Educational Psychologists' involvement with Youth Justice Services in England: A national perspective

Stephanie Gumbs

Thesis submitted to the University of East London for the degree of Professional Doctorate in Educational and Child Psychology

Acknowledgements

First and foremost, I would like to express my gratitude to the participants of this research. Your reflections and insights have been invaluable and inspiring; this research would not have been possible without your input.

I would also like to thank the Educational Psychologists' who were employed in the Youth Justice Service I worked for prior to starting the doctoral training course. I would not have been privy to the breadth and impact of the Educational Psychologist role in Youth Justice Services had I not had the opportunity to work alongside you all. Thank you for planting a seed and cultivating my interest in this area.

Many thanks to Dr Mary Robinson and Dr Miles Thomas, both of whom I have been fortunate to have as my Director of Studies over the past two years. Thank you both for your guidance and encouragement. I would also like to extend my thanks and gratitude to the rest of the tutor team for their continued support.

I would like to thank my placement supervisor, who has been a huge source of support throughout the research process.

Thank you to Cohort Fifteen for all your support over the years; it has been a pleasure sharing this experience with you all.

Finally, I would like to thank my family for their patience and support over the past few years.

Abstract

Previous studies have explored the special educational needs (SEN) of children and young people (CYP) known to the youth justice service (YJS). Research found that young people who offend (YPwO) have a higher prevalence of SEN compared to the general population. Educational Psychologists (EPs) specialise in working with CYP with additional needs and are well-placed to support CYP known to YJSs and relevant professionals.

There have been few studies which have investigated EPs engagement with YJSs and EPs experiences of working in YJSs. Previous studies have outlined the function of the EP role in YJSs and specified the type of work undertaken by EPs working in this context.

The number of Educational Psychology Services (EPSs) in England which have an EP linked to the YJS has not previously been investigated, and previous literature has not explored the commissioning of EP involvement in YJSs. The research sought to address the identified gaps in research by exploring the number of EPSs which had an EP linked to the YJS (link-EPs), establishing where EPSs with link-EPs were situated nationally, and exploring how EP involvement in YJSs was commissioned. The research also aimed to explore EPs experiences of working in YJSs and the breadth of work undertaken by EPs working in this context.

Seventy-six EPSs and eighteen EPs participated in the research. A mixed methods design which consisted of three data collection methods was used to gather data which addressed the research aims.

Quantitative data was analysed using descriptive statistics and qualitative data was mostly analysed using thematic analysis. Nine themes relating to EPs' experiences of working in YJSs was identified and ten themes pertaining to the breadth of work undertaken by EPs was highlighted. The identified themes encompassed EPs' views on the challenging and positive aspects of their role, the nature of work undertaken by EPs, and EPs' future hopes for their role in the YJS.

EPs and key professionals working with YPwO were encouraged to use a social justice and eco-systemic lens to explore and understand CYP's offending, support key systems to engage with CYP ethically, and to promote the overall inclusion of YPwO.

Table of Contents

List of Figures

List of Tables

List of Abbreviations

BESD	**Behavioural, Emotional and Social Difficulties**
BPS	**British Psychological Society**
CFOS	**Child First Offender Second**
CJS	**Criminal Justice System**
CYP	**Children and Young People**
EHCNA	**Education, Health, and Care Needs Assessment**
ETE	**Education, Training and Employment**
HCPC	**Health and Care Professions Council**
MH	**Mental Health**
NEET	**Not in Education, Training or Employment**
NFA	**No Further Action**
PRU	**Pupil Referral Unit**
RUI	**Released Under Investigation**
SALT	**Speech and Language Therapist**
SEMH	**Social, Emotional and Mental Health**
SEP	**Senior Educational Psychologist**
SEN	**Special Educational Needs**
SLCN	**Speech, Language and Communication Needs**
TEP	**Trainee Educational Psychologist**
YJ	**Youth Justice**
YJB	**Youth Justice Board**
YJS	**Youth Justice Service**
YOT	**Youth Offending Team**

YPwO	**Young People who have Offended**

Chapter One: Introduction

1.1 Overview

In this chapter, the background and contextual information relating to the current research will be discussed. Information about YJSs, including relevant legislation, aims and functions of YJSs, and principles underpinning YJSs will first be discussed. The current context, background of children and young people (CYP) attending YJSs, and factors associated with youth offending will then be acknowledged, followed by a consideration of the context of educational psychology and the role of Educational Psychologists (EPs). The researcher's interest in youth justice will then be considered, followed by a summary of the content of this chapter.

1.2 Context of Youth Offending

In the year ending March 2022, approximately 33,000 proven offences were committed by CYP in England and Wales (Youth Justice Board [YJB], 2023). Statistics indicated that the number of CYP being cautioned or sentenced has significantly declined over the past ten years and the current re-offending rate for CYP is the lowest it has ever been (YJB, 2023).

According to the YJB (2018), the current cohort of young offenders have very complex needs: "*As the cohort gets smaller, it becomes more concentrated with children who have the most complex needs [including health and education needs] and challenging behaviours*" (YJB, 2018, p. 4). The current statistics do not, therefore, seem to reflect the increased complexity of needs found amongst CYP in the youth justice system.

The current youth offending cohort have longer histories of offending, have committed more serious crimes, and have multi-layered needs (Department for Education [DfE] & Ministry of Justice [MoJ], 2022). YPwO have typically been found to have difficulties

in the areas of communication (Gregory & Bryan, 2011; Games et al., 2012; Hopkins et al., 2016; Hopkins et al., 2016, 2018), substance misuse (Carswell et al., 2004), and mental health (Carswell et al., 2004; Stallard et al., 2003). According to Taylor (2016), the increased complexity of CYP's needs have made it more difficult for CYP in the youth justice system to be rehabilitated.

1.3 Current National Context

The global coronavirus disease (COVID-19) pandemic in 2020 affected the delivery of YJSs in England. YJSs were forced to temporarily cease face-to-face supervision meetings with CYP during the pandemic (YJB, 2020). YJSs also had difficulties maintaining links with key professionals from police, health, and education services during this period (Harris & Goodfellow, 2021). YJSs particularly had difficulties maintaining contact with schools and securing educational placements for CYP (Smithson et al., 2022).

During the pandemic, schools remained open for vulnerable CYP. CYP attending YJSs were not initially deemed vulnerable and were therefore not required to physically attend school. CYP's engagement in education was disrupted over the pandemic, as was the educational support for CYP (Smithson et al., 2022). The pandemic exacerbated the educational attainment gap for CYP known to YJSs, widened existing socio-economical inequalities, and increased mental health (MH) difficulties (Smithson et al., 2022).

1.4 Establishment of Youth Offending Teams

Youth Offending Teams (YOTs) were first established in 1998 following the publication of the Crime and Disorder Act (1998). Following the legislation, all local authorities (LA) were required to develop a YOT which comprised of professionals from social

care, probation, police, health, and education. The legislation positioned all professionals as having an important role in preventing youth crime.

Taylor (2016) posited that youth justice systems emerged in "*response to a growing sense that youth offending was not being dealt with in a systematic way, and that locally no-one was taking responsibility for children who were involved in crime*" (p. 6). YOTs were therefore developed to establish a co-ordinated response to youth offending and ensure that all professionals shared responsibility for the care and support provided for YPwO.

The legislation outlined the key functions of YOTs. The YOT were responsible for providing an appropriate adult for CYP during police interview, providing information and reports to courts, supporting CYP on community and custodial sentences, and supervising CYP post-custody.

The YOT provided a systematic and multi-agency approach to addressing and targeting youth crime. They were positioned as having a central role in reducing youth offending, which was identified as the core aim of the Youth Justice (YJ) system (Crime and Disorder Act, 1998).

1.5 Youth Justice Board

The provision of YJSs in England and Wales is overseen by the YJB, an independent public body established by the Crime and Disorder Act (1998). The YJB have a range of statutory functions, including monitoring the YJ system, advising the Secretary of State on matters relating to the YJ system, commissioning research to support good practice, sharing good practice, obtaining, and publishing data.

The YJ system has four main aims: to reduce the number of CYP in the YJS, to reduce re-offending by children, to improve the safety and well-being of CYP, and to improve outcomes for CYP in the YJS (YJB, 2021a).

1.6 Child First, Offender Second

The YJB espouses a "child first, offender second" (CFOS) principle, which aims to prioritise CYP's interests, promote CYP's strengths, support CYP's development of pro-social identities, and encourage CYP's active participation and engagement. The CFOS principle also aims to promote the social inclusion of YPwO and divert CYP away from the justice system (YJB, 2021a).

Case and Haines (2015) argued that all YJSs operating under the CFOS principle should be "…*child friendly, child appropriate and focused on the whole child, examining the full complexity of their lives, experiences, perspectives, needs and their multi-faceted context-specific interaction*" (p. 162). A CFOS model positions children as being part of the 'solution', rather than the 'problem'. The model highlighted the importance of practitioners working collaboratively with CYP, actively considering CYP's views, supporting CYP to express their views, supporting CYP to participate in decisions regarding their future, and ensuring that CYP are aware of their rights and entitlements (Case & Haines, 2015).

The CFOS principle arguably prompted a shift away from a deficit-model of youth justice to a child-centred model, which focused on CYP's strengths, potential and achievements (Case & Haines, 2015). The latter approach is reflected in the Good Lives Model (Fortune, 2018), which offered a strength-based approach to offender rehabilitation and focused on how offenders could be supported to live more fulfilling and meaningful lives (Fortune, 2018).

Historically, YJSs in England adopted a punitive approach to offending, which involved CYP being treated like adults (Case & Haines, 2015). The CFOS model encourages practitioners to view youth offending more holistically and enables factors such as child development to be considered when exploring CYP's offending behaviour.

The YJB demonstrated their commitment to the CFOS principle by ceasing their use of the statutory definition "Youth Offending Team" and replacing this with "Youth Justice Services" (YJB, 2021c). The former term was perceived to contain stigmatising language and the latter term reflected the current language being used across the youth justice system.

1.7 Protective factors associated with engagement in crime

Protective factors are variables which can "*help to oppose or moderate the risks that young people are exposed to…and work to safeguard against the likelihood of being involved in criminal activity*" (YJB, 2008, p. 9). Farrington et al. (2014) drew on previous research and identified a range of protective factors for CYP. At the individual level, protective factors included high school achievement (Farrington et al., 2014), high cognitive functioning (Kandel et al., 1988; White et al., 1989; Fergusson & Lynskey, 1996; Stattin et al., 1997; Jaffee et al., 2007), low impulsivity (Fergusson et al. 2007), and strong commitment to school (Herrenkohl et al. 2005). At the family level, protective factors included secure attachment to parents (Smith et al., 1994), and parental supervision (Kolvin et al., 1990). Community level protective factors included residing in low crime neighbourhoods with high social cohesion (Jaffee et al. 2007), and socialising with pro-social peers.

Risk and protective factors in youth justice have more recently been referred to as factors for and against desistance. Desistance is "*the process of abstaining from crime*

amongst those who have previously engaged in a sustained pattern of offending" (Maruna, 2001, as cited in Her Majesty's Inspectorate of Probation [HMIP], 2016, p. 4). HMIP (2016) identified eight domains for professionals supporting CYP's desistance to consider. The domains which had the most relevance to the current research included: addressing CYP's identity and self-worth, motivating CYP, addressing structural barriers, supporting engagement with wider social contexts, and collaborative working (HMIP, 2016). The HMIP (2016) report postulated that individual interventions were ineffective at reducing youth crime (HMIP, 2016). A systemic approach, which encompasses interventions across the individual, family, school, and community level, were depicted as a more effective way of addressing youth offending.

1.8 Risk factors associated with engagement in crime

A risk factor in offending has been defined as a variable which "*predicts a high probability of later offending"* (Farrington et al., 2014, p. 46). Risk factors are generally dichotomised, meaning they are either absent or present (Farrington et al., 2014).

Risk factors for offending have mainly been explored across four levels: the individual, family, school, and community level (Farrington & Welsh, 2007; YJB, 2017). Risk factors at the individual level include poor cognitive skills and abilities, impulsivity, low empathy, engagement in aggressive or anti-social behaviour, poor self-esteem, and substance misuse (Farrington & Welsh, 2007; YJB, 2017). Additional risk factors include low attainment, poor literacy and numeracy skills, school truancy, and negative attitudes towards school (YJB, 2008). Previous research also found that YPwO are more likely to have lower attainment in primary and secondary school education (YJB, 2006) and less likely to achieve to five or more General Certificate of Secondary Education (GCSE) passes (YJB, 2006).

At the family level, key risk factors included inconsistent parenting (YJB, 2017), anti-social or criminal parents, parental conflict, and inadequate supervision (Farrington & Welsh, 2007). YPwO were also more likely to belong to disrupted and deprived families (Farrington & Welsh, 2007).

With regards to community factors, studies found that YPwO were more likely to reside in deprived areas, socialise with delinquent peers (Farrington & Welsh, 2007; YJB, 2017), and have poor social bonds in the community (YJB, 2017). School culture, ethos, leadership, and disciplinary policies have also been linked to offending (YJB, 2006). School experiences, such as school exclusion and poor teacher relationships were found to have increased CYP's risk of offending (YJB, 2008).

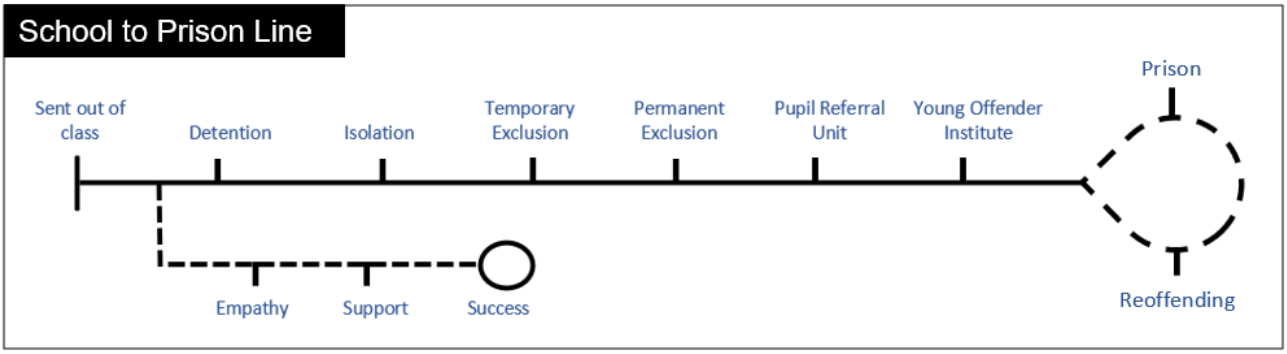
The relationship between risk factors and offending is a complex one. Risk factors rarely occur in isolation and tend to co-occur, which makes it difficult to ascertain the exact cause(s) of offending (Farrington & Welsh, 2007).

1.9 The educational experiences of young people who offend

Previous reports (YJB, 2008) and current statistics indicated a strong link between negative school experiences and engagement in offending (DfE & MoJ, 2022). The data suggested that YPwO are disposed to negative school experiences. The school to prison pipeline (see Figure 1), provides a visual representation of how negative school experiences can increase CYP's risk of entering the justice system.

Figure 1

School to prison line



Note. A reproduced image of the School to Prison Line. From Young Londoners take over the tube highlight the school to prison pipeline, by K. Walker, 2018, (https://www.redpepper.org.uk/young-londoners-take-over-the-tube-highlight-the-school-to-prison-pipeline/).

In the 2019/20 academic year, 81% of CYP who were cautioned or sentenced had been persistently absent from school, 72% of CYP had been suspended, 29% had attended an alternative provision (AP), 80% had SEN, and 11% had been permanently excluded from school (DfE & MoJ, 2022). The data found that 53% of all children who had ever been excluded had previously been cautioned or sentenced. The report also found that 45% of CYP who had experienced school exclusion had been known to social care under the category of Child in Need (DfE & MoJ, 2022).

A recent joint inspection of education, training, and employment (ETE) services in YJSs found an over-representation of CYP with an Education, Health, and Care Plan (EHCP) and SEN (HMIP, 2022). The most frequently recorded SEN for YPwO was SEMH or BESD, followed by moderate learning difficulties (YJB, 2006). The report indicated that YPwO were more likely to attend an Alternative Provision (AP), Pupil Referral Unit (PRU), or not attend school (DfE & MoJ, 2022). Many CYP attending school were on a reduced timetable and some CYP had been disengaged from ETE

for at least two years (DfE & MoJ, 2022). Findings indicated that many CYP above school age were not in education, training, or employment (NEET).

Taylor (2016) advocated for responses to youth offending to be centred around education. Taylor (2016) positioned schools and colleges as playing a critical role in preventing offending and believed that engagement in purposeful and productive activities could mitigate risks and deter CYP from offending. Taylor (2016) viewed ETE as the *"building blocks on which a life free from crime can be constructed"* (p. 4) and supposed that positive outcomes for CYP could be achieved if educational establishments developed better links with YJSs.

1.10 The role of Educational Psychologists

EPs work collaboratively with parents and schools to support children who have or are suspected of having additional needs. EPs work across a range of educational settings and generally work directly with CYP or education staff. EPs typically offer advice to schools and recommend strategies which can be used to support CYP's learning and engagement with education. EPs have traditionally worked in school and early years settings. More recently, it has been acknowledged that EPs can work effectively across a range of settings, including YJSs (Fallon et al., 2010).

According to Fallon et al. (2010):

> EPs are fundamentally scientist-practitioners who utilise, for the benefit of children and young people (CYP), psychological skills, knowledge and understanding through the functions of consultation, assessment, intervention, research and training, at organisational, group or individual level across educational, community and care settings, with a variety of role partners (p.4).

This definition highlighted the five core functions of the EP role: consultation, assessment, intervention, research, and training. It also affirmed that EPs could work across a range of contexts, which would involve working with varied professionals. Fallon et al. (2010) positioned CYP as the central client in EPs' work and encouraged EPs to utilise their skills to advocate for CYP.

EPs are required to adhere to a range of professional and ethical standards as part of their role, including the BPS Code of Ethics and Conduct (British Psychological Society [BPS], 2021) and the HCPC standards of conduct, performance, and ethics (Health and Care Professions Council [HCPC], 2016). Other key legislations relevant to the EP role include the "Every Child Matters" (ECM) green paper (HM Treasury, 2003) and the Children and Families Act (2014). The ECM green paper provided a framework for how EPs could assist local services in achieving positive outcomes for CYP. The Children and Families Act (2014) made it imperative for EPs to actively elicit the views of CYP and families, consult CYP and families when making decisions, and position CYP at the centre of their work.

1.11 EPs' involvement with Youth Justice Services

In this section, the rationale for EPs' involvement with YJSs will be outlined.

As previously indicated, YPwO are more likely to have negative school experiences which can increase their risk of offending (YJB, 2006; YJB, 2008; DfE & MoJ, 2022). Recent YJB statistics and reports suggest that it would be beneficial for YPwO to be supported to have better school experiences and engage in ETE.

EPs can work directly with CYP to explore and elicit views around school. EPs can also work within school systems to support the educational inclusion of YPwO and support CYP at risk of offending. The CFOS principle strongly resonates with the

values underpinning the EP profession, suggesting that EPs would be suitably placed to work in YJSs.

As previously indicated, high rates of SEN and low school attainment (YJB, 2008) were attributes typically found in YPwO. EPs are skilled in working with CYP with additional needs and are well placed to assess and support CYP's SEN. EPs can also advise key systems on evidence-based interventions and strategies which can be used to better support CYP's SEN.

The literature which explored risk factors for offending suggested that YPwO are more likely to have experienced familial and socio-economical adversity, which suggests that there is scope for EPs to work eco-systemically in YJSs and support systems to consider environmental factors linked to offending.

Fallon et al. (2010) supposed that EPs could add value to YJSs and referred to work undertaken by an EPS which had established links with the YJS. The work cited included direct assessment and therapeutic interventions with CYP. Howarth-Lees and Woods (2022) also found that EPs could transfer their skills and carry out the five core functions of their role in YJSs. The researchers also highlighted additional functions of the EP role in YJSs (Howarth-Lees & Woods, 2022). Additional functions included sharing knowledge of psychology, developing problem solving skills, facilitating supervision, and advocating for CYP and families. The literature therefore indicated that EPs unique knowledge, skills, and expertise could be a valuable contribution and asset to YJSs.

1.12 Researcher's Interest in Youth Justice

The researcher's interest in this area stemmed from their previous experience of working in Youth Custody and YJSs. The researcher was employed as a YJS Case

Manager and supervised CYP open to the YJS. Whilst working in this sector, the researcher noted that many CYP had negative experiences at school, were NEET, and had undiagnosed learning needs.

The researcher inferred that many CYP had been let down by services and noted that services had missed opportunities to divert CYP away from offending. In the researcher's experience, CYP experienced the most challenges within educational and social care systems. CYP and families also depicted schools as lacking inclusion, compassion, and responsiveness to CYP's needs.

Whilst working in one YJS, the researcher worked directly with two EPs contracted to work in the service. This experience highlighted the value of EPs working in this context. The researcher had not previously worked in a service which had a link-EP and identified historical cases which could have benefitted from EP input. EPs were depicted as providing a lifeline for CYP who had previously been denied opportunities to access EP support. The researcher was interested in undertaking research which clearly demonstrated the value EPs could add in YJSs and hoped to achieve this through publicising the scope of work undertaken by EPs. The researcher also hoped to demystify misconceptions around YPwO through eliciting and sharing EPs positive reflections of working with this cohort.

In the present research, the term "link-EPs" will be used to describe EPs who have previously or are currently working in YJSs.

1.13 Summary

This chapter provided information around how YJSs emerged, the aims and function of YJSs and the principles underpinning YJS delivery in England. The current context of youth offending, factors associated with youth offending, and characteristics of CYP

known to the YJS were also considered. The EP role and EPs engagement with YJSs was discussed, and the researcher's interest in youth justice was explained.

Chapter Two: Literature Review

2.1 Overview

In this chapter, the aims of the literature review and search criteria used to identify relevant literature were presented. Literature which investigated the SEN of CYP known to YJSs and explored the range of work undertaken by EPs working in YJSs were outlined, critically reviewed, and summarised. The theoretical framework used to understand the literature and the aims and rationale for the present research were discussed.

2.2 Literature Review Aims

The Special Educational Needs and Disabilities (SEND) code of Practice (Dfe & Department of Health and Social Care, 2014) highlighted four broad areas of SEND: communication and interaction (1), cognition and learning (2), social, emotional, and mental health (3) and sensory and physical needs (4). EPs refer to the four areas of Special Educational Needs (SEN) across many aspects of their work.

By exploring the SEN of CYP known to the YJS, the researcher hoped to better understand the breadth and complexity of CYP's needs, and establish the SEN typically found amongst YPwO. This was deemed important as the researcher supposed that the SEN of YPwO would inform the type of work undertaken by EPs working in this context.

To develop an understanding of how EPs have previously worked in YJSs, the researcher considered it imperative to explore the range of work EPs had undertaken in YJSs.

A literature review was carried out systematically to answer the following questions:

1) What is known about the SEND of young people known to the YJS?
2) What does the literature tell us about the type of work undertaken by EPs working in YJSs?

Two literature searchers were carried out between 22/10/22 – 24/10/22 across two databases, including PsychINFO and Scopus. The researcher identified relevant literature, which were critically reviewed, and identified gaps in the research.

2.3 Inclusion and Exclusion Criteria

Studies which explored the function of the EP role and the range of work undertaken by EPs working in England were included to enable the researcher to establish how EPs had worked in YJSs.

As YJSs in England were set up following the publication of the Crime and Disorder Act in 1998, only papers published after 1998 were considered.

Only papers which focused on the SEN of CYP on community orders in the YJS were included. Papers which explored the SEN of CYP in custody were excluded as it was acknowledged that this cohort may have more complex needs. It was also recognised that EPs had less access to CYP in custody and had more scope to work with CYP in the community.

To ensure that reliable papers were selected, only peer reviewed articles were considered. Articles not published in English were excluded due to the risk of information being misinterpreted and meaning being lost through translation.

2.4 Literature Review Question 1

Literature searches 1 and 2 aimed to address literature review question 1: What is known about the SEND of young people known to the YJS?

2.4.1 Literature Search 1

The terms “youth offend*” and “needs” were electronically searched on PsychINFO (N=322). Offend* was used to ensure that papers which included the terms ‘offender’ and ‘offending’ were included.

The initial search results were filtered to include scholarly journals (N=210) and articles published between 1998 – 2022 (N=202). The researcher reviewed the titles of the first 10 articles which had been populated and noted that at least 3 articles focused on ‘young offenders’ in other countries.

To address this, search terms were adapted to: “United Kingdom” and “Youth offend*” and “Needs” (N=76) to populate articles relevant to England. Results were filtered to include peer reviewed articles (N=57) which were published in English (N=56). As the publication date of the articles ranged from 2003 to 2022, it was not necessary to apply a filter for the publication date.

2.4.2 Results of Literature Search 1

The first search populated 76 articles, which reduced to 56 articles once all filters were applied. A further 41 articles were excluded after reading titles. Excluded articles were removed as they did meet the inclusion criteria and did not explicitly discuss or investigate the needs of YPwO. Some of the excluded articles focused on specific types of offending, interventions, community projects, gang membership, substance misuse, and bereavement and loss. The abstracts of the remaining 15 articles were screened and a further 4 articles were removed; 3 articles were excluded due to having

more relevance to literature review question 2. The remaining article was excluded as it focused on brain injury in YPwO.

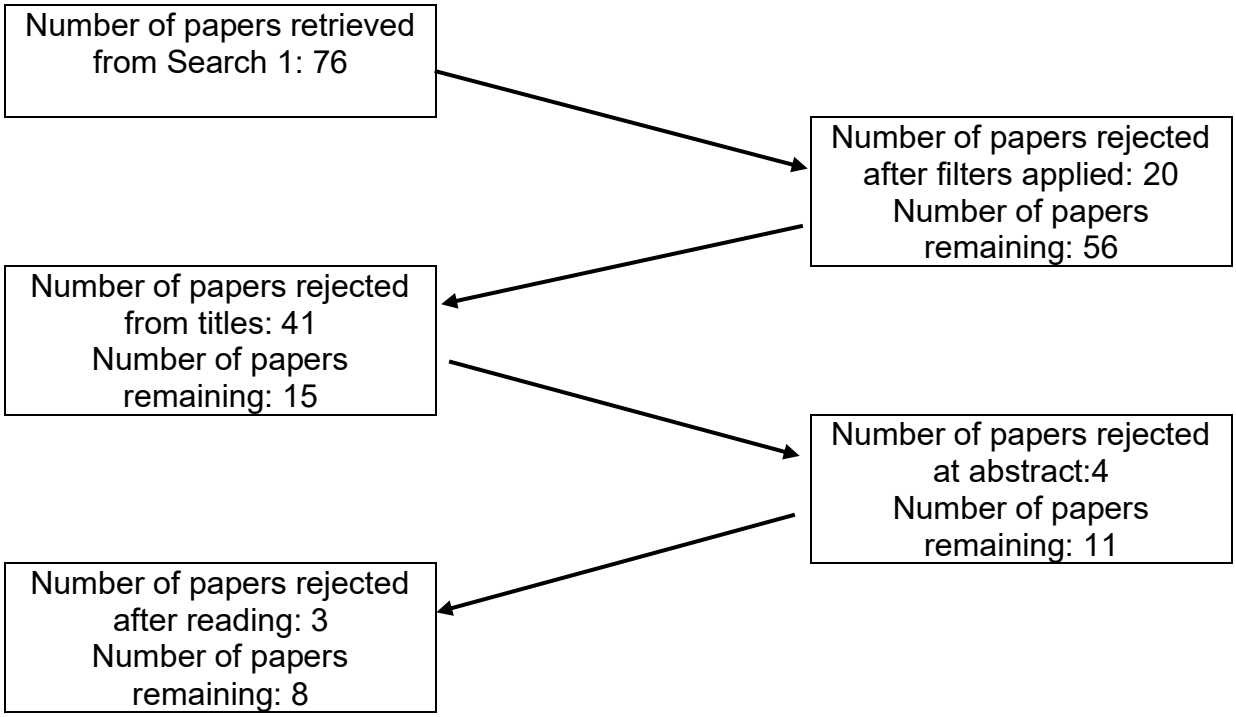
The following 11 articles were selected for further reading: Walsh et al. (2011), Robertson (2022), Twells (2020), Callaghan et al. (2003), Stallard et al. (2003), Hopkins et al. (2018), Carswell et al. (2004), Anderson et al. (2004), Young & Thome (2011), Hopkins et al. (2016) and Gregory and Bryan (2011).

After reviewing the 11 articles, 3 articles were discounted: Roberston (2022), Young and Thome (2011) and Anderson et al. (2004). Robertson's (2022) article was not selected as it focused on factors which affected CYP's access and engagement with MH services. Young and Thome's (2011) study was removed as it focused on the presentation of ADHD in adult offenders in custody. Anderson's (2004) article was removed as it focused on the health needs of CYP in custodial settings and explored CYP's engagement with health care services.

2.4.3 Summary of Literature Search 1

Figure 2

Summary of Literature Search 1



2.4.3 Literature Search 2

The terms “United Kingdom”, “youth offend*” and “needs” were electronically searched on Scopus (N=38). These terms were set to be searched within article titles, abstracts, and keywords. Papers were refined by ‘year’, ‘country / territory’ and ‘source type’. Papers published after 1998 (n=37), in the United Kingdom (N=29) and journal articles (N=28) were included. As Scopus did not have an option to filter results to only include ‘peer reviewed’ articles, this filter was not applied in this search.

2.4.4 Results of Literature Search 2

In the first search, 38 articles were populated. 10 articles were excluded after filters were applied, and a further 24 articles were excluded after reading titles. Excluded papers were not relevant to the literature review question and focused on other areas,

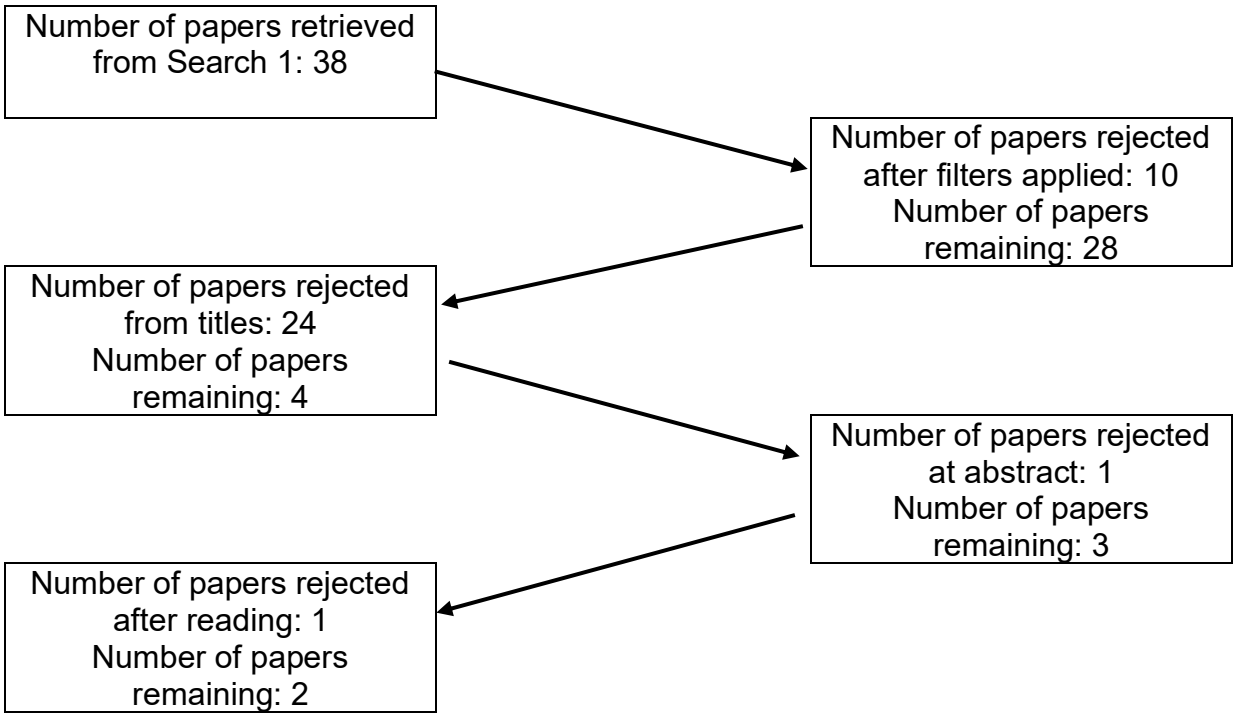
such as interventions, custody, homeless CYP, and CYP with specific protected characteristics, such as female offenders.

The abstracts of the remaining 4 articles were screened. 1 article was removed as it focused on specific tools used to measure CYP's learning needs. The following three articles were selected: Walsh et al. (2011), Anderson et al. (2004) and Callaghan et al. (2003). All 3 articles were reviewed and 1 article was discounted: Anderson et al. (2004). The reasons for excluding Anderson et al's (2004) paper were specified in the first literature search.

2.4.5 Summary of Literature Search 2

Figure 3

Summary of Literature Search 2



2.4.6 Summary of articles selected from literature searches 1 and 2

Overall, 10 articles were selected from the database search. This reduced to 8 articles as Walsh et al. (2011) and Callaghan et al's (2003) papers were selected in literature searches 1 and 2. The 8 articles selected to answer literature review question 1 included: Walsh et al. (2011), Twells (2020), Callaghan et al. (2003), Stallard et al. (2003), Hopkins et al. (2018), Carswell et al. (2004), Hopkins et al. (2016) and Gregory and Bryan (2011).

Articles on brain injury and substance misuse were initially included as the researcher thought this could be relevant to the physical and sensory area of SEND. Articles were later discounted as the researcher felt that other specialists may be more equipped to manage and support this need.

2.5 Literature Review Question 2

Literature searches 3 and 4 aimed to address literature review question 2: What does the literature tell us about the type of work undertaken by EPs working in YJSs?

The second literature review question aimed to explore the breadth of work undertaken by EPs working in YJSs. Papers which primarily explored the work undertaken by EPs and contained suggestions on additional work EPs could undertake were included.

2.5.1 Literature Search 3

The search terms *Educational Psycholog* and *Youth Offend* were electronically searched on PsychINFO (N=38) and Scopus (N=81). The term "Psychlog*" was used to ensure that papers relating to both Educational Psychology and Educational Psychologists were populated.

Results on PsychINFO were filtered to include articles published from 1998 (N=36) and peer reviewed papers (N=24). As all papers were written in English, it was not necessary to apply a language filter.

The search results on Scopus were filtered by year (N=75), document type (N=64) and country / territory (N=18). Parameters were set to include papers published from 1998 and articles based in the United Kingdom.

2.5.2 Results of Literature Search 3

The initial search on PsychINFO returned 38 papers. 14 articles were removed after selected filters were applied and 17 papers were discounted after article titles were reviewed.

