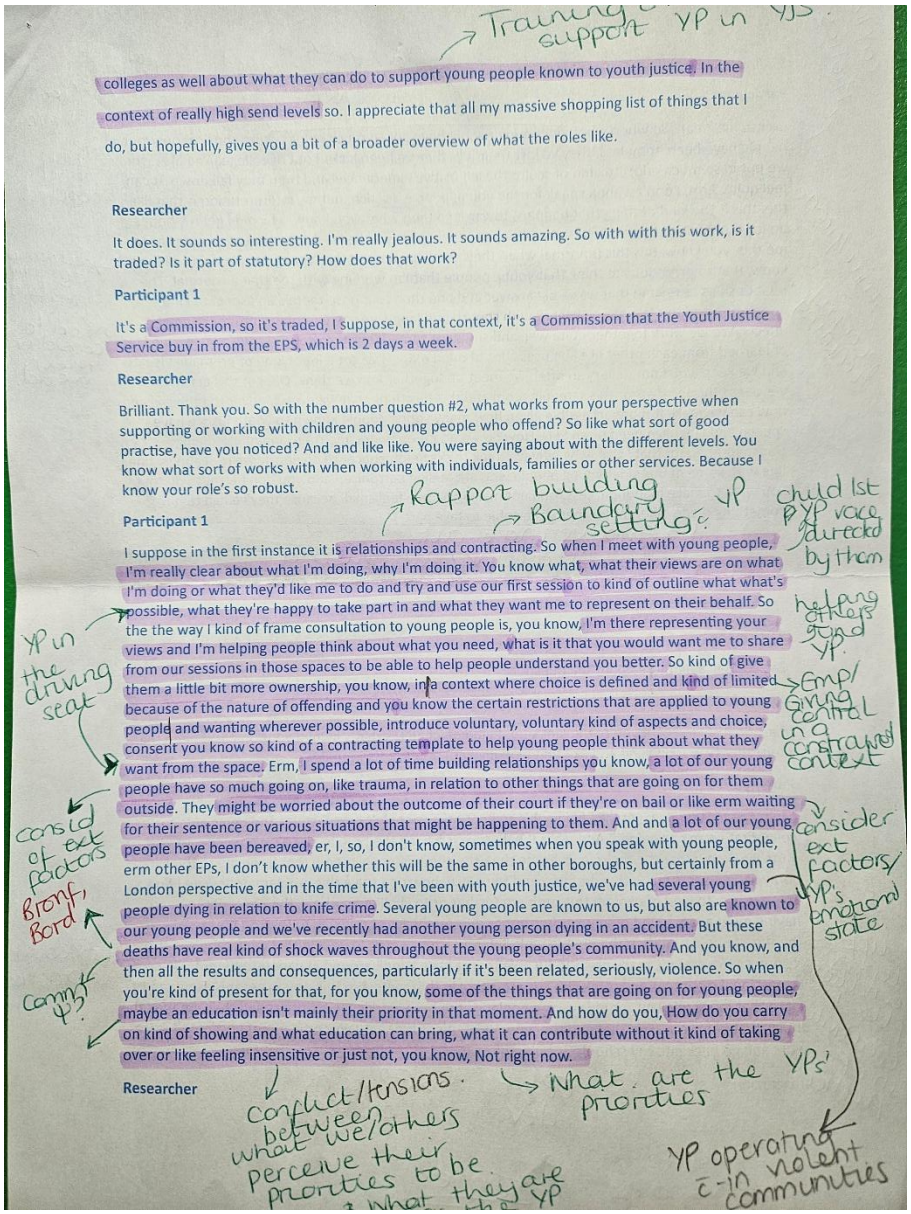
If you have any further questions or comments about the research, please contact:

The researcher:
Lisa Watkins WatkinsLV1@cardiff.ac.uk

The research supervisor:
Dr Gemma Ellis EllisG6@cardiff.ac.uk

Cardiff University's Research Ethics Committee:
School of Psychology, Cardiff University, Tower Building, Park Place, Cardiff, CF10 3AT;
email: psychethics@cardiff.ac.uk

Appendix 8: Data Analysis Phase 1: Familiarisation with the Dataset



colleges as well about what they can do to support young people known to youth justice. In the context of really high send levels so. I appreciate that all my massive shopping list of things that I do, but hopefully, gives you a bit of a broader overview of what the roles like.

Researcher

It does. It sounds so interesting. I'm really jealous. It sounds amazing. So with with this work, is it traded? Is it part of statutory? How does that work?

Participant 1

It's a Commission, so it's traded, I suppose, in that context, it's a Commission that the Youth Justice Service buy in from the EPS, which is 2 days a week.

Researcher

Brilliant. Thank you. So with the number question #2, what works from your perspective when supporting or working with children and young people who offend? So like what sort of good practise, have you noticed? And and like like. You were saying about with the different levels. You know what sort of works with when working with individuals, families or other services. Because I know your role's so robust.

