

“How can they still be person centred and face the law?”
An exploration of Educational Psychologist’s views of
person-centred working within one Youth Offending
Team

Nicola Palmer

Doctorate in Educational Psychology (EdPsyD)

University of East Anglia (UEA)

The School of Education and Lifelong Learning

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Abstract

Educational Psychologists (EPs) have become accustomed to working in a person-centred way with many championing person-centred working (PCW) approaches in their day-to-day practice (e.g., DfE, 2015). One area in which EPs have a key role to play is within youth offending team (YOTs) (Ryrie, 2006). Youth justice board (YJB) guidance has recently promoted a child first agenda (YJB, 2019; 2021a), which on the surface at least aligns to PCW. However, a dichotomy exists between PCW and the youth justice system (YJS). The following study uses a case study methodology and semantic deductive thematic analysis to explore EPs' views (n=6) of PCW in one local authority YOT. It aims to identify some of the barriers and facilitatory factors to PCW within the YOT context, as well as how the EP can further support PCW. The findings support existing literature in that PCW sits within a continuum. Further, whilst the findings show several barriers exist for working in this way, they also reflect the opportunities of PCW in a YOT context. These factors will be discussed in relation to the inclusion of YOCYP and set within the limitations of this study.

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Contents

| | |
|--|-----------|
| ABSTRACT | 2 |
| CONTENTS | 3 |
| LIST OF TABLES AND FIGURES | 6 |
| TABLES..... | 6 |
| FIGURES..... | 6 |
| ACKNOWLEDGEMENTS | 7 |
| APPENDICES | 8 |
| GLOSSARY | 9 |
| SYSTEMS AND ORGANISATIONS | 9 |
| PROFESSIONAL TERMS..... | 10 |
| INDIVIDUALS | 13 |
| AREAS OF NEED..... | 13 |
| ACADEMIC TERMS..... | 14 |
| ABBREVIATIONS | 16 |
| CHAPTER 1 - LITERATURE REVIEW | 18 |
| INTRODUCTION TO LITERATURE REVIEW..... | 18 |
| INTRODUCTION TO RESEARCH AREA | 20 |
| THE YOUTH JUSTICE SYSTEM IN CONTEXT | 21 |
| <i>Re-positioning the YJS towards becoming child first</i> | <i>22</i> |
| <i>The YJS on becoming trauma-informed</i> | <i>23</i> |
| THE CHILD AND THE YJS..... | 24 |
| <i>The maintenance of social perceptions and disbanding of childhood</i> | <i>25</i> |
| <i>Additional needs and disadvantage amongst YOCYP population</i> | <i>26</i> |
| <i>The interplay between exclusion and the YJS</i> | <i>28</i> |
| THE RIGHTS OF CHILDREN IN THE YOT | 29 |
| PARTICIPATION AND ENGAGEMENT | 31 |
| <i>Terms of engagement amongst YOCYP.....</i> | <i>32</i> |
| PERSON CENTRED WORKING..... | 34 |
| <i>PCW principles and tools</i> | <i>35</i> |
| <i>The effectiveness of PCW.....</i> | <i>36</i> |
| <i>The views of those delivering and experiencing PCW.....</i> | <i>37</i> |
| EP ROLE WITHIN YOT..... | 39 |
| <i>The EP and PCW in YOT.....</i> | <i>41</i> |
| SUMMARY | 42 |
| RATIONALE, AIMS AND RESEARCH QUESTIONS..... | 43 |
| CHAPTER 2 - METHODOLOGY | 45 |
| INTRODUCTION..... | 45 |
| COVID-19 CONTEXT | 46 |
| ORIGINAL RESEARCH PROJECT DISCUSSION | 46 |
| BEING A REFLEXIVE AND REFLECTIVE PRACTITIONER..... | 47 |
| ONTOLOGY & EPISTEMOLOGY..... | 49 |
| CASE STUDY METHODOLOGY | 54 |
| DEDUCTION OR INDUCTION..... | 56 |
| QUALITY CRITERIA | 57 |
| ETHICS | 60 |
| <i>Respect.....</i> | <i>60</i> |

| | |
|--|------------|
| Scientific integrity..... | 61 |
| Social responsibility..... | 61 |
| Maximising benefit and minimising harm..... | 61 |
| REFLECTIVE EVALUATION OF PILOT..... | 62 |
| PROCEDURES..... | 62 |
| Context..... | 62 |
| Participants..... | 63 |
| Methods..... | 63 |
| Data analysis..... | 64 |
| CHAPTER 3 - FINDINGS..... | 66 |
| YOCYPs INTERACTION WITH THE YOT..... | 69 |
| The impact of the YOCYP's family context and additional needs in accessing the YJS and YOT processes..... | 69 |
| The objectives and knowledge of YOT practitioners influences their holistic view of the child.... | 74 |
| The socio-political factors impacting YOCYP outcomes..... | 78 |
| Protective factors impacting on YOCYP outcomes..... | 82 |
| Summary:..... | 85 |
| SYSTEMIC FACTORS IMPACTING ON YOT SERVICE DELIVERY..... | 85 |
| Multiagency working and professional relationships..... | 85 |
| Time resources inhibit effective working with YOCYP..... | 88 |
| YOT practitioner's background and the role definition of EPs within YOTs..... | 90 |
| Summary:..... | 97 |
| THE ROLE OF POWER..... | 98 |
| The legal system is a hierarchical system with a discourse of authority and control | 98 |
| YJS and YOT processes can inhibit YOCYP participation..... | 103 |
| Influence of power dynamics in a YOT context..... | 110 |
| Summary..... | 115 |
| PCW IN THE YOUTH OFFENDING CONTEXT..... | 115 |
| The experiences and perceptions of those involved with PCW..... | 116 |
| The efficacy of PCW within the YOT and vulnerable YOCYP context..... | 119 |
| Opportunities and restrictive factors of PCW as an approach in a YOT context..... | 125 |
| Summary:..... | 134 |
| THE EP ROLE IN SUPPORTING YOT..... | 134 |
| Systemic role of the EP in YOT..... | 134 |
| The EPs role in YOT with YOCYP and their families..... | 139 |
| Summary:..... | 142 |
| CHAPTER 4 - CONCLUSION..... | 143 |
| HOW DO EDUCATIONAL PSYCHOLOGISTS VIEW PERSON CENTRED WORKING IN ONE LOCAL AUTHORITY YOUTH OFFENDING TEAM?..... | 143 |
| Child first or person-centred working?..... | 144 |
| Moving towards a PCW continuum..... | 145 |
| Barriers and facilitating factors of working in a person-centred way within a youth offending context..... | 147 |
| How might person centred working be further supported by the EP? | 149 |
| Application to practice..... | 150 |
| LIMITATIONS AND REFLECTIONS..... | 153 |
| CONCLUDING COMMENTS..... | 156 |
| REFERENCES..... | 157 |
| APPENDIX..... | 191 |
| APPENDIX A - LITERATURE TABLE..... | 191 |
| APPENDIX B – ROLE SPECIFICATION..... | 306 |
| APPENDIX C - ETHICS FORM AND APPROVAL CERTIFICATE..... | 307 |
| APPENDIX D - ORIGINAL STUDY RESEARCH PROPOSAL..... | 325 |

| | |
|--|-----|
| APPENDIX E - STAGES OF ANALYSIS, EXAMPLES OF ANALYSED DATA & CODE DOCUMENTS..... | 340 |
| STAGE ONE: <i>Transcription and Search for Initial Meaning and Patterns</i> | 340 |
| STAGE TWO: <i>Initial Coding</i> | 345 |
| STAGE THREE: <i>Searching for Themes</i> | 367 |
| STAGE FOUR: <i>Thematic Review</i> | 386 |
| STAGE FIVE and SIX: | 390 |
| APPENDIX F - INTERVIEW SCHEDULE | 398 |
| APPENDIX G - THEMATIC MAP..... | 399 |
| APPENDIX H – CONCESSION REQUEST CONFIRMATION..... | 400 |

List of Tables and Figures

Tables

Table 1 – Search terms

Table 2 – Quality criteria

Table 3 – Research questions

Table 4 - Theme and research question and proposition links

Table 5– Barriers and facilitating factors to person centred working established from this study

Table 6 – Role of the educational psychologist

Figures

Figure 1 - Trauma recovery model

Figure 2 - Ontological domains

Figure 3 - Mechanism's map

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Appendices

Appendix A - Literature table

Appendix B - Role specification

Appendix C - Ethics form and approval certificate

Appendix D - Original study research proposal

Appendix E - Stages of analysis, examples of analysed data & code documents

Appendix F - Interview schedule

Appendix G - Thematic map

Appendix H - Concession request: Doctorate in Educational Psychology Thesis
Format

Glossary

This is a list of terms and abbreviations used throughout this thesis. I have provided definitions so that it is clear what I am referring to throughout the document. I have also noted any abbreviations which are used throughout the thesis in bold italics. They are arranged into categories for ease.

Systems and Organisations

Criminal Justice System (CJS) – the adult legal system (18+). There is a statutory distinction between ‘young adults’ (18-20) and adults (20+) within this.

Guidance – advisory documents which outline ways in which YJS agencies can deliver evidence-informed practices. For example, the YJB’s Enhanced Case Management Guidance 2020, which has a core focus on trauma-informed practices.

Policy– these are made at a local level and usually, but not always, based on more global principles and standards outlined by organisations such as governing body and how these relate to the local context.

Standard – in respect of this study, the YJB outlines minimum standards which must be met by local YJS agencies, including YOTs. The purpose is to optimise outcomes for CYP and provide consistent, high-quality services. Such standards are underpinned by laws, such as the Crime and Disorder Act 1998. For example, the YJB Standards 2019.

Youth Justice Board (YJB) - The YJB is a non-departmental public body, established by the Crime and Disorder Act 1998. The YJB oversees the YJS and associated processes on behalf of the Governments of England and Wales.

Youth Justice System (YJS) – the legal system concerned with CYP, aged 17 or under. Section 37 (1) of the Crime and Disorder Act 1998 establishes that the principal aim of the YJS is “to prevent offending by children and young persons.”

Youth Offending Team (YOT) – a multi-agency team within a LA which is overseen by the YJB. YOT work with CYP who have offended or are at risk of offending, through the use of specialist programmes, interventions, crime prevention and court orders.

Professional Terms

AssetPlus – AssetPlus is an assessment tool used with CYP involved with the YOT. It was developed by the YJB to provide an ongoing, holistic, assessment and intervention plan. It focusses on the professional judgement of the practitioner and is said to enable individualised plans which improve outcomes for CYP.

Desistence – is a term used to describe how someone may move away from crime and re-offending.

Diversion - The Diversion Programme is an early intervention initiative which, whilst its exact nature varies across local authorities, aims to prevent persistent offending behaviour, and limit the number of CYP in custody.

Enhanced Case Management (ECM) – ECM is a formulation process supported by a practitioner psychologist which outlines developmental factors which might be impacting on the CYPs current presentation.

First time entrants (FTE) – This is the term given to an individual who has entered the YJS for the first time having received their first reprimand, warning, caution, or conviction. This data is held centrally by the police on the police national computer. It does not include penalty notices for disorder, other types of penalty notice, cannabis warnings and other sanctions given by the police.

Person-Centred Planning (PCP) – PCP are specific tools through which PCW can be delivered. Typically, they take the form of a multi-agency meeting, some examples mentioned are:

- **Personal Futures Planning (PFP)** - an explorative process into a CYPs talents, gifts, skills, passions, goals and what a good life looks like. It is independently facilitated and recorded using words, graphics and/or pictures (Mount, 1987).
- **Essential Lifestyle Planning (ELP)** – a tool to understand how a CYP wants to live and work out how to make it happen. The process is centred around the CYP, their family, and those who care for them (Smull & Harrison, 1992).
- **Making Action Plans (MAP)** - uses process and graphic facilitation to create a shared vision of a positive future for CYP and their family. MAPs ask the child to imagine different futures and how to move towards these using their own strengths, interests, and capacities (Vandercook, York & Forest, 1989).
- **Planning Alternative Tomorrows with Hope (PATH)** - draws on a person's most hopeful futures and to plan backwards from the future vision or dream, to the present. It allows focused listening, creative thinking, goal setting and alliance building (Pearpoint, O' Brien & Forest, 1993).
- **Person-Centred Review (PCR)** – a trained facilitator helps the CYP and their nominated support network, to explore what is important to the CYP's future. It focuses on a process of core questions which moves from what is and is not working well, through to an action plan which can be implemented immediately to achieve short to medium-term objectives. All attendees are invited to share their views, with an emphasis on the CYP (Hammond & Palmer, 2018; Sanderson & Lewis, 2012).

Person-Centred Working (PCW) – PCW is an ethos and philosophy underpinned by core characteristics and guiding principles, including (Hammond & Palmer, 2018 pp.4; DoH, 2001; Dowling, Manthorpe & Cowley, 2006; Sanderson & Lewis, 2012):

- the focus person is directly involved in making decisions about his or her life.
- power is shifted from professionals and services to the focus person.
- the focus person is supported in reaching his or her aspirations by supporters.
- the interaction is inclusive, for example, using jargon-free language, visual and interactive elements, and offering a choice of recording methods, such as writing or drawing, using the person's own skills. Values and choice are central to the process, to create a greater sense of ownership and independence.

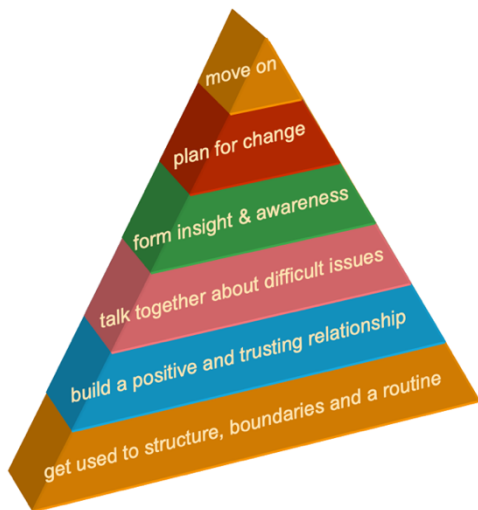
- social inclusion is promoted by identifying access to community activities and positive relationships, to reduce inequalities.

Referral Order (RO) – a community-based sentence, often used for FTEs (10-17) who plead guilty. The CYP will usually have to attend an independently chaired panel where the CYP must agree to a contract of rehabilitative and restorative foundations in order to complete their sentence.

Restorative Justice (RJ) – This provides an opportunity to the victim and/or other parties involved in the offence to come together with the CYP in order to agree how to make amends.

Trauma Recovery Model (TRM) - TRM is a framework (Figure 1) for practitioners to guide young people through change (Skuse & Matthew, 2015). Constructed as a hierarchical process, it is supposed CYP must move through the stages before they are ready to receive interventions aimed at desistance from crime.

Figure 1: Trauma recovery model (YJB, 2017)



Youth Offending (YO) – This term refers to offences that are committed specifically by CYP.

Individuals

Child or Young Person (CYP) – This term refers to a child or young person, that is anyone under the age of 18.

Educational Psychologist (EP) – a protected title for use exclusively by HCPC registered psychologists. In this study, the EPs work at least half a day a week in the YOT.

Young Offender Child or Young Person (YOCYP) – This term refers to any young person who is involved with the youth offending team. This may be because they are at risk of YO, or because they have committed an offence and are being supported through the court system. This term is not intended as a label, rather a collective noun which encompasses any child who has been in contact with and/or is involved with the YOT. It is a move away from the label of ‘young offender’ which I did not feel was appropriate to use, or fully met the criteria for the young people I am referring to.

Youth Offending Team Practitioner (YOT Practitioner) – This term refers to professionals who are employed by the YOT and work directly with YOCYP.

Areas of Need

Additional Needs – Unless otherwise specified, this is a broad term used to describe any need the YOCYP may experience above and beyond the norm. This includes socio-political needs, complex family background, additional learning and/or language needs, diagnostic labels, etc.

Adverse Childhood Experiences (ACE) – This term refers to stressful events which occur during childhood that directly affect the CYP (e.g., child maltreatment) or affect the environment in which they live (e.g., growing up in a house where there is domestic violence). They can be a single event, prolonged threats or breaches of, the young person’s safety, security, trust or bodily integrity (Boullier & Blair, 2018; PHW, 2015).

Special Educational Needs and Disability (SEND) – This is a broad term referring to needs in relation to a CYPs learning. It refers to CYP who have a learning disability/difficulty and/or a broader disability.

Social Emotional Mental Health Need (SEMH) – This term refers to a CYPs' needs in relation to their social interactions, emotional awareness and regulation and their mental health. Generally, this term refers to a CYP who is struggling with their behaviour, emotional well-being and/or social interactions and relationships.

Academic Terms

Dialectic Contradiction – is a term associated with critical realism which relates to:

entities or aspects of a totality such that they are in principle distinct but inseparable, in the sense that they are synchronically or conjecturally internally related, i.e., both ... or one existentially presuppose the other.
(Bhaskar, 1993; Norrie, 1996, p.4)

It also relates to ideas which are in conflict:

Elements are in dialectical contradiction where one premise cannot be satisfied save at the expense of another to which it is internally related. In this situation, 'a system, agent or structure, S, is blocked from performing with one system, rule or principle, R, because it is performing with another, R1.'
(Bhaskar, 1993; Norrie, 1996, p.4)

In this thesis it is discussed in relation to PCW and the law.

Epistemology – is the questioning of how we know what we know or how we determine what form knowledge takes.

Methodology – is based on what the researcher claims to be reality and what it is possible to know (e.g., ontology and epistemology). In this thesis, a Case Study methodology is used to guide how questions are framed, through to data collection and analysis methods.

Ontology – is the philosophy of existence or reality. It questions what reality is, what can be known, and how we categorise these realities.

Abbreviations

| | |
|---------------|--|
| ACE | – Adverse Childhood Experience |
| AEP | – Association of Educational Psychologists |
| ADHD | – Attention Deficit Hyperactivity Disorder |
| BPS | – British Psychological Society |
| CJS | – Criminal Justice System |
| CoP | – Code of Practice |
| CYP | – Child or Young Person |
| ECM | – Enhanced Case Management |
| EP | – Educational Psychologist |
| EPS | – Educational Psychology Service |
| FTE | – First Time Entrants |
| HCPC | – Health and Care Professions Council |
| IPA | – Interpretive Phenomenological Analysis |
| LA | – Local Authority |
| MAP | – Making Action Plans |
| PATH | – Planning Alternative Tomorrows with Hope |
| PCP | – Person Centred Planning |
| PCR | – Person Centred Review |
| PCW | – Person Centred Working |
| PTSD | – Post Traumatic Stress Disorder |
| RJ | – Restorative Justice |
| RO | – Referral Order |
| SEMH | – Social Emotional Mental Health Need |
| SEN(D) | – Special Educational Needs (and Disability) |
| SCT | – Social Control Theory |
| SDM | – Social Development Model |
| TRM | – Trauma Recovery Model |
| YJB | – Youth Justice Board |
| YJS | – Youth Justice System |
| YO | – Youth Offending |
| YOCYP | – Young Offender, Child, or Young Person |

YOT – Youth Offending Team

YOT Practitioner – Youth Offending Team Practitioner

UEA – University of East Anglia

UNCRC – United Nations Convention for the Rights of the Child

Chapter 1 - Literature Review

Introduction to Literature Review

A Literature Review evaluates books, peer reviewed articles, theses and other sources relating to research and theory in a particular area of interest. It aims to provide a critical description and summary of existing literature (Fink, 2019). There are several types of literature review for example an integrative review, methodological review, systematic review, meta-analysis, theoretical review, and narrative review (Baumeister & Leary, 1997; Ferrari, 2015; Kysh, 2021; USC, 2021). Each type has a different purpose, is conducted in different ways and can take varying amounts of time.

Narrative reviews tend to form a vital part of empirical articles and theses (Baumeister & Leary, 1997; Ferrari, 2015). However, a literature review can be a methodology in its own right, and this is where many available studies focus (Baumeister & Leary, 1997; Ferrari, 2015; Snyder, 2019). For example, systematic reviews and meta-analysis, tend to take a more quantitative approach; rely on pre-formulated questions (Ferrari, 2015); are aimed at testing hypotheses (Baumeister & Leary, 1997); are incredibly time intensive (Kysh, 2021); and when used as a methodology, will include their own methods and procedures section, thus essentially forming an entire paper with its own conclusions (Baumeister & Leary, 1997; Ferrari, 2015; Kysh, 2021; Snyder, 2019). Conversely, a narrative literature review tends to be more general. These types of review align well to qualitative research (Kysh, 2021); link existing theory together to form topics for the argument; and serve as a hypothesis generating exercise (Baumeister & Leary, 1997). Whilst both have their strengths and limitations, neither will be able to evaluate the whole topic area fully, gaps will always be present (Collins & Fauser, 2005):

The majority of review articles are narrative rather than systematic. Narrative reviews generally are comprehensive and cover a wide range of issues within a given topic, but they do not necessarily state or follow rules about the search for evidence (Collins & Fauser, 2005, p.104)

The following chapter aligns to a narrative review, as the study is deductive and relies on exploring existing theory to guide and generate the research questions (Baumeister & Leary, 1997; USC, 2021). As the review here intends to underpin the analysis and conclusions as part of an empirical study, a narrative review felt most appropriate:

The primary problem is that the narrow focus and prescribed methods of the systematic review do not allow for comprehensive coverage (Collins & Fauser, 2005, p.103)

However, to enhance transparency and rigour, a documented account of literature searches, search terms, date ranges and exclusions are provided (see table 1). Appendix A also shows a summary of key literature used in this study and, whilst not exhaustive, demonstrates early thinking.

Table 1: Search terms

| | |
|-----------------------|--|
| Search terms | youth offending/youth crime/juvenile delinquency/youth justice/YOT <i>and</i> educational psychology/ educational psychologist/education/additional needs/SEN(D)/SEMH/mental health/language needs/trauma/challenging behaviour <i>and</i> person centred/person centred working/person centred practice/person centred planning/person centred reviews/PATH |
| Date range | 1994-2021 |
| Search engines | Ebsco, google scholar, youth justice resource hub |

| | |
|-------------------|---|
| Exclusions | <p>Any studies relating to specific offences (e.g., drugs, violence, and theft) as these papers tended to focus on the <i>offence</i> and the type of remedial sentence or intervention. The crime-specificity involved meant these papers were too broad in scope. (This does not include YJS official statistics)</p> <p>Any studies which were not reported in the English language.</p> |
|-------------------|---|

This review is organised thematically and concludes with a summary which marries existing theory with the rationale for the current study.

Introduction to Research Area

Person-centred working (PCW) is central to recent legislative changes (e.g., DfE, 2015). Further, guidance set out by the Youth Justice Board (YJB, 2019; 2021a) advocates for a *child first* approach. This, notionally at least, aims to prioritise achieving outcomes in the best interests of the child by recognising individual needs, potential, and rights. This strength-based ideology sits within a collaborative, empowering and stigma-reducing framework. Yet, the criminal justice system (CJS) itself, is largely at odds with this PCW philosophy. For example, the CJS is rooted in strong historical and political traditions, as well as cultural expectations of the legal system, which are fundamentally punitive (Foucault, 2007; Jakson, 1980; Norrie, 1996).

Children and young people (CYP) within the Youth Justice System (YJS) (referred herein as YOCYP) - are often marginalised both educationally and socially (Yates, 2010). Given YOCYPs engagement or exposure to the risk of becoming involved in criminal activity, they can often become embroiled in a system which may not recognise the underlying needs of their presenting behaviour. For example, it is well documented that YOCYP often have comorbid learning, language, medical and/or social needs (Fyson & Yates 2011; Yates, 2006; Yates 2010). This, in turn, could exacerbate such needs and subsequently lead to future (re)offending behaviours (McAra & McVie, 2007). As such, it becomes imperative that the voices of YOCYP are heard and any underlying needs identified and met early. Whilst this is arguably a role well suited to the educational psychologist (EP) working within a Youth

Offending Team (YOT) (Hill, 2013), YOTs are under no statutory obligation in this respect.

This review considers the role of the YJS and its interface with YOCYP. The paper will then go on to explore PCW before concluding with the role of the EP within YOT and their role in PCW.

The Youth Justice System in Context

YOTs were first established in 1998 following the Crime and Disorder Act and sit within the broader YJS. The YJB provides guidance on how YOTs are set up and run (YJB, 1998; 2004; 2005; 2008; 2013; 2018a; 2018b; 2018c; 2019; 2020a; 2021a; 2021c). For example, there is a statutory requirement for YOT to partner and co-operate with the local authority (LA), police, probation, and health services (YJB, 2013). There are also statutory minimum staffing requirements, which must include probation, police, health, social work services and a person who is experienced in education (YJB, 2013, p. 11). Yet, there is little direction as to who would fulfil such role and no explicit mention of a psychologist.

Since its inception YJB policy has been subject to continuous change, new initiatives, and organisational shifts (Haines & Case, 2018). Yet, the drivers for change, tend to be built around political rhetoric – from New Labour's '*being tough on crime, and the causes of crime*' (Reiner, 2007, p.4) to the construct of '*hug a hoodie*', a Labour spin on the now infamous Tory speech to The Centre for Social Justice in 2006 (Cameron, 2006). This has led to confused directions and narratives being created (Case & Hampson, 2019). Other contextual factors such as austerity measures have created further gaps between policy ideology and service delivery (Drake, Fergusson & Briggs, 2014; Haines, & Case, 2018; Stahlkopf, 2008). As such, it is unsurprising that a disjointed sense of focus and approach has emerged within the YJS as a whole and between YOTs (Case & Hampson, 2019; Haines & Case, 2018; Smith & Gray, 2019). This has led many to revert to traditional approaches of managing those at risk of offending behaviour (Deloitte, 2015; Hampson, 2018). Thus, the cultural and organisational shifts required to embrace a child first philosophy will be challenging (Case & Hampson, 2019).

Re-positioning the YJS towards becoming child first

Coming into contact with the YJS has shown to increase the likelihood of YOCYP engaging in (re-)offending behaviour (Haines & Case, 2018; McAra & McVie, 2007). The stigma created by the construct of a justice system or social deviance – whether offending behaviour has taken place or not – acts to further exclude YOCYP who are already likely to be on the fringes of social marginalisation (Cross, Evans & Minkes, 2002; Emler & Reicher, 2005; Smith, 2017; Yates, 2012). Further, any underlying needs, such as learning or emotional, may be exacerbated (Haydon, 2014). Thus, creating a vicious cycle which can become progressively more difficult to break. In order to tackle this, it has been recognised that drawing on protective factors beyond the YJS would be beneficial (HMG, 2019; PHE, 2019). To explore this further, the public health initiative CAPRICORN was developed. This collaborative approach aims to address stubborn health and social issues facing YOCYP (PHE, 2019) by taking a holistic, whole system approach underpinned by trauma informed practice and improved information sharing between agencies.

In 2014, the Welsh YJB was the first to progress towards the principle of *children first, offenders second* (YJB 2014, p. 4). In doing so, the focus shifted towards prioritising a holistic view of YOCYP, identification and support of social, emotional, and mental health needs (SEMH) and participation. The aim being that a system which promotes a child-friendly approach is more likely to reduce stigma, reduce (re)offending and achieve positive outcomes for YOCYP (Case & Haines, 2015). This approach was considered successful, on the basis that first-time entrants (FTE) and re-offending rates fell, whilst educational attainment increased (Byrne & Brooks, 2015; Haines & Case, 2015; Case & Hampson, 2019). More speculatively, these studies concluded that YOCYP rights were upheld, and family relationships were also improved, though quite how this judgement was made given that very little primary data was collected from these groups, is unknown. This is somewhat ironic, considering the project's claim of putting children first; though it does reinforce the difficulties inherent to changing an established system and culture. Nevertheless, this initiative did pave the way for the English YJB to introduce its own 'child first' approach (YJB, 2019; 2020a; 2021a).

Seen as a positive move to reforming the YJS (Case & Haines, 2020), a child first approach to offending or risky behaviour is a little oxymoronic. For example, it is difficult to establish quite how a YOCYP might be put first when, ultimately, they may have to attend court and be handed a consequence for their behaviour (Case & Haines, 2020). Regardless of this theoretical ambivalence, the YJB 2021- 2024 strategic plan (YJB 2021a) remains consistent in it emphasises on taking a child-focussed, developmentally and trauma informed, inclusive and strength-based approach to practice within YOTs. Helpfully, this plan includes a focus on organisational and systemic improvements through a new workforce development strategy (YJB 2021a; 2021c).

The YJS on becoming trauma-informed

In addition to its child first agenda, the YJB have introduced the idea of an Enhanced Case Management (ECM) when working with the most complex YOCYP (YJB 2020a). The ECM is based on the trauma recovery model (TRM) (Skuse & Matthew, 2015) and underpins the consultation, formulation, and intervention planning for YOCYP (YJB 2020a). ECM is designed to complement the child first model, recognising the YOCYPs context, prioritising developmental needs and taking a psychologically informed approach to consultation, formulation and adapting interventions (YJB, 2020c). The YJB explicitly mention the importance of involving a psychologist. The role of this person, who the YJB have curiously supposed should be a 'clinical' psychologist, is to support with case formulation, review and management as well as offer clinical supervision to YOT colleagues (YJB, 2020a).

The reception to ECM from YOTs has generally been positive. Notably, YOTs have felt they have benefited from knowledge of trauma informed practice, increased multi-agency working and a broader understanding of YOCYPs needs (Glendinning, Ramon Rodriguez, Newbury & Wilmot, 2021). Moreover, YOT practitioners valued the support of a psychologist within their team (Glendinning et al., 2021).

Yet, despite this drive for change and the optimistic steps taken, the embodiment of being child first through collaborative agency working remains a challenge. That is, whilst the rhetoric and positive pilot outcomes are useful, it is unclear how the ideology might come to fruition. With such regular guidance updates and changing

political agendas, YOTs are often left with confused views as to which approach should be taken. For example, a recent review into the YJS highlighted that despite a shift in language and philosophy, practice does not simply follow suit and the YJB need to do more than simply publish new standards and protocols (Bateman, 2020). The challenge of addressing wider contextual issues, including trauma, is far more complex than taking a child first approach with the adversity faced by YOCYP often precluding involvement with the YJS or YOT (Bateman, 2020; Haines & Drakeford, 1998).

The Child and the YJS

CYP tend to be construed as either objects of concern or as a source of fear, a perception which originates from the 17th century (James & James, 2017). In turn, this causes a sense of ambivalence in how we construe CYP and childhood (James & James, 2017). On one hand, as an object of concern, CYP are seen as vulnerable and in need of 'looking after'. However, this can lead to oppression and having their rights overlooked, particularly by those in power (Cross et al., 2002). Alternatively, in being a source of fear, CYP are seen as problematic to a respectable adult society (Pearson, 1983). For example, society are often fearful of CYP partaking in anti-social behaviours, such as drinking or smoking in public places. This has led childhood to be considered in more negative terms, leading to a discourse of control, correction, and custody (Cross et al., 2002) which can be seen in the history of governmental reforms concerning the YJS.

In this sense, YOCYP have been seen and treated as if their actions are akin to being *miniature adults* (Haines et al., 2020, p. 1), who are accountable for their behaviour. Certainly, approaches to reducing re-offending behaviour (or desistance as it is referred to in CJS literature), have reflected this belief. However, as Haines et al. (2020) argues, YOCYP by virtue of their developmental differences, are more likely to be impulsive in their decision-making (Haines et al., 2020). This point has underpinned much debate, including the age of criminal responsibility (Yaffe, 2018). Moreover, this dichotomy creates ambivalence amongst YOT practitioners who are both required to report relatively minor misdemeanours (such as a known YOCYP smoking cannabis) – thus, treating them as miniature adults in need of

consequences – and being child first (such as offering them counsel or alternatives to their behaviour) – thus, treating them in a more developmentally appropriate manner (Eadie & Canton, 2002; Trotter, 2015).

The maintenance of social perceptions and disbanding of childhood

It can be argued that the ambivalence typically felt by YOT practitioners is also reflected within the wider YJS. The French anthropologist, Claude Levi Strauss' seminal book, *The Savage Mind*, is notable in what was to become the philosophical stance known as *structuralism*. Strauss (1962) considered the world to be hierarchically structured. This structure being dependent on the human experience, cultural norms, values, beliefs, and systems. Taking a structuralist view of YOCYP and YJS, we might consider how entrenched views of childhood and deviance inform the way society assumes we must deal with such behaviour. Indeed, the YJS of England and Wales, has hierarchical structures to deal with varying degrees of deviant behaviour. For example, Diversion is a voluntary programme for YOCYP who are at risk of offending or who have been caught engaging in anti-social behaviour. Whereas a Referral Order (RO) is issued by a court and is typically focused on Restorative Justice (RJ) approaches (YJB, 2018c). At the other end, a custodial sentence may be given for more serious crime. This hierarchy is an example of how offending behaviour is determined and interplays with history, politics, and law (Jakson, 1980; Norrie, 1996). For example, it is argued that those in power (e.g., politicians) and who have access to appropriate resources (e.g., the media) drive power discourse which underpin public perception and the policies aimed at controlling sub-groups of people (Foucault, 2005), in this case YOCYP.

Historically public perception has been that young people are responsible for the majority of crime and that youth courts are too lenient (Mattinson & Mirrlees-Black, 2000). This, undoubtedly, plays an important role in YJS reforms, policy and, ultimately, treatment of YOCYP (Allen, 2002; Scott, Reppucci, Antonishak, & DeGennaro, 2006). Though change from the predominantly punitive YJS is afoot (DCSF, 2008; YJB, 2019; 2021a), there remains structural barriers created by adult-driven agendas, which largely, disempower and blur the lines between child and adulthood. For example, as discussed, YOCYP are more likely to (re)offend, by virtue of contact with the YJS. So, whilst the drive is to deal with YOCYP out of court

and in a child first manner (YJB, 2019; 2021a) the trajectory, in some cases, is already set. A trajectory which, as yet, has little regard for needs or voice, in a system which remains largely undifferentiated from that designed to deal with adults.

Additional needs and disadvantage amongst YOCYP population

Additional needs are disproportionately over-represented amongst the YOCYP population. For example, it's widely considered that around 60% of YOCYP have some degree of communication and/or language need (Heritage, Virag & McCuaig, 2011; Newman, Talbot, Catchpole & Russell, 2012). As such, a large proportion of YOCYP could be considered vulnerable within a system which relies heavily on understanding and expression of language (e.g., interview questions, processes, and information materials). This suggests that YOCYP may require some assessment which identifies and meets need, so as to enable them to participate fully within the YJS and with associated professionals (Nolan, 2018). In respect of preventative measures, it has been argued that the failure to identify such needs prior to a CYP becoming involved with the YJS, could in itself be a risk factor for later offending behaviour (Newman, et al., 2012).

In respect of learning needs, owing to a lack of definition it is unknown how such difficulties are recorded, if indeed they are recorded at all. For example, intellectual disabilities and specific learning needs are not differentiated and thus it is possible that such needs could be under-represented or overlap with other (un)identified need (Talbot, 2009). Similarly, the adult offender population shows that 34% of those in custody and part of an adult learning programme, had a known learning need (DfE, 2021). However, this figure may well be much higher as not all those in custody will opt to participate in learning programmes or have their needs assessed. Further, it is not known how many of these adult offenders were previously involved with the YJS, thus no firm conclusions can be drawn from these figures alone. Yet, whilst the exact number of YOCYP with a learning need is unknown, research in this area suggests it is disproportionately higher than the general population (McKenzie et al, 2012).

Neurodiverse and mental health differences are also notable amongst those serving custodial sentences. Moreover, such differences often implicate executive function skills, such as inhibition control, attention, and emotional regulation (Malloy-Diniz,

Miranda, & Grassi-Olivira, 2017). For example, a recent study found that around one in ten young males in custody had depression and one in five had a diagnosis of ADHD (Beaudry, Yu, Långström & Seena Fazel, 2021). In addition, one in four and one in five young female inmates respectively, had identified depression or PTSD (Beaudry et al., 2021). And mental health difficulties in prisons are on the rise (National Audit Office, 2017). Thus, one could argue that underlying needs manifest as offending behaviour which is met with discipline rather than support.

Whilst some of these figures derive from adult populations, the link to CYP is evident. For example, some studies have suggested that unresolved disruption in early attachment can later be expressed through mental ill-health and a neurodiverse presentation including emotional regulation difficulties, impulsivity, and hyperactivity (e.g., Cavallina, Pazzagli, Ghiglieri, & Mazzeschi, 2015; Mikulincer & Shaver, 2012). Thus, whilst there is no established causal link, such adverse childhood experiences (ACEs), are known to be risk factors in later life disruption (PHW, 2015). Therefore, early identification of needs as well as intervention with and engagement of YOCYP by YOT and allied services, is critical in reducing the likelihood of YOCYP becoming trapped within the YJS/CJS (Barrett, Byford, Chitsabesan & Kenning, 2006).

Another, significant risk factor for YOCYP is their socio-economic background, family history and experience of trauma (Yates, 2012). This is important for two reasons, first, the impact this will be having day-to-day on the YOCYPs' SEMH needs (Moran et al., 2017; Perry, 2009; PHW, 2015). Secondly, as forementioned, the impact trauma can have on developmental and neurological differences, such as cognitive function and impulse control (Evans, Kennedy, Skuse & Matthew, 2020). Both of these are likely to impact on a YOCYPs ability to make and maintain relationships, emotionally regulate, develop inhibition control and manage anxiety (Perry, 2009; Moran et al., 2017; Schofield & Beek, 2014). As such, YOCYP are likely to benefit from professionals who can adopt a nurturing approach, with a focus firmly on relationship building (Biggart, Ward, Cook & Schofield, 2017). Unfortunately, such contexts are often unavailable to YOCYP, meaning needs can often go unmet (Gray, 2016).

The interplay between exclusion and the YJS

Educational and social exclusion is a common theme for many YOCYP, with involvement with the YJS only exacerbating the issue (Emler & Reicher, 2005). In fact, it has been suggested that the most socially disadvantaged CYP make up the majority of the YJS offender population (Duran-Bonavila, Vigil-Colet, Cosi & Morales-Vives, 2017; Yates, 2012). This is only exacerbated by the innumerable range of additional needs YOCYP present with (Fyson & Yates 2011; Yates, 2006; 2010; 2012). Further, social exclusion often negatively impacts on SEMH and one's sense of belonging (Creaney & Smith, 2014).

It is notable that those CYP who, pre-YJS, are exposed to social and educational exclusion, may already have strained relationships with or ambivalent views of authority figures (Emler & Reicher, 2005). Whilst not all CYP who experience early adversity will go on to be involved with the YJS/CJS, it is a risk factor (Boullier & Blair, 2018). Becoming part of the YJS may, therefore, lead to self-fulfilling prophecy and deviant behaviour becoming a protective factor, as they have found others unreliable (Emler & Reicher, 2005). Indeed, the most common offences committed by YOCYP is violence against a person and theft (YJB, 2021b). Both offences could be considered hostile or volatile towards others, whilst at the same time preserving or protecting oneself. Over time, it is plausible to suppose that without appropriate support – especially in respect of redressing any underlying needs – this could become a circular issue (e.g., Beaver, 2011; Fiske & Taylor, 1991). Thus, solving exclusion in all its forms could be considered critical in preventing CYP entering the YJS in the first place.

One approach is RJ (Creaney & Smith, 2014; Emler & Reicher, 2005). This aims to bring together the victim and the YOCYP, to explore and restore harm caused. RJ is most effective when the YOCYP acts positively on behalf of the wider community, such as agreeing to repair damage caused or engaging in community service (McCold, 2000). However, the implementation of RJ is difficult to achieve (Crawford & Newburn, 2013). For example, YOCYP are often on the margins of their community before involvement with the YJS, thus consideration is needed to what community we are trying to reintegrate the YOCYP back into (Crawford & Newburn, 2013). As Emler and Reicher (2005) argue, YOCYP may also be victims themselves,

which brings in questions of legitimacy of a RJ approach, which calls for mutual respect in order to achieve the best outcomes (Crawford & Newburn, 2013).

Education, including a YOCYPs' exclusions and access to, tend to be an area of weakness for YOT practitioners. Instead, the focus is often on individual traits and deficits (Gray, 2005). It has also been suggested that those who are socially excluded or already involved with the YJS, are most likely to leave formal education at the first opportunity, and least likely to enter employment (Emler & Reicher, 2005; Hayden, 2008). Further, research has shown that education, particularly literacy and numeracy skills, improve a CYPs' chances of gaining employment and reduces the risk of (re-) offending (Hurry et al., 2010; Lipsey, 1995). With an estimated 35-45% of YOCYP being supervised within the community in education, employment, or training (YJB, 2005); the evidence is somewhat overwhelming in terms of YOT practitioner's needing skills and knowledge in education, as well as social needs, YOCYPs' histories and exclusions. In fact, educational exclusion is a risk factor for (re-) offending behaviour (Berridge et al., 2001).

Conversely, education can be considered a protective factor for YOCYP (Hayden, 2008). A fact, that many YOCYP have identified themselves, is an important part of breaking the cycle of criminal behaviour (DfES, 2006, p. 26). Whilst there remain many barriers and risk factors, early intervention through and within education remains the best predictor of positive outcomes (Hayden, 2008). Unfortunately, the more excluded the YOCYP feels from school or the community, the less likely they are to have their views heard and become rejecting of the system (Lown, 2005). Indeed, such a sense of belonging is a building block of self-esteem (Borba, 1989).

The Rights of Children in the YOT

The United Nations for the Convention on the Rights of the Child (UNCRC) (United Nations, 2018) enshrines guiding principles to the rights of CYP which should be incorporated within practices, laws, and procedures of ratified nations, of which the UK is one. Two notable examples are that the best interests of the CYP should be prioritised and that CYP have the right to be included in any decision affecting their lives. In England and Wales, this has most recently been reflected in the person-centred ethos harnessed by the revised special educational needs and disabilities

Code of Practice (SEND CoP) (DfE, 2015). The UNCRC also includes marginalised groups, such as YOCYP. In this respect, the UNCRC sets out rules to ensure, for example, that YOCYP are treated with dignity and respect, receive a fair trial and that they understand the YJS (Article 40, United Nations, 2018).

However, as already discussed YOCYP are potentially cognitively, developmentally, and emotionally vulnerable (Evans et al., 2020), which may pose a barrier for their inclusion in decision making (Forde, 2018). In addition to this, the status of a YOCYP within YOT, often means they are done *to*, rather than *with* (Case & Haines, 2015, p. 236). Thus, it begs the question as to how much a YOCYPs' voice will be heard in a confused system, and at what point, does an adult's decision take precedence. Though, perhaps, it is never quite possible to be entirely CYP focused. For example, professional responsibilities, ethical codes, and legal obligations must consistently be balanced against the child's wishes – e.g., safeguarding (Bennett, 2016). Indeed, whilst the YJB highlights that the child's interests and welfare are paramount (YJB, 2021a), where does a YOT practitioner stand in hearing that a YOCYP wishes to continue to smoke class A drugs because it makes them feel better. This is not only illegal, but detrimental to their health, therefore a YOT practitioner holds a duty of care to safeguard that YOCYP – which ultimately may be against their wishes (Trotter, 2015). It is, then, perhaps more reasonable, and ethical to name that YOCYP are systematically disempowered by the YJS and other systems, such as education (Allen, 2016; Cross et al., 2002). This means, it may well be practically impossible for them to become involved in decision making, beyond tokenism, especially in a YOT context.

Hollingsworth (2013) argues that whilst CYP retain foundational rights, such as access to education, health care and having their psychological needs met, it is the state's responsibility to protect these rights and ensure CYP can access the necessary provision in order for them to become autonomous adults. Yet, as a CYP cannot do much to influence the availability of these foundational rights, they are solely reliant on adults to do this on their behalf (Hollingsworth, 2013). Thus, at its worst, overlooking a CYP's foundational right and so, failing to understand their needs, could be considered symptomatic of a neglectful state. It is notable, within YOT, there remains a need to include and respond to the voice of YOCYP through

policy and action. In turn, this could go some way to improving relationships and increasing positive outcomes (Drake et al., 2014).

Whilst ensuring the rights of CYP should be routine, as discussed, it can be a contentious issue. This is magnified in the context of YOTs, as quite often YOCYP attend without choice and as part of a punitive measure for deviant behaviours. Others may argue, for example, that not taking action against YOCYP could be detrimental to the rights of others, e.g., the victim, or if indeed the YOCYP 'deserve' to have their voice heard owing to their offending behaviour (Hart & Thompson, 2009). Thus, perhaps there is need for a transparent balance between what is negotiable and what adult boundaries remain to ensure everyone's safety (Hammond & Palmer, 2018; Norwich & Kelly, 2006).

What is important is ensuring that YOCYP can have their voices heard and it to be explicitly acknowledged that the YJS, by its very nature, can be a disempowering system for YOCYP to navigate; leaving them voiceless and excluded from key decision-making processes (Bateman, 2020). However, even hearing the voice of YOCYP falls on a continuum, from consulting YOCYP with little effect on change through to involving them with real systemic change. If such inclusion began early and continued proactively, then those YOCYP with risk factors, such as underlying SEMH, may feel less excluded within their community (Jelly, Fuller & Byers, 2013). By doing so, we may go some way to prevent the cycle of exclusion-offending starting.

Participation and Engagement

It is widely acknowledged that participation and engagement are key factors in promoting positive outcomes for YOCYP (Prior & Mason, 2010; NYA, 2011). As YJB guidance states, YOTs should:

Encourage children's active participation, engagement, and wider social inclusion. All work is a meaningful collaboration with children and their carers.
(YJB, 2021a, p. 11)

Though the terms participation and engagement are often used interchangeably in the literature, and are poorly defined (Trivasse, 2017). The UNCRC refers to participation as an ongoing process in which CYPs' views are given mutual respect and taken into account when developing processes which impact upon them (UN, 2018). Hart (1992) proposed the ladder of participation. A staged approach, this model moves from tokenism (such as, paying lip service to children's views) through to shared decision making with a CYP. Although frontline professionals should take steps to increase meaningful participation of CYP (Shier, 2001), it is recognised that systems are generally not set up in a way that allows the voice of CYP to be embedded within their structures (Hellawell, 2017). Thus, policy makers must do more to provide clearer guidance on the avenues for, and limitations to, YOCYP participation in practice. By not acknowledging such limitations, alongside possibilities, could be considered unethical (Slack, 2003). As such, YOCYP are often considered to have participated simply by engaging with an activity and fulfilling their, potentially legal, obligation (Creaney, 2020; Trivasse, 2017), whereas in practice this amounts to non-participation (Hart, 1992). Such 'participation' has been argued to have at least some negative bearing on (re-) offending behaviours and, thus, further exclusion (Creaney, 2020; User Voice, 2011).

Engagement, on the other hand, bears greater psychological focus – that is, on the YOCYP having a sense of belonging and inclusion – as well as the behavioural elements of participation (Willms, 2003). Engagement can, therefore, be said to develop through active participation, where the YOCYP feels valued, heard and subsequently, develops a sense of belonging (Trivasse, 2017).

Terms of engagement amongst YOCYP

YOCYP are often considered hard to reach as they can present as disengaged or rebellious towards the support offered (Case, Lorenzo-Dus & Morton, 2021). Yet, this simplistic view places the problem within child and so, the cycle of a punitive YJS continues. But what might happen if we reframe the problem. Day (2013) offered the phrase terms of engagement when working with hard-to-reach parents. Placing engagement within a social context, the author suggests a number of factors impact on a person's ability to engage. Many of these barriers are typically shared by the YOCYP population, such as the lack of positive relationships to key collaborators

(e.g., parents/carers, schools, and YOTs) and underlying additional needs. Given the nature of such barriers and the duty of adults to secure foundational rights (Hollingsworth, 2013), the onus is on the professional to be flexible in their approach (Prior & Mason, 2010).

The importance of YOCYPs' participation and engagement is, therefore, paramount in empowering them to make positive choices (Hurry et al., 2010; Lipsey, 1995). For example, where participation and engagement has been effectively implemented within YOTs, improvements have included reduced incidences of (re-) offending and increased self-esteem and motivation (Creaney, 2014; User Voice, 2011). Yet, given the above, one cannot assume that a system, such as school or YOT, which proclaims to be child-centred, is in fact adopting practices which promote either participation or engagement (Allen, 2016; Freire, 1996). Of course, whilst processes such as student councils may exist, these sit within a system often not set up to allow for genuine and tangible child-driven change (Hammond & Palmer, 2018). Indeed, YOCYP or those with challenging behaviour are frequently left out of such processes yet are most likely to benefit from them (Pomerantz, Hughes & Thompson, 2007). Therefore, recognising power distribution and any imbalances which exist between YOCYP, and adults might be the first step to making bigger cultural change. However, power distribution between CYP and adults will always be marked by some degree of power imbalance (Billington, 2006) and this in itself could prove problematic to participation and engagement of YOCYP (Hellawell, 2017; Smithson & Jones, 2021; YJB, 2008).

Despite this, research shows a YOCYPs' participation and engagement with their YOT practitioner positively impacts outcomes (NYA, 2011). And whilst new strategic plans from the YJB in 2021 attempts to become child first, prior studies suggest the YJS have some distance to go in making this routine (Hart & Thompson, 2009). For example, engaging YOCYP over prolonged periods of YOT intervention, given their often complex and turbulent home lives, is challenging. Nevertheless, if a YOT intervention's goal is to reduce long-term offending behaviour then compliance is imperative (Robinson & McNeill, 2008). Thus, the starting point for intervention must be a holistic understanding of the person (Bottoms, 2001; Robinson & McNeill, 2008). Moreover, despite the YJB's child first rhetoric, the gap between policy and

practice can be very difficult to bridge (e.g., Hammond & Palmer, 2018; HoCEC, 2019; Palikara, Castro, Gaona & Eirinaki, 2018).

Thus, we return to the issue of power and the purpose of any CJS, which is to protect, punish and rehabilitate. Whilst a YOCYPs' approach to intervention may seem non-compliant (Creaney, 2020), this removes context and increases a within-person deficit (e.g., Case et al., 2021; Franks, 2011; Smithson & Jones, 2021). As a result, participation and engagement is likely to remain limited (Smithson & Jones, 2021). On the other hand, where a YOCYP has a positive relationship with their YOT practitioner, marked by their respect, care, consideration and a person-centred approach – that is, power is redistributed as far as possible through undue positive regard – enabled capacity building within the YOCYP and outcomes improved (Glendinning et al., 2021; McNeill, 2006; Phoenix & Kelly, 2013; Rogers, 1957; Trivasse, 2017). Such a relationship may then pave the way for more meaningful, person-centred plans, whereby the YOCYPs' strengths and any underlying need is understood and met (Case et al., 2021; Prior & Mason, 2010).