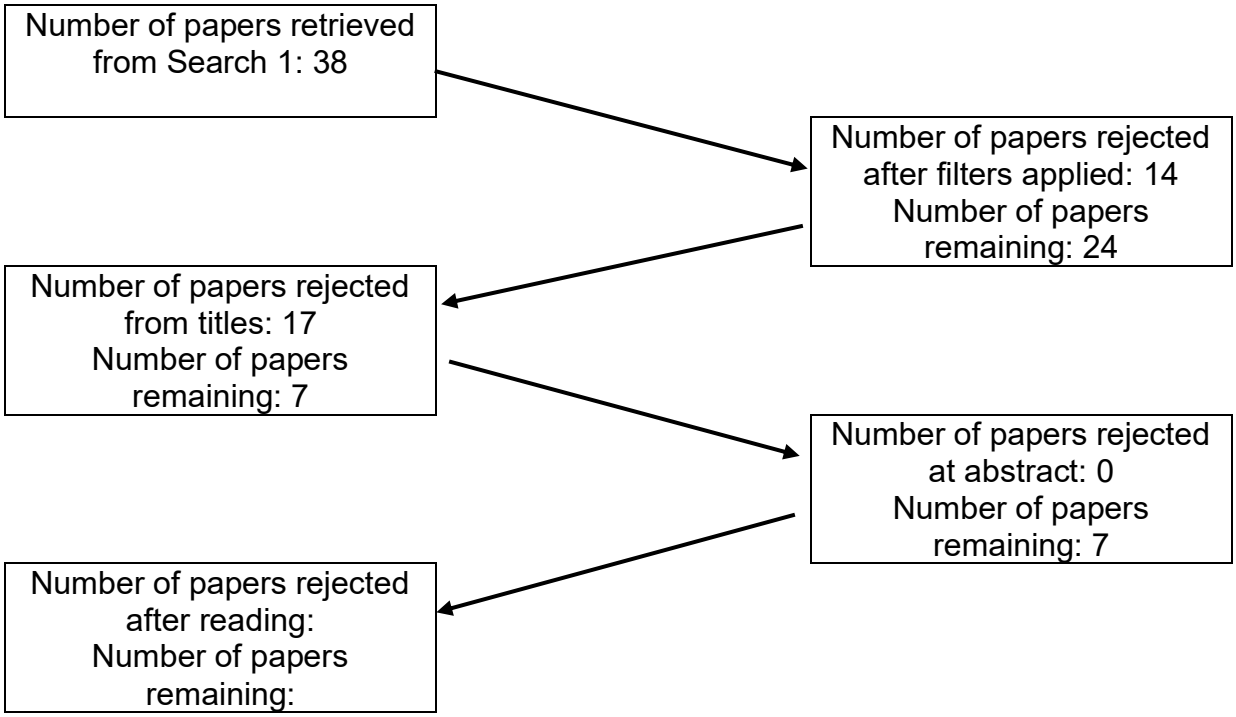
Two of the excluded papers (Roberston, 2022; Games et al., 2012) had more relevance to literature review question 1 and the remaining papers were excluded as they did not address the literature review aims. Excluded papers focused on areas such as the assessment and treatment of health needs, gang affiliated CYP, CYP transitioning from custody, the arrest histories of CYP, and intervention evaluations.

The abstracts of 7 articles were reviewed and all were selected for further reading: King (2022), Howarth-Lees and Woods (2022), Beal et al., (2017), Ryrie (2006), Twells (2020), Francis and Sanders (2022) and Cosma and Mulcare (2022). All 7 articles were included.

2.5.3 Summary of Literature Search 3

Figure 4

Summary of Literature Search 3



2.5.4 Results of Literature Search 4

The first search on Scopus returned 81 papers; 63 articles were discounted after filters had been applied. A further 9 articles were discarded after titles were reviewed. 1 article was excluded as it had more relevance to literature research question 1 and the remaining 8 articles were excluded as they did not explicitly address the literature review aims. Excluded papers focused on areas such as school violence, community policing, the clinical needs of CYP out of education, CYP in custody, and CYP who had committed specific offences.

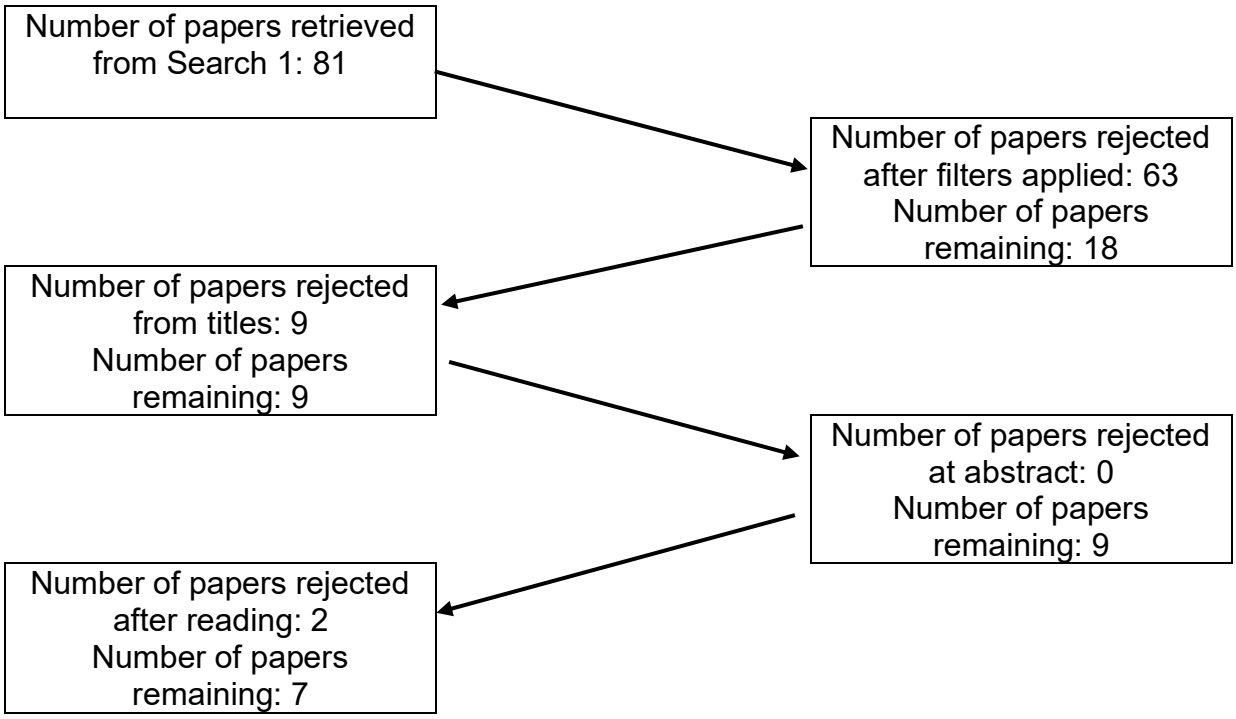
The abstracts of the remaining 9 articles were reviewed and all articles were identified for further reading.

After reading articles, 2 articles were discounted as they had more relevance to literature review question 1. A total of 7 articles were selected as having relevance to the literature review question: Howarth-Lees and Woods (2022); Cosma and Mulcare (2022); King (2022); Francis and Sanders (2022); Twells (2020); Beal et al. (2017), and Ryrie (2006).

2.5.5 Summary of Literature Search 4

Figure 5

Summary of Literature Search 4



2.5.6 Summary of articles selected from literature search 3 and 4

In total, 15 articles were identified from literature searches 3 and 4. This was condensed to 8 articles after duplicate articles were consolidated. 6 articles were selected to answer literature review question 2: Howarth-Lees and Woods (2022); King (2022); Francis and Sanders (2022), Twells (2020), Beal et al. (2017) and Ryrie (2006. Two articles were selected to answer literature review question 1: Games et al. (2012) and Cosma and Mulcare (2022).

2.6 Summary of articles included in literature review

Table 1

List of papers identified to answer literature review questions 1 and 2

Literature Review Questions	Number of articles selected	Author
Literature Review Question 1: What is known about the SEND of young people known to the YJS?	9	Games et al. (2012); Walsh et al. (2011); Twells (2020); Callaghan et al. (2003); Stallard et al. (2003); Hopkins et al. (2018); Carswell et al. (2004); Hopkins et al. (2016); Gregory & Bryan (2011).
Literature Review Question 2: What does the literature tell us about the type of work undertaken by EPs working in YJSs?	7	Howarth-Lees & Woods (2022); King (2022); Francis & Sanders (2022); Twells (2020); Beal et al. (2017); Ryrie (2006); Cosma & Mulcare (2022).

As Twells's (2020) paper answered both literature review questions, the total number of selected articles was amended to 15.

2.7 Discussion of findings from papers selected

In this section, the main findings of the papers selected from the literature review searches will be discussed.

The articles selected to answer literature review question 1 will first be discussed, followed by a discussion of the articles selected to answer literature review question 2. The strengths and limitations of the selected articles will also be considered and the gaps in literature will be identified.

2.7.1 The SEND needs of young people known to the YJS

After all papers were reviewed, it was noted that articles mainly focused on two areas of SEND: Communication and Interaction, and SEMH. The articles were grouped and reported across the two main areas of SEND cited. CYP's communication and interaction needs will first be explored and then CYP's SEMH needs will be discussed.

2.7.2 Communication and Interaction

Selected Article 1: Gregory and Bryan (2011)

The Speech, Language, and Communication Needs (SLCN) of CYP sentenced to an Intensive Supervision and Surveillance Programme (ISSP) was explored in Gregory and Bryan's (2011) study. Information about CYP's SLCN was obtained from a screening assessment, which was completed by a Speech and Language Therapist (SALT). A self-assessment questionnaire and the fourth edition of the Clinical Evaluation of Language Fundamentals (CELF-4) Communication Observation Schedule was used to assess CYP, and a questionnaire was completed by key workers to obtain additional information around CYP's SLCN.

Only CYP sentenced to an ISSP were required to complete a screening assessment with the SALT. Full assessments were completed if difficulties were flagged in the initial screening. Around half of CYP on an ISSP were found to have difficulties understanding spoken language and over a quarter of CYP had difficulties with expressive language. Twenty percent of CYP also had difficulties understanding verbal information and over half of CYP had difficulties with social skills.

CYP assessed as having communication needs received a communication plan. Results found that only eight percent of CYP with a communication plan had previously engaged with the Speech and Language Therapy (SALT) service. Findings indicated

that many CYP in YJSs had undiagnosed SLCN and many CYP had never previously engaged with the SALT service. An initial SALT screening proved to be an effective way of exploring unidentified needs and obtaining information about CYP's SLCN.

The study consisted of a SLCN screening of seventy-two CYP known to the YJS, which was perceived to be a good sample size. Only the SLCN of CYP on an ISSP were assessed within the study, which was identified as a limitation. An ISSP is the most rigorous community sentence (Gregory & Bryan, 2011) and is considered a direct alternative to custody. ISSPs are usually targeted at serious and prolific offenders. The SLCN of the participant sample may not, therefore, be representative of all CYP known to YJSs, which could make it difficult to generalise findings.

Selected Article 2: Games et al. (2012)

In their study, Games et al. (2012) investigated the prevalence of SLCN in a group of CYP attending a YJS in North England. The researchers also explored YJS staff's understanding of SLCN and confidence in identifying SLCN.

The SLCN of 11 CYP was assessed using either the CELF-4 or Weschler Intelligence Scale for Children (WISC-IV). Nearly all children assessed using the CELF-4 showed evidence of difficulties which ranged from mild to severe. CYP attending the YJS were more than six times likely to have SLCN compared to their non-offending peers. CYP were also ten times more likely to have moderate SLCN and four hundred times more likely to have severe SLCN.

Games et al. (2012) found that CYP attending a Social, Emotional and Behavioural Difficulty (SEBD) school achieved a lower mean score in the assessment than CYP attending a mainstream provision, indicating that there was a higher prevalence of SLCN in CYP attending SEBD schools.

Games et al. (2012) used a questionnaire to explore YJS staff's understanding of SLCN. Results found that most staff members underestimated the SLCN of CYP on their caseload. Staff did, however, note that CYP had difficulties with social skills, receptive and expressive language, communicating feelings, managing emotions, attention, and written communication. Although results indicated that many staff were not consistently identifying SLCN, some staff reported feeling confident identifying needs, suggesting that staff were not aware of their own limitations.

The participant sample was identified as the main limitation of the study. The study consisted of a small sample size and CYP were not randomly selected; participants were selected by YJS staff, who may have selected CYP who were compliant. The assessments were also undertaken by adults who were unfamiliar to CYP, which Games et al. (2012) recognised could have affected results. The study was also undertaken in one YJS. The researchers also acknowledged the limitations of using a questionnaire to obtain YJS staff views and recognised that the language used in questions could have affected responses.

Selected Article 3: Hopkins et al. (2016)

Hopkins et al. (2016) explored CYP's perceptions of their literacy and communication skills. To investigate this, they conducted interviews and focus groups with CYP attending a YJS in North England. Interviews were split into three sections; the first section explored CYP's perceptions of their literacy and communication skills and CYP's views on the level of support they had received. The second section focused on CYP's interactions with others, and the final section explored the communication methods used by CYP in specific situations.

The CYP in the study reported having literacy and communication difficulties across different contexts, including home, school, and youth court. CYP noted the importance of being able to communicate effectively in court and shared examples of what this looked like.

Over half of CYP reported having difficulties understanding teachers at school and some CYP believed that teachers were frustrated by their language needs. Approximately one third of CYP reported not listening at school and some CYP admitted having difficulties with attention. Over three-quarters of CYP in the study reported not engaging in literacy-based activities outside of school.

Some CYP in the study were conscious of how their communication skills were viewed by peers. CYP were embarrassed to read aloud in front of peers due to low reading skills and approximately 20% of CYP were embarrassed to ask for help at school. More than half of CYP in the study expressed a desire to improve their literacy and communication skills.

Results found that CYP's self-confidence was affected by how other people interacted with them. CYP reported that parents, teachers, and police did not consistently communicate with them in a respectful way and noted that they frequently argued with their parents and professionals. CYP were unlikely to use communication to resolve conflicts.

The study findings were based solely on CYP's views, which was identified as a strength and limitation. With regards to limitations, it is possible that CYP's perceptions of their skills could have been influenced by the views of other people, such as school staff or peers. If, for example, a CYP had previously been told they had 'poor' literacy skills, this could have had a self-fulfilling prophecy effect. CYP may, therefore, have

merely recited other peoples' perspectives of their skills. A social desirability bias could have also occurred and resulted in CYP projecting a more favourable depiction of their skills. The study consisted of a small sample size and was undertaken within one YJS, which was a further limitation.

Selected Article 4: Hopkins et al. (2018)

In this study, the link between language and offending was investigated. The language abilities of CYP open to a YJS were compared against the language abilities of CYP with no offending history. Factors such as social disadvantage, time spent in education and non-verbal IQ were considered and both groups were matched according to these.

CYP's expressive language, receptive language, and expository discourse skills were assessed using a range of standardised measures, including Systematic Analysis of Language Transcripts (Miller & Chapman, 1985) and the Clinical Evaluation of Language Fundamentals (Semel et al. 1995). The Weschler Abbreviated Scale of Intelligence (Weschler, 1999) was used to assess CYP's non-verbal IQ.

CYP known to the YJS achieved lower scores on all language measures and were found to have a lower vocabulary range, difficulties with comprehension, and difficulties communicating complex information. CYP who scored low across all language measures were up to five times more likely to be known to the YJS. The researchers also found a high incidence of developmental language disorder (DLD) amongst YPwO. Results indicated that language difficulties were more prevalent in CYP known to the YJS.

The methods used to measure CYP's social disadvantage and non-verbal ability were identified as a limitation. CYP's non-verbal skills were assessed using one Weschler scale, which did not provide a comprehensive and multi-dimensional measure of

CYP's non-verbal abilities. There was not an equal spread of males and females across the offending and non-offending groups; the offending group consisted of more males, which could also have affected results. Lastly, the offending group only consisted of CYP attending one YJS, which could affect generalisability.

2.7.3 Social, Emotional and Mental Health (SEMH)

Selected Article 5: Stallard et al. (2003)

Stallard et al. (2003) explored the health and MH needs of CYP attending a YJS. Information about CYP's MH was obtained from three different sources, including CYP's ASSET assessment, a self-completed questionnaire, and a semi-structured interview which consisted of a MH assessment facilitated by a community psychiatric nurse working in the YJS.

The researchers reviewed the ASSET Plus of 38 CYP, 29 of whom were of school age. Approximately half of school aged CYP were found to have SEN and over sixty percent of CYP had difficulties with basic literacy and numeracy. CYP were also found to have poor school attendance. More specifically, forty-five percent of CYP regularly truanted and approximately one-third of CYP had regular school absences.

Information about CYP's substance misuse was obtained from ASSET Plus and alcohol use questionnaires. The data obtained from both sources indicated that CYP generally had high substance misuse. In the self-report questionnaire, CYP reported consuming a range of substances, including cannabis, tobacco, and alcohol. The average age of the CYP sample was 15 years, suggesting that many CYP had illegally acquired and consumed substances. At least a third of CYP had not attended a

General Practitioner (GP) appointment within the past year, suggesting that CYP were not having regular health checks.

A full health assessment, consisting of a Hospital Anxiety and Depression Scale (HADS), a Strengths and Difficulties Questionnaire (SDQ) and a Health of the Nation Outcome Scale for Children and Adolescents (HoNOSCA) was completed with 25 CYP. Results indicated that over a third of CYP had a depression or anxiety disorder. Forty percent of CYP had conduct problems and approximately a third of CYP had difficulties with hyperactivity. Approximately thirty percent of CYP were assessed as having severe problems in at least one of the following HoNOSCA domains: school attendance and disruptive, antisocial, or aggressive behaviour.

Information about CYP's MH needs were mainly obtained from semi-structured interviews and questionnaires, which was identified as a limitation. It is possible that CYP may have felt uncomfortable discussing their MH with an unfamiliar adult, which could have resulted in disingenuous responses being provided. A social desirability bias could have also occurred in interviews and questionnaires. The study also consisted of a small sample size, which was highlighted as an additional limitation.

Selected Article 6: Carswell et al. (2004)

Carswell and colleagues (2004) assessed the psychosocial and health needs of CYP attending an inner city YJS and compared results with a non-offending CYP group in the community. Both groups were assessed using the Psychosocial Assessment for Young People and Children (PAYC). The non-offending group were assessed on all measures and the offending group were assessed on selected measures.

The assessment found that CYP known to the YJS experienced higher rates of depression or misery, excessive worry, and problematic substance misuse. The

offending group also had more difficulties in the areas of self-harm, sleep, inattention, and intimate relationships. The results found that YPwO had more psychosocial problems than the non-offending group. On average, YPwO had two psychosocial social problems compared with an average of less than one for the non-offending group. The results indicated that CYP from the offending group were likely to have more psychosocial problems if they resided in a non-traditional family household and had more convictions, particularly violent convictions.

Overall, the study found that CYP known to the YJS were likely to experience more psychosocial difficulties compared to non-offending peers. Results also found that engagement in violent offending had a more profound impact on CYP's emotional and MH.

In the study, the psychosocial needs of YPwO were directly compared against non-offending CYP from the same geographical area. The measures used to assess both groups were directly comparable, which was identified as a strength. The study was undertaken in one of the most disadvantaged areas in the United Kingdom, which was identified as a limitation as results could not be generalised to CYP residing in less deprived areas. The psychosocial needs reported in the offending group were based solely on male young offenders; it is possible that different conclusions could have been drawn if the needs of female offenders were considered. Finally, although results found that YPwO generally have higher psychosocial needs, it was not clear whether needs were a cause or effect of offending.

Selected Article 7: Callaghan et al. (2003)

Callaghan et al. (2003) investigated the work undertaken by Primary Mental Health Workers (PMHWs) appointed to support the MH needs of CYP attending one YJS.

The PMHWs worked within a Specialist CAMHS team, which had been set-up to support the needs of vulnerable CYP. As part of their role, PHMWs facilitated consultations with YJS case managers, engaged in joint work with practitioners, and engaged in direct clinical work with CYP.

CYP suspected of having MH needs were referred to the PMHW by YJS Case Managers. Both professionals met for a joint consultation and decided whether direct or indirect work would be most appropriate for CYP. The researchers selected a sample of sixty cases which were referred to PHMWs over a 6-month period, forty of which had been referred for direct work. Results found that the most frequently cited 'presenting problems' in referrals were oppositional/aggressive behaviour, self-harm, depression, and alcohol/substance misuse. A handful of CYP also had family problems, identity issues, and experienced paranoid/bizarre thoughts.

The MH of CYP referred for direct work was assessed using the HoNOSCA. Almost all CYP received a clinically significant score on the 'aggressive, antisocial and disruptive behaviour' scale, with most scores falling within the moderate to severe category. Eighty-five percent of CYP received clinically significant scores on at least one MH scale and seventy percent of CYP presented with significant emotional related difficulties. Approximately forty percent of CYP engaged in clinically significant self-harming behaviour. Results also indicated that many CYP had difficulties with peer relationships and school attendance. Many CYP also experienced significant difficulties within their family life and relationships.

The study findings are based on information obtained from the work undertaken by PMHWs working across two YJSs. As previous studies have mainly focused on work undertaken in one YJS, this was identified as a strength. The PMHW role in the

selected YJSs was funded by the YJB and LA, which was identified as a potential limitation. The YJB and LA could have directed the work undertaken by PHMWs, including the methods of assessment. Additionally, they could have influenced how results were reported.

Selected Article 8: Walsh et al. (2011)

Walsh and colleagues (2011) explored the MH needs of CYP attending a YJS in East England. The researchers were particularly interested in finding out how CYP perceived their MH. Walsh et al. (2011) carried out a mixed methods design and obtained information from CYP through questionnaires and semi-structured interviews.

The questionnaire completed by CYP consisted of three sections; the first section explored CYP's perceptions of their psychological, physical, and sexual health needs, the second section consisted of an SDQ, and the third section contained questions around CYP's substance misuse, engagement with GPs, and life circumstances.

The SDQ consisted of five sub-scales, including: emotional symptoms, conduct problems, hyperactivity, peer problems and pro-social behaviour. CYP were found to have difficulties across all five sub-scales. Results indicated that CYP particularly had difficulties with their conduct, peer relationships, and hyperactivity. Approximately one-third of CYP reported having difficulties at home, at school, and with peers. CYP also reported having concerns about their MH.

The use of self-report questionnaires was identified as a limitation, particularly as all participants did not answer questions about their MH. Conclusions could, therefore, only be drawn from participants who answered questions. The results may not, therefore, be representative of the whole participant sample. The CYP who

participated in interviews were selected by YJS staff. Staff's motivations and reasons for selecting CYP were not disclosed; it is possible that staff were biased in their selections. The study was also undertaken in one YJS, which was an additional limitation.

Selected Article 9: Twells (2020)

Twells (2020) obtained the educational data of CYP in one YJS. Data was obtained from the YOS Management Report and CYP's Asset Plus assessments. Twells (2020) obtained a range of data on school aged CYP known to the YJS, including data on the type of provision attended, hours spent in education, and history of permanent exclusion. CYP's literacy levels, numeracy levels, and incidences of school truanting was also explored within the study.

Twells (2020) found that the most common provision recorded for CYP attending the YJS was a PRU, followed by a mainstream school and NEET. In terms of educational needs, approximately one-fifth of CYP had a statement of SEN and one-fifth had literacy and numeracy difficulties. Almost all CYP either attended school for 0 hours or over 25 hours, suggesting that the hours spent in education were polarised. The data indicated that most CYP were in full-time education. Many CYP attending school were, however, truanting regularly. Results also indicated that half of CYP had been permanently excluded from school.

The educational data of CYP was obtained from at least two sources, which was identified as a strength. CYP's educational data was, however, not consistently recorded in YJS records. Missing data was identified as the main limitation of the study as it prevented the researcher from drawing definitive and accurate conclusions about CYP's educational status and SEN. In addition to this, it was not clear how YJSs

obtained information about CYP's educational needs; it is possible that recorded data was not accurate or up to date. The findings were also based on the available data of CYP attending one YJS, which affected generalisability.

2.7.4 What research tells us about the SEND needs of CYP known to the YJS

The literature indicated that there is a high prevalence of SEN amongst CYP known to the YJS. This cohort of CYP mainly had difficulties in the areas of SLCN and SEMH.

Research found that CYP had difficulties across all areas of SLCN, including expressive language, understanding spoken language and social skills. The literature indicated that some CYP were aware of their SLCN and were motivated to develop their literacy skills.

CYP known to YJSs were also found to have a higher prevalence of MH, psychosocial, and substance misuse needs. The research indicated that the highest level of needs was found amongst CYP attending specialist SEMH provisions, CYP who had committed violent offences, and CYP with difficult family histories.

The literature suggested that many CYP open to YJSs have unidentified needs. CYP's needs were not consistently detected by family and professionals and when CYP's needs were known, systems could not effectively address their needs due to having limited knowledge of SEN. If CYP's needs remain unknown, this could potentially affect their access to specialist services, additional support, and relevant resources.

2.7.5 The type of work undertaken by EPs working in the YJS

In this section, the papers selected to answer literature question 2 will be discussed. The articles were reported in the order they were read.

Selected Paper 9: Twells (2020*)*

Twells (2020) noted that the educational data of CYP were not consistently recorded across YJS records. When CYP's educational information was not known, YJS staff recorded this as 'N/a', 'not known' or 'missing'. Twells's (2020) study indicated that YJS staff lacked knowledge of CYP's educational status and SEN.

In her study, Twells (2020) evidenced how EPs can support YJSs to acknowledge and address gaps in knowledge. Twells (2020) positioned EPs as well placed to assist YJSs in gathering information around CYP's engagement in ETE and SEN. Twells (2020) indicated that information could be obtained from a range of sources, including discussions with parents and educational provisions.

Twells (2020) offered suggestions on additional work EPs could undertake in YJSs. Twells (2020) thought that EPs could support YJSs to develop relationships with key agencies, support the overall educational inclusion and well-being of CYP, and help YJSs to prioritise improving CYP's educational outcomes. Twells (2020) supposed that a framework could be used to assist YJSs in monitoring the educational progress of CYP. The main limitations of the study were discussed in section 2.7.3.

Selected paper 10: Cosma & Mulcare (2022)

Cosma and Mulcare (2022) explored EPs' views on the usefulness of EHCPs for YPwO. The study explored EPs' perspectives on factors which could support or hinder the educational inclusion and placement of CYP. The researchers also explored how EPs could promote the inclusion of YPwO. Cosma and Mulcare (2022) conducted semi-structured interviews with EPs who were commissioned to work in a YJS for 1 to 1.5 days a week.

Cosma and Mulcare (2022) believed that EPs could promote the educational inclusion of CYP in a range of ways. The methods cited included: training YJS staff to develop their knowledge of SEN, developing staff's ability to identify SEN, preventative work with schools to identify CYP at risk of offending, and supporting professionals to view CYP more holistically. The researchers proposed that the latter could be achieved through reframing narratives around CYP. EPs can also support multi-agency working, share professional knowledge and expertise, assist in developing models which help key professionals to monitor and review CYP's educational progress, and offer supervision to YJS staff.

The implications of findings on EP practice were considered in the study, which was useful and relevant to the current research. The study did not, however, explicitly explore or detail the type of work undertaken by EPs, which was perceived to be a limitation. EP views were also obtained from a small sample of EPs, which could make it difficult to generalise findings.

Selected paper 11: Beal et al. (2017)

Beal et al. (2017) reflected on their experiences of supporting the implementation of peer supervision in one YJS. The researchers first developed YJS staff's knowledge and understanding of peer supervision. Selected YJS staff were then given opportunities to facilitate peer supervision sessions with YJS colleagues. Beal et al. (2017) only offered supervision to staff members who facilitated peer supervision sessions. Beal et al. (2017) viewed peer supervision as a *"vehicle to facilitate and support inter-agency practice*" (p. 116) and identified 'Reflecting Teams' as a technique which EPs could use to support the development of positive reflective spaces.

Researchers obtained feedback from staff, which indicated that YJS practitioners found peer supervision helpful. YJS staff indicated that engaging in peer supervision had developed their understanding of reflective practice, supported professional development, and developed emotional resilience.

Beal et al. (2017) identified factors which could impede or facilitate the successful implementation of peer supervision in YJSs. Support from YJS management was identified as a facilitating factor. The YJS managers in the study were supportive of peer supervision. They also understood the EP role and understood the theories underpinning peer supervision. Financial constraints were highlighted as a potential barrier to facilitating peer supervision; it was recognised that some services could not offer peer supervision due to funding.

The current study found that EPs could support the delivery of peer supervision in YJSs. Although EPs delivered sessions to develop staff's understanding of peer supervision, staff's understanding of peer supervision was not explicitly checked or measured. The article encompassed EPs reflections on their experiences of supporting peer supervision, which made aspects of the findings subjective. The study also focused on peer supervision undertaken in one YJS. It is acknowledged that staff attitudes and engagement towards peer supervision may vary across different YJSs.

Selected paper 12: Ryrie (2006)

Ryrie (2006) detailed the range of work he had undertaken in a YJS and briefly reflected on his experiences of working in one YJS. During his time in the YJS, Ryrie (2006) worked directly with CYP and YJS staff. Direct work with CYP consisted of assessment and intervention. Ryrie (2006) was also asked to case manage one child, which involved him gathering information and completing an Asset assessment,

writing a pre-sentence report, and facilitating weekly supervision sessions with the child. The intervention completed with the child encompassed a range of psychological techniques and approaches, including solution-focused interviewing and person-centred approaches. Direct work with YJS staff consisted of consultations, training, and joint working with practitioners. Ryrie (2006) also delivered training with youth court magistrates.

Ryrie (2006) also undertook developmental and strategic work within the YJS. Examples of work included supporting the development of resources for a group-work initiative for CYP at risk of serious offending and being a member of a multi-agency group, which focused on supporting CYP who had committed sexual offences. Ryrie (2006) also attended training which focused on assessing and delivering interventions with CYP who had committed sexual offences.

The study provided an insight into the range of work which can be undertaken by EPs working in YJSs and evidenced that EPs could work at the individual, group, and strategic level in YJSs. Ryrie (2006) also detailed his reflections and experiences of working in the YJS. Although useful, findings were based solely on one EP's experience of working in one YJS. The subjectivity of results could, therefore, make it difficult to generalise findings relating to EPs experiences. It was also recognised that the work undertaken by Ryrie (2006) was contingent on service needs. It is, therefore, possible that different conclusions could have been reached if work was undertaken in a different YJS.

Selected paper 13: Howarth-Lees & Woods (2022)

Howarth-Lees and Woods (2022) explored EPs role in supporting YJSs. To investigate this, the researchers reviewed ten studies which were selected following the

completion of a systematic review. All selected papers were theses which had been written by EPs or TEPs.

The researchers identified a range of ways that EPs can support YJSs. Firstly, EPs can carry out the five core functions of their role in the YJS context, including consultation, assessment, intervention, training, and research. In their article, the authors referred to previous research undertaken by TEPs and EPs to demonstrate how EPs can carry out each function.

Results found that EPs can use consultation to support YJS practitioners to consider different ways of working. Findings indicated that EPs were well placed to support YJSs to obtain additional information about CYP's needs and flag CYP who may have unidentified needs. Assessments were identified as one tool which EPs could use to obtain additional information about CYP's needs. Howarth-Lees and Woods (2022) reported that EPs used assessments to inform school placement decisions, facilitate CYP's access to differentiated learning, and develop staff's understanding of CYP's needs. The findings indicated that most work undertaken by EPs working in YJSs consisted of assessment.

The paper indicated that EPs can also deliver a range of interventions with CYP in the YJS, including therapeutic interventions, interventions for CYP who are not engaged in ETE, and interventions around self-identity. EPs could also support YJS staff to adapt, tailor, and deliver interventions in a way which is responsive to CYP's needs.

Howarth-Lees and Woods (2022) found that many EPs identified gaps in YJS staff's knowledge of SEN, attachment, and developmental psychology. EPs were considered well placed to deliver training with YJS staff to address identified gaps in knowledge.

The papers selected in the study also demonstrated the breadth of research EPs could undertake in the YJS context.

Howarth-Lees and Woods (2022) identified additional functions of the EP role and highlighted other ways EPs can support YJSs. According to the researchers, EPs can help to obtain the voice of children and families, facilitate supervision, evaluate practice, support transitions, engage in casework, develop staff's problem solving and relationship skills, and develop multi-agency working.

The researchers assessed the research quality of all selected papers using the Weight of Evidence Framework (Gough, 2007), which was identified as a strength. All selected papers were, however, unpublished theses. The inclusion criteria were a potential barrier as only papers which reported primary data were included. Papers which reported qualitative data were excluded. There is, therefore, a possibility that relevant papers may have been excluded. The current research did, however, provide useful insights into the different functions of the EP role in YJSs.

Selected paper 14: King (2022)

King (2022) completed a co-production project with a group of CYP attending one YJS. The project involved CYP being supported to develop a white-board video. In the video, CYP shared their experiences of engaging with the YJS. The video aided prospective entrants' understanding of the purpose and function of YJSs (King, 2022). The whiteboard video was subsequently published on the YJB resource hub, which enabled it to be accessed by CYP and families nationally. The information obtained from the project could also have prompted the YJS to reflect on, and improve their service delivery for CYP.

The findings demonstrated that EPs can successfully undertake research and projects in YJSs. The white-board project encompassed the experiences of six CYP attending the YJS. Although useful, the small sample size could make it difficult to generalise findings.

With regards to limitations, a social desirability bias may have occurred when CYP were consulted about their experiences of the YJS; CYP may have offered contributions which depicted the YJS favourably to minimise scrutiny from YJS workers. CYP may also not have felt comfortable sharing their genuine thoughts and feelings within a group context, and different responses could have been elicited if CYP were consulted individually. CYP's motivations for engaging in the project are also unknown. It is possible that CYP may have been externally motivated to participate in the project, which also could have affected participation.

Selected paper 15: Francis & Sanders (2022)

Francis and Sanders (2022) completed a collaborative action research project in a YJS. The project aimed to develop YJS staff's knowledge, skills, and confidence in identifying and managing the needs of CYP with SLCN.

The researchers explored staff's understanding of SLCN and assisted the service in devising a plan to address identified gaps in knowledge. Francis and Sanders (2022) then supported the implementation of the YJS plan. EPs delivered and evaluated whole-service training on SLCN, co-created an SLCN referral pathway with the YJS SALT, created and organised SLCN resources, and facilitated consultation surgeries. EPs also completed an observation of a youth court hearing, delivered training to Youth Magistrates staff, and supported the YJS's evaluation of implemented actions.

The study found that EPs working in YJSs can support the implementation of LA and YJS initiatives. The EPs in the study carried out a range of work, including delivering and evaluating training, developing resources for staff, and facilitating consultations.

The identification of SLCN was identified as a LA priority, which could have influenced the work undertaken by EPs. As EPs' work in the YJS was directed by the LA, YJS staff's engagement with the SLCN agenda may not have been optional, which could have affected staff engagement.

2.7.6 What research tells us about the work undertaken by EPs working in the YJS

The literature found that EPs can undertake the five core functions of their role within the YJS. Research indicated that EPs working in YJSs can undertake work at the individual, group, and organisational level. At the individual level, EPs can work directly with YJS staff and CYP. Work completed with YJS staff included joint work, and consultations. Direct work with CYP mainly consisted of assessment and intervention. In addition to completing traditional EP assessments, EPs also have scope to complete formal YJS assessments and supervise CYP, which may involve writing pre-sentence reports and meeting with CYP weekly.

At the group level, EPs can facilitate peer supervision and facilitate project work with CYP. At the organisational level, EPs can undertake research, identify gaps in knowledge in the service, deliver training to staff working within the youth justice sector, including YJS staff and magistrates, deliver projects which support local authority aims and improve CYP's understanding of YJSs. EPs can also engage in multi-agency working, engage with YJS initiatives, and evaluate work undertaken in YJSs.

2.8 Theoretical and Conceptual Framework

Several key theories were identified as having relevance to the literature findings, including Ecological Systems Theory (Bronfenbrenner, 1979), the Power Threat Meaning Framework (Johnstone & Boyle, 2018), and theories relating to Social Justice.

2.8.1 Ecological Systems Theory

As previously indicated, EPs work across different levels in YJSs, including the individual, group, and organisational level. The literature suggested that EPs can contribute to positive outcomes for CYP by working collaboratively with the key systems around CYP, including the family, school, and youth justice system.

Ecological Systems Theory (Bronfenbrenner, 1979) can be used as a framework to contextualise the systems operating around YPwO and understand CYP's offending behaviour.

Bronfenbrenner (1979) proposes that human development occurs through reciprocal interactions with the environment and argues that individual behaviour is influenced and shaped by interacting environmental systems. He identified several systems which can influence behaviour, including the microsystem, mesosystem, exosystem, and macrosystem.