Participant 1

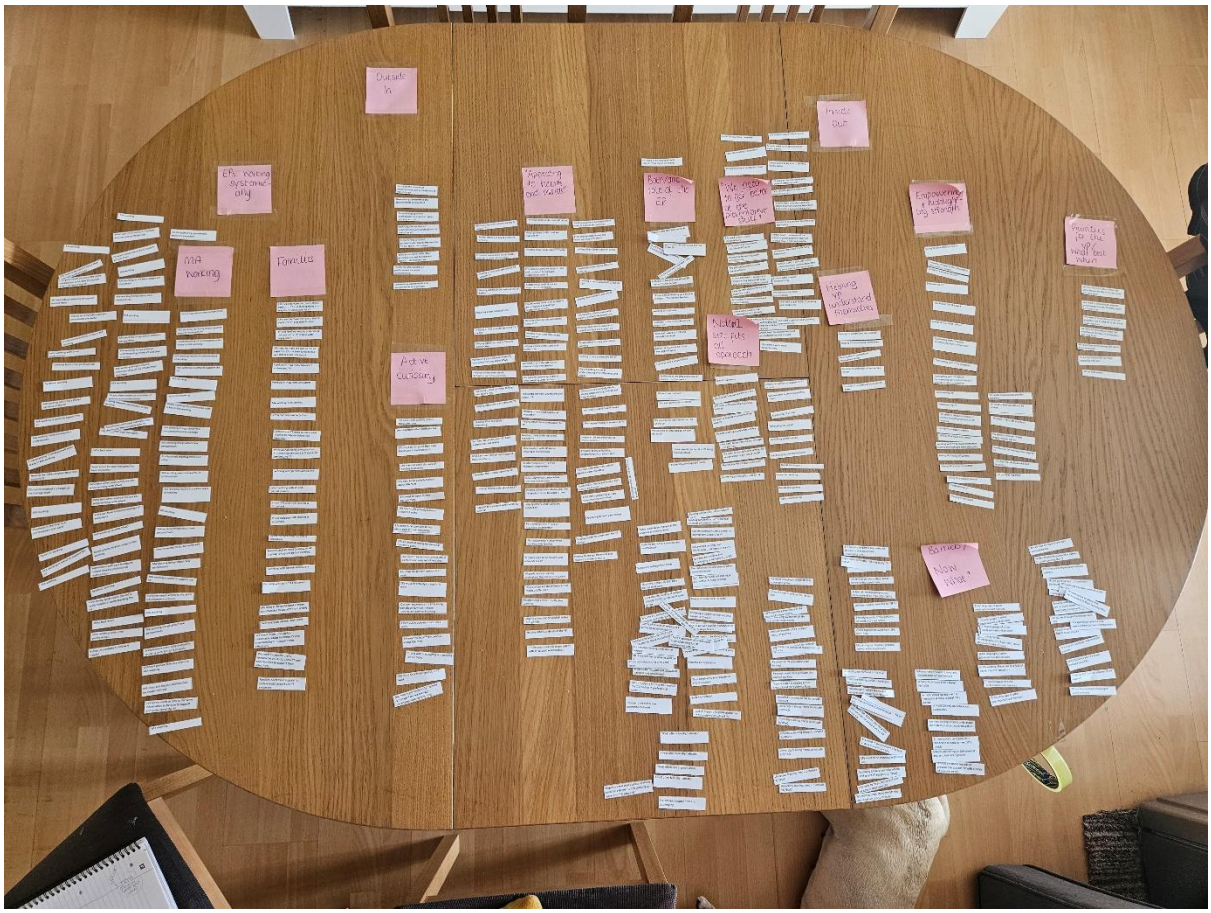
I suppose in the first instance it is relationships and contracting. So when I meet with young people, I'm really clear about what I'm doing, why I'm doing it. You know what, what their views are on what I'm doing or what they'd like me to do and try and use our first session to kind of outline what what's possible, what they're happy to take part in and what they want me to represent on their behalf. So the the way I kind of frame consultation to young people is, you know, I'm there representing your views and I'm helping people think about what you need, what is it that you would want me to share from our sessions in those spaces to be able to help people understand you better. So kind of give them a little bit more ownership, you know, in a context where choice is defined and kind of limited because of the nature of offending and you know the certain restrictions that are applied to young people and wanting wherever possible, introduce voluntary, voluntary kind of aspects and choice, consent you know so kind of a contracting template to help young people think about what they want from the space. Erm, I spend a lot of time building relationships you know, a lot of our young people have so much going on, like trauma, in relation to other things that are going on for them outside. They might be worried about the outcome of their court if they're on bail or like erm waiting for their sentence or various situations that might be happening to them. And and a lot of our young people have been bereaved, er, I, so, I don't know, sometimes when you speak with young people, erm other EPs, I don't know whether this will be the same in other boroughs, but certainly from a London perspective and in the time that I've been with youth justice, we've had several young people dying in relation to knife crime. Several young people are known to us, but also are known to our young people and we've recently had another young person dying in an accident. But these deaths have real kind of shock waves throughout the young people's community. And you know, and then all the results and consequences, particularly if it's been related, seriously, violence. So when you're kind of present for that, for you know, some of the things that are going on for young people, maybe an education isn't mainly their priority in that moment. And how do you, How do you carry on kind of showing and what education can bring, what it can contribute without it kind of taking over or like feeling insensitive or just not, you know, Not right now.

Researcher

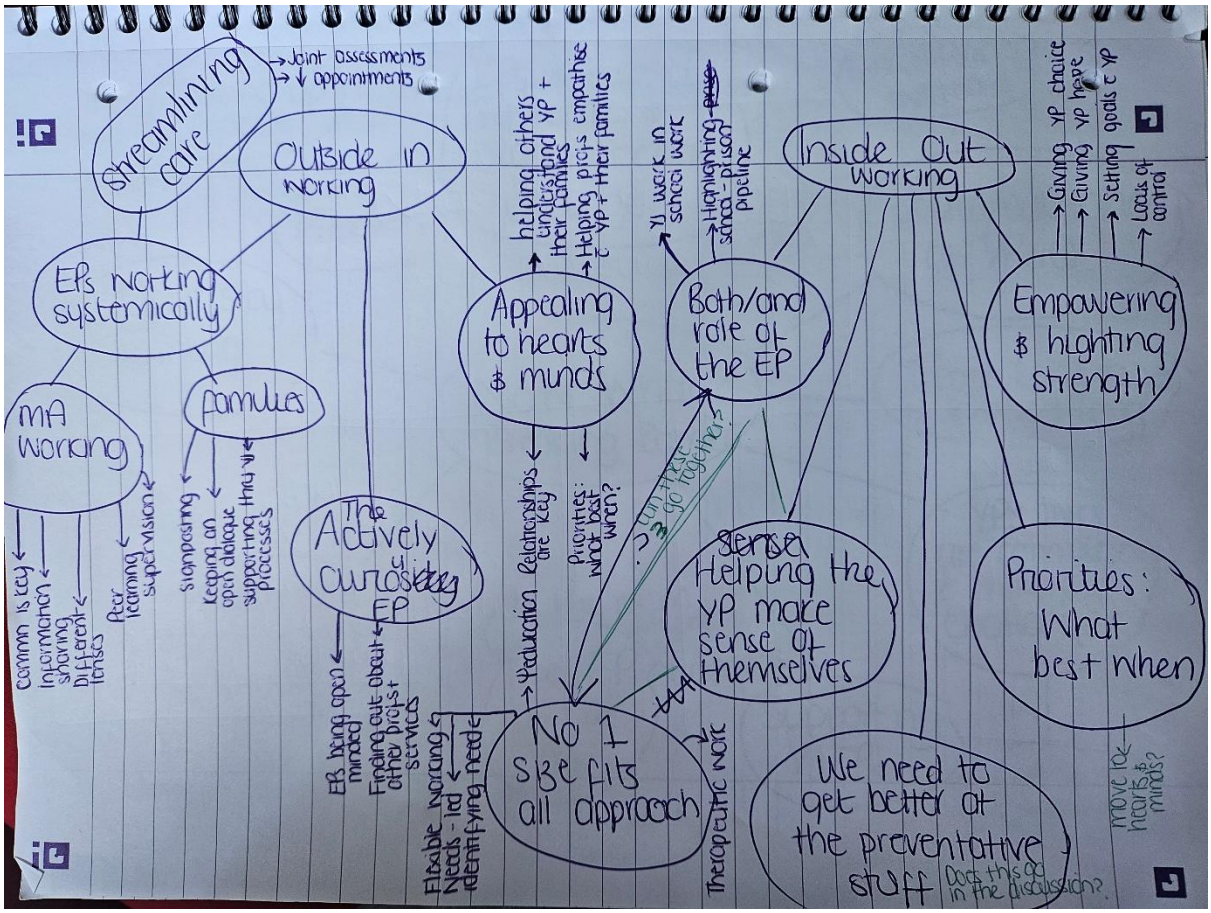
Appendix 9: Data Analysis Phase 2: Data Coding. Section of initial data item taken from the transcript followed by initial coding and 2nd iteration.