Person Centred Working

PCW has its origins in a humanistic paradigm which emphasises choice, growth, and constructive fulfilment (Rogers 1951) and encompasses tenets of equality, empowerment, and collaboration (Sanderson, 2000). Humanistic paradigms in the helping professions places an emphasis on the relationship between professional and person, framed within three cornerstones of congruence, unconditional positive regard and empathy (Mearns & Thorne, 2007).

PCW movement originated in North America in 1979. PCW foundations were set within an agenda for social change, where equality within and between communities was championed and people were seen as unique with the ability to share and learn from each other (O'Brien & O'Brien, 2002). In the UK, PCW began to infiltrate frontline practices amongst professionals who worked to the clear values and principles of the person-centred movement (Thompson, Kilbane & Sanderson, 2007). However, the majority of the literature focuses on its use in social care and with adults, or young people transitioning into adult services (Sanderson, 2000), with limited research into its uses in education and with CYP (Hammond & Palmer,

2018). Today, PCW is more readily identifiable in government agendas, such as the SEND CoP (DfE, 2015). Yet, much like within the YJS, one should not be misled in believing policy translates into practice (Hammond & Palmer, 2018).

PCW principles and tools

At its heart, PCW is concerned with normalisation, social model of disability, dismantling of institutionalisation, an inclusion agenda and revival of an unsatisfactory approach to planning, particularly for those with additional or special needs (Sanderson, Kennedy, Ritchie & Goodwin, 1997). Moreover, PCW holds that every person, regardless of any additional or differences in need, as a valuable and unique contribution to society (Hammond & Palmer, 2018; Wolfensberger, 1995). However, there is no one consensus on what exactly PCW is, or a definitive definition. As such, it cannot be assumed that all the literature into PCW measures the same thing.

Nevertheless, Hammond and Palmer (2018) describes PCW as a collection of tools and processes which are designed to enable a focus person (e.g., CYP) to become autonomous in planning their own futures. This core objective is, in turn, underpinned by shared principles (Hammond & Palmer, 2018; DoH, 2001; Dowling et al., 2006; Sanderson & Lewis, 2012), such as:

- The person is explicitly and directly involved in making their own life decisions.
- Power is acknowledged and proactive attempts are made to redistribute it from professionals to the person.
- The person's aspirations are supported by their network and community. This is achieved through a variety of mechanisms, such as involving the immediate support network and identifying community-based opportunities which promote positive relationships and the reduction of social inequality.
- Interaction when using PCW is inclusive with differentiations made to communication, recording methods and other aspects.
- The person and their own skills, values and choices are at the centre of the processes. The aim is to create a deep sense of ownership and enable independence.

PCW incorporates a number of specific person-centred planning (PCP) tools. These are varied, used for different purposes, and sit under the umbrella of PCW, they include: Personal Futures Planning (Mount, 1987), Essential Lifestyle Planning (Smull & Harrison, 1992), Making Action Plans (MAPs) (Vandercook et al., 1989), Planning Alternate Tomorrows with Hope (PATH) (Pearpoint, et al., 1993) and Person-Centred Review (PCRs) (Sanderson & Lewis, 2012; Hammond & Palmer, 2018).

Whilst these PCP tools and PCW principles more broadly have been used in a wide range of settings, the literature on its use with CYP remains limited. Thus, it has been difficult to establish long-term, large-scale successes of PCW; yet small change is notable (Ratti et al, 2016). Whilst some have argued that small, individual changes, are a prerequisite for larger, systemic or cultural change (Hammond & Palmer, 2018), it is also important to consider change as relative to the person.

The effectiveness of PCW

It is generally accepted that PCW is most effective when attempts to effect change are delivered in a supportive, inclusive, and optimistic way (Hughes, Maclean & Stringer, 2019). Without such characteristics, change – especially within the culture or systems within which the person lives – can be slow or, at worst, stagnant (Hammond & Palmer, 2018). For example, whilst those facilitating PCP tools may exercise their best endeavours, many report issues with getting agencies to attend meetings, matching the approach to the person, time resources, adults struggling to shift to a strengths-based agenda, and maintaining the fine line between being person-centred and person-led – with this being a particular challenge when working with CYP who may be overwhelmed by the degree of control offered by PCW (Hammond & Palmer, 2018; White & Rae, 2016; Kaehne & Beyer, 2014; Corrigan, 2014). Such factors require consideration and resolve before PCW is used.

Yet, for individuals, the impact of PCW has a far more optimistic outlook. For example, PCW has been found to increase community participation and collaboration, equalise power imbalance, allow for the person (and their family) to have their voices heard and glean insight to the CYPs' strengths and needs (Hammond & Palmer, 2018; Ratti et al, 2016; White & Rae, 2016; Corrigan, 2014;

Kaehne & Beyer, 2014). In respect of life transitions, which reflects a large proportion of the PCW literature (with a focus on specific PCP tools), such approaches have been found to improve social interaction, foster greater engagement, and enhance learning outcomes (McCausland, Murphy, McCallion & McCarron, 2019; Corrigan, 2014). However, most of the literature discusses the immediate reflections following PCW. Little attention is given to the long-term reflects of PCW, specifically PCP, and the impact this may or may not have had on the CYPs' future (e.g., were actions followed up?).

The views of those delivering and experiencing PCW

The supposed theoretical benefits of PCW actually contain very little by way of the CYPs' views about their experiences or outcomes (Wood et al., 2019; Corrigan, 2014). In respect of outcomes, some have argued that PCP tools are little more than tokenistic with limited involvement from service users or real-world impact (Claes et al., 2010). There is often limited understanding amongst those using PCW approaches, which can lead to confusion, anxiety, and poor engagement (Wood et al., 2019; White & Rae, 2016; Bristow, 2013). So, whilst PCW has become a fashionable turn of phrase, spurred on by national changes, such as the Children and Families Act 2014 and associated SEND CoP (DfE, 2015), engaging with these approaches, does not necessarily translate to best practice. As Fox (2015) once said, *it is helpful to recognise that you can simultaneously do no harm without doing any good* (p. 387). Indeed, how do we know whether something is person centred or not if we have not asked the focus person (i.e., the child), this is something largely overlooked in PCW literature.

Many studies have shown, PCP tools tend to rely on the skills and knowledge of the facilitator in how they make the space supportive, inclusive, and containing (Wood et al., 2019; Hammond & Palmer, 2018; White & Rae, 2016; Corrigan, 2014; Bristow, 2013). This suggests that facilitators require additional support and training at the onset of managing specific PCP meetings in order to feel confident and optimise the experience of the person (Bristow, 2013; Corrigan, 2014; Hughes et al., 2019). In addition, literature around PCW/PCP often adopts a case study methodology, as such its transferability relies of similarity of context. We know that in order for PCW to be most effective it relies on a PCW ethos (Taylor-Brown, 2012), by virtue, those

who engage in this way of working tend to align to this philosophy. As such, literature may be positively skewed towards those who already have a positive bias towards PCW.

Yet, despite these omissions, studies have found that a variety of PCP tools, including MAPs, PATHs and PCRs, have been reviewed highly by parents and others, as a positive, inclusive and child-centred process (Hammond & Palmer, 2018; Philip & Brown, 2017; White & Rae, 2016; Kaehne & Beyer, 2014; Bristow, 2013; Sanderson & Lewis, 2012; Hayes, 2004). Taylor-Brown (2012) found that CYP preferred PCW approaches over traditional methods. The reasons for this cited, the rebalance of power and greater opportunities to participate (Taylor-Brown, 2012). Moreover, the inclusion and proactive participation of the CYP often leads to a greater sense of autonomy, leading to increased motivation and confidence (Wood et al., 2019). This is a similar picture for those CYP who may be considered marginalised by way of exclusion from educational or social circles (Bristow, 2013); an important consideration to bear in mind for the YOCYP population (Emler & Reicher, 2005). In Bristow's study, they found PCP improved CYPs' relationship to their families, education setting and society more broadly (Beveridge, 2004; Fan & Chen, 2001), which might be helpful in the YOT context.

Yet, PCW is complex and hard to define. Therefore, it is not always simple to attribute which part of a PCW or PCP tool achieved the desired outcome (Claes et al., 2010). Further, PCW is an umbrella term, others may argue that as long as the fundamental ethos of being person-centred is applied then it should be experienced in this way (Hammond & Palmer, 2018; Bristow, 2013; Fielding, 2006). Wilkins (2001), describe their approach to work as being person-centred. This involved not only outward expressions of PCW, but also inward reflections of how they might be relating to themselves, their own position to power, and their own needs and strengths. In this respect, the mechanisms which allow PCW to be experienced could be said to be contextual. That is, it is dependent on the professional facilitator, system, tool of choice, and focus person themselves, amongst other factors. Thus, understanding the mechanisms to PCW is a good starting point in considering the pre-requisites of implementation in the YOT.

EP Role within YOT

Many EPs are familiar with and routinely use PCW approaches implicitly or explicitly in their practice. Thus, coupled with other arguments in this paper so far, it would seem reasonable for an EP to be included within a YOT. A study by Farrell et al. (2006) found that only 39% of Educational Psychology Service (EPS) worked with their local YOT. Further, many studies suggest that collaboration between EPS and YOTs would be beneficial (e.g., Hill, 2013; Farrell et al., 2006; Ryrie, 2006; Twells, 2018). Yet, there is no explicit framework for how the EP might best support YOTs (Parnes, 2017; Ryrie, 2006; Wyton, 2013).

One reason for this may be that the role of the EP is misunderstood (Hammond & Palmer, 2021; Parnes, 2017; Ryrie, 2006; Ashton & Roberts, 2006). This may not be wholly surprising, considering that the role is broad and ever changing (e.g., Boyle & Lauchlan, 2009; Lee & Woods, 2017). Some have argued that this confusion is down to how practitioners chose to work (Fox, 2003). Nevertheless, the skills of the EP are diverse and, as studies have found, highly adaptable to a range of settings. For example, EPs can be found in mental health teams, social care, education provision, and YOTs to name a few (Hill, 2013).

Given the extent and complexity of needs many YOCYP present with, EPs would arguably make a valuable contribution. Two key factors, as forementioned, are **1.** YOCYP are at a much greater risk of exclusion and becoming hard to reach (Pomerantz et al., 2007; Ryrie, 2006), meaning **2.** their interaction with YOT may be the first opportunity to have any underlying needs explored (Haines & Case, 2018; McAra & McVie, 2007), many of which will need developmental differentiation (Glendinning et al., 2021). The EPs' knowledge and understanding of multiple systems within which YOCYP live, could prove an important asset in both incorporating a child first agenda within a YOT systemically (e.g., Parnes, 2017; Ryrie, 2006) and working to reduce exclusions of this vulnerable group, through the identification of need, use of strength-based and person-centred approaches (McKenzie et al., 2012; Ryrie, 2006; Sowerbutts, Eaton-Rosen, Bryan & Beeke, 2019; Twells, 2018; Wyton, 2013).

Despite this promising outlook and the EPs training focusing almost exclusively on the application of psychology with CYP and their families (Hammond & Palmer, 2021), the EP within YOT has been somewhat overlooked. The ECM provides a good example, whilst the YJB recognise the importance of a psychologist in YOTs (YJB, 2020a), the understanding of what EPs can offer, appears somewhat limited:

Clinical psychology was the chosen discipline for ECM because the psychologists are trained in formulation, can weigh up the risk the child might present to themselves or others, identify whether the underlying problem is mental illness, learning disability, autism, attachment and trauma related or a combination of these. They routinely receive clinical supervision. (YJB, 2020a, p. 11)

As the YOT psychologist specification shows (see Appendix B), there is arguably more that unites us as psychologists, than divides us (Hammond & Palmer, 2021b). Yet, there exist other possible explanations to the mixed picture of EP involvement within YOTs. Parnes (2017) points out that YOCYP are already known to many professionals and, as such, having an EP undertake direct work with them is not necessarily helpful. Thus, this provides a different and, perhaps, more desirable role for the EP in the form of consultation and supervision (Fallon, Woods & Rooney, 2010). Indeed, whilst YOT workers tend to have the expertise of the YJS, there is a notable gap in their knowledge of additional and special needs, exclusion, trauma and allied systems, such as education (Twells, 2018; Wyton, 2013). Thus, the benefits of supervision for YOT practitioners, another skill within the EPs capabilities, around such issues, is noteworthy (Glendinning et al., 2021; Ball & Connolly, 2000; Hayden, 2008).

Clinical supervision is already embedded within the ECM which suggests the importance of space for YOT practitioners to reflect and manage their own wellbeing and casework (Glendinning et al., 2021; Parnes, 2017; Taylor, 2014). The flexibility of supervision models means many EPs can be responsive to the needs of the individual YOT practitioner, with a focus on clinical rather than management themes (Scaife, 2013). In addition to direct one-to-one supervision, psychologists are also familiar with person-centred, group-based problem-solving approaches, such as

Circle of Adults (Newton, 1995) and Solution Circles (Forrest & Pearpoint, 1996) which, again, has been considered a useful function of a psychologist within a YOT (Beal, Chikokoa, Ladak, 2017; Wyton, 2013).

Finally, in respect of interventions, it is acknowledged that YOT practitioners will often focus on the type of offence committed and deliver a programme which is adult-centric, participation limiting and pseudo-psychological (Haines & Case, 2018). Conversely, the EP is well-equipped to provide personalised interventions with a focus on PCW principles (Collins, 2019; Wyton, 2013). With this, the EP has a role in helping to shift traditional perceptions of YOCYP from the within person deficits, to healthier narratives of childhood situated within rich contexts with the aim of unsticking barriers to finding sustainable solutions for YOCYP (Wyton, 2013).

The EP and PCW in YOT

The drivers within current YJB policy (2019; 2021a), in principle, could be argued as being similar to the principles of PCW. For example, strengths-based, future focused, emphasis on relationship building, individualised support and gaining a holistic view of the child. However, like any new approach there is little evidence to show this is yet fully embedded in practice (Bateman, 2020).

A thorough scan of literature on PCW within a YOT context returned zero results. However, an analysis of available evidence to support a child first approach within the YJS is available (see Case & Browning, 2021). Whilst this report does well to summarise a number of empirical studies upon which a child first approach is based, its focus is on criminological theory and factors, primarily Social Control Theory (SCT) (Hirschi, 1969), the Social Development Model (SDM) (Catalano & Hawkins, 1996; Hawkins & Weis, 1985) and Labelling Theory (Becker, 1963; Lemert, 1951). Case and Browning (2021) argue that SCT is the most evidence-based criminological theory available, and forms the basis for further models, such as the SDM. Elements of SCT are concerned with self-empowerment and later developments of the original, recognise the importance of a person's emotional capacity (e.g., Containment Theory, Reckless, 1961) and social bonds (e.g., Hirschi, 1969). Thus, the child first report (Case & Browning, 2021), whilst acknowledging

social factors, still places much focus, fundamentally at least, on issues of power and control from the state, systems, and adult agenda. Importantly, overlooking well-founded concepts of PCW set within psychological and sociological theory. It is, therefore, suggested here that psychology has much to contribute moving towards a richer, far more person-centred approach, to a child first agenda.

In respect to PCW, EPs can contribute an enormous amount of experience and knowledge to the YJB's agenda and, perhaps more importantly, to the practice within YOTs. For example, in the last ten years alone, EPs have led the way in demonstrating evidence-based PCW practices (see, Bristow, 2013; Greenwood & Kelly, 2017; Hammond, 2015; Hughes et al., 2019; Hammond & Palmer, 2018; Newton, Wilson, & Darwin, 2016; White & Rae, 2016; and Wood, et al., 2019; for examples). In respect to EPs in YOT contexts, there are some studies, such as Ryrie (2006) who show the potential of EPs supporting YOT - using approaches which would broadly be considered person-centred - leading to positive outcomes for YOCYP. However, further research into how PCW might be applied in a YOT context is essential.

Most YOCYP will have their own hopes and dreams, a vision of doing well at school and in society as an adult; yet unfortunately many find systematic barriers insurmountable (Pomerantz et al., 2007; Twells, 2018). PCW and PCP tools offer the opportunity to look forward and begin to re-shape the narratives created by others and the YOCYP themselves (Bristow, 2013; Twells, 2018; White & Epston, 1990).

Summary

Despite PCW being embedded in government legislation it is yet to be embedded within practice, particularly in regard to YOCYP (Palikara et al., 2018). When considering the complex and unique needs of YOCYP, PCW could make a significant contribution (Barrett et al., 2006). Something that has recently gained explicit recognition (YJB, 2019a; 2021).

This review has highlighted the unique challenges faced by YOCYP and that understanding their context is key. Such an approach is likely to bolster participation and engagement, help build positive relationships with key adults, and lead to a

greater sense of belonging and inclusion. In turn, the most appropriate intervention can be identified, thus improving long-term outcomes for the YOCYP (e.g., Trivasse, 2017; Phoenix & Kelly, 2013; Gray, 2005).

EPs are well placed to promote and support the implication of PCW and its ethos. By virtue of such, EPs could have a critical role in supporting a tangible, evidence-based, child first approach (YJB, 2021a). The EPs' knowledge of systems and complex needs also places them in a good position to manage the inevitable challenges which come with such a change. As such, it will be necessary for EPs to remain flexible and consider PCW on a continuum (Hammond & Palmer, 2018), with each tool being non-threatening to the YOT practitioners whilst the chosen tool remains the best match for the individual.

Yet, PCW is a complex ethos. However, it is clear that PCW is, in the main, at odds with the purpose of a YJS. Further, as this review has shown, the success of PCW can depend on factors beyond the tool (e.g., Fielding, 2006). Nevertheless, EPs are well placed to understand both PCW processes and the systematic, group and individual factors that will interplay in the ambitious, yet ill-defined, child first agenda. Thus, exploring the views of EPs who already use PCW with YOCYP within a YOT context, will allow for a depth of exploration of the barriers and facilitating factors EPs might face.

Rationale, Aims and Research Questions

Given the lack of literature in respect of EPs' role within the YOT context and the identified role for a psychologist to support the YJBs inexact ambition to become child first; it is clear that more research is needed to understand the role, barriers and facilitating factors presented to EPs using PCW in a YOT context. The aim of this study is to contribute to the areas outlined and to consider how PCW might be used to further support YOCYP and YOT practitioners. In order to achieve this, this study sets out to explain underlying mechanisms inherent to the delivery experience of PCW by EPs in one YOT and consider how EPs might contribute to the child first agenda.

This study follows a semantic deductive thematic analysis (i.e., theory-driven) based on the following research questions and associated propositions (table 3) (Braun & Clarke, 2006; Yin, 2018):

Table 3: Research question.

| Research Question | | |
|-------------------|--|---|
| 1 | How do EPs view PCW within one LA YOT? | |
| | 1.1 | What are the barriers and facilitating factors of working in a person-centred way within a youth offending context? |
| | 1.2 | How might person centred working be further supported by the EP? |
| Propositions | | |
| 1 | EPs will experience a range of opportunities and barriers to PCW in a YOT/YJS context. | |
| 2 | The YJS will make PCW difficult within a YOT context. | |
| 3 | EPs overarching approach within YOT will include PCW, however this will encompass various different tools. | |

Chapter 2 - Methodology

Introduction

Research design, or methodology, is the thread which links the data collected to the research questions and relevant theory (Yin, 2018). Being explicit about your methodology for qualitative research can lay the foundations for transferability (Yin, 2018). In addition to this, context of research is extremely important in how findings can be understood (Willig, 2013; Yin, 2018), therefore I have attempted to ensure that I have made the context and my thinking clear throughout. I have documented my research design process within this chapter. I have used the term '*I*' where appropriate to highlight important decisions that were made. It is important to be aware of my role as a researcher and to have reflexivity within the process (Braun & Clarke, 2006), thus I have included a reflective and reflexive account of my own position for transparency.

This study is placed within a critical realist epistemology. Owing to a stratified ontology (figure 2), this study aims to identify the mechanisms which allude to the phenomenon being investigated (Bhaskar, 2008; Bhaskar & Lawson 1998; Danermark, et al. 2002; Danermark, Ekström & Karlsson, 2019). Following this thread, I have adopted an explanatory case study methodology, which aims to explore how educational psychologists (EPs) view person-centred working (PCW) within a youth offending team (YOT) context.

This chapter will begin with an overview of the limitations due to the Covid-19 pandemic in the UK at the time of undertaking this study. Further I will set out the evolution of the study including the originally planned project, before providing a rationale for changing to the current study. As well as a reflective and reflexive account to position myself as the researcher, my epistemological and ontological position is also discussed, as is my rationale for using an exploratory case study methodology and thematic analysis. This chapter will also attend to issues such as validity (transferability), reliability (dependability), and ethics. Finally, I conclude with the research procedures and a chapter summary.

Covid-19 context

On the 16th of March 2020 the British Prime Minister gave the advice to “*stop non-essential contact and travel*”, this was quickly followed on the 23rd of March 2020 with a “*stay at home*” order, and a national lockdown (IfG, 2021). This meant that all work was to be completed from home and also included schools being closed. Given this context, as a researcher I had to reconsider my research proposal, as there was no clear timeframe as to when face to face work would resume.

It is important to consider this context from this point onwards as it had direct implications for what I was able to achieve moving forward. It has been recognised by the association of educational psychologists (AEP), that Covid-19 has had a significant impact on training, especially for those in their third year. This includes issues around additional stress, time constraints and trainee safety (AEP, 2020). Similarly, the British Psychological Society (BPS) published additional ethics guidance for research being completed during the global pandemic (BPS, 2020). At the time of writing, I have still had no face-to-face contact with colleagues or schools.

Original Research Project Discussion

My original research proposal (Appendix D) was ready to begin prior to the context of the Covid-19 pandemic. I will briefly outline my original study here, before giving a rationale for the changes made.

I had planned to take a social constructivist epistemological position. This position holds that each person constructs meaning based on their own experience and interaction with their environment, and this creates a unique perspective of the world for each individual. Thus, different meanings can be constructed by individuals about the same phenomenon (Gray, 2013). I had intended to use the methodology Interpretive Phenomenological Analysis (IPA) to explore how young people involved with the youth offending team (YOCYP) experience a person-centred review (PCR) and how they make sense of this experience. Given that, by virtue every PCR should be experienced differently - as it should be centred around that person and their

strengths, wants, and wishes (Dowling et al., 2006; Sanderson & Lewis, 2012) - I was interested in how YOCYP experience those meetings and make meaning out of them.

However, due to circumstances in the UK at the time, the PCRs would have had to have been delivered remotely, which I did not feel would be as meaningful and truly person-centred. In addition to this I did not feel that interviewing the YOCYP remotely would gain the rich data that I would require to complete my analysis (Smith, Flowers & Larkin, 2009). Indeed, nor would it meet ethical guidance around the consideration needed to be given to the persons unique circumstance in the context of the pandemic (BPS, 2020). I felt there were potential added ethical issues with undertaking research with vulnerable YOCYP who were already 'hard to reach' and in a very difficult and stressful position.

Therefore, the difficult decision was made to completely change my research design, ontology, epistemology, methodology, analysis and ethics so that the final research project could be completed remotely. In this sense, I adopted a pragmatic approach to my decision making and needs of the service at the time (Fishman, 1999). As such, I positioned myself as a pragmatic researcher in how I viewed 'the truth' and developed my study based on 'what works' regarding my research questions and methodology (Bryman, 2008b). Therefore, my view on what is the truth, and issues of reality is fluid, and is guided by the research questions (Tashakkori & Teddlie 2003, p. 713).

From this point on, this thesis refers to the study of how EPs view PCW in a YOT context, the barriers and facilitating factors to this, and how EPs might further support PCW. At points I also reflect on the process of adapting my research, documenting my thinking and rationale for the decisions made. I have made it clear by referring to my 'original study' where this is the case, for example when exploring my epistemological and ontological shift.

Being a Reflexive and Reflective Practitioner

Since the post-modernism era qualitative research has grown in esteem (Brinkmann, Jacobsen & Kristiansen, 2014). This shift in thinking and practice has led to issues being raised around ethics, validity (transferability), reliability (dependability) and the purpose of undertaking research (Josselson, 1996). As a researcher who aligns to this philosophy it is important to be aware that my own personal views will have influenced my choice of topic, paradigm, and methodology (Crotty, 1998). Henceforth, bias is an inevitable feature of myself as the researcher, and the phenomena which I am investigating will be filtered through my own subjective understanding (Wittgenstein, 1953).

Therefore, in order to engage with being a reflexive and reflective practitioner I am outlining here my personal position in relation to the chosen topic and reflecting on how this might impact on my research. I assumed the following position from Etherington (2004):

I understand researcher reflexivity as the capacity of the researcher to acknowledge how their own experiences and contexts (which might be fluid and changing) inform the process and outcomes of inquiry. If we can be aware of how our own thoughts, feelings, culture, environment, and social and personal history inform us as we dialogue with participants, transcribe their conversations with us and write our representations of the work, then perhaps we can come close to the rigour that is required of good qualitative research. (Etherington, 2004, p.31)

I first became an assistant EP in 2015. I was afforded the opportunity to become involved with a large research project which was happening within the local authority (LA) I was working for. This project was around PCW, PCRs and formal and informal special educational needs and disabilities (SEND) processes. I was interested to discover that despite being written into policy (DfE, 2015) PCW was often tokenistic for children and young people (CYP). Involvement in this research allowed me to expand my knowledge on PCW and its application to practice. I was also fortunate enough to co-author a book on person-centred approaches for CYP with SEND (Hammond & Palmer, 2018).

From this I developed a keen interest in PCW and adapted my practice as such. I undertook some work within the YOT, and this prompted me to think about marginalised CYP and how PCW could potentially be utilised within this system. Because YOCYP were often from the most marginalised part of society (Yates, 2012), they rarely had their voice heard. I noted that there was limited research in CYPs experience of PCW, and also YOCYP experiences in general. Therefore, the idea of my original research project was to give YOCYP a voice and promote change in a system which is arguably oppressive (Freire, 1972). I felt that PCW was a good tool to use in giving the focus person a voice, equalising power imbalances and promoting strengths and positive outcomes (Hammond & Palmer, 2018; Sanderson & Lewis, 2012). My ideal would have been to use reflexive methodology such as IPA to really interrogate the experience of YOCYP and close the gap between researched and researcher (Etherington, 2004). However, because of circumstances noted above, I have had to take a shift towards using reflexivity as a means of constructing a bridge between research and practice (Etherington, 2004; Etherington, 2000; Heron, 1996; Reason, 1994).

I come from the position that champions PCW and I make every endeavour in my practice to reflect this. In addition, the LA in which I work has a person-centred ethos, and thus the LA systems support this way of working. However, I have come to this research with the preposition that the youth justice system (YJS) does not currently support this way of working, based on my experience and existing literature. Therefore, it is likely that the YOT will find it harder to embed PCW in practice. Consequently, the data collected in this research is likely to be based on my own bias towards PCW, this is likely to be reflected in my conducting the interviews and analysis. Subsequently, it was important to adopt a methodology which means that the biases would be incorporated within the study (Mantzoukas, 2005), as I am looking at a specific social phenomenon (PCW), within a particular context (LA) which will impact on my findings (Stake, 1995; Yin, 2018).

Ontology & Epistemology

Ontology is concerned with the assumptions we make about reality, what exists in the world and what is possible to know about it (Richards, 2003; Snape & Spencer, 2003). Epistemology is referred to as the theory of knowledge and interrogates how we know what we know, how we justify this and the evidence we seek in understanding the world and human experience (Audi, 2010).

The following study follows a critical realist perspective, described by Sayer (2000) as:

Critical realism acknowledges that social phenomena are intrinsically meaningful, and hence that meaning is not only externally descriptive of them but constitutive of them...Meaning has to be understood, it cannot be measured or counted, and hence there is always an interpretive or hermeneutic element in social science. (Sayer, 2000, p.15).

As can be seen here, critical realism straddles the line between ontology and epistemology. Critical realism acknowledges there is a reality, unlike extreme relativist views who assume there is no true reality to know, as truth is subjective (Foucault, 2005). However as some have argued, if there is no reality to be known, then what is scientific enquiry based on (Danermark et al., 2002)? Conversely, extreme positivist views ascertain that there is objective evidence to be known, which reduces humans to causation and probability (Sullivan, 2010; Tolman, 1992). These extreme views have attracted much debate, and thus critical realism gave way to a new more balanced philosophy (Bhaskar & Lawson, 1998; Danermark, et al., 2002; Niiniluoto, 2002; Bhaskar, 2008). There are many veins of critical realism (Danermark, et al., 2002), I have focussed here on key ideas put forward by Bhaskar (Bhaskar, 1998; Bhaskar, 2008; Bhaskar & Lawson, 1998).

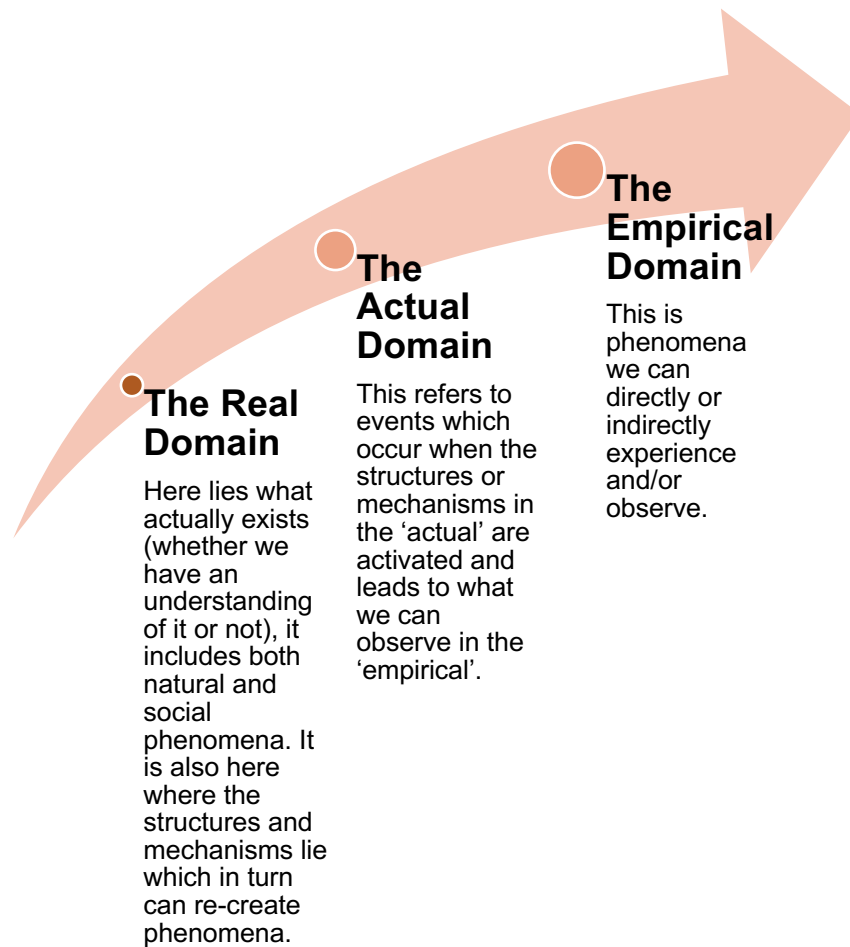
Bhaskar (1998) proposed a multi-dimensional and stratified view on reality, which was open to change. He argued that the reality we know is based on experience and events, but also other structures and mechanisms which allow this reality to be true, yet these mechanisms and structures do not need to be experienced to be a reality. That is, knowledge is a product and is *transitive*, what we know is a reflection of the

mechanisms we have already identified through scientific enquiry (Bhaskar 1998, p. 31).

This reflects the intertwining of epistemological and ontological theory and reflects the critical view that it is the relationship between science and reality which is the starting point for what we know exists (Danermark et al., 2019). In essence knowledge is both objective, there is a reality to be known within the mechanisms, such as having awareness of a phenomenon or reality is possible without directly experiencing it (Kant, 2007). And subjective, that is knowledge is open to change, for example powers may exist which are unexplored, and thus what has happened or is known, is not exhaustive of what may happen (Sayer, 2000). New discoveries continue to be made every day, but does this mean that they never existed prior to being discovered?

To further explain this Bhaskar made a distinction between three ontological domains, the empirical, the actual and the real (Bhaskar, 1998; Danermark et al., 2019, Sayer, 2000). Below, figure 2 shows these layers:

Figure 2: Ontological Domains (Based on Bhaskar, 1998; 2008; Danermark, et al., 2002; 2019; Sayer, 2000; adapted from Hammond, 2011)



Something that can be observed and/or experienced in the empirical, is dependent on what we know in the actual and the real. Although what is in the actual and the real is not always directly observable (Sayer, 2000). Due to this complexity, events are not experienced in any direct way, but rather are conceptualised from the relationships between what actually happens, and the underlying mechanisms and structures (Danermark et al., 2019):

Critical realism does not question that our knowledge of the world is mediated (and to a certain extent limited) by language, concepts, and discourses, but rather that science is reduced to this. Science is about a reality independent of science itself. (Danermark et al., 2019, p. 26).

Therefore, scientific endeavour gives rise to exploring the real domain and identifying mechanisms which facilitate our understanding of what we eventually observe in the empirical (Danermark et al., 2002; 2019). Yet, there is recognition that we can never know the complete causal mechanisms for a phenomenon, rather we identify single sets which give way to the observable reality (Bhaskar & Lawson, 1998). As such, critical realism aims to identify the mechanisms, which are contextual, to facilitate the phenomenon which is not contextually dependant; yet mechanisms can be used in similar context to enable the phenomenon to re-occur (Danermark et al., 2002; 2019). Danermark et al (2019) describe the complex relationship as:

Events are therefore a complex compound effect of influences drawn from different mechanisms, where some mechanisms reinforce one another, and others frustrate the manifestations of one another. Taken together this – that objects have powers whether exercised or not, mechanisms exist whether triggered or not, and the effects of the mechanisms are contingent – means we can say that a certain object tends to act or behave in a certain way. Whether it will actually act or behave in this way, however, is a completely different matter (Danermark et al., 2019, p. 47).

Critical realism acknowledges that social sciences are socially constructed, however postulates that there is a reality which exists regardless of how we think we know it. Ergo, Elder-Vas (2012, p.6, 231) describes critical realism as a *moderate* as opposed to a *radical* social constructivism, and a *weak* as opposed to a *strong* knowledge relativism (Danermark et al., 2019, p. 21). Due to this, critical realism lends itself to a wide range of research methods, depending on research questions and aims (Sayer, 2000).

As discussed previously I have redesigned my original study and changed my epistemological and ontological position. Whilst I could have remained a social constructivist and explored EPs experiences of PCW within the YOT, this did not answer my question, which was around the YOCYPs experiences of PCW. Therefore, my rationale for a shift in position was the change in participant population, as I was now working more with the structures and systems around the YOCYP. I felt critical realism would allow me to identify the mechanisms and

structures which facilitate the phenomena of PCW within this context. Therefore, I would be able to get as close to the YOCYP experience without using them as participants which at the time was not appropriate (BPS 2014; 2020).

Having taken a pragmatic approach to my decision making, I could have also maintained a pragmatic position for this research. Whilst pragmatism aligns to a case study methodology, it tends to focus on a *problem to be solved* and results tend to offer insight into a *program impact*, or cause and effect (Fishman, 1999. p. 155). Therefore, it tends to be associated with mixed-method research, however it has been argued that this association has led to its philosophical foundations being lost (Morgan, 2014). Pragmatism's philosophical groundings are in human experience, the origins of our beliefs and how these feed into our actions and vice versa (Dewey, 2008a; 2008b). In addition, pragmatism does not begin with a *priori* idea, rather, knowing depends on inquiry of action, or *pragma* (Foé, 2011, p. 5). Whilst it has been argued that pragmatism can be used in social research (Morgan, 2014), I did not feel that it was appropriate in this case and felt that critical realism was a better fit, as I am not focused on participants' direct experience, a causal relationship or specific program impact.

Case Study Methodology

There is no one definition of case study and it is not in itself a research method, rather an approach which can include a range of methods, data collection and analysis (Swanborn, 2010; Willig, 2013). Therefore, the focus of the case study is just that, the case, which can be one person, a group of people, organisation, school, country, programme, intervention, and so on. Yin (1994) denoted that a case study aims to answer a "how" or "why" question and is defined as:

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. (Yin, 1994, p. 13)

Others feel it is more accurate to refer to defining features of a case study given its diversity (Swanborn, 2010; Willig, 2013). They are inclusive of, but not limited to, an *idiographic perspective*, *attention to contextual data*, *triangulation*, *a temporal element*, and *a concern with theory* (Willig, 2013, p. 101).

A case study's research design is said to be exploratory, explanatory, or descriptive (Yin, 2018). Exploratory research is concerned with defining research questions and usually takes place prior to finalising a research proposal (Algozzine & Hancock, 2016). I was then left to distinguish between an explanatory or descriptive design. A descriptive design is focused on providing detailed explanations of the phenomena in context, aside from any existing literature or theory (Willig, 2013). Explanatory research on the other hand seeks to determine explanations for how events might occur and what influences particular outcomes (Algozzine & Hancock, 2016; Willig, 2013). Therefore, explanatory research was a better fit for this case study. Finally, I made the distinction between *naturalist* (focused on single case real world context and not theory driven) and *pragmatic* approaches (Chamberlain, Camic & Yardley, 2003 p. 14-15). The term *pragmatic* here is used to describe a rigorous and systematic approach to undertaking a case study (Yin & Heald, 1975; Yin 1994), and is distinct from the epistemological perspective of pragmatism.

A pragmatic case study follows a 'how' or 'why' question and assumes *priori* knowledge (Chamberlain et al., 2003, p. 15; Yin, 1994). It also includes the development of propositions (Yin, 1994), these are similar to experimental hypothesis and reflect existing theory and important theoretical issues. It also helps the researcher to define their research questions and prune the data to directly answer these (Chamberlain et al., 2003). Propositions help to establish internal validity (transferability), as the theory drives the subsequent analysis, and external validity, as it fits in to existing literature making it more transferable between contexts (Chamberlain et al., 2003). The method of data collection is then decided, which in this case is a semi-structured interview with each individual participant. As pointed out by Willig (2013), triangulation is a key part of a case study and is achieved here by triangulation of data, as I have sought data from different sources (different participants) (Denzin, 1978). This pragmatic approach allows for flexibility (Yin,

1994), and there is a recognition for the autonomy of the researcher to find their own way in analysis (Chamberlain et al., 2003; Yazzan, 2015). As such, Chamberlain et al. (2003) talks about developing a coding scheme based on the existing literature. At this point I have chosen to follow Braun and Clarke's (2006) six stage model of thematic analysis (Appendix E).

Though, it is argued that, whilst Yin does not define their epistemology, their approach aligns to positivism (Yazan, 2015). Stake (1995) and Merriam (1998) take a more constructivist view, however with their focus on observation in the field, the experience of the participant and inductive methods I did not feel these approaches were to be my main focus. Whilst I would not consider myself a positivist, it remained that Yin's theory driven, more prescriptive approach (Yin, 1994; 2018) felt appropriate as a novice researcher. I have however, been flexible with certain aspects (Yazan, 2015) such as using a literature review to provide a theoretical framework (Merriam, 1998); tweaking research questions and interview questions throughout (Stake, 1995); and using Braun and Clarke's (2006) six stage model of thematic analysis.

Case study is a diverse and flexible methodology, which aims to '*establish the how and why of a complex human situation*' (Yin, 1994, p.16). It assumes an idiographic approach, in that it explores in depth the assumptions, experiences, processes and behaviour of the case and associated phenomena (Willig, 2013). In this way, it aligns well to critical realism as it aims to unpick and identify some of the mechanisms and structures underlying the phenomena in question, PCW. I am not attempting to make a cause or effect argument, rather discover what within this particular context (or case) gives rise to the social phenomena, and what might this look like across contexts (Bhaskar, 2008; Bhaskar & Lawson 1998; Danermark, et al. 2002, 2019;).

Deduction or Induction

As I have already discussed in terms of a pragmatic case study approach, this research project is theory driven, which can also be described as deductive. To elaborate further this deductive (pragmatic) case study has tentative propositions which are driven by theory, and a pre-determined research question, both of which

go on to guide data collection (Appendix F) and analysis (Appendix E) (Yin, 2018). In addition to this, the case study is explanatory, that is, it is assumed there is an existing framework of literature and theory underpinning the analysis, and this is what guides it (Patton, 2002). This is distinct from an exploratory case study, which would be better aligned to an inductive approach, as the objective is uncover new themes and patterns (Patton, 2002). Critical realism already supposes that knowledge is built on existing mechanisms and structures, some of which may be undiscovered, which in turn guides data collection and analysis (Bhaskar, 2008; Bhaskar & Lawson 1998; Danermark, et al. 2002, 2019). Therefore, a deductive approach which incorporates propositions seems appropriate.

Quality Criteria

Whilst Quantitative research aims to achieve objectivity, reliability, and validity from an experimental, statistical and hypothesis testing point of view, it has been widely agreed that the quality criteria for qualitative research needs to be adapted (Steinke, 2004). This is so that research remains of a high quality, rigorous and critical, or trustworthy and credible (Gillham, 2000). I will use Yin's (2018) four areas as a guiding principle for quality criteria, all of which will be addressed separately; they are construct validity, internal validity, external validity (transferability) and reliability (dependability).

External validity, or transferability, looks at how well the study's findings can be applied to the 'real world' (Yin, 2018). It has been historically argued that you cannot generalise a single qualitative case study to the general population, partly due to small sample size (Donmoyer, 2009; Schofield, 2009). Rather, *naturalistic generalisation* occurs, that is findings can be applied to similar context (Stake, 1978). To counter this, it has been argued that the purpose of qualitative research is, in fact, not to produce a standardised set of results, but to explore individual experience, perception and description of a certain phenomenon (Schofield, 2009). Indeed, even statistically significant findings on a large population cannot be applicable to everyone. This is important to highlight here in terms of practice applicability, as in applying this research, practitioners will need to make a decision as to whether this

applies to that individual or not (Donmoyer, 2009). Certainly, this is in the spirit of PCW, but also important to stress here as participants are discussing working with a vulnerable population and research ideals can easily become stereotypes (Donmoyer, 1987) or self-fulfilling prophecies (Rist, 1973). In an attempt to address this difficulty, Lincoln and Guba (1985) talk about transferability, that is, considering the similarities between contexts and if two contexts are sufficiently similar then we may assume the hypothesis is transferable. They also emphasise the position of the individual in assessing the context and making the transfer. This echoes critical realism which suggests that transferability is possible, but this is embedded in context (Danermark et al., 2002; 2019). Therefore, the pre-existing literature and a deductive approach already fosters external validity (transferability).

Ensuring internal validity is perhaps the most important criteria in qualitative research, as the reader needs to be able to follow the research and come to the same conclusion as the researcher. As long as there is consensus in conclusions drawn, there would not generally be any questions raised about external validity or transferability (Schofield, 2009). This, construct validity, internal validity and dependability are explored in table 2:

Table 2 – Quality criteria

| | Definition | Measures taken |
|--------------------------|---|--|
| Internal validity | Internal validity is related to pattern matching and explanation building, and occurs within the data analysis (Yin, 2018). | <p>Making claims of causal relationships and considering inference – I will be careful not to assume cause and effect. In addition, I am aware that participants are discussing their experience of PCW within a relatively unfamiliar context (YOT), which I as the researcher have not observed (Stake, 1995; Yin, 2018). Therefore, they are making their own inferences which will need to be considered in interpretation.</p> <p>Alternate explanations – I will consider limitations and discuss researcher reflections in my conclusion.</p> |

| | | |
|------------------------------------|--|---|
| | | <p>Consideration has to be given to alternative explanations of the propositions and phenomena.</p> <p>Intercoder reliability (O'Connor & Joffe, 2020) - I followed Braun and Clarke's (2006) six-stage model, which offers <i>merit</i> and <i>validity</i> to the reader (p.93). I had someone critically appraise the coding to ensure they were not too large or overlapping. Similarly, my initial analysis and themes were critically reviewed to ensure validity (transferability) and reliability (dependability).</p> |
| Construct validity | <p>Construct validity is identifying if the correct measure is being used for the concepts being studied (Yin, 2018. p.42).</p> | <p>Triangulation - Interviewed a range of EPs who had worked within the YOT in different capacities within the last two years.</p> <p>Trail of evidence - I have chosen methodologies and analysis which can be easily followed and have been transparent with my thinking and systematic in my reporting of this (Appendix E).</p> <p>Share write up with participants (i.e., they draw similar conclusions to you) - given time frames and deadlines for the doctoral thesis this was not possible before submission. It will however be shared with participants following completion of the course.</p> |
| Reliability (dependability) | <p>Reliability (dependability) ensures that the study can be repeated, with the same results, therefore is concerned with data</p> | <p>Documentation of the research process (Steinke, 2004) - This thesis outlines the research procedures fully. I have kept in mind my reflexive and reflective position, and this is peppered throughout. I have also followed the pragmatic case study approach as far as possible (Chamberlain et al., 2003; Yin, 1994),</p> |

| | | |
|--|------------------------------------|---|
| | collection procedures (Yin, 2018). | <p>however I adopted Braun and Clarke's (2006) steps to thematic analysis. Therefore, as these are both systematic and staged approaches, replication should be more achievable.</p> <p>Research supervision - I endeavour to remain open and critical and have sought research supervision where appropriate (Yin, 2018).</p> <p>Sharing research and seeking feedback -Due to Covid-19, I was not able to share my research as widely as I would have liked. Ideally, I would have attended conferences and research days, however because of time scales and lockdowns this has not been possible. My intention, however, is to publish following peer review.</p> |
|--|------------------------------------|---|

Ethics

This research project was fully reviewed and approved by the UEA school of education and lifelong learning research ethics committee (Appendix C). It therefore adheres to guidelines set out by the university as well as the BPS (2014; 2020). Below is a short summary of how I met each principle outlined by the BPS.

Respect

I was restrained in how I could approach participants because of the Covid-19 lockdown. Therefore, recruitment had to be online, so I sent emails to those whom I knew worked within the YOT or had in the past two years. Informed consent was submitted virtually (consent forms/information sheets can be seen in Appendix C), agreement was made for a video interview which would be recorded, and participants had agreement from their line manager for additional time to take part in the study (BPS, 2014). Due to the context of everyone working from home extra consideration had to be given to confidentiality, in terms of participants needing a

quiet private space to complete the interview. In addition to this, adjustments had to be made for some participants who had children at home due to the schools also being closed (BPS, 2017; 2020).

Scientific integrity

The BPS (2014) stipulates:

“Research should be designed, reviewed and conducted in a way that ensures its quality, integrity and contribution to the development of knowledge and understanding.” (BPS, 2014. p. 9)

This was part of my rationale for changing my research project as I did not feel I would be able to complete it with the same amount of rigour virtually (BPS, 2020). The current research project satisfies quality, integrity, and contribution to knowledge (BPS, 2014; 2020) as its methodology has been adjusted as appropriate and resubmitted to the university's ethics review committee (BPS, 2020). In addition to this I ensured that my current project adhered to the ethical guidelines for internet-mediated research (BPS, 2017). The current study will add to knowledge and literature around PCW with YOCYP.

Social responsibility

Again, this was reflected in my change of research as I did not feel it was appropriate to use YOCYP at this time, due to added pressure of the pandemic (BPS, 2014; 2020). The current study does not pose any obvious risks to psychological well-being, mental health, personal values, the invasion of privacy or dignity (BPS, 2014. p. 11). I will also remain open, reflective, and critical of my research (BPS, 2014).

Maximising benefit and minimising harm

Following the change of research there is no risk of harm to participants, other than competing time schedules and the additional stress of the pandemic (BPS, 2014; 2020). However, this was mediated by the approval to take part in my research from line management, and my adjustments to interviews to accommodate children. I

aimed to be as flexible as possible when scheduling interviews, offering regular breaks to reduce screen time (BPS, 2017). There was low risk involved in conducting this study.

Reflective Evaluation of Pilot

There were limitations in terms of my ability to conduct a pilot owing to issues arising from the pandemic. I had a very limited timeframe to turn around a new study, I was also unable to meet with people to complete a large pilot and I was limited in participants who met my criteria.

Having said this, pilots are deemed to be an important part of research (Silverman, 2010; Bryman, 2008). However, as Drever (2003) argues, a pilot should be completed in a realistic context, outside of your intended interviewees, but within the same population. This was problematic in this case, as my sample was already very small. Therefore, given the limitations noted above, I chose to carry out a *shedding* process (Drever, 2003. p. 31). That is, running my interview schedule past EPs who were experienced in PCW, YOT context and who are willing to be critical, whilst having an understanding of research (Drever, 2003). Whilst this should be carried out with caution and does not constitute a full pilot, I was able to ensure the interview schedule was in line with my research questions, data driven, neutral and worded in an accessible way. Amendments were made through this process (Stake, 1995).

In addition to this, following my first participant interview I asked for feedback on the interview schedule. They noted that asking for people's understanding of PCW prior to giving the definition might have been helpful, to which I agreed. Therefore, this alteration was made and incorporated into the following five interviews. I felt I was still able to use participant one's data, as this change did not significantly impact on what was discussed (Stake, 1995).

Procedures

Context

The research took place in one large coastal county LA's EPS. The LA has both rural and urban areas, with pockets of severe deprivation. It is split up into three divisions across the county, each of which have their own base and separate EPS teams and YOT. Each EPS area team has at least one EP who is seconded to work within the YOT. The time spent in the team ranged from half a day to one day maximum. The LA and the EPS have a person-centred ethos which is built on wellbeing, equality, achieving, support, pride, innovating, respect, and empowerment.

This study is an explanatory single case study. The social phenomenon in question, and what I aim to find out more about, is PCW. This study aims to look at EPs views on PCW, its applicability to a YOT context, barriers and facilitating factors and how they might further support PCW in practice.

Participants

Participants were selected from the LA EPS using an opportunity sample (n=6). In this particular context there were four EPs who currently had a role within the YOT, and three whom had been involved over the last two years. They all were contacted via email with the information sheet and consent form attached. Once they had given consent, I arranged a video interview with them which was filmed. All but one responded, and I was able to interview six participants. Guest, Bunce and Johnson (2006) found that they were able to identify 94% of their codes in thematic analysis using the first six interviews and had reached data saturation (97% of codes) by 12 interviews. Therefore, given time constraints and availability, six felt suitable, and I did not seek any further participants from neighbouring authorities.

Methods

I completed an individual semi-structured interview (Appendix F) with each participant which lasted approximately an hour. The interview explored topic areas over nine questions which prompted the participant to think about the phenomena under study (Wilkinson, Jofee & Yardley, 2004). Each question mapped on to one of the research questions which in turn mapped on to the literature. Participants were asked for their understanding of PCW, before being given a definition to work from

moving forwards (for further detail see pilot). By doing so I could be assured we had a shared understanding of PCW (Hammond & Palmer, 2018 pp.4; DoH, 2001; Dowling et al., 2006; Sanderson & Lewis, 2012).