The microsystem consists of people who have immediate and direct contact with an individual. For YPwO, this includes family, peers, school, and YJSs. The exosystem refers to social structures, organisations, and other settings which indirectly influence CYP. For YPwO, this may include the wider community and wider youth justice systems, including the YJB. The mesosystem refers to the interactions between close

social environments, such as school and family. The literature indicated that YPwO may have many connections within their mesosystem due to high professional involvement and engagement with different services. The macrosystem encompasses broader social and cultural influences, which for YPwO, could include social attitudes towards offending and relevant legislations (Snyder & Duchschere, 2022).

This theory would argue that CYP's offending behaviour is influenced by all the environmental systems cited. It is imperative that professionals working with YPwO routinely consider the role of each system in relation to CYP's offending behaviour, and consider interventions required at each level.

2.8.2 Power Threat Meaning Framework

The Power Threat Meaning (PTM) Framework (Johnstone & Boyle, 2018) can be used to contextualise offending behaviour. The framework provides an alternative way of understanding and making sense of internal distress, which typically would have been deemed symptomatic of mental health difficulties (Ramsden & Beckley, 2023).

The framework can be used to explore how power may be operating in CYP's lives, to understand how power can pose a threat to CYP, to explore CYP's sense making of their life experiences, and unpick CYP's threat responses to perceived power imbalances.

The PTM framework acknowledges that power can operate within relationships and wider society in a way which is harmful to individuals and groups (Ramsden & Beckley, 2023). The framework suggests that marginalised and oppressed groups are often denied opportunities to create their own narratives "*due to unequal power relations and lack of shared social resources*" (Ramsden & Beckley, 2023, p. 213).

Practitioners using this framework are encouraged to consider behaviour within wider socio-economic, political, and institutional contexts (Ramsden & Beckley, 2023) and consider the underlying function that behaviour serves.

According to Johnstone and Boyle (2018), 'threats' typically arise when an individual's basic needs are not met, including the need to feel valued by others, have a sense of purpose, have a sense of justice, and fairness about our circumstances (Johnstone & Boyle, 2018). Threat responses can be likened to self-preserving or survival mechanisms and have been defined as "*strategies that link to core human needs to be protected, valued, find a place in the social group*" (Johnstone & Boyle, 2018, p. 11). The PTM framework can be used to reframe CYP's offending behaviour as a 'threat response'. Ramsden and Beckley (2023) do, however, recognise that this may not always be appropriate.

Looking at behaviour through a PTM lens would involve practitioners actively considering the different forms of power which may be operating in CYP's lives. The framework also encourages practitioners to elicit CYP's narratives about their histories and lived experiences, which would enable practitioners to "*co-construct a formulation of behaviour and offending*" (Ramsden & Beckley, 2023, p. 224).

2.8.3 Social Justice and Social Exclusion

Social Justice

Current statistics and previous literature indicated that YPwO are disproportionately affected by difficulties at the individual, family, school, and community levels. Research indicated that there is a high prevalence of SEN in YPwO. YPwO are also more likely to have experienced school exclusion, have low school engagement and

attainment, reside in deprived communities, have difficult family situations, and have welfare issues. The literature therefore depicted YPwO as a particularly vulnerable group.

The literature suggested that many CYP have unidentified needs. Despite this, the underlying causes of CYP's behaviour is not consistently explored or investigated, which can result in the narratives around CYP being primarily based on observed behaviours.

EPs are arguably well-placed to investigate and share information about CYP's educational needs. As previously indicated, EPs can also apply psychology when working with key professionals to support the reframing of behaviour. Key legislations, professional values, and codes of conduct relevant to the EP role arguably positions EPs as being appropriately placed to advocate for CYP and promote social justice.

Social Justice has been defined as:

> An advocacy-related construct that includes three specific, but not always distinct, ecological system qualities that promote educational success and psychological well-being: access to necessary and appropriate resources, experiences of being treated with respect, and the presence of fairness. (Sander et al., 2011, p. 311)

This reaffirms the view that eco-systemic thinking is relevant to work with YPwO and suggests that social justice issues could be explored through working systemically with the systems around CYP.

Self-Fulfilling Prophecy and Social Exclusion

Social constructs around the term “offender” could have implications on CYP’s self-identity and affect how wider society engage and interact with YPwO. The self-fulfilling prophecy theory (Merton, 1948) would argue that being labelled an “offender” could increase CYP’s risk of adopting a criminal identity. Once labelled an “offender”, CYP may develop anti-social attitudes, beliefs, and values, and engage in behaviours which align with a criminal identity (Hollin, 2013). There is arguably a social stigma around the term “offender” and people who receive this label face risk of being judged and excluded from mainstream society. Self-fulfilling prophecy suggests that the language used to describe CYP can directly impact upon their behaviour.

EPs can work directly with schools to develop staff awareness of the potential implications of using negative language in verbal or written correspondence. EPs can also support schools and other systems to reframe language and actively consider CYP’s strengths and positive attributes. Research indicates that positive language descriptors can help CYP to develop a pro-social identity, which is key in desisting CYP from crime (Maruna, 2001, as cited in HMIP, 2016).

Research indicates that many YPwO have experienced school exclusion, which could eventually transpire into social exclusion. In mainstream society, offenders are arguably positioned as being ‘outsiders’ as they engage in behaviours which directly oppose social rules and norms. This way of thinking can be likened to ‘othering’ which involves individuals attributing negative characteristics to individuals or groups which differentiate from the perceived normative social group (Cherry, 2023). Othering can foster an “us vs them” mentality, which can result in those categoried as “other” being depicted as less humane and unworthy of dignity and respect (Cherry, 2023). Othering

is likely to exacerbate social exclusion experienced by offenders, particularly if offenders are perceived to pose a threat to mainstream groups.

2.9 Rationale for Current Research

The research indicated that many YPwO have difficulties across all four areas of SEN. SLCN and SEMH were identified as the main areas of need for YPwO. Although YPwO were found to have a high level of SEN, research indicated that CYP's needs were not always known to professionals.

The literature suggested that EPs can make a valuable contribution through their work in YJSs. Research indicated that EPs added the most value through working eco-systemically with key systems around CYP. The literature also highlighted the scope of work EPs could undertake in YJSs and demonstrated that EPs have the capacity to work at the individual, group, and organisational level.

Studies which relied on YJS records to obtain information about CYP's educational status and needs were critiqued as data was missing from records, suggesting that results were not fully representative of all CYP attending the YJS.

Few studies explored EPs engagement with YJSs and almost all selected studies were conducted in one YJS, making it difficult to generalise findings. None of the selected studies explicitly investigated EPs experiences of working in YJSs. Additionally, no studies explored or gathered national data indicating the number of EPSs linked to YJSs, including the regional location of EPSs. Information about the commissioning of EP services was also lacking, and not consistently discussed within selected papers.

Very few studies have explicitly explored YJS staff's experiences of engaging with link EPs. The researcher was interested in exploring this within the current research, however, was unable to do so due to time constraints.

The current research aims to gather national data around the number of EPSs which currently have an EP attached to a YJS and explore how EPs' involvement in YJSs is generally commissioned. The research also aims to explore EPs experiences of working in YJSs and investigate the breadth of work undertaken by EPs. A mixed-methods design was used to explore the research aims. The rationale for the selected research design and specific design used will be discussed in the next chapter.

Chapter Three: Methodology

3.1 Overview

The previous chapter outlined relevant literature around the SEN of YPwO, and the breadth of work undertaken by EPs working in YJSs; it also provided a rationale for the current research. In this chapter, the methodology used within the present research will be outlined. The research purpose and research questions will first be presented, followed by an outline of the researcher's ontological and epistemological position. The research design, participant recruitment, and data collection methods will then be outlined. The processes used for data analysis will then be outlined and the researcher's ethical considerations will be discussed.

3.2 Purpose of Research

Research purposes are "concerned with the types of knowledge a researcher wants to produce" (Blaikie, 2009, p. 97). Social research can have multiple purposes (Blaikie, 2009); the present research was exploratory and involved an audit.

An audit involves a "*review of a process, service, department or organization, carried out to learn more about an issue or issues being studied to enable improvements to be made*" (Grant et al., 2014). The present research involved an audit as it involved a review of EPSs involvement with YJSs on a national scale.

The following data was collected as part of the audit: the number of EPSs in England which have an EP linked to the YJS and details on how EP involvement with YJSs is commissioned. It was hoped that the data obtained from the audit would provide a snapshot of EPSs current involvement with YJSs and provide an insight into the range of ways EPs work in YJSs could be commissioned. This information was considered

important for prospective EPSs who may be interested in developing links with YJSs in the future.

Exploratory research aims to clarify concepts, obtain explanations, and provide insights (Andrew et al., 2011). It is typically used to develop understanding of an under-researched social phenomenon (Blaikie, 2009). The research was exploratory as it aimed to provide an insight into EPSs reasons for not having a link-EP. It also aimed to explore EPs experiences of working in YJSs and offer additional insights into the type of work undertaken by link-EPs.

The researcher hoped to gather information which enabled them to present a national overview of the number and geographical spread of EPSs in England which have an EP linked to the YJS. The researcher was also interested in ascertaining EPSs reasons for not having a link-EP to obtain an insight into potential barriers. Finally, the researcher was interested in learning more about EPs experience of working in YJSs and the breadth of work undertaken in this context.

3.3. Research Questions

The research aimed to address identified gaps in literature, which was achieved through answering the four research questions:

1. How many EPSs have an EP linked to the YJS and what are EPSs reasons for not having an EP linked to the YJS?
2. What is the regional demographic of EPSs linked to YJSs and how is EP involvement in YJSs commissioned?
3. What are EPs experiences of working in the YJS?
4. What type of work is undertaken by EPs working in the YJS?

3.4 Research Design

A mixed-methods design was used in the present research. A Triangulation Design is an approach which can be used in mixed methods research (Creswell & Clark, 2007). This approach is typically used to "*obtain different but complementary data on the same topic*" (Morse, 1991, p. 122) to best understand the area being researched (Creswell & Clark, 2007). In this design, the limitations of quantitative methods are directly addressed using qualitative methods and vice versa (Creswell & Clark, 2007).

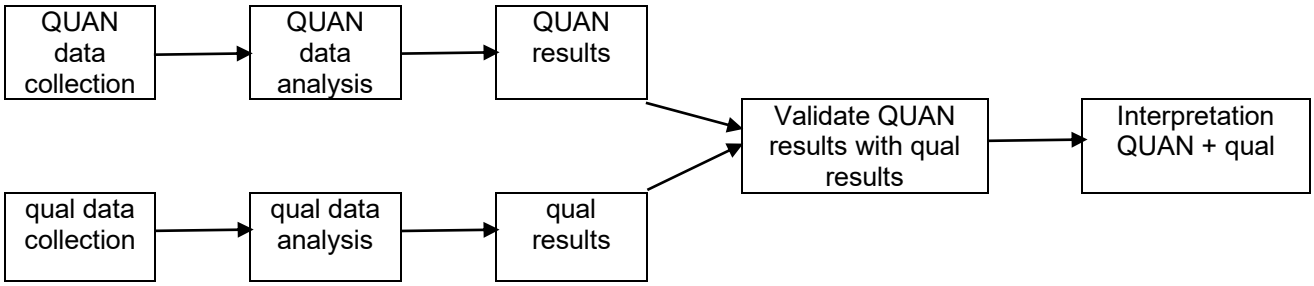
In a standard triangulation design, separate quantitative and qualitative methods are used to collect data over the same timeframe, with equal weighting being given to each method (Creswell & Clark, 2007). A standard triangulation design did not wholly reflect the design used in the present study as quantitative and qualitative data was collected concurrently in at least two of the data collection methods used. In addition to this, all three data collection methods were not administered at the same time, and equal weighting was not given to the qualitative and quantitative data collected; the former was perceived to have more weighting.

A phased approach which comprised of three separate phases was used to collect data. The quantitative and qualitative data collected from all phases was triangulated during data analysis to explore and make sense of findings.

A triangulation design with a validating quantitative model (see Figure 6) was perceived to best reflect the approach to data analysis.

Figure 6

Triangulation Design: Validating Quantitative Model

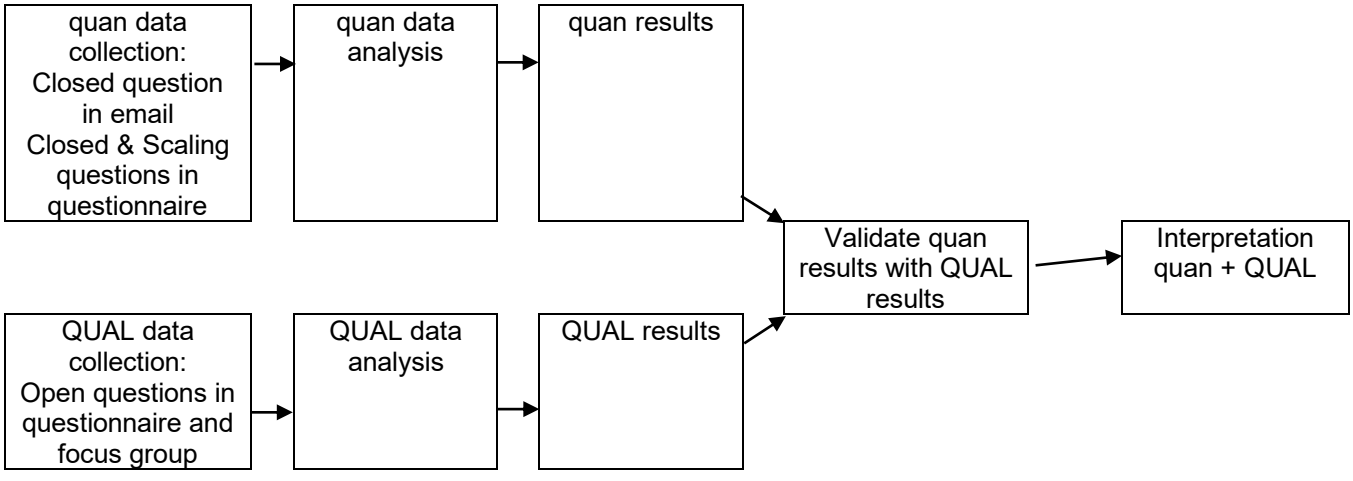


Note. Triangulation Design: Validating Quantitative Model. From *Designing and conducting mixed methods research* by J. W. Creswell & V.L.P. Clark, 2007.

The model presented in Figure 6 depicted quantitative data as the having the most value, which was not perceived to accurately reflect the researcher's position. The researcher intended on using qualitative data to build upon quantitative findings and positioned qualitative data as having more value and weighting than quantitative data. The model was slightly adapted to reflect this (see Figure 7).

Figure 7

Adapted Triangulation Design: Validating Quantitative Model



Note. An adapted Triangulation Design: Validating Quantitative Model. From *Designing and conducting mixed methods research* by J. W. Creswell & V.L.P. Clark, 2007.

Data was collected from emails, online questionnaires, and a focus group. Quantitative and qualitative data was collected concurrently in emails and online questionnaires.

Data on the number of EPSs which have an EP linked to the YJSs (quan), the regional location of EPSs (quan), and data explaining EPSs reasons for not having a link-EP (QUAL) was obtained from emails.

Quantitative and qualitative data on how EP involvement was commissioned, EPs experiences of working in YJSs, and work undertaken by EPs was obtained from closed, open, and scaling questions within a questionnaire. Qualitative data on EPs experiences was obtained from the focus group.

3.5 Mixed-Methods Research

A mixed-method design involves the collection, analysis and mixing of quantitative and qualitative data in a single study (Creswell & Clark, 2007; 2011). Mixed methods can be used when data collected from one source is deemed insufficient and when results require further explanation.

3.5.1 Rationale for using Mixed Methods

A mixed-methods design was used as the researcher thought it was important to measure and provide an indication of the number of EPSs in England which have a link-EP as this information was absent from the literature. Quantitative data alone was deemed insufficient and qualitative data which provided a richer insight into EPSs and EPs' involvement with YJSs was obtained to address this limitation.

The researcher thought it would be unhelpful to only report quantitative data around the number of EPSs linked to YJS. Obtaining qualitative data enabled the researcher to elicit and convey EPSs reasons for not having a link-EP, which reduced the

likelihood of speculative conclusions being drawn. The limitations of using closed questions in emails and online questionnaires were also acknowledged. The researcher recognised that response options may restrict answers provided and overcame this by integrating open-ended questions in emails and questionnaires and using focus groups.

3.5.2 Strengths and Critique of Mixed Methods

Mixed methods research has been critiqued by researchers who have postulated that the philosophical assumptions underpinning qualitative and quantitative research are directly opposed and therefore, cannot be merged within a single study.

Ideally, researchers carrying out mixed-methods research should be highly skilled and competent in quantitative and qualitative research. Researchers who are unskilled in one or both types of research will need time to develop familiarity with both approaches, which was identified as a potential limitation.

Although the limitations of using a mixed-methods design were considered, the benefits of using this design outweighed the disadvantages. A mixed-methods design was identified as the best-fit for the current research as it provided a more comprehensive overview of the topic being researched, which Robson and McCartan (2011) identified as a key strength of this research design. A mixed methods deign also allowed for triangulation of information which can enhance the validity of research findings (Robson & McCartan, 2011). Lastly, this design enabled the researcher to explore multiple research questions.

3.6 Ontological and Epistemological Position

As previously indicated, mixed-methods research encompasses qualitative and quantitative research, both of which have different philosophical assumptions.

Quantitative research has traditionally been linked with a positivist paradigm and qualitative research has been linked to a constructivist paradigm.

Positivists postulate that an objective reality exists outside of the mind and assume that there is a single reality, which is synonymous with a realist ontological position. Positivists adopt a scientific approach to research and base knowledge on determinism, reductionism, detailed observations, measures of variables, and testing of hypotheses (Slife & Williams, 1995).

Constructivists argue that reality is subjective and construe meaning as being actively constructed through interactions with others. Constructivists accept that there are multiple realities, which aligns with a relativist ontology. Constructions are reportedly shaped by personal experiences and social and historical contexts, which means that constructions can change over time (Robson & McCartan, 2016; Creswell & Clark, 2011).

Creswell & Clarke (2011) argue that multiple world views can be used in mixed methods research if researchers are explicit about their use. Researchers adopting this approach can shift between different world views in a single study. This position posits that world views are linked to research designs and can change according to the data collection method used. Creswell & Clarke (2011) identified pragmatism as the overarching paradigm which enables multiple world views to be adopted by researchers using mixed method designs. Pragmatists can adopt a pluralistic stance to gather data which best answers the research (Creswell & Clarke, 2011).

Pragmatism has been identified as the best fit for mixed methods research (Tashakkori & Teddlie, 2003, as cited in Creswell & Clark, 2011). Pragmatists are concerned with practical matters (Robson & McCartan, 2016) and accept that there are singular and

multiple realities. Pragmatic researchers are less concerned with paradigms and position the research question as having the most importance. Pragmatists would advocate for using philosophical and methodological approaches which best address the research problem (Robson & McCartan, 2016; Creswell & Clarke, 2011), which contradicts the incompatibility thesis theory. The researcher initially considered whether a pragmatic position would be the best fit for the research. This was rejected as it did not adequately reflect the researcher's ontological and epistemological position.

Critical realism integrates a realist ontology with a constructivist epistemology (Creswell & Clark, 2011); it recognises that a real world exists independently from our constructions, whilst acknowledging that our understanding of the world is constructed from subjective perspectives. Critical realism therefore "*validates and supports key aspects of both quantitative and qualitative approaches*" (Creswell, & Clark, 2011, p. 44), which makes it an appropriate paradigm for mixed methods research. Critical realists are more concerned with constructing a narrative rather than seeking an absolute truth and use qualitative methods to understand the reality constructed by the group being studied (Cruickshank, 2003). The current research aimed to use EPSs and EPs views to construct a narrative around EPSs involvement with YJSs.

Critical realists hold a view of knowledge which asserts that there is an objective reality and argue that knowledge claims provide better interpretations of reality (Cruickshank, 2003). Critical realists also recognise that knowledge claims are imperfect and accept that researchers can only improve interpretations of reality (Cruickshank, 2003). The researcher accepted that the knowledge obtained from the research provided only one

interpretation of reality and recognised that alternative interpretations could be offered if the research had been undertaken at a different time and with different participants.

Critical realists recognise that research narratives are influenced by the researcher's social background and argue that the research outcomes are "*as much about the researcher's biography as the people studied*" (Cruickshank, 2003, p. 1). The researcher recognised that their beliefs, values, and experiences is likely to have affected their research approach and interpretation of data.

3.6.1 The Construction of Youth Justice Services

The researcher acknowledges that YJSs exist, however, posits that YJSs are a social construction. YJSs exists independently of the subjective meanings social beings ascribe to it. Critical realists argue that social structures are "*created by the actions of individuals in the past*" (Cruickshank, 2003, p.3). This suggests that historical social constructs around YJSs and YPwO can influence and shape current constructs and narratives around youth offending.

Critical realist researchers shift the focus from "*facts to values*" (Cruickshank, 2003, p.3) and explore how "*existing social, political and economic relations create inequality, and turn on exploitation, in order to develop a normative critique against those relations*" (Cruickshank, 2003, p. 3). Adopting a critical realist perspective therefore enabled the researcher to consider mechanisms which have restricted YPwO's access to EPSs.

3.7 Data Collection – Phase 1

The first data collection method involved an email being sent to EPS managers, EPs and TEPs (see appendix F). In the email, participants were asked to specify whether their EPS did or did not currently have an EP linked to their local YJS.

Prior to sending an email to participants, the researcher visited the YJB for England and Wales website in March 2022 (YJB, 2021b) to identify local authorities in England which have a YJS. The YJB data indicated that there are currently 137 YJSs in England. The YJSs were sorted by region and the number of YJSs in each region was summarised (see Table 2).

Table 2

Summary of the number of YJSs in England sorted by region

Region	Number of Youth Justice Services
Northwest England	18
Northeast England	27
London	31
Midlands	19
Southwest and Central England	17
East and Southeast England	25
Total:	**137**

After ascertaining which LAs had a YJS, the researcher visited the websites of all EPSs to obtain the email addresses of EPS managers. EPSs which did not have the EPS manager's email address published were contacted by telephone. Emails were also sent to senior EPs or the general EPS mailbox when the EPS manager's email could not be obtained. The researcher successfully obtained an email address or telephone number for 133 out of the 137 EPSs.

EPSs were contacted via telephone or email address between June 2022 – July 2022. The email sent to EPSs contained a research poster, participant information sheet (see Appendix A) and a link to an online questionnaire. In the email, EPSs were asked the following question:

"Do you currently have an Educational Psychologist in your Educational Psychology Service (EPS) that is linked to your local Youth Justice Service / Youth Offending Team?"

EPSs were then presented with four response options and asked to select the response which best reflected their current situation (see Table 3).

Table 3

Response options in email sent to EPSs

Response 1	Yes – the service **currently** has an EP linked to a local YJS
Response 2	No – the service **does not currently** have an EP linked to a local YJS but has **previously** had an EP linked to the YJS
Response 3	No – the service **does not currently** have an EP linked to a local YJS and has **never** had an EP linked to the YJS
Response 4	Not sure / Don't know

EPSs which did not have a link-EP were asked to share any comments relating to this. The researcher chose to make a distinction between services which never had a link-EP and services which had previously had a link-EP as this indicated which services had previously acknowledged a need for EP involvement in YJSs.

EPSs were emailed in mid-June 2022 and were asked to respond to the email by mid-July 2022. The response deadline was extended to the end of July 2022 to give services more time to respond.

In addition to sending emails to EPSs, the researcher also emailed three link-EPs in June 2022. The researcher had previously engaged with EPs in either a professional or academic capacity and therefore knew they had worked in YJSs.

The researcher also sent an email to eleven TEPs on the doctoral training course to obtain more data. Only TEPs whose placement LA had not responded to the researcher's email were contacted.

The original email to EPSs was shared with the EPS manager at the researcher's placement local authority in July 2022. The email was then shared with a network of EPS managers in the region where the researcher's EPS placement was situated.

In addition to emailing EPs, TEPs and PEPs, an adapted email was posted on an email discussion list for the UK Education and Research Communities in Educational Psychology (EPNET). Details of the study were also shared with the co-ordinator of an Educational Psychology and Youth Offending working group via email.

3.8 Data Collection Method – Phase 2

The second data collection was an online questionnaire (see Appendix G). EPSs which reported having an EP linked to the YJS were asked to share research details and a link to an online questionnaire with link-EPs. EPs could only complete the online questionnaire if they were HCPC registered, worked in their LA for at least one year, worked in their local YJS for at least six months, and were contracted to work in their YJS at least once a month.

The researcher initially considered including participants who had worked in the YJS for at least one year and were contracted to work in the YJS at least once fortnightly. The decision to broaden the participant criteria was made to maximise the number of

EPs who could participate in the research, which was particularly important as few EPs specialise in this area.

Research details were provided on the first page of the questionnaire and participants were given a period of six weeks to complete the questionnaire.

The researcher opted for an online questionnaire as this enabled them to readily access and recruit participants across England. An online questionnaire was also identified as a convenient, timely, and cost-effective option; the researcher incurred no financial costs, participants could access and complete the survey at any time and a lot of data could be collected over a short period.

The questionnaire consisted of open-ended, closed and scaling questions, and contained 8 sections (see Table 4).

Table 4

Sections of online questionnaire

Section 1	Consent to participate in research
Section 2	Information about your role
Section 3	Engagement with Youth Justice Services
Section 4	Personal Experiences and Reflections
Section 5	Communication with Peers
Section 6	Additional comments
Section 7	Participation in focus group
Section 8	End of Survey

3.8.1 Design of Questionnaire

The researcher shared their initial questionnaire with three EPs working in YJSs to obtain feedback. This decision was made to ensure the questionnaire contained questions which were relevant and appropriate. It was important to the researcher that

the data obtained from questionnaires was useful for EPs working in this context. All three EPs were known to the researcher and had been link-EPs for over a year.

Feedback on questionnaire drafts were received between March 2022 – June 2022. Revised questionnaires were shared and piloted with one of the three EPs. The researcher revised questionnaires after receiving EP feedback. In total, six questionnaire drafts, including the final questionnaire was devised.

3.9 Data Collection Method 3 – Phase 3

The third data collection method used was a focus group. An online focus group was facilitated by the researcher in September 2022. The focus group occurred on Microsoft Teams and 60 minutes was allocated for the session. The session was attended by five EPs, all of whom met the participant criteria.

Participants were recruited from the online questionnaire. The EPs who were interested in participating in the focus group were asked to share their email address and were contacted by the researcher in August 2022.

The focus group contained four main discussion points (see Table 5).

Table 5

Summary of focus group discussion points

Discussion Point 1	Challenges of working in the YJS
Discussion Point 2	Positive experiences of Working in the YJS
Discussion Point 3	Hopes for the future and suggestions on additional work which can be undertaken in YJSs
Discussion Point 4	Thoughts on how EPSs relationships with YJSs can be further improved

The session was recorded and transcribed using Microsoft Teams. The transcription was reviewed in October 2022 to ensure data was transcribed accurately. The researcher amended the transcription when a discrepancy between the recording and transcription was identified.

The purpose of the focus group was to build upon data which had been captured in the online questionnaire. The focus group provided participants with the opportunity to provide more information and elaborate on their questionnaire responses.

Focus groups were selected as the most appropriate data collection method for several reasons. Firstly, the researcher acknowledged that link-EPs may not have regular opportunities to jointly reflect on their experiences with other link-EPs. The focus group was therefore perceived to provide a structured forum where EPs could share and reflect on their experiences, which the researcher believed would be beneficial for participants.

Secondly, focus groups enabled participants to take a leading role in discussions, which the researcher thought was important. The focus group also enabled participants to actively engage in open and joint discussions; participants had the opportunity to ask each other questions and respond accordingly. The focus group allowed EPs to connect and bond over their experiences in a mutual role.

The researcher had considered facilitating semi-structured interviews, however, chose not to pursue this option for a range of reasons. Firstly, previous studies had focused on EPs individual narratives. The researcher had also obtained EPs individual experiences and reflections from the online questionnaire. Semi-structured interviews were also perceived to be very individualistic and focused solely on individual

experiences. It was suspected that participants would not benefit from engaging in further individual reflections and may have found the process repetitive.

Previous studies exploring EPs' involvement in YJSs have not used focus groups as a data collection method. The use of focus groups in the current study was therefore perceived to offer a unique contribution and enabled different types of data to be collected. Focus groups were favoured as open discussions prompted broader reflections amongst participants. It also enabled key and pertinent themes to be clearly identified, as shared experiences, thoughts, and feelings were jointly expressed and affirmed.

3.10 Data Analysis

As previously indicated, quantitative and qualitative data were analysed separately. The quantitative data collected from emails and questionnaires were presented using descriptive statistics. Qualitative data obtained from emails, online questionnaires and focus groups were mainly analysed using thematic analysis and some of the qualitative data was analysed using content analysis.

Thematic Analysis

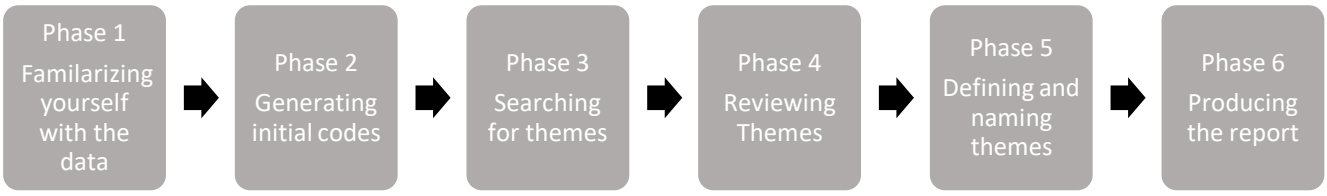
Thematic Analysis (TA) is a "*method for developing, analysing and interpreting patterns across a qualitative data set, which involves systematic processes of data coding to develop themes*" (Braun & Clark, 2022, p. 4). TA offers an "*accessible and robust method*" (Braun & Clark, 2022) of data analysis for novice researchers. The identification of themes has been identified as the main analytical purpose of TA. Identifying themes required the researcher to actively engage with the data set.

Reflexivity has been identified as a fundamental characteristic of TA and involves a "*disciplined practice of critically integrating what we do, how and why we do it, and the impact and influence of this on our research*" (Braun & Clark, 2022, p. 5). Reflexive TA involves six phases, as outlined in Figure 8.

TA is a theoretically flexible method and can be applied within different ontological and epistemological frameworks, making it appropriate for use in research underpinned by a critical realist perspective.

Figure 8

Six Phases of Thematic Analysis



Note. Reproduced figure of the six phases of thematic analysis. From *Using thematic analysis in psychology* by V. Braun & V. Clarke, 2006.

Proudfoot (2022) argued that an inductive/deductive hybrid approach to TA is strongly aligned to a critical realist stance and viewed this as an integrative approach to mixed methods research.

An inductive and deductive approach to TA was used in the current research. An inductive approach to TA is "*a process of coding the data without trying to fit it into a pre-existing coding frame*" (Braun & Clark, 2006, p. 83). This approach was used when coding the data for the qualitative data in RQ1 and RQ3.

A deductive approach involves data being coded for a specific research question (Braun & Clark, 2006). A deductive approach to TA was used when analysing the data

in RQ4 as the researcher approached the data with three distinct categories in mind and organised data across identified categories.

Content Analysis

Content analysis (CA) is a method which can be used to identify patterns in qualitative data (Braun & Clark, 2006). CA can be used to code open-ended questions in questionnaires and describe different trends in communication content (Weber, 1990). CA involves a quantitative analysis of qualitative data and provides a numerical count of qualitative data (Wilkinson, 2000; Ryan & Bernard, 2000). In the present research, CA was used to analyse some of the data obtained from emails and open-ended questions in the online questionnaire. The researcher decided to use CA in questions which generated large amounts of data which benefitted from being organised. CA was also used when the researcher deduced that TA would not adequately reflect the diversity in participant responses.

Critique of Data Analysis

TA has been critiqued for lacking a definitive theoretical base (Willig, 2013), which can increase the risk of researchers using TA incorrectly. TA also requires researchers to be clear about their epistemological position and what identified themes represent (Willig, 2013).

CA has been critiqued for being reductionist as it reduces data and classifies them into smaller categories (Weber, 1990). The consistency and reliability of text classification and the potential ambiguity of labels ascribed to categories were identified as further limitations (Weber, 1990).

3.11 Research Participants

A non-probability purposive sampling method was used to recruit participants. Purposive sampling is the intentional recruitment of participants who have experienced the main areas being explored within the research (Creswell & Clark, 2011). The researcher specifically sought out EPSs and EPs working in YJSs to participate in the research.

EPSs and EPs were mainly recruited via emails and telephone correspondence, including emails to EPS managers, TEPs, and EPs known to the researcher. Participants were also recruited from an email distributed to EPS managers in the researcher's LA placement and EPNET.

The participant sample in the first phase of the research consisted of 79 EPSs. The participant sample in the second research phase consisted of 18 EPs who completed an online questionnaire, and the participant sample in the final research phase consisted of 5 EPs who participated in an online focus group.

In the online questionnaire, 8 EPs expressed an interest in attending an online focus group and shared their email address. All 8 EPs were contacted in August 2022 using the contact details which were shared. EPs were provided with 4 different dates in September and asked to specify the dates they could attend. Six participants responded to the email and identified one or more dates they could attend. As participants were not available on the same date, the researcher proposed an additional date, which all participants could make. One participant contacted the researcher a few days prior to the focus group to state that they could not attend.

The focus group occurred in September 2022 and consisted of 5 participants, which the researcher considered to be a sufficient sample size for the purpose of the study.

The limitations of the sample size were recognised and will be discussed in more detail in the relevant section below. Participants were not required to disclose personal protected characteristics, including age, ethnicity, race, and gender. The focus group sample was perceived to be diverse.

3.12 Ethical Approval

Ethical approval for the research was provided by the University of East London's Ethics Board in March 2022. In this section, ethical issues relating to the research and strategies used to minimise the risk of harm to participants will be discussed.

3.13 Informed Consent

In the first phase of the study, the EPSs contacted by email were provided with a research poster and information sheet which contained information about the study. EPS managers were asked to share the documents with EPs who met the participant criteria. A participant information sheet and research poster were also shared with EPs who were contacted directly by the researcher and the EPS manager in the researcher's placement LA, which was subsequently disseminated with other EPSs in the LA region.

In the second phase of the study, information about the research was provided on the first page of the questionnaire and participants were asked to indicate their consent to participate prior to being directed to the questions. All participants consented to participate in the study.

All participants who attended the focus group were provided with a focus group information sheet (See Appendix B) and consent form (See Appendix C). All participants signed and returned their consent form prior to the focus group session.

3.14 Ensuring Anonymity

The details of the EPSs which participated in the research will not be disclosed. Participating EPSs will, however, be sorted and grouped by region. The qualitative data provided by EPSs will also not be directly linked to EPSs.

The participants who completed the online questionnaire were not required to provide their full name or the name of the EPS they worked in. The names of participants who attended the focus groups were not disclosed.

All participants were randomly allocated a pseudonym, such as “P1” for questionnaire participants and ‘EP1’ for focus group participants. Only the researcher was aware of the pseudonym allocated to each participant.

3.15 Confidentiality

The participants were made aware that the data obtained from the study would remain confidential and would only be used for the purpose of the study. Participants were also advised that only the researcher would have access to raw data, including the completed online questionnaire forms and online focus group recording. To maintain privacy, the researcher facilitated the focus group in a private room with no other occupants.

3.16 Risk of Harm

The research was assessed as posing a low risk of harm to participants. This assessment was made as the topic being investigated was not considered harmful to participants. All participants were over the age of 18 and were qualified Educational Psychologists employed by a LA EPS. The research focused solely on participants professional experiences. EPs were not pressurised to participate in any aspect of the

study and shared information at their own discretion. Participants were advised of their right to withdrawal.

3.17 Personal Reflexivity

As previously indicated, the researcher was previously employed as a YJS Case Manager and had previous experience of working directly with CYP, families, and EPs in YJSs. To reduce bias of the interpretation of findings, the researcher maintained a research diary and engaged in academic supervision.