Like I say, involve involving them in the process as much as possible.	YP need to feel included/Giving YP a locus of control	Giving YP a locus of control
I think I've had to emphasise that almost at every single piece of work, that if a young person doesn't wanna work with me, they don't have to work with me, and that's OK and we shouldn't make them feel bad about that. We shouldn't, you know, influence them to do anything that they don't want to do.	YP don't have to work with EPs if they don't want to/Giving YP a locus of control	Giving YP a locus of control
erm so really making sure that they understand what it is they're getting into, that they will have some choice over how that piece of work goes erm has been really, really important	Giving YP a locus of control/informed consent/contracting is important	Contracting with YP is important
yeah, I think really getting them on board thinking about consent, thinking about what information they have has been really, really important.	Informed consent/ensuring YP understand the EP role/contracting is important	Ensuring YP have all the information they need to consent
Erm I guess again, always an ongoing piece of work is helping people to really understand what accommodations a child with SEN is going to need from them	Helping others understand YP/Helping put support in place for YP	Helping others to understand and support YP
And so by just telling her that she was like, OK, fine, I can easily put in that structure and say this is the time now this what time we're going to	Helping others understand YP/Helping put support	Helping others understand and support YP

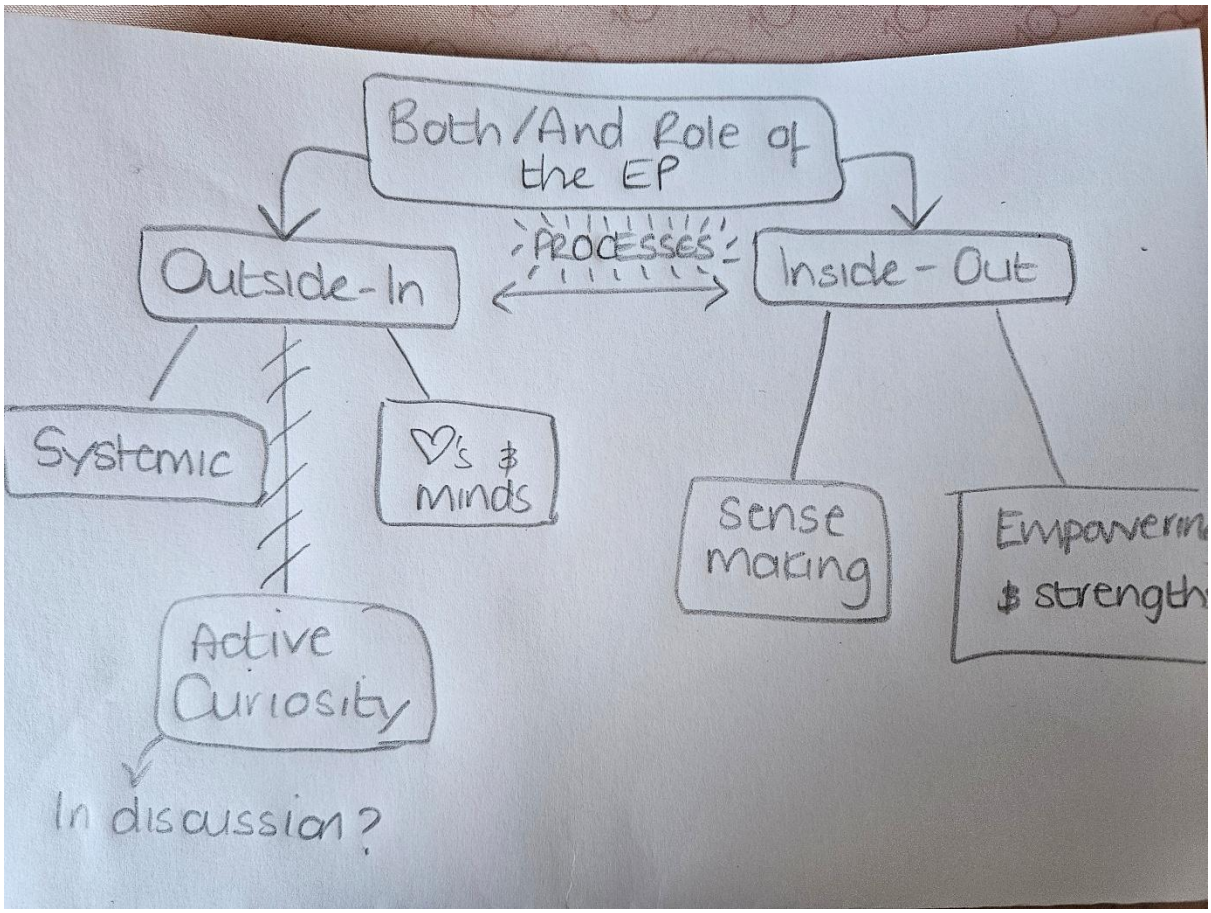
Appendix 10: Data Analysis Phase 3: Initial Theme Generation