Data analysis

Whilst the majority of case study literature does not allude to thematic analysis as a method for analysing data, Mabry (2008) suggests it might be helpful in developing and add merit to findings. Similarly, the pragmatic case study approach talks about coding and themes (Chamberlain et al., 2003; Yin, 1994). Despite thematic analysis being poorly defined, Braun and Clarke (2006) offer a six-stage model which provides a basis for an accessible, rigorous, and flexible approach.

Thematic analysis is described as being independent of theory and epistemology, and spans both essentialist and constructionist paradigms (Braun & Clarke, 2006, p. 78), and therefore is appropriate to use here under a critical realist epistemology and case study approach. The following study is deductive, in that it is theory driven, in terms of analysis this means that a priori code was developed which derived from the literature, in line with my research question and propositions. The data was analysed at the semantic level, meaning themes were identified at the surface rather than looking beyond this (Boyatzis, 1998; Braun & Clarke, 2006).

In using this analysis Braun & Clarke (2006) point out several key pitfalls of this approach. I have taken several steps to avoid these and to ensure rigour in my research (see also Quality Criteria). I have methodically recorded each stage of analysis (Appendix E). I have used an epistemology/ontology, methodology and analysis that fits with my research question and have recorded the thinking process within this thesis (Holloway & Todres, 2003). My findings will be presented in narrative form, with analytical comment, literature, and quotations throughout. This will be brought together in a final conclusion which brings all themes together, answers my research questions and also provides a reflective overview.

In summary, the data collected was analysed using semantic deductive thematic analysis based on the model proposed by Braun and Clarke (2006). Each of the six

stages were systematically processed to be able to provide meaningful insights from the data. I felt a systematic approach such as Braun and Clarke (2006), would ensure that the analysis tool used was appropriate, allow me to link literature with my findings and link with my epistemological/ontological and methodological position (Yin, 2018).

Chapter 3 - Findings

The data collected underwent a semantic deductive thematic analysis based on pre-existing theory, subsequently developed research questions and associated propositions (Braun & Clarke, 2006; Yin, 2018). The research questions can be seen in table 3:

Table 3: Research questions

| Research Question | | |
|-------------------|--|---|
| 1 | How do EPs view PCW within one LA YOT? | |
| | 1.1 | What are the barriers and facilitating factors of working in a person-centred way within a youth offending context? |
| | 1.2 | How might person centred working be further supported by the EP? |
| Propositions | | |
| 1 | EPs will experience a range of opportunities and barriers to PCW in a YOT/YJS context. | |
| 2 | The YJS will make PCW difficult within a YOT context. | |
| 3 | EPs overarching approach within YOT will include PCW, however this will encompass various different tools. | |

Further, table 4 shows how each theme maps on to each research question and proposition. More details relating to, and examples of, the analysis can be found in Appendix E.

Table 4: Theme and research question and proposition links

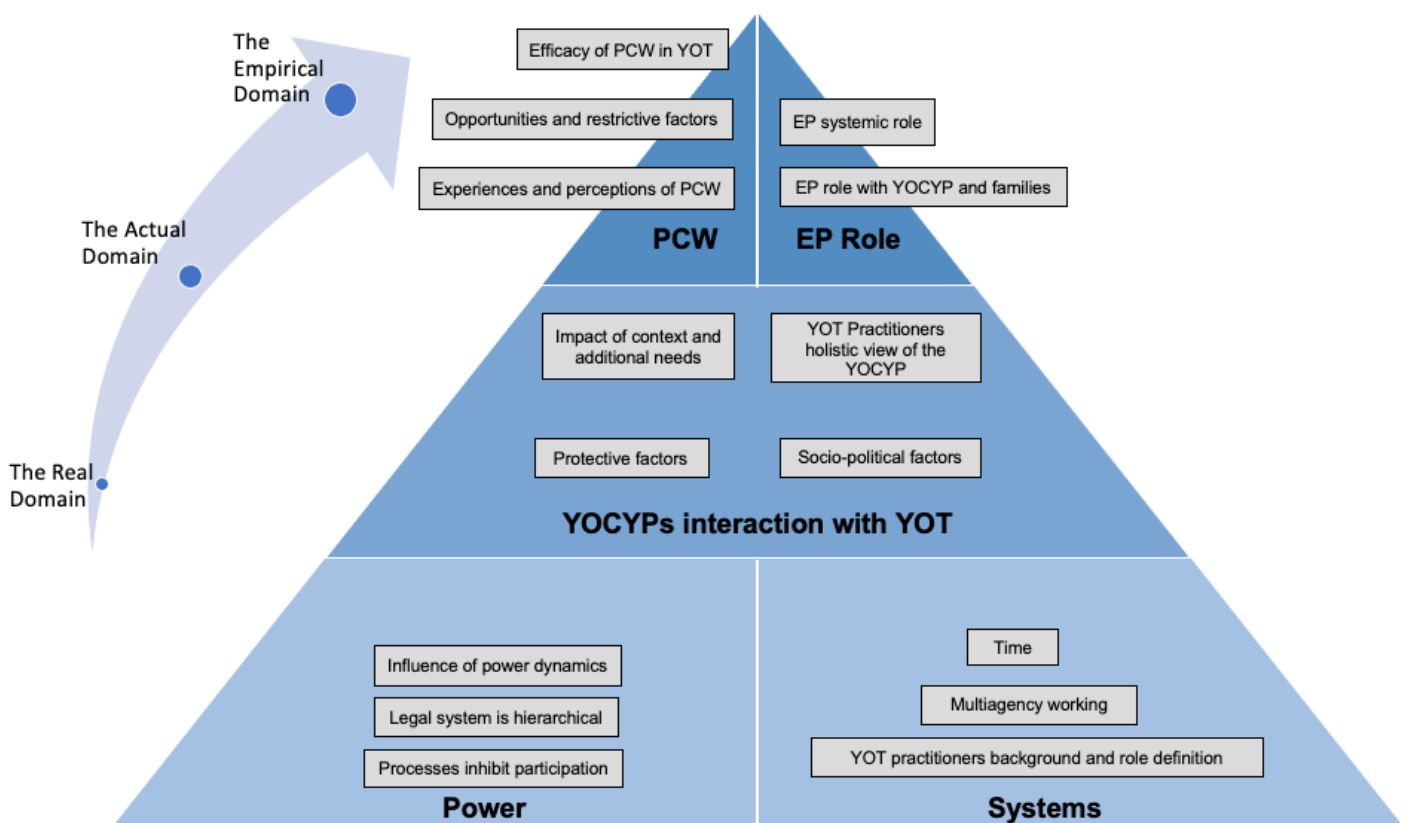
| Theme | Sub-Themes | Q | P |
|---------------------------------|---|-----|---|
| YOCYPs interaction with the YOT | The impact of the YOCYPs family context and additional needs in accessing the YJS and YOT processes | 1.1 | 1 |
| | The objectives and knowledge of YOT practitioners influences their holistic view of the child | | |
| | The socio-political factors impacting YOCYP outcomes | | |

| | | | |
|--|---|-----|---|
| | Protective factors impacting on YOCYP outcomes | | |
| Systemic factors impacting on YOT service delivery | Multiagency working and professional relationships Time resources inhibit effective working with YOCYP YOT practitioners' background and the role definition of EPs within YOTs | 1.1 | 1 |
| The role of power | The legal system is a hierarchical system with a discourse of authority and control YJS and YOT processes can inhibit YOCYP participation Influence of power dynamics in a YOT context | 1.1 | 2 |
| PCW in the youth offending context | The experiences and perceptions of those involved with PCW The efficacy of PCW within the YOT and vulnerable CYP context Opportunities and restrictive factors of PCW as an approach in a YOT context | 1.2 | 3 |
| The EP role in supporting YOT | Systemic role of the EP in YOT The EPs role in YOT with YOCYP and their families | 1.2 | 3 |

A more detailed thematic map can be seen in Appendix G. Figure 3 shows a mechanisms map which demonstrates how the themes fit in with my epistemology of critical realism. The phenomena I am looking in to is person centred working (PCW) and how educational psychologists (EPs) engage in this, this sits within the empirical

domain and therefore is experienced by those working with and within the youth offending team (YOT). Sitting below this is the actual domain, this is the observable and relates, in this case, to the children and young people involved with the youth offending team (YOCYP) and their relationship with the YOT and make it possible to experience what is in the empirical domain. Underneath this lie the mechanisms impacting on the actual domain, which in this case, are factors associated with power and systems. These mechanisms impact on the YOCYP and their relationship with the YOT, which in turn has bearing on the EP role and their ability to be person-centred in a YOT context. These mechanisms are important to identify as they play a role in being able to re-create PCW within a YOT context (empirical).

Figure 3: Mechanisms Map



Each theme will now be presented in turn, along with an analytical and interpretative narrative.

YOCYPs Interaction with the YOT

It is well documented that YOCYP often experience significant social, emotional, and psychological difficulties (McKenzie et al, 2012; Yates, 2006; 2010) leaving them at higher risk of offending behaviour. These complex, and often interacting, factors frequently require specialist support. This theme interrogates some of barriers, opportunities, socio-political and protective factors associated with YOCYP. It also highlights what professionals might need to consider when working with YOCYP and how this might be best supported by the EP and YOT practitioner. There is a focus on access, engagement, relationship building, supporting the YOCYPs' social, emotional and mental health (SEMH) needs, any potential additional learning and language needs and the need to develop individualised intervention packages.

The impact of the YOCYPs family context and additional needs in accessing the YJS and YOT processes

It is argued that over 60% of YOCYP have some degree of language need (Heritage et al., 2011; Newman et al., 2012). In addition, we know that, within this population, learning difficulties are over-represented (McKenzie et al, 2012), as are SEMH needs (Beaudry et al., 2021; Chitsabesan et al., 2006). All of these factors potentially make it difficult for the YOCYP to understand and engage with the YOT. It was widely acknowledged by participants that the YOCYP they worked with often struggled to understand the system in which they found themselves:

P2: *I imagine they feel as though they're stuck on this sort of treadmill that they don't really understand...*

Transcript P2, Line 232 – 254

Here the participant describes the system as a “*treadmill*”, suggesting that not only does the YOCYP have limited understanding of what is going on, but they also have little control over it. Often YOCYPs' challenging behaviour can mask underlying needs such as a learning disability, poor mental health, or a language difficulty (Beitchman et al. 2001; Gregory & Bryan, 2011; Hughes et al., 2017). Consequently, it was suggested by participants, that there was limited recognition of underlying

need, and little awareness of the need to put additional support in place, so that the YOCYP understood what was happening (Nolan, 2018). Indeed, even without such need the YJS is an extraordinarily complex system to navigate and likely to be tricky for any YOCYP to understand. Giving the YOCYP the tools and support to express themselves in a more productive way that the adults around them can understand, participants felt was beneficial to promoting better engagement and outcomes (Bryan & Gregory, 2013; Nolan, 2018). Whilst participants recognised that often YOT practitioners were aware of these difficulties, it was the wider systems such as the courts and judges who were not as understanding of what might be going on for this YOCYP, beyond their immediate presentation:

P2: [...] Differentiating was big, that was a big thing, so making sure the children can understand what they were being asked to sign up to or read. [...] coproducing a whole range of different materials that would take any child that has significant language difficulties all the way from their first contact with the youth justice worker, it is usually outside a court room at a state of high emotional turmoil, all the way through to actually something that they understand and something they can sign up to, yeah just to give them all the preparation and a vocabulary for the court. They come across as more genuine and authentic because I think that was part of the difficulty that some of the judges would not allow for any psychological or literacy difficulties or expressive language difficulties. They wouldn't take that into account at all and would just take nervous behaviours on face value and judge accordingly. So, the role of the youth justice worker was often to try and make other people understand and make different boards that are meeting about children understand actually they did have a real difficulty that should be addressed...

Transcript P2, Line 18-36

This participant describes the YOCYPs' behaviour in court being “*taken at face value*” and thus potentially coming across as rude, having a bad attitude, unconstructive, or disengagement, and negatively impacting on the court outcome (Hughes et al., 2017; Snow & Powell, 2011). Therefore, suggesting that this behaviour could be symptomatic of their level of understanding. However, conversely

YOCYP are often already marginalised and distrusting of authority, and therefore their perceived 'bad attitude' could also be a reflection of this (Emler & Reicher, 2005). Nevertheless, the participant highlights that a way to mediate this may be to produce a simple guide to take the YOCYP all the way through the process. In the hope it would support YOCYPs' understanding and alert them to how their behaviour may come across in court. This was especially important as the participant talked about "*a state of high emotional turmoil*" suggesting that this may also have an impact on the YOCYPs' understanding and ability to present in a way deemed acceptable by the courts. It was also highlighted here that the YOT practitioners often struggled to get the understanding from other professionals, ranging from police to the judges, that actually, this YOCYP likely has needs and is really struggling. Their offending and associated behaviour is likely to be a reflection of this, therefore needs to be considered and mediated for at every level of interaction with the system (Hughes et al., 2017; Nolan, 2018; Talbot, 2009). From the first interaction in police custody, to court, to how that YOCYP is accessing the YOT, and any diversion programme or referral order they might be given.

Given the level of need expressed by participants it was felt that early identification of these needs, and further awareness in schools might further support a YOCYP to participate meaningfully with the YOT, reduce instances of (re) offending and potentially stop them from entering the YJS altogether (Barrett et al., 2006; Bryan & Gregory, 2013; Heritage et al., 2011; Hughes et al., 2017). However as noted by the following participant often these needs were not picked up until the YOCYP came into contact with the YJS:

P4: ... Quite frequently, [...] the young person that the practitioner was bringing to me hadn't been known. [...] I actually met the young person and did some formal assessment, or even just met with them and thought oh actually they did have needs, educational needs that hadn't been identified. That was sometimes sad that they actually had, sometimes quite significant needs, that hadn't been picked up.

Transcript P4 Line 348-376

Here the participant discusses the level of need they would often encounter, which had been previously overlooked, despite being pronounced. They reflect the sadness they felt that these YOCYP had been overlooked. However, given the high levels of educational exclusion it may be that YOCYP needs were not picked up due to not being in school, or not in a position to have such needs identified (Hayden, 2008). Therefore, presenting an issue around how we capture the needs of those who are educationally excluded, promoting the need for a joined-up approach (Ball & Connolly, 2000; PHE, 2019). YOCYP with this type of unidentified need (McKenzie et al., 2012) are not only more prone to enter the YJS, but once involved with YOT are likely to struggle to understand and access the process fully (Nolan, 2018). It could therefore be a cycle of challenging and offending behaviour in order to express how they are feeling and their experiences (McAra & McVie, 2007); thus, becoming embroiled in a system which further alienates them, due to the complex process and heavy reliance on expressive and receptive language skills (Anderson, Hawes, & Snow, 2016, Bryan, Freer & Furlong, 2007; LaVigne & Van Rybroek, 2011).

As well as additional learning and language needs it is widely recognised that family context and potential trauma also have a significant impact on YOCYPs outcomes and ability to engage with the YOT (Paton, Crouch & Camic, 2009). Participant three, throughout their interview, discussed their unique role in managing the TRM (Skuse & Matthew, 2015) for the YOT, which promoted working in a trauma informed way, with supervision from a psychologist. It has similarities to the ECM approach (YJB, 2020a), but was not labelled as such. This participant felt what the YOCYP was experiencing at home often had a significant impact on their presentation and ability to engage:

P3: ...So it's like say if a child is living back in a really unstable home life with like, chaos going on around them, then there's absolutely no point in them doing, therapy with one of the mental health nurses, because they're not going to be able to accept that. So, what we need to be doing is going back to the beginning and working on building in some routine in their home life. And then therefore the practitioners will be saying, okay, well, that's my role then, to help the family build routine and stability in their home life...

Here, they highlight the importance of the YOCYP context and the impact this might be having on them, and consequently their offending behaviour. It may be that YOCYP are not ready to access the YOT at a one-to-one individual therapy level (Lamb & Sim, 2013). Therefore, intervention needs to be individualised to each YOCYP to address where they are developmentally, socially, and emotionally. However, this can lead to issues around length of involvement and the YOCYP slipping through the net, again highlighting the need for a joined-up approach so that once the YOT are no longer involved the YOCYP has access to other forms of support, as their needs will likely still be present (Ball & Connolly, 2000). The participant discussed the positive impact of using the TRM to inform those decisions, and how the case formulation supported the professionals in unpicking what was really going on for that YOCYP. There is a recognition here as well, that there is a slight shift in the YOT practitioner's role, away from perhaps the more supervisory role of overseeing the YOCYP's intervention programme, towards a more holistic supportive position. This recognises the unique challenges faced by YOCYP and fits in with a child first model (YJB, 2021a).

This sub-theme highlights specific areas which might form barriers to a YOCYP accessing the YJS and YOT, such as understanding (language needs), additional learning needs and complex family backgrounds. The YJS is a complex system to navigate and understand, with significant consequences long term if not successful. Highlighting the need for professionals at all levels of interaction with the YOCYP to be aware of additional needs and take those into account in their interactions, and in delivering verdicts when they potentially attend court. It also points out the emotional position these YOCYP might be experiencing when interacting with the YJS and the impact this might have on their presentation. All of which form potential barriers to PCW, particularly if the professionals do not have the knowledge and skills to differentiate. Nonetheless, it proposes a shift in the way YOT practitioners work in order to further address these needs and advocate for YOCYP within the wider system, which may not be so understanding.

The objectives and knowledge of YOT practitioners influences their holistic view of the child

YOT practitioners' knowledge of the YOCYP, what they wish to 'find out' and the ways in which they work can influence how the child is viewed as a whole. It is widely argued that the relationship between the YOCYP and the YOT practitioner is one of the most important factors in promoting positive outcomes (e.g., Prior & Mason, 2010), as it promotes a more holistic view of the child. It was however, recognised by some participants that YOT practitioners sometimes maintained a within child view (Ryrie, 2006; Wyton, 2013). For example, focussing on a cognitive need and asking for a cognitive assessment, rather than recognising the social and emotional context of the child:

P1: *Well, the very first thing I had [...] was a cognitive assessment referral. Which I think is what they were typically asking for before, and that was fine to do and was appropriate in that case. So, I did that as a one off, just a couple of scales.*

Transcript P1, Line 30-43

Whilst this participant recognises that sometimes it might be useful to explore the YOCYP cognitive ability, it was not always the most appropriate assessment tool to use. It was suggested that YOT practitioners focus on individual factors and seek a within child explanation for the YOCYPs' difficulties:

P5: *... it can be useful to know that a young person maybe has, you know finds this or this more difficult. They like to find an explanation and [...] sometimes they find it helpful to find the cognitive explanation...*

Transcript P5, Line 240-255

Whilst this may be helpful in some cases, it overlooks potential SEMH needs the child may also be experiencing (Gray, 2005), and potentially exacerbates the YOCYP feeling of being 'done to'. Whereas some participants spoke about the need to shift YOT practitioners thinking to view the child as a whole rather than focus on

cognitive ability, others noted that YOT practitioners were pro-active in thinking about trauma, attachment styles and the child's context:

P6:... *I remember a case of a young person who was placed at the children's home and he had attacked one of the carers, the practitioner was interested in understanding how his past trauma and attachment styles and history could have influenced that particular offence. But also, how that could influence decisions going forward...*

Transcript P6, Line 13-49

Here the participant describes the YOT practitioner recognising the impact of trauma as being a key factor in thinking holistically. There is a growing recognition from the YJB that trauma informed practice is the most valuable way of working with this population (YJB, 2020a). The participant below discusses the project they are currently involved with, using the trauma recovery model (TRM) and the impact of this:

P3:... *the whole point of it is to shift the way practitioners think about that young person and understand them, in a much greater depth than what they would do otherwise. So, we are framing their current behaviours in light of their past experiences rather than just seeing that as a standalone issue...*

Transcript P3, Line 79-108

The participant describes the importance of viewing that YOCYP in context, as opposed to just their offence, and the positive impact this can have in terms of support they can offer. Within the child first initiative YOT practitioners are supported to reframe their thinking around YOCYPs' needs more broadly, promoting more positive outcomes. Below, the participant, discusses using the TRM as a framework to become more trauma informed and supporting the development of individualised interventions:

P3: *Yeah. I guess it's a professional framework in that way [...] it's a way of framing how the professionals work, but the work that they're doing would not*

be particularly any different, apart from the fact that they are more trauma informed in what they're doing. And they've got a more sequential approach to be interventions that they're using...

Transcript P3, Line 160-177

The above quote suggests that some YOT practitioners already work in a way that recognises the holistic needs of the child. However, the TRM means that, not only are they now working with a more child-centred approach, but also in a way which is trauma informed and recognises wider SEMH needs. Part of this, as the participant discusses, is how the TRM can be used to individualise support for YOCYP. Meaning that intervention can be better tailored to each YOCYPs' individual need and current circumstances.

The second part to ensuring that YOT practitioners have a holistic understanding of the YOCYP is to focus on the relationship (Prior & Mason, 2010; Trivasse, 2017):

P3: *... professionals now understand this as a whole, they need to build a relationship before anybody's going to engage with them...*

Transcript P3, Line 178-212

Participants recognised the need for YOT to empathise and build trust with the YOCYP, as this really was the prerequisite to engagement (McNeill & Batchelor, 2002). As well as this, interventions need to be based on not just context, but also a reciprocal relationship with shared decision making (McNeill, 2006; Raynor, 2004). Participants acknowledged that due to factors noted in these sub-themes building a positive relationship and focussing on the way YOT practitioners communicate with the YOCYP, is vital in promoting participation and engagement. Relationship building is argued to be a core part of the YOT practitioners' role; therefore, the communicative foundations and respect are key (Burnett & McNeill, 2005):

P3: *...So yeah, I think there's a shift there that needs to happen there around the way you interact with children and young people, because really that's the key to unlocking any understanding about them really isn't it. So, there are the*

people that will come along, and they will say, you're working with me. You go work for me for six months, like it or lump it it's happening. So, you know, let's get on with it then mate, and that's going to be very different. Someone that goes, you know, I want to build a relationship. I like you; I trust you. I'm going to be genuine and open and honest with you. And if I hear something that I don't like, I'm going to have to tell somebody. And I really hope that doesn't interact with our...

Transcript P3, Line 411-460

Here the participant reflects on the attitude of the YOT practitioner towards the relationship and how this can directly impact on engagement. Highlighting that the way in which the YOT practitioner communicates, forms the basis for building a genuine, two-way, respectful relationship (McNeill & Batchelor, 2002). If this communication comes across as negative or authoritarian, that has consequences to how the YOCYP views that relationship. This participant promotes a shift from process driven way of working, e.g., simply working through the programme as a means to an end, towards the relationship forming the core of the intervention (Burnett & McNeill, 2005; Creaney, 2020; Phoenix, & Kelly, 2013).

This sub-theme focuses on the role of the YOT practitioner and their interaction with the YOCYP. Whilst it was widely acknowledged that YOT practitioners generally have an understanding of the holistic view of the YOCYP. There can sometimes be a tendency for them to look within child and seek out cognitive 'explanations' for their behaviour. Although the subtheme '*the impact of the YOCYPs family context and additional needs in accessing the YJS and YOT processes*' recognises that there might be this type of need, this sub-theme adds the need for the YOT practitioner to consider their role more widely than the offence. The YOT practitioners view of the YOCYP may present as a barrier to PCW, particularly if they are remaining in a within child rhetoric. In addition to attitude and communication style of the YOT practitioner is likely to be a key barrier, or indeed facilitating factor, in adopting PCW. It places the onus on the professional to adjust their approach and style towards PCW, to enable positive relationships to develop.

The socio-political factors impacting YOCYP outcomes

In addition to what has been discussed above, many of the risk factors for YOCYP link in with socio-political issues. Participants discussed that often, as well as having additional needs, complex family backgrounds and experiences of trauma, socio-political issues also impact on YOCYP. It is common for these issues to cluster together and feed into each other and therefore often the most marginalised and disadvantaged CYP are disproportionately likely to enter the YJS (Duran-Bonavila et al., 2017; Gray, 2007; Yates, 2012):

P5:... *they want to stop them from spiralling into the, you know court system and, you know, getting really entrenched...*

Transcript P5, Line 288-302

As this participant notes, by virtue of being in the YJS or involved with YOT it is argued to only serve to further marginalise YOCYP and exclude them from society (Emler & Reicher, 2005). In addition, this participant talks about being “*entrenched in the system*” as YOCYP are also at higher risk of entering the CJS long term (Haines & Case, 2018). Therefore, as this participant suggests, YOCYPs interaction with the YOT is all the more important in encouraging desistance from crime.

Narratives around YOCYP and involvement with YOTs could be also be argued to lead to (re) offending and so, negative narrative become a circular issue (Beaver, 2011; Fiske & Taylor, 1991):

P3:...*there's still a hangover, I think probably from the days of war and that sort of things where it's like, so I've, so you still hear rhetoric from young people that are very dangerous, and very scary that you would assume wouldn't exist anymore...*

Transcript P3, Line 512-524

P6: *So, when I started working with the youth justice service, I was very, initially, I was very shocked by some of the offences that people had committed [...] and were charged for...*

Participants reflected on their own views on YOCYP and how this might impact on their interactions, particularly being very “*shocked*” at offences being committed. This rhetoric of YOCYP was noted to also be shared by other professionals and is reflected in the systems and the way in which YOT practitioners’ work and some of the barriers they face (Case & Hampson, 2019; Haines & Case, 2018; Smith & Gray, 2019).

Given the social and educational exclusion YOCYP experience, offending behaviour can become a form of self-protection - as this is all that is known, and as reflected below, becomes a dominant narrative (Emler & Reicher, 2005). The impact of this may go on to have further negative implications beyond offending behaviour, such as poor mental health, low self-esteem, and poor sense of belonging (Chitsabesan et al., 2006; Creaney & Smith, 2014):

P4:...*Self-esteem has dwindled I think it’s quite hard to re-engage the young person to - I can do this. I think they give up and actually it’s easier to do other things, some of which aren’t acceptable. And they get kudos from their peer group, some of whom are very negative.*

Transcript P4, Line 392-410

This participant states how the YOCYP views themselves can negatively impact on engagement, and therefore has knock on consequences for YOT outcomes. In addition, given this negative narrative and the impact this has on their self-esteem, offending behaviour can then become a self-fulfilling prophecy (Emler & Reicher, 2005; Rist, 1973). As discussed by the above participant, who mentions getting peer affirmation is a way of mediating their low self-esteem and establishing a place of belonging (Duran-Bonavila et al., 2017; Emler & Reicher, 2005; Lamb & Sim, 2013; Prior & Mason, 2010). This is therefore something to be considered when working with YOCYP, not only in terms of supporting their social needs, but also how you work with them in building positive relationships (as noted in the above sub-theme). It is important to view the YOCYP in the context of their wider systems, especially

their peer group, as this is likely to be a key influencer in their behaviour. For example:

P1:... *A lot of social issues you know, one of them didn't want to be seen in case of a rival drug gang. Another one was embarrassed as they'd not been to school for a long time and the office was quite near her school, so she wouldn't go near...*

Transcript P1, Line 213-228

On this vein, the participant alludes to YOCYP as victims themselves, in that they are unable to access the community given their status as YOCYP (Emler & Reicher, 2005). By virtue of their age and associated vulnerability in society, YOCYP are not in a privileged position to become agents for change (Cross et al., 2002). Therefore, YOTs provide limited impact if not set up to address the social issues discussed by participants that YOCYP face (Gray, 2016). Indeed, it is down to the adults around the YOCYP to uphold their foundational rights, such as access to education given their status as a child (Hollingsworth, 2013). Nonetheless, one-way YOCYP might be supported to become agents for change is engaging in education (see sub-theme *protective factors impacting on YOCYP outcomes*), however participants stated a large proportion of YOCYP, they came into contact with were not in fulltime mainstream education (Hayden, 2008):

P4: *I found increasingly towards the end that the young people that I was seeing for the youth justice team were not in education. I famously used to come back into the office and say is there anybody in [area] in school today. Nine times out of 10 no they're not in school...*

Transcript P4, Line 529-553

This was a significant issue, so much so that the above participant would regularly joke about it to colleagues. Whether exclusion from education is causal - the YOCYP is engaging in offending behaviour because they have been excluded, or consequential - the YOCYP has been excluded because of their behaviour, is not to be debated here (Hayden, 2008). However, it is important to recognise that school

exclusion can exacerbate offending behaviour (Berridge et al., 2001) and is something to consider when working with YOCYP. This is particularly relevant when we consider future planning, and YOCYP having the opportunity to break the cycle of (re) offending:

P3:...*actually part of the reason why a lot of these children are involved in youth justice it's because they have a lack of aspiration and a lack of understanding about how to move forward with their lives. [...] because I work with the gang's team a lot, I hear time and time again. They, they don't know what the alternative is, like they're in a gang because [...] they know that gives them some sense of security. They know that gives them some sort of finances and it's an easy option to them...*

Transcript P3, Line 406-431

The above participant discusses the nuanced issues around gangs and becoming entrenched because the benefits (e.g., finance, sense of belonging, security) outweigh the negatives (e.g., criminal activity, drugs, rival gangs). As already discussed, many YOCYP have complex family background and often seek this sense of belonging (Creaney & Smith, 2014). Therefore, given their socio-political position, exclusion, and self-view this participant reflects that engaging in criminal behaviour, such as joining a gang, is actually the better and often easier option. They also suggest that support should therefore be targeted at aspirations and future planning, which is line with PCW, and gives the YOCYP options.

Having said this, educational exclusion only goes to further isolate YOCYP in terms of decision making about their lives and future, and so, can lead to them becoming rejecting of the school system (Lown, 2005). YOCYP are more likely to leave formal education at the first opportunity, and least likely to enter employment (Emler & Reicher, 2005). This links back to the negative narratives around YOCYP and low self-esteem, which is often experienced, and highlights the need to view the child holistically, move away from their offence and champion strength-based approaches which focus on aspirations and future planning. Again, building a positive relationship here is key, specifically between the YOCYP and school, PCW could be a way of

bolstering these relationships. If these protective factors are not achieved, we are simply reenforcing the self-fulfilling prophecy of exclusion, criminality and increasing the risks of YOCYP entering the adult justice system (Emler & Reicher, 2005), as opposed to going on and engaging in further education:

P6: *...And because of that offence [...] they get very stuck and think, well, with that offence, it will be on my records, the rest of my life. What's the point in going to college? What's the point in trying for university?*

Transcript P6, Line 255-280

Here the participant reflects on the narratives around YOCYP and criminogenic stigma and the negative impact this has on their aspirations, contributing to a self-fulfilling prophecy that offending is their only option (Lamb & Sim, 2013). Therefore, with a drive towards PCW moving away from the offence committed, YOCYP may be able to see a future beyond involvement with the YJS. As part of this, as this participant points out, ensuring that YOCYP has support around accessing post-16 education will be key in breaking the cycle. However, challenging the narrative and stigma within the systems will also be important in ensuring inclusivity for YOCYP, giving them the opportunity to change their trajectory.

This sub-theme explores the socio-political factors impacting on YOCYP and highlights what YOT practitioners and associated professionals have to take into account when working with them. It can be seen that the barriers are a complex interrelation of socio-political factors which are often self-perpetuating of each other, leaving YOCYP vulnerable. Thus, offending behaviour is a symptom of the systems in which YOCYP live and potentially requires a culture shift to mediate some of these factors (Emler & Reicher, 2005).

Protective factors impacting on YOCYP outcomes

The final sub-theme explores some of the protective factors which can facilitate change for a YOCYP, highlighting areas for YOT practitioners to target their work.

YOCYP recognise that good education, qualifications, and skills can contribute towards them securing a job and breaking the cycle of crime (DfES, 2006, p. 26):

P3: ...I think it's really important that we get to understand what the young people are caught up in, and if they could do it on their own, they wouldn't be under youth justice. Like building a sense of security, building a sense of belonging. Then we're moving away from anti-social behaviour. So, like prosocial activities [...] like joining the running club [...] And then from that, they build on a case of what, what could we look to do for your future? And they, and they do all of those things, to varying success.

Transcript P3, Line 406-431

Here it is recognised that future planning and opportunities to engage in pro-social activities promote better outcomes for YOCYP, however, the participant acknowledges that this is not always happening with every case. Suggesting that some of the external socio-political factors noted above may impact on such work, as well as the approach the YOT practitioner takes. It also places the onus on the professionals that support the YOCYP to put structures in place to give them an alternative to what they are currently doing. Importantly they highlight “*if they could do it on their own, they wouldn't be under youth justice*”, suggesting YOCYPs have potentially reached crisis point, and are entrenched, hence they require adult support in desistence.

We also know that education and good literacy and numeracy skills improve YOCYPs chances of securing employment (Hurry et al, 2010; Lipsey, 1995), as highlighted by the participant below:

P5: ... I think that education will help them the chances are, I think it will. So how I can help them sort of think about their education, learning apprenticeship, I don't know something that will help them in the future...

Transcript P5, Line 31-57

Therefore, a focus on future planning and what this might mean for their education may be beneficial in engaging YOCYP. In addition, the participant refers to helping them think about their education, suggesting a change in how they view the education system and the opportunities it may give them. Whilst it is important to note that mainstream education does not suit everybody, YOCYP would still likely benefit from being in some form of education or training. This does not necessarily have to mean mainstream school, simply being included within a nurturing, and structured setting could facilitate desistance from crime (Hayden, 2008). Secondly this highlights the need for early intervention:

P4: ... I'm still a great believer of catch them young [...] for me it was always teens not tots [...] I fully respect the fact, you got to pick them up young, reception, year one, year two, otherwise by the time they get to year seven, eight, nine, the disaffection, the low self-esteem kicks in.

Transcript P4, Line 378-390

Similarly, as this participant discusses, it has been suggested that early intervention is most effective in primary school with CYP considered to be at risk due to challenging behaviour (Hayden, 2008). Yet less evidence is available in supporting YOCYP when they reach secondary school age (Hayden, 2007; Stephenson, 2007). Whether this is due to the fact they are already involved with the YOT by this age is unclear, it does however highlight the need for early intervention within schools. This could potentially be a shared role between the YOT and EP, not only deterring offending behaviour, but promoting pro-social behaviour, resilience, and emotional regulation. As the participant highlighted it is often the low self-esteem and disaffection with education that becomes an issue for YOCYP.

Overall YOT do excellent work, often achieving positive outcomes with YOCYP (Trivasse, 2017). The protective factors highlighted in this subtheme provide a basis for intervention, coupled with building a positive relationship. Focusing on education and future planning will be a facilitating factor for PCW and potentially enable YOCYP to break the cycle. However, it is important to note this will not work for everyone and I use education in the broadest sense, rather than just referring to

mainstream schools. In addition to this, it is about empowering the YOCYP to make a change through participation, so they have ownership, rather than the adults making the change for them (Hartworth, Simpson & Attewell, 2021).

Summary:

To summarise, considering the complex barriers explored in this theme will support professionals in adopting their interaction with the YOCYP. Many of the factors mentioned align to PCW without naming it as such. For example, the introduction of a child first approach, the need for building a positive relationship and promoting strengths based future planning. How these factors link more explicitly to PCW is explored in the theme *PCW in the youth offending context*. This theme however highlights the fundamentals and uniqueness of working in a YOT context, and the difficult experiences YOCYP might have had, which means they may struggle to engage in certain processes. All of which needs to be considered before promoting PCW. It therefore aligns with the proposition that EPs will experience a range of opportunities and barriers to PCW in a YOT context. Specifically highlighting additional needs, trauma, and socio-political factors before exploring what YOT practitioners might do to mediate this and emphasising the need to build on protective factors and relationships to encourage desistance from crime.

Systemic factors impacting on YOT service delivery

Procedural and organisational elements of the YOT and the EP role can impact on service delivery. The background, culture, experiences, and personality of the YOT practitioner has potential to influence how they work with a YOCYP (Haines et al., 2020). It has been suggested that these ways of working can have an impact on the desistance of crime (Eadie & Canton, 2002). In addition to this the EP role within the YOT is poorly defined and thus their unique contribution is not always clear (Ryrie, 2006).

Multiagency working and professional relationships

YOT were established to be a multi-agency service in order to promote the holistic needs of the YOCYP being met (Newman et al., 2012). Despite this, participants recognised that joined up working often did not happen (Newman et al., 2012):

P1: ... trying to do lots of multiagency style joined up type, kind of collaborative working and try and get people to identify a joint approach. Rather than everyone in their silos doing endless headless chicken things and none of it coming off...

Transcript P1, Line 30-43

The change to remote working due to the Covid-19 pandemic led this participant to discuss the opportunity it gave them for joined up multi-agency working, as it was easier to get everyone together virtually. They allude to that fact that prior to this there was a lack of collaborative working as everyone tends to work in their own “*silo*”. This participant felt, in the context of the YOT, where needs are often so complex, a joined up holistic approach was particularly helpful. However, some participants felt that the expertise and agenda of other professionals sometimes meant that underlying needs were being overlooked, particularly SEMH (Gray, 2005, 2007). In line with Twells (2018), the participant below felt that conflicting agendas of how other professionals work with YOCYP, was a barrier to multi-agency working. Similarly, to the participant above, they also highlighted the EP role in supporting collaborative work, promoting SEMH needs and shifting others thinking:

P3: ...because we have quite a few different professionals in the meetings. There has been a bit of a shift where before they were like, Oh, this trauma informed rubbish, whereas now they kind of get it that there is more of a, you know, I used to go meetings all the time where they'd be like, we need to challenge this young person by telling them this. And now they're not using that language so much. It's more like, okay, what can we do to support this young person as opposed to what can we do to challenge.

Transcript P3, Line 213-224

Depending on training, background and ethos, each individual, as well as professional group, will have their own view on how to best support the YOCYP. As such, this participant describes how multi-agency working has led to a consensus in approach, professionals becoming more trauma informed and a shift in language used towards YOCYP. Suggesting that it is not simply the YOT practitioners, who are working with the YOCYP at an individual level, who have an impact on how narratives are formed.

As already discussed, YOCYP often have a number of complex and additional needs and it is not appropriate or possible for these needs to be addressed by one single agency (Rosengard, Laing, Ridley, & Hunter, 2007). Therefore, working collaboratively with professionals from speech and language (Nolan, 2018), schools, parents (Twells, 2018), and psychologists (YJB, 2020a) is beneficial:

P2: ... *The EP is a small cog in a much bigger picture at that time so unless the conversations have happened higher up, they can do lots of lots of very good practice, but it doesn't get spread out across the whole of the county, or really understood for its merits. The EP from the service or somebody higher up should be in those higher-level conversations...*

Transcript P2, Line 284-294

The participant above emphasises the need for joined up working coming from a managerial level. Recognising that whilst the EP can engage in various good practice, their impact is limited to the parameters within which they work. The drive for joined up, multi-agency working arguably needs to come from leadership, ensuring there is appropriate funding and mechanisms in place to facilitate such ways of working (Nolan, 2018; Stahlkopf, 2008). However, others have argued that whilst the systems can support ways of working, individual practitioner change is equally as important, if not more (Hammond, 2013; Mirowsky & Ross, 2003). Whilst it is written into guidance that multi-agency work is best practice (YJB, 2013) we know that this is not always forthcoming in supporting YOCYP (Gray, 2005, 2007).

Following on from this, participants also discussed the importance of relationships between professionals. Specifically, how this impacted on service delivery and availability of the EP to the YOT:

P4: ...When they bought the EP team and the youth justice team together into the same office space [...] It became a lot more fluid and spontaneous [...] the fact that those two teams could be very easily accessible to each other in proximity I think made for a rich working experience...

Transcript P4, Line 555-573

Here the participant reflects that proximity is important, with a focus on the need for the EP to appear 'available'. For example, the EP sitting within the same office space as the YOT for the time they are available to them, was helpful in building relationships and ensuring ease of access (Twells, 2018). Wyton (2013), suggested a lack of confidence in YOT practitioners approaching other professionals, the above participant discussed phone calls and emails as being secondary to a physical conversation. The preference of YOT practitioners to have the EP physically available to them, may reflect an anxiety around lacking the specialist knowledge of education and SEND, and not knowing how to ask for support around this via email or phone. YOT are said to benefit from having the support of an EP given their specialist knowledge of the education system and SEND (Twells, 2018; Wyton, 2013).

This sub-theme explores the importance of multi-agency working in YOT and recognises the need for there to be a systemic drive for this. It also places an emphasis on relationship building, and for professionals to work from a shared agenda in order to best support the YOCYP. PCW and more specifically PCP tools provide a good framework for multi-agency working, and in this sense could also support relationships. Finally, it highlights the need for the EP to be 'visible' to the YOT practitioners in order to improve confidence in approaching them for support.

Time resources inhibit effective working with YOCYP

It is widely acknowledged that YOT are under increased pressure, in terms of time and resources (Stahlkopf, 2008). Similarly, EPs experience time pressures within

their role, which can lead to workplace stress (Gersch & Teuma, 2005). Given the context for both teams it is perhaps unsurprising that time was a significant barrier raised by participants:

P1:...*I've got such a limited contract which is already overrunning. I went into it being told 100% do not go over the hours, every hour is accounted for. The amount of work I've got from them more than fills the hours.*

Transcript P1, Line 187-198

As well as the participant above, all others admitted that demand outweighs capacity and that their allocated half a day a week did not leave much flexibility in how they worked. Participants reflected that there were lots of things they would like to implement within the YOT, however they were not afforded the time to do this. The participant above states how the message they were given from their own management was not to go over time. This leaves limited flexibility to undertake direct work with YOCYP (Farrell et al., 2006):

P4: ... *I think it's time, its money, it's the amount of caseload that both services and individuals are carrying. Yep, there's a lot of pressure to get work done and that doesn't always lend itself to working in those creative ways...*

Transcript P4, Line 412-429

This participant pointed out that these time pressures, both on the side of the EP and the YOT practitioner, meant that working in creative ways was very difficult. This was especially given the workload that both services hold, which is largely impacted by continued budget cuts (Haines & Case, 2018; Twells, 2018). Participants discussed time being a significant barrier to PCW, as this often requires preparation, planning, and extra time for reflection (explored further in theme *PCW in the YOT*). It was also suggested that the structure and processes of the system, meant that working with YOCYP effectively could be inhibited. For example:

P3:...particularly in a service like youth justice, it's all very fast paced and its quite high pressure. Like you're going to court, then you're coming back, and court telling you you've got to do this. So, you feel very under pressure to do that and meet your targets...

Transcript P3, Line 237-255

Here it can be seen that the participant reflects on the impact of time constraints and process requirements on the YOT practitioner role. It is also suggested by the participant that, interaction with YOCYP tended be more process driven, yet we know this is likely to have a negative impact on relationship and therefore also outcomes (Creaney, 2020; Phoenix, & Kelly, 2013). As such, YOT practitioners are in a difficult position of meeting targets (process requirements) and building a meaningful relationship with the YOCYP (child first).

Within this sub-theme participants discussed the barrier that was time constraints within the system, and a drive for YOT practitioners to meet targets at the expense of their work with the YOCYP. Given the context of dwindling budgets, limited resources, higher numbers of referrals into the YOT and staff shortages, YOT practitioners are limited in what outcomes they can achieve (Stahlkopf, 2008). This then has a knock-on effect to the EP, as time is spent fighting fires rather than supporting the team and working with YOCYP. In addition to this, EPs tended to only be allocated half a day a week to work with the YOT, which they argued was not enough to meet demand.

YOT practitioner's background and the role definition of EPs within YOTs

There is a key role for the EP within YOT, however participants expressed that their role was not always understood (Ryrie, 2006). Particularly from the perspective of the YOT practitioners in terms of the EP offer (Parnes, 2017). For example, participants reflected that YOT practitioners would often ask for an assessment, with little understanding of what that means for the child in relation to the questions they wanted answering:

P6: ...and what typically I get are requests for assessments, but the practitioners might not always know what the assessment means sometimes. I always have a discussion with the referrer with a practitioner, say, what exactly do you want to understand? ...

Transcript P6, Line 13-49

This linked into what has already been discussed around the YOT practitioners view tending to be within child. The participant alludes to a pre-determined expectation of what an 'assessment' is, however this expectation may not be the best fit for the child. Generally, participants expressed the request for an 'assessment' tended to be around the YOCYPs cognition and learning (Ashton & Roberts, 2006). From this, it could be argued that YOT practitioners' views of the EP were that they dealt purely with education (Ryrie, 2006). However, some participants argued that our role was wider than this and the EP could be involved in supporting the YOCYP with counselling or therapy:

P1: ... They're asking schools to bring in counselling and therapy and lots of things that we could get involved with if we were aware...

Transcript P1, Line 200-213

Yet the participant here suggests that they are not asked to support these needs of the YOCYP. YOT practitioners were not always aware of what they could ask for from the EP, what the specific role of the EP was and how they could support the team. Participants noted it was down to the individual EP to promote the way in which they work and generate an offer to present to the YOT; that may or may not have been related to education. Whilst some participants felt they had a therapeutic role (Hammond & Palmer, 2021), not all were in agreement that the role of the EP was so wide (Ashton & Roberts, 2006). For example, one participant felt their main focus was education:

P4:... we are educational psychologists, that's how I see things. Although we look wider, but that's really our remit. That they have been identified as having a concern with regards to education.

Although they have discussed that sometimes the remit is wider, they acknowledge their own expertise lies in education. This is in direct contrast to the previous participant who felt they would be able to get involved in therapy work with the YOCYP. In addition to this another participant felt that a discussion around trauma with the YOCYP was not always helpful, and the assumption was made that this was somebody else's role:

P5: ... *I don't want to bring that [trauma] up though in my meetings. I don't think it's helpful [...] I don't want to know all the details because actually, I don't need to know. They've talked about that with other people...*

Transcript P5, Line 192-204

Whilst this might be symptomatic of time constraints (Farrell et al., 2006), it does not do much to dispel the narrative around the role of the EP and the work that can be undertaken (Hammond & Palmer, 2021). Also, in assuming that trauma is dealt with by someone else could lead to an important part of the YOCYPs' story being missed and is not necessarily conducive to encouraging YOT practitioners to be trauma informed. This diversity in practice between EPs was cited as being a point of contention between area YOTs:

P1: ... *I've noticed that the three areas, they have their own equivalent of me, and other teams, they don't seem to be too consistent in what they're offering to each team. There's a lot of jealousy between the teams [YOT] in terms of what each team gets in training. And there's a lot of inconsistency in what they are getting from us as we've all got our own different skill sets...*

Transcript P1, Line 146-158

This is likely to lead to further confusion of the EP offer within YOT. Particularly as the EP is not written into any policy or guidance when it comes to YOT partners, whereas other psychology colleagues are (YJB, 2020a). Getting the EP offer consistent and clear in the first instance will likely improve productivity and service

delivery (Ryrie, 2006) and consequently improve relationships between teams and professionals (Twells, 2018).

It was not only YOT practitioners who participants felt did not understand the EP role, but also YOCYP and their families. This may be because they struggle to understand the systems they are in (Nolan, 2018), or due to a lack of trust in professionals (Emler & Reicher, 2005). By virtue of the name and inherent misunderstanding of our role (Hammond & Palmer, 2021; 2021b) it can be difficult for YOCYP to ascertain what we do. One participant pointed out that this can lead to misassumptions and could even impact on the relationship between EP and YOCYP:

P5: *...because you are, I guess, synonymous as well to that child with education. And if they've got that view of school is rubbish and I don't want to go to school, I don't need to read, then we, by virtue of just being an educational psychologist, nine times out of 10, that isn't the reason that we're going in to see them. But you become synonymous with that. [...] what message does that send to that young person?...*

Transcript P5, Line 121-157

The participant here highlights an important point around the EP role being synonymous with education, which is often a point of contention for the YOCYP. They are often excluded, disengaged, or struggling with school, and therefore they generally have a negative opinion of education professionals. Consequently, the perceived role of the EP and the impact this has on relationship building, is something to take into consideration when working with YOCYP.

Every participant spoke about the population with which YOT are working and highlighted the need to be flexible. Participants particularly mentioned that where they met the YOCYP was important, as well as what time of day (Smithson & Jones, 2021). This was also recognised in the work of YOT practitioners. Participants were very complimentary of YOT practitioners' work, they reflected how this often aligned to PCW and had positive outcomes (Wilkins, 2001):

P4: *I very much picked up on their commitment, they would go the extra mile. They were incredibly flexible. If the young person hadn't got out of bed. You'd hear them say, I couldn't see him the other day because he wasn't out of bed at 10:30am. They'd say alright, okay, tell you what I'll come round at 3 o'clock this afternoon and we will go and have a coffee and will have a chat afterwards [...] They weren't rigid. And I think working with young people like that I think you have to be very flexible [...] I think it's an exhausting job that they do, but they are highly flexible, they have to be adaptable...*

Transcript P4, Line 285-303

Participants gave numerous anecdotal examples of when a YOT practitioner had gone above and beyond for their YOCYP. Often discussing how YOT practitioners went way outside the boundaries set by formal intervention. It is argued that this enabled a more genuine, understanding, and therapeutic relationship to be established (Trivasse, 2017), which recognised the unique position of the YOCYP and promotes positive outcomes (Karver, Handelsman, Fields & Bickman, 2006).

When you consider these factors, participants went on to discuss the approach taken by the YOT practitioner as being important in how they go about building a relationship with the YOCYP, reflecting particularly on their attitude, background, and skills (Case et al., 2021). YOT practitioners who are seen as caring, understanding, relatable and less judgmental are held in higher esteem than those who are dismissive, strict, and impersonal (Trivasse, 2017). This is something which was echoed by the following participant:

P3: *... there is some cultural differences. So, there is a real kind of ethnic and cultural diversity in the youth justice team that you don't necessarily see in many other teams [...] with that comes its own stuff. Like I supervise one man, and his belief is that you don't really talk about your feelings if you're a man. And that very much comes from his culture. And he really struggles to reflect on his own feelings about things. And he'll turn everything into a bit of a joke and a bit of a laugh. And then you think the impact of that then on the young person who he's working with, what depth of understanding are you going to*

get about that young person, if you yourself, can't model how to manage emotions and how to talk about things. So that's, that's what I mean. And the fact that individual people can really impact on that, that process that needs to be involved in getting to know a young person.

Transcript P3, Line 482-500

The participant highlights the impact an individual's personality and background can have on their approach and considers what effect this might have on their ability to build a genuine relationship (Phoenix & Kelly, 2013). The participant suggests that part of the YOT practitioners' role is to model behaviour and emotion, however an individual's ability to do this may vary. They argue this may be down to the wider system and the kind of professionals the YOT attracts, e.g., ex-police officers.