3.18 Limitations

The research design and data collection methods were identified as the main research limitations.

Research Design

The limitations of a mixed methods deign was considered in section 3.5. The main limitation was centred around the 'incompatibility thesis', which argued that qualitative and quantitative methods could not be incorporated in the same study due to having opposed philosophical assumptions.

Data Collection Methods

The number of data collection methods used in the research was identified as a limitation as it required the researcher to triangulate and analyse data from three different sources, which was not time effective. Some research questions were answered across different data collection methods which required the researcher to carefully select the data relevant to each research question.

The researcher identified some limitations of using a questionnaire. Firstly, it was acknowledged that questions could have been misinterpreted by participants, which

could have resulted in questions not being answered in the way intended. The use of close-ended questions was also identified as a limitation as it confined participants to selecting an answer from the available response options. The researcher recognised that the available response options were restrictive. To address this, the researcher included the response option: “other”, which enabled participants to record options not provided.

The final online questionnaire consisted of eight sections and consisted of twenty-eight questions, which was perceived to be a strength and a limitation. Having a wide range of questions enabled a wider breadth of information to be obtained. The questionnaire did, however, contain questions which were not explicitly linked to the research questions, which could have resulted in the questionnaire lacking a clear focus. The questions which were not explicitly linked to research questions were included as they provided a unique insight.

The focus group size was identified as an additional limitation. As previously indicated, the focus group consisted of five participants, two of whom belonged to the same service. Research indicates that the optimal size of focus group can range from six to twelve participants (Stewart & Shamdasani, 1990; Morgan 1997), which would suggest that the number of participants included in the focus group was insufficient. There does, not, however, appear to be a consensus regarding the optimal size of focus groups and the researcher did not suspect that the focus group size was detrimental to the study.

Krueger & Casey (2000) considered the potential implications of having colleagues within the same focus group and argued that running focus groups with people that

work together could affect group contributions. The researcher also acknowledged that this could have affected group dynamics.

3.19 Summary

In this chapter, an overview of the research methodology used in the current research was presented, followed by an outline of the research purpose, research questions and the researcher's ontological and epistemological position. The research design, participant recruitment methods and participant characteristics were then discussed. The data analysis methods used were then described, and the chapter concluded with a consideration of ethical issues. In the next chapter, the research findings were presented and discussed.

Chapter Four: Findings

4.1 Overview

In the previous chapter, the research methodology and methods used for data analysis were outlined. As previously indicated, the research aimed to establish the number of EPSs which have a link-EP as this had not previously been explored in the literature. The research also aimed to explore where EPSs with a link-EP were situated, how EP involvement in YJSs was commissioned, EPs experiences of working in YJSs and the range of work undertaken by link-EPs.

In this chapter, the research findings were reported in detail. Nineteen main themes were identified within the data, which were discussed with pertinent quotes. The chapter concluded with a synopsis of research findings.

4.2 Findings for Research Question 1: How many EPSs have an EP linked to the YJS and what are EPSs reasons for not having an EP linked to the YJS?

To answer RQ1, data was obtained from emails and telephone calls to EPSs and face to face discussions with TEPs.

4.2.1 How many EPSs have an EP linked to their local YJS?

Data was obtained from TEPs, EPs, SEPs, EPS Managers and administration staff working in 76 EPSs. Of the 76 EPSs, 69 responses were obtained from email and 7 responses were obtained via telephone correspondence with EPSs and face-to-face correspondence with TEPs on the researcher's doctoral training course. The researcher also had existing knowledge of 3 EPSs which had a link-EP.

Figure 9

Graph showing the percentage of EPSs in England which have a link-EP

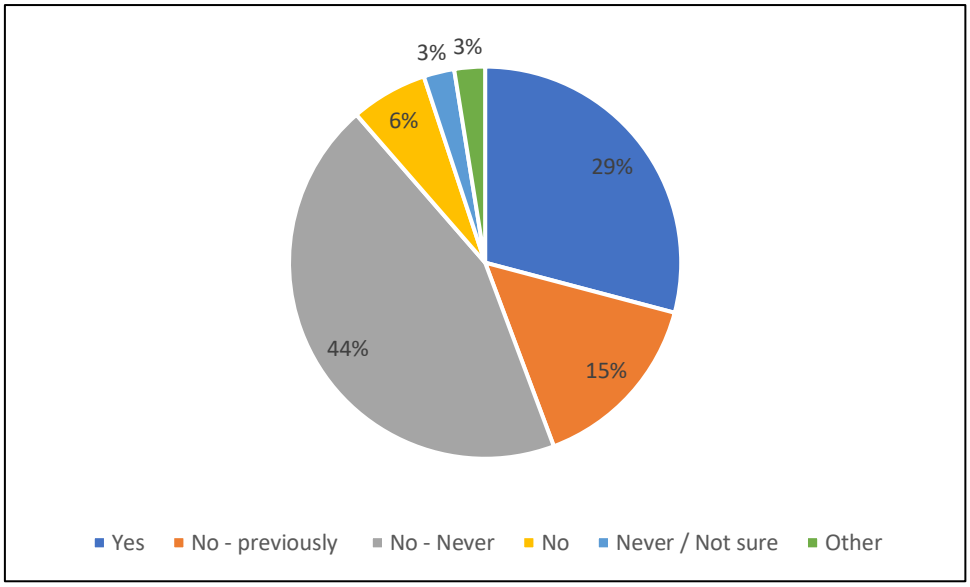


Figure 9 only represents the data obtained from the 79 EPSs which participated in the study.

Figure 9 shows that 29% (N=23) of EPSs currently have an EP linked to the YJS, 15% (N=12) do not currently have a link-EP and previously had a link-EP, and 44% (N=35) have never had a link-EP. Some respondents did not select a response from the options provided; 6% (N=5) of EPSs answered “no”, 3% (N=2) of EPSs reported that their position was not reflected in response options and 3% (N=2) had never or were unsure of their EPSs historical links with the YJS.

The results by “yes”, “no” and “other” to provide a more complete summary. Once filtered, the results indicated that 66% (N=52) of EPSs do not currently have a link-EP, 29% (N=23) of EPSs do have a link-EP, and 5% (N=4) of EPSs provided a response which did not fit into either of these categories.

4.2.2 EPSs reasons for not having an EP linked to their local YJS

Data relating to EPSs reasons for not having a link-EP was obtained from emails. In total, 65 emails were received from EPSs and 51 (78%) emails were from EPSs which did not currently have a link-EP. Of the 51 EPSs, 18 EPSs (35%) stated their reasons for not having a link EP, 11 EPSs (22%) provided qualitative data which did not directly answer the question, and 22 EPSs (43%) did not provide any qualitative data.

Data from the 18 EPSs were first analysed using content analysis, which enabled the most frequently cited barriers to be clearly highlighted. Responses were then grouped into two main themes.

4.2.2.1 Content Analysis of Qualitative data

EPSs reasons for not having a link EP were presented in Table 6.

Table 6

Content Analysis of Qualitative Data obtained from emails received from EPSs

Reason(s) for not having an EP linked to the YJS	Quantity
1. Capacity	7
2. Funding	4
3. Commissioning	2
4. Work undertaken in a less formal capacity	2
5. Recruitment	2
6. Restrictions due to Service Delivery Model	1
7. There has not been a need for this type of work	1
8. LA commissioned other specialists work in YJS	1
9. Link EP left service and continued to support YJS in a private capacity	1
10. Local YOI changed to adult facility	1
11. Staffing	1
12. High demand for Education, Health, and Care Needs Assessment (EHCNAs)	1

The most frequently cited reason for EPSs not having a link-EP was capacity (N=7), followed by funding (N=4), commissioning (N=2), and work undertaken in a less formal capacity (N=2) respectively.

4.2.2.2 Themes emerging from Qualitative Data

Following content analysis, the researcher reviewed data and identified two main themes: resources and need.

Theme 1: Resources

The “resources” theme encompassed funding, commissioning, capacity, staffing, and recruitment. EPSs were unable to work with YJSs due to limited funding. EPSs which had previously had a link-EP reported that their involvement with YJSs ceased due to

funding. EPSs involvement with YJSs was dependent on commissioning and working in an EPS with a traded service delivery model was identified as a barrier as this restricted EPs to working only with services who could fund their involvement. Limited capacity was identified as a further barrier. EPS capacity was affected by staffing, recruitment difficulties, and increased demand for EHCNAs.

Theme 2: Need

This theme reflected EPSs and LAs perceived need for EP involvement in YJSs. EPSs which were not contacted by their YJS assumed that their services were not needed. Some LAs had only commissioned Clinical Psychologists to work in YJSs, suggesting that the LA had not acknowledged a need for EP involvement in YJSs. Some EPSs supported YJSs in less formal capacities, which suggested that EPSs were receptive to providing support when the need arose.

4.3 Findings for Research Question 2: What is the regional demographic of EPSs linked to YJSs and how is EP involvement in YJSs commissioned?

The regional demographic of participating EPSs will first be reported, followed by findings pertaining to the commissioning of EP involvement.

4.3.1 Findings outlining regional demographic of participating EPSs

Table 7

Summary of Educational Psychology Services categorised by region

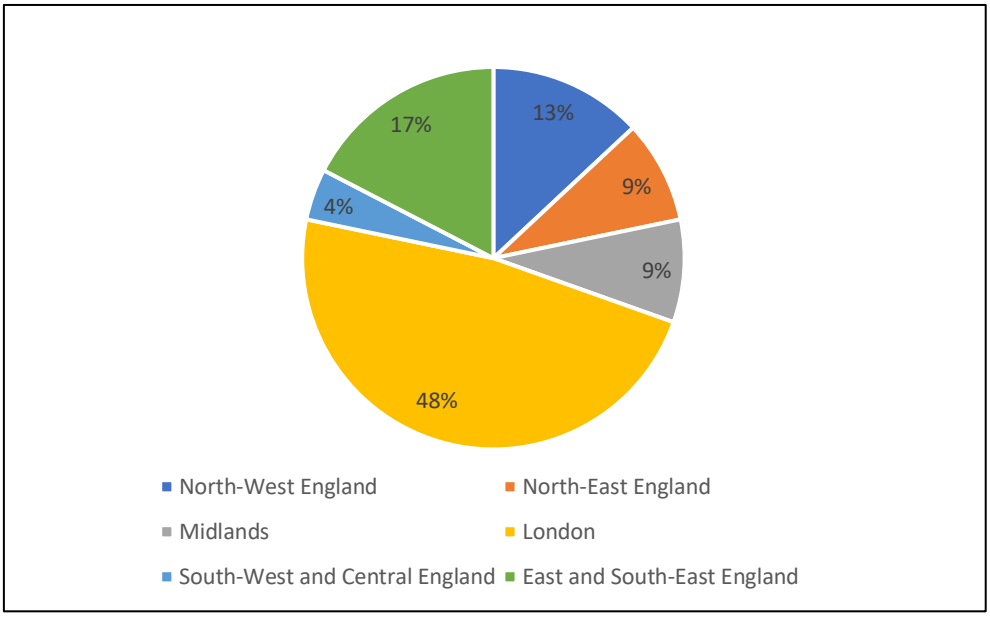
Region	Total
North-West England	10
Midlands	12
London	22
North-East England	11
South-West and Central England	9
East and South-East England	15
Total:	79

The regional demographics of participating EPSs (N=79) were presented in Table 7. The table shows that most EPSs were based in London (28%), followed by East and South-East England (19%), Midlands (15%), North-East England (14%), North-West England (13%) and South-West and Central England (11%).

4.3.2 Findings outlining regional demographics of EPSs which have an EP linked to the YJS

Figure 10

Regional Demographics of EPSs which have a Link-EP



Most of the EPSs which had a link-EP were situated in the London region (48%), followed by the East and South-East England (17%), North-West England (13%), North-East England (9%), Midlands (9%), and South-West and Central England (4%) respectively.

4.3.3 Findings outlining demographics of EPs

EP demographics were obtained from questions two, three and four of online questionnaires, all of which were mandatory questions. The role of EPs and the length of time EPs had worked in the YJS were reported in this section. To protect participant anonymity, the regional demographics of EPs were not reported.

4.3.3.1 EPs role in the EPS

Data on EPs role in the EPS was obtained from question two of the online questionnaire: *Please specify your role.*

Table 8

Findings for Online Questionnaire, Question 2

Role	Number of Participants
Educational Psychologist	11
Senior Educational Psychologist	6
Other	1

Most participants were employed as Educational Psychologists (61%), followed by Senior Educational Psychologists (33%), and other (6%).

4.3.3.2 Length of time EPs have worked in their local YJS

Details on the length of time participants had worked in the YJS was obtained from question four of the online questionnaire: *Please indicate how long you have been working with your local Youth Justice Service.*

Table 9

Findings for Online Questionnaire, Question 4

Length of time working in YJS	Number of Participants
6-12 months	1
12-18 months	1
More than 18 months	16

Table 9 shows that almost all participants had worked in their local YJS for more than 18 months (89%), suggesting that their links with the YJS were well-established. The remaining participants worked in their local YJS for 6-12 months (5%) and 12-18 months (6%).

4.3.4. Findings outlining details of commissioning

Details of commissioning were obtained from questions five, six, seven and eight of the online questionnaires.

The details of how EP involvement was commissioned, the type of work commissioned, and the number of days EPs were contracted to work in the YJS were discussed in this section.

4.3.4.1 Quantitative Data on how EP involvement is commissioned

This information was obtained from question five of the online questionnaire: *Please indicate how your work with the Youth Justice Service is currently being commissioned (select more than 1 response if appropriate).* EPs were permitted to select multiple responses.

Table 10

Findings for Online Questionnaire, Question 5

Type of commissioning	Number of Participants
Youth Offending Team commissioned	8
Educational Psychology Service Arrangement	9
Educational Provision / via work in schools	1
Social Care Team commissioned	0
Other	3

EPs work in YJSs was mainly commissioned by EPSs (43%), followed by YJSs (38%) and Other (14%). The three participants who selected “Other” indicated that their involvement with YJSs was commissioned by the local council and internal local authority funding.

4.3.4.2 Qualitative Data on how EP involvement is commissioned

Participants were given the option to provide additional information about how their work was commissioned in question six of the online questionnaire: *Please share any*

additional comments relating to how your work is currently being commissioned. In total, 13 participants answered this question.

Participant responses highlighted the range of ways which EP involvement can be commissioned. This information was deemed useful for EPSs who would like to work with YJSs in the future and were unsure of how this could be commissioned.

For this question, participant numbers were not linked to participant responses to protect participant anonymity. Participant responses were presented in Table 11.

Table 11

Findings for Online Questionnaire, Question 6

	Summary of Participant Responses
1)	Work is not commissioned.
2)	Service Level Agreement reviewed annually and amended if needed.
3)	YJS commissioned EP involvement following successful pilot project implemented by EPS.
4)	Commissioned to work in YJS one day a week.
5)	Previously had allocated time to work in YJS, which ceased to due funding and increased workload.
6)	Work previously commissioned through troubled families grant and violence reduction unit.
7)	Work commissioned by the council.
8)	Service Level Agreement.
9)	Work commissioned by wider family services
10)	Previously commissioned by external funding. No funding currently attached as work in YJS is now recognised as core work.
11)	An EP in the team worked in the YJS prior to starting the doctoral training course. The EP worked with the EPS and YJS managers to develop a Service Level Agreement which includes termly YJS planning meetings. EP shares information with EPs linked to schools attended by CYP known to YJS. Direct work with CYP commissioned by schools through their service level agreement.
12)	EP initiated contact with YJS to discuss work relevant to EP's specialist role.
13)	Funded by the local authority.

In addition to being commissioned by agencies and organisations cited in Table 10, EPs work was also commissioned by services within the LA and funded externally. Some EPs were proactive in initiating contact with the YJS, which helped to successfully secure commissioning for EP involvement.

4.3.4.3 Length of time contracted to work in YJS

Information on the length of time participants were contracted to work in the YJS was obtained from question seven of the online questionnaire: *Please indicate how often you are contracted to work with the Youth Justice Service.*

Table 12

Findings for Online Questionnaire, Question 7

Time contracted to work in the YJS	Number of Participants
Weekly	8
Fortnightly	2
Monthly	0
Other	8

Most participants were contracted to work in the YJS on a weekly basis (45%) or other (44%), followed by fortnightly (11%). No participants were contracted to work in the YJS monthly.

4.4 Findings for Research Question 3: What are EPs experiences of working in the YJS?

Information about EPs experiences of working in YJSs was obtained from online questionnaires and the focus group.

EPs experiences were mainly operationalised across three categories: challenges experienced in role, rewarding experiences, and hopes for the role. EPs views on how their work was making a difference, key skills required for the role, how the EP role was being utilised, and how work differed to work undertaken in schools were explored. The methods used to develop understanding of the EP role, EPs communication with other link-EPs, and views on how links between the EPS and YJS could be improved were also considered.

The quantitative data collected from the online questionnaire will first be reported and then the qualitative data analysed using content and thematic analysis will be presented and discussed.

4.4.1 Quantitative Findings from Online Questionnaires

Quantitative data on EPs experiences was obtained from questions 12, 14, 16, 18 and 24 of online questionnaires; all questions were mandatory, and multiple responses could be selected in questions 12, 14, and 18.

4.4.1.1 Challenges experienced with systems

Participants indicated which systems they had experienced challenges working with in question twelve of the online questionnaire: *Please select which systems, if any, you have experienced challenges working with as part of your role (select more than 1 if appropriate).*

Table 13

Findings for Online Questionnaire, Question 12

Name of systems	Number of Participants
N/a	4
Youth Court	2
Youth Custody	3
Youth Justice Service or Team	8
Schools / Educational Provisions	11
Wider Family Network	8
Local Authority/NHS/Third Sector Partners	5
Other	4

Participants experienced challenges working with all systems; they experienced the most challenges when working with schools and educational provisions (N=11), YJSs (N=8), and the wider family network (N=8).

4.4.1.2 Systems where EP input is making a difference

Participants indicated which systems their work had made a difference with in question fourteen of the online questionnaire: *Please complete the following sentence and tick the relevant boxes that apply "My work within the youth justice service is making a difference with…"*

Table 14

Findings for Online Questionnaire, Question 14

Areas where a difference is being made	Number of Participants
Children and Young People	18
Parents and Families	15
Professionals working within the Youth Justice Service (e.g. Case Managers, Team Managers, Court Staff)	17
Specialist Workers contracted to work within the Youth Justice Service (e.g. SALTs, Substance Misuse Workers, Health Nurse)	12
Other Professionals (e.g. Social Workers)	9
Organisational Reform (e.g. policy changes)	4
Other	1
None of the above	0

EPs work in YJSs was making the most difference with CYP (24%), followed by professionals working within the YJS (22%), parents and families (20%), and specialist workers (16%).

4.4.1.3 Skills, knowledge and expertise being utilised in role

Participant views on the extent that their skills, knowledge, and expertise were being utilised within the YJS was explored in question sixteen: *Please indicate your agreement to the following statement: "My skills, knowledge and expertise are being utilised within the Youth Justice Service*".

Table 15

Findings for Online Questionnaire, Question 16

Level of Agreement	Number of Participants
Strongly Agree	6
Agree	9
Neither Agree nor Disagree	3
Disagree	0
Strongly Disagree	0

Approximately 83% of participants (N=15) either agreed or strongly agreed with the statement, suggesting that many participants felt their skills, knowledge and expertise were being utilised in the YJS.

4.4.1.4 Methods used to support YJS Staff to better understand role

Participants indicated the methods they had used to develop YJS staff's understanding of the EP role in question eighteen: *If applicable, please specify methods used to support Youth Justice staff to better understand your role.*

Table 16

Findings for Online Questionnaire, Question 18

Type of Method	Number of Participants
Not Applicable	0
Training / Workshops	15
Team Meetings	16
Consultations	15
Information Sheets / Posters / Leaflets	8
Informal discussions with staff	14
Other (Please specify)	6

Participants used a range of methods to communicate information about the EP role. Participants mainly shared information about their role within team meetings (22%), training or workshops (20%), consultations (20%), and via informal discussions with staff (19%).

4.4.1.5 Communication with other EPs working in YJSs

Participants indicated their level of communication with other EPs working in YJSs in question twenty-four. This question required participants to indicate their agreement to three statements and responses were summarised in Table 17, 18, and 19.

Participants perceived level of contact with other link-EPs was explored in Statement one:

Table 17

Findings for Online Questionnaire, Question 24: Statement 1

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
Statement 1: I have regular contact with other Educational Psychologists that are working in Youth Justice Services'	3	3	4	4	4	N=18

EPs' level of contact with other EPs working in YJSs was varied. In total, 6 participants (34%) disagreed with the statement, 8 participants (44%) agreed with the statement and 4 participants (22%) neither agreed nor disagreed. The findings suggested that most participants had regular contact with other link-EPs.

EPs satisfaction with their current level of interaction with other link-EPs was explored in Statement two:

Table 18

Findings for Online Questionnaire, Question 24: Statement 2

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
Statement 2: I am happy with my current level of interaction with other Educational Psychologists working in Youth Justice Services'	3	5	3	6	1	N=18

Participants held mixed views about their current level of interaction with other link-EPs. Overall, 8 participants (45%) disagreed with this statement, 7 participants (38%) agreed with the statement, and 3 participants (17%) neither agreed nor disagreed.

Overall, there was an equal number of participants who were dissatisfied and satisfied with their level of interaction with peers.

Participants' awareness of work being undertaken by other link-EPs was explored in Statement three:

Table 19

Findings for Online Questionnaire, Question 24: Statement 3

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
Statement 3: I am aware of the type of work that my peers are undertaking in Youth Justice Services	1	2	3	10	2	N=18

Most participants were aware of the type of work being undertaken by their peers. In total, 12 participants (67%) agreed with the statement, 3 participants (16%) disagreed with the statement and 3 participants (17%) disagreed with the statement.

4.4.2 Qualitative Findings from Online Questionnaires and Focus Group

Qualitative data relating to EPs experiences was obtained from questions 10, 11, 13, 15, 17, 19, 20, 21, 23, 25 and 26 of the online questionnaires and the online focus group.

Qualitative data obtained from online questionnaires was analysed using content and thematic analysis and data from the online focus group was analysed using thematic analysis.

The findings of the data analysed using content analysis will first be reported, followed by the overall thematic map for RQ3.

4.4.3 Findings from data analysed using Content Analysis

Questions twenty and twenty-five of the online questionnaire were analysed using content analysis.

4.4.3.1 Key skills required for the link-EP role

Participants' views on key skills required to be successful in the link-EP role was explored in question twenty: *In your view, what key skills are needed to be successful in this role?*

Table 20

Findings for Online Questionnaire, Question 20

Key Skills	Frequency recorded
1) Ability to share and apply psychological knowledge	8
2) Being adaptable and flexible	8
3) Core EP skills	7
4) Interpersonal skills	7
5) Ability to understand the youth justice system	5
6) Enthusiasm, motivation, and passion for work	5
7) Ability to develop good relationships with professionals and CYP	4
8) Resilience	3
9) Tenacity	2
10) Communication skills	2
11) Ability to make complex information accessible	2
12) Ability to confidently challenge others / hold others to account	2
13) Ability to consider theories of privilege and power in practice	2
14) Ability to reflect on and provide support to address wider systemic issues	2
15) Ability to be creative / innovative	2
16) Patience	2
17) Positive thinking	2

Participants collectively identified 53 different skills (see appendix H). Similar and overlapping skills which were cited by at least 2 participants were subsequently grouped (see appendix I). A total of 17 groups were identified (see Table 20).

EPs identified a range of key skills which were required for the role. The most frequently cited skills were the ability to share and apply psychological knowledge

(N=8), being adaptable and flexible (N=8), core EP skills (N=7), interpersonal skills (N=7), the ability to understand the youth justice system (N=5), and being enthusiastic, motivated, and passionate about working in YJSs (N=5).

4.4.3.2 Developing communication with peers working in YJSs

Participants' views on how their communication with other link-EPs could be further developed was explored in question twenty-five: *If applicable, please share your ideas on how Educational Psychologists' working in Youth Justice Services' can further develop their communication with peers working in this context.* Responses to question twenty-five were optional and 16 participants responded.

Participants specified how they were currently communicating with other link-EPs and offered suggestions on how communication could be improved. Participant responses were presented in Table 21 and Table 22.

How EPs have maintained communication with other link-EPs

Table 21

Table summarising how EPs have maintained communication with other link-EPs

How EPs have previously / are currently maintaining communication with other EPs working in YJSs	Frequency cited
1. National or Regional Specialist Interest group for EPs working in YJSs	6
2. Maintaining contact with previous colleagues that are working in YJSs	1
3. Support from colleague in EPS who also works in YJS	1
4. Monthly supervision with a group of EPs	1

Many participants had previously attended a special interest group (N=6), which had ceased during the COVID-19 pandemic. Few EPs accessed formal and informal support from other link-EPs.

Suggestions on how EPs could further develop their communication with other link-EPs

Table 22

Table summarising suggestions on how communication with other link-EPs could be developed

Suggestions	Frequency cited
1) Regular Network Meeting	1
2) Local group for EPs working in YJS	1
3) Peer supervision	2
4) National group of EPs working in YJSs	1
5) National conference	1
6) Forums	3
7) Regular meetings	2
8) Working groups	2
9) Networking	1
10)Joint training days	1

Participants identified a range of ways their communication with other link-EPs could be developed. The most frequently cited suggestions were forums (N=3), peer supervision (N=2), regular meetings (N=2), and working groups (N=2).

4.4.4 Findings from data analysed using Thematic Analysis

Data obtained from the online focus group and questions 10, 11, 13, 15, 17, 19, 21, 23, and 26 of online questionnaires were analysed using thematic analysis. Data from the online questionnaire was first analysed and focus group data was analysed thereafter.

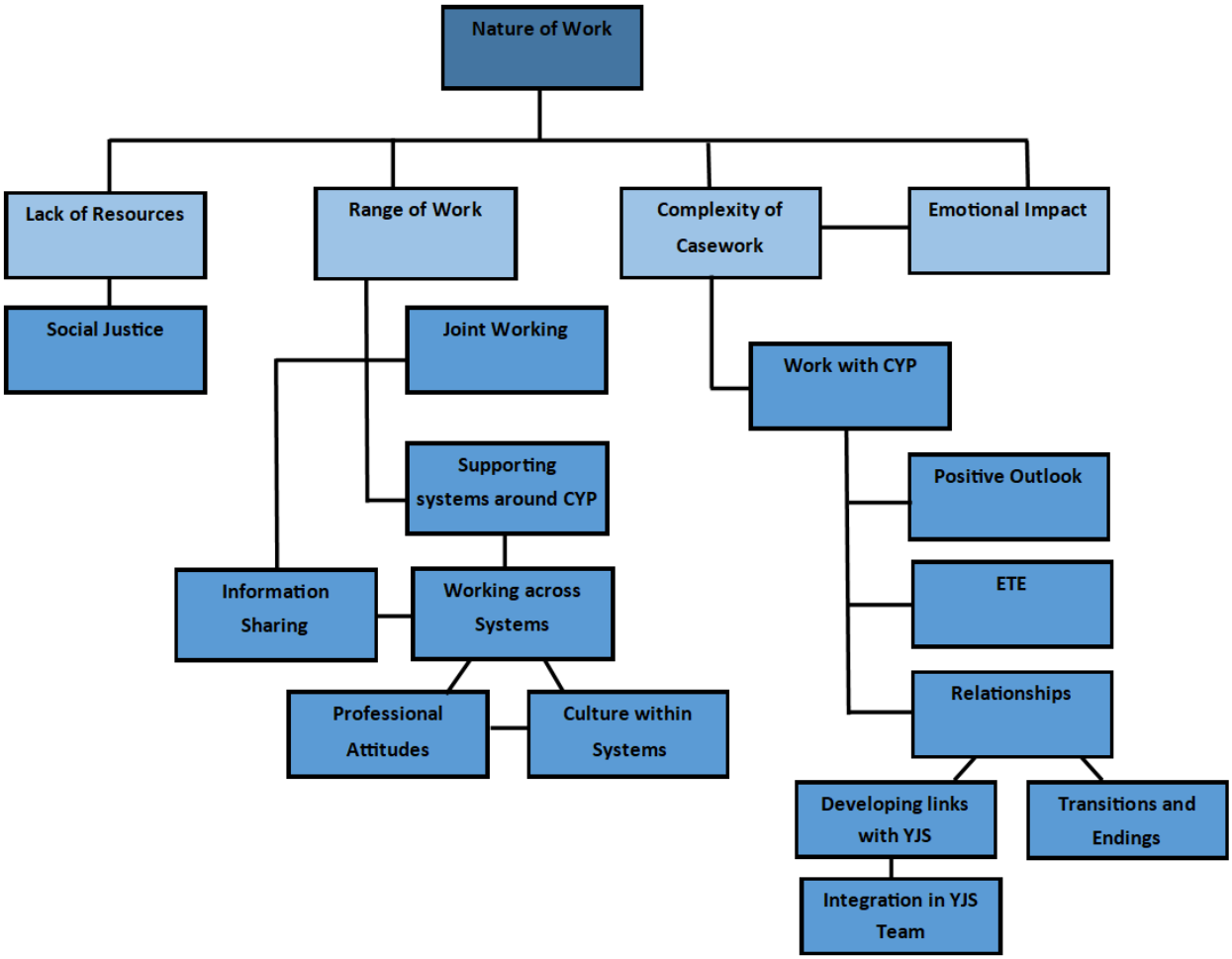
Four thematic maps were created following data analysis; only the initial and final thematic map will be presented and discussed in this section.

4.4.4.1 Initial Thematic Map

The initial thematic map (see Figure 11) produced nineteen themes and ninety-one sub-themes. Sub-themes were excluded from the thematic map to prevent over-crowding and improve accessibility to readers.

Figure 11

Research Question 3: Initial Thematic Map



The nineteen themes in the Initial Thematic Map included: range of work completed, joint working, work with CYP, social justice, supporting systems around CYP, maintaining a positive outlook, lack of resources, integration in YJS team, nature of

work, information sharing, complexity of casework, emotional impact of work, working across a range of systems, attitudes held by professionals, culture within systems, relationships, transitions and endings, ETE, and developing professional links with the YJS.

Four themes were removed after the thematic map was reviewed: range of work completed, maintaining a positive outlook, integration in YJS Team and developing links with YJS.

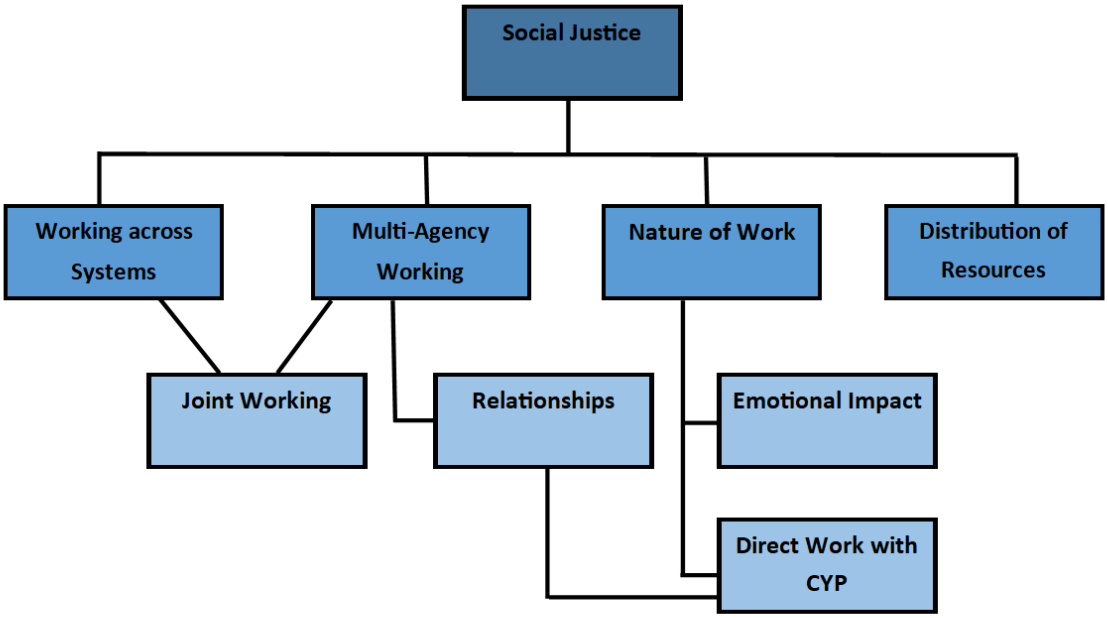
The first theme was removed as it had more relevance to RQ4. The second theme was removed as it was considered a weak theme, and the remaining themes were merged with existing themes.

4.4.5 Final Thematic Map for Research Question Three

The final thematic map consisted of nine themes: social justice, working across systems, multi-agency working, joint working, relationships, direct work with CYP, nature of work, emotional impact, and distribution of resources (see Figure 12).

Figure 12

Research Question 3: Final Thematic Map



4.4.5.1 Discussion of Themes

Main Theme 1: Social Justice

This theme explored how EPs can work ethically and responsibly with CYP in the YJS. It also considered EPs role in advocating for CYP, eliciting and sharing the voice of CYP, and promoting anti-discriminatory practice. This theme also acknowledged the complex backgrounds and histories of CYP known to YJSs. The theme contained four sub-themes: reframing narrative, working ethically and respectfully with CYP, stigmatisation and discrimination towards CYP known to the YJS, and working with CYP and families with complex histories.

Sub-theme 1: Reframing Narrative

Some participants enjoyed working with the systems around CYP and supporting them to reframe the narrative around CYP:

P2: *"supporting a different narrative to be constructed around a CYP"*

Participants felt that reframing narratives could be achieved by supporting key systems to view children more holistically and challenging the negative rhetoric around CYP.

Sub-theme 2: Working ethically and respectfully with CYP

Participants alluded to the importance of working ethically and responsibly with CYP. For one participant, it was important that CYP consented to EP involvement:

P5: *"Young people can always choose whether or not they want to engage with me at the YJS (we always have a pre-meeting)"*

EPs can also consult directly with CYP about the focus of work and interventions:

P5: "*Sometimes the work I do with young people is contracted between us"*

Sub-theme 3: Discrimination towards CYP known to the YJS

Participants felt that many YPwO are stigmatised and discriminated against by educational providers:

EP2: *"…there is still a lot of stigma, uhm, around young people who have been involved in the Youth Justice Service"*

EP2 described how a school had responded to a CYP who had committed an offence in the community:

EP 2: *"…the school wouldn't allow him, uhm, to return back into his lessons. So, he was effectively kept in internal exclusion…"*

EP indicated that this was not an isolated event and reported that they had encountered many situations where YPwO were discriminated against at school.

Sub-theme 4: Working with CYP and families with complex histories

Participants indicated that many CYP known to the YJS have very complex needs and reside in difficult situations:

P5: *"Most young people and families live in difficult and complicated circumstances"*

Some participants perceived working with vulnerable groups to be a rewarding aspect of their role:

P12: "*To be able to support some of the most vulnerable and hard to reach young people and know I am contributing towards better outcomes for them"*

P12 particularly enjoyed having a role in improving outcomes for CYP.

Main Theme 2: Multi-agency working

This theme explored how EPs engaged in multi-agency work within the YJS, outlined the different professionals EPs encountered in their role, and considered the benefits and challenges of multi-agency working.

Benefits of Multi-Agency Working

Collaborative working with professionals was identified as an advantage of multi-agency working:

P12: *"I work… alongside a S&L therapist, CAMHS worker and nurse. We work collaboratively together and have created some great systems/training/support within YJS"*

P12 worked jointly with other professionals to develop resources and training packages. Joint working enabled professionals to exchange knowledge and skills and is likely to have facilitated the development of resources which encompassed both professionals' unique area of expertise.

Some participants reported attending multi-agency panels as part of their role:

P9: *"We are part of a multi-agency panel which work together to devise support plans…"*

P9 worked collaboratively with other agencies to co-create support plans for CYP.