Appendix 11: Data Analysis Phase 4: Developing and Reviewing Themes



Appendix 12: Data Analysis Phase 5: Refining, Defining and Naming Themes



Appendix 13: Criteria for Validity (Yardley, 2000; 2015)

Yardley's 2000 Core Principle	Evidence of consideration and actions within the current study
Sensitivity to context	• A research proposal was submitted, and ethical approval was gained from the Cardiff University's Ethics Committee • A robust narrative literature review was conducted to increase the researcher's awareness of the topic and ensure they understood the current context of the research topic. • To elicit a detailed and accurate account of each participant's individual experiences, interviews consisted of open-ended questions and probing statements. • Eight overarching questions were used to facilitate exploration of the topic and enable participants to share their experiences in a way that was meaningful to them and prevent the interview from being shaped by the researchers' constructions of what was important to discuss (Braune & Clarke, 2013). • An interview schedule was used as a guide only to allow space for participants to share relevant information to resemble a flowing conversation. • Participants were debriefed both verbally during the 'Closure period' of the interview schedule (Robson & McCarten, 2016) and via the debrief form (see Appendix 6 & 7**).** The debrief form contained information regarding the data transcription and anonymisation process as well as how participants could withdraw their data from the research should they so wish. • Both the relevance and contribution to EP practice are discussed, along with implications for training and wider systems.
Commitment and Rigour.	• In order to reflect on the research process from its inception to the process of write-up, the researcher kept a reflective research dairy (see Part 3 of the Thesis) • The researcher engaged in regular supervision throughout the research process. • Reflexive Thematic Analysis (RTA) (Braun & Clarke, 2021) was used to analyse the qualitative interview data. The researcher utilised and followed the guidelines of the

	six-phase approach outlined by Braun and Clarke (2021). Further details and reflections on this process can be found in Part 2 and Part 3 of the Thesis. • The interview schedule (see Appendix 2) was developed through discussion with the researcher's research supervisor. • To limit researcher bias, the researcher adopted an inductive approach. The researcher revisited the original data set following theme generation to ensure that themes felt representative of the participants' narratives. • Substantial time and commitment were given to the data analysis to ensure its rigour; this also ensured that the researcher remained immersed in the data throughout the transcription and coding/theming process. • Further evidence of analysis can be found in Appendix 8 – 12.
Coherence and Transparency	• The narrative literature review provided a clear rationale for the current study along with its relevance to EP practice. • The epistemological and ontological perspectives were carefully considered and reflected on during supervision before the research design was developed. • The researcher reflected upon their own positioning and how this may have impacted the research (see Part 3 of the Thesis). • Throughout the development, data collection and analysis process the researcher utilised a research diary, routinely reflecting on their assumptions, expectations, choices, and actions (Finlay & Gough, 2008). • A clear account of the research journey has been offered in the Appendices of this report, and a critical reflection of decision-making throughout the research process can be found in Part 3 of this report. • Each step of the research process has been outlined in detail in both Parts 2 and 3 of the Thesis and throughout the Appendices. • For transparency, an example of coding during the familiarisation stage of RTA (Braun & Clarke, 2021) can be found in Appendix 9.

	• The development of the thematic map is illustrated in Appendix 11. The final thematic map is provided within Part 2 of the Thesis (see Figure 7). Further reflections on this process can be found in Part 3 of the Thesis.
Impact and Importance.	• A gap in the literature was identified after a comprehensive search of databases and grey literature. • The current research and research questions were developed to gain an initial understanding of the topic. • The researcher considered the importance of the current study along with its implications for Educational Psychology Services (EPSs), Educational Psychologists (EPs), and wider systems. These are discussed in Part 2 of the thesis (see Table 27), along with the acknowledgement of the limitations of the current study (see Table 28). • The researcher's dissemination plan for the findings is explored in Part 3 alongside an exploration of the impact of the findings on the researcher's professional practice.

References (not already included within Parts 1, 2, or 3 of the Thesis):

Braun, V. and Clarke, V. (2013) *Successful Qualitative Research: A Practical Guide for Beginners*. SAGE Publication, London.

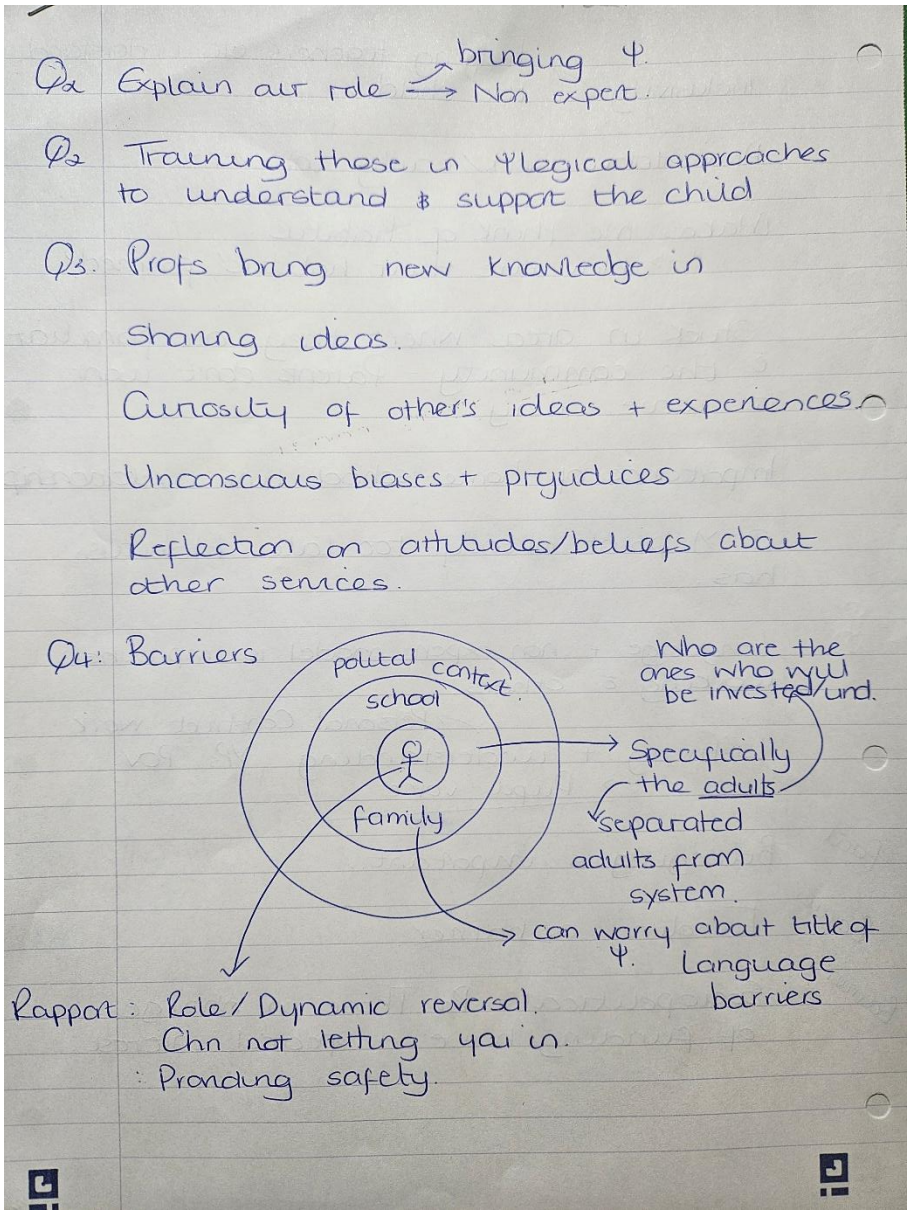
Critical Appraisal Skills Programme (CASP). (2018). *CASP systematic review checklist*. CASP UK. https://casp-uk.net/casp-tools-checklists/