In turn, one participant went on to highlight the impact of the YOT practitioners' individual trauma on their relationship with the YOCYP. They gave an example of an individual struggling to engage a YOCYP and what transpired was that something had been said that could not be forgiven in that relationship, and therefore a change of practitioner was the only way of moving things forward:

P3:... *it's about understanding their own trauma, understanding what they bring to a relationship, and realising that it's not all about the child, it's about 50/50, you know, well actually more than 50/50, it's about the practitioner being the adult and being able to recognise those things, being really important towards that, that relationship with the young people...*

Transcript P3, Line 178-212

It can be viewed from these last two points that the adult in that relationship plays an important role in developing that YOCYPs emotional regulation (Duran-Bonavila et al, 2017). This in turn requires the YOT practitioner to have the knowledge and skills to be able to achieve this relational engagement with the YOCYP, which goes beyond the interventions delivered (Prior & Mason, 2010).

On this note, participants highlighted the training and skills of YOT practitioners. It was acknowledged that YOT practitioners do an exceptional job with the tools they are given. However, several participants discussed shortcomings within YOT practitioners' skill sets, which were usually driven by systemic issues. For example, it was highlighted there is no one route into becoming a YOT practitioner, and therefore varied and inconsistent backgrounds can impact on service delivery:

P1: ... they've all got inconsistent experiences; I think there's been a relatively high staff turnover in some areas, people have all got different backgrounds [...] The youth justice pathway does not necessarily have any education training within it at all. Yet they're being asked lots of questions about the young person's education.

Transcript P1, Line 228-241

It is also specifically noted here by the participant, that education tended to be beyond the scope of practice for YOT practitioners and their knowledge of SEND and additional needs was often limited (Wyton, 2013). It was also acknowledged similarly to Wyton (2013), that it was unreasonable to expect YOT practitioners to have in-depth knowledge of SEND and the education system. However, given this, differentiation, and individualisation of intervention to fit the YOCYP was often problematic:

P2:...So, they will try very hard to be person centred [...] they have a range of tools and those tools would have to fit the person. They didn't have the freedom of time or necessarily the training to be able to create tools to fit the child. So, they say to me things like we've tried this this this we've played this game, whatever the game was something about consequence and risk or you know it was standard [...] well what's next? It's a bit disparaging I don't mean to be dismissive of their efforts, because they do try extremely hard, they are definitely constrained within the parameters of what they have to do...

Transcript P2, Line 202-230

Here you can see the participants frustration around lack of training of YOT practitioners to differentiate and fit intervention to meet the individual YOCYPs' needs. As argued by Haines & Case (2018), pseudo-psychological intervention programmes often have little impact on reducing (re)offending. This participant highlights that YOT practitioners often deliver intervention which they have little to no understanding of its evidence base or efficacy. Therefore, questions what it is exactly the YOT practitioners are targeting with these "*tools*". However, all participants strongly caveated this with the fact this was symptomatic of the system within which they work, limited time, resources, and staff (Stahlkopf, 2008).

This sub-theme considers both the EP and YOT practitioner roles, and the need for those to be skilled and established in order to optimise service delivery. EP role definition was highlighted as a barrier, particularly around inconsistency in approach and what the EP can offer the YOT. Participants also felt that the background, skills, and training of the YOT practitioner significantly impacted on the approach they took with the YOCYP and could also be a barrier to PCW.

Summary:

This theme answers the research question 'what are the barriers and facilitating factors of working in a person-centred way within a youth offending context?' and supports the proposition that EPs will encounter a range of opportunities and barriers to PCW within the YOT. This theme highlights in particular, the systemic factors impacting on PCW within the YOT. Namely the need for a consistent and clearly defined EP role and offer which includes PCW, promoting multi-agency working and being, as well as supporting, YOT practitioners to be, flexible in the way in which they work with YOCYP and placing attitudes towards relationships above all else. Finally, the barriers can be summarised as significant time and resource constraints, as well as some particular YOT practitioners' skills and backgrounds. As these barriers are embedded in the systems, it was felt that there were limited facilitating factors to promoting PCW. However, participants emphasised the excellent job YOT practitioners were already doing given the time and resources they have.

The role of power

The United Nations Convention on the Rights of the Child (UNCRC) (UN, 2018) radically shifted global perceptions on the status of the child towards acceptance that children are agents in their own right, not adults in waiting. Consequently, children should be given the opportunity for participation, beyond tokenism (Hart, 1992), which includes their views being involved in decision making as a minimum (Shier, 2001). This theme explores how power within the systems, specifically but not exclusively, the justice system, impacts on service delivery and participation and engagement of YOCYP.

The legal system is a hierarchical system with a discourse of authority and control

Historically the YJS has used punitive approaches to deliver justice, with a focus on prosecution, conviction and holding YOCYP accountable for their actions (Haines & Case, 2018). However, YOT policy is ever transforming, and it is recognised that change within the YOT culture can be challenging (Case & Hampson, 2019). In addition, the YJS sits within the wider society which has its own views which are embedded in historical contexts (Jakson, 1980; Strauss, 1962). Creating a culture shift within any system is difficult and takes time and will be impossible to achieve fully in a system based, quite justly, on right and wrong and penance for one's wrongdoings (Norrie, 1996). Yet there appears to be a drive for such, from the YJB at least (Case & Haines, 2020; YJB, 2019; 2021a), yet if we consider where the YJS and YOT have come from it is clear to see where hierarchical and authoritative attitudes may have developed:

P3: ... there's a lot of authoritarian communication that goes on in youth justice because a lot of them have come from police backgrounds. And I think there is that kind of culture within police backgrounds to talk a certain way to people, to assert that dominance as a way of achieving status. I think there's a shift there that needs to happen there around the way you interact with children and young people...

Transcript P3, Line 441-460

The above participant discusses a police culture, which is often perceived to be very black and white and houses an ethos of authority and control. The participant notes this needs to shift when it comes to their interaction with the YOCYP, as that attitude can have a negative impact on building a relationship (Trivasse, 2017). However, ultimately the YJS and CJSs' role is to protect the public, therefore there is an element of the YOT practitioner role which will be authoritarian (Trotter, 2015). One participant suggested that, with prompts to think differently, some individuals were able to adapt their communication to get the best out of the YOCYP. Suggesting that this approach could be mediated with the correct support and training:

P6:...*So, he has police approach, but I think it's the police approach that can [...] have shades of person-centred mindset as well. [...] I think you can bend them a little bit to be along the same lines...*

Transcript P6, Line 642-670

Thinking more broadly than the YOT, participants discussed the discourse of the professionals YOCYP come into contact with from court. There is a consensus that more work needs to be done within the wider system to remove criminogenic stigma (Glendinning et al., 2021; YJB 2021a). Especially as this stigma and generalisations can create a self-fulfilling prophecy for offending behaviour (Lamb & Sim, 2013). Below one participant pointed out the discriminatory views of YOCYP from other professionals in court:

P6: ... *I've heard horrendous comments that practitioners have heard in court about people from different cultures or, you know, or certain communities, you know, wide generalisations, Oh, he comes from this community or this neighbourhood or this, we have another one of these, you know. Which is exactly the opposite of person centred...*

Transcript P6, Line 542-557

Such comments from those in power can be disparaging of the work of YOT practitioners and detrimental to the YOCYPs' self-esteem if heard. Further, we know that belonging is important for YOCYP and CYPs social inclusion and can be a risk

factor for (re) offending behaviour. Here the participant talks about courts assumptions of belonging to certain communities, whereby offending behaviour is a given, therefore further marginalising YOCYP, their families and the communities in which they belong (Emler & Reicher, 2005). The YJS is hierarchical in nature, with those higher up (judges, barristers, etc.) making decisions for those working within the systems (YOT practitioners), and those whom the system supports (YOCYP). Thus, this fosters a multiple, automatic and anonymous power discourse, which is derived from the structure of the system as opposed to the individuals within it (Foucault, 2007):

P6: ...It's not easy though it's very divided and I think again you know within the systems you look how they work, they work with the police, they work with the law, work with all this control and these very hierarchical systems. I think that gets repeated in the team, and if we asked the team here on the ground to be person centred and they don't feel they are being treated in the same way it might be difficult...

Transcript P6, Line 671-699

The above participant describes the difficulties experienced by YOT practitioners in creating a system which works best for the YOCYP. It is noted that the power and hierarchical ethos creates barriers to PCW, particularly if YOT practitioners do not feel appreciated in their work. They also discussed how power differentials experienced by the YOCYP in court, where mirrored in the organisation between managers and YOT practitioners. This aligns with Foucault's (2007) description of a hierarchical system and power discourse which runs through it at all levels. Foucault argues there is nothing more powerful than the state (legal system), and with this power comes the need to control which we see in policies and procedures (Foucault, 2005). It is important to reflect here, that laws and the state hold the ultimate power, and police and courts simply apply the law. Therefore, the system is more complex than the theatre that plays out in court. Nevertheless, this power discourse in turn creates a dichotomy of control and wish to do the best for the YOCYP:

P6: *There is that tension between being an agent of control, which they are [YOT], [...] and being supportive to the young person and person centred. So, I think that's when we might get into difficulty, but I think if we can, so my perception is that they are very person centred up until the law comes hard on everyone, to do things, you know [...] but I think that there is a place to, to explore how to extend the person-centred approach to those higher risk cases, those cases where the police and the law and tags and all of those things are more heavily involved. And the control aspect is so predominant...*

Transcript P6, Line 476-500

This participant discusses difficulties in being person centred (or child first (YJB, 2021a)), when ultimately that YOCYP could find themselves in a punitive system, whereby they are subject to various consequences for their offending behaviour. Often these consequences are non-negotiable and are overseen by the YOT practitioner. Therefore, the YOT practitioner has dual role in legally enforcing court orders, but also in needing to build a positive, empathetic, trusting and understanding relationship with the YOCYP (Trotter, 2015). There is an added element, that having to deter a YOCYP away from offending behaviour, may impact on the relationship the YOT practitioner is able to build, and they require specialist skills and knowledge in order to maintain this dual role (Trevithick, 2005). This participant also reflects on how one might be person-centred with the higher risk cases which might make PCW more difficult. Highlighting the unique barrier power in the YJS poses to PCW.

Another participant expressed that difficulties were experienced more broadly, and this was because of the systems that were in place around the YOT. Specifically, the way in which YOCYP are treated by 'legal people' in authority, as this led to them having a negative, anti-authority attitude (Collins, 2019):

P2: *so, the systems that are in place curtail what the youth justice workers can do [...] they were always concerned that by the time they were involved with the child the child had already become quite defensive and had already*

met various legal people who may have treated them in a less favourable less person-centred way.

Transcript P2, Line 202-230

The difference between the YJS and the adult criminal justice system (CJS) was also highlighted as a factor in how YOCYPs experienced the YOT. For example, below the participant talks about older YOCYP working with probation officers in order to bridge the gap between services:

P6: *... probation officers are people who will basically bridge that period between being young and being an adult. Preparing them for the fact, look you keep offending when you're 18 this is going to come down very differently ...*

Transcript P6, Line 617-641

They highlight the different approach of the probation officers in order to prepare the YOCYP for the CJS which will ultimately be even more punitive. On turning 18 YOCYP lose access to the diversion scheme, 'out of court disposals' become less likely and sentencing becomes more severe (Helyar-Cardwell, Moran & Ituna, 2020). In addition to this, the wrap around support becomes less and expectations higher. Following a critical report of transition provision (CJJI, 2012), further guidance was published both from the National Offender Management Service (2012) and the YJB (2015; 2018a). However, it is argued that these do not go far enough in outlining post-transition support or recognising the unique needs of 'young adult' offenders (age 18-20; 'adult' offenders are 21 and over Gov.UK, 2019) (Price, 2020). More recently however, in Wales a transition guidance document has been published (YJB, 2020b), which aims to facilitate a smooth transition for young adults (18-25) into the national probation service. Encouragingly, it highlights the need for trauma informed practice (Covington, 2016; Harrish & Fallot, 2001) and draws attention to adverse childhood experiences (ACEs) as this increases the risk of YOCYP entering custody (Boullier & Blair, 2018; PHW, 2015).

This poses an important ethical dilemma in terms of being child first in a system (YJS) which is ultimately punitive (court orders). In addition to this, given that a third of YOCYP receiving a caution in the last year were 17 (YJB, 2021b), they are not too far from being in the adult system. In this case, they will lose the drive for child first and will be treated under the less forgiving CJS system (Helyar-Cardwell et al., 2020), aimed at justice, punishment, and public protection (Raynor, 2007; Whitehead & Statham, 2006). Furthermore, the power discourse, which is embedded in the culture, history and hierarchical CJS (Jackson, 1980), will be extremely difficult to mediate fully (Foucault, 2005; 2007). While YOT practitioners and EPs can go some way to account for the power differentials, it will take a significant culture shift to change the system which goes beyond the ability of the individual (Hammond & Palmer, 2018):

***P6:**...How can they still be person centred and face the law? I think their argument is, well, it will secure engagement, responsibility taking and accountability, from a genuine place, not from, you know, a top-down place. But how to do it is going to be tricky, I think it's going to be very tricky...*

Transcript P6, Line 518-542

This sub-theme explores the hierarchical nature of the YJS and the CJS and the extensive barrier this poses to PCW. It highlights ethical considerations of working in a child first system which is ultimately punitive, and consequently how PCW might be applied. Whilst recent guidance is beginning to recognise the YOCYP and their context (YJB 2020a, 2021a), the larger system in which they find themselves does not yet align to this way of working. Indeed, others have argued that PCW is on a continuum and can be applied as such (Hammond & Palmer, 2018).

YJS and YOT processes can inhibit YOCYP participation

It has also been argued that the bureaucratic process and procedures within the YOT such as *AssetPlus* and interventions can impact on the perceived engagement and participation of the YOCYP (Case et al., 2021; Hampson, 2018). The above theme of *Systemic factors impacting on YOT service delivery* explores the barrier of

time and resources for YOT practitioners. Following on from this, participants expressed concern that the legal time frames and processes (such as *Diversion* and *AssetPlus*) impacted on what they could achieve with the YOCYP:

P2:...*They're still constrained ultimately working towards a legalistic time frame legalistic parameters and expectations...*

Transcript P2, Line 258-282

It has been argued that although national standards are being met in the eyes of management, this did not necessarily translate to good practice (Stahlkopf, 2008). Equally what is being recommended by EPs is not being put into place as they get timed out by the system:

P6: ...*I think it is once they have the report, that's that, and I think it is a time limitation of the Diversion program [...] They start, then they stopped being involved, and the diversion program ended, and we didn't get to the PATH. So, we're not going to try anyway. It's done [...] So I think it's catching it at the right time.*

Transcript P6, Line 255-280

In the above quote the participant highlights that what they believe to be beneficial for that child (a PATH), and what they recommended in a report after assessing that child, is not carried out because that YOCYP is no longer in contact with the service. This was cited as being particularly problematic when the YOCYP has significant additional needs and therefore might need more time and support to understand the system and engage with the process (Collins, 2019):

P2:...*We were constantly trying to ask for extensions, as an example of a constraint. Youth justice workers, often if they had a child with additional needs, which was nearly always, would be asking for some sort of extension. This was a legal process, and they have to make their case and ask for that, [...] It's so tiring it shouldn't be like that they shouldn't have to say you know*

this child needs another six weeks justifying why and that's quite stressful for the youth justice worker involved.

Transcript P2, Line 232-254

In a system which proclaims to be child first, it seems counterproductive to have a time frame on intervention with a YOCYP who is likely to have experienced several adversities and need substantial support to maintain desistence, this frustration is echoed by the participant above. Here, we can see again how implementing a policy without fixing the system or challenging a culture will make little difference to practice, and thus PCW more difficult to embed (Hammond & Palmer, 2018). As previously discussed, tailoring interventions is key to promoting engagement. However, whilst Prior & Mason (2010) argue that this does not have to mean that interventions are not delivered in accordance with their specification and design, others suggest there is more to it than that. For example, Case et al (2021), recognised that beyond the assessment/intervention, communication that enables the YOCYP to understand the process was key to participation. It has also been suggested that it is not the process which promotes engagement and is valued by YOCYP, rather it is the relationship and the rapport built between them and their YOT practitioner (France & Homel, 2006). The participant below, as well as others, commented that YOT practitioners would often go against policy and keep children on the books to ensure they were able to access support at an appropriate time:

P1: *No, it hasn't happened because they've been really good. It, kind of sneakily keeping the young person on their books. They do that quite often there is often something there waiting for me, and they make sure they don't close the piece of work which they should be doing until transition or until the PATH or whatever...*

Transcript P1, Line 425-443

This suggests that YOT practitioners are placing relationships and the support they offer in higher esteem than the policies and procedures which govern their practice. Procedures are not always in the best interest of the child, therefore, to prioritise them would be at odds with a child first agenda. Arguably YOT practitioners are better placed to dictate when a YOCYP should be 'signed off' and this should be

done for out of court disposals, on a case-by-case basis at their own discretion (Drake et al., 2014). Thus, placing the emphasis on the relationship with the YOCYP rather than meeting bureaucratic targets.

Because the YJS is sometimes something that YOCYP are directed to be part of (e.g., referral order), engagement is not always forthcoming (Trotter, 2015). As highlighted below the YOCYP population have often faced a number of professionals, who potentially have an authoritarian approach (schools, police, courts, etc.), which can lead to them feeling disempowered and less likely to engage (Collins, 2019; Elmer & Reicher, 2005; Paton et al., 2009):

P1:... *But I think it's especially relevant because a lot of them [YOCYP] get that classic thing that we have in a lot of our work, with the journey and the battle and the fight and the negative experience with lots of professionals. They come to it assuming that they've not got any power or that they are being negatively judged.*

Transcript P1, Line 130-144

Here it is suggested that approaching YOCYP in a different way, using PCW, might make a refreshing change for the YOCYP and encourage participation and engagement. However, as the participant points out, this is unlikely to be a simple task, given YOCYPs' experience to date, attachment style and attitudes to authority (Elmer & Reicher, 2005; Moran et al., 2017; Perry, 2009; Schofield & Beek, 2014). Trivassee (2017) highlighted that YOCYPs' expectations of the YOT was that it would be strict and impersonal. However, they went on say they found the YOT a supportive and positive experience, distinct from their views of probation, court, and police (Trivassee, 2017). Similarly, participants felt that the YOT was best placed to offer YOCYP the opportunity to participate and have their voice heard:

P6: *I think it's superbly appropriate because these young people, when, once they offend, they're so used to getting things done to them, you know, so they have the court order, they have the hearing date at court, they have to then do what they're asked to do, you know, curfews tags, all of these things that are*

clearly and necessarily imposed upon them because they broke the law, you know, they conducted criminal activity...

Transcript P6, Line 82-101

It was also stressed that the YOCYP had broken the law and that there should be consequences for that. Also, that the YOT practitioner treads the fine line between promoting participation and engagement, and also supervising their court order. Another layer to this is whether YOCYPs 'deserve' to have a say given their offending behaviour (Hart & Thompson, 2009), elements of which are implied above as the participant stated that consequences are "*necessarily imposed upon them because they broke the law*". The participant above reflects that uncomfortable and confusing dichotomy of how the YOCYP participation is viewed, but also highlights the importance of the YOCYP becoming involved in decision making (Eadie & Canton, 2002).

Adding to this we have already discussed staffs background and culture influencing their approach, the below participant describes how this directly impacts on a YOCYPs' ability to participate and how they mediated for this (Hart & Thompson, 2009):

P1: *This person was very lovely you know dominant character in the group and in the past, he very much enthusiastically was trying to reframe the young person and what they said. Like you mean this don't you mate and all this. And I was kind of going back to the young person's direct quote, I'm putting that up and the guy was like oh where's my contribution gone, and I kept saying the most important person in the room this is what he said. We've just this work was very much trying to add saying oh yeah don't forget to say this. And I was saying no actually. It was interesting and I think he was a bit taken aback; he's not used to being asked to be quiet.*

Transcript P1, Line 315-325

It can be seen from this quote that decisions are often made by policy makers, professionals and/or the adults around the YOCYP, consequently there is often an

adult-agenda. Participation within the YOT is still underdeveloped and often does not go beyond tokenism (Hart & Thompson, 2009). We strive for true participation of the YOCYP, yet as discussed there is little consensus on what this participation means. Shire (2001) proposed as a minimum to meet requirements on the UNCRC you must allow children to have the right to express their views, and due weight be given to them and shared decision making constitutes good practice. However, there is also merit in remembering that a YOCYP by definition is a child, and along with this comes vulnerability in age and maturity, restricted ability to change their socio-structural position and an inherent power imbalance tipped in the favour of adults (Billington, 2006; Case & Haines, 2015). In ensuring YOCYP are listened to and actively involved in decision making, thus upholding the UNCRC is one element. Yet, ultimately decisions lie with adults which are considered in the best interests of the YOCYP (Hammond & Palmer, 2018). Given this confusing context, the subject of the above participants anecdote could be forgiven for pushing their own adult agenda. However, as the participant highlights it is important for the YOCYP to feel heard in the moment, and included in decisions, even if those decisions are ultimately made for them, thus promoting a PCW continuum.

In that vein the participant who was involved in the TRM project expressed their concern around the model not always involving the voice of the YOCYP, and that families were not always aware that they were being discussed at a case formulation meeting:

P3:*...but all of that evidence is gathered through professional reports and professional understanding and like it's all relates second hand. So no in an ideal world it would be coming straight from the young person. But it's not. So, although some of the stuff has come from the young person that they've told people, but then it's being relayed back and you, you know, there's always issues around that...*

Transcript P3, Line 79-108

The TRM model discussed echoes the ECM which was evaluated in 2021 and found similar concerns around involvement of the YOCYPs' voice (Glendinning et al.,

2021). However, it was stressed, as it was by the participant, that this should be done with care and consideration for the YOCYP as it could be re-traumatising. Therefore, suggesting that you can still be person-centred and not involve the YOCYP directly, there is a judgement call to make. There was recognition that this was a fairly new model and further evidence is needed in its use and effectiveness (Glendinning et al., 2021). However, I noted that several findings by Glendinning et al. (2021) mirrored what was said by the participant involved. For example, the evaluation highlighted that the ECM gave them flexibility to work in the best interests of the child and move away from formalised processes, which can also be seen in the comment below:

P3:... I feel like working in this model has given them the excuse for their managers to do that. Whereas before I heard the managers were saying, well, what were you doing in that contact? What were you doing? What's the outcome actually then are able to say, well, the outcome was, I solidified that relationship a little bit more as per the TRM model suggest you do. So, I think almost that backup and that evidence to do what really intrinsically they feel is the right thing to do. So, there's sort of two things I wasn't there, but yeah, I think it's about having the permission to do that relationship building, but also having the time and space to reflect on what they're doing.

Transcript P3, Line 255-277

Highlighted here is the contention between building and promoting the relationship with the YOCYP and following processes and procedures whilst evidencing outcomes. The participant noted that within the TRM YOT practitioners felt more able to justify their position in placing the relationship at the centre of their work, and perhaps not completing other more procedural activities. This is positive in the move towards child first, however, was something that was only reflected from this participant within the TRM model and not any others.

This sub-theme is concerned with what processes and procedures within the YOT might be negatively impacting on YOCYP participation. Underlying this fundamentally, is the discourse of power within the system, within understanding of

YOCYP and within relationships. It explores how this might be mediated to achieve active participation from YOCYP and build positive, respectful, and genuine relationships with the YOT practitioners. There is a role here for EPs in challenging power discourse and supporting the YOT how this might be interplaying with their interactions with YOCYP. Power is explored further within the next sub-theme.

Influence of power dynamics in a YOT context

A strong power differential exists within the YJS and CJS, I have touched on how this is mirrored within YOT teams, and this will be explored more here. Aligned with Foucault's (2007) discussions of power exist within the system itself, particularly when this system is concerned with supervisory roles:

P6:....So, there is a power differential I think between the legal system the judges, the barristers and youth justice practitioners [...] And I think that immediately, because you're not on an even keel, you are not as able to have those conversations, and be able to stand your ground and say no this is what I wrote in my report and that's why I'm standing by it [...] questioning decisions made with no due regard of the young person's current circumstances. [...] But the practitioners themselves don't feel that they can go directly to the judges or the barrister and question these, they have to go through their manager. So, it's a convoluted approach with a lot of power dimensions that I think can be one of the main barriers.

Transcript P6, Line 586-616

The above quote explores the power discourse across many levels and acknowledges the YOT practitioners' position as being stuck between two layers of the system. It has been argued that organisations and systems with a large power differential, such as the YJS, can create a culture of poor communication, passivity, submission, and poor decisions (Khatri, 2009):

P6: ... systemically as well. I think there is a huge divide [...] between the managers and practitioners. Decisions are not always consulted on, and they

are made and there are lots of new managers coming in and imprinting their own way of doing things. I think again that divides, it mirrors it, so the same perhaps disempowerment that they feel judges and barristers and the law control mechanisms they might feel the same with managers. So, I think well they feel we do this this this and this and boink the manager comes along and says you have to stop doing that because you're not doing enough reports for court...

Transcript P6, Line 671-699

This participant talks about decisions being made at management level and constantly changed due to new staff which led to YOT practitioners feeling disempowered. Poor information sharing between levels can lead to such feeling, as well as those decisions not being as considered in the best interests of the child (Khatri, 2009). Another symptom of this power discourse reflected here is information is being shared is top down, and performance related, meaning that YOT practitioners do not have autonomy over the work that they do (Khatri, 2009). Add into this, issues around case load, recruitment, and retention (Stahlkopf, 2008), it is likely to leave YOT practitioners feeling deflated and stuck in a process led system where little is done to achieve positive outcomes with the YOCYP (Creaney, 2020). It is important to further discuss here the culture of the system in which the power exists. Power discourse can be legitimised by the organisation and structure in which it exists (Bennett, 2003). Thus, the YJS legitimises a hierarchical power discourse, which, as already mentioned, sits on years of historical context and therefore this is not challenged by those who work within that system (Bennett, 2003). Moreover, YOT were “*created under a managerialist agenda in an effort to import the consistency and the performance of youth justice services*” (Stahlkopf, 2008. p. 468), and therefore the cultural norms are well established and maintained making power dynamics difficult to address (Bennett, 2003).

If this power discourse is experienced by YOT practitioners, then it would be assumed this also filters down to the YOCYP. The power discourse for YOCYP is strongly linked to the previous sub-theme of *YJS and YOT processes can inhibit YOCYP participation*, in that it is widely acknowledge that children are done ‘to’ not

'with' (Creaney, 2020; Smithson & Jones, 2021). Whilst child first has been a driver since 2018 (YJB, 2018b), it has been argued that there is still a long way to go in achieving participation (Bateman, 2020).

There is an inherent power differential between the YOCYP and the professional working with them (YOT practitioner, EP, teacher, etc.), by virtue of them being a child and also their position within the system (Smithson & Jones, 2021). It is important to be able to acknowledge these inherent differences in order to put things into place which mediate it (Wilkins, 2001):

P5: ...I think I've been thinking about [...] there is a power thing isn't there and I sometimes feel I need to really think about all my assumptions about, you know, I come in from my middle-class view of education, but I do, I have reflected on that, I do think, and I think research shows and I believe that, improving your education will affect your life chances...

Transcript P5, Line 58-81

The above participant talks about recognising their position, not only as a professional, but also in relation to their socio-economic status and how this might impact on their interaction with the YOCYP (Wilkins, 2001; YJB, 2008). YOCYP are simultaneously seen as vulnerable and in need of protection as well as capable and having a right to engage in important decision making, and because of this position addressing the power imbalance totally, is not possible (Lohmeyer, 2020). Add in to this the issues YOCYP face with language, communication, and additional needs it has been suggested that the level of adult support given means YOCYP are co-operating rather than participating (Creaney, 2020). However, Case et al. (2021) disagrees and stated that the adults working with YOCYP need to actively mediate for the power differential and being reflective in the moment around jargon, use of language, facilitating agency, using open questions, and allowing space for the YOCYP to talk. In practice the YJB (2021a) have suggested this could be achieved through promoting strengths, being future focused and empowering YOCYP to fulfil their full potential. Smithson & Jones (2021) found from doing participatory research with YOCYP, that getting them to teach you about their own skills, interests and tell

you about their world, went some way to redress that power imbalance. Similar to what is described by the participant below:

P5: ...I'm aware sometimes, you know? Yeah. I'm good old middle-class [name] [...] I have privileges and advantages and here I am going in and I don't really know what it must be like. And there's a thought there [...] I'm really keen on reading, but I'm really careful if I say something about reading. That's not really the experience that they've had [...] I sometimes feel that's a kind of clash if you like between what I believe in, which is reading is good and what they know. And respecting and understanding [...] they may know, masses of stuff about masses of stuff I don't know about, you know, and I think there is value in that...

Transcript P5, Line 121-157

Having said this not all professionals hold the same view about redressing the power imbalance between themselves and YOCYP. Perhaps this is the societal view of YOCYP (Hart & Thompson, 2009), or whether it goes against the status quo in terms of their right to a voice (Cahill & Dadvand, 2018). Therefore, participants reported they can be met with barriers from professionals who do not always value the voice of the YOCYP, which in turn further disempowers them (Creaney, 2020); which can be seen below:

P3: ...The barriers are the buy-in I suppose, from individual practitioners, like, there'll be quite negative attitudes towards you as a professional wanting to put the child and young person's voice in the centre of what you do.

Transcript P3, Line 512-524

An alternative hypothesis could be that YOT practitioners felt pessimistic about their own or other's ability to engage that YOCYP to a level whereby they could achieve true participation (Smithson & Jones, 2021). However, by challenging these views, as the participant above shows, taking the philosophical stance of child first and putting into place active participation support, can achieve a temporary shift in power. Which means in that moment the YOCYP feels valued and heard (Case et

al., 2021; Smithson & Jones, 2020). Whilst placing the YOCYP voice at the centre is common practice for some EPs (DfE, 2015), it is perhaps not as commonplace for YOT practitioners (Creaney, 2020). Without this it can be difficult to go on and tackle power, particularly if it is invisible within the system (Hammond & Palmer, 2018).

As described by Foucault (2007), the issue of power comes back round within the system when you add in the EP. Participants discussed how YOT practitioners tended to view EPs as the 'expert' and go to them in this capacity. However, participants highlighted how they preferred to work in the 'exchange model', that is recognising everyone is an expert in their own right (Smale, Tuson & Statham, 2000). Thus, redressing that power imbalance which is fed by the organisational culture and the view that psychologists are the experts (Bennett, 2003). It was recognised, as with YOCYP that this was not always easy. The participant below describes how they used supervision to redress this power imbalance and empower YOT practitioners to find their own solutions (Beal et al., 2017; Parnes, 2017; YJB, 2020a). Which at times, as noted, was not always easy given individual personalities in the group:

P1: ... again is the whole thing of listening to them [YOT practitioner], the power thing, they very much being used to line manager style supervision and that's what they think it is. And actually, they were really keen when I explain the difference between line management and peer [supervision] and the equality and me not taking the expert role and swapping roles around. And kind of modelling the idea that they are the experts in their own problems, and that they have the solution, but I will listen. But I'm having to work quite hard with them as a group to listen to each other.

Transcript P1, Line 274-287

This sub-theme highlights the power discourse that is underlying the system. It is an important factor to consider when working with YOCYP and promotes the use of approaches and tools which aim to equalise some of that power differential, such as PCW or PCP. As highlighted the power discourse is not always visible and therefore individuals may need to be pro-active in redressing it.

Summary

This theme supports the proposition that the YJS will make PCW difficult in the YOT context and answers the research question 'what are the barriers and facilitating factors of working in a person-centred way within a youth offending context?'. It explores some of the barrier's EPs might come up against when working with YOT as a whole, as well as the barriers for YOT practitioners may face to PCW. Although most recent guidance dictates that the YJS takes a child first approach (YJB, 2021a), this does not come without its difficulties and is not yet embedded into practice (Bateman, 2020). The legal system is steeped in culturally embedded history, hierarchy and power (Foucault, 2007; Jackson, 1980), therefore it is unsurprising that the power discourse was described as one of the main barriers to working in a person-centred way. Whilst there is debate in literature as to whether it is possible to address power fully in terms of the YOCYP (Lohmeyer, 2020), or whether they deserve the opportunity (Hart & Thompson, 2009), it is clear this is the direction of travel for the YJB (2008; 2014; 2018b; 2021a). However, I would argue that little consideration has been given to power discourse within the system (Foucault, 2007) and how this might impact on YOT practitioners and not just YOCYP. Participants discussed there was a role here for the EP to deliver peer supervision in such a way that satisfies PCW. Thereby mirroring the approach for YOT practitioners to use in their practice. This also uses the issues discussed around the mirroring of power within the system to their advantage, after all Foucault (2007) argued that power is not always negative (Bennett, 2003).

PCW in the youth offending context

This theme looks at EPs' views of PCW, their experiences of it when working with the YOT and how it might fit specifically within YOT. It discusses the EPs initial understanding of PCW and how they work in this way with the YOT, including its practicality. It also considers how the YOT is already working in person-centred ways, the limitations of this and how it might be developed and embedded in practice.

The experiences and perceptions of those involved with PCW

It is widely accepted that on an individual level PCW is generally a positive experience, equalises power imbalance, enables the focus person to get their voice heard and allows for a holistic understanding of strengths and current needs (Corrigan, 2014; Hammond & Palmer, 2018; Kaehne & Beyer, 2014; White & Rae, 2016; Wood et al., 2019):

P1:...*genuinely being open to listening to that young person's views with an open non-judgemental perspective. I think that's what things like the PATH meeting can create if you set it up as this person's views are equally valid, the family members views are equally valid.*

Transcript P1, Line 105-118

Here the participant talks about a specific PCP tool, the PATH, which supports the focus person to think about their future goals and make manageable steps towards this. It has been suggested that by focusing on the future ('the dream') and exactly what the focus person wants, whether this was achievable or not, enabled that person to be heard (Bristow, 2013). The participant valued placing the YOCYP in a space where they would be listened to, away from perhaps negative narratives which may have been built around them due to their behaviour.

Participants commonly cited the PATH as a tool they used in PCW. However, it was noted that often the impact was made outside of the actual activity, and was more about the process:

P1: ...*The way you're phrasing things or the order of things. Every bit of detail to me even the seating, you know. I put a lot of attention into how that person would feel coming into that room, who sits next to who, if it's around a table, if it's a person-centred meeting. You often get the two sides of the table thing going on where the teacher will come and sit next to you and the family sits across the desk. I often try to openly talk about those things, and I will speak up in a meeting and say actually I'm not going to sit there.*

Transcript P1, Line 118-128

I have discussed how equalising power imbalances can be difficult as they are often invisible and implicit. Therefore, PCW here goes some way to address power on micro levels such as use of language and where people sit in a meeting (Case et al., 2021; Smithson & Jones, 2021). Often it was the act of the meeting that participants described to be the most powerful, rather than what was discussed and any action plan which came from it. YOCYP so often experience low self-esteem, feelings of inadequacy with limited motivation to change (YJB, 2008), however, as the participant below states, these feelings can be addressed with good PCW or a PCP meeting:

P4: *So, the person-centred planning was important because actually you were saying to them, you're important, we care about you and I think the power of the PATH was that you got people in the room together and they [young person] looked around and actually realised all these people are here today because of me. I'm not important? Some of them it's really important for them to literally see all these people have given up their time and were in that room because of them, and that's quite powerful. Even if in the first instance they didn't want to engage, sort of looking around and then eventually they sit up and open up.*

Transcript P4, Line 101-120

This falls in line with Bristow's (2013) findings that often it was the act of the PATH, and the underlying principles of PCW that would have a lasting impact on the YOCYP. It is important therefore that PCW, whether a specific PCP tool or approach taken, does not become a 'paper exercise' (Claes et al., 2010), rather it is an embedded approach (Corrigan, 2014; Hughes et al., 2019).

However, if a PATH (or other form of PCP) had been scheduled, there were issues raised around the need for preparation. This was expressed by both families, the YOCYP and professionals, but generally for different reasons. There was hesitation and anxiety from the YOCYP and their family as they did not know what to expect (Bristow, 2013; Hammond & Palmer, 2018; Wood et al., 2019). However, in terms of

the professional the hesitation was reported to be around understanding of the underlying principles and how this might work with the YOCYP:

P4: *I think the reservation came from the fact that they were working with some kids who were very, quite tough, hardened. Not cosy kids by any means, you know [...] I felt occasionally there was a reservation beforehand, I don't think I ever walked away from a PATH, I might be being a bit big headed here, and they hadn't engaged the YOT workers. By the end of it was like yes, it was worth doing this. But I think they had reservations. And I think it was because the nature of the young people, and the troubled young people they are working with.*

Transcript P4, Line 222-239

The narrative created for YOCYP can be seen here, in that they are a 'hard to reach group' (Emler & Reicher, 2005; Pomerantz et al., 2007), and generally present as disengaged and disinterested (Creaney, 2020; Hughes et al., 2017; Snow & Powell, 2011). However, with a skilled facilitator, namely someone who's solution focused, approaches issues sensitively, is able to co-construct, offers a different perspective, tailors' participation, encourages equal voices and can empower and positively reframe, the PATH (or any other PCP meeting) was more successful (Bristow, 2013; Corrigan, 2014; Hammond & Palmer 2018). Having said this, once there was a mutual understanding of PCW, participants reported that the feedback from YOT practitioners was extremely positive, as evidenced below:

P1: *... So, I delivered training on PATH in one of their team meetings as the very first thing that I did, after I introduced myself to the team. And since then, I've had mainly PATH referrals [...] they took it all up and I've kind of been booked up. But I've been really pleased, they really run with it, they instantly saw the value.*

Transcript P1, Line 23-28

It has been argued that PCW can improve wellbeing and job satisfaction (van der Meer, Nieboer, Finkenflügel & Cramm, 2018). All of the participants expressed a

preference for working in this way, felt that generally YOT practitioners did their best to work in this way, and championed PCW as an approach to the way in which YOT practitioners should work in order to get the best outcomes for the YOCYP.

This sub-theme looks at the experiences of participants in relation to PCW, as well as perceptions they have noted from others in terms of participating in PCW/PCP meetings. It is largely accepted that PCW is a positive way of working, however consideration needs to be given to how this is utilised in a YOT context.

The efficacy of PCW within the YOT and vulnerable YOCYP context

Having discussed initial reservations about PCW from YOT practitioners and highlighting the need for skilled facilitation in a PCP meeting, participants discussed the efficacy of using PCW within the YOT context. When discussing PCW more broadly, participants were in agreement that generally YOT practitioners wanted the best for YOCYP, and their approach reflected this (Smith & Gray, 2019):

P1:...*I think youth justice are really fantastic team [...] they're quite person centred naturally, they really care about the young people and I think actually they have a lot of potential, more than many, to do this really well...*

Transcript P1, Line 361-381

Having said this when it came to more specific PCP tools such as the PATH, embedding these in practice was suggested to be much more difficult. Yet, participants acknowledged YOT practitioners' potential to be able to do more PCW and PCP. However, they added that initially, PCP meetings would require the EP to be more proactive in planning and take the lead, as time was seen as a barrier to organising (Corrigan, 2014; Wood et al., 2019):

P6:...*I think person centred reviews and planning, all of that can be incorporated much more widely, I think, I probably could be more proactive in when I do suggest it. When I do think PATH or a MAP would be appropriate*

for a young person just go ahead and plan it, you know, don't just leave it in the report, which is what I've done so far.

Transcript P6, Line 429-475

One participant stated in the area they worked in had really embraced the PCW ethos and this was clear as soon as you walked into the building (Taylor-Brown, 2012). The system *AssetPlus* which they discuss, has previously been argued to be adult-centric if delivered as prescribed, however this participant felt that because of the PCW ethos it was able to be delivered in a person-centred way (Case et al., 2021):

P3:*...My experience with youth justice service around person centred planning. And if you go into their building, they've got loads of graphics everywhere where there has been like past [...] PATHs around, [...] there's a real feel that that is a driving force [...] when they talk, it just feels like they don't just pay those sorts of meetings lip service, they get it [...] And if you read recording of information, like on [...] Asset Plus [...] it is very person centred, it is what's this young person's goals. How can we support them to get there? What are the desistance factors like the protective factors for them? What are the barriers? How can we overcome those? So, and the child and young person's views are their centre [...] they are putting the child young person at the centre of what they do.*

Transcript P3, Line 318-344

The participant discusses how this ethos filters through the team, and can be used with tools, such as *AssetPlus*, which may have historically been considered to not be person centred. Therefore, highlighting that PCW is a philosophy or ethos that can generally be applied to any way of working to one extent or another.

YOCYP often have things done to them, rather than with them, especially when this comes down to court orders. Whilst there is a push for a child first approach, ultimately a YOCYP may have to face court, where they may be given a court order, which they will have to meet or potentially face custody. So where does child first

end and the YJS begin? The participant below discusses how this might feel for the YOCYP when they are experiencing that conflicting ethos:

P6: ... for the young person it would be quite confusing and disappointing [YJS & courts orders]. I think that they have a split system. That again, when we think about attachment, you know, think who, well, I thought I was being supported, but now, you know, I've just been done things to. And they might lose ownership of the problem. I think the more person centred you are, the more chances you have of the person taking responsibility for his actions, from a very genuine embedded deep way. Even if you stop offending and reoffend then. I think if we just come with a punitive response, you know, it's going to be difficult so that disconnect can bring eventually I think a lack of engagement and reoffending.

Transcript P6, Line 501-517

The participant feels there is a place for PCW, however, highlights potential ethical issues around how this might be experienced by the YOCYP (McAlister & Carr, 2014), and the impact that might have on (re)offending. Especially considering the attachment needs of the YOCYP and the impact this may have on their ability to build relationships and feelings of rejection when they end (Schofield & Beek, 2014), as they naturally would as the YOCYPs involvement with YOT comes to an end. This highlights the need for PCW and its ethos to run through the system as a whole, so that the YOCYP experiences it at every level, with clear boundaries around beginnings and endings. It is clear that the relationship between the YOCYP and the YOT practitioner is highly valued in encouraging the desistance of crime (Hart & Thompson, 2009; Nacro, 2008; Prior & Mason, 2010; Twells, 2018; YJB, 2008). Therefore, this should be the first step in enabling PCW within YOT, as well as taking a strength based, future focused approach.

Participants felt that PCW was well suited to the YOT context, if not without its challenges, particularly in terms of engagement of the YOCYP and their family. It was felt particularly useful given the context and background these YOCYP (and family) have come from in terms of their offending history and the negative narratives

this brings, their potential negative experience of professionals and educational and social exclusion (Yates, 2012). Participants felt that PCW was a refreshing change for YOCYP and their families, and thus fostered active participation and engagement (Bristow, 2013; Prior & Mason, 2010):

P1:... *I think setting up the meeting as something different and a fresh start, explain it's going to be different and then showing that rather than just saying it and it being the same. It may open up opportunities, say all that family won't engage, the terrible word, actually say to the family this is something different, people have found it different, and it may be helpful and would you like to try it. As opposed to you've got to come to this meeting and it's going to be across the table. I think it opens up opportunities to re-engage*

Transcript P1, Line 130-144

This participant argues that because the power imbalance is shifted, YOCYP and their families are much more engaged and thus more willing to make a change and sign up to an action plan (Bristow, 2013; Hammond & Palmer, 2018). This level of active participation and engagement is said to encourage the desistance of crime, as the YOCYP is given a voice and thus more motivated for change (Creaney, 2014; Prior & Mason, 2010). This participant also alludes to, PCW improving relationships, not just between YOCYP and YOT practitioner but also between parent and child, therefore benefits may be far wider reaching than desistance from crime.

Whilst being person centred, it is important not to ignore the YOCYPs story. Part of PCW is about being strength and future focused (Bristow, 2013), however, there is also an element of understanding the YOCYPs' lived experience (Prior & Mason, 2010). Understanding that the YOCYP comes with their own reality and their own story, helps them to feel heard (White & Epston, 1990). After all, a number of these YOCYP are adolescents and will soon be transgressing into adulthood, which is a complex part of development (Farrow, Kelly & Wilkinson, 2007). With this in mind the participant below discusses the adjustments you might have to make when working with YOCYP:

P4: *No, you wouldn't get feedback per se from the young person or their parent. You might very occasionally. But I think the big test was did they stay in the room. Seriously. Did they look at you, did they speak, did they stay in the room or did the hoodie go up. So, if they start to sit up and look around and be engaged, you knew you'd got them. You can just tell by people's body language and how they would stand around at the end and there be a bit of chitchat at the end.*

Transcript P4, Line 241-256

They stated that often it was the non-verbal communication they would pick up on, as we know this is often how these YOCYP communicate their feelings (Hughes et al., 2017). It also emphasises the need for a PCW ethos, and not just a one-off PCP tool. Whilst this YOCYP was captured and engaged in the moment, the PCW approach would have to continue in their ongoing work with the YOT practitioner.

It is not just the YOCYP who can benefit from PCW. For PCW to be fully achieved there needs to be sign up from the organisation and system, and an underlying inclusive ethos, which includes senior management and community (Corrigan, 2014; Hughes et al., 2019). PCW within the system can be used to support organisational change (Hughes et al., 2019) and/or to improve relationships (Hughes et al., 2019; Twells, 2018). The participant below suggested a PCP tool, in this case a PATH, in order to improve staff relations between area teams:

P1: *There's a lot of jealousy between the teams [YOT] in terms of what each team gets in training. And there's a lot of inconsistency in what they are getting from us [EPs] as we've all got our own different skill sets. I suggested one way we could look at that was to use the PATH format to speak to the team about what they want, really listen to them and to model all of that kind of deep listening and equal stuff that person centred work can do.*

Transcript P1, Line 146-158

Here the participant has noticed that the YOT practitioners do not feel listened to, and this has raised jealousy between teams. However, the participant also spotted

an opportunity to deliver a PCP tool as a way of modelling the approach. This participant went on to argue that YOT practitioners needed further training and modelling in specific PCP tools, such as PATHs to ensure it is delivered correctly (Sanderson, Thompson & Kilbane, 2006). However, in terms of PCW more broadly, by engaging in those approaches as a team it was felt that that way of working might filter down to the YOT practitioners work with the YOCYP (Childre & Chambers, 2005; Hughes et al., 2019). This was explored further by the participant as seen below:

P1: ...It's quite interesting and I have made a few links, sometimes to the PATH process I have a given in the training on, that and supervision. You always get that dominant person but in PATH you model that and say you know this person speaking, and It's really important, one person at a time. There are some real dominant characters, and the quieter ones have said to me that they're appreciating the fact that for a change we have a group discussion where it's not just one voice. They're noticing that and I'm kind of saying to them isn't it interesting, and you think about professionals' meetings and do you think about a parent sat in that, and the young person sat in that, and how did they find a way into the conversation when there's someone yapping on about how you've got to do this. So, I think they are experiencing that through the supervision, and if I were to come back to the person-centred training, I'd definitely be able to make links to our supervision experience and they would then have had that, I hope, experience of being deeply listened to and the power in the room being equal.

Transcript P1, Line 287-300

The participant also highlights key barriers here such as dominant characters within the team, and the need for good facilitation. Here it is highlighted how this specifically can impact on PCW. However, the participant helpfully points out how they mediated for these difficulties, for example offering whole team supervision using PCW approaches or a PCP tool. The participant suggested as to how this could be used as an experiential learning opportunity (Kolb, 2014), and also as a

reflection tool for how an individual's approach may be perceived by a YOCYP and their family. All the while championing PCW.

This sub-theme explores PCW and its efficacy specifically within a YOT context. Given the drive for child first (YJB, 2021a), it could be argued that PCW fits nicely alongside this. However, I believe it is important to not assume that they are the same thing as both are underpinned by a different philosophy. It is here where the difficulty comes in terms of engaging in PCW, the experience of the YOCYP and the ethical implications of this.

Opportunities and restrictive factors of PCW as an approach in a YOT context

Prior to being given the definition of PCW for the purposes of this study, participants were initially asked what their understanding of PCW was. Interestingly several participants kept coming back to the PATH, which is a common way of working in this LA. However, aside from that most participants felt that PCW was an ethos, and in the way they approached their work, rather than using a specific tool (Wilkins, 2001).

P4:... *I sort of see person-centred planning as running through the veins of what I did and what the youth offending practitioners wanted for the young person. [...] I used thoughts, feelings, hopes, ambitions of the young person. In a sense of I use different strategies at different times within one meeting to try and get to the core of what they wanted and what was best for them...*

Transcript P4, Line 79-99

This fell in line with the definition provided which encompassed a number of shared guiding principles (DoH, 2001; Dowling et al., 2006; Hammond & Palmer, 2018 pp.4; Sanderson & Lewis, 2012). Whilst alluding to how this might be incorporated within a PCP meeting, it also highlights how PCW can be achieved in all the work that we do. Yet, participants were unable to give a consistent definition, and sometimes expressed confusion around what it actually meant, as discussed by the participant below:

P6:...It's very vague actually [...] Yeah. So, for me, person centred is any aspect of the work or any approach to the work, either assessment or consultation, that has the needs and the wishes of the client at, at its heart. So that might involve a number of different things. It could involve, something like a PATH. So, if I think in terms of actual interventions or assessment tools or consultation tools, the PATH, solution circles always come to mind because there's so clearly and so explicitly, person centred.

Transcript P6, Line 64-127

Although this participant has named several PCP tools which they note are explicitly person centred, they confess that their understanding of PCW is very vague. They go on to discuss how, aside from the specific PCP tools, they feel they use PCW in their practice:

P6: ...I do believe that person centred is probably a mindset, in the work of some practitioner's ways of working [...], and the way you conduct yourself as a professional. So, I do believe that you can be person centred and do a cognitive assessment or a standardised assessment. I do not think that they are mutually exclusive [...gives example of working with a Roma YOCYP using PCW approaches and a standardised assessment...] I think it went quite well and the report I was even told was helpful. So, I think that is a way of being person centred. Without doing the PATH, without doing a solution circle, which is, I think a lot of the time it gets, it gets equalled straight away, those type of interventions, which is not just that is it?

Transcript P6, Line 64-127

Here the participant expresses directly that often the assumption when we say PCW goes to the tools, such as PATH, which is certainly what tended to be the assumption in this study. However, some participants, like this one, gave examples of when they have engaged in PCW beyond the PCP tools. Interestingly this participant discusses delivering a cognitive assessment which is so often viewed negatively and not as being person-centred (Minks, Williams & Basille, 2020).