Challenges of Multi-Agency Working

Participants identified '*diffused responsibility'* as one challenge of multi-agency working:

P5: *"I sometimes find that many young people have a huge network of professionals involved, which means that responsibility is diffused, and action is slow moving"*

This suggests that high professional involvement can increase the risk of professionals taking a less active role in decisions pertaining to CYP, which can halt progress and delay positive outcomes.

Participants also indicated that there are occasions when multi-agency meetings lack focus and purpose:

P5: ***"****Some multi-agency meetings feel like 'update meetings' rather than anything meaningful coming from them"*

This suggested that high professional involvement can be redundant if professionals assume a tokenistic role and do not engage in meaningful actions.

A lack of understanding and appreciation of professional roles was also highlighted as a challenge:

P17: *"Sometimes the greatest challenge might be enabling different professions to understand and value the input of other professions"*

This suggests that professionals working in a multi-agency setting may not recognise or value the unique contribution of other agencies.

Main Theme 3: Joint Working

This theme considered how EPs could work jointly with YJS Case Managers. The theme consisted of one sub-theme, which focused on how EPs worked collaboratively with staff.

Sub-theme 5: Working collaboratively with key professionals

Participants enjoyed working alongside YJS staff and other specialists within the YJS. One participant talked positively about their experience of completing joint visits with a YJS Case Manager.

EP1: *"…I would just do joint visits with the case managers … joint pieces of work together…means…it's not too overwhelming with the young person because they're not seeing some double the amount of professionals and then you're keeping that relationship consistent…"*

EP1 perceived joint visits as a more efficient and responsive way of working with CYP. The participant also valued and respected the relationship between the CYP and YJS Case Manager and was motivated to maintain this relationship. Joint working with the YJS manager was also perceived as a gateway to developing relationships with YJS staff.

EP1 also alluded to the impact of joint working on YJS Case Managers and felt this could result in YJS staff feeling empowered:

EP1: *"…working alongside the case manager rather than the case manager making referrals out to you, I think is really empowering…"*

This highlighted the importance of actively consulting and involving YJS case managers in casework.

Joint casework was also perceived to provide EPs with the opportunity to share knowledge of SEN and model responsive communication with CYP:

EP1: "*I've had… joint involvement with the case managers… there might be a young person who has really complex needs…and the case manager is not quite sure how to approach in terms of communication… I could do some modelling and then the case manager can build…"*

Main Theme 4: Emotional Impact

This theme explored the range of emotions EPs experienced in their role and outlined situations which elicited an emotional response from EPs. This theme also considered the different methods EPs used to manage the emotional impact of their work.

Emotions experienced in role

Participants reflected on the emotional impact of working with YPwO and shared emotions they had experienced in their role:

P5: *"Feelings of helplessness relating to working with young people in very complex and difficult situations"*

P5 acknowledged the difficult lives led by YPwO and recognised that EP involvement does not address other pertinent issues which may be affecting CYP.

P10: *"Managing my disappointment at how many young people are missed/missing from services and support at an earlier point that could have diverted them from youth justice earlier on"*

P10 reported feeling disappointed when learning that CYP had not accessed services and when services had missed opportunities to divert CYP away from an offending trajectory.

Situations which trigger an emotional response

EPs were emotionally affected by a range of situations, including gaining knowledge of missed opportunities for early intervention, services not adequately supporting CYP post EP-intervention, hearing about CYP being sentenced to custody or coming to physical harm, and interventions ceasing prematurely due to CYP being moved out of area.

P5 indicated that EPs may experience difficult emotions when hearing about CYP's negative outcomes:

P5: "*The emotional toll of hearing about young people being in custody, harmed or killed"*

EPs were also affected when coming across CYP they had previously worked with:

EP3: *"…when there are names that you have been involved with previously…And then you think ohh my gosh, they're known to the youth justice service… they've carried out this offence, how has this happened…and you saw them when they were five… and that has quite an impact because you actually know the young person…"*

Methods used to manage emotional impact of work

Participants identified formal and informal supervision as the main methods used to manage the emotional impact of work:

EP1: "…*we have different forms of supervision. We've got our individual supervision with management, uhm, we've got a peer supervision group*"

EP2: "… *I'm part of a peer supervision group, so with… other EP's who…are also at the Youth Justice Service…and that's a really helpful form of informal supervision*..."

Main Theme 5: Working across systems

The difficulties EPs experienced whilst working across the education and youth justice systems were considered in this theme. The difficulties experienced were reflected across three themes: knowledge of the youth justice system, system goals, and ways of working, developing links with YJS, and supporting systems around CYP.

Sub-theme 7: Knowledge of the youth justice system

Participants noted the importance of EPs having a good knowledge of the YJS system, including an understanding of risk and protective factors associated with youth offending and an awareness of language used in the CJS:

P8: "*A knowledge of the criminal justice system, all the different acronym's they use, how they are evaluated and how that influences their motivations and focus, the risk and protective factors associated with youth offending, the importance of education as a protective factor and how poor education affects the likelihood of offending"*

Sub-theme 8: System goals, priorities, and ways of working

Participants also recognised that the goals and priorities of the school and YJS system may not be congruent:

P9: *"Schools tend to focus on the goal of statutory assessment by and large. The youth justice service team is very much concerned with engaging young people in school/college"*

The findings suggest that each service adopts a different approach to working with CYP. Engagement with YPwO may, therefore, look differently across each system.

Although professionals working in YJSs are typically expected to adopt a CFOS approach, one participant indicated that YJS staff do not consistently adhere to the CFOS principles:

EP4: *"…you know, meetings where police are in attendance…there are conversations that kind of take the child away from that kind of child first, uhm, perspective…"*

Sub-theme 9: Developing links with YJS system

Participants shared ideas on how the links between the EPS and YJS could be improved. Many participants felt that spending more time in the service could help to develop links:

P4: *"Perhaps having more EP time which would allow a greater presence within the team"*

One participant also felt that formalising EPs allocated time in the YJS could help to develop links:

P15: *"…formalising the time given to the role and carving that out of allocation time. Ideally, I would love to see the EP-YOT link role as one which is seconded to YOT…"*

Participants also specified actions they had taken to develop their links with YJSs. Actions included co-producing service level agreements with the YJS and having regular joint-meetings with EPS and YJS managers.

Participants proposed having two EPs allocated to work in the YJS, evolving the link-EP role into a full-time or permanent post, bringing together YJS and EPS teams, and receiving training from the YJS, and thought this could help to develop links between services.

Sub-theme 10: Supporting systems around CYP

Participants reported working with and supporting different systems around CYP:

P5: *"I've also worked with parents, social worker, case managers, and schools to support them to consider factors influencing children's behaviour…"*

P5's comment suggests that link-EPs can work eco-systemically in YJSs and provide interventions at the family, school, and community level.

One participant highlighted one potential outcome of supporting staff within the YJS system:

P4: *"supporting case managers to feel more confident in engaging and planning interventions with young people"*

This suggests that EPs can help to develop YJS staff's confidence and support the delivery of YJS interventions.

Theme 6: Direct work with CYP

This theme encompassed the type of work EPs undertook with CYP and explored the challenges and rewarding aspects of direct work with CYP.

Many participants identified direct work with CYP as a rewarding aspect of their role:

P9: *"Working with the young people…to identify strengths and to explore ways they can initiate positive change"*

Participants appeared to believe they were making a positive difference through their work with CYP and found this rewarding:

P8: "*Making a difference with some of the most vulnerable children in the area*"

The type of work undertaken with CYP will be further discussed in the findings for RQ4.

Theme 7: Relationships

This theme explored EPs relationships with YJS staff, EPS colleagues, and CYP. It also considered barriers which could affect EPs ability to develop positive relationships and explored how barriers could be overcome. The theme consisted of two sub themes: professional relationships and therapeutic relationships with CYP.

<u>Sub-theme 10: Professional relationships</u>

Relationships with YJS Staff

Some participants had established good working relationships with YJS staff and identified factors which facilitated successful working relationships: joint working, working in the YJS office, increasing time spent in service, and attending the YJS regularly. Participants thought that sharing knowledge, modelling skills, offering

advice, and participating in YJS inspections could also aid the development of positive professional relationships.

Many participants noted the importance of having a physical presence in the YJS:

EP2: *"I think me physically being within the office space is really important…because people will have those informal conversations"*

For EP2, having a physical presence in the YJS office increased visibility in the team and enabled EPs to have informal discussions with staff.

One participant perceived informal engagement with YJS staff as the foundation of positive professional relationships:

EP18: "*I find that getting to know people informally is the best way of advocating for the EP role…"*

EP18 saw the value in initiating and engaging in informal interactions with EP staff, which assisted them in promoting the EP role.

Some participants had difficulty engaging with YJS staff. Staff resistance to change was identified as a potential barrier:

EP2: *"…members of staff are really well established…and with that has come a little bit of challenge in terms of trying to think with them about new ideas uhm, and reflect*"

Participants indicated that developing relationships with YJS staff takes time:

EP18: *"It's taken me quite some time to build trust with the YOT workers themselves, as I feel there might be a lot of assumptions made about 'professionals'. However, with time this has really improved"*

This suggests that YJS staff's misconceptions about professionals could be a barrier to relationship development.

Relationships with EP colleagues

Participants reflected on their relationships with EPS colleagues. One EP suspected that their EP colleagues may lack awareness of the intensity of the link-EP role and not fully appreciate or understand what the work entails:

EP5: *"It can be quite isolating, cause other members of the EP team won't necessarily understand what the level cause you're, you're dealing with…"*

EP5 indicated that the link-EP role can be quite lonely, particularly if EP colleagues are not privy to the nature of work undertaken. Another participant also alluded to the solitary nature of the link-EP role:

P18: *"It can be quite a solitary and difficult role as I work as the only EP in the YOT… it can be quite lonely work"*

P18 indicated that feelings of loneliness could be exacerbated if there is only one EP allocated to working in the YJS.

<u>Sub-theme 11: Therapeutic relationships with CYP</u>

Participants enjoyed advocating for CYP, developing CYP's self-efficacy, engaging with CYP in a different capacity, and motivating CYP to change.

Participants enjoyed developing a positive therapeutic relationship with CYP and modelling how to look at situations more positively:

P18: *"…being able to build a working relationship and being an adult who can take a hopeful stance in situations that often seem very unhopeful"*

Participants indicated that CYP were more receptive to asking for help if they had established a good rapport with EPs:

EP1: *"…cause' I guess when you've built that trusting relationship with young people, uhm, they're more likely to talk openly with you about some of the things they find challenging…"*

EP1 also indicated that facilitating sessions in community settings, such as the family home, aided the development of positive relationships as it encouraged organic conversations and enabled them to better understand CYP's lived realities:

EP1: "*…you become more part of their, their world and their lived experience and it just becomes a bit more natural that's what I really love about it"*

Participants indicated that the type and length of CYP's YJS order could either hinder or facilitate the development of positive relationships:

EP1: *"…it can be quite difficult when a young person has a relatively short, uhm, order… if there's a lot going on…might take time for that young person to build trust…"*

EP1's comment suggested that shorter length orders were a barrier.

The unpredictable nature of CYP's lives was also identified as a challenge:

EP2: *"…I suppose the nature of young people, uhm, being moved quite quickly or things changing quite quickly for them, you sort of will start a piece of work and then, uhm, have to manage if the young person's moved out of X or to a different borough..."*

Participants indicated that some CYP could be difficult to engage:

P8: *"Some of these most vulnerable children can be hard to reach and resistant to interventions"*

One participant also suspected that CYP may be sceptical about engaging with psychologists:

P9: *"…they're often very reluctant to work with a psychologist"*

P9's comment suggested that there may be a stigma around the "psychologist" label. CYP could be reluctant to engage with EPs due to preconceived notions or social stigma around engaging with psychology services.

Theme 8: Distribution of Resources

This theme explored how limited resources and commissioning of EP services could affect EPs work in YJSs. The term "resource" was operationalised as time, funding, and capacity; the findings relating to each resource were considered.

Time

Participants reported having insufficient time to work in YJSs and highlighted this as a challenge:

P9: *"I feel the time we have allocated is small…"*

Funding

Participants experienced challenges when EP involvement was not commissioned by the YJS:

EP3: *"…if there's direct work to be done…is to be negotiated with schools…but they might be saying well, actually, you know 'this young person is barely in school' and… you know, "might be on the road to exclusion" and actually these others have been prioritized, and so forth…"*

EP3 positioned schools as gatekeepers to EP input; CYP's access to EPs was contingent on schools prioritising CYP's cases. EP3 indicated that some provisions may choose not to refer CYP for EP involvement, particularly CYP with poor school attendance.

Results indicated that YJSs which did not commission EP involvement did not fully utilise EPs:

P7: *"As YOS don't commission EP service, it is difficult for them to fully "use" me…I have to constantly remind them and offer my work to them".*

P7's comment suggested that commissioning structures could affect YJSs engagement with EPs.

Participants recognised that EP involvement in YJSs was contingent on funding:

P8: *"…the nature of this partnership means applying for funding each year, which is not guaranteed"*

This comment suggested that permanent funding for EP involvement may be difficult to secure.

Capacity

Participants identified limited capacity as a barrier to undertaking work:

P13: *"The barrier…is the EP team capacity, I have requested to remain at 2 days per week in September but due to other commitments and team capacity, this is being reduced to 1 day per week"*

P13 attempted to protect their allocated time in the YJS, however, could not maintain this commitment due to work demands in the EPS.

Theme 9: Nature of Work

This theme explored the difficulties EPs experienced in the YJS environment. It considered situations which were unique to YJSs, explored the impact of working in YJSs, and alluded to the complexity of individual case work.

The YJS was characterised as a fast-paced, high pressured and unpredictable environment. Participants indicated that situations in YJSs could change unexpectedly:

P7: *"…events and situations can change very quickly for the young person and families"*

Some participants observed a high staff turnover in YJSs:

EP1: *"…one of the challenges I've noticed is uhm…the really high turnover of staff …some people are on temporary contracts… like people can leave within weeks or months…"*

EP1's comment suggested that the YJS environment lacked stability.

Participants reported that the work in YJSs can be emotively provoking:

EP 2: *"The work can be really emotional. I find it really emotional to work there…"*

Participants recognised that working in YJSs involved working with CYP with very complex needs:

P11: *"Working with significant complexity in terms of life history, experiences, trauma, educational needs…"*

Responses indicated that the nature of work undertaken in YJSs reflected the complexity of casework.

4.5 Findings for Research Question 4: What type of work is undertaken by EPs working in the YJS?

RQ4 was operationalised as follows: work EPs have undertaken in YJSs, work EPs would like to undertake in YJSs, and barriers preventing EPs from undertaking work.

To answer RQ4, data was obtained from online questionnaires and the online focus group. A combination of quantitative and qualitative data was obtained from questionnaires and qualitative data was obtained from the focus group. Quantitative data was reported using descriptive statistics and qualitative data was analysed using Thematic Analysis.

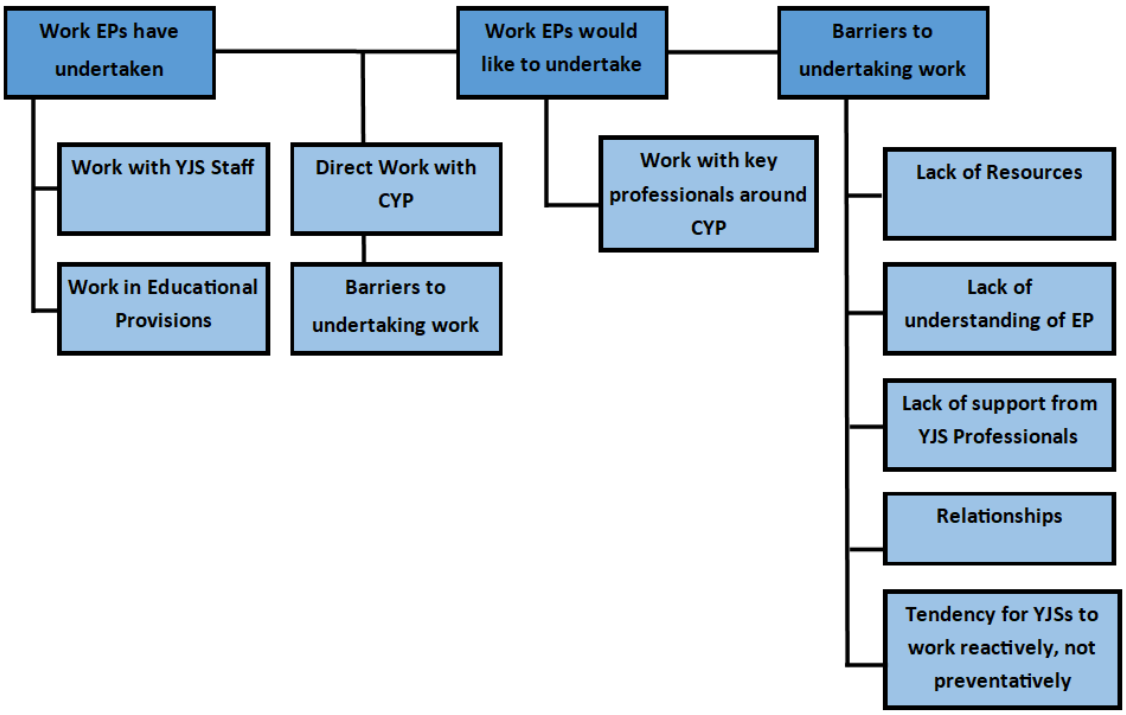
Following qualitative data analysis, a thematic map containing ten themes was produced (see Figure 13). The themes were organised across three headings, as cited above.

The quantitative findings will first be discussed and then the thematic map will be presented. The identified themes will be discussed under respective headings.

4.6 Thematic Map for Research Question 4

Figure 13

Research Question 4: Final Thematic Map



As previously indicated, ten themes were identified following data analysis. Themes included: work with YJS staff, work in educational provisions, organisational change, direct work with CYP, work with key professionals around CYP, lack of resources, lack of understanding of EP role, lack of support from YJS professionals, relationships, and tendency for YJSs to work reactively, not preventatively.

4.7 Quantitative Findings

The type of work EPs were contracted to undertake in YJSs was explored in question eight of the online questionnaire: *If applicable, please indicate the type of work that has been contracted between the Educational Psychology Service and Youth Justice Service (select more than 1 response if appropriate).*

Table 23

Findings for Online Questionnaire, Question 8

Type of work contracted	Number of Participants
Not Applicable	1
Direct Work with young people – Assessment	15
Direct Work with young people – Individual or group interventions or project work	7
Direct work with young people – Other	2
Direct work with parent or carers – Assessment	4
Direct work with parents or carers – Other	8
Direct work with individual case managers or Youth Justice Service Staff – Consultation	15
Direct work with Staff – Individual or Group Supervision	7
Direct work with Staff – Training	14
Research / Project	9
Policy Reviews and Updates	6
Other	3

Table 23 shows that EPs are contracted to undertake a range of work in YJSs. EPs were most frequently contracted to complete assessments with CYP (17%), consultations with YJS staff (16%), and staff training (15%).

The overall findings for question eight were subsequently organised across four categories: direct work with staff, direct work with CYP, direct work with parent/carers, and other (see Figure 14).

Figure 14

Type of work EPs have undertaken in YJSs

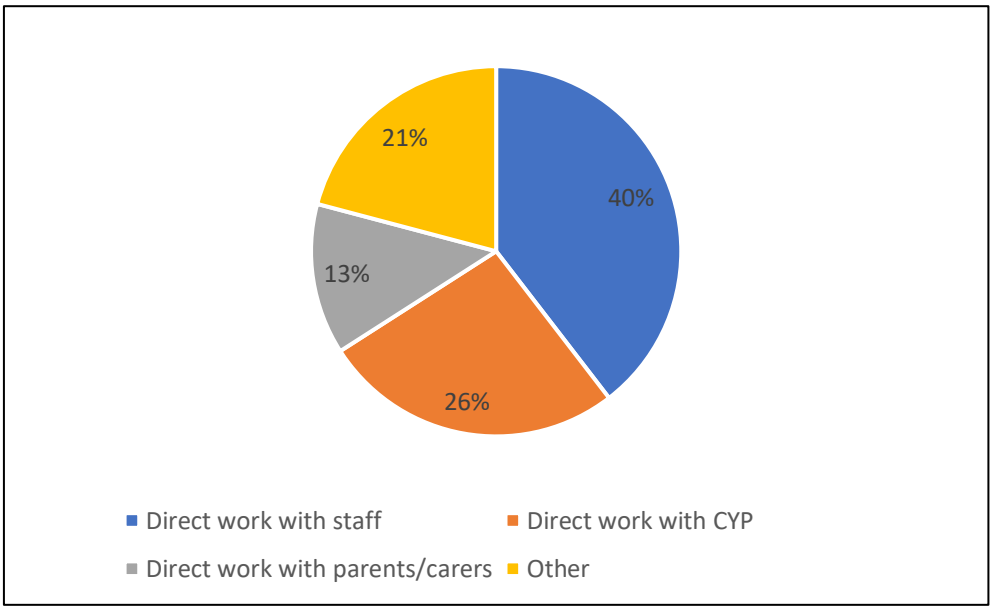


Figure 14 shows that 40% (N=36) of EPs work involved direct work with staff, 26% (N=24) involved direct work with CYP, 13% (N=12) involved direct work with parents, and 21% (N=19) involved "other" type of work, including work which focused on organisational change.

4.8 Qualitative Findings

The "Work EPs have undertaken" heading explored the range of work EPs had undertaken with CYP, YJS staff, and educational providers. The heading encompassed four themes: work with CYP, work with YJS staff, work with educational provisions, and organisational change work.

The "Work EPs would like to undertake" heading investigated the range of work EPs wanted to complete in YJSs, which was explored across three themes: work with CYP, work with key professionals around CYP, and organisational change.

The “Barriers to undertaking work” heading explored barriers which hindered EPs’ ability to carry out work and encompassed five themes: resources, relationships, lack of support from YJS professionals, lack of understanding of EP role, and a tendency for YJS to work reactively, not preventatively.

Some headings had themes which overlapped. When themes overlapped, subsequent headings were used to differentiate findings.

Theme 1: Direct Work with CYP

This theme encompassed the type of work EPs had completed with CYP and the range of work EPs wanted to complete with CYP. This theme considered the focus of individual work and explored how direct work in YJSs differed from work completed in other settings. The theme will be discussed across two categories: Work EPs have undertaken, and work EPs would like to complete.

Work EPs have undertaken

Participants reported facilitating strength-based activities with CYP:

P5: “*My work with YP themselves generally focuses on their strengths, self-image or learning needs…”*

Results indicated that CYP could be consulted about the focus of EP interventions:

EP2: *“…the piece of work might be commissioned with the young person themselves around their goals and aspirations and what they'd like to know a bit more about in terms of their learning style… their well-being…”*

Participant comments indicated that direct work with CYP could focus on well-being, goal setting, and psychoeducation.

Participants reported having scope to work more flexibly and engage with CYP over a longer timeframe:

P5: *"The work is much more flexible, and I can be involved over a longer period of time, in ways I feel to be necessary/important"*

Work EPs would like to complete

Participants expressed an interest in undertaking more therapeutic, person-centred, and preventative work with CYP.

Therapeutic Work

P18: *"I would like to be able to take on more therapeutic work"*

Person-Centred Work

EP1: *"…more like person centred work, like PATH, Map, using those approaches"*

Preventative Work

Participants were interested in supporting and delivering preventative work:

EP4: *"…intensive pieces of work with schools understanding that kind of… exclusion to prison, kind of, pipeline…engaging with those conversations to understand actually there were choices that can be made in the education setting that can kind of prevent some of the things happening later down the line"*

EP4 suggested that CYP's outcomes could be affected by decisions made by school staff.

Theme 2: Work with YJS Staff

This theme explored the range of work EPs had undertaken with YJS staff and the type of work EPs wanted to complete with staff. The theme also encompassed EPs' reflections on the impact of their work.

Work EPs have undertaken

Participants completed the following work with YJS staff: consultations, supervision, training, case formulations, interpretation of EP reports, sharing psychological theory, knowledge of SEN and school systems. Examples of work undertaken were presented below.

Consultation

P14: *"Any concerns with young people are discussed using consultation to explore strengths and needs, underlying SEN, potential additional ways forward, which services are or need to be involved etc"*

P14's comment suggested that consultation served the same function across school and YJS contexts.

Sharing knowledge of SEN and School Systems

P5: *"…I've been able to raise awareness of SEN within the Youth Justice Team and been able to use my knowledge of school systems to support the team to consider how different systems work and how they might be supportive or challenge in specific situations (e.g., around exclusions)"*

P5 prompted staff to consider systemic factors affecting CYP. An increased understanding of school systems could develop staff's confidence in navigating systems and challenging discriminatory practices.

Interpreting Psychological Reports

EP5: *"… you can…sometimes interpret previous educational psychology involvement into action…and they'll suddenly come up with an outcome or an action plan based on you sort of deciphering the EP report…"*

Interpreting EP reports prompted creative thinking and supported goal setting. An understanding of CYP's SEN also enabled staff to set appropriate targets.

Supervision

P13: "*I very much enjoy working with, and supervising, YJS practitioners… our supervision sessions and consultations always feel positive and productive"*

P13's comment indicated that supervision sessions with staff were enjoyable and constructive.

Impact of work with YJS staff

Many participants suspected that their work with YJS staff had made a positive impact at the individual, group, and wider-systemic level:

P4: *"…involvement has increased understanding about YPs needs, increased levels of engagement with intervention, increased understanding of psychology in YJS and with partners, had a positive impact on emotional well-being of YP, increased psycho education of parents and supported maintenance of educational placements"*

This suggested that working systemically could instigate positive change and improve outcomes for CYP.

Theme 3: Work with Educational Provisions

This theme explored EPs' perspectives on the impact of work undertaken in schools and EPs' views on how work in schools differed to work undertaken in YJSs.

<u>Impact of work in schools</u>

Participants identified training as a tool which could be used to improve outcomes for CYP:

P15: *"…any positive impact on CYP will come via the training done into schools and settings"*

How work in schools differed to work undertaken in YJSs

Participants identified similarities and differences in the work undertaken across schools and YJSs:

P8: *"It can be similar as at the core it is assessment work, some strategic work and training but the work with YOS can have a different focus. For example, developing a screening tool to identify children at risk of youth violence is different, understanding the contexts of children at risk and how that differs to other children"*

The focus of work and characteristics of CYP attending YJSs were highlighted as the main differences. The length of involvement with CYP also differed across settings; longer term involvement was less typical in schools.

Theme 4: Organisational Change

This theme explored the range of work EPs had completed in YJSs, additional work EPs would like to complete, and the potential impact of organisational change work.

Work EPs have undertaken

Participants completed a range of work which contributed to wider organisational and cultural changes in YJSs. The work cited included: research, direct work with YJS management, project work, service evaluations, policy development, development of screening tools and protocols. Examples of work completed by EPs have been presented below.

Project Work

P7: *"I did a small-scale research project…to gather educational demographics and information about the YP linked to the service…this helped them to realise the "gaps" about information, and training they needed and protocols and procedures we could put in place"*

P7 completed a project which enabled the YJS to identify gaps in knowledge, which prompted action to address identified gaps.

Direct work with YJS Management

P13: "*I have worked with the YJS managers to move the service from trauma-informed to trauma-organised…"*

P13 worked directly with YJS management to support a shift in YJS practice and culture.

Development of YJS Protocols

P7: "*I developed a YOT/SEN protocol to help strengthen links and procedures with SEN and YOT in relation to EHCPs/young people in custody etc"*

P7 developed a protocol which facilitated links between the YJS and SEN Team.

Impact of work with YJS Staff

EP3: *"… shedding new light and guiding the teams thinking around certain young people, seeing a new kind of perspective on them, a new narrative forming about some of the complexities, uhm, and that are impacting on the particular young person and then seeing that lead to a change in approach, uhm, maybe a different kind of, uh, intervention…"*

Sharing psychology helped to instigate a shift in YJS staff's thinking and approach to working with CYP.

Work EPs would like to undertake

Participants expressed an interest in completing more organisational work in YJSs in the future.

EPs were primarily interested in working more eco-systemically:

P15: "*…there is a need for an even more eco-systemic perspective in Youth Justice work…"*

P10: *"I hope to undertake more systemic and organisational work"*

Participants were interested in supporting professionals to look at CYP's offending behaviour more holistically.

Theme 5: Work with key professionals around CYP

This theme explored the range of work EPs wanted to complete with YJS staff.

Participants wanted to facilitate more joint consultations and training. Participants were also interested in facilitating drop-in sessions, supporting YJS inductions, attending strategic meetings, and offering supervision.

Many participants were motivated to support YJS staff's well-being and identified supervision as a useful tool to achieve this aim:

EP1: *"…the emotional impact for the case managers can be really intense…they're also managing risk and it can be really, really challenging…I think it's really emotional work, so, we've always wanted to deliver supervision spaces"*

EP1 was keen to facilitate spaces where staff could explore the emotional impact of their work.

Theme 6: Resources

This theme explored how limited resources could restrict the work undertaken by EPs. Participants reported that high caseloads, limited time allocated to work in YJS, and limited funding for EP involvement affected their work in YJSs:

P17: "*The main barrier is time and caseload*"

Theme 7: Relationships

This theme considered how EPs relationships with YJS staff could affect their ability to work effectively in YJSs.

Some participants identified poor relationships with YJS staff as a barrier:

P5: "…*my relationships with different case managers is closer than others (some would see the value in it and some have an attitude of 'I'll just get on with it')"*

This comment indicated that YJS staff were more receptive to engaging with EP initiatives if they had established good relationships with EPs.

Theme 8: Lack of support from YJS professionals

This theme explored the different ways YJS staff could hinder or delay EPs work. Developing unhelpful alliances with CYP and not responding to EPs offers to undertake additional work were identified as the main barriers.

P18 indicated that YJS staff's alliance with CYP could be detrimental for CYP:

P18: *"…YOT workers sometimes aligning themselves with YP in ways that are not always helpful to the YP"*

P7 indicated that work was contingent on management approval and suggested that EPs could encounter barriers if staff lacked responsiveness or interest in the work being offered:

P7: *"YOS managers haven't responded to my offers of observing/attending!"*

Theme 9: Lack of understanding of EP role

This theme explored how YJS staff's limited understanding of the EP role could restrict the range of work undertaken by EPs. Participants reported that staff lacked awareness of the breadth of the EP role and EPs' skill set:

P14: *"YJS understanding how broad our role is and how our skills can be utilised best."*

YJSs which are unaware of the scope of the EP role might only contract EPs to undertake very specific work or work perceived to fall within their remit.

Theme 10: Tendency for YJS to work reactively, not preventatively

This theme reflected how EPs perceived YJSs to respond to youth offending. YJSs were perceived to respond reactively to youth offending, which was identified as a barrier:

P8: *"…it seems there is more focus in YOTs (from their evaluators and commissioners) to respond to offending than prevent it"*

4.9 Summary of Findings

Findings for RQ1

Approximately one-third of participating EPSs had an EP linked to the YJS and two-thirds did not have a link-EP. EPSs without a link-EP identified a lack of resources and low need for EP involvement as their main reasons for not having links with the YJS.

Findings for RQ2

EPSs which had a link-EP were mainly situated in the London region and EPs' involvement in YJSs was mainly commissioned by EPSs and YJSs.

Findings for RQ3

EPs experiences of working in YJSs was varied. The main challenges EPs experienced in their role were related to insufficient resources, the emotional impact of work, and professional attitudes towards CYP. Participants enjoyed direct work with CYP, supporting YJS staff, and working systemically. EPs indicated that their work was having a positive impact. EPs reported that their skills were generally being utilised in YJSs and held mixed views about their communication with other link-EPs.

Findings for RQ4

EPs undertook a range of work in YJSs and worked across the individual, group, and organisational level.

4.10 Summary

This chapter presented the quantitative and qualitative findings which emerged from the data set. The quantitative findings indicated that many EPSs did not have an EP linked to the YJS. Results found that most EPSs which had established links with the YJS were situated in the London region and were mainly commissioned by EPSs.

Nineteen themes were elicited from the qualitative data. Nine themes reflected EPs experiences of working in YJSs: social justice, working across systems, multi-agency working, joint working, relationships, direct work with CYP, nature or work, emotional impact, and distribution of resources.

Ten themes reflected the range of work EPs had completed in YJSs, the work EPs wanted to complete, and barriers which prohibited EPs from undertaking work: work with YJS staff, work in educational provisions, organisational change, direct work with CYP, work with key professionals around CYP, lack of resources, lack of understanding of EP role, lack of support from YJS professionals, relationships, and tendency for YJSs to work reactively, not preventatively.

In the next chapter, the current findings were compared to previous research and findings were explored using relevant theoretical and psychological frameworks. The research strengths and limitations were also explored and the implications of findings on EP practice were considered.

Chapter Five: Discussion

5.1 Overview

This chapter will begin with a review of the research aims and research questions. The quantitative and qualitative findings for each research question will then be summarised and considered in relation to existing literature and psychological theory. The strengths and limitations of the research will then be discussed and plans for the dissemination of research findings will be detailed. The implications for future research and EP practice will then be considered and the researcher's reflection on the research process will be presented. The chapter will end with a summary of the final conclusions drawn from the research.

5.2 Research Aims and Research Questions

The research had four main aims; to investigate the number and regional location of EPSs in England which have an EP linked to the YJS and establish how their work in YJSs was commissioned. The research also aimed to explore EPs experiences of working in YJSs and explore the range of work undertaken by link-EPs. The research aims were addressed across four research questions:

RQ1: How many EPSs have an EP linked to the YJS and what are EPSs reasons for not having an EP linked to the YJS?

RQ2: What is the national demographic of EPSs linked to YJSs and how is work commissioned?

RQ3: What are EPs experiences of working in the YJS?

RQ4: What type of work is undertaken by EPs working in the YJS?

A mixed methods research design which incorporated three data collection methods was used to obtain quantitative and qualitative data to answer research questions.

In the following section, the research findings will be compared against previous literature and theoretically and conceptually explored.

Throughout the chapter, the researcher referred to papers which were not cited in earlier sections of the thesis. The decision to incorporate new papers into the discussion was made for several reasons. Firstly, the existing literature did not adequately reflect the complexity of findings. Secondly, the addition of new literature enabled the researcher to use a range of psychology theory to explore the potential meaning and implications of findings in more depth. The additional literature also built upon the researcher's thoughts and reflections which emerged during the data analysis process. The additional papers therefore allowed for a wider and richer discussion around the findings.

5.3 Research Question One: How many EPSs have an EP linked to the YJS and what are EPSs reasons for not having an EP linked to the YJS?

The research found that approximately one-third of EPSs in England have an EP linked to the YJS. A lack of resources was identified as EPSs' main reason for not having a link EP. The term "resource' encompassed issues around funding, EP capacity, staffing, and recruitment. A recent report which explored the EP workforce (Lyonette et al., 2019) suggested that there is currently a national shortage of EPs working in LAs in England. Many EPSs reported being understaffed and having difficulties meeting service demands (Lyonette et al., 2019), which was reflected in research findings. National shortages were mainly affected by increased statutory workloads and cuts to LA budgets (Lyonette et al., 2019).

EP practice has more recently been affected by the COVID-19 pandemic and cost-of-living crisis. Since the 2010 government austerity programme, LAs have continued to experience budget cuts, which has directly impacted upon the commissioning of EP services. The decisions made at the governmental and LA level, particularly those relating to funding, can affect the availability and quality of services available to CYP, especially those who rely upon and frequently engage with public sector services.

In the present research, EPSs identified traded service delivery models as a barrier as this involved EP services being commissioned. This was a barrier as not all services could fund EP involvement. Lee and Woods (2017) have previously explored the ethicality of traded models and also noted that traded services can be restrictive as it limits EPSs to only working with organisations who commission their services. Traded models can therefore be perceived to discourage a fair and equitable distribution of EP services, which are contingent on funding, not need. This finding supported Fallon et al. (2010), who posited that EPs work is shaped by the service delivery model.