Finlay, L., & Gough, B. (Eds.). (2008). Reflexivity: A practical guide for researchers in health and social sciences. John Wiley & Sons.

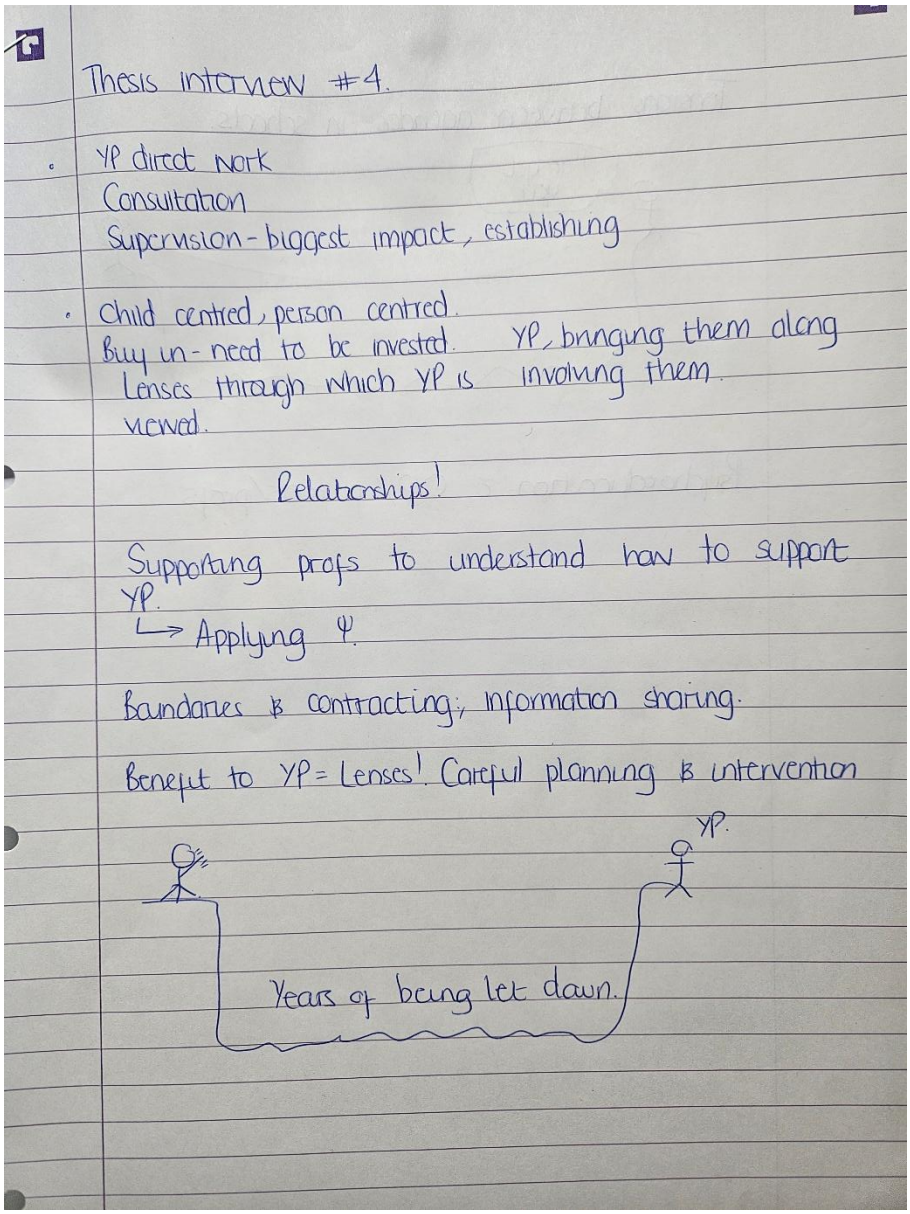
Hong, Q. N., Fàbregues, S., Bartlett, G., Boardman, F., Cargo, M., Dagenais, P., Gagnon, M.-P., Griffiths, F., Nicolau, B., & O'Cathain, A. (2018). The Mixed Methods Appraisal Tool (MMAT) version 2018 for information professionals and researchers. *Education for Information*, 34(4), 285-291.

Singh, J. (2013). Critical appraisal skills programme. *Journal of Pharmacology and Pharmacotherapeutics*, 4(1), 76-76.

Appendix 14: Example of Reflections, Thoughts and Insights Made During Interviews



Appendix 15: Example of Reflections, Thoughts and Insights Made Following Interviews



Appendix 16: Email sent to Principal Educational Psychologists

Dear xxx,

I am a Year 3 Trainee EP currently carrying out research as part of the Doctorate in Educational Psychology at Cardiff University. The purpose of this research project is twofold. Firstly, this project seeks to survey the current context of Educational Psychologists (EPs) working with young people who offend (YPwO) across the UK. Secondly, this project seeks to explore the perspectives of EPs working with YPwO on the barriers and facilitators to working with this group.