However, they talk about this in the context of a Roma YOCYP who was not able to speak a fluent enough level of English to engage with any language heavy assessments. The participant discussed however, that it was important for this YOCYP, to determine if their difficulties lay in not being able to access school because of a language barrier, or if there was an underlying cognitive need. Thus, they argued, in this case a non-verbal standardised assessment was person centred as it led to better understanding of that YOCYP. The participant also talked about a multi-agency approach, which meant assessing the YOCYP was done in a succinct way, at a time and place which suited the YOCYP and meant that ongoing support from the YOT practitioners could be tailored to him. This way of PCW aligns to Wilkins (2001) description that PCW is attentive to the needs of the person, taking into account all aspects of them and their environment.

Whilst the above participant felt that a cognitive assessment could be considered person-centred. Another disagreed, suggesting that in choosing to do such assessment they were taking a step away from PCW.

P1: ...*exactly that's what I believe. Obviously, I know that everyone doesn't believe it, I think that's exactly, I see it's a person-centred way of being and believing. It's not for everyone and I also think it shouldn't be applied to everything. A lot of people I think once they get it insist on working in that way. Had to catch myself a few times and thinking as much as I'd like to do a PATH than write a cognitive assessment up, I think sometimes. It's knowing when to choose an experience as well.*

Transcript P1, Line 398-417

However, I would argue that if PCW is as they describe a way of “*being and believing*”, then by making a decision that perhaps the most appropriate assessment tool to use is a cognitive assessment, could in itself be considered person-centred, as highlighted by the other participant. Although, the participant does go on to make an important distinction between PCP tools and PCW and the two are not necessarily the same thing. In addition to this, confused definitions of PCW can impact on how such approaches filter through into practice:

P1: *Yeh, I've got quite a bug bear about the fact I think people name drop or just say they're doing person centred work by using the graphic processes. I would draw the distinction between the PATH process and the graphicing format and person-centred work. There's been quite a lot of people talking [...] if they can use PATH remotely [...] videoing and trying to run meetings for PATH without the young person there or that kind of thing. I've kind of tried to say in my opinion I wouldn't want that called a PATH meeting or at least I wouldn't want it called a person-centred PATH meeting. I think it gives it a bad name, call it a graphiced planning meeting, or you could call it a graphiced peer supported professionals meeting. But I think a lot of people misunderstand and assume that they're doing person centred work, if the person is either in the room or there is graphic going on. I think the qualities that you've outlined aren't always included.*

Transcript P1, Line 87-103

Here the participant draws the distinction that often the underlying guiding principles can get lost under the pretence of using a tool which is considered person centred, such as the PATH. However, others have argued that having the YOCYP there is not always helpful, for example participant three spoke about this being potentially retraumatising. As such, and in line with a PCW, rather than specific tools, sometimes having the child there is detrimental and a decision needs to be made as to how their voice can be otherwise represented (Hammond & Palmer, 2018). Which in itself, may be a person-centred decision, in the best interest of that child. This participant also highlights the difficulty of introducing a PCP tool, without perhaps full understanding of the philosophy by those who use it and underlying principles of PCW as a whole (Corrigan, 2014; Hughes et al., 2019). It has been argued that PCW can fall down in practice, particularly if the individual/system engaging in it is not signed up to, embedded in and fully understanding of the PCW ethos (Bristow, 2013; Wilkins, 2001). In that, PCW is a significant paradigm shift which requires the individual to be flexible and responsive, rather than taking an off the shelf PCP approach and delivering it without due regard for the underlying principles

(Hammond & Palmer, 2018; Sanderson et al., 2006). For example, a participant discussed a time when:

P1: ... I would always, I did this project bringing PATH stuff to a different team, adults with disabilities social care team years ago. We did this model and it very much turned out to be that some were not interested, it wasn't for them, and I think that service had said that everybody had to do it. It was a complete fail because they just weren't invested in the principles outlined at the start they didn't understand the situation in that way and weren't supportive of that way of working...

Transcript P1, Line 250-272

Whilst this was not with the YOT context, it is an important factor to consider, as already discussed there is a significant power discourse within the YJS which might make PCW difficult to embed. The YOT already have a very confused discourse around children and offending (McAlister & Carr, 2014). Whilst most recent guidance aims to dispel this and move towards child first (YJB, 2021a), converting that into practice may not be as simple (Daly, 2002; Eliaerts & Dumortier, 2002; McAlister & Carr, 2014; Wyton, 2013). This is particularly prudent when we think back to the discussions about YOT practitioners approaches and their backgrounds and what this might mean for the YOCYP. Therefore, a restrictive barrier might be the understanding and willingness to carry out PCW, particularly for the YJS as a whole, as the ethos and discourse of this system directly conflicts with PCW. For example:

P3: ...I'm just thinking about one situation where there was a police, he was ex police and he saw a car outside the house of, a parent that he thought looked dodgy. So, he called in the number plate and investigated it and found out that it was someone [...] he did all this police work around it, basically, which isn't his role. And he didn't tell mum he was going to do that. And mum was absolutely furious, and it completely broke down their relationship. And I just think that's because he was coming at it with his police head [...] I think it's their own stuff. I think that's what interacts and is a barrier to people working in person centred way is their own stuff and their own belief about,

about how you should be interacting with children and young people and their families.

Transcript P3, Line 461-473

Here the participant talks about the negative impact the approach this professional took had on their relationship with the family. Also highlighting that PCW goes beyond the tool that's being used and needs to span all practice and interactions. However, they recognise that this is not always easy for everyone, and it has to be something you truly believe in and sign up to (Taylor-Brown, 2012).

In more applied terms participants highlighted some restrictive factors that were based around practicality, time and capacity:

P1: *... maybe another barrier for them is the timeframe. They get a limited amount of time with the young person so it's quite intensive they get to work over time, but there is an endpoint to their work. If it takes forever to arrange the blooming PATH or whatever, has to be within that time frame and actually you can kind of get timed out.*

Transcript P1, Line 417-423

There was a recognition here, as is also well documented in literature, that PCP meetings specifically, are very time consuming (Corrigan, 2014; Woods et al., 2019). This was felt here, and by a number of other participants, that the practicalities around planning a PATH meant that they were often overlooked. Participants discussed the YOT timeframes as a concern (Stahlkopf, 2008), as often the YOT practitioners would only be working with the YOCYP for a certain number of weeks, and by the time the EP became involved it was too late to arrange a PATH. Due to the multi-agency nature, preparation and run time PCP tools such as the PATH, were not considered to always be easy to facilitate in the YOT setting. Having said this, it was considered to be something that the YOCYP would benefit from and worth the time taken to organise (Corrigan, 2014).

Moving on to the opportunities for PCW as an approach in the YOT context. I discussed in the previous subtheme why PCW might be appropriate in a YOT context. Here I explore the specific opportunities it has to offer, both at an individual and at an organisational level. When it came to working with the YOCYP the participant below reflected how it was important to them to not know too much:

P6:...*And, when you meet them, you realise that so quickly, there are so much more than their offence. You know, they have a history, they have those, all the things that you're describing, the definitions, trends [...] before I even met them, reminding myself of that, not jumping to conclusions, but waiting until I meet them, also not knowing too much before you go to meet a client, because typically when you get a referral, you know, we can get lots of details, about the offence and the history, the young person, the details of the other professionals and practitioners and relationship with a young person. And it's important to put brackets around that and go to your appointments and do your meetings with them as fresh as possible. Yeah. I try to do that. I'm not, I can't say that I'm always kind of 100% successful in that endeavour, but I try.*

Transcript P6, Line 150-178

Arguably being person centred is putting that child at the centre, and by association this would mean knowing everything about that child and building a holistic picture (Corrigan, 2014). Indeed, it is argued that gaining a holistic view of the YOCYP is a pre-requisite to engagement and participation (YJB, 2008). However, here the participant argues that sometimes it is quite the opposite, and that by virtue of not knowing much about the YOCYP beforehand they could gain a much more person-centred view directly from them. Simultaneously allowing for that genuine, non-judgemental, and respectful relationship to build with a YOCYP, whom might not have experienced that approach before (Phoenix & Kelly, 2013; Trivassee, 2017). Below the participant talks about how they transfer that PCW ethos into their relationships with the YOCYP, and how they might support YOT practitioners to do the same:

P6:... You know, how can you engage a person in a different way? So, so I think, I call that relational reflexivity. So it's not just, the tools you bring is not just the overall mindset you have, but it's also, not just your personal reflexivity, but relational reflexivity. What's happening here in the room with this person. what vibes do I get? And if this is happening, if this, if these are the messages I'm getting, how, what am I gonna do next, and build those questions, it's uncomfortable [...] say to the young person, how is this going for you? Are you getting a bit bored? Who might it, what is it about my questions about this particular piece of where we are doing that gets you bored? Shall we change? What, you know, what did you find more useful? So, seek feedback from the young person themselves ...

Transcript P6, Line 429-475

Here the participant makes a really important point about “*relational reflexivity*” and thinking about what is going on in the interaction and what might need to change to make it better, or what could you do more of (Burnham, 2018). The participant discusses this in relation to the YOT practitioners and their relationship with YOCYP and highlights an important element of engaging in PCW to improve relationships without using a named PCP tool. However, they recognise that this is not an easy or comfortable skill and may need support from the EP.

To be able to best achieve this it will be important that the YOT as a system signs up to PCW (Taylor-Brown, 2012). More importantly, there needs to be managerial backing for any initiative such as PCW to be fully implemented within the system (Hughes et al., 2019; Khatri, 2009):

P3: ... I feel like because the management get it. [...] there's a real thrust towards that way of thinking. I think that helps because that's the expectation [...] you'll always be working in a person-centred way, but there's the expectation that at some point you are going to have to you are going to be called up on how you're doing that...

Transcript P3, Line 345-359

The participant reflects that YOT practitioners might be asked how they are being person-centred; therefore, it is important that PCW does not just become a tick box exercise (Claes et al., 2010). There is a risk that PCW becomes a diluted down version that meets existing structures (Corrigan, 2014), however as the participant here highlights if management are on board and hold YOT practitioners accountable then you are more likely to see positive changes in practice. PCW is likely to need the continued support and training from the EP to ensure that is being delivered appropriately (Sanderson et al., 2006) and will require collaborative working across social care, education, and health (Corrigan, 2014).

If embedded in the culture of the system then PCW can also be used within the YOT to facilitate organisational change (Hughes et al., 2019). PCW can encourage positive relationships to be built where perhaps there has been a communication breakdown, or indeed encourage the system to be a bit more inclusive and thus be more able to engage is PCW (Hughes et al., 2019):

P6:...*But on two occasions now we've had two sessions from which they've asked themselves, can we do a PATH [...] that will lead us to a solution to this problem instead of discussing [...] for example, the relationship with management was one topic, and they decided to do a PATH with the managers. They now have asked to have a session on where they can put these together in some sort of proposal for the management...*

Transcript P6, Line 221-255

There is a recognition here about the power dynamic experienced within the YOT between managers, which has been discussed elsewhere. However, this offers an opportunity for PCW, as the shift in power allows YOT practitioner to have an equal role to play in the meeting (Hammond & Palmer, 2018; Sanderson et al., 2006). This then creates a safe space for the YOT practitioner to explore their organisational concerns, as well as offers the opportunity to take part in a PCP meeting and to experience that for themselves.

This sub-theme looks at some considerations which might have to take place before YOT start engaging in PCW and fully embedding it within the service. This is where the role of the EP will be important in expanding the knowledge of PCW and promoting it throughout the YOT.

Summary:

This theme supports the proposition that the EP is already using PCW in their work within YOT. However, what it also established is that the YOT practitioners in some cases are already using PCW and there are pockets of good PCW practice already happening. Several barriers were raised as to PCW in the YOT context including ethos, training, the system, and time. However, a number of opportunities were also discussed such as organisational change, reflection time for YOT practitioners and ongoing support from the EP.

The EP role in supporting YOT

There is clear but limited evidence that there is a role for the EP within the YOT (Hill, 2013). However, what this looks like in practice is much more varied (Parnes, 2017; Ryrie, 2006; Wyton, 2013). This theme distinctly looks at ways in which the EP can support the YOT both systemically to improve service delivery and also when working individually with the YOCYP. It considers how the EP might promote and support PCW as described in *PCW in the youth offending context*.

Systemic role of the EP in YOT

It has been argued by some that the key role within the YOT is systemic. Either in a consultative role (Fallon et al., 2010), or so as not to oversaturate the YOCYP with unnecessary professionals (Parnes, 2017). Given the guidance shift towards child first practice (YJB 2018b; YJB, 2021a), supporting the YOT with PCW might be a way of helping to satisfy this drive. Participants spoke about how they introduced PCW to their teams both broadly as an approach, but also in terms of specific PCP tools.

P1:...So, one of the things I have done is given them some training on PATHs and introduced them to person centred working, they had done some before, and kind of encourage them to use that so I have kind of boosted that within the team and I've done a bit of it.

Transcript P1, Line 11-14

The above participant talks about PATHs already being used, however that it was boosted through their training, suggesting that PCW is something that needs to be embedded and continually revisited (Wyton, 2013). There was also recognition that PCW was something that the EP could do, but also which could filter down to YOT practitioners work with YOCYP. The participant went on to discuss how they had planned on actioning this:

P1:...I suppose the process of PATH is to half train them in the process of PATH as an approach. And half offers them that real opportunity to experience what it feels like to be listened to in terms of what they want from the Ed psych offer [...] So, I would like to do wider PATH training to make it a bigger offer and to skill them up. I think it would be really good rather than it being something they have to buy in from me. I would like to work with them initially and then set them off if they feel comfortable, then they can offer it themselves in house.

Transcript P1, Line 158-166

The participant reflects that an experiential learning experience (Kolb, 2014), might support the YOT practitioners to reflect on their practice and experience the PATH; as well as train them in the specific approach. However, the participant does go on to express that the process of training would need be quite robust, including opportunities to shadow and frequent supervision (Sanderson et al., 2006).

In terms of supervision participants felt this was a one of the main aspects of their role. That was both on a one-to-one basis, but also at the systemic level offering peer supervision. Participants then reflected on how they brought PCW into the

supervision process. In this sense, the EPs' role was not just to support the YOCYP, rather to also utilise their skills in systemic work (Ashton & Roberts, 2006):

P1: yeah, I think it offers them an opportunity to see if it's valuable [peer supervision]. So, you can describe it and it might sound quite nice, actually I found a lot of them were not getting it. So, I described the peer supervision model in that way, and they said oh yeah that sounds nice everyone takes a turn. But not actually recognising that there was a problem in the first place. They all had a very strong narrative we are a good team we support each other we help each other out. But watching their dynamic, there is a lot of jumping into problem solve, you know I'm feeling this way, oh don't worry about it you're doing a great job and actually that wasn't what that person was needing to hear, in my opinion. It needed to be, you know, empathised with and just heard. Then noting the difference in the way that I'm responding in supervision, I'm trying to prompt them.

Transcript P1, Line 302-315

Offering this kind of problem-solving supervision approach within the team tended to have two benefits as pointed out here. One was building relationships within the team, and another developing their own problem-solving skills (Ryrie, 2006).

However, as the participant states, teams were not always aware of their approaches and how this came across, although this was mediated through the peer supervision model. Secondly, as this participant has spoken about before, mirroring approaches to prompt the team to incorporate that way of working in their own practice was seen as beneficial (Childre & Chambers, 2005; Hughes et al., 2019). It is argued that peer supervision with the EP creates '*a vehicle to facilitate and support inter-agency practice in a principled and embodied way.*' (Beal et al., 2017, p.116).

Another participant also talked about the value of facilitating peer supervision within the team:

P6: *The group supervision has brought about amazing opportunities [...] systemic work I do with the team. They've discussed through supervision, lots of issues that they might have with management and with the building say, about their work, about decisions and how decisions are made, they never discuss, discuss cases. They always discuss team processes...*

Transcript P6, Line 221-255

It is clear from this participant that a lot of the issues raised were relational and organisational, rather than the supervision being a reflective space to explore cases (Parnes, 2017; Taylor, 2014). However, it is noted that the team have found this a helpful, supportive and a safe space to explore such issues (Beal et al., 2017). Given the nature of the issues being organisational, it will be important that management are aware of the concept of peer supervision and on board with and signed up to these principles (Beal et al., 2017).

Participants also discussed offering YOT practitioners one to one clinical style reflective supervision, aside from the normal line management supervision they receive from managers. Regular one to one reflective supervision is often not something that is offered to YOT practitioners (Parnes, 2017; Taylor, 2014). However, as the participant below points out, this has been something that they and their supervisees found very helpful.

P3: *...I don't think that I don't think most of these people were ever asked. Well, how do you feel about working with that young person? How'd you feel about that young person and what is it that makes you feel that way? They're kind of like, Oh, like that's just a revelation really for them. So I think it is just that having the time and space to reflect on what you're doing and therefore giving you the opportunity to change and then having someone in four weeks' time going, you spoke about doing this differently, have you tried that?*

Transcript P3, Line 255-277

This participant offered supervision under the TRM project. However, as the participants states, time and capacity are an issue for both the EP and the YOT

practitioner (Gersch & Teuma, 2005; Stahlkopf, 2008). Nevertheless, within that project the participant felt that the offer of supervision had meant that the YOT practitioners were more able to tailor and adapt their approaches to the YOCYPs' needs (Collins, 2019; Ryrie, 2006). As such, treating YOT practitioners in a person-centred way through supervision, asking how they feel and providing a reflective space can be helpful and promote further PCW (Glendinning et al., 2021).

Participants also talked about offering one to one case consultation to YOT practitioners to unpick what might be going on for that YOCYP. This was distinct from the supervision models described above as participants noted these case consultations were often one-off conversations, whereas the supervision discussed above was contracted. Fallon et al. (2010) argues that the EP role in the YOT was strictly a consultation model, and EPS should not offer a referral system. Whilst this was true for the participant who was involved in the TRM project, all other participants also worked directly with YOCYP. Nevertheless, case consultations were still noted to be a key part of the EP offer. For example:

P6: *...another big aspect of my role where practitioners want to unpick a case and understand how they could best engage with a young person. And I might not have ever met that young person, but they will describe their situation to me, their past, past history. And we can discuss together based, you know, on what I know based on what they know and come to some sort of action plan for them to follow...*

Transcript P6, Line 49-63

The above participant talks about how they would unpick the YOCYPs' situation and history using a PCW approach, and through this, support the YOT practitioner to think of ways to best engage the YOCYP. It was suggested that the EPs skills in consultation would bridge the gap for YOT practitioners who had perhaps become quite stuck in their interaction with a particular YOCYP (Wyton, 2013). Interestingly, participants did not feel that case consultations alone were enough to support YOT practitioners to work in a PCW and therefore disagree with Fallon et al. (2010). This was reflected in participants comments that they would often still receive a 'within

child' referral or would have to support YOT practitioners to consider wider SEMH needs (Wyton, 2013).

In terms of the wider role, participants mentioned YOT practitioners valuing their specialist knowledge of SEN, which in turn supported them in differentiating tools where needed, and thus becoming more person-centred (Collins, 2019; Wyton, 2013). The participant below discusses general conversations around how to make materials more accessible for YOCYP who might have a specific language need, for example (Nolan, 2018). They do however reflect how this in itself might be considered to be PCW, even though there is no direct contact with the YOCYP:

***P2:** well, some of the conversations were about the young person, that was just informing the practitioner then they could be more person centred with the child or young person. Like I said making the materials accessible so they could understand them, making things jargon free, so sometimes it was arm's-length person centred.*

Transcript P2, Line 60-73

This sub-theme highlights the boarded role for EPs to embed PCW approaches within the YOT. It is mentioned here that various supervision models, case consultations and support with differentiating interventions are all ways in which the EP can support PCW within the YOT. As well as highlighting the use of specific PCP tools within the YOT and drawing YOT practitioners' attention to reflexivity in their role.

The EPs role in YOT with YOCYP and their families

Despite Parnes (2017) highlighting that YOCYP have come into contact with numerous professionals and perhaps the role of the EP was supervisory, many participants felt that on occasion it was helpful for them to meet the YOCYP. Having said that there was a recognition that this was potentially a difficult population to work with, and that there was a need to be flexible, for example:

P2:... *I guess just being very unshockable with that population as well. Like they'll swear, and then turn up stoned whatever you know, they're looking for a rise out of you are looking for a reason to turn it around and it's your fault that they left. That's again a repeated narrative for them. So, if they kick up a fuss then I'll leave, I did one recently where they were trying to set off the fire alarm the whole school...*

Transcript P2, Line 84-121

Not only does this participant discuss the need to be “*unshockable*”, but also touches on the stigma and negative narratives of YOCYP. The participant here argues that the YOCYP will test the boundaries in order to get a negative reaction which they might be used to getting (Emler & Reicher, 2005). They also highlight the need to be flexible in your approach and led by the YOCYP. This negative narrative that the YOCYP so often have was also touched on by the following participant:

P5: ... *these young people have had you know, they've been given those cards, they are rubbish cards often. And it's about finding perhaps a different story and maybe person-centred practice could help them do that [...] I did do a bit of narrative therapy training and I'm very interested in thinking about your story. and thinking about it in different way and thinking about what that means for your future. And, um, so I think person centred practice might fit into that to kind of approach...*

Transcript P5, Line 303-318

This participant talks about their unique contribution in drawing on their narrative therapy training (Hammond & Palmer, 2021; White & Epston, 1990), and linking this to PCW. We have already discussed the importance of acknowledging the YOCYPs' ‘story’ (Prior & Mason, 2010) in building a relationship. Whereas here the participant mentions using their narrative training to re-author the negative narrative that YOCYP might hold (White & Epston, 1990). But they also touch on how PCW might also play a role in this, in that allowing the YOCYP to be heard may empower them to make a change (Bristow, 2013).

Hobbs, Todd & Taylor (2000) point out it is important for that YOCYP to have an understanding of the assessments being done, what this means for them and their consequent strengths, so they are more open to making a positive change. This would fall in line with PCW and was discussed by the participant below:

P2:... *But I did lots of individual assessments for them as well they often ask for cognitive assessment. It's quiet, you know cognitive assessment is a situation where are you could easily lose sight of being person centred, I think it's sort of very, here I am as an expert and I'm going to do things with you to you and then I'm going to write some numbers down which you won't understand. So, it's very important to make that whole process much much more accessible and obvious and understand, try and get them at the end to understand themselves better because of that. So, I always used to frame, even if it was a standard cognitive assessment, and frame it in that way. This is what we know about you because of the answers you've given, and these are the areas I think, you know, you can be helped, what do you think? How could people, you know, just bringing them in, bringing them in all the time into that conversation.*

Transcript P2, Line 73-84

In line with the discussion in the previous theme about delivering a cognitive assessment in a person-centred way, this participant provides a narrative of how this might be done. They talk about being in the moment with that YOCYP, and constantly checking in with those PCW guiding principles to ensure that they do the best for the YOCYP. Given that success in education is likely to be a protective factor for that YOCYP (Hayden, 2008) it might be considered that these cognitive assessments are in fact in the best interests of that YOCYP, and therefore person-centred.

Participants also talks about how they would use PCW to gather YOCYPs' views, specifically the eclectic approaches they would use which were accessible to the YOCYP:

P5: ...I try and take a strengths-based approach [...] I sometimes feel this is the first time [...] someone's actually focused on, actually what they can do, sometimes it seems to be very deficit [...] I start with a sort of one-page profile type approach. [...] I try and sort of keep it separate from the youth justice service involvement [...] I often do the kinetic family drawing, so do a drawing and sort of ask questions around that...

Transcript P5, Line 31-57

This participant describes using elements of PCW to talk about strengths (Parnes, 2017), create a one-page profile (Sanderson, 2014), and using accessible tools (Taylor-Brown, 2012) such as drawing techniques. Taking into account everything that is discussed across all themes it is clear there is a role for EPs working directly with YOCYP and their families (Hall, 2013; Ryrie, 2006). This is perhaps wider than is currently being utilised owing to confusion around the EP role (Ashton & Roberts, 2006; Hammond & Palmer, 2021; 2021b; Parnes, 2017). However, Newman et al. (2012) suggest that despite YOT being set up as multi-agency organisations, the YOCYP often do not have access to the specialist assessments they need. Therefore, broadening the understanding of the EP role within YOT might mean that the EP could pick up some of the referrals which might otherwise be missed; for example, engaging in therapy with YOCYP (Hammond & Palmer, 2021; Parnes, 2017).

Summary:

This theme satisfies that proposition that the EP uses PCW broadly in their work within the YOT. Whether this is directly with the YOCYP, or whether this is systemic work with the YOT practitioners. It is clear, however, that the EPs approach to their work would be considered PCW. As such there is opportunities for the EP role within YOT to further promote PCW at managerial level, as well as working with YOT practitioners in this way. Whilst simultaneously promoting and prompting YOT practitioners to filter PCW into their own practice. Thus, answering the research question how PCW might be further supported in the YOT.

Chapter 4 - Conclusion

How do Educational Psychologists view person centred working in one local authority youth offending team?

Findings from the research suggest that person-centred working (PCW) is a complex yet beneficial way of working in a youth offending team (YOT) context. These findings also align to the previous wealth of literature that the unique needs and experiences of YOCYP impacts on their ability to understand, participate, and engage with the YOT (e.g., Chitsabesan et al., 2006; McKenzie, et al, 2012; Newman et al., 2012; Nolan, 2018). Findings also recognised that the YOCYP were often marginalised both prior to, and as a result of, involvement with the YOT (Yates, 2012). In addition, high rates of educational exclusion and consequent social exclusion, meant that YOCYPs' needs often went unidentified and working with them required a specialist more flexible approach (Emler & Reicher, 2005; Hayden, 2008). Findings suggested that PCW, was a good way of mediating some of these difficulties. There was some recognition that PCW was happening within the YOT, however it was highlighted that this was often ad-hoc and not always rooted in an evidence base. It was felt the shift in approach to the underlying principles of PCW meant that YOCYP were more able to participate and engage. It was argued that as tools are differentiated, there is a shift in power, focus on strength-based approaches and future planning and a shift towards holistic understanding of the YOCYP, outcomes could be improved (Bristow, 2013; Corrigan, 2014; Taylor-Brown, 2012). The findings argued the shift in thinking meant that YOCYP were able to re-author negative narratives (White & Epstom, 1990), move away from criminogenic stigma and focus on their strengths and the future, all of which are advocated for in the YJBs child first approach (YJB 2019; 2021a).

As such, PCW recognises the unique needs of the YOCYP and on an individual level can be beneficial in supporting positive outcomes, building relationships, building a sense of belonging and self-esteem (Bristow, 2013; Corrigan, 2014). With the importance of relationships between YOCYP and their YOT practitioners being a key point in literature, guidance, and these findings (Prior & Mason, 2010; Trivasse,

2017; YJB, 2008), PCW again, is a way in which this can be facilitated. Nevertheless, the findings in this study suggested that whilst these factors are championed by the child first agenda (YJB, 2019; 2021a), little consideration has been given to how this might look in practice (Bateman, 2020). The findings highlighted several unique factors which posed a barrier to the EP working in a person-centred way, as well as supporting the YOT practitioners to also work in this way.

For example, two of the mechanisms, which are unique to the YOT context were power and the system, both of which had a significant impact on how EPs viewed their own and YOT practitioners' ability to be person-centred. The ambivalence in the literature is clear when it comes to the criminal justice system (CJS). One side discusses being faced with the responsibility and punishment yet juxtaposed to this is the impact of individual circumstance and an unjust society (Norrie, 1996, p. 2), which is also reflected in this study. In epistemological terms they could be considered to be dialectically contradicted (Bhaskar, 1993), meaning that the YOT is blocked from being person-centred by virtue of being under the YJS (Norrie, 1996). Yet both are also existentially presupposed, such as the YJBs drive to be child first (YJB, 2019; 2021a). We must acknowledge this contradiction and its implications, and not be fooled into thinking that the YJS is wholly child first and non-punitive (Case & Haines, 2020), as in doing so may create ethical blind spots (Bazerman & Tenbrunsel, 2011; Hammond & Palmer, 2021). By acknowledging the social and historical elements we can view YOCYP in their context as a social being. That is, within historical and current experiences, their moral views and differing socio-political status (Norrie, 1996); therefore, we can begin to understand offending behaviour in context, thus being more person-centred.

Child first or person-centred working?

It is argued here that there are theoretical differences between child first and PCW. Whilst there may be some cross over in practice, fundamentally they are based on two different philosophies. One of the fundamental theories underpinning child first is Social Control Theory (SCT) (Hirschi, 1969). However, SCT has been widely challenged and modernised, yet remains one of the most influential theories in

criminology (Case & Browning, 2021; Schinkel, 2002). One of the key criticisms of SCT is that it does not take into account historical, social or political factors impacting on offending behaviour (Schinkel, 2002; Richards, 2020). SCT does however highlight a relational element to offending behaviour, such as in attachment, commitment, involvement, and belief (Hirschi, 1969). Another child first underpinning theory, The Social Development Model (SDM), does go some way in explaining developmental and etiological factors of offending behaviour (Case & Browning, 2021; Catalano & Hawkins, 1996). Nevertheless, SCT and the SDM, whilst being named as supporting child first, would not be considered to be person-centred as the focus is on deterring offending behaviour. Similarly, PCW does not come without its own criticisms, such as the principle of undue positive regard (Rogers, 1957).

A PCW ethos focuses more on future planning, participation and placing the voice of the child in the centre whilst promoting a holistic understanding of that person.

Therefore, I propose that it is not child first *or* PCW, rather it is PCW alongside child first, and perhaps the unique role of the EP is to support the YOT to be more person-centred and using tools such as PCP, with a view to being child first. Yet, this is where both approaches fall down in practice, guidance does not go far enough to change practice. The ethos, whether that be child first or PCW, needs to be embedded within the system, top down (Bateman, 2020; Wilkins, 2001).

Reassuringly, part of the YJB strategic plan (2021a) is to build capacity in their work force with the introduction of the Youth Justice effective practice certificate (YJB, 2021c). This is a positive move, as it will create a shared understanding of the approach the YJB want for service delivery. However, it will be important for issues highlighted in this study to be considered within this service delivery. For example, acknowledging the contradictions in child first and the YJS, additional time offered, redressing power imbalances, a focus on socio-political influences, being trauma informed and the opportunity to build positive relationships with the YOCYP. In addition, YOTs may wish to seek support from their local EPS in terms of developing their own PCW approach.

Moving towards a PCW continuum

Here I propose PCW to be on a continuum (Hammond & Palmer, 2018), whereby the professional – whether that be the EP or YOT practitioner, selects the best tools for the individual at that time. However, some would argue this remains on an adult agenda, and to simply check in with the child goes little beyond tokenism (Hart, 1992; Shier, 2001). Indeed, is it not possible to achieve full participation with YOCYP given their status as a child (Billington, 2006; Lohmeyer, 2020), their potential additional needs and position within the YJS and any additional system. In the same vein, is it not possible to be truly person centred, as ultimately decisions will have to be made in the child's best interest, as reflected in a continuum (Hammond & Palmer, 2018). Though, some would argue that it is possible to be truly person-centred such as offering undue positive regard (Rogers, 1957) and follow the child's agenda (Newton, et al., 2016).

However, I would argue, whilst PCW could go some way to re-dress the power imbalance experienced by YOCYP, it is perhaps not ethical or in the best interest to do this. For example, to be truly person-centred would be to do everything that YOCYP wants and give them full control – child-led. This may not only be overwhelming for that YOCYP (Hammond & Palmer, 2018), but it may also be the very thing which means they are involved with the YOT in the first place. Laws are in place to govern the amount of control an individual has, versus the state – we cannot have total control and simply do as we please (Norrie, 1996). This is mirrored in many aspects of life for example schools, workplaces, professional codes of conduct, and also in PCW. Therefore, when working with YOCYP in particular, it will be necessary to focus on recognising the dialectic contradiction – we can be person-centred to a point and making the boundaries for this explicit will be important for the YOCYPs' understanding. By acknowledging this, it brings the contradiction to attention and can mean that YOCYP are better supported through the understanding of boundaries. Not promoting a child first system which is fundamentally flawed because it is based on structuralist ideas. Ultimately, it is not possible to totally forgo the law (Norrie, 1996).

Barriers and facilitating factors of working in a person-centred way within a youth offending context

There were a number of barriers and facilitating factors highlighted by EPs when engaging with PCW. These broader mechanisms can be seen in figure 3 (page 67). Here (table 5) I have summarised the more practical aspects which are directly applicable to practice:

Table 5: Barriers and facilitating factors to PCW established from this study

| Barriers to PCW in YOT | Facilitating/positive factors for PCW in YOT |
|---|---|
| Time and resources (both the EPs time and YOT practitioners time) | Child first approach is advocated for by the YJB (2018, 2021a) |
| Power discourse which is present within the wider YJS | Enhanced case management model promotes PCW and the involvement of a psychologist |
| YOT practitioners' knowledge of PCW and ability to put it into practice (training needs) | PCW can support the building of positive relationships |
| Adult-agendas can take precedent over YOCYP (done <i>to</i> and not <i>with</i>) | PCW can encourage multi-agency working and collaboration (PCP meetings in particular) |
| Practical difficulties such as finding a space to meet with the YOCYP, preparation and getting everybody together | PCW promotes the rights and voice of the YOCYP |

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| Ethical implications of being person-centred in an ultimately punitive system | PCW supports a strengths-based approach with opportunities for future planning |
| Historical context and culture of punitive approaches | PCW can equalise power imbalance |
| Negative narrative, criminogenic stigma and public perceptions of YOCYP | PCW can promote participation and engagement |
| Process driven interventions and initiatives (e.g., time frames, tick box exercises, etc.) | PCW can give a holistic view of the child and support further understanding of needs |
| Wider systems and organisations not signing up to the PCW ethos – PCW benefits from being embedded within the system with managerial backing | PCW can support the re-authoring of negative narratives (White & Epston, 1990) |
| YOCYPs' additional needs and negative life experiences (often unidentified) | PCW can support the YOT as a whole organisation (supervision, case consultations, etc.) |
| YOCYP being educationally and socially excluded | PCW can empower the YOCYP to make a positive change, giving them ownership |
| It <i>may</i> be detrimental to know too much before meeting the YOCYP | PCW allows for a space to be reflexive and reflective |
| | PCW allows for creative and flexible working that suits the YOCYP |

How might person centred working be further supported by the EP?

Findings suggested that the role of the EP was varied and critical to the YOT context. Within this local authority (LA) the YOT benefited from the expertise of the EP for half a day a week, as well as an additional EP who supervised the trauma recovery model (TRM) - which aligned to the enhanced case management (ECM) approach (YJB, 2020a). EPs discussed using PCW at all system levels, from their engagement with the YOT practitioners and offering support for organisational change and how they work with the YOCYP, as well as the EP themselves working directly with the YOCYP. Whilst it was acknowledged there are wider systemic factors impacting on the YOT practitioners' ability to engage in PCW, this was not the case on an individual level. EPs described various anecdotes where they would facilitate, support, or promote PCW with YOCYP and although a culture shift is difficult, PCW on an individual level can make a difference for that particular YOCYP (Hammond & Palmer, 2018; Ratti et al., 2016).

In the spirit of equality of access, being open about the role of the EP and developing a menu of what the EPS can offer is vital in developing positive working relationships (Ryrie, 2006; Twells, 2018). It will also be important to make your evidence base clear, as there is huge variation in how EPs' practice which can cause confusion from professionals and will determine how the individual chooses to work in the YOT (Ashton & Roberts, 2006; Fox, 2013). Indeed, as Haines and Case (2018) pointed out, in relation to the future of youth justice:

It requires a specialist to understand the evidence and to implement it in practice situations, hence the utility of integrating more expert analyses into policy and practice development. (Haines & Case, 2018, p.13)

As the EPs' specialist knowledge lies in education, SEND and the wider systems around the CYP, as well as expertise in child development, trauma, mental health and challenging behaviour, there is arguably a role for them within the YOT. In addition to this, the way in which EPs tend to view CYP, is in the context of the wider

systems and thus moving away from a within child approach (Beaver, 2011). As such, EPs are well suited to promoting the tenants of child first and supporting the YOT to embed PCW into their practice. EPs are well versed in PCW and often promote this as their chosen way of working (e.g., Bristow, 2013; Hammond & Palmer, 2018; Newton et al., 2016).

Indeed, findings in this study highlighted power within the system filtering through the YOT practitioners as well as being experienced by the YOCYP. As such the EP role in promoting PCW is not just for use with the YOCYP, but also with the wider YOT and systems. Highlighting a unique role in offering supervision and consultation to YOT practitioners. It will however be important for EPs to be aware of the child first approach and other YJB policy and guidance in order to support best practice. The findings from this study suggest a starting point for collaborative working between YOTs and EPs, whilst identifying key barriers and strengths to championing PCW.

Application to practice

The EPs highlighted the following roles they felt they had in the YOT, and were all delivered in line with a PCW ethos (table 6):

Table 6 – Role of the EP

| EP role in YOT | Description |
|---|--|
| Use of expertise in education systems, SEND and differentiation | It was recognised that EPs had specialist knowledge in these areas and could support YOT practitioners where needed. |
| Peer supervision (with YOT practitioners) | EPs discussed offering peer supervision both to support YOT practitioners with problem solving, supporting each other and to unpick organisational issues. |

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| | EPs reflected that delivering this in a person-centred way allowed for the YOT practitioners to experience it and the hope was this would filter down to their work with the YOCYP. |
| Clinical supervision (with YOT practitioners) | EPs offered one-to-one clinical supervision to YOT practitioners if they were particularly struggling with a case and needed a space to reflect on their own role and feelings in the situation. This was contracted and was distinct from the more informal case consultations. |
| Case consultations (with YOT practitioners) | The EP would be available to the YOT to check in with and brainstorm ideas. The EP would support the YOT practitioners in developing different ways of working so as best to engage the YOCYP. This was often what YOT practitioners asked for if they were 'stuck'. |
| Being the supervising psychologist for the TRM/ECM (YJB, 2020a) | This is a more formal role held by one of the EPs in this study. The guidance suggests this role is for a clinical psychologist (Appendix B). However, the EP reported findings in line with ECM evaluations (Glendinnings et al., 2021) suggesting that an EP is also well equipped to fulfil that role. This formal model incorporates some of the other |

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| | areas mentioned within it, such as supervision and training. |
| Training and modelling of PCW/PCP approaches | EPs discussed using PCW/PCP when working with the YOT as a whole team, therefore modelling the approach. They also mentioned offering training in this area with the caveat that it was an ongoing process with regular check ins and supervision. |
| Training | EPs mentioned they were sometimes asked to deliver training to the YOT in other areas such as attachment, trauma, emotion coaching, etc. |
| Facilitating PCP meetings | EPs also stated that they would facilitate PCP meetings for YOCYP, such as a PATH. |
| Working individually with the YOCYP (assessment, formulation and report) | EPs also worked directly with the YOCYP using various PCW approaches. Assessment here is used in the broadest of terms and refers to a range of tools used with the YOCYP. |

It was suggested that YOCYP are a particularly difficult population to work with and often did not need another professional becoming involved (Corrigan, 2014). This study highlighted the idea of relational reflexivity, and how this could be used to support the YOT practitioners through supervision and how they could be encouraged to use it within their own work with YOCYP. Aligning to the focus on building relationships (Phoenix & Kelly, 2013; Trivassee, 2017), The EP has a role in supporting the YOT practitioner to reflect on their relationships with the YOCYP,

what is working, what is not working, unconscious emotions, bias and what might need to change in the relationship to make it more positive (Burnham, 2018). In addition, this is likely to positively impact on power dynamics, participation, and engagement of the YOCYP, making way for more person-centred ways of working.

Using this momentum and shift in ways of working with the YOCYP, EPs can introduce PCP meetings for the YOCYP they feel may benefit. For example, those who need support with future gazing, YOCYP at transition point or who are at risk of permanent exclusion. Additionally, EPs can use PCP to support the YOT practitioners and wider systems to develop their PCW ethos and philosophy (Hughes et al., 2019; Taylor-Brown, 2012).

Therefore, the role of the EP within the YOT is far wider than simply assessing YOCYP. This study highlights the need for the EP to consider power, the YOCYPs' potential additional needs, systemic factors and individual YOT practitioners when working in the YOT. Moreover, how the YOT and wider system can use these factors to consider how they might introduce PCW more broadly. Whilst some YOCYP may require individual assessment from the EP, there are many factors impacting on them at any one time and the YOT need support in addressing some of these needs. The EPs' unique systemic role in understanding and supporting relationships, specifically relational reflexivity (Burnham, 2018) and means they are well placed to support YOTs and the YJB child first agenda (YJB, 2019; 2021a).

Limitations and Reflections

One of the biggest limitations to this study was the impact of Covid-19. Whilst I was able to re-design my study, this involved an epistemological shift as I wanted to remain authentic to my original idea and carry out this study with rigour. The sense throughout the literature review is constructivist, in that YOCYP are not consulted with and do not have their voice heard, impacting directly on their ability to participate and engage with the YOT. Yet, I have, through pragmatic decision making, moved away from gaining the voice of the YOCYP, to a critical realist position as my research question shifted to a more structural view of how EPs' view PCW within the YOT context (Bryman, 2008b).

If I am to remain true to my epistemology around how one experiences PCW, which is that it is likely to be experienced differently by everyone, and there is no one true individual reality when it comes to experiences of PCW. Then the epistemological shift around the process of PCW and how this is facilitated as a phenomenon is necessary to understand how it can be implemented in practice (Bryman, 2008b). This does not deter from the fact that PCW is likely to be experienced differently by different YOCYP, rather highlights the mechanisms and structures which need to be taken into account before PCW is put into practice. Arguably, the concept of law also straddles the critical realist and constructivist paradigm, in that external views of the law and justice are underpinned by structuralist concepts and social context, but moral judgements and individual views of law and society also lay in individual interpretation (Norrie, 1996). As such, my shift away from individual experience (YOCYP) towards the structures and the systems around YOCYP (EPs views), I felt, leaned itself more to the critical realist position.

Nevertheless, I am still interested in YOCYPs' direct experience both of the YJS and PCW. This study has supported my thinking in terms of how I might approach that piece of research. Knowing the mechanism and structures that make PCW so, will ensure PCW can be put into practice and thus, a follow up study into the YOCYPs' experiences of this will compliment this study. This study has however, highlighted important ethical issues, which I perhaps would not have been as aware of had I not conducted this study, particularly around the significance of power and the system. Therefore, from this process I have learnt that if I were to go on and complete my original project – which I hope to, I would make some subtle changes. I would approach the project as a constructivist, as guided by my research question (Bryman, 2008b). However, I would make a shift towards a participatory paradigm and use a critical action research methodology (Howell, 2013). This is something that the format of doctoral thesis would not have afforded me the time to complete.

There were also limitations in terms of practicality, for example interviews had to be carried out virtually. This was likely to have an impact on the data gathered in terms of rapport, technical failures, miscommunications or misunderstandings and

environmental distractions (Jones, & Abdelfattah, 2020). Indeed, whilst transcribing there were several times where the video had skipped, and I was unable to record what the participant had said. However, it has been shown that with methodological changes and specific consideration given to the ethics it is possible to carry out high-quality rigorous research virtually (Roberts, Pavlakis & Richards, 2021). I felt I had to learn and adapt very quickly and consider how to shift my research, while remaining rigorous and adding to current literature.

The LA in which this case study was based has a PCW ethos and therefore, particularly in the educational psychology service (EPS), this way of working is already embedded in the system. This is an important context to consider when thinking about transferability, particularly as one of the findings is around the need for the systems to have an understanding of, and ethos aligned to, PCW. Although my findings discuss the YJS and the barrier this may present to PCW, I was not able to consult with YOT practitioners. This is a limitation to my study as I do not have the voice of professionals embedded within the YJS. However, it was a necessary limitation given time frames, but would be a good opportunity for further research.

I cannot detach my own bias from this research, and in doing so would be detrimental to the study (Mantzoukas, 2005). To manage this, I took several steps to ensure internal validity, construct validity and reliability (dependability), as such making external validity (transferability) possible (Yin, 2008). I set out my reflective and reflexive account in the methodology making clear my position and pre-conceived ideas and experiences. I gave participants a definition of PCW in the interviews, this was to ensure that we were both talking about the same phenomena and fits with a critical realist perspective. I had someone check my work for intercoder reliability (O'Connor & Joffe, 2020), check my analysis for mutual understanding and also critically reflect on my conclusions. Finally, I also sought regular research supervision (Yin, 2008). Nevertheless, there is a likely bias towards the positive aspects of PCW and how it fits in with the YOT, which is not balanced with the views of those less familiar with the approach, such as YOT practitioners.

It is important to acknowledge the extraordinary circumstances Covid-19 brought with it. I have done my best to achieve what was possible and remain rigorous in my research. This study has paved the way for further research with YOCYP in the YOT and their experiences of PCW, particularly given the drive for child first (YJB, 2019; 2021a). Secondly, I hope this study has highlighted the role of the EP and the unique contribution they could have in the YOT, however further research would need to be done with YOT practitioners and YOCYPs.

Concluding Comments

The YJB advocate for a child first approach to the YJS (YJB, 2019; 2021a). Whilst this does go some way to bridge the gap between YOCYP and their additional needs and past experiences, it does not fully appreciate other mechanisms within the YJS such as power and the wider system. The proposed PCW continuum (Hammond & Palmer, 2018) goes some way to address these difficulties and highlights the role of the EP in supporting the YOT. This is shown in the fact that I interviewed six EPs who all gave a different view on PCW, and one's ability to be person-centred. The EP role can be varied and works at both the systemic and individual level. In supporting and promoting PCW the EP can share their expertise and assist the YOT in meeting the child first agenda (Haines & Case, 2018; YJB, 2019; 2021a). Taking into account the holistic view of the child, any potential additional needs, experiences of trauma, family context and socio-political background. This will ensure active participation and engagement are achieved through the building of positive relationships and thus promoting more positive outcomes for YOCYP.