EPSs which did not have a formal link with a YJS were receptive to offering ad-hoc and informal support. The findings indicated that informal support often transpired into more formal arrangements, which suggested that advertising the EP role could increase the likelihood of EP services being commissioned by YJSs.

EPSs which are understaffed and have a high demand for services may not have the capacity to offer unpaid or paid services to the YJS. Some EPSs overcame this challenge by assigning the link-EP role to a TEP, which was mutually beneficial to the TEP and EPS. This role provided TEPs with a unique opportunity to diversify their knowledge, skills, and experience of working in a different context. It also increased visibility of EP services within the YJS, which could have developed YJSs staff's clarity

and understanding of the EP role. As this role can involve very complex work, EPSs which assign a TEP to work in YJSs may consider sharing the role across two TEPs or assigning a senior EP to oversee this work. A senior EP who specialises in SEMH may be appropriately placed to offer support.

A perceived lack of need for EP involvement in YJSs was identified by EPSs as another reason for not having a link-EP. One EPS had not been contacted by their local YJS and had assumed that EP involvement was not required. One participant reported that their LA had funded Clinical Psychologists to work in YJSs and not EPs, which suggested that the LA had not acknowledged a need for EP involvement in YJSs.

5.4 Research Question Two: What is the national demographic of EPSs linked to YJSs and how is work commissioned?

The research found that approximately half of EPSs which reported having links with the YJS were situated in the London region. The most recent YJB statistics (Youth Justice Board, 2023) indicated that in 2021-2022, London had the highest rate of CYP cautioned or sentenced for a crime, which suggested that findings reflected the national demographic of youth offending. EPSs are encouraged to acquire knowledge of the local rate of youth offending and consider how local statistics fare to national rates, which could enable services to direct resources to YJSs in the neediest areas.

EP involvement in YJSs was mainly commissioned by EPSs and YJSs. Findings indicated that YJSs were more likely to commission EP services if EPs were proactive in initiating contact and establishing links. In the present research, YJSs were contacted by EPs who had previously worked in YJSs, and EPs who had a relevant specialist role.

5.5 Research Question Three: What are EPs experiences of working in the YJS?

In this section, EPs experiences were considered across two categories: challenges experienced within the role and positive and rewarding experiences in the role.

5.5.1 Challenges of working in YJSs

Participants identified professional attitudes towards YPwO as a challenge experienced in their role. EPs noted that some professionals held negative attitudes towards CYP, which increased CYP's risk of experiencing discrimination. This finding supported Hollin's (2013) view that being labelled an "offender" can lead to stigmatisation.

Participants indicated that educational providers were often discriminatory towards YPwO. Secondary schools and colleges were particularly punitive towards YPwO, which was evidenced by provisions denying CYP access to provisions and using punitive measures, such as internal inclusion, to sanction CYP who have offended in the community. Sander et al. (2011) indicated that restorative justice approaches were a more effective method of addressing CYP's offending behaviour and called for schools to suspend 'judgement', not pupils. Previous studies identified a link between negative school experiences and youth offending (YJB, 2008; DfE & MoJ, 2022), which was visually represented in the school to prison pipeline (see Figure 1). The research affirmed school-related risk factors which were cited in the literature and emphasised the importance of educational settings prioritising the inclusion of YPwO.

Participants indicated that some educational provisions were not receptive to giving CYP a second chance. Some provisions can question whether CYP have the capacity to change. Sander et al. (2011) posited that having the belief that someone could change was indicative of respect, which was central to work with YPwO. The UN

Convention of the Rights of the Child (1990) also emphasised the need for YPwO to be treated with respect and dignity.

The ‘payment by results’ (Squires & Farrell, 2007) system could be used as a framework to understand educational provisions’ treatment of YPwO. This system arguably incentivises schools to invest in academically adept CYP as they facilitate access to additional funding and resources. Low achieving CYP and CYP with SEN may present a barrier to additional resources, which could eventually lead to staff resentment towards CYP. The ‘payment by results’ system can therefore be perceived to indirectly promote social injustice towards YPwO as it fosters a culture where CYP are not treated equally. Sander et al. (2011) highlighted the importance of YPwO being held in the same regard as non-offending CYP, which the system arguably discouraged.

In the current context, schools are contending with the effects of COVID-19, budget cuts, and the cost-of-living crisis, which could also affect their ability to manage the needs of YPwO sensitively and appropriately. It is important that practitioners working with YPwO consider how school engagement with CYP is affected by wider contextual factors, including decisions made within the exosystem (Bronfenbrenner, 1979).

EPs were positioned as having a key role in addressing negative professional attitudes towards YPwO. Sander et al. (2011) also positioned psychologists as having a key role in addressing unfair assumptions made by school. EPs challenged attitudes through applying psychology which encouraged CYP’s behaviour to be viewed holistically. The PTM Framework (Johnstone & Boyle, 2018) could be used as a framework to support professionals to explore the underlying functions of CYP’s

behaviour. An eco-systemic framework can also be used to help professionals consider how CYP's behaviour could be influenced by immediate and wider contexts.

Direct work with CYP was identified as both a challenging and rewarding aspect of the EP role. Participants noted that some YPwO were difficult to engage and resistant to EP intervention. CYP's resistance to engage with EPs could be framed as a 'threat' response (Johnstone & Boyle, 2018). Threat responses are shaped by early attachment relationships (Johnstone & Boyle, 2018), which could suggest that CYP's engagement with professionals could be indicative of early attachment difficulties. Snyder and Duschere (2022) encouraged practitioners to reframe and view resistance as a "reg flag" (p. 242), which indicated that important information about CYP was being overlooked. Snyder and Duschere (2022) also equated resistance to a trauma response. EPs working with YPwO are therefore encouraged to actively explore and investigate factors underpinning CYP's resistance.

Social constructivists posit that language is socially and historically constructed and argue that language can shape the way experiences and consciousness are structured (Burr, 2003). Findings indicated that social constructs around the term "psychologist" could influence CYP's and YJS staff's expectations about the EP role and affect engagement with EPs. The "psychologist" label was identified as a barrier for EPs, who presumed the term elicited negative connotations for CYP. CYP could have aligned the term "psychologist" with a medical model of disability, which positions CYP as having a 'problem' which needs to be cured. EPs working in YJSs are therefore encouraged to consider how social constructs around the EP role could affect staff and CYP engagement.

Multi-agency working was highlighted as both a challenging and rewarding aspect of EPs role. Multi-agency working was defined as the "*coming together of a variety of professionals in relation to a given problem*" (Nash, 2010, p. 113). YPwO typically have many professionals involved in their care, which posed a challenge for EPs. High professional involvement resulted in diffused responsibility across professionals and resulted in no professional leading on actions pertaining to CYP. HM Government (2005) argued that multi-agency working requires professionals to be proactive and instigate actions, which contradicted EPs experiences of multi-agency working.

Professionals' perception and attitudes towards each other's role was identified as a further challenge. EPs noted that challenges could arise if professionals do not appreciate, value, or understand the other's role. An awareness of the roles and responsibilities of other agencies is essential for professionals engaging in multi-agency work (HM Government, 2005). Participants indicated that YJS staff lacked understanding of the EP role, which supported previous findings (Ryrie, 2006). Most of the YJS staff in Ryrie's (2006) study had never worked with an EP and held misconceptions about the EP role. Confusion about professional roles was identified as a barrier to multi-agency working and ambiguity around professional responsibilities could cause tensions in multi-agency work (Watson. 2010). EPs in the present and previous research (Ryrie, 2006) acknowledged the value of clarifying the EP role and were proactive in developing YJS staff's awareness of the purpose and breadth of the role. YJSs with an increased understanding of the EP role may better utilise the skills and expertise of EPs working in YJSs.

Some EPs found it challenging working across different systems. Challenges tended to arise when systems held opposing values, priorities, and approaches to engaging with CYP. EPs indicated that the youth justice and education systems did not

consistently espouse a CFOS principle. Research indicates that working across systems which have very different cultures and ethos could pose a barrier to multi-agency working and hinder collaborative working (Souhami, 2008). Pycroft and Gough (2010) argued that multi-agency working entails an element of compromise, which suggests that EPs working in systems which have contradictory values may be required to slightly adapt their practice.

Participants recognised that the YJS environment could affect YJS staff's ability to adhere to the CFOS principle. YJSs were not seen to promote a culture which enabled practitioners to stop and think, reflect, and process difficult emotions arising from work. The YJS can be a highly stressful environment to work in. Previous studies have indicated that working in high pressurised work environments can affect staff performance (Regehr, 2018). Staff who are repeatedly exposed to intensive workplace stressors can become "*less flexible in their decision making and interventions*" (Regehr, 2018). This suggested that addressing workplace stressors and staff well-being could be key to ensuring that YJS practitioners have the capacity to espouse the CFOS principle and work responsively with CYP and families.

EPs identified the emotional impact of working in YJSs as a further challenge experienced within their role. EPs experienced negative emotions when CYP were treated unfairly and when opportunities for early prevention were missed by key services. Access to resources was identified as a key feature of social justice (Sander et al., 2011) and therefore, any actions which hindered CYP's access to early prevention and intervention could be framed as an injustice against CYP. EPs presented as passionate about their work in YJSs, which was reflected in the intensity of emotions experienced when injustices against CYP were observed. Working with vulnerable CYP was also perceived to increase EPs risk of experiencing strong

emotions in their work. Compassion fatigue (Figley, 1995) occurs when an individual expresses deep sympathy for an individual or group who has experienced misfortune and is motivated to alleviate distress (Figley, 1995). EPs commitment to social justice could increase their risk of experiencing compassion fatigue, as this value involves proactively challenging discriminatory and unfair practice.

Participants were also emotionally affected when they came across CYP in the YJS they had previously worked with and when finding out CYP had received a custodial sentence or had come to serious harm. EPs working in YJSs are often privy to information about CYP's backgrounds, lived experiences, and offending. Reading or hearing about CYP's past traumas, risks, vulnerabilities, and offending details had an emotional impact on EPs. Repeated exposure to traumatic material can cause stress reactions and lead to emotional burnout (Figley, 1995). Practitioners working with vulnerable CYP may be at heightened risk of experiencing secondary or vicarious trauma. Secondary trauma is the "*natural consequent behaviors and emotions resulting from knowing about a traumatizing event experienced by a significant other - the stress resulting from helping or wanting to helping or wanting to help a traumatised person*" (Figley, 1995, p. 10). Findings indicated that EPs were empathetic to the struggles experienced by CYP and were determined to secure positive outcomes for CYP.

As working in YJSs can have an emotional toll on EPs, it is important that EPSs ensure that EPs working in YJSs have regular access to supervision. Ryrie (2006) highlighted the importance of supervision for EPs working in this context. Whilst working in the YJS, Ryrie (2006) accessed parallel forms of supervision from the YJS and EPS, which was considered helpful. Ryrie (2006) does not, however, explicitly allude to supervision being used to manage the emotional impact of working in YJSs. EPSs

which have or are considering having an EP linked to the YJS should consider the role of supervision for EPs working in this context and ensure EPs have access to good quality supervision which provides scope to explore the emotional impact of work undertaken in the YJS. EPS managers should consider the frequency of supervision and consider who would be best placed to facilitate this. EPSs are also encouraged to ensure that supervision is factored into commissioning to ensure EP supervision is funded and provided for EPs.

Findings indicated that EPs worked with CYP on a range of YJS orders. Short YJS orders, such as out of court disposals, were identified as a challenge as it hindered EPs' ability to develop positive therapeutic relationships with CYP and make a meaningful impact.

A lack of post-intervention support for CYP was highlighted as a further challenge. YJSs did not adequately prepare CYP for life post-YJS intervention. CYP were not consistently signposted to community support services and received minimal guidance and support. EPs indicated that CYP's orders ended abruptly and reported that all professional involvement with CYP ceased at the end of their order. CYP transitioning from YJSs to probation were depicted as a particularly vulnerable group and were at greater risk of being overlooked by services. The research highlighted the importance of professionals effectively preparing CYP for important transitions, including transitions between and out of services. Snyder and Duschere (2022) supported this view and argued that practitioners should consider how CYP will be supported in the community and have a role in developing connections with agencies situated in CYP's mesosystem.

Some EPs experienced difficulties integrating into the YJS team and poor relationships with YJS staff was depicted as a barrier to successful integration. Successful integration was important as it facilitated access to YJS staff and enabled EPs to engage with a wider range of practitioners. EPs indicated that YJS staff were more inclined to seek advice and support if they had good working relationships with EPs.

Participants indicated that developing relationships with YJS staff was a gradual process. EPs identified factors which could support integration: regularly attending the YJS, having a physical presence in the team, joint working with staff, and evolving the link-EP role a permanent, full-time post. Bronfenbrenner (1979) highlighted the importance of settings developing supportive links with other settings and argued that this can have a positive impact on CYP. This suggests that better outcomes for CYP could be achieved if the links between YJSs and EPSs is strengthened.

EPs may be positioned by YJS staff as “outsiders” which could affect staff perception and engagement with EPs. Findings indicated that both CYP and YJS staff may be sceptical of EPs and require time to ascertain EPs values and motives. CYP and YJS staff accessed support when they trusted EPs. EPs working in YJSs should consider how they might be positioned by CYP and YJS staff, which Fox (2015) also advocated. Positioning theory can be used to help EPs to pre-empt relational barriers, have more realistic expectations around professional relationships, and better navigate relational challenges.

Staff and CYP’s scepticism towards EPs could be explained using the PTM Framework (Johnstone & Boyle, 2018), which would construe negative attitudes towards EPs as a consciously selected threat response, which serves the function of protecting staff and CYP from emotional harm. Staff and CYP who have historically

had negative experiences with professionals may pre-empt or expect similar experiences with future professionals. Scepticism could therefore be used as tool to mitigate feelings of disappointment which could arise if professionals behave as predicted.

Some EPs noted that YJS staff may develop an unhelpful alliance with CYP, which was identified as a barrier. The researcher suspected that YJS staff may be more inclined to align themselves with CYP if they construe other professionals as unsupportive or posing a threat to CYP. This suggested that YJS staff's behaviour towards professionals could be underpinned by a motivation to protect and advocate for CYP.

Almost half of EPs were dissatisfied with their current level of communication with other link-EPs and at least a third of EPs did not have regular contact with peers working in YJSs. Some EPs indicated that the link-EP role could be very solitary, particularly if the role was not shared across two EPs. Similarly, Ryrie (2006) reported that EPs working in YJSs can feel like "*a singleton in a team*" (p. 10). EPs reported that a national specialist group for EPs working in YJSs had already been established. A few EPs reported having difficulties accessing this group and stated that meetings had ceased since the pandemic.

Some EPs had either developed or were in the process of developing a local working group for link-EPs. Where this had been arranged, EPs talked positively of the support they had received from this network. EPs offered suggestions on how link-EPs could further develop their communication with each other. Suggestions included regular meetings, joint training, and peer supervision groups. EPs seemed to value having regular contact with other EPs and appeared motivated to develop their professional

network. Beal et al. (2017) also highlighted the benefits of EPs jointly undertaking projects in YJSs and sharing reflections.

5.5.2 Positive and Rewarding Experiences

EPs identified direct work with vulnerable CYP as a rewarding aspect of their role. EPs enjoyed having a different conversation with CYP, including discussions around their strengths and future aspirations. This aligned with The Good Lives Model (Fortune, 2018), which adopts a strengths-based approach to offending which focuses on supporting offenders to develop more fulfilling lives. EPs indicated that CYP were not accustomed to engaging in conversations which were strengths-based.

EPs worked ethically with CYP; they made CYP aware of their options, including their right to decline EP involvement, ensured CYP understood the EP role and consented to engagement. Some EPs also consulted with CYP prior to undertaking work and contracted work with EP. Findings indicated that EPs engaged with CYP in ways which were reflective of their professional values (BPS, 2021; HCPC, 2016) and commitment to social justice (Sander et al., 2011).

EPs enjoyed working with CYP over a longer duration, which was uncharacteristic of direct work undertaken in educational settings. Participants facilitated sessions with CYP known to the YJS across a range of settings in the community, including home settings. Home visits facilitated more organic conversations and enabled EPs to better understand and immerse themselves in CYP's worlds, which aided rapport development. Longer-term involvement enabled EPs to develop positive rapport with CYP, who, overtime, developed confidence seeking advice from EPs. Previous studies found that positive relationships with key professionals can support CYP's desistance (HMIP, 2016).

The findings indicated that participants enjoyed working in a multi-disciplinary team as this enabled them to work with a range of professionals. The Crime and Disorder Act (1998) outlined the key professionals required to work in YJSs. YJSs have more recently started to receive support from charities and specialist workers, including SALTs and Clinical Psychologists. EPs working in YJSs have increased contact with different agencies and professionals, which could broaden and diversify EPs knowledge, experience, and skill set. Ryrie (2006) also acknowledged that EPs working in YJSs can learn from other professionals, which was depicted as a valuable aspect of multi-agency working.

Participants worked collaboratively with professionals, such as SALTs, when undertaking individual casework and training. Some EPs developed good working relationships with YJS staff and specialist workers and indicated that a mutual understanding of each other's role was a facilitating factor. Developing good professional relationships and engagement in genuine collaborative working was identified as one of eight domains which key to supporting CYP to desist from offending (HMIP, 2016).

EPs identified a range of skills needed to be successful in the link-EP role. The most frequently cited skills included sharing and applying psychology, flexibility, good interpersonal skills, and core EP skills. The skills cited by EPs were arguably synonymous with the skills referenced within the HCPC Standards of Proficiency (2015), which suggested that EPs' perspective of skills relevant to the link-EP role largely reflects their professional values. EPs indicated that their skills were being utilised in the YJS.

Findings indicated that EPs thought their work in YJSs was having a positive impact on CYP, families, and YJS staff. Findings suggested that EPs made the most impact through indirect work with CYP, which aligned with an eco-systemic perspective. Indirect work with CYP consisted of working with key systems around CYP and involved EPs sharing knowledge of psychology and SEN. Sharing knowledge helped systems view CYP more holistically and helped to shift the narrative around CYP, which EPs identified as a rewarding aspect of their role. Cosma and Mulcare (2022) also found that EPs could support YJS staff to view CYP's needs more holistically, assist in reframing negative rhetoric around CYP, and develop staff's understanding of SEN.

EPs identified a need for additional work to be undertaken with school systems. Participants noted the importance of being open and transparent with schools about their involvement with YJSs and thought that this could help to reframe schools perspectives of YJSs and YPwO. Participants indicated that schools held misconceptions about YJSs and had assumed the service was solely punitive. EPs can support schools to better understand the purpose and function of YJSs. Cosma and Mulcare (2022) also noted that EPs could support the inclusion of YPwO by working preventatively with schools.

Many EPs were in regular contact with other link-EPs and were happy with their current level of communication with other EPs. Developing networks with other link-EPs could help to mitigate feelings of isolation experienced in the role. Developing and maintaining a network specifically for EPs linked to YJSs could have positive implications on EP practice as it could enable EPs to routinely share good practice and receive emotional support from colleagues who can truly relate and understand their experiences.

5.5.3 Summary

Findings indicated that participants experienced a range of challenges in their role. EPs demonstrated resilience and were committed to overcoming challenges. Although EPs acknowledged that working in YJSs could be difficult, EPs positive experiences were perceived to outweigh the challenges. EPs were committed to advocating for social justice, were motivated to instigate positive reform, and improve outcomes for CYP.

5.6 Research Question Four: What type of work is undertaken by EPs working in the YJS?

The research found that EPs primarily worked across three main levels in YJSs, including the individual, group, and organisational level. These levels were identified as having relevance to four systems cited in Bronfenbrenner's (1979) Ecological Systems Theory: microsystem, exosystem, macrosystem, and mesosystem. The findings were structured around the three systems cited.

5.6.1 Direct work with CYP

CYP are positioned at the centre of Bronfenbrenner's (1979) Ecological Systems Theory. The findings indicated that EPs' direct work with CYP mainly consisted of assessment, which were primarily used to obtain additional information about CYP's strengths, needs, and abilities in specific areas, such as numeracy. Previous studies also acknowledged that EPs could undertake assessments with CYP known to YJSs (Ryrie, 2006; Howarth-Lees & Woods, 2022). Previous research found that EPs can undertake different types of assessment in YJSs, such as assessments of CYP's motivations and risk of further offending (Ryrie, 2006).

In addition to undertaking assessments, EPs also completed strength-based work with CYP and used tools such as social stories, to support CYP to understand the requirements of their order. Previous studies also found that EPs could complete individual interventions with CYP (Ryrie, 2006; Howarth-Lees & Woods, 2022). Previous studies indicated that interventions delivered with CYP were informed by psychological theory and approaches (Ryrie, 2006; Howarth-Lees & Woods, 2022).

The literature identified different areas of focus for interventions: developing CYP's self-efficacy (Ryrie, 2006), exploring CYP's attitudes around education (Ryrie, 2006), developing CYP's identity as a learner (Newton, 2014, as cited in Howarth-Lees & Woods, 2022), and therapeutic interventions (Ozarow, 2012; Parnes, 2017, as cited in Howarth-Lees & Woods, 2022). EPs in the present research expressed an interest in undertaking person-centred and therapeutic work with CYP. The Planning Alternative Tomorrows with Hopes (Pearpoint et al., 1995) was identified as one tool which could be used with CYP.

Previous research found that interventions with CYP were more successful when important people in CYP's lives were involved in the intervention (Snyder & Duschere, 2022). Interventions which focused on developing CYP's motivation, sense of self-identity and self-worth, were also found to help CYP desist from offending (HMIP, 2016).

5.6.2 Microsystem

The microsystem consists of individuals and groups that CYP have immediate and direct contact with (Bronfenbrenner, 1979). For YPwO, this encompasses family, peers, schools, YJSs, and youth court. The research found that EPs mainly completed

direct work with YJS staff and were interested in undertaking additional work in schools.

Direct work with YJS staff mainly consisted of consultation and supervision. Consultations were used to explore CYP's strengths and needs, and supervision was used to facilitate discussions around individual cases. This supported findings from previous studies (Howarth-Lees & Woods, 2022; Beal et al., 2017). Beal et al. (2017) supported the delivery of peer supervision in one YJS and used Reflecting Teams (Andersen, 1990) as a model for peer supervision. One participant expressed an interest in trialling reflecting teams in their YJS, which Beal et al. (2017) evidenced could be successfully implemented. Beal et al. (2017) proposed that peer supervision models could be used in YJSs to create positive reflective spaces, develop peer relationships, and develop professional practice amongst staff. Many EPs in the present study expressed an interest in facilitating individual and peer supervision with YJS staff and thought this could help to improve staff well-being.

Regehr (2018) argued that exposure to stress and trauma is inevitable for professionals working with clients who have experienced deprivation, abuse, and exclusion. Participants acknowledged the emotional impact of work on YJS staff and were motivated to support staff well-being. Workplace stressors can be compounded by economic constraints, ongoing changes in governmental policies, and social attitudes (Regehr, 2018), which suggested that social, political, economic, and cultural factors should be considered when exploring staff well-being. Supervision and peer support are particularly important for practitioners working in emotionally demanding roles and services can help to mitigate the negative effects of workplace stress (Regehr, 2018).

Participants engaged in joint case work with YJS staff, including joint home visits. EPs indicated that joint working enabled CYP to maintain their relationships with their YJS case manager, who EPs positioned as having an important role in CYP's YJS intervention. Joint working could help to strengthen links with the mesosystem (Bronfenbrenner, 1979) and improve CYP's engagement with EP interventions. Participants generally viewed joint working with YJS staff positively. Previous studies also considered the benefits of joint working (Ryrie, 2006). Ryrie (2006) postulated that EPs could learn from other professionals in YJSs, which suggested that the sharing of knowledge and modelling of skills for EPs and YJS staff was reciprocal.

Joint working enabled EPs to share knowledge and expertise, develop staff's understanding of SEN, and develop staff's confidence in engaging with CYP responsively, which Pycroft and Gough (2010) perceived to be indicative of good multi-agency working. EPs indicated that joint working helped to empower YJS staff, who were better equipped to engage responsively with CYP following EP input. Similar findings were obtained from previous studies (Beal et al., 2017; Francis & Sanders, 2022).

Many participants delivered training with YJS staff, which was delivered independently, or jointly with other professionals. Training focused on the following areas: SEN, trauma, and the role of EPs. Participants only delivered training with YJS staff, however, previous studies found that EPs could also deliver training to other youth justice professionals, such as court magistrates (Ryrie, 2006; Francis & Sanders, 2022). Previous training with magistrates was focused on child and adolescent development (Ryrie, 2006), ADHD (Ryrie, 2006), and SLCN (Francis & Sanders, 2022). Previous studies also found that EPs could deliver YJB training packages (Ryrie, 2006). Participants expressed an interest in delivering more training

and workshops with YJS staff. Previous studies found that YJS staff were generally receptive to engage with training delivered by EPs and found this useful (Howarth-Lees & Woods, 2022).

Findings indicated that EPs were well-equipped to facilitate group work with CYP in YJSs. The group work cited in the present study was undertaken within the context of a project. EPs engagement in group interventions in YJSs was not cited in the current research or previous literature.

5.6.3 Exosystem

The exosystem consists of institutions, social structures and other settings which indirectly influence CYP (Bronfenbrenner, 1979). For YPwO, this includes wider systems and structures within the youth justice system, including the YJB which oversees the delivery of YJSs. The exosystem also encompasses YJSs policies and procedures.

The research found that EPs could assist YJSs in developing policies, protocols, and screening tools for YJS staff. Participants had developed resettlement policies and screening tools to identify CYP at risk of youth violence. Sander et al. (2011) also acknowledged that psychologists could aid the development of policies which are reflective of social justice values in educational provisions.

EPs reported undertaking project work in YJSs, which was also referenced in previous literature (Francis & Sanders, 2022). Previous studies also found that EPs could successfully undertake research which helped YJSs to identify gaps in knowledge within the service and implement actions to address identified gaps.

One participant expressed an interest in attending YJB meetings, which suggested they recognised the value in contributing to discussions occurring at the strategic level.

Previous studies have also provided examples of strategic work which could be undertaken in YJSs (Ryrie, 2006). EPs in the present study also worked directly with YJS management to support YJS inspections and support trauma informed practice across the YJS.

5.6.4 Macrosystem

The macrosystem reflects the broader influences of society and culture (Bronfenbrenner, 1979). Participants mainly reflected on the culture of schools and YJSs.

The findings indicated that link-EPs could support YJSs to shift the organisational culture, which was achieved through modelling and applying psychology. Sharing psychology was perceived to have contributed to a wider cultural shift in YJSs; it encouraged YJS staff to reframe CYP's behaviour and helped staff to engage with CYP more responsively. Howarth-Lees and Woods (2022) also found that EPs could support professionals to engage more holistically with CYP through offering a different perspective. EPs also instigated change in the wider YJS culture through working directly with YJS management.

Some participants expressed an interest in undertaking preventative work in schools, which focused on school exclusions and developing staff's awareness of the school to prison pipeline. EPs reported that schools did not consistently support the inclusion of YPwO, which highlighted a need for further input around child-centred practice and inclusion.

5.6.5 Mesosystem

The mesosystem refers to the interactions between proximal social environments and involves multiple microsystems being brought together (Bronfenbrenner, 1979). In the

present study, CYP's mesosystem consisted of interactions between schools, YJSs, and EPSs.

Findings indicated that EPs could help to develop links between schools and YJSs. As EPs have existing links with schools, they were considered well-placed to support YJSs to develop connections with school. Previous studies have considered the benefits of effective collaboration between services (Snyder and Duschere, 2022). Previous research also found that EPs could assist YJSs in developing positive working relationships with agencies (Twells, 2020) and promote multi-agency working (Howarth-Lees & Woods, 2022). Participants offered a range of suggestions on how links between the EPS and YJS could be further developed.

Findings indicated that there is scope for EPs to engage in process consultation (Schmuck, 1976) within the YJS. Process consultation focuses on interactions at the interpersonal and group level (Schmuck, 1976). The current research and previous research found that EPs can help to improve communication within and across YJS and school systems. Process consultation encourages services to reflect and draw upon existing resources and think creatively about how to overcome barriers hindering systems' abilities to meet service goals. This type of consultation can assist services to explore wider organisational issues in a way which is empowering for staff.

5.6.6 Summary

The research found that EPs could effectively carry out the five core functions of their role in YJSs, which supported findings from previous studies (Howarth-Lees & Woods, 2022; Ryrie, 2006). EPs could also undertake additional functions, such as sharing psychology, delivering supervision, facilitating projects, and developing policies. The findings indicated that overall, EPs were satisfied with the range of work they had

undertaken in YJSs. EPs were, however, motivated to carry out additional work and broaden the range of work undertaken in this context.

5.7 Barriers to undertaking work in YJSs

EPs identified five main barriers which affected their ability to undertake work of interest in the YJS: lack of resources, lack of support from YJS staff, poor relationships with YJSs, lack of understanding of the EP role and YJSs predisposition to working reactively, not preventatively. Each barrier will be discussed in further detail below.

5.7.1 Lack of Resources

Participants reported having insufficient time to undertake additional work in YJSs. As previously indicated, EPs working in the current climate may have less scope to complete additional work due to broader challenges being experienced within the EP profession (Lyonette et al., 2019). At least one EP indicated that their work in the YJS was not commissioned, which suggested that work may have been undertaken on a voluntary basis. EP services offered on a voluntary basis may involve EPs working outside of office hours, which was not considered sustainable in the long-term.

5.7.2 Lack of support from YJS staff

One participant reported that YJS staff and management had not responded to their offers to undertake additional work. The participant could not proceed with undertaking work without approval from YJS management. This suggested that having a good relationship with YJS management could help to facilitate work undertaken by EPs. Previous studies also highlighted the importance of having support from YJS management (Ryrie, 2006; Beal et al., 2017).

5.7.3 Poor relationships with YJS staff

As previously indicated, YJS staff were more receptive to engaging with EPs they had developed good relationships with. EPs who had established good working relationships with YJS staff were arguably better able to get 'buy-in' from staff, who may be more receptive to engaging with EPs ideas. The findings suggested that YJS staff were more inclined to trust and respect the judgement of professionals they had developed a good rapport with.

5.7.4 Lack of understanding of the EP role

Participants reported that YJS staff generally had limited understanding of the EP role and were not aware of the range of work EPs could undertake, which was reflected within earlier discussions. A limited awareness of the breadth of the EP role was a barrier as it could result in EPs not being consulted on relevant issues, such as wider organisational initiatives. This could result in psychological perspectives being absent from important discussions.

5.7.5 YJSs predisposition to working reactively

As previously indicated, participants considered YJSs to be an unstable and unpredictable environment. In YJSs, situations can occur and change very suddenly, which could make it difficult to deliver work as planned. The following situations were found to affect EPs ability to carry out work: CYP moving out of borough, CYP being remanded, and CYP being seriously injured or harmed.

YJSs were depicted as focusing less on early prevention and intervention and were seen to work more reactively, which was a barrier as it hindered professionals' ability to reflect, problem solve, and make well-informed decisions.

5.8 Strengths and Limitations of Findings and Implications for Future Research

EPSs engagement with YJSs is an under researched topic. The current research addressed identified gaps in literature and was the first study which investigated the number of EPs in England which had a link EP, which was identified as a key strength. It was also the first study which explicitly explored the experiences of a group of EPs working in YJSs. The present research provided insight into the national picture of EPSs involvement with YJSs, including how EP involvement is generally commissioned and the breadth of work undertaken by link-EPs. Additional strengths and limitations of the research in relation to the participant sample and methodology will be discussed and the implications of findings on EP practice will be considered in the following section.

5.8.1 Participant Sample

More than half of the EPSs which were contacted participated in the research, which was identified as both a strength and limitation. Although conclusions were drawn from the sample, data was not obtained from almost half of EPSs in England. It was acknowledged that a very different picture could have been drawn if all EPSs had participated in the research. Only a small sample of EPSs shared their reasons for not having a link-EP. As many EPSs did not provide qualitative data, it could be difficult to generalise findings.

A small number of EPs participated in the online questionnaire and even fewer EPs participated in the online focus group. Although there was a wide spread of EPs from regional locations, there was not an equal spread of EPs from each region. More than half of the participants were located within one region, which meant that results were not fully representative of all EPs working in YJSs. The conclusions drawn could, therefore, have been more specific and unique to the dominant region. To address

this, the researcher directly contacted EPSs which were situated in regions which had fewer response rates during the data collection phase.

Three of the EPs who participated in the online questionnaire and focus group were known to the researcher in a professional capacity. It was acknowledged that this could have affected how findings were interpreted and presented.

Future research could seek to obtain responses from more EPSs and obtain views from more EPs across a wider geographical spread.

5.8.2 Methodology

Mixed Methods Design

A mixed-methods design was used in the current research, which was identified as a strength and limitation. A mixed-methods design enabled the researcher to gather a range of data around the topic area. The qualitative data collected enabled the researcher to obtain a more in-depth picture of EPSs and EPs' involvement with YJSs. The "incompatibility thesis" was identified as a critique of mixed-methods studies. The incompatibility thesis postulates that it is not possible to combine quantitative and qualitative research in a single study as they are underpinned by different epistemological positions. Mixed method research designs have more recently been identified as appropriate for use in research underpinned by a critical realist perspective.

Data Collection

Data was collected from three different sources, including emails, questionnaires, and a focus group, which made it more difficult to compare and triangulate findings. Although qualitative data was collected from all sources, the data obtained was perceived to be surface level; participants did not consistently elaborate on answers,

which meant that explanations for responses were not always provided and therefore left open to interpretation. Future studies could use semi-structured interviews to obtain richer data.

The use of an online focus group was also considered a strength and limitation. An online session was perceived to improve accessibility and convenience for participants and enabled participants to attend from any location in England. The online focus group did, however, prevent the researcher from making observations of non-verbal cues, such as a body language, which could otherwise have been considered.

Data Analysis

Thematic Analysis (TA) can be used by novice researchers and does not rely on theoretical knowledge of other qualitative approaches. TA is not too prescriptive and enabled the researcher to use their own skills and judgement to elicit themes and analyse data collected from different sources.

The flexible approach to TA was identified as a limitation as it could have increased the risk of inconsistencies and affected the overall validity of findings. In TA, the researcher takes an active role in identifying themes, which can increase the risk of bias as the researcher could have interpreted results in a way which aligned with their own values, beliefs, and previous experiences. To minimise bias and improve credibility, the researcher could have member checked results with selected participants.

To mitigate bias, the researcher maintained a record of the data collected, including a spreadsheet of email and questionnaire responses and a focus group transcription. The researcher also recorded reflections within a research journal and maintained records of data analysis.

5.9 Feedback to Participants

The researcher considered it important to share research findings with participating EPSs and EPs. In August 2023, a word document containing the key findings and main implications on EP practice will be shared with EPSs via email.

The research findings will also be shared with the researcher's local authority placement, and colleagues on the professional doctoral course. Research findings will be presented to UEL colleagues during a research presentation in the summer term (2023) and findings will be presented to the researcher's LA placement in the form of a CPD session during the autumn term (2023). It is hoped that findings will prompt EPSs to reflect on their current involvement with YJSs.

5.10 Implications for EP Practice

A social justice lens will be used to consider the implications of findings on the EP role. Sander et al. (2011) identified three eco-systemic qualities which underpin social justice: the promotion of educational success and psychological well-being, access to resources, and respectful and fair treatment. The implications will be considered across the three qualities cited.

<u>Promoting educational success and psychological well-being</u>

Engagement in ETE has been identified as a protective factor for YPwO. EPs have a role in supporting the educational inclusion of YPwO, which could be achieved through working directly with school systems. EPs can undertake a range of work in schools to achieve this aim. Firstly, EPs can share psychology and knowledge of SEN with school staff, which would enable them to better understand and respond appropriately

to CYP's behaviour. EPs can use formulations and psychological frameworks, such as the PTM Framework (Johnstone & Boyle, 2018) to support staff to explore and consider the underlying functions and meanings of behaviour exhibited by CYP. The application of psychology can also be used to help staff to recognise the potential implications of negative labelling. Developing staff's awareness of psychological concepts, such as the self-fulfilling prophecy, could encourage staff to be more mindful of the language used to describe CYP. Addressing and challenging the negative rhetoric around CYP could have positive implications on CYP's self-esteem, self-efficacy, and improve school engagement.