I would be very grateful if you could forward this email and the survey link below to EPs in your service: https://t.co/EbyYmVg2oC The survey will take 5 – 10 minutes to complete with an opportunity to become involved with the second stage of the research should they wish.

It is hoped that this research will shed light on the current context regarding EP support for YPwO, along with the contributions and processes of EPs involved when working with this group. It is further hoped that this research will provide functional examples of good practice to further inform Educational Psychology practice.

Kind regards,

Lisa Watkins

Appendix 17: EPNET tweet and advert


15:19
38%
CARDIFF UNIVERSITY
PRIFYSGOL CAERDYDD
Are you an *Educational Psychologist*?
Would you like to take part in research about *working with young people who offend*?
WHAT IS THE RESEARTCH ABOUT?
This research study is being carried out as part of the doctorate in Educational Psychology at Cardiff University.
The study will seek to explore the barriers and facilitators to Educational Psychology practice with young people who offend.
CAN I TAKE PART?
I am inviting all EPs working in the UK to take part in the 1st stage of the study. You do not have to have to have worked or be working with young people who offend to take part at this stage.
WHAT WILL TAKING PART INVOLVE?
You will be asked to complete a short 5 - 10 minute anonymous survey to help explore the current context of EPs working with this demographic across the UK.
There may be an opportunity to take part in the 2nd stage if you have worked or are working with this demographic.
HOW DO I GET INVOLVED?
Simply follow the link below!
https://cardiffunipsych.eu.qualtrics.com/jfe/form/SV_8iu9zoxQQrh8quG
It is hoped that this research will further support and develop Educational Psychology practice with young people who offend.
WHERE CAN I FIND MORE INFORMATION?
You can contact me at watkinslv1@cardiff.ac.uk if you have any further about the research.
Thank you for considering taking part in this research!

Appendix 18: Articles excluded at abstract and title phase and reasons for exclusion:

Reference of article	Reason not included in focussed literature review
1. Robertson, H. (2022). Perceived Barriers and Facilitating Factors to Positive Mental Health and Engagement with Support Services for Young Offenders--A Systematic Literature Review. *Educational and Child Psychology*, *39*(2), 56-85.	Relates to other areas of the youth justice system and youth offending
2. Cosma, P., and Mulcare, R. (2022). EHCPs: A Help or a Hinderance to the Inclusion of Young People Who Have Offended? An Exploration of EP's Perceptions of the Facilitating Factors and Barriers of EHCPs and the SEN Processes Involved in Youth Justice. *Educational and Child Psychology*, *39*(2), 42-55.	Does not focus on educational psychologists working with YPwO.
3. King, J. (2022). Prioritising Young Peoples' Voices in Research and Work in Youth Offending Services: Themes from Free Association Research Methods and a Co-Production Project with Young People. *Educational and Child Psychology*, *39*(2), 28-41.	Does not focus on educational psychologists.
4. Choudhury, D. (2022). Traumatic Brain Injury in Young People in Custody: Implications for Community and Educational Inclusion. *Educational and Child Psychology*, *39*(2), 86-101.	Does not focus on educational psychologists.
5. Twells, J. (2020). Identifying Barriers to and Facilitators for Educational Inclusion for Young People Who Offend. *Educational and Child Psychology*, *37*(1), 84-100.	Does not focus on educational psychologists.
6. Kaufman, K. L., Erooga, M., Mathews, B., and McConnell, E. (2019). Recommendations for preventing child sexual abuse in youth-serving organizations: implications from an Australian Royal Commission review of the literature. *Journal of interpersonal violence*, *34*(20), 4199-4224.	Does not focus on educational psychologists in youth justice and is outside of the UK.
7. Taylor, J., Shostak, L., Rogers, A., and Mitchell, P. (2018). Rethinking mental health provision in the secure estate for children and young people: a framework for integrated care (SECURE STAIRS). *Safer Communities*, *17*(4), 193-201.	Does not focus on educational psychologists.
8. Higgins, K., McLaughlin, A., Perra, O., McCartan, C., McCann, M., Percy, A., and Jordan, J. A. (2018). The Belfast Youth Development Study (BYDS): A prospective cohort study of the initiation, persistence and desistance of substance use from adolescence to adulthood in Northern Ireland. *Plos one*, *13*(5), e0195192.	Does not focus on educational psychology.
9. Hopkins, T., Clegg, J., and Stackhouse, J. (2018). Examining the association between language, expository discourse and offending behaviour: An investigation of direction, strength and independence. *International Journal of Language and Communication Disorders*, *53*(1), 113-129.	Does not focus on educational psychologists.
10. Heath, R. A., and Priest, H. M. (2016). Examining experiences of transition, instability and coping for young offenders in the community: A qualitative analysis. *Clinical child psychology and psychiatry*, *21*(2), 224-239.	Does not focus on educational psychologists.
11. Hopkins, T., Clegg, J., and Stackhouse, J. (2016). Young offenders' perspectives on their literacy and communication skills. International Journal of Language and Communication Disorders, 51(1), 95-109.	Does not focus on educational psychologists.