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Appendix

Appendix A - Literature table

| Paper Title & Reference | Authors and Year | Key points | Emerging Themes | Tentative Codes* |
|--|---|---|--|------------------|
| <p>Personalizing Education: A Person-Centred Approach for Children with Special Educational Needs</p> <p>Hammond, N., & Palmer, N. (2018). <i>Personalizing Education: A Person-Centred Approach for Children with Special Educational Needs</i>. Trentham Books: London.</p> | <p>Nick Hammond & Nicola Palmer</p> | <p>We unapologetically challenge power imbalances, advocate for social justice, and endeavour to champion the importance of placing children and their families at the centre of planning for their futures in a way that goes beyond tokenism. This book is based on the spirit of collective action, and the belief that everyone has the right to empowered participation and social inclusion.</p> <p>Although there are organizations and practitioners who use PCP approaches with children in education contexts, much of the empirical evidence, particularly that relating to PCRs, is often reported within the realm of post-16 and adult health and social-care settings.</p> <p>This is problematic, as working with children poses a particular set of challenges. For example, the principles of PCP promote agency by the redistribution of power, yet for children this can be laden with problems, not least because there are limits to how far this can be achieved in adult-child interactions (Billington, 2006; Hammond, 2013b, 2016). The complexity of agency may also be heightened for children identified as having an SEND, due to the perceptions of some that these children are particularly vulnerable, and thus in need of constant care (Devecchi et al., 2015).</p> <p>Acknowledging this context from the outset is important for two reasons. First, meeting resistance to change, such as when implementing a new way of working, could lead the initiator to feel frustrated and helpless. We have argued that small world change is often the prerequisite for big world change. We might not be able to change societal attitudes towards the value of child participation directly or immediately, but we can, by using PCRs, allow a child to participate. Second, we take the ethical and critical position that it is important to acknowledge the historic and sociopolitical contexts within which systems are organized, and that give rise to the interactions that occur within those systems.</p> <p>The role of educators and policymakers is, therefore, not to determine whether academic or vocational skills are more or less valuable, but rather to support young people to do their best with the skills they have – in other words, to become more intrinsically person-centred.</p> | <p>- PCW is a continuum</p> <p>- It is important to be child focused and not child led</p> <p>- policy does not necessarily relate to practice</p> | |

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| | | <p>Where PCR's are used within formal SEN or other established processes, such as FSPs or PEPs, they will be bound by statutory implications and formats. Finding a way of effectively using PCR's within system-driven processes can be trial and error, and certainly requires patience and creative thinking. Nevertheless, a PCR can offer enough flexibility to complement these processes with some careful planning and collaborative working. As one SENDCo describes, this approach worked well within our study, particularly when it was facilitated by a psychologist:</p> <p>As we have shown, the issues here are complex and interactive. Indeed, person-centred practice is a term upon which there is little agreement – SoS is considered person-centred by many, but as we have discussed, is quite different from PCR's. Thus, person-centred practice is best considered a continuum, varying depending on different agendas, needs, training and experiences. Moreover, PCR's might not always be appropriate in themselves, and it is sometimes important to use other forms of consultation, assessment or intervention either with or without a PCR.</p> | | |
| <p>Consulting with children and young people: Enabling educational psychologists to work collaboratively</p> <p>Hobbs, C., Todd, L., & Taylor, J. (2000). Consulting with children and young people: Enabling educational psychologists to work collaboratively. <i>Ed ucational and child</i></p> | <p>Charmian Hobbs¹, Liz Todd² & Julie Taylor</p> | <p><i>It is argued that the educational psychologist's role is that of enabling children and young people to have greater control over and understanding of their own learning and its context. A key part of this process is that children and young people are encouraged to make informed choices about their interactions with educational psychologists and to have access to discussion, planning and recorded information that the educational psychologist has undertaken about or with them.</i></p> <p>If the aim of a consultative approach is to enable those working within schools and their communities to have a clearer understanding of the concerns and ways to bring about positive change, then children and young people should be active and informed participants in that process.</p> <p>so the process of psychological assessment should not only provide the educational psychologist with a fuller understanding of the child's educational world (and other worlds), it should also provide the child with a greater understanding of their own situation and what actions may be open to them to undertake positive change.</p> | <ul style="list-style-type: none"> - Need for the Ed psych to facilitate the voice of the child – this has since been written into legislation (see above) - Issues of power | <ul style="list-style-type: none"> - CYP should be actively involved within assessment processes - CYP participation encourages positive change |

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| Psychology, 17(4), 107-115. | | | | |
| Evaluating Children's Participation in SEN Procedures: Lessons for educational psychologists | Brahm Norwich*, Narcie Kelly and Educational Psychologists in Training ¹ | <p>On the one hand, they are linked to wider participation practices within classrooms and across the school; on the other, they are also dependent on whole school policies and practices for their initiation, review and further development. Our study showed that, even in schools selected as more likely to have promising practices in SEN children's participation, there were inconsistencies in practices and many perceived barriers to eliciting pupils' views, consulting with them and negotiating over decisions affecting them.</p> <p>we could distinguish between <i>eliciting pupils' views and preferences</i> and <i>shared negotiations and decision-sharing</i> on the basis of our analysis of what some children told us.</p> <p>The second high- lighted aspect was about the role of <i>formal and informal participation processes</i>. The accounts of participation indicated that building trusting and open relationships depended on informal processes, where respect, sensitivity and empathy for pupils was part of other school based activities and relationships. The success of the formal aspects—finding time, staff skills, appropriate materials, etc—in which pupil participation is the explicit aim of the activity, was attributed to this informal base. We propose that when the formal participation procedures are not working well, this may be partly due to insufficient emphasis on the informal aspects. However, the informal aspects are less easy to initiate and take time to develop, as they flow from background factors, in particular, school and staff commitments to the principles and practices of children's participation.</p> <p>The third aspect was about a particular interpretation of the limitations to partici- pation practices. Our respondents identified a range of child, teacher, parent and school factors, which constrained participation practices. These can be categorised broadly in terms of child and adult skills and competencies, lack of opportunities and resources and inappropriate methods of eliciting views.</p> <p>This is what we found in the prior surveys of SENCOs and education officers and the adult school interviews; that <i>child protective</i> values were identified as constraining factors. Protection was represented in terms of threats to children's self esteem and shared decision making being too onerous for children.</p> | <p>- Difficulties around giving children too much 'control' do they know what is actually in their best interest.</p> <p>- Need for there to be an underlying ethos around the child informally (e.g.e school) so as the child can participate in formal processes in a more meaningful way</p> | <p>- Systems need to support the participation of CYP</p> <p>- Child-led and not child-centred (de-centred practice)</p> |
| Including the excluded: | Jackie Lown | Those with EBD are unlikely to be included in participation with the school system and decision making (e.g. school councils) due to their behaviour, rejecting of the school system and exclusion. | <p>- Lack of literature around</p> | <p>- CYP with challenging behaviour</p> |

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| Participant perceptions Lown, J. (2005). Including the excluded: Participant perceptions. <i>Educational and Child Psychology</i> , 22(3), 45. | | <p>Outlines practical ideas to improve reintegration and reduce exclusion</p> <p>Jelly <i>et al.</i> (2000) contend that pupils across the education system are becoming increasingly involved in school development, through the use of techniques and approaches specifically designed to elicit pupils' views about certain aspects of the school experience. The authors describe 'a continuum of participation' stretching from the low participation end where pupils' views and opinions are gathered to inform decisions about school change (an example of this might be using circle time to elicit views on playground facilities), to the opposite end where pupils are given high-level participation in order to directly affect the decision making process (for example school councils). It seems that pupils who have social and EBD may become involved in presenting their views at the 'low participation' end of the continuum, but are highly unlikely to have their views represented further along the continuum, given that those presenting with such difficulties are often construed as rejecting the school system, and have been excluded.</p> <p>Jelly, M., Fuller, A., & Byers, R. (2013). <i>Involving pupils in practice: Promoting partnerships with pupils with special educational needs</i>. Routledge.</p> | voice of the excluded child | are excluded from the school system |
| Youth Justice, Social Exclusion and the Demise of Social Justice Gray, P. (2007). Youth justice, social exclusion and the demise of social justice. <i>The Howard Journal of Criminal Justice</i> , 46(4), 401-416. | PATRICIA GRAY Crime and disorder act 1998 – newest legislation?? | <p>key theme underlying recent changes to youth justice in England and Wales has been responsibilising young offenders by holding them accountable for their offending. While this has led to a focus on offending behaviour and restorative justice programmes to address perceived deficits in young offenders' cognitive skills, it has also been recognised that their ability to desist from crime is frequently constrained by acute levels of socio-economic disadvantage.</p> <p>The SEU was established in 1997 by the New Labour government to end what it believed was the cycle of deprivation which cut people off from participation in mainstream societal processes. Social exclusion is defined as:</p> <p>not just income poverty, but . . . a short-hand term for what can happen when people or areas suffer from a combination of linked problems such as unemployment, discrimination, poor skills, low incomes, poor housing, high crime, bad health and family breakdown. (Social Exclusion Unit 2004a, p.14) - does this exists anymore?</p> <p>In line with its main aim to prevent offending, the Board has identified from research a broad range of individual and social risk factors evidenced to increase young people's propensity to commit crime (Graham and Bowling 1995; Farrington 1996; Communities that Care 2001).</p> | - Talks about new labour government – this changed in 2010 – implications? - Social justice is a real barrier to tackling YOT and they continue to be a marginalised group | - The youth justice system is not person centred - Multi-agency work within the youth offending team is difficult - Socioeconomic disadvantage is a risk factor for youth offending |

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| | <p>These include deficits in young people's cognitive skills, inappropriate attitudes to offending, inadequate parental supervision, under-achievement at school, drug misuse, low income and living in a disadvantaged neighbourhood. Drawing further on the research, the Board also concurs that these risk factors cluster together and that young people exposed to multiple risks are disproportionately likely to become involved in persistent and serious offending.</p> <p>The main vehicles for the delivery of such provision are multi-agency YOTs, which the 1998 Act required local authorities to establish and which include representatives from the police, probation, education, health and social services. The teams work in partnership with voluntary sector and statutory parent agencies to offer holistic interventions in response to the interrelated needs of young people at risk of both youth crime and social exclusion.</p> <p>According to the Audit Commission, the main problem is that YOTs are having difficulties in gaining access to a range of key services because external agencies, particularly social services, education, health, substance misuse and housing, are not actively co-operating with YOTs to address young offenders' wider social needs.</p> <p>In the case of education, this has meant that many YOTs have experienced considerable delays in getting young offenders back into school, especially those who have been permanently excluded.</p> <p>This found that there is considerable regional variation in the levels of funding available to set up such specialist services, resulting in many YOTs having insufficient resources and staffing levels to provide adequate support. This is further exacerbated by the fact that YOT staff often do not have sufficient status to broker access with outside agencies in order to successfully reintegrate young offenders into mainstream provision.</p> <p>Unfortunately, the current emphasis in youth justice policies on responsabilisation and the individualisation of social risks has done little to either boost young offenders' sense of social worth or change their material circumstances. Instead, they have been made to feel that exclusion is down to their own deficiencies and inclusion is achievable simply through their own efforts. The structural constraints that limit their ability to make responsible choices, whether it be to desist from crime or seek inclusion, are almost ignored.</p> <p>The first obstacle relates to the UN Committee's (2002a, p.7) criticism that 'the principle of primary consideration for the best interests of the child is not consistently reflected in legislation and policies affecting children . . . , notably in the juvenile justice system'</p> | <ul style="list-style-type: none"> - The UN convention s only act to further marginalise YOs | <ul style="list-style-type: none"> - Young offenders and social excluded |
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| Investigating the voice of the young offender | Heidi Trivasse | <p>The Munro Review (2011) Review, which outlines recommendations for working with vulnerable children, states the need for a child-centred system, recognising “young people as individuals with rights, including their right to participate in major decisions about them”.</p> <p>However, in the Youth Justice Service (YJS) it appears less emphasis is placed upon involvement of young people in decision-making and service development with few formal mechanisms implemented to gather young offender’s (YOs) opinions (Hart and Thompson, 2009). Often, the term “participation” refers to joining in with activities rather than actively contributing to decisions.</p> <p>Divergent definitions of “participation” between the YJS and other children’s services may be significant when ensuring service effectiveness. Particularly within the field of community penalties, YO participation and compliance is greatly relied upon – Bottoms (2001) noted that effectiveness and compliance are “inextricably linked” (p. 89). Indeed, User Voice (2011) report that a lack of true participation may lead to further exclusion and alienation, which may contribute to anti-social behaviour, violence and criminality.</p> <p>Negative public opinion of young people may promote the view that YOs do not “deserve” to influence decisions. Conflict between a commitment to participation and the underlying discourse of punishment likely reduces opportunity to recognise YOs’ views compared to other services (Hart and Thompson, 2009).</p> <p>According to Mattinson and Mirrlees-Black (2000), 28 per cent of people involved in the British Crime survey thought that young people were responsible for the majority of crimes and three-quarters believed that youth courts were too lenient. Roberts and Hough (2005) also found dissatisfaction with youth courts. They presented participants with case vignettes of offending behaviour and found disparity between the more lenient sentences that participants expected and the severe custodial sentences they preferred. These findings are important to consider, as public opinion plays a role in justice system reforms, policy formulation and treatment of YOs (Allen, 2002; Scott et al., 2006). For example, government reforms regarding crime have previously increased custodial sentences in response to public pressure for harsher sentencing (Ministry of Justice, 2010).</p> <p>Engagement through true participation. Acknowledging and exploring YOs’ views regarding their YJS involvement not only highlights effective strategies, but is also a crucial element of those strategies. If young people do not feel valued or listened to, they rapidly become disengaged</p> | <p>- Suggests that person centred working from the YOT team is a important factor in engaging YOs</p> | <p>- CYP should be involved in decision making</p> <p>- CYP participation encourages positive change</p> <p>- CYP should be actively involved within assessment processes</p> <p>- The youth justice system is not person centred</p> <p>- There is conflict between participation and the discourse of punishment</p> <p>- CYP need to feel valued and listened to</p> <p>- There is a negative public view of CYP involved with YOT</p> |
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| | | <p>from interventions (Hendry, 2007; Hart and Thompson, 2009) and approaches which won YOs' support are more successful in moderating YOs' behaviour than punitive, retributive approaches (Department of Health, Support Force for Children's Residential Care, 1995).</p> <p>Robinson and McNeill (2008) developed a dynamic model of engagement and compliance within the context of community sentences. Four levels of compliance were identified: non-compliance, formal compliance (meeting the minimum requirements), substantive compliance and longer-term compliance. Ideally, offenders will develop substantive compliance, which implies that they are actively engaged in their order requirements, and eventually longer-term compliance implying no further offending.</p> <p>However, the task of moving YOs to the latter dimensions of compliance can be challenging and is likely to require development of positive social attachments, altering beliefs and attitudes, and increasing the perceived legitimacy of court orders (Bottoms, 2001; Robinson and McNeill, 2008). The YO's perspective is required to ascertain whether these aspects of substantive compliance are present as they denote quality of engagement rather than the quantitative aspects of formal compliance (e.g. proportion of appointments attended; Robinson and McNeill, 2008).</p> <p>Furthermore, the nuances of the relationship between Youth Offending Team (YOT) practitioners and YOs were crucial in effective outcomes. A distinction was made between YOT practitioners who genuinely cared and those who were "just doing their job". Those demonstrating care through simple actions such as remembering stories or showing respect, laid the foundation upon which YOs would cooperate and benefit (Phoenix and Kelly, 2013).</p> <p><u>Main finding from THIS article:</u></p> <p>he majority of participants initially held negative expectations of the YJS, believing that it would be strict and impersonal. However, following even brief involvement, this perception quickly dissipated:</p> <p>I thought it might be worse than what it had been. I didn't think [...] they'd be as friendly (Louise).</p> <p>However, WYJS' supportive nature offered a sense of relief and allowed individuals to find "worth in the system" (Nav).</p> | | <ul style="list-style-type: none"> - Acknowledging and exploring CYPs views improves outcomes - Building a positive relationship is key to positive outcomes - Practitioner (YOT) and CYP relationship is key - CYP have negative expectations of the YOT - The YOT is a positive experience for CYP |
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| | | <p>This positive experience appeared to result in WYJS being held in higher esteem compared to other services including probation, the courts and police. WYJS were felt to be more caring, understanding, relatable and less judgmental:</p> <p>In every interview, participants prioritised the YO-YOT practitioner relationship over formal interventions and sensed that their YOT practitioner truly cared and wanted to help. “Going the extra mile” meant that YOT practitioners were viewed as more than simply service providers:</p> <p>As in Phoenix and Kelly’s (2013) research, which reported the importance of the professional relationship; in order to benefit from formal work there needed to be genuineness in the way YOs could relate to the work and how it was delivered by YOT practitioners. In the current findings, one participant suggested that explicitly using formal techniques was a hindrance in forming a relationship with his YOT practitioner because it felt insincere and generic; -- link to EP/YOT role collaboration in discussion?</p> <p>This strongly links to Rogers’ (1957) well-known proposition within person-centred therapy, that genuineness is one of the sufficient and necessary conditions (along with positive regard and empathy), to facilitate change from a therapeutic relationship. The importance of genuineness resides over and above therapeutic expertise and techniques. Additionally, meta-analyses (e.g. Karver et al., 2006) have reported a positive relationship between interpersonal skills, including genuineness, empathy and positive regard, and therapeutic success. Farber and Doolin (2011) suggest that at a minimum these qualities “set the stage” for interventions to be effective.</p> | | |
| <p>The benefits of participation for young offenders</p> <p>Creaney, S. (2014). The benefits of participation for young offenders. <i>Safer Communities</i>.</p> | Sean Creaney | <p>Indeed, in youth justice there appears to be confusion as to whether young people who have offended deserve to “have a say” and participate in the design and delivery of youth justice services (Hart and Thompson, 2009).</p> <p>Referral Orders are community sentences given to children between the ages of ten and 17 appearing in a youth or magistrates court for the first time. As part of the court order the child attends a panel meeting, where, the space is provided for young people to actively participate in the process. To encourage participation</p> <p>The Referral Order is a community sentence given to a child (between the ages of ten and 17) appearing in a youth or magistrates court for the first time. The child has to plead guilty in order to be eligible for a Referral Order. As part of the court order the child attends a panel meeting, made up of representatives from the local community and members of the Youth Offending Service. Here the child discusses how they could repair the harm. Rather than interventions</p> | <p>-</p> <p>- Structuralist issues around how we view YO and how they are dealt with.</p> | <p>-</p> <p>- There is conflict between participation and the discourse of punishment/ YJS</p> <p>- CYP in the YJS do not make their own decisions</p> <p>- CYP participation</p> |

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| | <p>being imposed on them, an order of this type allows young people to “have a say” on what work will be done. Indeed, it is a sentence that allows young people to “speak for themselves” (Crawford and Newburn, 2002).</p> <p>Although Referral Orders provide young people with the opportunity to put their side of the story across, for some young people the purpose of the panel meeting was not understood (Newburn et al., 2001, 2002). In one evaluative study, despite young people participating in the panel process, almost 90 per cent of what was “agreed” to be done to “repair the harm” was not decided by the child, it was either the decision of panel members or youth justice workers (Newburn et al., 2002).</p> <p>The paper argues that if young people are given a voice and provided with the opportunity to influence how a service is designed and implemented, it is more probable that the child will be “rehabilitated”. Furthermore, it argues that participation has many benefits for the individual child. More specifically, not only does it increase levels of engagement and compliance with a particular form of intervention or programme, but by being involved in the process, the child’s self-esteem increases, making “motivation to change” more likely.</p> <p>However, in order for work with offenders to make a “real impact”, it is argued that the child should be engaged and consulted with throughout (National Youth Agency (NYA), 2011a). If the child is provided with the opportunity to participate, it is deemed to be an “effective” way of working towards a reduction in crime[1] (NYA, 2011a). It is argued that “the more that participation principles are adhered to, the better the chance of success” (Nacro, 2008, p. 6). Indeed, what children most value about an intervention or programme is a caring relationship with a practitioner who listens to them and gives proper regard to their wishes and feelings (Hart and Thompson, 2009; Nacro, 2008).</p> <p>is clear is that putting the needs of the child at the centre, demonstrating “empathy and genuineness; the establishment of a working alliance; and the adoption of person-centred, collaborative and ‘client driven approaches’” (McNeill, 2006, p. 130) are key to “effective practice” with young offenders.</p> <p>The idea that we live in a “risk adverse society” is commonplace and has resulted in a “culture of fear” directed at youth, where, there are worries for a child’s safety alongside fear of what they may become. The focus on restriction, regulation and control is most evident in the treatment of the anti-social child, or young offender.</p> | | <p>encourages positive change</p> <ul style="list-style-type: none"> - Building a positive relationship is key to positive outcomes - Practitioner (YOT) and CYP relationship is key - Childrens rights should take precedent over the wrongs they have done - |
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| | | <p>However, the Swansea Bureau in Wales, is an innovative “child first, offender second” initiative, prioritising the “welfare” of children and advocates the promotion of their human rights (Haines et al., 2013). Here, young people are encouraged to become involved in decision-making processes.</p> <p>The Swansea initiative embraces the idea that professionals working with young people who offend should demonstrate emancipatory values and principles, where children’s rights take precedence over wrongs done. This project appears to have created the space and opportunity to work towards addressing the underlying causes of crime, notably the structural constraints that can severely impact on a young person’s offending career and deny opportunities for successfully integration into society (Yates, 2010).</p> | | |
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| <p><i>What Prospects Youth Justice? Children in Trouble in the Age of Austerity</i></p> <p>Yates, J. (2012). What prospects youth justice? Children in trouble in the age of austerity. <i>Social Policy & Administration</i>, 46 (4), 432-447.</p> | Joe Yates | <p>The evidence is irrefutable – it is and always has been the most disadvantaged and marginalized children who make up the ‘bulk’ of the business of the youth justice system (Goldson 2001: 78; Yates 2010).</p> | - | - CYP within the YOT are often the most disadvantaged and marginalised |
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| <p>Young people’s participation in the youth justice system</p> <p>Hart, D., & Thompson, C. (2009). Young</p> | <i>Di Hart and Chris Thompson</i> | <ul style="list-style-type: none"> Although young offenders have the same right to have their views taken into account as other young people, there is a lack of strategic direction as to how this should be implemented. Expectations are limited to the ‘engagement’ of young offenders rather than enabling them to have a say in decision-making. There are a number of barriers to these participative approaches, including political ambivalence about whether young offenders ‘deserve’ a say; staff culture and commitment; knowledge and skills in effective methods; the duality between the | - Need for YO to be included in decision making and how this is taken away from them | <ul style="list-style-type: none"> Inclusion of YOs views and decisions in not written into policy YOT do not always work |

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| people's participation in the youth justice system. <i>National Children's Bureau, London.</i> | | <p>enforcement and enabling functions of the youth justice system which can inhibit young people's willingness to be open.</p> <ul style="list-style-type: none"> • The involvement of young people in their own assessment is underdeveloped and, even where they provide useful information, this may not be used to inform the plans that are made by youth offending teams (YOT), courts or custodial settings. • Young offenders have low expectations about their ability to influence the plans that are made for them but would welcome the opportunity to have more say. • The involvement of parents is similarly underdeveloped. <p>Recommendations from 2009:</p> <ul style="list-style-type: none"> • The strategy should establish mechanisms that will support the development of a culture of participation throughout youth justice services, in recognition that staff commitment is key. For example, all staff within the youth justice system should receive training in participative approaches. • Youth justice agencies should give consideration to the way young offenders are portrayed and should take steps to encourage perceptions that they do deserve a voice, stressing the benefits for the young people, the services and wider society. | because of their place in society. | in a person centred way |
| <p>The changing shape of youth justice: Models of practice</p> <p>Smith, R., & Gray, P. (2019). The changing shape of youth justice: Models of practice. <i>Criminology & Criminal Justice</i>, 19(5), 554-571.</p> | Roger Smith & Patricia Gray | <p>Our inquiry has enabled us to develop a detailed three-fold typology of youth justice agencies' orientations towards practice, represented as 'offender management', 'targeted intervention' and 'children and young people first'; as well as a small number of 'outliers' where priorities are articulated rather differently. Our findings enable us to reflect on this evidence to suggest that there are a number of 'models' of youth justice practice operating in parallel; and that there does not appear at present to be the kind of 'orthodoxy' in place which has sometimes prevailed in this field. We also raise doubts about previous representations of unified models of youth justice presumed to be operative at national or jurisdictional levels. We conclude with a number of further observations about the combined effect of current influences on the organization and realization of youth justice, including the growing emphasis on localized responsibility for delivery and increasingly complex expectations of the service context.</p> <p>Within this one national jurisdiction, we have since witnessed a 'rehabilitation revolution'; a legislative challenge to the idea of a strict tariff of disposals; the impact of austerity; significant changes in service structures and responsibilities; substantial revisions of operational guidance and targets; and, of course, a major shift in the pattern of outcomes in youth justice.</p> | - Not sure this aligns to person centred working..... but can be used for a critical argument | <p>- There is no one model of service delivery for the YOT</p> <p>- There is an emphasis on prioritising wellbeing for CYP</p> <p>-</p> |

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| | | <p><i>Children and young people first'</i></p> <p>Here, there is a clear emphasis in prioritizing the well-being of children, irrespective of their involvement in criminal behaviour. These services make the commitment to meeting the needs of all children clear, and thus, in a sense, give precedence to the status of young people as children, de-emphasizing concerns about their offending behaviour. In this sense, they share a great deal in common with the 'children first' and 'positive youth justice' arguments articulated by Haines and Case (2015), associated with the approach to youth justice adopted in Swansea (Haines et al., 2013) and Surrey (Byrne and Case, 2016). Unlike the teams described in the previous section who specifically target young people who offend, 'children first' teams provide a totally generic, holistic and integrated youth support service for all vulnerable children and young people. As the Surrey Youth Justice⁵ Plan (2015–2020: 5) states: 'a belief that young people who offend are first and foremost young people, and they often present with multiple needs which are not best met through a discrete service for "young offenders"'. Nevertheless, implicit even in principled strategies of this kind is the assumption that effective interventions to meet needs and tackle inequalities will also result in lower levels of offending behaviour and involvement with the justice system, in line with the emergent emphasis on 'desistance' and the facilitative role of youth justice services in support of this (HM Inspectorate of Probation, 2016). – not sure this is person centred actually - see below for contrasting point from the article which would suggest they do not sign up to this....</p> <p>Others, acknowledging Article 12 of the 1989 United Nations Convention on the Rights of the Child (UNCRC), place the importance of engaging with, listening to and promoting the participation of children and young people at the forefront of the design and delivery of all their services. As we observed earlier, Leeds, for example, has relatively recently adopted a 'welfare + rights' (Smith, 2014b) approach, with a focus on promoting young people's participation, moving towards an out and out commitment 'to give young people a voice and creating opportunities for them to shape service delivery' (Leeds Youth Offending Service Youth Justice Plan 2015–2016: 22).</p> | | |
| 'Child friendly' international human rights standards and youth offending team partnerships | Patricia Gray | <p>Yet while official inspections generally praise YOTs highly for reducing the risk of reoffending, independent research reveal significant shortfalls in their work to address the social welfare difficulties of young people who offend.</p> <p>these teams have been given the more specific remit of preventing offending by forming partnerships with a variety of social service providers to offer young people 'holistic', 'child-</p> | <p>- YOT are not meeting the social needs of the child</p> <p>- There is a focus on changing</p> | <p>- YOT are not meeting the social needs of the child</p> <p>- There is a focus on changing the behaviour</p> |

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| <p>Gray, P. (2016). 'Child friendly' international human rights standards and youth offending team partnerships. <i>International Journal of Law, Crime and Justice</i>, 45, 59-74.</p> | | <p>friendly' support to sort out the welfare problems which were seen to place them 'at risk' (Centre for Social Justice, 2012).</p> <p>Unfortunately, this apparent commitment to protecting the child's 'best interests' or welfare through the provision of 'child friendly' youth justice measures has not led to improved welfare outcomes for young people who offend. YOTs are subject to regular inspection and in recently completed inspections they have generally received high praise² for the quality of their work to safeguard young people and reduce their risk of offending and harm to others (Criminal Justice Joint Inspection, 2013). Partnership work has also scored highly in these inspections, with the thematic inspection of offending behaviour, health and education, training and employment noting that in all the YOTs visited 'partnership work was a key strength' (Criminal Justice Joint Inspection, 2011: 41). But inspections provide a distorted picture of success because they focus on 'processes' rather than 'outcomes', and when they do measure outcomes these are mainly centred around reducing the risk of reoffending rather than alleviating young people's social welfare difficulties (Centre for Social Justice, 2012).</p> <p>Independent research reveals a more negative picture than the inspections, providing powerful evidence that YOTs, in partnership with children's and other social services, often fail to resolve the complex family, education, employment, emotional and mental health needs of young people who offend (Soloman and Garside, 2008; Centre for Social Justice, 2012; House of Commons Justice Committee, 2013; Carlile, 2014).</p> <p>The research which underpins this article therefore set out to question the tensions that arise in YOT partnerships and to consider the perceived impact of public spending cuts.⁴ These cuts had only just started when this research began. Since 2010/11 there has been a more than 19% reduction in YOT funding (Ministry of Justice, 2015) and since 2009 a 25% fall in the YOT workforce (Deloitte, 2015).</p> <p>According to research young people's 'participation' in education, training and employment (ETE) is a significant protective factor in reducing their risk of reoffending (Centre for Social Justice, 2012). The second concern related to the perception that some education providers often rejected and 'othered' YOT young people beyond school age because of the 'baggage they brought with them' (YOT partnership stakeholder 23) or the fear that their chaotic lifestyles compromised their ability to complete programmes and so lowered success rates upon which funding was based: tensions were operational and had already considerably improved in recent years through better respect, communication and cultural understanding between YOTs and their partners. Indeed, most agreed that their partnership work was no longer 'a battleground'</p> | <p>the behaviour rather than considering the surrounding factors such as welfare and social needs.</p> <ul style="list-style-type: none"> - Education systems did not want YOT because of their needs - Spending cuts impacted on service | <p>rather than considering the CYPs needs and context.</p> <ul style="list-style-type: none"> - Education systems did not want YO because of their needs - Spending cuts impacted on service (YOT) - CYP have often experienced complex family history and/or trauma |
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| | | <p>(YOT partnership stakeholder 29) but, as stated in the inspection report earlier, had become ‘a key strength’ (Criminal Justice Joint Inspection, 2011:37).</p> <p>Hollingsworth (2013: 1048) points out, there is a ‘theory gap’ in conceptualising children as having unique rights over and above their fundamental human rights. Hollingsworth tries to fill this gap by proposing a theoretical account of ‘children’s rights’ in which she argues that children possess ‘foundational’ rights. These protect ‘assets’, such as the right to a basic standard of living, health and education, which will enable children to become ‘fully autonomous’ adults. The concept of ‘foundational’ rights places a responsibility on the state to protect children’s rights and to nurture their ‘assets’ so that they can mature into adulthood. This in turn implies that the youth justice system must operate in such a way that it supports, and certainly does not harm, the development of ‘assets’ in compliance with ‘foundational’ rights. Hollingsworth mainly applies this analysis to advocate for an increase in the age of criminal responsibility, as per Goldson (2013), and to protect the resettlement rights of young people leaving custody. But it can equally be applied to the way young people are dealt with at every stage of the youth justice process.-----link to criticality in PCW and giving children a true voice vs their best interest.</p> <p>Indeed the same discourses about the importance of ‘participation’ and ‘engagement’ in compliance with article 12 of the UNCRC to give young people a voice are already evident in the practices of many English YOTs (Smith, 2014b),</p> | | |
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| <p>How Individual and Contextual Factors Affects Antisocial and Delinquent Behaviors: A Comparison between Young Offenders, Adolescents at Risk of Social Exclusion, and a Community Sample</p> <p>Duran-Bonavila, S., Vigil-Colet, A.,</p> | <p><i>Silvia Duran-Bonavila, Andreu Vigil-Colet, Sandra Cosi and Fabia Morales-Vives*</i></p> | <p>The current study aims to assess the relevance of individual characteristics (personality traits, intelligence, and historical and clinical factors linked to the risk of violence), contextual risk factors and protective factors in explaining antisocial and delinquent behaviors in adolescence by comparing three different samples: a community sample, a sample at risk of social exclusion, and a sample of juvenile offenders. The results show that the samples at risk of social exclusion and the sample of juvenile offenders have a very similar profile in terms of personality traits and intelligence, although they differ from the community sample. However, these two samples do differ in such contextual variables as peer delinquency, poor parental management, community disorganization, or early caregiver disruption.</p> <p>Some of these focus specifically on the family, and show that poor parenting is an important predictor for antisocial and criminal behavior in young people (Racz and McMahon, 2011).</p> <p>ther adults also play an important role in the development of children and adolescents, especially the teachers. In fact, those students with less positive feelings toward and reliance on their teachers tend to display fewer prosocial behaviors, more conduct problems and more hyperactivity/inattention (Longobardi et al., 2016b). However, students who describe the</p> | <p>- Factors associated with YOs.</p> | <p>- A positive school relationship can positively impact on outcomes for CYP</p> <p>- There are a number of individual and contextual risk factors that predict YO</p> <p>- Socioeconomic</p> |

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| Cosi, S., & Morales-Vives, F. (2017). How individual and contextual factors affects antisocial and delinquent behaviors: A comparison between young offenders, adolescents at risk of social exclusion, and a community sample. <i>Frontiers in psychology</i> , 8, 1825. | | <p>relationship with the teacher as marked by warmth and closeness tend to show more attitudes of openness toward others and prosociality (Longobardi et al., 2016a). Therefore, there is a relationship between conflict in the student-teacher relationship and the manifestation of behavioral or conduct problems (Longobardi et al., 2016a).</p> <p>Several longitudinal studies have also linked some issues related to low socioeconomic status (such as low family income, living in subsidized housing, or low parental education) with delinquency (Elliott and Ageton, 1980; Bjerk, 2007).</p> <p>Furthermore, being raised in a family with a low socioeconomic level usually involves being exposed to other risk factors, which may increase the risk of engaging in antisocial behaviors, such as belonging to a dysfunctional family (Pagani et al., 2010) or living in disadvantaged neighborhoods (Elliott et al., 2015).</p> <p>The present study compares three different samples of adolescents, one of which has presented antisocial and criminal behavior with legal consequences. In particular, a sample of juvenile offenders is compared with a community sample and a sample at risk of social exclusion. This comparison is made in an attempt to determine the profile of personality, abilities, characteristics of the environment, etc. that differentiate the sample of juvenile offenders from the other samples, since identifying these characteristics may help us to understand why some adolescents commit crimes and engage in antisocial behavior that have a negative effect on other people.</p> <p>To sum up, the results of this study emphasize the relevance of contextual variables such as the lack of social ties, having peers who commit offenses or dysfunctional relationships with parents, which together with certain individual variables, such as proactive aggression, physical aggression, extraversion, or motor impulsivity, as well as lower scores in intelligence measures, facilitate delinquency, and antisocial behavior.</p> | | <p>disadvantage is a risk factor for youth offending</p> <p>-</p> |
| THE POLITICS OF RISK AND YOUNG OFFENDERS' EXPERIENCES OF SOCIAL EXCLUSION AND RESTORATIVE JUSTICE | PATRICIA GRAY | <p>This local research found that young offenders who participated in the programme were exposed to a range of personal, interpersonal and social difficulties, and that the severity and interrelated dynamics of these problems amounted to critical levels of social exclusion.</p> <p>Yet, it was also found that notwithstanding the multidisciplinary expertise at the YOT's disposal, restorative interventions did little to provide participants with sufficient social support to establish stable familial relations, resolve health issues and realize their aspirations in education, training and employment. This lack of attention to the impact of social constraints on young offenders' life</p> | <p>-</p> <p>- YO's have a range of social and personality factors which could impact on their</p> | <p>-</p> <p>- Multiagency working is not happening within YOT</p> <p>- YOT interventions do not focus enough on</p> |

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| <p>Gray, P. (2005). The politics of risk and young offenders' experiences of social exclusion and restorative justice. <i>British Journal of Criminology</i>, 45(6), 938-957.</p> | | <p>chances and incentive to desist from crime is apparent in other research studies (Dignan 2000; Crawford and Newburn 2003).</p> <p>YOT workers gave individual risks greater weighting than social risks in assessing the likelihood of further offending (see Table 4). This meant that even when the negative effects of such factors as school exclusion and unemployment were taken into account, they tended to be blamed on young offenders' anti-social attitudes and reasoning skills rather than broader structural barriers or inadequate resources.</p> | <p>offending behaviours</p> <ul style="list-style-type: none"> - YOT teams are not always effective in resolving wider issues such as educational aspirations, training, health etc. - THIS CAN BE LINKED TO PCRs | <p>the context of the child</p> <ul style="list-style-type: none"> - YOT workers tend to have a within child view |
| <p>Delinquency: Cause or Consequence of Social Exclusion?</p> <p>Emler, N., & Reicher, S. (2005). Delinquency: Cause or consequence of social exclusion. <i>The social psychology of inclusion and exclusion</i>, 211-241.</p> | <p>NICHOLAS EMLER and STEPHEN REICHER</p> | <p><i>Our argument is that involvement in delinquency is reinforced by feelings of exclusion from the law's protection. We develop this argument documenting how children's early unanimity concerning the benevolence of authority gives way by early adolescence to increasingly divided views. Moreover, this division strongly predicts delinquent conduct, and delinquency itself appears to offer a substitute to those who feel excluded by the official system; it provides both "self help" justice and the basis for protection against victimization by establishing a dangerous reputation. We consider the ways in which formal educational, cognitive development, and direct experience of both procedural fairness and the reliability or otherwise of legal protection shape attitudes towards authority, and then go on to examine how a sense of exclusion among some young people is reinforced by the inter-group character of adolescent-police relations. Finally, we examine options for intervention and their capacity to overcome rather than confirm young offenders' feelings of exclusion from the formal system.</i></p> <p>Social exclusion here can be defined in two ways, in terms of the risk of being a victim, which is to say having one's legally guaranteed rights and freedoms violated, and in terms of lack of effective legal redress when any one of those rights and freedoms is violated. Exclusion of the first kind is the rather better documented. Membership of four broad social categories increases the risk of victimization. These are the categories defined by age, sex, social class, and ethnicity; there are of course other relevant categories including just about any minority.</p> | <p>-</p> | <p>-</p> <ul style="list-style-type: none"> - YO is reinforced by feelings of exclusion from school and the community - YO lack respect for authority figures (e.g. teachers, police) - YOT intervention operates as a self-fulfilling prophecy that the CYP beliefs they |

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| | | <p>Our thesis in brief is that delinquency is linked to, and to a degree sustained by, a sense among those involved of social exclusion and alienation from authority. Young people involved in delinquency lack faith in the impartiality and legitimacy of teachers, police officers, and court officials. They are not optimistic that, should they become the victims of others, these authorities will intervene on their behalf.</p> <p>And we do wish to raise questions about “solutions” to adolescent criminality that effectively operate as self-fulfilling prophecies, confirming those young people’s beliefs that they are socially excluded.</p> <p>Piaget’s (1932) classic studies of children’s moral judgment reveal some of the picture. Piaget characterized the views of younger children, by which he meant those below six to seven years of age, as “heteronomous.” He found that younger children seem to be in awe of the power and omniscience of adults. Adults are invariably right and capable of putting things to rights. --- if the adults around you are inconsistent, untrustworthy or harmful then where do children learn this?</p> <p>One might suppose therefore that the conclusion to which children come would depend on the content of these influences. Thus if parents are particularly defiant, disrespectful or critical of legal authority, or if media representations are routinely negative, will these children not themselves develop rather negative views of the police and other representatives of authority?</p> <p>On the one hand social exclusion can be seen as an antecedent of delinquency—or rather, delinquency arises in part as a reaction to the perception that authorities are not neutral and this is but one more aspect of their illegitimacy.</p> <p>On the other hand, delinquent action is not simply an inchoate reaction to an unfair world, but rather it is a meaningful way of navigating one’s path through such a world. Delinquency is a practical way of protecting oneself if one cannot rely on the protection of others.</p> <p>the danger is that these various factors become mutually reinforcing: that the perception of exclusion becomes a self-fulfilling prophecy. We argue that, whether this happens or not is not simply down to young people themselves, it is also down to the general institutional practices which structure their world and also down to the specific institutional responses to delinquency.</p> | | <p>have socially excluded.</p> <ul style="list-style-type: none"> - Offending behaviour is a way of protecting yourself when you cannot rely on the protection of others - Exclusion becomes a self-fulfilling prophecy for behaviour |
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| | | <p>We have argued elsewhere that conduct is subject to extensive informal social control and that adolescent delinquency needs to be understood at least in part in terms of the way that such control operates, or fails to operate, for some young people (Emler & Reicher, 1995;</p> <p>In effect, adolescents most involved in delinquency are also relatively cut off from relations with more law-abiding teenagers and with adults outside the immediate family. This informal social exclusion has at least two potentially important effects. It shifts the balance of informal social pressure away from respect for the law and towards its violation, and the potency of such pressure is well documented (cf. Asch, 1956; Milgram, 1964). It also isolates them from alternative and more positive readings of the nature of legal authority.</p> <p>Those who are most alienated are the most likely to leave formal education at the first opportunity and the least likely to find employment afterwards (Emler & St. James, 1994).</p> <p>The point here is that the subjective sense of social exclusion may be an important component in an explanation of delinquency, but it will not get us very far unless we investigate its relation to the reality of social exclusion.</p> | | |
| EDUCATIONALLY DISAFFECTED YOUNG OFFENDERS <i>Youth Court and Agency Responses to Truancy and School Exclusion</i> | CAROLINE BALL and JO CONNOLLY* | <p>Educational problems have long been identified as an important component of the cluster of disadvantage experienced by the majority of children and young people brought before the youth (formerly juvenile) court in criminal proceedings (West and Farrington 1973, 1977; Farrington 1997).</p> <p>It is also well established that failure to address educational problems such as disruptive behaviour and persistent truancy may constitute an important element in the development of continuing criminal careers (Graham 1988; Farrington 1990).</p> <p>It seems more likely that unless real progress is achieved in multi-agency working between youth justice agencies, school and education authorities, the end product of recent legislation may be an explosion in custodial sentencing, rather than the government's admirable stated aim of a reduction in youth offending.</p> | - | - Negative school experience and education problems is a risk factor for YO |

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| Education, schooling and young offenders of secondary school age Hayden, C. (2008). Education, schooling and young offenders of secondary school age. <i>Pastoral Care in Education</i> , 26(1), 23-31. | Carol Hayden* | <p>The article concludes that existing support of these young people is inadequate. It is rarely timely or of a sufficient intensity and duration to address their difficulties and vulnerabilities.</p> <p>Most young offenders understand that qualifications, skills and jobs can help them break the cycle of crime, but many face barriers to living crime-free. (Department for Education and Skills (DfES), 2006a, p. 26)</p> <p>Offending behaviour is common, leading to much debate about the extent to which 'offenders' and 'non-offenders' are distinct groups of people. Part of the problem relates to the issue of which people are caught offending and subsequently convicted, a situation that is not simply a matter of chance (Rutter, Giller, & Hagell, 1998).</p> <p>That is, certain groups are more identifiable and 'policed', such as young black men. Furthermore, the distinction between 'offender' and 'victim' is not always clear. One distinction that might be made, however, relates to the number, nature and seriousness of offences committed by young people (Hayden, 2007)</p> <p>The education and training needs of young offenders of school age are recognised to be complex (DfES, 2006a). There is a fair amount of evidence about successful early interventions with pre-school and primary school children considered to be 'at risk' of a range of problematic outcomes, which are in turn associated with offending behaviour. However, there is less evidence to inform debate about the effectiveness of what is done with young offenders of secondary school age (Hayden, 2007; Stephenson, 2007).</p> <p>The MORI (2004) study shows that excluded young people are more likely to commit 'very serious' offences, such as breaking and entry, carrying weapons, fire-setting, TWOC (taking a vehicle without the owner's consent), robbery, beating up or otherwise hurting people sufficient to need medical treatment, and so on. At the same time, this study reminds us that many of the young offenders in mainstream education have also committed 'very serious' offences (see also Figure 2).</p> <p>Recent research investigating pupil circumstances and exposure to risk, in relation to self-reported offending behaviour <i>in school</i>, gives some indication of the relative importance of different risk and protective factors within the school context (Boxford, 2006). Such studies are rare in the UK, perhaps in part because of the extreme sensitivity of the issue in a context of inspection and parental 'choice.' Boxford (2006) undertook a self-report survey of 3103 Year 10</p> | - | <ul style="list-style-type: none"> - Education is a protective factor against YO - The education and training needs of young offenders of school age are complex - Early intervention with CYP at risk of offending is important - A positive school relationship (positive relationships within school (teacher & peer) can positively impact on outcomes for CYP - |

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| | | <p>(age 14–15) pupils in 20 state comprehensive schools in Cardiff, Wales. Neighbour- hood and family socio-economic status were found to be weakly associated with offending behaviour. However, pupils' view of school context was strongly associated with offending in school. School context was divided into two main dimensions: school climate and pupil rela- tions with others. Pupils' social situations (peer group, substance use and so on) and individual dispositions were found to be strong predictors of offending in school. The overall prevalence of offending behaviour ranged from 10.5 to 31.7 per cent across the 20 schools. A higher prev- alence of offending was positively correlated with the presence of high-frequency offenders. The findings of this study are complex but also remind us of the risks schools routinely manage, as well as of the dynamic nature of the risks faced by schoolchildren in different settings.</p> <p>Success in education and attendance at a well-organised school with an inclusive ethos act as protective factors against the likelihood of young people becoming involved in offending behaviour. once children and young people are in enough trouble to be involved with a Youth Offending Team (YOT), the likelihood that they will be in full-time or mainstream education is greatly reduced. YOTs work with children and young people up to the age of 18 years.² For YOT staff, access to education and training creates a major challenge in terms of trying to help a young person get out of a negative and risky situation that is also likely to reduce the possibilities for legitimate employment in the future.</p> <p>Case study 1: an educational support project for young offenders in the community</p> <p>Analysis of their backgrounds and circumstances revealed that most young people already had very significant problems with their education within their home circumstances and were already involved in regular offending within the community before they were accepted on the programme. They varied a lot in age (10–17) and had different strengths and interests. All of this really necessitated a very individual and highly skilled approach in provision and support systems. Most family members did not have the capacity to provide the support and stability needed – this was an important part of the difficulty in ensuring enough support for the young people. In the handful of cases where young people stayed on the programme and began to self- report that they were no longer offending, good family support was in evidence.</p> <p>They often need very individ- ual programmes of work (initially at least) in order to be able to achieve any meaningful educa- tional progress and be in a position to access more formal and recognised qualifications. If this provision is on a mainstream school site, there are significant practical implications in terms of staff time and expertise. There may also be concerns from teachers, other parents and governors in the unforgiving climate of parental 'choice' and concern</p> | | |
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| | | <p>about 'league tables'. Providing for convicted young offenders on a mainstream school site is very far from a selling point to prospective parents and carers, although it may be a socially desirable objective.</p> <p>It was not the case that nothing was being done to try to address their educational needs. However, provision was not well planned, appropriately staffed, or of sufficient intensity and duration to make a significant difference to either the behaviour or the educational achievement of most of these young offenders.</p> | | |
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| <p>The importance of person-centred care and co-creation of care for the well-being and job satisfaction of professionals working with people with intellectual disabilities</p> <p>van der Meer, L., Nieboer, A. P., Finkenflügel, H., & Cramm, J. M. (2018). The importance of person-centred care and co-creation of care for the well-being and job satisfaction of professionals working with people with intellectual disabilities. <i>Scand</i></p> | <p>Leontine van der Meer (iBMG), Anna Petra Nieboer PhD (iBMG), Harry Finkenflügel PhD (iBMG) and Jane Murray Cramm PhD (iBMG)</p> | <p>Person-centred care and co-creation of care (productive interactions between clients and professionals) are expected to lead to better outcomes for clients. Professionals play a prominent role in the care of people with intellectual disabilities at residential care facilities. Thus, person-centred care and co-creation of care may be argued to lead to better outcomes for professionals as well. This study aimed to identify relationships of person-centred care and co-creation of care with the well-being and job satisfaction of professionals working with people with intellectual disabilities (PWID).</p> <p>The provision of person-centred care and co-creation of care may lead to better well-being and job satisfaction among professionals working with PWID. This finding is important, as such professionals often experience significant levels of work stress and burnout.</p> | - | <ul style="list-style-type: none"> - PCW can lead to more job satisfaction - PCW can lead to better outcomes |

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| <i>inavian journal of caring sciences, 32(1), 76-81.</i> | | | | |
| DEVELOPING THE WORK OF THE EDUCATIONAL PSYCHOLOGIST IN A YOUTH OFFENDING TEAM. | Helen Wyton | <p>Phase 1 explored the views of the YOTs using three focus groups on issues relating to special educational needs and their views on if, and how, educational psychologists (EPs) could support them in their delivery of services to young people. Although views differed across different teams there was a general perception that overall the knowledge base in relation to SEN within the service was limited. Other key themes related to relationships with schools and other professionals as well as issues around confidence and working with conflicting time scales.</p> <p>In relation to the content of the consultations, the emphasis was often on 'increasing engagement' by the young person in the work they had to do. Interestingly the range of difficulties experienced by the young people was no different from those raised by schools in their regular work with EPs. Although the sample was small, all of the consultees perceived positive outcomes to the consultations.</p> <p>Knowledge of SEN was varied. Whilst it was clear that workers were aware of some aspects of SEN and some individuals felt that their own knowledge was good, overall knowledge base was judged to be low. Issues emerging from this perceived lack of knowledge related to confidence and potential feelings of competence within the Prevention Team focus group. In the Case Managers and the Support Workers focus groups issues related more particularly to issues around differentiation. Whilst both focus groups were aware of the need to differentiate they did not always feel they have the skills and resources necessary to do this.</p> <p>Generally the YOT workers views of consultation were positive. Views expressed indicated that they found the process supportive. Views included seeing consultation as a form of supervision that could be affirming, could support the development of understanding and provide a framework for developing alternative intervention strategies.</p> <p>A focus group of consultees was used to evaluate the service and it was seen to be useful both in terms of enabling consultees to develop alternative constructs about the problem and/ or in supporting them to establish different ways of engaging young people in the interventions they were trying to deliver. This was done by exploring ways of differentiating tasks to address identified (or possibly unidentified) difficulties that would enable the learning objective to be achieved.</p> | - | <ul style="list-style-type: none"> - EPs specialist knowledge of SEN is helpful for YOTs - EPs specialist knowledge can support engagement of the CYP - Supervision of YOT workers can improve understanding and support intervention with CYP |

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| <p>An Exploration of the Current Working Relationship between the Educational Psychologist and the Young Offender in England.</p> <p>Hall, S. (2013). <i>An exploration of the current working relationship between the educational psychologist and the young offender in England</i> (Doctoral dissertation, University of East London).</p> | Sasha M. Hall | <p>The findings suggest that the majority of Educational Psychologists' work is commissioned by schools and Youth Offending Teams requesting support for young offenders with social, emotional and behavioural difficulties, to increase engagement, attendance, to assess their levels of need and to decrease reoffending. The participants reported that the most commonly used approach was that of solution focused. ---- link to alternative approach to PCW that can work with YOT</p> | - | <p>- EPs specialist knowledge can support engagement of the CYP</p> <p>-</p> |
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| <p>THE YOUTH JUSTICE SYSTEM OF ENGLAND AND WALES</p> | Ian Blakeman | <p>II. THE LEGAL FRAMEWORK</p> <p>A. Age of Criminal Responsibility</p> <p>Section 50 of the Children & Young Persons Act 1933 states: "It shall be conclusively presumed that no child under the age of ten years can be guilty of any offence."</p> | - | - |

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| <p>Taylor, C. (2016). Review of the youth justice system in England and Wales.</p> | | <p>B. Definition of ‘Children’ and ‘Young People’</p> <p>In the criminal justice system a ‘child’ means a person under the age of 14; and ‘young person’ means a person who has attained the age of 14 and is under the age of 18 (see, for example, section 117 of the Crime and Disorder Act 1998). However, for the purposes of the Children Acts 1989 and 2004, a ‘child’ is anyone who has not reached their eighteenth birthday. Although the phrase ‘juvenile’ is still widely used to describe young people under 18 in English it carries connotations of childish and of immature behaviour which can be seen as labelling and so we are increasingly seeking to use the term ‘young people’.</p> <p>C. Aims of Youth Justice System</p> <p>Section 37 (1) of the Crime and Disorder Act 1998 establishes that the principal aim of the youth justice system is “to prevent offending by children and young persons.”</p> <p>D. Prevention</p> <p>Government policy in England and Wales has explicitly sought to promote work to prevent offending by young people. Through the work of local Youth Offending Teams (YOTs) a wide range of prevention work targeted at offenders and at those who are seen as being most at risk of offending has been developed.</p> <p>One of the best and most cost-effective ways to reduce youth crime is to prevent young people from getting into trouble in the first place, by dealing with the problems that make it more likely they will commit crime or anti-social behaviour. Early intervention to prevent young people offending could save public services more than £80 million a year, according to the Audit Commission’s report Youth Justice 2004: A Review of the Reformed Youth Justice System.</p> <p>Problems that may lead to a young person’s troublesome behaviour include a lack of education, poor family relationships, having family members or peers who have offended, and misuse of substances.</p> <p>E. The Court System</p> | | |
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| | | <p>When a young person is charged with an offence, they will appear before the youth court. If the case cannot be dealt with immediately, the court will make a decision as to whether the young person will be bailed or remanded into custody.</p> <p>If a young person pleads not guilty, a date will be set for the trial when the magistrates will hear all the evidence and decide whether or not the young person is guilty. If the decision is guilty, they will then decide on the most appropriate sentence. If the case is very serious, the youth court will send the case to the Crown Court for trial and/or sentence.</p> <p>The Youth Justice Board (YJB) The YJB is a non-departmental public body set up by the Crime and Disorder Act 1998 (Section 41). Its</p> <p>purpose is to monitor the operation of the youth justice system and the provision of youth justice services; and to advise the Justice Secretary about how the principal aim of the youth justice system might most effectively be pursued, and on the content of any national standards he or she may set with respect to the provision of the entire secure juvenile estate. The Joint Youth Justice Unit is the departmental sponsoring body for the YJB.</p> <p>Youth Offending Teams The Crime and Disorder Act 1998 (section 39) requires local authorities with social services and education responsibilities to establish a Youth Offending Team or teams, in partnership with the police, probation service and health authorities. The YOTs, which have been in place in all areas of England and Wales since April 2000, must include social workers, police and probation officers and education and health staff, and may include staff from other agencies, including local custody providers, if this is considered appropriate. Managers from other agencies may also be involved in local steering arrangements for the teams. The role of the YOTs is to work with young offenders and those at risk of offending in the community to turn them away from crime. The teams deliver or co-ordinate the delivery of a range of youth justice services, including bail support and the supervision of community sentences and of young people released from custody. How these services are to be delivered and funded locally and the functions and funding of the youth offending teams have to be set out in an annual youth justice plan, drawn up by the local authority in consultation with other agencies, and which is submitted to the YJB and published. Local custody providers should be consulted in drawing up the plan. Inter-departmental guidance on establishing YOTs was issued on 22 December 1998 and sent to Governors.</p> | | |
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| | | <p>A key feature of the DTO is the importance attached to the continuity of work with each young person after transfer to the community. To ensure this, a supervising officer will be appointed by the YOT to each young person immediately after sentence and will establish and maintain contact with them throughout their time in custody, contributing to the sentence planning, review and preparation for release. The supervising officer is the establishment's main point of contact with the YOTs, these being the means by which effective inter-agency planning and co-operation will be organized and delivered locally. Governors must keep the supervising officer informed of all the developments and the difficulties experienced by the young person in custody and put in place arrangements to facilitate quality contact between the establishment, the young person and supervising officer.</p> <p>The interventions in YOIs are built around the needs of young people. Primarily these are exclusion from mainstream education through social exclusion or through behaviour management that results in a low level of educational attainment that in turn means young offenders are excluded from employment opportunities; substance misuse; and cognitive behaviour deficits. So the primary interventions are a focus on education a substance misuse service and cognitive skills courses.</p> <p>A. Education</p> <p>The YJB have prioritized education funding for young people in custody, providing 15 hours of structured education within an overall programme of 30 hours' activity that includes physical education, some vocational work and other interventions. The main emphasis of the education provision is on basic skills in literacy and numeracy, with a target to raise attainment levels by one level on the national framework during the period in custody. Education is provided in small groups of about 8 young people with a teacher and teaching assistant in each class.</p> | | |
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| DEVELOPING THE WORK OF THE EDUCATIONAL PSYCHOLOGIST IN A YOUTH | Helen Wyton | <p>Although they often recognised the need to differentiate work for some young people, they perceived their knowledge and skills in relation to SEN as low.</p> <p>A barrier to addressing these difficulties at times was related to confidence in approaching others both within in their organisation and in relation to other professionals.</p> | YOT teams do not necessarily have the understanding of SEN | <p>Multi-agency work within the youth offending team is difficult</p> <p>There is a focus on changing the behaviour rather than</p> |