EPs can also assist schools in reviewing policies and practices which may ostracise vulnerable groups, including YPwO. Snyder and Duschere (2022) argued that practitioners have a role in advocating for policy development which promotes the wellness of CYP. Sander et al. (2011) also proposed that assisting the revision of school policies could help to promote fairness and justice for YPwO. A change in school policies could arguably contribute to a wider cultural shift in schools and promote inclusive and non-discriminatory practice.

Research indicates that YPwO are likely to have undiagnosed needs. EPs can therefore assist schools and YJSs in assessing and identifying CYP's needs. As research found that CYP's educational needs were not always known to YJSs, EPs could support information sharing between services, in line with data protection. Snyder and Duschere (2022) indicated that having knowledge of CYP's educational histories could be beneficial to practitioners as it would enable them to tailor interventions to CYP's individual needs.

Promoting access to resources

EPs can work with schools to ensure that YPwO can readily access the support they need. EPs can support schools to ensure that resources are provided at the earliest possible opportunity. The research indicated that there is scope for EPs to assist schools in identifying and providing early intervention for CYP at risk of offending. EPs can also work directly with the systems around CYP to develop professional and familial awareness of additional support and resources available to CYP. EPs can also advocate for CYP and families when CYP are denied access to resources. The current research indicated that CYP may require additional support when transitioning between or out of services. EPs can therefore support YJSs to plan and prepare CYP for life post-intervention, which may involve EPs assisting in signposting and establishing support networks for CYP in the community.

Promoting experiences of being treated with respect and fairness

The research indicated that YPwO may be stigmatised by educational provisions. EPs arguably have a role in challenging unhelpful narratives and unfair treatment towards YPwO. According to the HCPC (2016), professionals have a responsibility to engage in non-discriminatory practice and challenge discrimination. EPs commitment to social justice can therefore be perceived to emulate professional standards and values underpinning the EP role.

EPs can also model child-centred practice and support YJSs to espouse a CFOS principle. This principle arguably requires practitioners to look at CYP's offending behaviour holistically. It may also require an element of self-reflection, which may

involve practitioners acknowledging situations which could hinder their ability to engage with CYP appropriately. EPs can use supervision with school and YJS staff to support them to openly reflect on their own biases, develop self-awareness, and engage with CYP more ethically.

5.11 Reflections

This section will be written in the first person to enable the researcher to consider their reflections and learning from the research process.

Overall, I enjoyed undertaking this research; I particularly enjoyed facilitating the focus group and observing EPs collectively sharing their experiences of working in the YJS. More importantly, I think EPs enjoyed having the opportunity to connect with other EPs working in YJSs. I was really inspired by EPs contributions and found it rewarding to hear about EPs hopes and positive experiences. I was very conscious of my professional connection with two of the EPs in the focus group, both of whom I had worked with in a previous role in the YJS. I chose to be transparent about my connection with the two EPs at the beginning of the focus group. I have since questioned this decision as I recognise this could have increased bias and affected group dynamics.

As I was passionate about the subject matter, more effort was required to maintain neutrality and stay on topic in the focus group. In future, I would consider asking a neutral colleague to facilitate the focus group to mitigate this. The focus group emphasised the importance of EPs having scheduled opportunities to jointly reflect and discuss their work. EPs engagement in the focus group suggested that EPs valued having the space to connect with other link EPs.

I encountered a few challenges using a mixed methods design and questioned whether this was the most appropriate design to use. The incompatibility thesis initially made it quite difficult to clearly define my epistemological stance and I experienced some difficulty merging qualitative and quantitative findings and presenting this coherently. As previously indicated, the use of three different data collection methods also posed a challenge.

In hindsight, I think the online questionnaire contained too many questions, some of which did not explicitly address the research questions, which made it difficult to group and report findings. Upon reflection, I noticed that some questions were largely informed by my personal interest and curiosity in the subject matter. In future, I will ensure that questions are more focused and directly related to the research questions.

Although having four research questions created an opportunity to explore different areas, I did consider whether it would have been beneficial to have had fewer research questions, which could have increased the research focus and helped findings to be clearer and more succinct.

Throughout the research process, I reflected on my professional identity. I reflected on my previous experience of working in YJSs and current experience as a TEP. I also reflected on my personal and professional values which underpinned each role and recognised that my experience in YJSs had largely informed my current identity as a TEP.

I recognise that my previous experience of working in YJSs is likely to have influenced my interpretation of findings. I believe that my understanding of YJS terminologies, the YJS environment, and the general day-to-day running of the YJS also enabled me to better relate to the data.

I embarked on this research journey with the hope that findings would contribute to improving outcomes for CYP known to the YJS. I hoped to achieve this through evidencing a need for EP involvement in YJSs, highlighting the breadth of work EPs could undertake in YJSs, and evidencing the positive impact EPs could have on CYP, families, and YJS professionals.

Through undertaking this research, I have developed my knowledge of the research process, particularly around research methodology.

5.12 Conclusion

This research explored EPSs and EPs' involvement with YJSs. The researcher was interested in finding out how many EPSs in England had links with YJSs, and how EP involvement in YJSs was generally commissioned. The researcher also wanted to obtain an insight into EPs experiences of working in YJSs and build upon previous literature which detailed the type of work undertaken by link-EPs.

This research provided an indication of the number of EPSs in England which have an EP linked to the YJS and provided some insight into EPSs reasons for not having links with the YJS. The research found that most EPSs in England do not have a link-EP, which was mainly attributed to a lack of resources. The researcher suspected that the current issues around the EP profession (Lyonette et al., 2019) had affected EPSs ability to work with YJSs.

Results indicated that EPSs which had a link-EP were situated in different regions across England. Many of the EPSs which had established links with YJSs, were, however, located in a region which had the highest national rate of youth offending. EPSs were encouraged to review national data around youth offending, which could provide an indication of YJSs which would benefit from EP involvement.

The research found that EP involvement was mostly commissioned by EPSs and YJSs. Although traded service delivery models have created opportunities for EPs to work with YJSs, EPSs can only be accessed by YJSs who can fund EP involvement. The ethicality of traded models has been explored in previous literature and issues around inequity were acknowledged. It was recognised that services in the current political and economic climate may have more difficulty funding EP involvement. LAs and EPSs are encouraged to review how EP involvement with vulnerable groups is funded.

The current research provided insight into EPs experiences of working in YJSs. Although EPs reported many challenges, they maintained a strong interest and commitment to working in YJSs.

The type of work undertaken by EPs working in YJSs was established in the present research. The results supported findings from previous studies, which evidenced EPs ability to successfully carry out the five core functions of their role and additional functions (Howarth-Lees & Woods, 2022) in YJSs. The current research also confirmed that EPs can work eco-systemically within YJSs, which supported Ryrie's (2006) views.

Overall, the current research demonstrated that link-EPs have the potential to make positive and meaningful changes in the YJS, a complex system which supervises vulnerable CYP with complex needs. This is the first research which has offered some insight into EPSs and EPs' involvement with YJSs on a national scale. It is also the first research which obtained the views of EPSs which are not linked to YJSs and the first study which explored the experiences of a range of EPs working in YJSs.

Although a need for EP involvement in YJSs has been identified, the current professional, socio-economic, and political context has impacted upon EPs ability to readily access and engage with YJSs.

Future research could explore CYP's and YJS staff's experiences of working with link-EPs, which would provide further insight into how EPs could further develop their role and professional links with YJSs. Future studies may also seek to explore EPs experiences using semi-structured interviews to obtain richer information. Future researchers may also consider facilitating more focus groups to capture views from a wider range of EPs.

References

Andersen, Tom. (1990). *The reflecting team: Dialogues and dialogues about the dialogues*. Borgmann.

Anderson, L., Vostanis, P., & Spencer, N. (2004). Health needs of young offenders. *Journal of Child Health Care*, *8*(2), 149–164. https://doi.org/10.1177/1367493504041873

Andrew, D. P. S., Pedersen, P. M., & McEvoy, C. D. (2011). *Research Methods and Design in Sport Management*. Human Kinetics.

Beal, C., Chilokoa, M., & Ladak, S. (2017). Critical reflection on peer supervision underpinning inter-agency work: EPs working experientially with a Youth Offending Service. *Educational and Child Psychology*, *34*(3), 109–118. https://doi.org/10.53841/bpsecp.2017.34.3.109

Blaikie, N. (2009). *Designing Social Research: The Logic of Anticipation*. Polity.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. Sage.

British Psychological Society. (2021). *Code of Ethics and Conduct.* *https://www.bps.org.uk/guideline/code-ethics-and-conduct*

Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.

Burr, Vivien. (2003). *Social Constructionism* (2nd ed.). Taylor and Francis.

Callaghan, J., Pace, F., Young, B., & Vostanis, P. (2003). Primary Mental Health Workers within Youth Offending Teams: A new service model. *Journal of Adolescence*, *26*(2), 185–199. https://doi.org/10.1016/S0140-1971(02)00131-8

Carswell, K., Maughan, B., Davis, H., Davenport, F., & Goddard, N. (2004). The psychosocial needs of young offenders and adolescents from an inner city area. *Journal of Adolescence*, *27*(4), 415–428. https://doi.org/10.1016/j.adolescence.2004.04.003

Case, S., & Haines, K. (2015). Children first, offenders second: The centrality of engagement in positive youth justice. *Howard Journal of Criminal Justice, 54*(2), 157–175. *https://doi.org/10.1111/hojo.12099*

Cherry, K. (2023). What is othering? Very well mind. https://www.verywellmind.com/what-is-othering-5084425

Children and Families Act 2014. https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Christle, C. A., Jolivette, K., & Nelson, C. M. (2005). Breaking the School to Prison Pipeline: Identifying School Risk and Protective Factors for Youth Delinquency. *Exceptionality*, *13*, 69–88. https://doi.org/10.1207/s15327035ex1302_2

Communities that care. (2005). *Risk and Protective Factors*. Youth Justice Board.

Cosma, P., & 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. https://doi.org/10.53841/bpsecp.2022.39.2.42

Crime and Disorder Act 1998. https://www.legislation.gov.uk/ukpga/1998/37/contents

Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research*. Sage Publications.

Creswell, J. W., & Clark, V. L. P. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage Publications.

Cruickshank, J. (2003). *Critical Realism: The Difference It Makes*. Routledge.

Department for Education and Department of Health and Social Care. (2014). *SEND code of practice: 0 to 25 years.* https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Department for Education & Ministry of Justice. (2022). *Education, children's social care and offending: Descriptive Statistics.* https://www.gov.uk/government/publications/education-childrens-social-care-and-offending

Fallon, K., Woods, K., & Rooney, S. (2010). A discussion of the developing role of educational psychologists within Children's Services. *Educational Psychology in Practice*, *26*(1), 1–23. https://doi.org/10.1080/02667360903522744

Farrington, D. P., & Welsh, B.C. (2007). *Saving children from a life of crime: Early risk factors and effective interventions*. Oxford University Press.

Farrington, D. P., Loeber, R., & Ttofi, M. M. (2014). Risk and protective factors for offending. In B.C. Welsh & D.P. Farrington (Eds), *The Oxford handbook of crime prevention* (pp. 46-70). Oxford University Press.

Fergusson, D. M., & Lynskey, M. T. (1996). Adolescent resiliency to family adversity. *Child Psychology & Psychiatry & Allied Disciplines*, *37*, 281–292. https://doi.org/10.1111/j.1469-7610.1996.tb01405.x

Fergusson, D. M., Vitaro, F., Wanner, B., & Brendgen, M. (2007). Protective and compensatory factors mitigating the influence of deviant friends on delinquent behaviours during early adolescence. *Journal of Adolescence*, *30*(1), 33–50. https://doi.org/10.1016/j.adolescence.2005.05.007

Figley, C. R., (1995). Compassion fatigue as secondary traumatic stress disorder: An overview. In C. R. Figley (Ed.), *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. Routledge.

Fortune, C.-A., Ward, T., & Willis, G. M. (2012). The Rehabilitation of Offenders: Reducing Risk and Promoting Better Lives. *Psychiatry, Psychology and Law*, *19*(5), 646–661. http://doi.org/10.1080/13218719.2011.615809

Fortune, C.-A. (2018). The Good Lives Model: A strength-based approach for youth offenders. *Aggression and Violent Behavior*, *38*, 21–30. https://doi.org/10.1016/j.avb.2017.11.003

Fox, M. (2015). 'What sort of person ought I to be?'—Repositioning EPs in light of the Children and Families Bill (2013). *Educational Psychology in Practice*,

31(4), 382–396. APA PsycInfo. https://doi.org/10.1080/02667363.2015.1079700

Francis, Y. J., & Sanders, L. (2022). Using a quality first communication approach: Working systemically to support young people with speech language and communication needs in the youth justice system. *Educational and Child Psychology*, *39*(2), 102–120. https://explore.bps.org.uk/content/bpsecp/39/2/102

Games, F., Curran, A., & Porter, S. (2012). A small-scale pilot study into language difficulties in children who offend. *Educational Psychology in Practice*, *28*(2), 127–140. https://doi.org/10.1080/02667363.2012.665355

Grant, M. J., Sen, Barbara., & Spring, Hannah. (2014). *Research, Evaluation and Audit Key steps in demonstrating your value*. Facet Publishing.

Gregory, J., & Bryan, K. (2011). Speech and language therapy intervention with a group of persistent and prolific young offenders in a non-custodial setting with previously undiagnosed speech, language and communication difficulties. *International Journal of Language & Communication Disorders*, *46*(2), 202–215. https://doi.org/10.3109/13682822.2010.490573

Harris, M., & Goodfellow, P. (2021). *The Youth Justice System's response to the Covid-19 pandemic: Literature Review.* Manchester Metropolitan University. https://www.mmu.ac.uk/media/mmuacuk/content/documents/mcys/Impact-of-COVID---Literature-Review.pdf

Health and Care Professions Council. (2015). *Standards of proficiency.* https://www.hcpc-uk.org/standards/standards-of-proficiency/

Health and Care Professions Council. (2016). *Standards of conduct, performance and ethics.* https://www.hcpc-uk.org/resources/standards/standards-of-conduct-performance-and-ethics/

Her Majesty's Inspectorate of Probation. (2016). *Desistance and young people: An inspection by HM Inspectorate of Probation.* *https://www.justiceinspectorates.gov.uk/hmiprobation/inspections/desistance-and-young-people/*

Her Majesty's Inspectorate of Probation. (2022). *A joint inspection of education, training and employment services in youth offending teams in England and Wales.* https://www.justiceinspectorates.gov.uk/hmiprobation/inspections/ete-thematic/

Herrenkohl, T. I., Tajima, E. A., Whitney, S. D., & Huang, B. (2005). Protection against antisocial behavior in children exposed to physically abusive discipline. *Journal of Adolescent Health*, *36*(6),457-465. https://doi.org/10.1016/j.jadohealth.2003.09.025

HM Government. (2005). *Common core of skills and knowledge for the children's workforce.* Department for Education and Skills.

HM Treasury. (2003). *Every Child Matters.* The Stationary Office. https://www.gov.uk/government/publications/every-child-matters

Hollin, C. R. (2013). *Psychology and Crime: An Introduction to Criminological Psychology*. Routledge.

Hopkins, T., Clegg, J., & Stackhouse, J. (2016). Young offenders' perspectives on their literacy and communication skills. *International Journal of Language &*

Communication Disorders, *51*(1), 95–109. https://doi.org/10.1111/1460-6984.12188

Hopkins, T., Clegg, J., & Stackhouse, J. (2018). Examining the association between language, expository discourse and offending behaviour: An investigation of direction, strength and independence. *International Journal of Language & Communication Disorders*, *53*(1), 113–129. https://doi.org/10.1111/1460-6984.12330

Howarth-Lees, D., & Woods, K. (2022). A systematic literature review exploring the role of the educational psychologist in supporting youth justice services. *Educational and Child Psychology*, *39*(2), 11–27. https://doi.org/10.53841/bpsecp.2022.39.2.11

Jaffee, S. R., Caspi, A., Moffitt, T. E., Polo-Tomás, M., & Taylor, A. (2007). Individual, family, and neighborhood factors distinguish resilient from non-resilient maltreated children: A cumulative stressors model. *Child Abuse & Neglect*, *31*(3), 231–253. https://doi.org/10.1016/j.chiabu.2006.03.011

Johnstone, L., & Boyle, M. (2018). The Power Threat Meaning Framework: An Alternative Nondiagnostic Conceptual System. *Journal of Humanistic Psychology*. https://doi.org/10.1177/0022167818793289

Kandel, E., Mednick, S. A., Kirkegaard-Sorensen, L., Hutchings, B., Knop, J., Rosenberg, R., & Schulsinger, F. (1988). IQ as a protective factor for subjects at high risk for antisocial behavior. *Journal of Consulting and Clinical Psychology*, *56*(2), 224–226. https://doi.org/10.1037/0022-006X.56.2.224

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. https://doi.org/10.53841/bpsecp.2022.39.2.28

Kolvin, I., Miller, F. J., Scott, D. M., Gatzanis, S. R., & Fleeting, M. (1990). *Continuities of deprivation? The Newcastle 1000 family study*. Avebury.

Krueger, R. A., & Casey, M. A. (2000). *Focus Groups: A Practical Guide for Applied Research* (3rd ed.). Sage Publications

Lee, K., & Woods, K. (2017). Exploration of the developing role of the educational psychologist within the context of "traded" psychological services. *Educational Psychology in Practice*, *33*(2), 111–125. https://doi.org/10.1080/02667363.2016.1258545

Lyonette, A., Atfield, G., Balduf, B., & Owen, D. (2019). *Research on the Educational Psychologist workforce: Research report.* Department for Education. https://www.gov.uk/government/publications/educational-psychologist-workforce-research

Mccabe, P., & Rubinson, F. (2008). Committing to Social Justice: The Behavioral Intention of School Psychology and Education Trainees to Advocate for Lesbian, Gay, Bisexual, and Transgender Youth. *School Psychology Review*, *37*, 469–486. https://doi.org/10.1080/02796015.2008.12087861

Merton, R. K. (1948). The Self-Fulfilling Prophecy. *The Antioch Review*, *8*(2), 193–210. JSTOR. https://doi.org/10.2307/4609267

Morgan, D. L. (1997). *Focus groups as qualitative research* (2nd ed.). Sage Publications. https://doi.org/10.4135/9781412984287

Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation. *Nursing Research*, *40*(2), 120–123. https://doi.org/10.1097/00006199-199103000-00014

Nash, M. (2010). Singing from the same MAPPA hymn sheet – but can we hear all the voices? In A. Pycroft & D. Gough (Eds.), *Multi-agency working in criminal justice: Control and care in contemporary correctional practice* (pp. 111-123). The Policy Press.

Newton, J. (2014). *Exploring the usefulness of narrative approaches in educational psychology practice when working with young people who have offended* [Doctoral thesis, Institute of Education, University College London]. UCL Discovery. https://discovery.ucl.ac.uk/id/eprint/10021639/

Ozarow, L. (2011). *An exploratory study of how youth offenders perceive their experience of education* [Doctoral thesis, University of East London]. UEL Repository. https://repository.uel.ac.uk/item/85z35

Parnes, H. (2017). Educational psychologists and youth offending services: Working together to improve the educational outcomes of young offenders: An action research project [Doctoral thesis, UCL Institute of Education]. UCL Discovery. https://discovery.ucl.ac.uk/id/eprint/1572266/

Pearpoint, J., O'Brien, J., & Forest, M. (1995). *PATH: A workbook for planning positive possible futures.* Toronto: Inclusion Press

Proudfoot, K. (2022). Inductive/Deductive Hybrid Thematic Analysis in Mixed Methods Research. *Journal of Mixed Methods Research*. https://doi.org/10.1177/15586898221126816

Pycroft, A., & Gough, D. (2010). *Multi-agency working in criminal justice: Control and care in contemporary correctional practice*. The Policy Press.

Ramsden, J., & Beckley, K. (2023). The power threat meaning framework: Implications for practice within the criminal justice system. In G.G. Liell, M. J. Fisher & L. F. Jones (Eds.), *Challenging bias in forensic psychological assessment and testing: Theoretical and practical approaches working with diverse populations* (pp. 213-227). Routledge.

Regehr, C. (2018). *Stress, trauma, and decision-making for social workers.* Columbia University Press.

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. https://doi.org/10.53841/bpsecp.2022.39.2.56

Robson, C., & McCartan, K. (2011). *Real world research: A resource for users of social research methods in applied settings* (3rd ed.). Wiley.

Robson, C., & McCartan, K. (2016). *Real world research: A resource for users of social research methods in applied settings* (4th ed.). Wiley.

Ryan, G.W., & Bernard, R. (2000). Data management and analysis methods. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 769-802). Sage Publications.

Rutter, M. (2003). Crucial paths from risk indicator to causal mechanism. In B. B. Lahey, T. E. Moffitt & A. Caspi (Eds.), *Causes of conduct disorder and juvenile delinquency* (pp.3-24). Guildford Press.

Ryrie, N. (2006). Working with a Youth Offending Team: Personal perspectives on challenges and opportunities for the practice of educational psychology. *Educational and Child Psychology*, *23*(2), 6–14. https://doi.org/10.53841/bpsecp.2006.23.2.6

Sander, J. B., Sharkey, J. D., Groomes, A. N., Krumholz, L., Walker, K., & Hsu, J. Y. (2011). Social justice and juvenile offenders: Examples of fairness, respect, and access in education settings. *Journal of Educational & Psychological Consultation*, *21*(4), 309–337. https://doi.org/10.1080/10474412.2011.620816

Schmuck, R. A. (1976). Process Consultation and Organization Development. *Professional Psychology*, *7*(4), 626–631. https://doi.org/10.1037/h0078613

Slife, B. D., & Williams, R. N. (1995). *What's behind the research?: Discovering hidden assumptions in the behavioral sciences*. Sage.

Smith, C. A., Lizotte, A. J., Thornberry, T. P., & Krohn, M. D. (1994). Resilient youth: Identifying factors that prevent high-risk youth from engaging in delinquency and drug-use. In J. L. Hagan (Ed.), *Delinquency and disrepute in the life course* (pp. 217–247). JAI Press.

Smithson, H., Nisbet, A., Larner, S., Gray, P., & Jump, D. (2022). *The Youth Justice System's response to the Covid-19 pandemic: Partnership Working.* Manchester Metropolitan University. https://www.mmu.ac.uk/media/mmuacuk/content/documents/mcys/COVID-19_and_Youth_Justice_Paper_3.pdf

Snyder, S. E., & Duchschere, J. E. (2022). Revisiting ecological systems theory: Practice implications for juvenile justice youth. *Translational Issues in Psychological Science*, *8*(2), 234–245. https://doi.org/10.1037/tps0000324

Squires, G., & Farrell, P. T. (2007). Educational Psychology in England and Wales. In S. R. Jimerson, T. D. Oakland, & P. T. Farrell (Eds.), *The Handbook of International School Psychology* (pp. 81–90). Sage Publications. https://doi.org/10.4135/9781412976138.n9

Stallard, P., Thomason, J., & Churchyard, S. (2003). The mental health of young people attending a Youth Offending Team: A descriptive study. *Journal of Adolescence*, *26*(1), 33–43. https://doi.org/10.1016/S0140-1971(02)00117-3

Stattin, H., Romelsjo, A., & Stenbacka, M. (1997). Personal resources as modifiers of the risk for future criminality: An analysis of protective factors in relation to 18-year-old boys. *The British Journal of Criminology*, *37*(2), 198-223. https://doi.org/10.1093/oxfordjournals.bjc.a014155

Stewart, D. W., & Shamdasani, P. N. (1990). *Focus groups: Theory and practice.* Sage Publications.

Souhami, A. (2008). Multi-agency practice: Experiences in the youth justice system. In S. Green, E. Lancaster & S. Feasey (Eds.), *Addressing offending behaviour: Context, practice, values* (pp. 208-225). Willan Publishing.

Taylor, C. (2016). *Review of the Youth Justice System in England and Wales.* Ministry of Justice. https://www.gov.uk/government/publications/review-of-the-youth-justice-system

Twells, J. (2020). Identifying barriers to and facilitators for educational inclusion for young people who offend. *Educational and Child Psychology*, *37*(1), 84–100. https://doi.org/10.53841/bpsecp.2020.37.1.84

United Nations Convention on the Rights of the Child 1989. https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

Young, S., & Thome, J. (2011). ADHD and offenders. *The World Journal of Biological Psychiatry*, *12*(Suppl 1), 124–128. https://doi.org/10.3109/15622975.2011.600319

Youth Justice Board. (2006). *Barriers to engagement in education, training and employment*. https://www.gov.uk/government/publications/youth-justice-barriers-to-education-training-and-employment

Youth Justice Board. (2008). Education, training and employment. https://www.gov.uk/government/publications/youth-justice-education-training-and-employment-source-document

Youth Justice Board. (2017). *Prevention in Youth Justice.* https://yjresourcehub.uk/wider-research/item/download/630_15ca5fe1473531963bd19af141da081e.html

Youth Justice Board. (2018). *Youth Justice Board for England and Wales Strategic Plan 2018-21*. https://www.gov.uk/government/publications/youth-justice-board-for-england-and-wales-strategic-plan-2018-21

Youth Justice Board. (2020). *Covid-19 Recovery Plans: Guidance for Youth Offending Teams.* https://www.gov.uk/government/publications/covid-19-recovery-plans-guidance-for-youth-offending-teams

Youth Justice Board. (2021a). *Youth Justice Board for England and Wales Strategic Plan 2021-24*. https://www.gov.uk/government/publications/youth-justice-board-for-england-and-wales-strategic-plan-2021-24

Youth Justice Board. (2021b). *Youth Justice Services contact details.* https://www.gov.uk/government/collections/youth-offending-team-contact-details

Youth Justice Board. (2021c). *Youth Justice Service governance and leadership.* https://www.gov.uk/government/publications/youth-justice-service-governance-and-leadership/youth-justice-service-governance-and-leadership

Youth Justice Board. (2023). *Youth Justice Statistics: 2021 to 2022.* https://www.gov.uk/government/statistics/youth-justice-statistics-2021-to-2022

Walker, K. (2018, September 6). Young Londoners take over the tube highlight the school to prison pipeline. *Red Pepper.* https://www.redpepper.org.uk/young-londoners-take-over-the-tube-highlight-the-school-to-prison-pipeline/

Walsh, J., Scaife, V., Notley, C., Dodsworth, J., & Schofield, G. (2011). Perception of need and barriers to access: The mental health needs of young people attending a youth offending team in the UK. *Health & Social Care in the Community*, *19*(4), 420–428. https://doi.org/10.1111/j.1365-2524.2011.00991.x

Watson, A. (2010). Sharing of shifying responsibility? The multi-agency approach to safeguarding children. In A. Pycroft & D. Gough (Eds.), *Multi-agency working in criminal justice: Control and care in contemporary correctional practice* (pp. 123-137). The Policy Press.

Weber, R. (1990). *Basic content analysis* (2nd ed.). Sage Publications.

White, J. L., Moffitt, T. E., & Silva, P. A. (1989). A prospective replication of the protective effects of IQ in subjects at high risk for juvenile delinquency.

Journal of Consulting and Clinical Psychology, *57*, 719–724. https://doi.org/10.1037/0022-006X.57.6.719

Wilkinson, S. (2000). Women with Breast Cancer Talking Causes: Comparing Content, Biographical and Discursive Analyses. *Feminism & Psychology*, *10*(4), 431–460. https://doi.org/10.1177/0959353500010004003

Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed.). Open University Press.

Wyton, H. (2013). *Developing the work of the Educational Psychologist in a Youth Offending Team* [Doctoral thesis, University of Manchester]. Manchester eScholar. https://www.escholar.manchester.ac.uk/uk-ac-man-scw:197255

Appendices

Appendix A Participant Information Sheet for Online Questionnaire

PARTICIPANT INFORMATION SHEET

Educational Psychologists' involvement with Youth Justice Services in England: A National Perspective

Contact person: Stephanie Gumbs
Email: u2064593@uel.ac.uk

You are being invited to participate in a research study. Before you decide whether to take part or not, please carefully read through the following information which outlines what your participation will entail. Please feel free to speak to other people (e.g. colleagues, friends, family etc) about the study before making a decision. If you would like to clarify any details of the study, or have any questions, please contact me on the email address above.

Who am I?

My name is Stephanie Gumbs, and I am a Trainee Educational Psychologist (TEP), currently studying on the Professional Doctorate in Educational and Child Psychology course at the University of East London (UEL). You have been invited to participate in the research that I am undertaking as part of my studies.

What is the purpose of the research?

My research aims to identify the number of Educational Psychology Services (EPSs) in England that have an Educational Psychologist (EP) linked to their local Youth Justice Service (YJS). I hope to gain an insight into EPs experiences of working in a YJS and better understand the breadth of work that is undertaken in this role. I also hope to explore YJS Workers' experiences of working with their link EP and gain perspectives on how YJS' relationships with EPSs can be further developed and improved. The research seeks to explore and identify some of the challenges experienced by both services. Finally, the study will provide all professionals with the opportunity to reflect on what is currently working well, less well and what can be

improved. It is hoped that this will provide some insight into the services' strengths, areas for development and areas for improvement.

The findings from this study will provide some indication of how many EPSs have established links with YJS'. The research will also shed some light on the scope of work that EPs can potentially undertake in this role, which can result in EPs gaining ideas on how to further diversify their role.

It is hoped that gaining both YJS and EP perspectives will help to provide a more balanced and holistic view of the strengths, challenges, and areas for improvement. The research findings can be used to prompt an evaluation or review of EPSs engagement with YJS'. The findings may also prompt a wider discussion around the role of EP's and the needs and priorities of the YJS and EPS. Study findings can be used to help both services to make a more informed decision about whether to establish, maintain or develop their links with each other.

Why have I been invited to take part?

You have been invited to participate in this study as you have been identified as meeting the following criteria:

<u>Criteria for Educational Psychologists</u>

- Must be HCPC Registered
- Must have worked in current local authority for at least 1 year
- Must have worked with their local YJS for at least 6 months
- Must be contracted to work within their YJS for at least once a month

<u>Criteria for Youth Offending Case Workers</u>

- Must have worked in the YOT for at least 1 year
- Must have worked with their link Educational Psychologist on at least one of their cases
- Must have worked with the link Educational Psychologist within the past 12 months

Participation in the study is voluntary and you can decide whether you would like to take part or not.

What will I be asked to do if I agree to take part?

If you agree to take part, you will be asked to complete an online survey, which should take approximately 10-15 minutes to complete.

Some participants will be invited to attend a focus group on MS Teams, which will last approximately 45-60 minutes. Please note that the meeting will be recorded.

Can I change my mind?

Yes, you can change your mind at any time and withdraw without explanation, disadvantage, or consequence. If you would like to withdraw from the study, please contact

the researcher via email on the details provided. If you withdraw from the study, your data will not be used as part of the research.

Separately, you can also request to withdraw your data from being used even after you have taken part in the study, provided that this request is made within 3 weeks of the data being collected (after which point the data analysis will begin, and withdrawal will not be possible).

Are there any disadvantages to taking part?

There may be some disadvantages to participating in the study; the main disadvantages include:

- Time – Participants will be required to utilise their time to complete an online survey and/or attend an online focus group.
- Time Constraints – Participants will be required to complete the survey within an allocated time frame.

Participating in the study could therefore potentially create additional stress for professionals that have limited availability.

How will the information I provide be kept secure and confidential?

- Participant details will be anonymised, and participant information will not be shared.
- Any recordings/videos will not be shared and only the researcher will have access to this data.
- Participants attending focus groups will be asked not to disclose or share the name of participants and will be advised not to explicitly discuss the content of focus group(s).
- Research data will be stored on a password protected computer which is solely used by the researcher.
- Only the researcher will have access to the raw data. The researcher's academic supervisor will have access to anonymised data. Other Academic Tutors and examiners on the UEL Educational and Child Psychology Doctorate Course may also have access to anonymised data.
- Data will be handled and managed in line with the General Data Protection Regulation (GDPR) and the University of East London (UEL) Ethics procedures.

For the purposes of data protection, the University of East London is the Data Controller for the personal information processed as part of this research project. The University processes this information under the 'public task' condition contained in the General Data Protection Regulation (GDPR). Where the University processes particularly sensitive data (known as 'special category data' in the GDPR), it does so because the processing is necessary for archiving purposes in the public interest, or scientific and historical research purposes or statistical purposes. The University will ensure that the personal data it processes is held securely and processed in accordance with the GDPR and the Data Protection Act 2018. For

more information about how the University processes personal data please see www.uel.ac.uk/about/about-uel/governance/information-assurance/data-protection

What will happen to the results of the research?

The research will be written up as a thesis and submitted for assessment. The thesis will be available to the public on UEL's online Repository. Findings will also be disseminated to a range of audiences (e.g., colleagues, academics, clinicians, public, etc.). There is a possibility that the findings may also be published in a journal article. In all material produced, your identity will remain anonymous, in that, it will not be possible to identify you personally. You will be given the option to receive a summary of the research findings once the study has been completed for which relevant contact details will need to be provided. Anonymised research data will be securely stored by the researcher for a maximum of 3 years, following which all data will be deleted.

Who has reviewed the research?

My research has been approved by the School of Psychology Research Ethics Committee. This means that the Committee's evaluation of this ethics application has been guided by the standards of research ethics set by the British Psychological Society.

Who can I contact if I have any questions/concerns?

If you would like further information about my research or have any questions or concerns, please contact me.

Researcher Name: Stephanie Gumbs
Researcher Email: u2064593@uel.ac.uk

If you have any questions or concerns about how the research has been conducted, please contact my research supervisor Mary Robinson.

School of Psychology, University of East London, Water Lane, London E15 4LZ,
Email: M.Robinson@uel.ac.uk

or

Chair of School Research Ethics Committee: Dr Trishna Patel, School of Psychology, University of East London, Water Lane, London E15 4LZ.
(Email: t.patel@uel.ac.uk)

Thank you for taking the time to read this information sheet

Appendix B Focus Group Information Sheet

Educational Psychologists Involvement with Youth Offending Teams in England: A National Perspective

Researcher Details: Stephanie Gumbs

Email: u2063459@uel.ac.uk

Purpose and Aims of Focus Group

The aim of the focus group is to obtain additional information about Educational Psychologists engagement with Youth Justice Services.

Educational Psychologists attending the Focus Group would have completed an online survey prior to attending the session. The Focus Group will provide participants with the opportunity to elaborate on their responses in the questionnaire, share experiences and engage in open discussions about their experiences with peers working in Youth Justice Services.

What will my participation entail?

Participants will be required to attend an online Focus Group on Friday 23rd September 2022, which will take place on Microsoft Teams. The Focus Group will last approximately 45 minutes – 1 hour.

Participants will be invited to answer questions, share their personal thoughts and reflections, and engage in general group discussions.

Please note that the online focus group will be recorded. The data obtained from the focused group will be transcribed and analysed by the researcher. The researcher will use quotes from the focus groups when reporting the results. The quotes cited within the research will not be linked to any participant and will be anonymised.

Can I change my mind?

Yes, you can change your mind at any time and withdraw without explanation, disadvantage or consequence. If you would like to withdraw from the study, please contact the researcher via email on the details provided. If you withdraw from the study, your data will not be used as part of the research.

Separately, you can also request to withdraw your data from being used even after you have taken part in the study, provided that this request is made within 3 weeks of the data being collected (after which point the data analysis will begin, and withdrawal will not be possible).

How will the information I provide be kept secure and confidential?