12. Fonagy, P., Butler, S., Baruch, G., Byford, S., Seto, M. C., Wason, J., ... and Simes, E. (2015). Evaluation of multisystemic therapy pilot services in Services for Teens Engaging in Problem Sexual Behaviour (STEPS-B): study protocol for a randomized controlled trial. *Trials*, *16*, 1-19.	Does not focus on educational psychologists.
13. Hood, R. (2015). How professionals experience complexity: An interpretative phenomenological analysis. *Child Abuse Review*, *24*(2), 140-152.	Does not focus on educational psychologists.
14. Scott, S., Baker, R., Shucksmith, J., and Kaner, E. (2014). Autonomy, special offers and routines: a Q methodological study of industry-driven marketing influences on young people's drinking behaviour. *Addiction*, *109*(11), 1833-1844.	Investigates drinking behavior influences in young people, unrelated to educational psychologists.
15. Williamson, T., Ashby, D. I., and Webber, R. (2005). Young offenders, schools and the neighbourhood: a new approach to data-analysis for community policing. *Journal of community and applied social psychology*, *15*(3), 203-228.	Has a focus outside of educational psychologists in youth justice.
16. Stephenson, Z., Woodhams, J., and Cooke, C. (2014). Sex differences in predictors of violent and non-violent juvenile offending. *Aggressive Behavior*, *40*(2), 165-177.	Does not focus on educational psychologists.
17. O'Dea, B., Glozier, N., Purcell, R., McGorry, P. D., Scott, J., Feilds, K. L., ... and Hickie, I. B. (2014). A cross-sectional exploration of the clinical characteristics of disengaged (NEET) young people in primary mental healthcare. *BMJ open*, *4*(12).	Has a focus outside of educational psychologists in youth justice.
18. Games, F., Curran, A., and Porter, S. (2012). A small-scale pilot study into language difficulties in children who offend. *Educational Psychology in Practice*, *28*(2), 127-140.	Does not focus on educational psychology.
19. Rodway, C., Norrington-Moore, V., While, D., Hunt, I. M., Flynn, S., Swinson, N., ... and Shaw, J. (2011). A population-based study of juvenile perpetrators of homicide in England and Wales. *Journal of adolescence*, *34*(1), 19-28.	Lacks relevance to educational psychologists.
20. Jackson, L. A., and Bartie, A. (2011). 'Children of the city': juvenile justice, property, and place in England and Scotland, 1945–60. *The Economic History Review*, *64*(1), 88-113.	Has a focus outside of educational psychologists.
21. Wood, R. (2010). UK: the reality behind the 'knife crime'debate. *Race and class*, *52*(2), 97-103.	Has a focus outside of educational psychologists.
22. Sigurdsson, J. F., Gudjonsson, G., Asgeirsdottir, B. B., and Sigfusdottir, I. D. (2010). Sexually abusive youth: what are the background factors that distinguish them from other youth?. *Psychology, Crime and Law*, *16*(4), 289-303.	Has a focus outside of educational psychology.
23. Hymans, M. (2006). What needs to be put in place at an operational level to enable an integrated children's service to produce desired outcomes?. *Educational and Child Psychology*, *23*(4), 23.	Does not specifically focus on educational psychologists in youth justice.
24. Henry, S. (2009). School violence beyond Columbine: A complex problem in need of an interdisciplinary analysis. *American Behavioral Scientist*, *52*(9), 1246-1265.	Does not focus on educational psychologists and is conducted out of the UK.
25. Gatsinzi, P. (2022). Case Study of the out of School Teenage Mothers' Lived Experiences and Perceptions on Education in Rusororo Sector, Rwanda: A Back to School Framework. *Educational Research and Reviews, 17*(3), 120-130.	Study is conducted out of the UK.

26. Smith, C. (2013). Nothing about Us without Us! The Failure of the Modern Juvenile Justice System and a Call for Community-Based Justice. *Journal of Applied Research on Children, 4*(1), 1-55.	Does not focus on educational psychologists and is conducted out of the UK.
27. Sinclair, J., Unruh, D., and Kelly, K. (2021). Relationships Matter: The Role Transition Specialists Play in Youth's Reentry from the Juvenile Justice System. *Career Development and Transition for Exceptional Individuals, 44*(1), 4-16. https://doi.org/10.1177/2165143420948838	Does not focus on educational psychologists and is conducted out of the UK.
28. Smallbone, S., Rayment-Mchugh, S., and Smith, D. (2013). Youth Sexual Offending: Context, Good-Enough Lives, and Engaging with a Wider Prevention Agenda. *International Journal of Behavioral Consultation and Therapy, 8*(3-4), 49-54.	Relates to other areas of the youth justice system and youth offending
29. Formby, A. E., and Paynter, K. (2020). The Potential of a Library Media Program on Reducing Recidivism Rates among Juvenile Offenders. *National Youth-at-Risk Journal, 4*(1), 14-21.	Does not focus on educational psychologists
30. Morgan, L. W., McClendon, L. S., McCarty, J., and Zinck, K. (2016). Supporting Every Child: School Counselors' Perceptions of Juvenile Sex Offenders in Schools. *Journal of School Counseling, 14*(1), 1-37.	Does not focus on educational psychologists and is conducted out of the UK.
31. Makhurane, F. (2020). The Involvement of Stakeholders in Promoting the Wellness of Juvenile Offenders in Selected South African Correctional Schools. *European Journal of Education (EJE), 3*(1), 106-120.	The study is conducted out of the UK.
32. Chassin, L. (2008). Juvenile Justice and Substance Use. *Future of Children, 18*(2), 165-183.	Does not focus on educational psychologists.
33. Ardi, N., Ahmad, A., Daud, N., and Ismail, N. (2020). Speech Act of Flaming in Twitter Status: Issues and Concerns in the Malaysian Context. *Asian Journal of University Education, 16*(4), 109-121.	The study is conducted out of the UK.
34. Turner, W. (2014). Enabling Undergraduates to Put into Practice Learning to Support Emotional Well-Being for Children and Young People. *International Journal of Emotional Education, 6*(1), 76-94.	Does not focus on educational psychologists.
35. Scott, E. S., and Steinberg, L. (2008). Adolescent Development and the Regulation of Youth Crime. *Future of Children, 18*(2), 15-33.	Does not focus on educational psychologists.
36. Escobar-Chaves, S., and Anderson, C. A. (2008). Media and Risky Behaviors. *Future of Children, 18*(1), 147-180.	The study is not relevant to educational psychology.
37. Grisso, T. (2008). Adolescent Offenders with Mental Disorders. *Future of Children, 18*(2), 143-164.	Does not focus on educational psychologists.
38. Greenwood, P. (2008). Prevention and Intervention Programs for Juvenile Offenders. *Future of Children, 18*(2), 185-210.	Lacks an educational psychology focus.
39. Malette, N. (2017). Forms of Fighting: A Micro-Social Analysis of Bullying and In-School Violence. *Canadian Journal of Education, 40*(1), 1-29.	The study is not relevant to educational psychology and is outside the UK context.
40. Ingalls, L., Hammond, H., and Trussell, R. P. (2011). An Evaluation of Past Special Education Programs and Services Provided to Incarcerated Young Offenders. *Journal of at-Risk Issues, 16*(2), 25-32.	Does not focus on educational psychologists.
41. Letourneau, E. J., and Caldwell, M. F. (2013). Expensive, Harmful Policies that Don't Work or How Juvenile Sexual Offending is Addressed in the U.S. *International Journal of Behavioral Consultation and Therapy, 8*(3-4), 23-29.	Study is outside of the UK context.