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| <p>OFFENDING TEAM.</p> <p>Wyton, H. (2013). <i>Developing the work of the educational psychologist in a youth offending team</i> (Doctoral dissertation, The University of Manchester (United Kingdom)).</p> | | <p>Case Managers described difficulties with not only getting information from schools, but also that they were often not included in school meetings which may be planning educational provision.</p> <p>There was also a feeling that schools were not always meeting a young person's needs either because they had not identified the need, were taking too long to do so and or where then not providing an appropriate curriculum.</p> <p>Literacy difficulties were highlighted as a particular area of concern and reflects research findings of lower than expected levels of literacy within this population (Chitsabesan et al., 2007). Outcomes were sometimes felt to be for the benefit of the school rather than the young person.</p> <p>that there was a lack of knowledge and expertise in relation to differentiating materials and that access to someone with an educational background would be useful.</p> <p>However, they also identified that it would be helpful to have access to other professionals with specialist SEN knowledge.</p> <p>Generally, there was a perception that knowledge of SEN was limited although there were examples of individuals who felt their knowledge was good.</p> <p>Whilst this may have been expressed differently by different individuals all the consultations contained some elements that related to exploring ways of working with the young people more successfully.</p> <p>There was a sense for all of the consultees that at some level they were not able to engage successfully with the young people in order to undertake the work they needed to do and all of the consultations contained an element of the adults doing something different.</p> <p>In other words they came to the consultation because they felt stuck in the work they were doing, they knew that they needed to do something different but did not have a way of bridging that gap.</p> <p>The YOT workers all have expertise around youth offending but do not necessarily have (nor would they be expected to have) expertise around education and learning. Where workers are struggling to be able to deliver interventions, an educational perspective delivered through consultation can be useful in enabling YOT workers to access a different skill, knowledge and</p> | | <p>considering the CYPs needs and context. YOT workers tend to have a within child view</p> <p>YOT workers lack the specialist skills and knowledge to work with YO with SEN</p> <p>CYP within YOT need individualised intervention and support</p> <p>YOT workers have a limited understanding of the education system</p> |
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| | | <p>understanding base enabling them to conceptualise the problem differently, and consider alternative hypothesis for particular behaviours.</p> <p>Although discussions appeared to have enabled a paradigm shift in the consultation and did enable the YOT worker to have more successful interactions, the paradigm shift to a more interactionalist stance was not necessarily maintained. Comments made in the focus group suggested that whilst she had been able to work differently with the young people 'within-person' explanations to non-attendance remained the dominant narrative.</p> <p>Although in two cases there were issues in relation to working with other institutions, all the consultations contained an element of exploring different ways of working with young people to increase 'engagement'.</p> | | |
| <p>Turning young lives around:</p> <p><i>How health and justice services can respond to children with mental health problems and learning disabilities who offend</i></p> <p>Newman, R., Talbot, J., Catchpole, R., & Russell, L. (2012). Turning young lives around: How health and justice services can respond to children with mental health</p> | <p>A briefing paper by Robert Newman with Jenny Talbot, Roger Catchpole and Lucie Russell</p> | <p>High numbers of children who offend have health, education and social care needs, which, if not met at an early age, can lead to a lifetime of declining health and worsening offending behaviour, with significant long term costs to the taxpayer, and to the victims of these crimes.</p> <p>All children who come into contact with youth justice services are vulnerable by virtue of their young age and developmental immaturity. Many, however, are doubly vulnerable – that is, they are disadvantaged socially, educationally, and also because they experience a range of impairments and emotional difficulties.</p> <p>If these children are not helped at an early age, they can be sentenced to a lifetime of declining health and worsening offending behaviour, with significant long term costs to the taxpayer, and to the victims of these crimes. Brief contacts with the youth justice system are only one element of state intervention in the lives of these children and their families; the role of schools, social care and health services are all critical determinants of improving outcomes.</p> <p>Mental health and wellbeing</p> <p>Evidence from the UK⁸ and international studies⁹ shows that between a third and a half of children in custody have a diagnosable mental health disorder such as depression, which is particularly prevalent in girls. A review of joint inspections undertaken by the Healthcare Commission and HM Inspectorate of Probation¹⁰ in 2009 found 43% of children on community orders to have emotional and mental health needs.</p> | - | - |
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| problems and learning disabilities who offend. <i>Prison Reform Trust, London.</i> | | <p>Learning disability</p> <p>An assessment, in 2005, of children who offend found that 23% had an IQ of under 70 ('extremely low') and 36% had an IQ of 70-79.¹¹ More recently, according to the Department of Health, over a quarter of children in the youth justice system have a learning disability, while more than three-quarters have serious difficulties with literacy.¹²</p> <p>Communication difficulties</p> <p>Research studies consistently show high numbers of children in the youth justice system with speech, language and communication difficulties. It is generally acknowledged that around 60% of such children have a communication disability and, of this group, around half have poor or very poor communication skills,¹³ resulting in an increased likelihood that the child will not understand, or be able to participate effectively in verbally mediated interventions.</p> <p>YOTs face many challenges in adapting to shifting dynamics in local authority services and a new kind of relationship with central government, against a backdrop of spending cuts.</p> <p>As youth crime continues to fall, YOTs may become vulnerable to spending cuts by cash strapped local authorities. Funding reductions to YOTs, in the order of 20% over the next three years, are already having an impact, with the loss of many key personnel including those in specialist posts such as health and education.</p> <p>Youth Offending Teams (YOTs) were created as multi-agency organisations to facilitate holistic service provision. Despite this, there is much evidence that children in need of specialist assessment and intervention are often not referred to such services, or accepted by them, and that youth justice, health and wider children's services frequently fail to work together to deliver timely and joined up support for these children.</p> | | |
| Language impairment and comorbid vulnerabilities among young | Nathan Hughes ^{1,2} Prathiba Chitsabesan ³ Karen Bryan ⁴ | <p>47% of the young people demonstrated an aspect of language skills significantly below the population average, with more than one in four identified as having impairment.</p> <p>Only one in four of those with an impairment had previously accessed speech and language services.</p> | - - | - - CYP within YOT often have additional SEN, mental health, communicati |

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| <p>people in custody</p> <p>HUGHES, Nathan, CHITSABESAN, Prathiba, BRYAN, Karen, BORSCHMANN, Rohan, SWAIN, Nathaniel, LENNOX, Charlotte and SHAW, Jennifer (2017). Language impairment and comorbid vulnerabilities among young people in custody. <i>Journal of Child Psychology and Psychiatry</i>, 58 (10), 1106-1113.</p> | <p>Rohan Borschman^{2,5} Nathaniel Swain⁵ Charlotte Lennox³ Jennifer Shaw³</p> | <p>Language needs were associated with difficulties with social communication and non-verbal cognition, as well as higher risk of self-harm and substance misuse.</p> <p>Earlier identification of language difficulties requires routine assessment of young people at risk of engagement in offending behaviour.</p> <p>Receptive language difficulties are particularly prevalent, with approximately one in four demonstrating impairment and over 40% having skills significantly below the population norm for their age. Receptive language difficulties make children particularly vulnerable in relation to education (Hooper et al. 2003).</p> <p>The pathways through various services that all of these young people have experienced indicates a lack of identification of, or response to such needs at multiple points of interface with health, social care and education services, as well as with the criminal justice system, including previous experiences of custody.</p> <p>This would suggest multiple missed opportunities to identify and respond to language needs. In particular, difficulties with engagement in the education system provide a key marker for identification, with three quarters of those with an identified impairment having been excluded from school.</p> <p>This data supports evidence that language difficulties may be overlooked when behavioural difficulties are seen as the predominant issue (Beitchman et al. 2001; Gregory and Bryan, 2011).</p> <p>This is particularly apparent within schools, where language difficulties appear prone to being overshadowed by concern with behaviour (Bryan et al 2015; Law et al., 2013) and problem behaviour and educational disengagement can serve as a means to disguise difficulties in the classroom (Snow and Powell, 2012; Beitchman et al. 2001).</p> <p>Challenges in identifying language impairment exacerbate the impact of such difficulties when within the youth justice system. Contact with the youth justice system exposes young people to a range of experiences that draw heavily on expressive and receptive language skills (Anderson et al, 2016, Bryan et al, 2007; LaVigne and van Rybroek, 2011). For example, the forensic interviewing techniques applied by the police and in court rely on an ability to tell one's story in a</p> | | <p>on and/or literacy needs.</p> <ul style="list-style-type: none"> - There is a need to identify any underlying needs to ensure appropriate differentiation and support is put in place - Additional language and literacy needs can manifest as poor engagement and behaviour - Additional SEN needs can lead to the CYP struggling to understand the YJS - Additional needs in CYP within YOT are often unidentified and unmet |
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| | | <p>non-chronological manner, while formal court procedures employ a range of complex technical language.</p> <p>Poor comprehension or an inability to effectively represent oneself can therefore impact upon access to justice. Furthermore, if the underlying cause of an inability to effectively engage is not understood, monosyllabic responses and poor body language 'may be mistaken for deliberate rudeness and willful non-compliance when being interviewed by police or cross-examined in court' (Snow and Powell, 2011: 482), and therefore interpreted as behavioural and attitudinal.</p> <p>A lack of identification of language and communication difficulties will also limit the effectiveness of youth justice interventions, which tend to assume typical levels of verbal and cognitive competence (Snow and Powell, 2011).</p> <p>The lack of identification of language difficulties within the youth justice system is in contradiction to the increased recognition of the direct relevance of language skills to some patterns of offending behaviour. For example, poor expressive skills can result in the use of non-verbal communication techniques as a means to demonstrate feelings or avoid the use of language, including challenging behaviour (Ryan et al., 2013).</p> <p>Identification of language difficulties also enables the comprehensive assessment necessary to identify and address other potential vulnerabilities.</p> | | |
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| <p>Mental health needs of young offenders in custody</p> <p>and in the community</p> <p>Chitsabesan, P., Kroll, L., Bailey, S. U. E., Kenning, C., Sneider, S., MacDonald, W., &</p> | <p>RATHIBA CHITSABESAN, LEO KROLL, SUE BAILEY, CASSANDRA KENNING, STEPHANIE SNEIDER, WENDY MacDONALD and LOUISE</p> | <p>Young offenders were found to have high levels of needs in a number of different areas including mental health (31%), education/work (36%) and social relationships (48%).</p> <p>Young offenders in the community had significantly more needs than those in secure care and needs were often unmet.</p> <p>One in five young offenders was also identified as having a learning disability (IQ570).</p> <p>Needs for young offenders were high but often unmet. This emphasises the importance of structured needs assessment within custody and community settings in conjunction with a care programme approach that improves continuity of care.</p> <p>The first is the high level of mental health, educational and social needs among this sample of young people.</p> | - | <ul style="list-style-type: none"> - There is a need to identify any underlying needs to ensure appropriate differentiation and support is put in place - Additional needs in CYP within YOT are often |

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| Theodosiou, L. (2006). Mental health needs of young offenders in custody and in the community. <i>The British Journal of Psychiatry</i> , 188(6), 534-540. | THEODOSIO U | | | unidentified and unmet |
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| No One Knows: offenders with learning disabilities and learning difficulties Talbot, J. (2009). No one knows: offenders with learning disabilities and learning difficulties. <i>International Journal of Prisoner Health</i> , 5(3), 141-152. | Jenny Talbot | it is clear is that, regardless of actual numbers, many offenders have learning disabilities and learning difficulties that interfere with their ability to cope within the criminal justice system. No One Knows is a UK-wide programme led by the Prison Reform Trust that aims to effect change by exploring and publicising the experiences of people with learning disabilities and learning difficulties who come into contact with the criminal justice system. | - | - |
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| Screening with young offenders with an | Karen McKenzie ^{a*} , Donna Paxton ^b , Amanda | The research suggests that young offenders with an intellectual disability (ID) may not always be identified within youth justice services. | - | - Additional needs in CYP within YOT are often |

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| intellectual disability McKenzie, K., Paxton, D., Michie, A., Murray, G., Murray, A., & Curtis, J. (2012). Screening with young offenders with an intellectual disability. <i>Journal of Forensic Psychiatry & Psychology</i> , 23(5-6), 676-688. | Michie ^c , George Murray ^b , Aja Murray ^a and Julie Curtis ^d | | | unidentified and unmet |
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| Speech, Language and Communication Needs (SLCN) in Youth Justice: Understanding and addressing the impact Nolan, D. (2018). Speech, Language and Communication Needs (SLCN) in Youth Justice: Understanding and Addressing | Debbie Nolan, CYCJ | <p>In summary, it was unanimously agreed that young people need to be able to express themselves effectively at all stages of the journey through justice, as well as to understand and retain complex information, including regarding the systems and processes within which they find themselves. There was also a strong positive theme throughout that with appropriate support at an early stage, children and young people could build their speech, language and communication skills, so improving their life chances</p> <p>without adequate support, young people may be more likely to enter the justice system and once there, cannot engage or participate fully in the justice process(es), understand the roles and responsibilities of individuals involved, how the system works and decisions that affect them, or the expectations placed on them. The result of this being that young people's rights, including under the UNCRC, fail to be upheld; young people may be unnecessarily criminalised; and may be up-tariffed through the justice system.</p> | - | <ul style="list-style-type: none"> - Additional SEN needs can lead to the CYP struggling to understand the YJS - There is a need to identify any underlying needs to ensure appropriate differentiation and |

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| the Impact Event Report. | | <p>This has significant implications for the young person, victims and society overall, none of whom achieve justice when young people are not supported in respect of their SLCNs.</p> <ol style="list-style-type: none"> 1. Encourage and drive recognition and awareness of the fact that working with young people with SLCNs is a core part of youth justice; the development of positive attitudes to young people with SLCNs; and an understanding that to be trauma informed, services need to be communication informed 2. Establish measures of performance and practice on SLCN provision and inclusion, across agencies including health, education, care, justice, and inspectorates 3. Increase awareness of the potential for legal challenge where there has been a failure to uphold children's rights in respect of making reasonable adjustments relating to the young person's SLC capacity 4. Multi-agency commitment to address barriers is necessary. At strategic and operational levels, strong, compassionate leadership could helpfully and positively own this agenda and in doing so, support the development of relationships and viable working, collaborative partnerships between agencies, service leaders and practitioners working in YJ services (at all stages in pathway) and SLC support services, available locally and nationally 5. Leaders and practitioners across and between agencies require to come together in real ways, making opportunities to build joint working strategies, shared plans, improvement projects and share funding; the co-operative development of interventions across universal and specialist services and person-centred decision making; the development and sharing of skills and knowledge and critically ensure that expertise is available as far upstream as possible to meet the needs of young people and those closest to them as and when required 6. Ensure health and S&LT are part of multi-agency strategic decision making and operational groups and meetings | | <p>support is put in place</p> <ul style="list-style-type: none"> - Additional language and literacy needs can manifest as poor engagement and behaviour - Due to limited understanding of the YJS CYPs rights (UNCRC) are not always upheld - There is a need for YOT to be trauma informed - There is a need for collaborative multiagency working within YOT - There is a need for PCW within YOT |
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| <p>A Review of the Functions and Contribution of Educational Psychologists in England and Wales in light of “Every Child Matters: Change for Children”</p> <p>Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). A review of the functions and contribution of educational psychologists in England and Wales in light of ‘Every Child Matters: Change for Children’. <i>Nottingham: DfES Publications.</i></p> | <p>Peter Farrell, Kevin Woods, Sarah Lewis, Steve Rooney, Garry Squires, Mike O'Connor</p> | <p>Specific facilitators and barriers to EPs making a distinctive contribution to work for children and young people detained</p> <p>The following facilitators and barriers to EPs’ contributions were highlighted as particularly relevant to the developing role with young offenders and children and young people detained</p> <ul style="list-style-type: none"> • EP time available Some respondents commented that insufficiency of EP time limits opportunities for the EP to extend direct work with young people. Local authority reduction in the use of statements of special educational needs to manage provision is specifically cited as allowing release of EP time to carry out more proactive and early intervention work and respond flexibly reactive when needed. Also, some respondents highlighted the greater capacity of a larger educational psychology services to balance statutory work and direct service to schools, against the development of specialist roles such as those within a YOT. | <p>-</p> | <p>- EPs have limited time available to support the YOT</p> |
| <p>A Different Kind of Evidence? Looking for ‘What Works’ in Engaging Young Offenders</p> | <p>David Prior and Paul Mason</p> | <p>The skills and knowledge required by practitioners to develop relationships with young offenders that will engage and sustain them in intervention programmes is a core theme of the ‘effective practice’ literature.</p> <p>Techniques for engaging young people who offend are concerned with the question of how to gain young people’s interest and willing participation in interventions or programmes of interventions intended to prevent or reduce offending. ‘Engagement’ suggests a set of objec-</p> | <p>-</p> | <p>- Building a positive relationship is key to positive outcomes - Practitioner (YOT) and</p> |

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| <p>Prior, D., & Mason, P. (2010). A different kind of evidence? Looking for 'what works' in engaging young offenders. <i>Youth Justice</i>, 10(3), 211-226.</p> | | <p>tives around developing young people's personal motivation and commitment to involvement in activities. It implies that passive involvement is not enough – for example, if a young person attends and takes part in a prescribed programme of activities but does not feel any commitment to the objectives of the programme and is not motivated to benefit, through learning or personal development, from the programme activities, then they are not 'engaged' and the programme is unlikely to be successful. For practitioners, the implication is that specific skills and knowledge ('techniques') are required to achieve engagement, in addition to skills and knowledge associated with the particular type of intervention (Mason and Prior, 2008: 12).</p> <p>Moreover, the definition suggests that securing the engagement of young people in youth justice interventions is of particular significance: that without successful engagement, interventions or programmes – no matter how well designed – are unlikely to achieve positive outcomes.</p> <p>Rather, the research underpinning the effective practice literature provides the basis for a <i>theorization</i> of young people's engagement, built around two fundamental themes: firstly, the processes of child and adolescent development, that is, the psychological, social and cultural factors that shape the experiences and influence the attitudes and behaviours of young people as they move from childhood through adolescence to adulthood; secondly, the nature of human relationships, and in particular the requirements for establishing and maintaining a therapeutic relationship between an adult professional worker and a young person that will help the development of the latter's personal and social well-being.</p> <p>In bringing together these two themes in consideration of how to engage young people, the practice literature is thus informed by a theoretical account of human development and interaction. Importantly, it is an account which not only asks questions about what works in engaging young people, but offers explanations, derived from theory, about <i>why</i> certain forms of practice 'work'.</p> <p>Thus, the significance of the developmental context for effective work with young offenders is spelled out by Eadie and Canton (2002: 22):</p> <p>Offending by young people is associated with, rather than necessarily caused by, numerous social and psychological influences. These might include peer group pressure, a neglectful, inconsistent or abusive parent, poor job prospects, boredom, impulsivity, school absenteeism or exclusion, homelessness, and experimentation with drugs and alcohol (for discussion see</p> | | <p>CYP relationship is key</p> <ul style="list-style-type: none"> - There is a need for PCW within YOT - Child-led and not child-centred (de-centred practice) - There is conflict between participation and the discourse of punishment/ YJS - There is a need for YOT practitioners to maintain an element of power in order to encourage desistance from crime. - Without individualisation interventions are unlikely to lead to positive outcomes |
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| | <p>Farrington, 1997). Any purposeful attempt to 'address offending behaviour' must take account of these influences, the reality of their lived experiences.</p> <p>But what emerges as crucial in such practice accounts is the ability of practitioners to recognize and acknowledge the 'reality' of the 'lived experiences' of young people; as Farrow et al. (2007: 87) put it, the challenge for practitioners is in 'understanding and addressing the fluid dynamics, the mercurial nature of a young person's journey from adolescence to adulthood'.</p> <p>what is stressed as one of the key elements of a practitioner's capacity to engage young people is the ability to <i>communicate</i> and <i>empathise</i> with the particular young person.</p> <p>The identification of communication and empathy as basic resources in achieving effective engagement with young people links the argument about understanding 'lived experiences' with the insistence on the centrality of the practitioner/young person relationship in the achievement of positive outcomes.</p> <p>Trotter (1999) tackles the challenge of working with those he refers to as 'involuntary clients', who have not chosen to be the subjects of official interventions and may indeed be reluctant participants in them. Trotter examines the dual role that practitioners perform in work with involuntary clients such as young offenders: a legal enforcement role in respect of any court order placed on the young person, and 'a helping, therapeutic or problem solving role' (Trotter, 1999: 3).</p> <p>He draws on a number of research studies that show that more effective engagement and better outcomes are achieved when the practitioner/client relationship is based on a clarity and openness about their respective roles; this requires: .. ongoing discussions about issues such as authority and how it might be used, the dual roles of the worker as helper and social controller, the aims and purpose of the intervention from both client and worker perspectives, as well as issues relating to confidentiality (Trotter, 1999: 18).</p> <p>Trevithick (2005), in a substantial recent text on the skills and knowledge base of social work, notes that there are a range of situations in which practitioners will need to be directive in order to persuade a client away from potential risk or harm and toward a more beneficial course of action. (Led not P-centred)</p> <p>For some commentators, one effect of the policy dominance of the 'what works' paradigm in responses to both young and adult offenders, with its legitimacy deriving from its claimed</p> | | <ul style="list-style-type: none"> - It is important to consider the CYPs development (psychological, social and cultural factors that shape experiences) - There needs to be a therapeutic relationship between practitioner and CYP based on empathy, respect and understanding - Positive relationships improve CYPs wellbeing - YOT practitioners have a dual role in legal enforcement and building a helping therapeutic relationship - Policy and guidance can |
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| | | <p>'evidence base', is to limit the capacity of practitioners to develop individualized and supportive ways of working with offenders (Pitts, 2001). Others, however, while acknowledging that guides to effective practice deriving from research evidence have tended to overlook the importance of building supportive relationships between practitioner and offender, argue that a concern with 'the relationship' has continued to be at the core of what many practitioners actually do (Burnett and McNeill, 2005).</p> <p>They suggest that it is becoming increasingly recognized as the key component of interventions that rely on the interaction between practitioner and offender for their delivery. Such observation echoes the conclusions from research into broader preventive interventions with children and young people that highlight the significance of relationships in achieving effective engagement (Edwards et al., 2006).</p> <p>Dowden and Andrews' overall conclusion was that where there was evidence that interventions had adopted the core practice principles, enabling an individualized approach to working with the offender, those interventions 'were associated with substantially higher mean effect sizes than programs that did not' (Dowden and Andrews, 2004: 210); although they also found that these principles were rarely used or quantifiable in evaluative research.</p> <p>Similar practice principles were identified by McNeill and Batchelor (2002) in research on the case-files of persistent young offenders. Arguing for an approach that focused on enabling the young person to desist from offending, rather than a preoccupation with the factors that led to offending, they highlighted the effectiveness of practice that developed an assessment of individual need and identification of relevant and active support, in which communication founded on empathy and trust between practitioner and young offender was crucial.</p> <p>Raynor (2004), McNeill (2006) warned against the rigid implementation of structured interventions in ways that overlooked the significance of individual needs and the influence of particular social and material contexts in shaping young people's lives and their capacities for change. This did not mean that interventions could not be delivered in accordance with their design and specification, but that the process of delivery needed to be recognized as shaped by both relational and contextual factors.</p> <p>... it is a recurring finding that no method of intervention is, in and of itself, any more 'effective' than any other; rather there are common features of each intervention that are most likely to bring about positive change... These 'core conditions of effectiveness' include: empathy and</p> | | <p>overlook the importance of building relationships</p> <p>-</p> |
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| | | <p>genuineness; the establishment of a working alliance; and the adoption of person- centred, col- laborative and 'client-driven' approaches (McNeill, 2006: 130).</p> <p>In other words, the 'what works' research canon, which dominates current UK policy on interventions with young offenders, largely ignores the factor that is seen within the practice literature as the key to making interventions effective.</p> | | |
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| <p>Experiences of Youth Justice: Youth Justice Discourses and Their Multiple Effects</p> <p>McAlister, S., & Carr, N. (2014). Experiences of youth justice: Youth justice discourses and their multiple effects. <i>Youth Justice</i>, 14(3), 241-254.</p> | <p>Siobhán McAlister and Nicola Carr</p> | <p>While it may be increasingly difficult to ascertain which of these discourses is dominant in different jurisdictions in the UK, particular models of justice are perceived to be more prominent (Muncie, 2006). Traditionally it is assumed that Northern Ireland prioritizes restoration, Wales prioritizes rights, England priorities risk and Scotland welfare (McVie, 2011; Muncie, 2008, 2011)</p> <p>However, how these discourses are enacted in practice, how multiple and competing rationales circulate within them and most fundamentally how they are experienced by young people is less clear. This article, based on research with young people who have experienced the full range of interventions in the youth justice system in Northern Ireland, examines their narratives of 'justice'. It considers how different discourses might influence the same intervention and how the deployment of multiple rationalities gives the experience of 'justice' its effect.</p> <p>While these are differentiated across time and place, the youth justice systems in separate jurisdictions within the UK tend to be associated with particular models of justice (e.g. welfare, rights, risk, restoration), and aspects of multiple discourses are evident in all. Research also demonstrates disjuncture between discourse, practice and experience whereby welfare-based models can be expe- rienced coercively and punitively (McAra, 2006; Piacentini and Walters, 2006), and chil- dren's rights can be used to justify intrusive interventions (Muncie, 2006).</p> <p>Further, the very nature of the discourses of welfare, rights, risk, responsibilization, contain inherent tensions – care and control, child protection and public protection, child rights and victim rights. Thus, even where a particular model of youth justice is promi- nent, the meaning and experience is dependent on how interventions are institutionalized and enacted.</p> <p>Welfare-orientated policies and practices are premised on the special status of children, particularly regarding 'responsibility'. Involvement in crime is linked with 'social prob- lems', symbolic of deeper social and psychological difficulties rather than free rational and informed choice (Muncie, 2004). Interventions, therefore, prioritize the welfare needs of individual children</p> | - | <ul style="list-style-type: none"> - The discourse of the YJS can be contradictory - The ethos/discourse of a particular YOT/practitioner can impact on how practice is experienced by CYP - There is no one model of service delivery for the YOT - There is conflict between participation and the discourse of punishment/ YJS |

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| | | <p>which are better responded to outside the criminal justice system. Key is the aim to be child-centred, needs-focused and diversionary/non-criminalizing. These features appear to have much in common with more recent rights-based discourses of youth justice. Elements of this welfare model are also evident in current policies around diversion, prevention/early intervention and multi-agency responses.</p> <p>However, welfare-based initiatives can also serve disciplinary and regulatory functions, resulting in net-widening and disproportionate interventions (Brown, 2005; Cohen, 1985; Muncie, 2004). Demonstrating the disjuncture between justice as discourse and justice as practised and experienced, the welfare-orientated model can involve high levels of coercion and punitiveness with legal rights eroded and children silenced (Muncie, 2004; Piacentini and Walters, 2006). Welfare can, therefore, be about control as much as care; it can be punitive as well as protective.</p> <p>Concerns regarding lack of due process, proportionality and implementation of the rule of law, saw justice-based approaches foregrounded in recent years. Proponents argued that a renewed focus on the offence ('deeds'), rather than the 'offender' ('needs'), would result in more proportionate responses (Muncie, 2004). Young people in conflict with the law, while recognized as different to adults, are still rational actors, and thus responsible for their actions. Such rationalities marked the beginnings of what has been termed a 'punitive turn' in youth justice (Muncie, 2008) evidenced by 'a general diminution of welfare-based modes of governance in favour of various "justice" based responsabilization and managerial strategies' (Muncie, 2005: 38).</p> <p>Muncie (2008) argues that modes of youth governance are more punitive, repressive and expansive today. They are focused on punishment and individual responsibility rather than welfare, child protection and support.</p> <p>Further demonstrating the tension between welfare and justice, restorative justice is embedded in the language of inclusion, participation and rights. Particularly suited to young people due to its 'informal' and sometimes diversionary nature, it incorporates the rights and views of victims and young people (e.g. Articles 12 and 40 of the United Nations Convention on the Rights of the Child (UNCRC)). Yet restorative justice can be experienced as punitive, exclusionary and shaming (Daly, 2002; Eliaerts and Dumortier, 2002).</p> | | - |
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| | | In sum, multiple, competing and contradictory discourses are reflected to different degrees in youth justice systems and interventions. While this is acknowledged, how these discourses play out and more fundamentally how they are experienced by young people is less clear. | | |
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| Working across diverse contexts with wider populations: The developing role of the educational psychologist Hill, V. (2013). Working across diverse contexts with wider populations: The developing role of the educational psychologist. <i>British educational psychology: The first hundred years</i> . Leicester: The British Psychological Society. | Vivian Hill | <p>In 1997 the New Labour government pledged to be ‘tough on crime, tough on the causes of crime’ and this position acknowledged that to tackle this multifaceted and complex problem required an integrated approach including both welfare and punishment orientations (Ryrie, 2006). Link to ethos paper</p> <p>The government embraced these diverse orientations in the 1998 Crime and Disorder Act, proposing to develop an integrated approach to youth crime, one that embraced a broader conceptualisation of the range of risk and resilience factors that need to be addressed when responding to such a complex phenomenon.</p> <p>The evidence presented demonstrates a very clear rationale for educational psychologists working with young offenders, and those at risk of offending, both systemically within the local context by developing preventative strategies and interventions, and through direct work with individuals, their schools and</p> <p>families. Welsh and Farrington (2010) reviewed crime prevention strategies and interventions, focusing on those with the most robust evidence base, and concluded that the interventions with the greatest impact were designed by those with local knowledge and were either school-based parent programmes or teacher-led school-based programmes.</p> | - | <ul style="list-style-type: none"> - YJS discourse is embedded in historical context - |
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| Working with a Youth Offending Team: Personal perspectives on challenges and opportunities for | Neil Ryrie | <p><i>This discussion paper describes the role of an educational psychologist (EP) working in a Youth Offending Team (YOT). The recent political and legislative history leading to the establishment of YOTs is set out and their main functions are described.</i></p> <p><i>YOTs are genuinely multi-professional as well as multi-agency bodies; consequently the lessons learned from them can be used to anticipate some of the issues that are likely to arise in</i></p> | - | <ul style="list-style-type: none"> - YOT practitioners are unsure what the EP role is |

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| <p>the practice of educational psychology</p> <p>Ryrie, N. (2006). Working with a Youth Offending Team: Personal perspectives on challenges and opportunities for the practice of educational psychology. <i>Educational and Child Psychology</i>, 23(2), 6.</p> | | <p><i>the move toward integrated children's services. The paper goes on to identify a number of challenges and opportunities that are faced by an EP working in such a setting.</i></p> <p>The Crime and Disorder Act made very significant changes to this way of working. It requires all local authorities to set up YOTs to take over all the functions previously discharged by youth justice teams as well as some new ones. In addition, each local authority was required to publish a Youth Justice Plan which outlined the targets and procedures for reducing offending. This plan was approved by the partnership that the local authority created with the range of relevant agencies.</p> <p>The YOT is required to have membership from each of five partner agencies: education, social services, health, probation and the police. From this it will be immediately clear that the YOT is a very different creature from the youth justice team, which was staffed exclusively by social services department workers. Not only do the staff from the five agencies all come with different conditions of service and salaries, but there are also considerable differences in their working cultures, management styles and value systems.</p> <p>What's it got to do with EPs?</p> <p>Work that is carried out either directly with or in connection with young offenders may seem peripheral to the main focus of interest of the typical EP. There are, however, clear and powerful links between the offending behaviour of young people on the one hand and educational systems on the other. The Audit Commission's <i>Misspent Youth</i> (Audit Commission, 1996) and the work of NACRO have highlighted the range of personal and educational difficulties experienced by young people in the youth justice system. Their evidence demonstrated the well-known correlations between offending behaviour on the one hand and educational failure on the other, this failure being described in terms of lack of achievement, non-attendance or exclusion.</p> <p>The significance of this evidence is that young people involved in crime tend to bear many of the characteristics – and have many of the needs – that are typical of young people with special needs or who are vulnerable to disadvantage and social exclusion. These young people therefore should figure large in the sphere of interest of EPs.</p> <p>Their further finding (Harrington & Bailey, 2005) that multi-modal interventions are more effective – provided they are tailored to the individual needs and circumstances of the young person concerned – than single-issue interventions such as anger management or social skills training on their own, is an important insight. This points to the need for coordinated interventions</p> | | <ul style="list-style-type: none"> - The EP role needs to support the role of YOT practitioners - EPs use PCW with CYP in the YOT - EPs can support the YOT team systemically - EPs can support collaborative problem solving - EPs can support the YOT to tailor interventions to each CYP - EPs carry out individual assessment with CYP |
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| | | <p>which include school, family and individual elements. These points lead to the question of how an EP can make an effective contribution to meeting the needs of young people who offend and, thereby, reduce their risk of future offending behaviour. Importantly, there is a question of whether there are specialised skills and knowledge that an EP would have to draw on to work effectively with such a population.</p> <p>It is essential for the EP to develop ways of working productively in the first instance; this then gives opportunities to assist in the effective functioning of the team as a whole.</p> <p>Most YOT workers had had little or no previous knowledge of the work of an EP and so tended to display a number of commonly occurring misconceptions of the role. Particularly, these included an image of EP work as focusing solely on the assessment or testing of individual young people, often with the identification of dyslexia as a focus. It was necessary, therefore, to have face-to-face briefing meetings with the various teams within the YOT. This was done with smaller teams rather than whole-service meetings to allow for discussion. Because of the high turnover of staff it was necessary to repeat these meetings on a regular basis, otherwise contacts were lost.</p> <p>The work of the EP in the context of the YOT was intended to be an additional resource to support the functioning of that team and to provide an essential psychological service to young people who might otherwise not have received its benefits. As indicated above, the core purposes of the YOT are to provide a service to the courts by furnishing reports and other information as required; to manage, monitor and supervise young people in the justice system; and to make interventions to reduce the risk of future offending. The activity of the EP in that context needed to be oriented to supporting those purposes.</p> <p>The author's subsequent intervention with Emma used a combination of active listening, solution-focused interviewing and person-centred approaches. The focus was on helping her to shift her perspective of herself so that she could see a value in re-engaging with education as well as understanding her role in the offences.</p> <p>Other areas where EP skills and knowledge could be put to good effect in a YOT context are the facilitation of positive teamwork and the development of productive problem solving approaches. There is a large knowledge base – such as soft systems methodology (Checkland, 1981) and group problem solving (Hanko, 1999) – on which an EP could draw. Such approaches would not only allow an EP to make purposeful interventions in relation to individual young</p> | | |
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| | | <p>people or specific issues; they would constitute a contribution to improve the effectiveness of the team itself.</p> <p>The time spent in the YOT highlighted the range of skills that EPs are able to apply in that setting, and therefore in other, similar, multi-agency contexts. The skills of careful assessment and collaborative problem solving, carried out on the foundation of a knowledge base that includes normal and atypical child development as well as the nature of learning and of individual and group behaviour, are extremely valuable and can be applied in a range of settings, not just in schools.</p> | | |
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| <p>Young Offenders' Experiences of Traumatic Life Events: A Qualitative Investigation</p> <p>Paton, J., Crouch, V. of traumatic life events psychology and psy</p> | <p>JONI PATON <i>Lewisham Psychological Therapies Service, South London & Maudsley NHS Trust, UK</i></p> <p>WILLIAM CROUCH <i>Tavistock & Portman NHS Trust, UK</i></p> <p>PAUL CAMIC <i>Canterbury Christ Church University, UK</i></p> | <p>This investigation aimed to look at how a group of young offenders attending an inner-city youth offending team experienced adverse and traumatic life events. A qualitative approach was used and semi-structured interviews were conducted with eight young offenders about their perceptions of difficult experiences and the effects of such events.</p> <p>Young offenders experienced violence at home, in the community and in custody. Instability and transitions emerged as important themes in relation to school and home. Deprivation was experienced both in terms of poverty and the literal and emotional absence of parents. A variety of cognitive, emotional and behavioural responses to adverse/traumatic experiences were identified, including a blocking out of painful experience and aggression to self and others. There were barriers to seeking or making use of professional support.</p> <p>The study concluded that greater consideration of trauma when carrying out assessments would enable 'at risk' young offenders to be identified using clinical interviewing alongside standardized measures to aid assessment of the complexity and uniqueness of the response to trauma.</p> <p>There is a difference between using a screening instrument for trauma and a mental health professional hearing a young person's story. It may be important to use interviews with the young people, alongside standardized measures of PTSD if necessary, to aid assessment and understanding of the complexity of their experience of traumatic life events.</p> <p>The current study identified specific problems occurring at school in terms of exclusions, conflicts with teachers and difficulties at secondary transition. It seems important to support teaching staff around management of young people at risk of offending and exclusions. Teachers in schools</p> | - | <ul style="list-style-type: none"> - CYP need to feel valued and listened to - CYP with challenging behaviour are excluded from the school system - CYP have often experienced complex family history and/or trauma - CYP In YOT are more likely to get excluded from their educational setting. - There is a need for YOT to be |

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| | | need to understand how traumatic experiences can manifest in behavioural difficulties in the classroom, specifically in terms of difficulties with authority. | | trauma informed - |
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| An exploration of the use of PATH (a person-centred planning tool) by Educational Psychologists with vulnerable and challenging pupils Bristow, M. (2013). <i>An exploration of the use of PATH (a person-centred planning tool) by educational psychologists with vulnerable and challenging pupils</i> (Doctoral dissertation, Institute of Education, University of London). | Margo Bristow | <p>This thesis presents the findings of an exploration into the use of PATH (a person-centred planning tool) by Educational Psychologists (EPs) with pupils excluded from school and/or in Pupil Referral Unit (PRU) or Alternative Provision (AP) settings. This group attracts considerable government attention as they are reported to face poor outcomes and reintegration rates from PRU to mainstream school are low.</p> <p>The findings indicate that PATH impacted positively and pupils attributed increased confidence and motivation to achieve their goals to their PATH. Parents and young people felt they had contributed to the process as equal partners, feeling their voices were heard. Improved pupil-parent relationships and parent-school relationships were reported and the importance of having skilled facilitators was highlighted. Although participants were generally positive about the process, many felt daunted beforehand, possibly due to a lack of preparation. Pre-PATH planning and post-PATH review were highlighted as areas requiring further consideration by PATH organisers. Recommendations to shape and improve the delivery of PATH are outlined together with future research directions.</p> <p>PATH participants made reference to positive emotions in connection with their experience of PATH. Generally participants enjoyed the PATH, pupils especially enjoyed 'the dream' stage and valued feeling listened to. Participants reported experiencing a range of emotions including laughter, tears and emotional exhaustion. There was a sense that by the end of the PATH, an emotional journey had been shared.</p> <p>A number of pupils attributed positive changes in themselves to their PATH. Daniels et al., (2003) suggest that reintegration planning should take into account what motivates young people and what they believe they may be capable of achieving. The PATH seemed to enable pupils to identify their desired direction and empower them with the belief that they could achieve their goals, and pupils reported increased levels of confidence and motivation. Changes in behaviour were reported by a number of pupils, such as, improved effort, behaviour and relationship both in school and at home.</p> <p>One pupil reported that the PATH had helped him to reflect on the impact of his behaviour and as a result he had chosen to be 'good.' Literature around exclusion very often paints a different</p> | - | - PCP improves outcomes for vulnerable and challenging CYP - PCW promotes engagement of vulnerable and challenging CYP - PCW improves relationships - PCW requires specialist training and knowledge - PCP requires skilled facilitation - PCW goes beyond the tool being used - PCW helps re-author negative narratives |

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| | <p>picture, suggesting that interventions designed to elicit changes in behavior, increase motivation and confidence and support reengagement are often met with mixed or poor results (Hallam and Rogers, 2008, Arnold, et al., 2009).</p> <p>The changes in behaviour seemed to have been initiated by the pupils themselves and did not necessarily relate to the actions listed on their plan. Interestingly, in interviews the pupils said very little about the action planning stages. However, up to six weeks after the PATH, young people recounted details of the 'dream' and 'goals' stages. This suggests that there is something about these aspects of the PATH that inspires and influences pupils more so than the agreeing of actions. The fact that pupils reported a perceived difference in themselves was in line with what would be expected from a person-centred approach, which stems from principles that assert that clients have the capacity to choose what is best for them in order to self-actualise (Rogers, 1980, 2003, Merry, 2006). ----not necessarily about the tool but about the approach, link to relationships.</p> <p>PA TH was perceived as useful in eliciting pupil voice, encouraging active engagement and empowering the child to make positive changes. However, Daniels et al., (2003) warn that too optimistic a picture should not be offered, as ongoing and active involvement of the young people may not guarantee continuous and increasing engagement. As such any positive effects generated through the PATH need to be acknowledged and supported by professionals if lasting benefits are to be realised.</p> <p>In line with Cullen and Monroe's (2010) finding, that relationship building in PRUs helped reengage pupils, participants in the present study reported improved relationships. One pupil claimed that communication between him and his mother had improved and he felt his mother understood him better as a result of the PATH.</p> <p>Parents reported that relationships with the PRU/school had improved and PRU staff reported improved engagement with parents after the PATH. Again this is important as the impact of parental participation in schooling in relation to improved outcomes is widely reported (Beverage, 2004, Fan and Chen, 2001)</p> <p>School staff commented that PATH provided an opportunity for the school to see the pupil in a different and more positive light and vice versa. Participants reported that PATH provided opportunities for the young person to 'begin to feel involved in their community in a more positive way,' to be enabled to 'contribute something positive' and to 'gain that sense of belonging.'</p> | | <ul style="list-style-type: none"> - PCW has a lasting impact - PCW supports inclusion - PCP is not always delivered in a person centred way - Conflict between being strength based and giving a true picture of need |
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| | | <p>These findings suggest that PATH may have a role in re-authoring pupil-school narratives (White and Epston, 1990) and rebuilding relationships. Relationship building may in turn increase a pupil's sense of connectedness with their school.</p> <p>The indicators of positive change were reported by the pupils up to six weeks after their PATH suggesting that the PATH may well have impacted on these pupils thinking and behaviour in a reasonably lasting way. In line with Daniels et al., (2003) findings, it is hoped that by basing planning on the strengths of the young person and by actively engaging the young person greater levels of successful reintegration may be achieved.</p> <p>When given the opportunity to contribute their views, pupil engagement was high.</p> <p>The high level of engagement demonstrated by the young people in this study would suggest that there is something about the PATH process which supports their inclusion and enables them to contribute in a way which many traditional meetings do not. It may be that post-exclusion programmes based on the PATH have a greater chance of attracting the active endorsement of the pupil.</p> <p>The graphic recording and process roles were valued and having skilled facilitators to run the PATH was viewed as important. Participants praised the careful and sensitive management of the process by the facilitators which seemed to ensure discussions remained focused on solutions.</p> <p>The SEP explained that a person-centred approach to planning was adopted by the CYPS in response to the criticism posed by Brown (2011) and Smull (2002) that planning is often centred on matching needs with services. Smull (2002) warns that when services are offered on the basis of professionals perceptions of what a young person needs rather than on the desires and wishes of the young person they run the risk of being mismatched or applied inappropriately. The SEP viewed PATH as a means to access a young person's vision in order to plan efficiently and apply services to support the young person appropriately.</p> <p>Although EPs and decision makers in PRU/AP were receptive to person-centred working the extent to which they embraced person-centred values was unclear. Hence a means to evaluate the extent to which the actual delivery of PATH fits person-centred values may be needed.</p> <p>The EP facilitator was said to bring psychology into play through their questioning style, language and manner. PATH was described as 'self esteem building' and 'empowering.' This</p> | | |
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| | | <p>reflects Rogers (1980) assertion that showing a client unconditional positive regard, acceptance, and understanding will support them to grow towards maximising their capacities. Young people reported feeling more positive about themselves and their future after their PATH and it seems likely that the psychological contribution made by the EP facilitators may have impacted on this.</p> <p>Facilitation skills were viewed as important however not all EPs felt competent to facilitate. Further support and training with regard to managing tensions and unexpected challenges such as 'sabotage' and 'refusal to sign-up' was called for. Those responsible for the support and training of PATH facilitators need to be aware that 'developing appropriate scripts' and the confidence of the facilitators to 'effectively manage tensions' were perceived as a training need.</p> <p>The PATH process requires careful and sensitive facilitation, with inadequate facilitation being identified as a key barrier to the effective use of PCP (Reid & Green, 2002)</p> <p>tension between the best interests of the child, his current needs and being honest with the receiving school was expressed.</p> <p>It may not be realistic to expect that PATH participants should be knowledgeable about the tenets of person-centred psychology and training in this prior to a PATH is unlikely to be feasible, however, the potential for discomfort to participants and harm to the effectiveness of the process resulting from incongruence must not be overlooked.</p> | | |
| How person-centred planning can contribute to organisational change in a school | Hughes, C., Maclean, G., & Stringer, P. | <p>This article reflects on the experience of applying a person-centred approach to promote organisational change in an educational context. A detailed example is drawn from a Planning Alternative Tomorrows with Hope (PATH) process with a group of school staff.</p> <p>While the starting point for the work was a response to a school culture in transition, undoubtedly the process would be more effective in the context of a supportive school ethos and positive school relations.</p> <p>Some participants reported during the inter-views that their organisations had achieved the outcomes from the PATH process and had gone on to achieve even more. However, organisational change was limited by external factors and outside influences; for example, wider local authority pressures.</p> | - | <ul style="list-style-type: none"> - Conflict between being strength based and giving a true picture of need - PCP improves outcomes for vulnerable and challenging CYP |