- Participant details will be anonymised and participant information will not be shared.
- Any recordings/videos will not be shared and only the researcher will have access to this data.
- Participants attending focus groups will be asked not to disclose or share the name of participants and will be advised not to explicitly discuss the content of focus group(s).
- Research data will be stored on a password protected computer which is solely used by the researcher.
- Only the researcher will have access to the raw data. The researcher's academic supervisor will have access to anonymised data. Other Academic Tutors and examiners on the UEL Educational and Child Psychology Doctorate Course may also have access to anonymised data.
- Data will be handled and managed in line with the General Data Protection Regulation (GDPR) and the University of East London (UEL) Ethics procedures.

For the purposes of data protection, the University of East London is the Data Controller for the personal information processed as part of this research project. The University processes this information under the 'public task' condition contained in the General Data Protection Regulation (GDPR). Where the University processes particularly sensitive data (known as 'special category data' in the GDPR), it does so because the processing is necessary for archiving purposes in the public interest, or scientific and historical research purposes or statistical purposes. The University will ensure that the personal data it processes is held securely and processed in accordance with the GDPR and the Data Protection Act 2018. For more information about how the University processes personal data please see www.uel.ac.uk/about/about-uel/governance/information-assurance/data-protection

What will happen to the results of the research?

The research will be written up as a thesis and submitted for assessment. The thesis will be available to the public on UEL's online Repository. Findings will also be disseminated to a range of audiences (e.g., colleagues, academics, clinicians, public, etc.). There is a possibility that the findings may also be published in a journal article. In all material produced, your identity will remain anonymous, in that, it will not be possible to identify you personally. You will be given the option to receive a summary of the research findings once the study has been completed for which relevant contact details will need to be provided. Anonymised research data will be securely stored by the researcher for a maximum of 3 years, following which all data will be deleted.

Who can I contact if I have any questions/concerns?

Please contact the researcher if you have any questions or concerns.

Appendix C Focus Group Consent Form

Focus Group Consent Form

Please read the following statements before indicating your consent to attend the Focus Group.

- I confirm that I have read the Information Sheet for the Focus Group.
- I have had the opportunity to consider the information and ask questions.
- I understand that my participation in the study is voluntary and that I may withdraw at any time, without explanation or disadvantage.
- I understand that if I withdraw during the study, my data will not be used.
- I understand that I have 3 weeks from the date of the completion of the questionnaire and/or focus group to withdraw my data from the study.
- I understand that the focus group will be recorded on MS Teams.
- I understand that my personal information and data, including audio/video recordings from the research will be securely stored and remain confidential. Only the research team will have access to this information, to which I give my permission.
- It has been explained to me what will happen to the data once the research has been completed.
- I understand that short, anonymised quotes from my questionnaire may be used in material such as conference presentations, reports, articles in academic journals resulting from the study and that these will not personally identify me.

Consent to Participate

I agree to take part in the Focus Group	Yes / No

Participant Name:

Participant Signature:

Date:

Appendix D Ethical Approval

University of East London

School of Psychology Ethics Committee

NOTICE OF ETHICS REVIEW DECISION LETTER

For research involving human participants

BSc/MSc/MA/Professional Doctorates in Clinical, Counselling and Educational Psychology

Reviewer: Please complete sections in **blue** | **Student:** Please complete/read sections in **orange**

Details	
Reviewer:	Paula Corredor Lopez
Supervisor:	Mary Robinson
Student:	Stephanie Gumbs
Course:	Prof Doc in Educational and Child Psychology
Title of proposed study:	Educational Psychologists' involvement in Youth Offending Teams in England: a National Perspective

Checklist (Optional)			
	YES	NO	N/A
Concerns regarding study aims (e.g., ethically/morally questionable, unsuitable topic area for level of study, etc.)	☐	☒	☐
Detailed account of participants, including inclusion and exclusion criteria	☒	☐	☐
Concerns regarding participants/target sample	☐	x	☐
Detailed account of recruitment strategy	☒	☐	☐
Concerns regarding recruitment strategy	☐	x	☐
All relevant study materials attached (e.g., freely available questionnaires, interview schedules, tests, etc.)	☒	☐	☐
Study materials (e.g., questionnaires, tests, etc.) are appropriate for target sample	☐x	☐	☐

Clear and detailed outline of data collection	☒	☐	☐
Data collection appropriate for target sample	x☐	☐	☐
If deception being used, rationale provided, and appropriate steps followed to communicate study aims at a later point	☐	☐	☒
If data collection is not anonymous, appropriate steps taken at later stages to ensure participant anonymity (e.g., data analysis, dissemination, etc.) – anonymisation, pseudonymisation	☒	☐	☐
Concerns regarding data storage (e.g., location, type of data, etc.)	☐	☒	☐
Concerns regarding data sharing (e.g., who will have access and how)	☐	☒	☐
Concerns regarding data retention (e.g., unspecified length of time, unclear why data will be retained/who will have access/where stored)	☐	☒	☐
If required, General Risk Assessment form attached	x☐	☐	☐
Any physical/psychological risks/burdens to participants have been sufficiently considered and appropriate attempts will be made to minimise	☐x	☐	☐
Any physical/psychological risks to the researcher have been sufficiently considered and appropriate attempts will be made to minimise	☒	☐	☐
If required, Country-Specific Risk Assessment form attached	☐	☐	☒
If required, a DBS or equivalent certificate number/information provided	☐	☐	☒
If required, permissions from recruiting organisations attached (e.g., school, charity organisation, etc.)	☐	☐	☒
All relevant information included in the participant information sheet (PIS)	☒	☐	☐
Information in the PIS is study specific	☒	☐	☐
Language used in the PIS is appropriate for the target audience	☒	☐	☐
All issues specific to the study are covered in the consent form	☒	☐	☐
Language used in the consent form is appropriate for the target audience	☒	☐	☐
All necessary information included in the participant debrief sheet	☒	☐	☐
Language used in the debrief sheet is appropriate for the target audience	☒	☐	☐
Study advertisement included	☒	☐	☐
Content of study advertisement is appropriate (e.g., researcher's personal contact details are not shared, appropriate language/visual material used, etc.)	☒	☐	☐

Decision options	
APPROVED	Ethics approval for the above-named research study has been granted from the date of approval (see end of this notice), to the date it is submitted for assessment.
APPROVED - BUT MINOR AMENDMENTS ARE REQUIRED BEFORE THE RESEARCH COMMENCES	In this circumstance, the student must confirm with their supervisor that all minor amendments have been made before the research commences. Students are to do this by filling in the confirmation box at the end of this form once all amendments have been attended to and emailing a copy of this decision notice to the supervisor. The supervisor will then forward the student's confirmation to the School for its records. Minor amendments guidance: typically involve clarifying/amending information presented to participants (e.g., in the PIS, instructions), further

	detailing of how data will be securely handled/stored, and/or ensuring consistency in information presented across materials.
NOT APPROVED - MAJOR AMENDMENTS AND RE-SUBMISSION REQUIRED	In this circumstance, a revised ethics application must be submitted and approved before any research takes place. The revised application will be reviewed by the same reviewer. If in doubt, students should ask their supervisor for support in revising their ethics application. Major amendments guidance: typically insufficient information has been provided, insufficient consideration given to several key aspects, there are serious concerns regarding any aspect of the project, and/or serious concerns in the candidate's ability to ethically, safely and sensitively execute the study.

Decision on the above-named proposed research study	
Please indicate the decision:	APPROVED

Minor amendments
Please clearly detail the amendments the student is required to make

Major amendments
Please clearly detail the amendments the student is required to make

Assessment of risk to researcher		
Has an adequate risk assessment been offered in the application form?	YES ☒	NO ☐
	If no, please request resubmission with an adequate risk assessment.	
If the proposed research could expose the researcher to any kind of emotional, physical or health and safety hazard, please rate the degree of risk:		
HIGH	Please do not approve a high-risk application. Travel to countries/provinces/areas deemed to be high risk should not be permitted and an application not be	☐

	approved on this basis. If unsure, please refer to the Chair of Ethics.	
MEDIUM	Approve but include appropriate recommendations in the below box.	☐
LOW	Approve and if necessary, include any recommendations in the below box.	☒
Reviewer recommendations in relation to risk (if any):	None, all bases covered, very thorough	

Reviewer's signature	
Reviewer: (Typed name to act as signature)	Dr Paula Corredor Lopez
Date:	01/03/2022
This reviewer has assessed the ethics application for the named research study on behalf of the School of Psychology Research Ethics Committee	
RESEARCHER PLEASE NOTE For the researcher and participants involved in the above-named study to be covered by UEL's Insurance, prior ethics approval from the School of Psychology (acting on behalf of the UEL Research Ethics Committee), and confirmation from students where minor amendments were required, must be obtained before any research takes place. For a copy of UEL's Personal Accident & Travel Insurance Policy, please see the Ethics Folder in the Psychology Noticeboard.	

Confirmation of minor amendments (Student to complete)	
I have noted and made all the required minor amendments, as stated above, before starting my research and collecting data	
Student name: (Typed name to act as signature)	Please type your full name
Student number:	Please type your student number

Date:	Click or tap to enter a date
Please submit a copy of this decision letter to your supervisor with this box completed if minor amendments to your ethics application are required	

Appendix E Approval for Request of Title Change to Ethical Application

University of East London

School of Psychology Ethics Committee

REQUEST FOR TITLE CHANGE TO AN ETHICS APPLICATION

For BSc, MSc/MA and taught Professional Doctorate students

Please complete this form if you are requesting approval for a proposed title change to an ethics application that has been approved by the School of Psychology

By applying for a change of title request, you confirm that in doing so, the process by which you have collected your data/conducted your research has not changed or deviated from your original ethics approval. If either of these have changed, then you are required to complete an 'Ethics Application Amendment Form'.

How to complete and submit the request	
1	Complete the request form electronically.
2	Type your name in the 'student's signature' section (page 2).
3	Using your UEL email address, email the completed request form along with associated documents to Dr Jérémy Lemoine (School Ethics Committee Member): j.lemoine@uel.ac.uk
4	Your request form will be returned to you via your UEL email address with the reviewer's decision box completed. Keep a copy of the approval to submit with your dissertation.

Required documents	
A copy of the approval of your initial ethics application.	**YES** ☒

Details	
Name of applicant:	**Stephanie Gumbs**
Programme of study:	**Prof Doc in Educational and Child Psychology**
Title of research:	**Educational Psychologists' involvement in Youth Offending Teams in England: a National Perspective**
Name of supervisor:	**Miles Thomas**

Proposed title change	
Briefly outline the nature of your proposed title change in the boxes below	
Old title:	Educational Psychologists' involvement in Youth Offending Teams in England: a National Perspective
New title:	Educational Psychologists' involvement with Youth Justice Services in England: A national perspective
Rationale:	I have requested to change "Youth Offending Teams" to "Youth Justice Services" in my title as this is perceived to reflect the language which is currently being used in youth justice. I would also like to request to change "involvement in" to "involvement with" to make this synonymous with my project title on research manager. The term "with" was used in the project title as the language was perceived to be more collaborative.

Confirmation		
Is your supervisor aware of your proposed change of title and in agreement with it?	**YES** ☒	**NO** ☐
Does your change of title impact the process of how you collected your data/conducted your research?	**YES** ☐	**NO** ☒

Student's signature	
Student: (Typed name to act as signature)	**Stephanie Gumbs**
Date:	**30/03/2023**

Reviewer's decision		
Title change approved:	**YES** ☒	**NO** ☐

Comments:	**The new title reflects better the preferred terminology used in the environment investigated in the research project. The title change will not impact the process of how the data are collected or how the research is conducted.**
Reviewer: (Typed name to act as signature)	**Dr Jérémy Lemoine**
Date:	**03/04/2023**

Appendix F Email to Educational Psychology Services

Dear Manager,

I am a second year Trainee on the Child and Educational Psychology Doctorate Course at the University of East London.
Prior to starting the course, I worked with young people involved with the Youth Justice System. I am particularly interested in Educational Psychologists (EPs) engagement with Youth Justice Services (YJS) and will be exploring this within my doctoral research project, titled:

"Educational Psychologists involvement with Youth Justice Services in England: A National Perspective"

I would be very grateful if you could answer the question below by highlighting or **bolding** your answer.

Question: Do you currently have an Educational Psychologist in your Educational Psychology Service (EPS) that is linked to your local Youth Justice Service / Youth Offending Team?

Yes – the service **currently** has an EP linked to a local Youth Justice Service
No – the service **does not currently** have an EP linked to a local Youth Justice Service but has **previously** had an EP linked to the YJS
No – the service **does not currently** have an EP linked to a local Youth Justice Service and has **never** had an EP linked to the YJS
Not sure / Don't know

If you answered "Yes" and **have** an Educational Psychologist in your service that meets the participation criteria (see poster attached), please may you share the attached documentation and online survey link below:

https://forms.office.com/Pages/ResponsePage.aspx?id=aaKUx5sud0etRi0Z2BGW1iWE1ivv-dFPqUQjzUa1T41UQ0tHTkY4SUpFRTJVUjE2MkRJN0YyMzFJVS4u

If you answered "No" or "Not Sure" and **do not currently have** an Educational Psychologist in your service that is linked to the YJS, please may you provide **any comments** pertaining to this below. Examples of comments may include any potential barriers or possible reasons for not having an EP linked to YJS.

Please may you respond to this email and send your answer to the above question by **Friday 15th July 2022.**

If you have any questions about this research, please do not hesitate to get in touch by responding to this email.

Kind Regards,
Stephanie

Appendix G Outline of Online Questionnaire

Section 1 – Information and Consent to Participate	
Q1: Please indicate your consent to participate I this study	I consent to participate in this study I do not consent to participate in this study
Section 2 – Information about Role	
Q2: Please specify your role	Educational Psychologist Senior Educational Psychologist Other (please specify) _____
Q3: Please select the region in England that you currently work in	North West England North East England Midlands London South West and Central England East and South East England
Section 3 – Engagement with the Youth Offending Team	
Q4: Please indicate how long you have been working with your local Youth Justice Service	6 – 12 months 12 – 18 months More than 18 months
Q5: Please indicate how your work with the Youth Justice Service is currently being commissioned (select more than 1 response if appropriate	Youth Justice Service commissioned Educational Psychology Service Arrangement Educational Provision / via work in schools Social Care Team commissioned Other (please specify) _____
Q6: Please share any additional comments relating to how your work is currently being commissioned	
Q7: Please indicate how often you are contracted to work with the Youth Justice Service	Weekly Fortnightly Monthly Other _____
Q8: If applicable, please indicate the type of work that has been contracted between the Educational Psychology Service and Youth Justice Service (select more than 1 response if appropriate)	Not Applicable Direct Work with young people – Assessment Direct Work with young people – Individual or group interventions or project work Direct work with young people – Other Direct work with parent or carers – Assessment Direct work with parents or carers – Other Direct work with individual case managers or Youth Justice Service Staff – Consultation

	Direct work with Staff – Individual or Group Supervision Direct work with Staff – Training Research / Project Policy Reviews and Updates Other (please specify) _____
Q9: Please share any additional comments related to your engagement with your local Youth Justice Service	
Section 4 – Personal Experiences and Reflections	
Q10: What is the most rewarding aspect of your role?	
Q11: What are the most challenging aspects of your role?	
Q12: Please select which systems, if any, you have experienced challenges working with as part of your role (select more than 1 if appropriate)	N/a Youth Court Youth Custody Youth Justice Service or Team Schools / Educational Provisions NHS/ Local Authority/ Third Sector Partners Wider Family Network Other (please specify)
Q13: Please share any additional comments related to your engagement with other systems (e.g. agencies, services) within the Youth Justice Service	
Q14: Please complete the following sentence and tick the relevant boxes that apply. **"***My work within the youth justice service is making a difference with…"*	Children and Young People Parents and Families Professionals working within the Youth Justice Service (e.g. Case Managers, Team Managers, Court Staff) Specialist Workers contracted to work within the Youth Justice Service (e.g. SALTs, Substance Misuse Workers, Health Nurse) Other Professionals (e.g. Social Workers) Organisational Reform (e.g. policy changes)

	Other None of the above
Q15: Please provide any additional comments relating to how your work is making a difference	
Q16: Please indicate your agreement to the following statement: "*My skills, knowledge and expertise are being utilised within the Youth Justice Service*"	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
Q17: Please share any additional comments related to how your skills, knowledge and expertise have been utilised within the Youth Justice Service	
Q18: If applicable, please specify methods used to support Youth Justice staff to better understand your role	N/a Training / Workshops Team Meetings Consultations Information Sheets / Posters / Leaflets Informal discussions with staff Other (Please specify) _____
Q19: Please provide any additional comments relating to methods used to support staff's understanding of your role	
Q20: In your view, what key skills are needed to be successful in this role?	
Q21: How does your role in the Youth Justice Service differ to work undertaken in different settings (e.g. schools)?	

Q22: Please indicate the type of work that you would like to undertake at the Youth Justice Service. If applicable, please specify any potential barriers which could prevent you from undertaking this work.	
Q23: In your view, how can the relationship between your local Youth Justice Service and EPS be further improved?	

Section 5 – Communication with Peers

Q25: Please indicate your agreement to the following statements:

	Strongly Disagree	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**
I have regular contact with other Educational Psychologists that are working in Youth Justice Services'					
I am happy with my current level of interaction with other Educational Psychologists working in Youth Justice Services'					
I am aware of the type of work that my peers are undertaking in Youth Justice Services'					
If applicable, please share your ideas on how EPs working in Youth Justice Services' can further develop their communication with peers working in this context					

Section 6 – Additional Comments	
Q26: Please share any additional information	

that you think might be helpful to know about your role	
Section 7 – Interest in participation in focus groups	
Q27: Please indicate whether you would be interested in participating in a focus group to discuss your experiences in more detail	Yes No
Q28: If you have answered “yes”, please share you email address below	
Section 8 – End of Survey	

Appendix H Content Analysis for Online Questionnaire, Question 20

Key Skill	Frequency cited
1) Persistence	1
2) Knowledge / understanding of YJS system	5
3) Flexibility	6
4) Adaptability	2
5) Knowledge and application of psychology	4
6) Ability to make psychology accessible	1
7) Clear communication	2
8) Empathy	2
9) Interpersonal skills	2
10) Organisational skills	1
11) Creativity	1
12) Ability to see past offending	1
13) Desire to support CYP	1
14) Boundary setting	1
15) EP skills – supervision	1
16) Ability to reflect on systemic barriers	1
17) Recognition of own privilege / knowledge of systemic oppression	2
18) EP skills – consultation	3
19) Knowledge of SEN	1
20) Good relationships with professionals and CYP	1
21) Strategic skills	1
22) Good report writing	1
23) Being approachable	2
24) Core EP skills – consultation / assessment/ formulation	2
25) Risk and protective factors associated with youth offending	1
26) Knowledge of link between education and offending	1
27) Authenticity	1
28) Relatable	1
29) Reliable	1
30) Psychological approaches – person centred / solution focused / support problem solving	3
31) Ability to work ethically	1
32) Psychologically robust practice	1
33) Openness to learn	1
34) Innovative	1
35) Responsive	1
36) Resilience	3
37) Confidence challenging others / assertiveness / holding others to account	2
38) Ability to work with range of professionals	1
39) Ability to build rapport with CYP	1
40) Patience	2
41) Motivation	2
42) Positive thinking	2

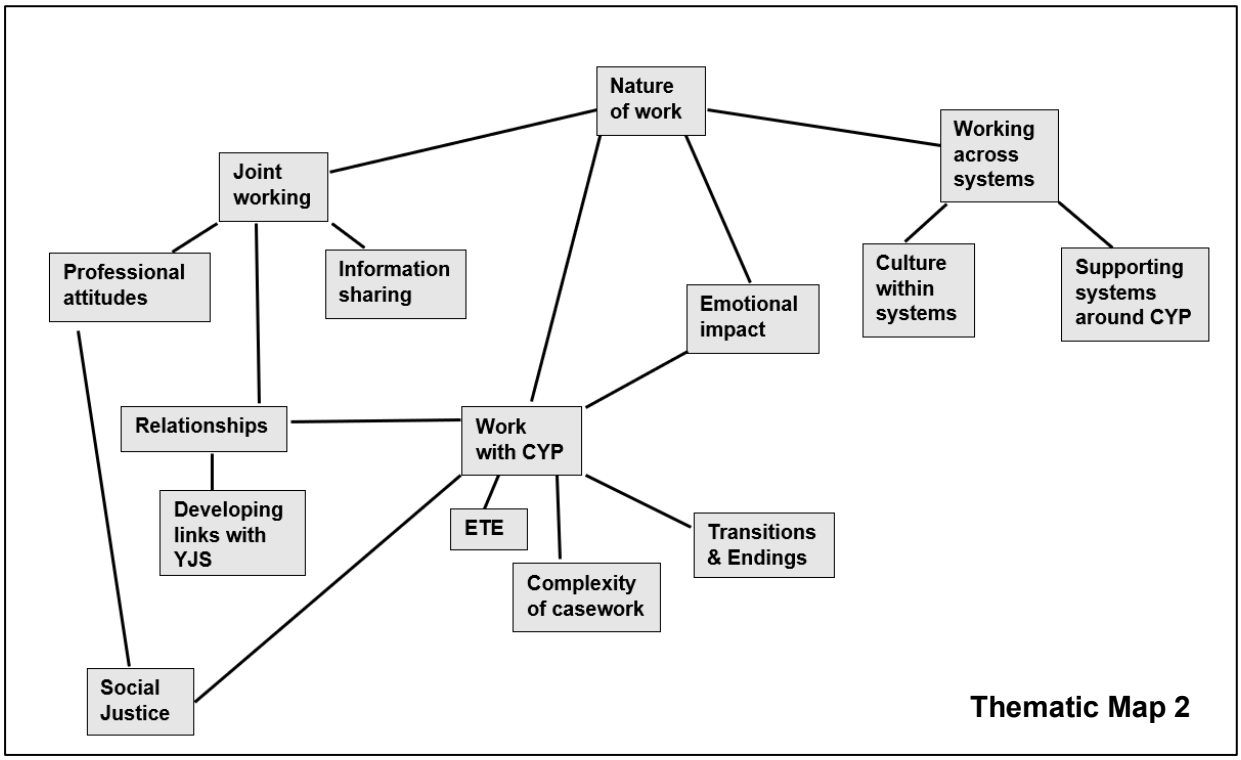
43)Passionate about work / Enthusiasm / Interest	3
44)Rapport building skills	1
45)Realistic expectations around change	1
46)Ability to prove emotional containment	1
47)Ability to promote EP role	1
48)EP Skills - Ability to consult and supervise with staff	1
49)Proactive	1
50)Self-directed	1
51)Knowledge and ability to offer strategies to support CYP	1
52)Ability to make complex information accessible	1
53)Being able to sit with difficulty, complexities, unpredictability, uncertainty	2

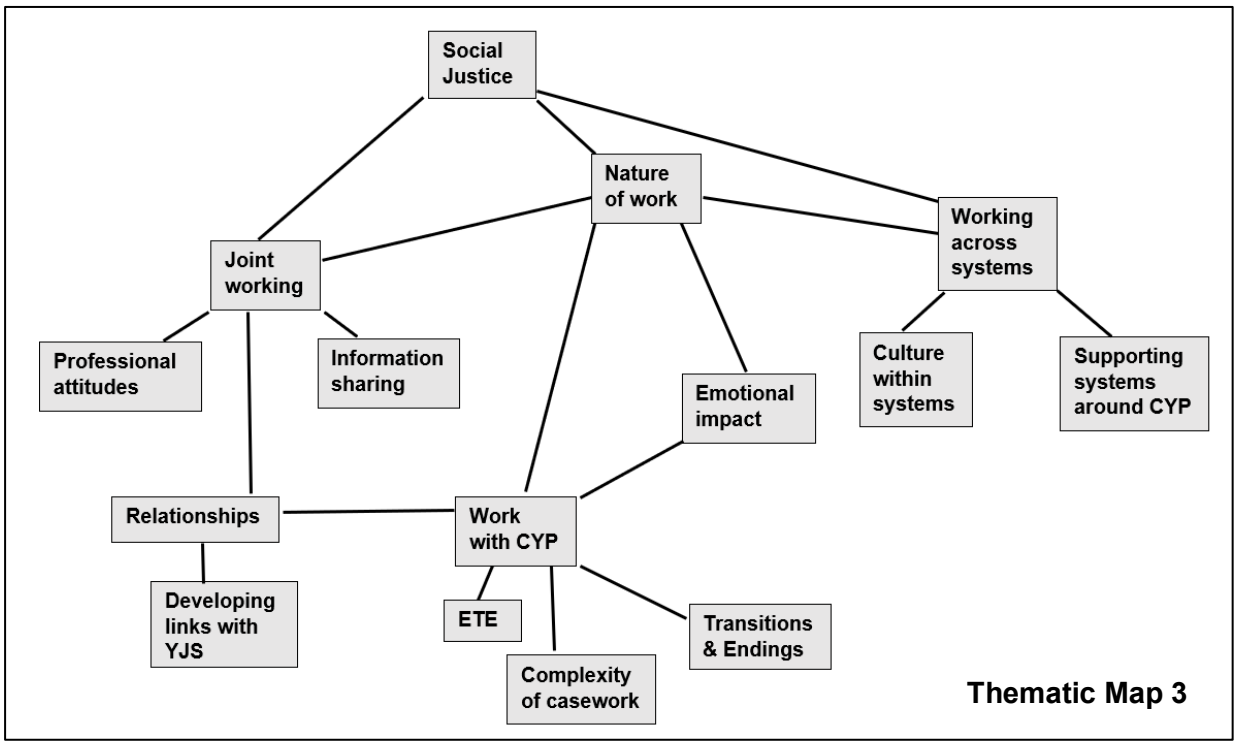
Appendix I Summary of grouped key skills elicited obtained from Online Questionnaire, Question 20

	Skills	Key Skill Number
Group 1: Ability to share and apply psychological knowledge	Knowledge and application of psychology	5
	Psychological Approaches	30
	Psychologically robust practice	32
Group 2: Being adaptable and flexible	Flexibility	3
	Adaptability	4
Group 3: Core EP skills	Supervision	14
	Consultation	15
	Core EP Skills, including consultation, assessment, and formulation	24
	Ability to consult and supervise with staff	48
Group 4: Interpersonal Skills	Empathy	8
	Interpersonal skills	9
	Being approachable	23
	Being relatable	28
Group 5: Ability to understand and navigate YJS system	Knowledge and understanding of YJS	2
Group 6: Enthusiasm, motivation, and passion for work	Motivation	41
	Enthusiasm, passion, and interest in work	43
Group 7: Ability to develop good relationships with professionals and CYP	Good relationships with professionals and CYP	20
	Ability to work with range of professionals	38
	Ability to build rapport with CYP	39
	Rapport building skills	44
Group 8: Resilience	Resilience	
Group 9: Tenacity	Persistence	1
	Ability to manage complexities of work and sit with uncertainty and unpredictability	53
Group 10: Communication Skills	Clear communication	7
Group 11: Ability to make complex information accessible	Ability to make psychology accessible	6
	Ability to make complex information accessible	52
Group 12: Ability to confidently challenge others and hold others to account	Assertiveness / Confidence challenging others and holding others to account	37

Group 13: Ability to consider theories of privilege and power in practice	Recognition of own privilege and knowledge of systemic oppression	17
Group 14: Ability to reflect on and provide support to address wider systemic issues	Ability to reflect on systemic barriers	16
	Strategic skills	21
Group 15: Ability to be creative and innovative	Creativity	11
	Innovative	34
Group 16: Patience	Patience	40
Group 17: Positive thinking	Positive Thinking	42

Appendix J Thematic Maps 2 & 3





Appendix K Key of Initial Themes

Key	
	Range of work completed
	Joint working with professionals
	Working with CYP
	Social Justice
	Supporting systems around CYP
	Maintaining a positive outlook
	Lack of resources
	Integration in YJS Team
	Nature of Work
	Information Sharing
	Complexity of Case Work
	Emotional Impact
	Working across different systems
	Attitudes held by professionals
	Culture within systems
	Relationships
	Transitions / Endings
	ETE

Appendix L Extract of Initial Coding and Themes for Online Questionnaire

Question	Initial Codes	Themes
Q10: What is the most rewarding aspect of your role?	1. Joint working 2. Working with vulnerable groups / CYP 3. Working as part of a multi-agency group 4. Being able to have a different discourse with CYP 5. Supporting identification of "missed" needs 6. Reframing narrative around CYP 7. Support CYP to engage with order and have positive outcomes 8. Working with CYP 9. Supporting case managers / YJS staff 10. Sharing psychology 11. Working flexibly and responsively with CYP 12. Supporting holistic thinking 13. Supporting problem solving 14. Supporting identification of professionals best placed to work with CYP 15. Supporting YJS to support CYP's education 16. Making a difference with marginalised CYP 17. Prioritising CYP's voice 18. Working with case managers 19. Supervising YJS practitioners 20. Joint working with SALT – assessment, training 21. Advocating for CYP 22. Developing therapeutic relationships with CYP 23. Maintaining hope / optimism in difficult situations	**Joint working with professionals / multi-agency work:** • Working collaboratively with key professionals (e.g., YJS staff, SALT) • Hard to promote joint working • Conflicting roles/obligations • High level of professional involvement – diffused responsibility • Not understanding / valuing each other's role • Managing different expectations **Working with CYP** • Person-centred / ensuring CYPs voices are heard • Strengths based • Advocating • Developing therapeutic relationships • Supporting engagement with YJS intervention • Supporting emotional well-being • Developing self-awareness **Social Justice** • Reframing narrative

Question	Initial Codes	Themes
Q11: What are the most challenging aspects of your role?	24. Promoting joint working 25. Managing risk 26. Maintaining optimism 27. Lack of resources 28. Lack of time 29. High turnover in YJS 30. Difficulty engaging with YJS staff 31. Situations change quickly 32. Emotional impact 33. Funding 34. Role not being utilised 35. Lack of integration with YJS team 36. Databases between services are not joined-up 37. Information sharing 38. YJS staff not identifying / understanding full extent of CYPs needs 39. CYP can be difficult to engage 40. CYP can be resistant to intervention 41. Managing disappointment relating to absence of early intervention 42. YJS staff have limited capacity 43. Lack of support available for NEET CYP 44. Merging of two different worlds – education and YJS 45. Complexity of cases 46. Hard to see change 47. Systemic issues – CYP being viewed negatively by professionals 48. Understanding YJS terminology and systems 49. Not directly commissioned by YJS 50. Difficult to find time with staff 51. Conflicting roles / obligations 52. Differences between CJS and education 53. Solitary / lonely work	**Lack of resources** • Time • Funding • High staff turnover **Integration in YJS Team** • Not feeling integrated • Can feel isolated • Difficulty engaging with YJS staff • Hard to find time with YJS staff / staff have limited capacity • Importance of having a physical presence in team **Nature of work** • Unpredictable • Fast paced • Managing risk **Information sharing** • Absence of universal database **Complexity of case work** • Hard to engage • Hard to see change **Emotional Impact of work** • Managing disappointment **Working across two systems** • Need to understand YJS system, including terminologies

Appendix M Extract of Initial Coding and Themes for Focus Group

Topic of Discussion	Transcript Extract	Initial Codes	Themes
Experience of working in YJSs - Challenges	EP1: Uhm... one of the challenges that I've noticed is uhm... the really **high turnover of staff.**.. uhm... in the YJS. Uhm.... I think it's... it's difficult because I think that people in X YJS, so some people are on **temporary contracts,** so might be **agency staff** and sometimes they're travelling quite long distances from where they live. Uhm.... it's also **really stressful work**, and I think that some of the uhm... YJS case managers have backgrounds in social care, and so they might kind of **alternate between YJS and social care** and it's... it's... it can be quite difficult. Like when you're putting initiatives in place. So doing uhm...training workshops, thinking about systemic pieces of work, uhm...even when you're doing a joint piece of casework, like **people can leave within weeks or months.** And there's a **high turnover**. So, we've tried **to support in that area by engaging in induction** and making sure that we **meet people pretty quickly when they come into the service**, uhm... but it is a challenge, although we have noticed there's been some more stability in the management team more recently, which has been good. EP5: I'll just bob in. One of the two major obstacles of working with young people was very **reluctant to engage.** Are very, very **sporadic in terms of their engagement.** And then uhm.... I think with some communities is **definitely a stigma as soon as you mention educational psychology in any sort of involvement or referral, there's a kind of fear of what that involves...**	1) High staff turnover 2) Agency staff / staff on temporary contracts 3) Stressful work 4) Some YJS staff may alternate between YJS and social care work 5) Supporting YJS inductions – meeting new staff promptly 6) Difficulty engaging CYP 7) Stigma associated with EP involvement 8) Not knowing what EP involvement entails (thoughts:	**Nature of work** **Range of work completed** **Complexity of Casework** **Social Justice**

	And from the young people themselves can be **quite cagey** about uhm… *pause* sort of engaging with you, you know, and and kind of **fearful of what you might be trying to do**. So, there's a lot of, kind of PR within that group to try and get us to be just part of the furniture if you like. EP3: Yeah, I could make some comments in terms of where we are at. As I say, we're in our infancy. So, one of the issues that we're finding is, uhm, it's really, uh, the sort of **commissioning** side of things… and the **funding for more direct involvement.** So, we're kind of just, I suppose, through our core funding we're doing our consultation and we're doing our sort of information sharing and sitting on panels and so forth. But the actual, if there's direct work to be done, then that currently for our situation is to be **negotiated with schools.** So… **depending on how much the school wishes to prioritise that particular young person's** need. I should say we've got a buy back kind of agreement with our schools. So then of course you get into the prioritizing of the young person that **we might be saying "ahh they could need some support, we're not quite sure of all of their, you know, the full picture of their strengths and needs"** and so forth, but they might be saying well, actually, you know "this young person is barely in school" and… you know, "might be on the road to exclusion" and actually these others have been prioritized, and so forth. So, there's that challenge, as I say, because of the **nature of our agreement** at, at the present, that is a bit of uh, is a bit of a challenge that we're facing.	could be linked to a lack of clarity around EP role) 9) CYP scepticism / mistrust towards professionals 10) Commissioning 11) Funding for direct work with CYP – currently being negotiated with schools 12)CYPs access to direct work contingent on school's priorities 13)School may not prioritise CYP known to the YJS 14)Nature of agreement with YJS	**Complexity of Casework** **Lack of resources** **Social Justice**

	EP2: Uhm, I… it was interesting, EP1, to hear you say that there's quite a lot of turnover within your service, I think within the YJS that I'm based in, **members of staff are really well established** *pause* And with that has come a little bit of challenge in terms of **trying to think with them about new ideas uhm, and reflect.** Stop and reflect, I think… and **things are really fast moving** within a youth justice service. The work can be **really emotional**. I find it **really emotional to work** there uhm, and... I think that kind **of culture of stopping and thinking and reflecting** sometimes within my service, uhm, is a bit more tricky for **time reasons**, but then I also think kind of a culture, that… In terms of that as well. Uhm, and I suppose the **nature of young people,** uhm, **being moved quite quickly or things changing quite quickly for them**, you sort of will start a piece of work and then, uhm, have to manage if the young person's moved out of London or to a different borough, which can feel **quite frustrating and really difficult.** Umm and I suppose also the nature of **what type of order they're on**. Are they gonna be with us for a couple of weeks? Are they gonna be with us for a couple of months? And trying to think about that alongside their **vulnerabilities**, and **sometimes we'll have children who seem really vulnerable and might benefit from some EP thinking and input. But that are only with us for a couple of weeks**. And I'm only there one day a week. So sometimes the **timing** and, and management of that can be a little bit challenging.	15) Staff in YJS are well-established 16) Well-established staff less receptive / open to new ways of working 17) Things move / change very quickly in YJS 18)Work can be emotive 19)YJS culture – difficulty embedding reflecting / stopping and thinking due to time constraints 20) CYPs circumstances can change very quickly 21)Lack of stability in CYP's placement 22)Difficult to work with CYP on shorter orders, particularly when they have a higher level of vulnerability 23)Frequency of time spent in YJS can be a barrier (e.g., once a week)	**Attitudes held by professionals** **Nature of work** Emotional impact **Culture within systems** Emotional impact **Relationships**