42. Worling, J. R. (2013). What Were We Thinking? Five Erroneous Assumptions That Have Fueled Specialized Interventions for Adolescents Who Have Sexually Offended. *International Journal of Behavioral Consultation and Therapy, 8*(3-4), 80-88.	Has a focus outside of educational psychology.
43. Watson, S. and Miller, T. (2012). LGBT Oppression. *Multicultural Education,* 19(4), pp. 2-7.	Does not focus on educational psychologists in youth justice.
44. Dickerson, M., Fall, R., and Helm-Stevens, R. (2020). Service Learning Programs with Juvenile Offenders. *International Education Studies, 13*(2), 88-95.	Does not focus on educational psychologists.
45. Thoder, V. J., and Cautilli, J. D. (2011). An Independent Evaluation of Mode Deactivation Therapy for Juvenile Offenders. *International Journal of Behavioral Consultation and Therapy, 7*(1), 41-46.	Has a focus outside of educational psychology.
46. Meiners, E. R., and Reyes, K. B. (2008). Re-Making the Incarceration-Nation: Naming the Participation of Schools in Our Prison Industrial Complex. *Penn GSE Perspectives on Urban Education, 5*(2), 1-13.	Does not focus on educational psychologists.
47. Jennings, J. L., Apsche, J. A., Blossom, P., and Bayles, C. (2013). Using Mindfulness in the Treatment of Adolescent Sexual Abusers: Contributing Common Factor or a Primary Modality? *International Journal of Behavioral Consultation and Therapy, 8*(3-4), 17-22.	Does not focus on educational psychologists.
48. Fedorov, A., Levitskaya, A., Gorbatkova, O., and Mamadaliev, A. (2018). Stereotypes of Teenagers' Images in Audiovisual Media Texts about Schools and Universities. *European Journal of Contemporary Education, 7*(3), 458-464.	Does not focus on educational psychologists.
49. Piquero, A. R. (2008). Disproportionate Minority Contact. *Future of Children, 18*(2), 59-79.	Does not focus on educational psychologists.
50. Unruh, D., Waintrup, M., Alverson, C., Erickson, M. and Magee, C. (2021). Stakeholders' Perspectives of Reentry to School and Community for Young Offenders with Disabilities: An Ecological Approach. *Behavioral Disorders,* 46(3), pp. 175-186.	Does not focus on educational psychologists.
51. Swift, S. (2013). *Thoughts, feelings and perceptions of an inner-city london community regarding the role of the school in preventing and protecting children and young people from crime* (Order No. U633484). Available from ProQuest Dissertations and Theses Global. (2117522721).	Does not focus on educational psychologists.
52. O'Carroll, J. (2016). *Identifying Barriers and Facilitators for Educational Inclusion for Young People Who Offend* (Order No. 29183765). Available from ProQuest Dissertations and Theses Global. (2647391156).	Does not focus on educational psychologists.
53. Gillard, D. E. (2011). *Experiences of Restorative Justice in Settings With Children and Young People: The Accounts of Professionals and Young People* (Order No. 10031268). Available from ProQuest Dissertations and Theses Global. (1782842263).	Does not focus on educational psychologists.
54. Beal, C. (2012). *Insider accounts of the move to the outside: an interpretative phenomenological analysis of three young people's perceptions of their transition from the secure estate (custody) into education, training or employment* (Order No. U603250). Available from ProQuest Dissertations and Theses Global. (1512387269).	Lacks an educational psychology focus.
55. Hancock, Z. (2021). *'There's More to the World than Just Like Crime' : an Exploratory Study of Young People's Experiences of Engaging with Youth Offending Services* (Order No. 29072956). Available from ProQuest Dissertations and Theses Global. (2625630316).	Does not focus on educational psychologists.

56. Ozarow, L. (2012). *An exploratory study of how youth offenders perceive their experience of education* (Order No. 10061456). Available from ProQuest Dissertations and Theses Global. (1779235176).	Lacks an educational psychology focus
57. Ackland, H. (2018). *An exploration of young offenders' life trajectories through narrative* (Order No. 27798500). Available from ProQuest Dissertations and Theses Global. (2342667035).	Does not focus on educational psychologists.
58. Collins, J. (2019). *How Can Practitioners Support the Special Educational Needs and Disabilities of Young People and Young Adults on Community-Based Sentences?*(Order No. 28047270). Available from ProQuest Dissertations and Theses Global. (2411677059).	Does not focus on educational psychologists.
59. Davidson, C. (2014). *Restorative justice and the prevention of youth reoffending* (Order No. 10083316). Available from ProQuest Dissertations and Theses Global. (1780249409).	Does not focus on educational psychologists.
60. Lee, J. M. (2008). *Black youth and the boys in blue: Associations between police treatment, mental health and ethnic identity in African American juvenile offenders* (Order No. 3319972). Available from ProQuest Dissertations and Theses Global. (194001514).	Study is conducted outside of the UK.
61. Norris, H. N. (2016). *Restorative Practices in Education Contexts: An Evaluation of Happiness, School Engagement, and Self-Esteem* (Order No. 10761313). Available from ProQuest Dissertations and Theses Global. (1999211178).	Does not focus on educational psychologists.
62. Newton, J. A. (2014). *Exploring the usefulness of narrative approaches in educational psychology practice when working with young people who have offended* (Order No. 10174856). Available from ProQuest Dissertations and Theses Global. (2119945884).	Does not have direct relevance to youth offending.
63. Epps, K. J. (1999). *The psychosocial characteristics of adolescent boys who sexually offend: a comparative study* (Order No. U136450). Available from ProQuest Dissertations and Theses Global. (301539109).	Does not focus on educational psychologists.
64. Boden, T. (2019). *A Realistic Inquiry of Welfare-Orientated Diversionary Practice Within a Youth Offending Team in Supporting the Wellbeing of Young People Within the Community* (Order No. 28930953). Available from ProQuest Dissertations and Theses Global. (2593835944).	Does not focus on educational psychologists.
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