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| <p><i>al Psychology in Practice</i>, 35(2), 229-238.</p> | | <p>However, Corrigan (2014) found that staff from one school thought the process was less effective, took up more time than traditional approaches and did not focus enough on the pupils' difficulties.</p> <p>Participants also reported preferring the more holistic view of the children that was developed from using PCP approaches.</p> <p>White and Rae (2016) found that young people and their parents/carers liked the PCP approach as it created a more balanced and rounded picture of the young person rather than focussing solely on their needs and disabilities.</p> <p>Robertson et al. (2005) found that for pupils with learning disabilities who received PCP, positive changes were found in six areas: social networks, contact with family, contact with friends, community activities, scheduled day activities, and choice. Corrigan (2014) looked at outcomes of PCP transition or reintegration meetings for six pupils who had been excluded from school. It was found that they all achieved their individual targets set at the PCP meetings, showing improvements in their social interactions and greater engagement at school.</p> <p>A number of factors have been highlighted through the existing research that may help facilitate or hinder the effectiveness of PCP approaches. Participants reported that the structure and the visual nature of the approach meant that the process was more transparent, accessible and enabled greater participation (Taylor-Brown, 2012). Corrigan (2014) stated that relationships between stakeholders, views of school staff in relation to PCP approaches, the ability for key stakeholders to attend meetings and facilitator skills were all factors that could help or hinder PCP approaches. Similarly, participants in the White and Rae (2016) study discussed the importance of having an experienced and skilled facilitator to help the process run smoothly.</p> <p>In summary, the research on the use of PCP in education has found that factors that contribute to the successful use of PCP for pupils, staff and parents include: increased engagement and participation; improved collaboration; more understanding of needs; higher achievement of targets leading to more positive changes; and the need to have skilled facilitators to enable security, safety and adaptation. Disadvantages found from PCP research in schools include: too little focus on pupils' difficulties; the process being time-consuming; and participants feeling daunted by the PCP process, with not enough preparation leading to increased anxiety and feelings of uncertainty.</p> | | <ul style="list-style-type: none"> - PCW promotes engagement of vulnerable and challenging CYP - PCW improves relationships - PCW requires specialist training and knowledge - PCP requires skilled facilitation - EPs can support the YOT team systemically - PCP requires skilled facilitation - PCP needs preparation - Systems need to have an understanding of the philosophy/ethos of PCW - PCP/PCW requires ongoing coaching, supervision, |
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| | | <p>Secondly, EPs might have been more explicit about the rationale for the order of steps in the PATH process and why one starts with the vision as the first step, followed by steps 2–5 (see Table 1). At the start of the process one member wanted to work through the PATH sequentially, and showed frustration in not being able to do so. Frustrations might have been alleviated if the authors had repeated the explanation of the philosophy behind carrying out the PATH in this order. Furthermore, it may have been advantageous to have explained the theoretical underpinnings of the PATH process in relation to humanistic psychology and the core elements of PCP (Holburn, 2002) in order to increase staff's understanding and engagement.</p> <p>Thirdly, the EPs could have questioned further certain participants to encourage them to be more realistic about what is possible in the "One Year from Now" section. For example, one of the group members came up with a target which other members of the group considered might not be realistic.</p> <p>Before carrying out a PATH process it would be prudent for EPs to ensure that the school has positive staff relationships. As Corrigan (2014) points out, PCP was deemed to "fit" better within certain schools (those with an inclusive culture). However, and not least from an ethical perspective, EPs should be encouraged to use PATH within schools where there may be obstacles to inclusion.</p> <p>Arguably, it would be beneficial for EPs to carry out a PATH meeting to encourage supportive staff relationships as a priority before using a PATH process to plan for an organisational issue, such as SEND provision within the school. However, the senior management team also need to share the view that better staff relationships are a priority.</p> <p>Undoubtedly, an implication for EPs is to have the confidence to carry out further PATH or PCP approaches related to whole school issues. This will enable fluency to develop. As Childre and Chambers (2005) point out, after using the process once, both the teacher facilitators in their study developed ease with implementing the process and how it might be individualised in future.</p> <p>Sanderson et al. (2006) state that providing people with training to be facilitators is not enough, and as Corrigan (2014) notes, maintaining the fidelity of PCP requires coaching, supervision, time and support for facilitators. Therefore, a careful plan with an identified PCP team (Sanderson et al., 2006) and training model will need to be implemented within the school with EP support.</p> | | <p>time and support from an EP</p> <ul style="list-style-type: none"> - PCW can be disseminated to other professionals |
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| <p>What does it mean to be person centred? A personal journey of exploration and discovery</p> <p>Wilkins, P. (2001). <i>What does it mean to be person centred?: a personal journey of exploration and discovery</i> (Doctoral dissertation, Manchester Metropolitan University).</p> | <p>P Wilkins</p> | <p>The label I choose to assign to my philosophy is 'person-centred'; that is, I understand myself to be rooted in a belief system and mode of practice which stems from the thought and work of Carl Ransom Rogers and his collaborators and successors.</p> <p>In exploring my then understanding, I wrote (p. 32):</p> <p>I am really talking about approaching people with respect, openness and honesty, about being attentive (to the extent of accurately sensing another's inner world) and accepting. Being Person-Centred also means acknowledging my power and using it creatively but not abusively. Similarly it means acknowledging the power of others but not being abused by it. and: The idea of Person-Centredness I am presenting demands an expansion of my definition. I have an awareness that being Person-Centred is not only about being attentive to the needs of other people and acceptance of them but it is also about me being assertive, natural and whole. It is about me acknowledging my needs, my strengths, my weaknesses and it is about self-integration.</p> <p>(in therapist)</p> <p>person's self is whatever they believe it to be and the person-centred practitioner is charged with responding to persons as they perceive themselves to be. Whatever the self is, it is still subject to the actualising tendency (because it is a universal force acting on all living things).</p> <p>The person-centred approach has been criticised as lacking a theory of personality and, in particular, of child development and thus as having inadequate view of how (for example) neuroses and psychoses may arise. – in therapy contrasts to its use in educational psychology. Suggests the PCW is not static and not one thing for one person</p> <p>When I am challenged with the assertion that my way of being which I see as open and accepting, valuing people for themselves not their ethnicity, sexuality or religion is in fact oppressive, I have no easy answer. If what I value is subjective experience and (for example) a gay man experiences my stance, my value system as oppressive then, as uncomfortable as this is, I have to accept it.</p> <p>Galgut (1999:92) wonders if the very nature of the person-centred relationship could 'at least in some ways, be unintentionally oppressive and silencing of the lesbian client rather than facilitative?' She explains how the person-centred counsellors nonnal way of being in</p> | <p>-</p> | <ul style="list-style-type: none"> - PCW is a ethos/philosophy - PCW requires specialist training and knowledge - Not everyone has the ability to be person centred - PCW aims to equalise power imbalances - PCW involves being respectful, open, honest, attentive and accepting - PCW can be oppressive - Individual change is difficult if the system does not support that change - PCW can fall down in practice |
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| | | <p>relationship might in effect silence a lesbian woman (and by inference anybody else with a way of being which is 'different',</p> <p>The argument seems to be that the experience of people from minority groups is that their difference is (perhaps</p> <p>especially in liberal humanist terms) taboo. Not speaking of the difference, proceeding on the bland (and manifestly untrue) assumption that 'we are all equal' amounts to a denial of their essential selves and it is up to the person with the power</p> <p>There is little point in helping people change if they are then compelled to live in the systems which distressed them in the first place - it is not personal change which is desirable but political change. This argument is made from Marxist and Feminist perspectives amongst others.</p> <p>This returns me to my opening position that belief in and adherence to person-centred</p> <p>principles is a matter of choice. This choice is, I suppose, made partly on the grounds of 'persuasive' evidence but probably more by instinct, gut-reaction or intuition.</p> <p>If the person-centred approach falls down, it does so in its practice. This is more to do with the practitioners than the theory. Because of this, it is incumbent upon us to continually address our theoretical understanding, our abilities to offer the six conditions and, perhaps most importantly, our capacity for unconditional positive <i>self-regard</i>.</p> <p>Arguably, issues of power arise from the very concepts we employ in our thinking about people, in the language we use and even, perhaps paradoxically, from our attempts to be 'non-directive' or our desire to achieve 'mutuality' in our relationships.</p> | | |
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| Assessing the Impact of Person-Centred Planning on the Community Integration | McCausland, D., Murphy, E., McCallion, P., & McCarron, M. | Five key enablers were identified that supported a successful PATH process for people with severe-profound ID and complex needs, from development through implementation. PATH was perceived as successful when community integration goals were met, as reported by case study participants. | - | <ul style="list-style-type: none"> - PCW needs to be embedded in the system - PCW improves |

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| <p>of Adults with an Intellectual Disability</p> <p>McCausland, D., Murphy, E., McCallion, P., & McCarron, M. (2019). Assessing the Impact of Person-Centred Planning on the Community Integration of Adults with an Intellectual Disability.</p> | | <p>(i) Staff who are familiar with the person with ID</p> <p>(ii) Preparation for PATH</p> <p>(iii) Communication and sharing information amongst staff and with family (iv) Family involvement in the PATH process</p> <p>(v) Activity planning</p> <p>Barriers to the PATH process and the achievement of PATH goals identified in the case studies included:</p> <p>(i) Staff who are not familiar with the person with ID</p> <p>(ii) Inadequate staffing resources to support community integration</p> <p>(iii) Inadequate funding for one-to-one support with community integration (iv) Lack of transport to engage in community integration</p> <p>(v) Change in health circumstances</p> <p>The majority of PATH goals were achieved; and the case studies demonstrated that service users with severe-profound ID largely had good outcomes and were able to achieve some degree of community integration.</p> <p>The PATH Process</p> <p>3. Periodic refresher training and embedding PATH within the orientation and induction programme for all new staff will better underpin person-centred planning throughout the organization This is instructive to all service providers that person-centred planning should not be a one-off exercise. Rather it should be integrated into the core business of every organisation, underpinned by ongoing training and development in the ethos and practical application of person-centred planning for the staff who are expected to implement it; and should include self-assessment by the organisation.</p> | | <p>multi-agency working</p> <p>- PCP has good community outcomes</p> <p>-</p> |
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| <p>Person centred planning 'in action': exploring the use of person centred planning in supporting young people's transition and re-integration to mainstream education</p> <p>Corrigan, E. (2014). Person centred planning 'in action': exploring the use of person centred planning in supporting young people's transition and re-integration to mainstream education. <i>British Journal of Special Education</i>, 41(3), 268-288.</p> | <p>Emma Corrigan</p> | <p>explores the use of person centred planning (PCP) in supporting young people who have experienced school exclusion, in their transition and re-integration to mainstream settings.</p> <p>Reported findings indicate a positive impact upon young people's social-emotional well-being, attendance in school, and educational achievement, and highlight a range of 'supports' and 'barriers' that can facilitate and/or obstruct the use of PCP in practice.</p> <p>A minority of negative reflections referred to a lack of progress associated with young people's home life and family difficulties, highlighting the need for sustainable multi-agency involvement and support.</p> <p>using PCP is perceived as useful in facilitating a positive transition and re-integration to mainstream settings. This is related to stakeholder experiences of the process and perceptions of progress and outcomes over time.</p> <p><i>Skills of the Facilitator</i></p> <p>The skills required to empower, reframe, and co-construct different perspectives, tailor participation, and encourage equal voice, within a holistic exploration of need, are clearly recognised. This has been related to the quality of action planning within this study (and within existing literature: Sanderson, 2000; Sanderson, Thompson & Kilbane, 2006).</p> <p><i>Time and capacity</i></p> <p>The need for time and capacity to attend meetings, particularly when young people were planning for transition from primary to secondary school, is also recognised. After the initial PCP meeting, some negative accounts emphasised a lack of feasibility and sustainability due to the 'time-consuming' nature of the process. However, when reviewing young people's progress over time, wide- spread reflections referred to PCP being 'well worth the investment of time'.</p> <p><i>School systems and ethos</i></p> | <p>-</p> | <ul style="list-style-type: none"> - There is a need for continued multiagency support beyond PCW - PCW can support CYP back into education - PCP takes additional time, capacity and resources - PCW is an ethos/philosophy - The shift in power in PCW can be uncomfortable - PCW needs to be embedded in the system - |
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| | | <p>PCP was deemed to 'fit' better within certain schools (those with an inclusive culture). Educational psychologists who adopted the role of Facilitator referred to the impact of schools' existing systems and ethos as either supporting or being in tension with PCP approaches.</p> <p>improvements in support and understanding and the positive impact upon young people's motivation and achievement across social, emotional, and academic domains. The review meetings provided an opportunity to strengthen stakeholder relationships and to review the young person's level of need and support. This involved updating the young person's plan (one-page profile) and tailoring ongoing intervention as appropriate.</p> <p>Person centred planning involves a shift in power and control, so that young people are valued as equal stakeholders, and a shared commitment towards highly individualised support. This presents a challenge to more traditional models of service delivery, as PCP advocates a 'responsive' rather than a 'prescriptive' approach (Sanderson et al., 2006).</p> <p>Supporting a person centred culture entails organisational systems embracing the 'philosophy' and 'tools' of person centred approaches (Taylor-Brown, 2012). Concerns regarding the implementation of PCP have referred to services diluting PCP to fit within existing structures, and neglecting the skills and resourcing that translate the philosophical content into 'action' (Mansell & Beadle-Brown, 2004). The importance of improving systems to facilitate PCP in its context of use has been highlighted. This demands that internal processes and organisational systems, within education, avoid standardised 'one-size-fits-all' approaches in favour of authentic person centred working. This requires collaboration across education and with wider health and care partners to facilitate a robust and supportive infrastructure with clear pathways for collaborative working.</p> | | |
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| <p>The impact of Planning Alternative Tomorrows with Hope (PATH) for children and young people</p> <p>Wood, H., O'Farrell (2019). The impact</p> | | <p>Planning Alternative Tomorrows with Hope (PATH) – with children and young people (CYP) with special educational needs and disabilities (SEND) in mainstream settings.</p> <p>Thematic analysis was used to analyse the data, which resulted in four main themes: usefulness of the graphic, positive effects, child-centredness, and possible barriers to successful implementation. PATH was described as having a variety of useful benefits, such as increasing CYP's confidence and motivation. In addition, barriers to successful implementation of PATH were identified by participants, which in turn may limit its impact. In particular, families and children identified that they would benefit from receiving additional information and guidance about the process before the meeting to maximise its utility.</p> | - | <ul style="list-style-type: none"> - PCW gives the CYP some control over their lives - PCP needs preparation - PCP requires skilled facilitation - |

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| for children and young people. <i>Educational Psychology in Practice</i> , 35(3), 326-338. | | <p>The previous two quotes illustrate how both parents and students felt listened to. This is an important sub-theme because it illustrates how PATH, as a form of PCP, is achieving one of its fundamental aims, that is, putting the views, needs, and aspirations of the CYP at the forefront of the planning process. This, at least for the current participants, counters the objection that PCP may simply be a “paper exercise,” unrelated to the views and lives of the services users (Claes et al., 2010).</p> <p>The PATH process was also seen as one that gave CYP control over decisions about their lives. Again, this sub-theme illustrates how key stakeholders perceived PATH to be achieving a core aim: to empower CYP to have control in decisions that affect them.</p> <p>The final theme reflects possible barriers to successful implementation of PATH and consequently its potential impact. Possible barriers include a lack of time, insufficient preparation, not having the “correct” participants present (for example, external professionals, such as speech and language therapists), and not knowing the CYP well enough.</p> <p>For example, EPs may check, perhaps through consultation with students and school staff, whether the PATH has helped CYP develop a sense of direction in their lives and whether they have had input in decisions that affect them (such as college options). The findings may also be of benefit to educational psychology services who either use, or are considering using, person-centred techniques, and may be used to help inform and shape how educational psychology services and schools implement the PATH process.</p> | | |
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| <p>The benefits of participation for young offenders</p> <p>Creaney, S. (2014). The benefits of participation for young offenders. <i>Safer Communities</i>.</p> | Sean Creaney | <p>The purpose of this paper is to evaluate the benefits of participation for young offenders. It also explores some of the challenges giving young people “a say”</p> <p>This paper argues that if young people are given a voice and provided with the opportunity to influence how a service is implemented it is more probable that the child will be “rehabilitated”. Furthermore, participation has many benefits for the individual child. More specifically, not only does it increase levels of engagement and compliance with a particular form of intervention or programme, but by being involved in the process, the child’s self-esteem increases, making “motivation to change” more likely.</p> <p>This paper argues that despite good policy and practice intentions, the involvement of young offenders in the design and delivery of youth justice services requires further development.</p> | - | <ul style="list-style-type: none"> - Systems need to support the participation of CYP - CYP participation encourages positive change - There is conflict between participation and the |

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| | | <p>Indeed, there needs to be greater opportunities provided to young people, across the Youth Justice System, to “share their views” and influence practice.</p> <p>The right to “have a say” is outlined in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC promotes the wellbeing of all children, in particular acknowledging that young people have a “right” to be consulted “with” on matters that affect them. Indeed, the UNCRC promotes the idea that young people should be involved in defining their needs.</p> <p>However, in effect “its implementation, far from being consistent and universally applied, remains arbitrary and uneven” (Scruton and Hayden, 2002, p. 324).</p> <p>Indeed, in youth justice there appears to be confusion as to whether young people who have offended deserve to “have a say” and participate in the design and delivery of youth justice services (Hart and Thompson, 2009). In other children’s services, however, there is not this type of philosophical debate, as rights are promoted, and participation is encouraged. However, one example of where the Youth Justice System has tried to involve young people in the decision-making process is through the Referral Order.</p> <p>Although Referral Orders provide young people with the opportunity to put their side of the story across, for some young people the purpose of the panel meeting was not understood (Newburn et al., 2001, 2002). In one evaluative study, despite young people participating in the panel process, almost 90 per cent of what was “agreed” to be done to “repair the harm” was not decided by the child, it was either the decision of panel members or youth justice workers (Newburn et al., 2002).</p> <p>However, in order for work with offenders to make a “real impact”, it is argued that the child should be engaged and consulted with throughout (National Youth Agency (NYA), 2011a). If the child is provided with the opportunity to participate, it is deemed to be an “effective” way of working towards a reduction in crime[1] (NYA, 2011a). It is argued that “the more that participation principles are adhered to, the better the chance of success” (Nacro, 2008, p. 6). Indeed, what children most value about an intervention or programme is a caring relationship with a practitioner who listens to them and gives proper regard to their wishes and feelings (Hart and Thompson, 2009; Nacro, 2008).</p> <p>However, in comparison to the emphasis on effective programme intervention, there has been less research done on the “characteristics of effective staff practice” (NYA, 2011a, p. 6). Having</p> | | <p>discourse of punishment/ YJS</p> <ul style="list-style-type: none"> - Practitioner (YOT) and CYP relationship is key - YO do not always understand their rights (UNCRC) - |
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| | | <p>said that, what is clear is that putting the needs of the child at the centre, demonstrating “empathy and genuineness; the establishment of a working alliance; and the adoption of person-centred, collaborative and ‘client driven approaches’” (McNeill, 2006, p. 130) are key to “effective practice” with young offenders.</p> <p>Despite the benefits of a participatory youth justice, young people – even though they value the opportunity – are not always asked for their point of view.</p> <p>However, in England, although the intention was to work towards achieving “positive outcomes” the pre-occupation with risk assessment and risk management has resulted, at times, in professionals acting as technicians, unable to act independently (Creaney, 2012a, b).</p> <p>In turn, practitioners have experienced difficulties delivering innovative, engaging methods of intervention and creative child-friendly forms of practice (Creaney, 2013). However, the introduction of various schemes (including Triage, and Youth Justice Liaison and Diversion Schemes) and their subsequent intentions to avoid “formal processing” demonstrates commitment to overcoming dominant bureaucratic aspects of practice (Creaney and Smith, 2014).</p> <p>The opportunity for young people to “have a say”, though, in these types of programmes, or indeed across the Youth Justice System, is littered with challenges. Most notably, there is the difficulty approaching the question of whether we “enforce” (control) or “enable” (care) – acknowledging that the former could result in “resistance”; the difficulty identifying appropriate and “effective” methods of engagement; and the issue of “staff culture”, and “commitment” towards participatory ways of working; and a lack of confidence in the required skills and knowledge (Hart and Thompson, 2009; NYA, 2011a).</p> | | |
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| <p>Young people’s knowledge of the UK criminal justice system and their human rights</p> <p>Barnes, K., & Wilson, J. C. (2008). Young people’s</p> | <p>Barnes, K., & Wilson, J. C.</p> | <p><i>The results found that Offenders Experienced with Incarceration did not possess a greater knowledge of the criminal justice system, despite their increased experience.</i></p> <p><i>How- ever, their attitude was significantly more negative than that of either the Offenders Inexperienced with Incarceration or the Control group. The Control group demonstrated a better understand- ing and a significantly more positive attitude towards their human rights than either of the offender groups.</i></p> | - | <ul style="list-style-type: none"> - CYP rights (UNCRC) are not always upheld - YO do not always understand their rights (UNCRC) |

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| <p>knowledge of the UK criminal justice system and their human rights. <i>International Journal of Police Science & Management</i>, 10(2), 214-221.</p> | | <p><i>In conclusion, the current level of understanding and attitudes of young offenders about the criminal justice system and their human rights suggest that they may be limited in their capacity to make informed decisions regarding active participation.</i></p> <p>Hazel, Hagell, and Brazier (2002) also examined young offenders' perceptions of their experiences in the criminal justice system. The offenders reported not understanding the court language and often misinterpreted the court proceedings. In addition to this, the defendants felt intimidated and isolated in the court room, with delays in the system leading to anxiety and frustration. Their frustration was increased when they felt they could not correct what the witnesses had said, and that they were not consulted when decisions were made about their future (Hazel et al.)</p> <p>These findings were similarly supported by Plotnikoff and Woolfson (2003). The defendants in this study reported that they were 'discouraged' from participating or speaking in court. Further, many did not possess the necessary communication skills to take an active role in court. There was a lack of support for the young defendants when they should have been encouraged to speak out, subsequently leading to increased stress (Plotnikoff & Woolfson). Some did not actively partake in the hearing as they 'just wanted it to be over' (Plotnikoff & Woolfson).</p> <p>As the majority of young offenders are likely to have truanted from school, they are unlikely to have been taught much about their rights and are also likely to have limited literacy skills.</p> <p>Thus, the inability to read or write may further limit their access to information and ultimately their comprehension of the criminal justice system and human rights.</p> <p>However, this supports Grisso's (1981) finding that more experience with the criminal justice system did not lead to an increase in knowledge. This may be because few young offenders are being aided in their understanding of the process, and once they have been through the process once, little further assistance is given in the expectation that they now should 'know it all'.</p> <p>First, most young offenders in the present study demonstrated very little understanding of their human rights.</p> <p>The UN Convention on the Rights of the Child (1990) states that the government is responsible for informing and educating children about their human rights. It appears that it has yet to do so.</p> | | <p>- Additional SEN needs can lead to the CYP struggling to understand the YJS</p> |
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| <p>Engaging Young People who Offend Source document</p> <p>Board, Y. J. (2008). Engaging Young People Who Offend: Source Document. <i>London: Youth Justice Board.</i></p> | <p>Author: Paul Mason and David Prior, University of Birmingham</p> | <p>Where these features are identified, they centre on the importance of relationships and individualised interventions. This has resonance with findings from research with children and young people that have established the importance of such relationships within preventative services more generally (Edwards et al, 2006).</p> <p>Critics of the emergence of ‘evidence-based practice’ as part of the ‘what works’ agenda in relation to both adult and young offenders have argued that this focus limits the ability for practitioners to work in individualised and supportive ways with offenders (Pitts, 2001). Yet, Burnett and McNeill (2005) argue that although ‘relationships’ as a dimension have been missing from discussions of, and guides to, effective practice (with adults, but this is also applicable to young people who offend) beyond control and regulation, it has remained at the heart of practice and is now beginning to be recognised as the essential feature of interventions that rely on the interpersonal and relational skills at the centre of delivery.</p> <p><i>...the history of work with young people who offend exemplifies...the need to balance:</i></p> <ul style="list-style-type: none"> • <i>risks and needs;</i> • <i>control and care;</i> • <i>punishment and treatment;</i> • <i>actuarial, technical approaches and dynamic personal engagement.</i> • <i>arguably, these issues flow from the tension between ‘freedom’ versus ‘control’ or liberalism versus authoritarianism</i> <p>(Farrow et al 2007:87–8)</p> <p>We have begun in this chapter to highlight the importance of the relationship between the practitioner and young person in ensuring that the individual needs of the offender are identified and addressed.</p> <p>effective practice with young people who offend consistently highlight the need for holistic and multi-modal approaches, and we have seen this message emerge when considering ‘Assessment’ (the need for holistic assessment).</p> <p>effective practice reviews help us to demonstrate why individually tailored interventions within an holistic approach are required to engage young people; inappropriate interventions will fail to engage young people and programmes of interventions and support that fail to address the</p> | <p>-</p> | <ul style="list-style-type: none"> - Building a positive relationship is key to positive outcomes - Practitioner (YOT) and CYP relationship is key - Positive relationships improve CYPs wellbeing - YOT practitioners have a dual role in legal enforcement and building a helping therapeutic relationship - |
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| | | <p>range of (interrelated) needs that young people who offend demonstrate are less likely to achieve positive outcomes.</p> <p><i>Keeping Young People Engaged</i> (Cooper et al, 2007) evaluated a project which aimed to support young people within education, training and employment interventions and highlighted how the chaotic lifestyles of young people who offend impacted upon their ability to engage with the interventions they were referred to.</p> <p>Therefore, individually tailored interventions are not single interventions but tailored programmes of intervention and support. These programmes should be, as we shall see, premised on, and supported by, a relationship for change.</p> <p>Although social work has a long tradition of 'non-directiveness' in many of its client- centred approaches to practice, Trevithick argues that 'there will always be situations that warrant our being directive' and gives examples of occasions when it is necessary to persuade someone away from danger or for the worker to use their knowledge and experience 'to direct someone towards a course of action that could be of benefit' (Trevithick, 2005:201).</p> <p>However, in attempting to be persuasive or directive, the practitioner should take account of the power differentials between themselves, as a figure of authority, and the service user:</p> <p><i>Failing to acknowledge inequalities of this kind can mean that we create or reinforce feelings of poor self-esteem or personal inadequacy. It is important that these feelings, and the reality of power differentials, are addressed.</i></p> <p>(ibid: 201)</p> <ul style="list-style-type: none"> • Building relationships that support change – to build a working alliance that is person centred, and to have effective relationships whatever the programme of interventions. | | |
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| Still Children First? Developments in Youth Justice in Wales | Cross, N., Evans, J., & Minkes, J. | <p>Wales and England. The paper highlights the uneasy philosophical differences that co-exist within YOTs, and it explores the respective perceptions of qualified practitioners and social work students on placement, concerning the state of current practice.</p> <p>We intend to examine whether or not a 'children first' philosophy is being maintained amongst social work practitioners in Youth Offending Teams (YOTs) in Wales. Whilst practitioners</p> | - | - CYP are labelled as young offenders first and foremost |

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| <p>Cross, N., Evans, J., & Minkes, J. (2002). Still children first? Developments in youth justice in Wales. <i>Youth Justice</i>, 2(3), 151-162.</p> | | <p>themselves profess to uphold this philosophy in their work (and in doing so, they may be supported by the Welsh Assembly Government), according to the findings from research outlined in this paper, social work students on placements in Welsh YOTs do not necessarily view the teams they are placed in, in the same light.</p> <p>Children tend to be constructed either as ‘objects of concern’ (Butler-Sloss, 1988; Oppenheim and Lister, 1996; and Parton et al., 1997) or as a source of fear (Pearson, 1983). They are, in other words, portrayed as ‘victims’ or ‘villains’ (Hendrick, 1990). Neither approach serves children well. Perceived as ‘victims’ they have been subjected to excessive welfare interventions, and as ‘villains’ to excessive punishment.</p> <p>As ‘objects of concern’, children are constructed in terms of their vulnerability; being defined largely in terms of welfare needs. The advantage of this construction is that young people are, at the very least, located within an essentially protective framework. The disadvantage however, is that they are regarded, to use Qvortrup’s (1994) phrase, not so much as ‘human beings’ but as ‘human becomings’. Their voices may be stifled and their rights overlooked – especially by those appointed to positions of professional authority and guardianship.</p> <p>As a ‘source of fear’, children are primarily conceived as a problem for ‘respectable’ adult society (Cohen, 1973; Pearson, 1983). In this way they are seen to challenge moral and social order through their recreational activities (the classic formulation of teenage identity as ‘sex, drugs and rock n’ roll’ seems to vary only in terms of changing fashions in substance use and popular music), and their law-breaking activities. This profoundly negative construction of young people results in societal reactions, ranging across the continuum of control, correction and custody.</p> <p>The complex causation of juvenile crime is ignored, especially the critical influence of environmental factors. There may also be a failure to recognise that young people are virtually powerless to change or influence either the families or social conditions within which they live. In other words, this construction runs the risk of holding young people responsible for their individual crime when they lack or are denied the maturity, power and social status that would properly equip them to bear this responsibility.</p> <p>First, the conflation of ‘welfare’ and ‘justice’ elements within the same team runs the risk of privileging the ‘offending behaviour’ label above other diagnostic assessments. As Coppock (1996, 56) points out in another context:</p> | | <ul style="list-style-type: none"> - The discourse of childhood impacts on how we view YOs - Individuals/ systems can claim to be person-centred, but this is not always reflected in practice - |
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| | | <p><i>. . . the diagnostic label applied is contingent upon the first point of contact, identification and referral. Thus, the defining process is as much a cause of concern as the definitions themselves.</i></p> <p>Thus, in respect of YOTs the child is, almost by definition, 'labelled' first and foremost as a 'young offender'.</p> <p>Despite the practitioners' avowed commitment to 'children first', social work students on placement in YOTs perceive a clear tendency to construct young people as 'young offenders', with the emphasis squarely placed on offending.</p> <p>More generally, YOTs obviously vary in terms of internal structure, management style and staff profile, and local cultures and traditions are also likely to impact upon practice on the ground. Despite this diversity, however, it is equally important to recognise that there will also be commonalities.</p> | | |
| <p>Better outcomes for young offenders: Exploring the impact of speech and language therapy in youth offending teams in Derbyshire</p> <p>Heritage, M., Virag, G., & McCuaig, L. (2011). BETTER OUTCOMES FOR YOUNG OFFENDERS. Accessed online at https://www.choiceforum.org/docs/better_outcomes_for_young_offenders.pdf</p> | <p>Mary Heritage Gabi Virag Lorrie McCuaig</p> | <p>Staff accessing training during the project estimated that over 60% of service users have SLCN. This proportion mirrors what previous studies in YOIs have identified.</p> <p>We also strongly recommend that investment in awareness raising for SLCN across the children's workforce will enable children's needs to be identified and managed at the earliest point by the Early Years, Education or Justice workforce.</p> | - | - |

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| <p>Identifying barriers to and facilitators for educational inclusion for young people who offend</p> <p>Twells, J. (2018). Identifying Barriers and Facilitators for Educational Inclusion for Young People who Offend. <i>Children and Their Education in Secure Accommodation: Interdisciplinary Perspectives of Education, Health and Youth Justice</i>.</p> | Jenny Twells | <p><i>The purpose of this study was to identify the reasons for educational underperformance amongst youth offenders and explore how to increase their successful participation and reintegration back into education. It also aimed to identify facilitators and barriers to inclusion and diversity at various systemic levels, such as society and education for this vulnerable group of young people.</i></p> <p><i>Interviews with providers and young people identified a common thread relating to the importance of strong and stable relationships. Poor communication at all levels of the system was frequently cited as a problem, but where supportive networks existed, these facilitated positive educational outcomes.</i></p> <p><i>This study reinforces the idea that services can improve when there is a good and coherent professional system with effective working relationships, as these are key to supporting this vulnerable group of young people. The Educational Psychologist (EP) is well placed to provide a supportive role at all levels of the system, and to improve educational outcomes and inclusion for youth offenders.</i></p> <p>Research has identified that raising the educational attainment of young people who offend promises to be one of the most effective means of reducing the risk of offending (Taylor, 2016).</p> <p>Furthermore, the House of Commons (2011) reported that the Youth Justice Board (YJB) still knows little about the relative effectiveness of interventions with young offenders.</p> <p>It has been reported that there is virtually no integrated working between education and youth justice (YJB, 2006).</p> <p>Youth offenders should be a prominent population for EPs to work with, but there is limited research detailing the work of EPs in YOTs. Farrell, et al. (2006) found that only 39 per cent of Principal EPs indicated that they had an EP working with a YOT but of those sampled, 62 per cent said that EPs should be involved.</p> <p>Although there is some evidence available as to how EPs are working in YOTs (Beale, et al., 2017, Ryrie, 2006), it can be argued that there is still limited evidence as to how they are making an impact in this work.</p> <p>Parnes (2017) carried out a research project to explore how EPs may support YOTs. This study provided an example of how an EP can work in a YOT at an organisational level to facilitate a</p> | - | <ul style="list-style-type: none"> - CYP with challenging behaviour are excluded from the school system - Building a positive relationship is key to positive outcomes - Practitioner (YOT) and CYP relationship is key - Spending cuts impacted on service (YOT) - There is a focus on changing the behaviour rather than considering the CYPs needs and context. - CYP have often experienced complex family history |

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| | | <p>change in educational practice as the research also suggested that information sharing between the YOT and the EPS was limited.</p> <p>This paper demonstrates that EPs can impact on policy and there is a need for the profession to help change policy in this area to improve outcomes for this vulnerable group of young people.</p> <p>Several interviews discussed the reality of working within a climate of austerity and target-driven working. The pressure from budget cuts led to persistent restructuring with changes in management, relocation and loss of roles putting an increase on workload.</p> <p>The professionals identified a number of issues relating to the challenges of working and communicating with multiple agencies such as different professional agendas and multiple locations of staff.</p> <p>Professionals reported limited instances of parental engagement with agencies around the young person, challenging behaviour from parents, lack of role models, and no support for parents at all.</p> <p>However, when relationships had been built with parents, professionals identified that involving parents with their work was effective.</p> <p>Family patterns and family relationships led professionals to feel that many of the young people had entrenched home difficulties, which resulted in further complexities when supporting youth offenders to break a cycle.</p> <p>Within the interviews with professionals, many identified the frustration of inadequate or no provision suitable to meet the needs of youth offenders at an organisational level.</p> <p>Frustrations were also reported regarding the time youth offenders spent without education whilst a placement was identified for them, either due to their SEN or behaviour.</p> <p>A variety of different reasons for the exclusion of youth offenders from education were reported by professionals. These included young people having a pattern of disrupted schooling, young people presenting with challenging behaviour within schools, and schools being quick to</p> | | <p>and/or trauma</p> <ul style="list-style-type: none"> - CYP In YOT are more likely to get excluded from their educational setting. - A positive school relationship (positive relationships within school (teacher & peer) can positively impact on outcomes for CYP - Offending behaviour is a way of protecting yourself when you cannot rely on the protection of others - Negative school experience and education problems is a risk factor for YO |
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| | | <p>exclude. Many professionals reported that the stigma of the youth offending label creates a barrier to young people accessing education or provision.</p> <p>Many professionals reported that if a member of staff understood the young people's needs and provided support, then this often made the difference.</p> <p>Within the interviews with professionals, all identified the reality and consequences of youth offenders having unidentified SEN.</p> <p>Labels caused difficulties for some professionals for a variety of different reasons. These included: the stigma of how society views youth offenders and of having a label such as mental health difficulties; accessing support; substance misuse difficulties; and the accuracy of labels used such as Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) with youth offenders</p> <p>However, some young people reported the negative view they perceive society has of them and the challenges they face within society either due to their ethnicity making them a target, worrying about other issues or having to rely on themselves to make a change.</p> <p>All of the young people reported the importance they placed on gaining some General Certificates of Secondary Education (GCSEs); however, the changes in settings or courses that some young people experienced resulted in them having limited options for qualifications.</p> <p>The young people appeared to have little understanding of their educational needs, and their behaviour was perhaps prioritised over any learning needs.</p> <p>The young people spoke about their strengths, hopes and aspirations and the importance of gaining GCSEs, which differed from professionals who mainly spoke about systemic barriers to the young people engaging in education.</p> <p>The need for autonomy and independence associated with adolescence puts them at greater risk of disengagement from education, particularly when some teenagers have a number of issues to be dealt with at this time (as described in the Focal Model; Coleman, 1974).</p> <p>The lack of focus on the education of youth offenders could be due to a number of issues. The professional background of those involved with youth offenders within the YOS may not focus on</p> | | <ul style="list-style-type: none"> - Education is a protective factor against YO - YOT workers have a limited understanding of the education system - Additional needs in CYP within YOT are often unidentified and unmet - There is a need for collaborative multiagency working within YOT - The EP role needs to support the role of YOT practitioners - EPs use PCW with CYP in the YOT - EPs can support the YOT team systemically - EPs can support |
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| | | <p>education, or professionals with an education background working within the education sector may not be trained to work with marginalised groups.</p> <p>The poor outcomes of educational attainment for young people in the YJS seem to reflect a range of known risk factors and a correspondingly high level of vulnerability for these young people (Ministry of Justice and DfE, 2016).</p> <p>Throughout both sets of interviews, a common thread related to the importance of relationships, both as a barrier and a potential facilitator at each level of the system. This included relationships between professionals and parents, young people and parents, teachers and professionals, and teachers and young people; and also those between research and practice, LA and Government and the multitude of professionals involved.</p> <p>Therefore, building and strengthening relationships at all levels of the system with a close supportive network embedded within clear professional and societal structures, could be viewed as a key facilitator.</p> <p>This study appears to support the argument for better understanding and identification of the educational demographics and needs of young people in the YJS.</p> <p>Reforms are needed to enhance the importance of systemic thinking in policy making, assessment, inclusion and intervention for youth offenders.</p> <p>The work of an EP is relevant to work with young people who offend, and policy reforms are needed to improve the poor outcomes for this vulnerable group of young people.</p> <p>The qualitative data also highlighted that multi-agency working was improved when situated together within the YOS. Therefore, an EP within this team would be beneficial to encourage people to build relationships in this complex area and to help identify and support educational and emotional well-being.</p> <p>Furthermore, EP involvement could help to focus the team on creating positive educational outcomes. The young people in the study all placed a priority on achieving GCSEs and gaining qualifications and therefore education is a focus for them, if not for all of the professionals involved.</p> | | <p>collaborative problem solving</p> <ul style="list-style-type: none"> - EPs can support the YOT to tailor interventions to each CYP - EPs carry out individual assessment with CYP - CYP are labelled as young offenders first and foremost - There is a need to engage and build relationships with parents - There is a lack of school provision for CYP who find themselves in the YJS (SEMH) - Children within the YOT often out of education (non- |
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| | | <p>A similar framework as is used for CLA (for instance, the statutory requirement for CLA to have a reviewed Personal Educational Plan, DoE, 2004) could be piloted within the YOS to achieve such aims. This education plan for youth offenders would ease communication and clarity of information, and would provide a framework for the young person and parents to come together at the provision to discuss positives and next steps towards education and training.</p> <p>Therefore, an EP bringing together parent, young person, YOS and educational settings could help to address such complexities and collect educational information that informed a live document, as opposed to a 'tick box' Asset form used solely for data collection purposes.</p> <p>It is hoped that such procedures being in place would ensure that the educational and wider social and emotional needs of the young people would be discussed and identified within the setting. Moreover, it is paramount that professionals plan appropriate alternative or next steps regarding education on transition from leaving school or the PRU.</p> | | <p>attending, excluded, NEET)</p> <ul style="list-style-type: none"> - Generally, CYP within the YOT want to do well and achieve (GCSEs, skills, training, job, etc.) - YOT need to focus more on education - There needs to be a strengths-based approach with a long term plan (PCP) |
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| How can practitioners support the special educational needs and disabilities of young people and young adults on community- | Jason Collins | <p>YOS participants identified a need for specific and consistent interventions for the SEND of the CYP they supervised.</p> <p>Educational Psychologists are well positioned to assist other practitioners in supporting the SEND of YPAs who offend (Ryrie, 2006). This would include involvement at the individual level with the YPA, at an organisational level through consultation with practitioners and contributions through research.</p> <p>This would typically relate to the participants' views that CYP did not feel suited to secondary school and there were a variety of perspectives as to the reasons for this.</p> | - | <ul style="list-style-type: none"> - There is a lack of appropriate school provision for CYP who find themselves in the YJS (SEMH) |

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| <p>based sentences?</p> <p>Collins, J. (2019). <i>How can practitioners support the special educational needs and disabilities of young people and young adults on community-based sentences?</i> (Doctoral dissertation, UCL (University College London)).</p> | | <p>One of the YOS staff explained their view as to why YOS CYP may not fit into secondary school by suggesting that the school system is designed to support those who are better able to conform to school expectations and it is not necessarily intended to cater for the needs that many of the YOS CYP may be struggling to manage.</p> <p>Additionally, many participants expressed the view that PRUs could be volatile due to the nature of the students that attended. Some staff challenged the efficacy of attempting to educate these CYP, with particular needs, together within the same setting. There was also a view that PRUs exposed CYP to peers actively engaging in offending behaviour, which suggests a culture of offending within PRUs that may in fact serve to accelerate recidivism.</p> <p>Participants discussed access to specialist services such as SALT, EPS and CAMHS. Participants seemed to value input from these services; however, some expressed frustration at not receiving the input from these specialists at the rate and consistency desired.</p> <p>One participant stated that some schools still struggled to resource the appropriate SEND support and not all were in a position to make substantial improvements in this area. Another participant expanded on the point that schools struggle to support the SEND of CYP by illustrating the problem at a more systemic level. The view was that schools had failed to adapt their systems to adequately cater for the SEND of their students.</p> <p>CYP's attitudes were also explored, with some participants stating that CYP had an anti-authoritarian viewpoint. rationale of CYP's anti-authoritarian attitude by highlighting their declining trust of adults in authority.</p> <p>Complex learning needs were also identified as an obstacle to learning with many staff making reference to diagnostic terms such as autism spectrum disorder (ASD) and also acknowledging the impact of cognitive delay on their learning, engagement, and compliance with supervision. However, these terms and diagnoses were made all the more complicated for participants as they perceived that CYP's neurodevelopmental needs were often accompanied by SEMH difficulties.</p> <p>The importance of relationships with stakeholders was clear throughout the data. Most participants spoke about the relationship with schools, CYP and PRUs.</p> | | <ul style="list-style-type: none"> - EPs have limited time available to support the YOT - YO lack respect for authority figures (e.g. teachers, police) - CYP within YOT often have additional SEN, mental health, communication and/or literacy needs. - YOT workers lack the specialist skills and knowledge to work with YO with SEN - There needs to be a strengths-based approach with a long term plan (PCP) - |
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| | | <p>Some staff discussed the processes used to identify need but mainly staff spoke about the implications for CYP if their needs, were not identified in a timely fashion by schools or other services.</p> <p>When speaking about specialists identifying need, there was a sense of relief, as some staff mentioned that they did not feel sufficiently skilled to recognise needs in CYP.</p> <p>Throughout the data, there were many reports of staff not feeling confident to support the needs of CYP with SEND,</p> <p>By adapting the intervention to the needs of the CYP, staff were able to better engage the CYP they supervised. The adaptation was made in numerous ways such as using role play to communicate serious messages or using accessible language. Staff mentioned the importance of utilising the CYP strengths and interests as well as providing techniques to help CYP regulate their emotions. There were also comments on the need to consider the environment of the setting for some CYP. There were even efforts made to change the statutory sentence imposed by the courts in order to accommodate some identified needs.</p> | | |
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| <p>Educational psychologists and youth offending services: Working together to improve the educational outcomes of young offenders. An action research project</p> <p>Parnes, H. (2017). <i>Education al psychologists and youth offending services: Working</i></p> | Hannah Parnes | <p>These findings were combined with a review of research into best practice in the education of young offenders, and used to create an evidence-informed self-evaluation framework. The framework allows YOSs to identify strengths and needs with regards to educational practice, and develop an action plan for improvement, including abstracting aspects of EP practice which may be helpful. The self-review process was piloted with the participating YOS, and reflections as to this experience and its utility, as well as recommendations for future practice, are provided.</p> <p>The desired change was for the YOS staff to have a clearer understanding of the service's educational strengths and needs, and for this improved understanding to clarify which areas they may develop, and which aspects of EP practice might be helpful in supporting them.</p> <p>Given the emphasis within the SEND codes of practice (DfE, 2014) on ensuring the young person is at the centre of any educational planning, the auditing of case files to explore whether young people's views were consistently sought and reflected in plans, was an agreed action.</p> <p>Other areas of practice highlighted within the workshops included the function and purpose of supervision. Whilst supervision was taking place within the YOS, the level to which education</p> | - | <ul style="list-style-type: none"> - There needs to be a strengths-based approach with a long term plan (PCP) - The Children and Families Act (2014) and the SEND CoP (2015) advocate for PCW - Supervision of YOT |

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| <p>together to improve the educational outcomes of young offenders. An action research project (Doctoral dissertation, UCL (University College London)).</p> | | <p>was a focus, and whether adequate space was provided for reflection, was less clear. This is consistent with Taylor's (2014) finding that supervision in the YOS can focus on process and task completion rather than providing a reflective space.</p> <p>The findings suggest that it might be beneficial for the evidence-informed self-review framework and supporting document to be disseminated to YOSs in England and Wales, to enable them to identify their strengths and needs in relation to their educational practice.</p> <p>Many of the themes arising from the interviews have implications for EPs working with YOSs in future. For example, the perception that young people in the YJ system have often seen a hundred and one different professionals, and that this impedes engagement, may suggest that EP input within the YOS system, rather than direct work with individual young people would be most helpful. The conception of young people as vulnerable and experiencing anxiety in relation to education, may have implications for EPs in supporting the YOS to work with young people therapeutically in relation to anxiety to overcome this barrier. Many EPs have developed specialisms in therapeutic work, for example therapeutic play, cognitive behavioural or solution-focused approaches.</p> <p>The lack of knowledge expressed by YOS staff in relation to the role of the EP and their conceptualisation of learning difficulties as being located within individual young people, suggests a need for EPs to provide training to YOS staff in relation to their role.</p> | | <p>workers can improve understanding and support intervention with CYP</p> <ul style="list-style-type: none"> - YOT practitioners are unsure what the EP role is - It is important that the Child (and families) voice are heard (PCW) - EPs can offer YOT practitioner's reflective supervision - EPs can work therapeutically with the YOCYP |
| <p>Critical reflection on peer supervision underpinning inter-agency work: EPs working</p> | <p>Beal, C., Chikoko, M., & Ladak, S.</p> | <p><i>This article offers critical reflections on experiences of peer supervision as a form of inter-agency working between educational psychologists (EPs) and a Youth Offending Service (YOS).</i></p> <p><i>Our method of engagement with critical reflection offers readers the notion that exploration of identity, within a bounded non-hierarchical space, such as peer supervision, can act as a</i></p> | - | <ul style="list-style-type: none"> - Supervision of YOT workers can improve understanding and support |

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| experientially with a Youth Offending Service Beal, C., Chikoko, M., & Ladak, S. (2017). Critical reflection on peer supervision underpinning interagency work: EPs working experientially with a Youth offending Service. <i>Educational and Child Psychology</i> , 34(3), 109-118. | | <i>basis for effective inter-agency working involving mutual understanding of roles, open communication and acknowledgement of established experiences of inter-agency working.</i> <i>We propose that peer supervision can be constructed as a vehicle to facilitate and support inter-agency practice in a principled and embodied way. We offer the reader theoretically informed reflections to support thinking around the future practice of EPs engaged with inter-agency work.</i> | | intervention with CYP - |
| Youth Justice Board for England and Wales Strategic Plan 2018-2021 Youth Justice Board for England and Wales, & United Kingdom (YJB). (2018). <i>Youth Justice Board for England and Wales: Strategic Plan</i> | YJB | These changes have allowed the YJB to refocus on its core principles as a provider of expert, independent advice to ministers and to support outstanding practice in the youth justice sector. With money continuing to be a challenge, I am keen that the YJB seeks to reduce bureaucratic pressures on the system and duplication. In order for YOTs to continue to build on the successes that they have achieved in the last few years, we will support opportunities which provide local authorities the freedom to organise and run services that best suit their own priorities. I welcome the focus on vulnerable adolescents contained in the new Ofsted inspection framework and I am sure it will provide a springboard for driving even better collaboration and where necessary, integration between services in giving children and their families the support they need to build on their strengths and turn their lives around. | - | - Youth justice policy aims to be child-centred - Youth justice policy aims to be outcome focused - Youth justice policy aims to be inclusive - Youth justice policy aims |

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| <p>2018-2021. Youth Justice Board. UK: London.</p> | | <p>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. This is evident by the high reoffending rate, especially for those leaving custody.</p> <p>Central government funding is tight which has implications for our budget and therefore the activities we are able to undertake. Government departments we work closely with will experience financial pressures which may impact their activities within youth justice.</p> <p>Local authorities are experiencing financial pressures. This means significant changes are taking place to the local landscape and how local services are delivered.</p> <p>Through the YJB Values the YJB aspires to be:</p> <p>Child-centred</p> <ul style="list-style-type: none"> • We see children first and offenders second. We make every effort to champion the needs of children wherever they are in the youth justice system and ensure we give them a voice. • We strongly believe that children can, and should be given every opportunity to make positive changes. <p>Outcome focused</p> <ul style="list-style-type: none"> • We are outcome focused in fulfilling our statutory functions. We provide leadership and expertise and promote effective practice across the youth justice workforce to maximise positive outcomes for children and their victims. <p>Inclusive</p> <ul style="list-style-type: none"> • We strive to challenge discrimination and promote equality, and we work with others to try to eliminate bias in the youth justice system. <p>Collaborative</p> | | <p>to be collaborative</p> |
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| | | <ul style="list-style-type: none"> • We encourage system-led change, and are enablers to innovation. We actively encourage, facilitate and engage in partnership working to help meet the needs of children, their victims and their communities. <p>Trustworthy</p> <ul style="list-style-type: none"> • We endeavour to act with integrity in everything we do. <p>Listening to children</p> <p>We will continue to facilitate an advisory panel where we meet children on a regular basis to:</p> <ul style="list-style-type: none"> • listen to their experiences • seek their views on specific topics • discuss ideas they have on how the system can be improved • provide opportunities for them to participate in projects • consider the views of families/ carers. | | |
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| Standards for children in the youth justice system 2019 Youth Justice Board for England and Wales, & United Kingdom (YJB). (2019). <i>Standards for children in the youth justice system 2019</i> . Youth Justice Board. UK: London. | YJB | <p>The principle 'child first' guides the work of the YJB. These standards have been designed to assist agencies adhere to that principle making sure that they:</p> <ol style="list-style-type: none"> 1. Prioritise the best interests of children, recognising their needs, capacities, rights and potential. 2. Build on children's individual strengths and capabilities as a means of developing a pro-social identity for sustainable desistance from crime. This leads to safer communities and fewer victims. All work is constructive and future-focused, built on supportive relationships that empower children to fulfil their potential and make positive contributions to society. 3. Encourage children's active participation, engagement and wider social inclusion. All work is a meaningful collaboration with children and their carers. 4. Promote a childhood removed from the justice system, using prevention, diversion and minimal intervention. All work minimises criminogenic stigma from contact with the system. | - | - YJ Policy supports PCW |
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| Why Enhanced Case Management is 'Child First' Youth Justice Board for England and Wales, & United Kingdom (YJB). (2020). <i>Why Enhanced Case Management is 'Child First'</i> . Youth Justice Board. UK: London. | YJB | <p>In September 2018, Youth Justice Board (YJB) Cymru, the YJB's division in Wales, convened a seminar with colleagues from academia, forensic mental health and youth justice practice to discuss the Enhanced Case Management approach (ECM). The purpose of the seminar was to demonstrate the ECM process and subject it to academic scrutiny from a 'child first' perspective.</p> <p>In response to evidence of increasing complexity in youth offending team (YOT) caseloads and the links between such cases and repeated offending, YJB Cymru and the Welsh Government embarked on a three-year process to identify and test a new approach to working with these children.</p> <p>ECM is an approach to trauma informed practice which utilises psychology to help youth justice workers to understand and explain a child's behaviour. ECM incorporates the Trauma Recovery Model (TRM)ii into intervention planning. This is a framework against which presenting behaviour and development needs are correlated to inform how youth justice interventions are sequenced and delivered to meet those needs.</p> <p>The YJB has adopted a 'child first, offender second' approach to youth justiceev. 'Child first' prioritises children's best interests, encourages their potential and capabilities, and seeks to</p> | - | - |

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| | | <p>minimise the damage from involvement in the criminal justice system. With its origins in Wales over twenty years ago, 'children first, offender second' has been discussed in a variety of contexts^{vii}, with various interpretations of what it means from an academic, policy and practice perspective. In Wales, there has been a long-standing commitment to children's rights, arising from the Welsh Government's commitment to underpin children's policy with the United Nations Convention on the Rights of the Child (UNCRC)^{viii} and the subsequent introduction of the Rights of Children and Young Persons (Wales) Measure 2011^{ix}.</p> <p>Acknowledging that children who offend often do so as a direct result of complex problems, which require the support of a range of individuals and agencies, meeting these needs and promoting strengths, developing resilience and protective factors are at the heart of efforts to reduce re-offending – this is the child first approach.</p> <p>To date, interventions have focused primarily on the child's offending behaviour. For example, they are required to attend sessions which engage and inform them about knife crime, violence or the impact of their offences on victims. While these efforts seek to change behaviour through positive engagement, the focus on offending has taken priority over children's developmental needs. Not enough systematic consideration has been given to matching the type of intervention and method of delivery with the developmental level of the individual child or their cognitive functioning and ability to engage in the interventions on offer.</p> <p>An important lesson from the seminar was the need for a clearer articulation of what the underlying principles of ECM are, its aims, purpose, the practicalities and how a psychology-led approach can support YOT practitioners to contextualise and understand children's needs to support and encourage them to lead crime free lives.</p> | | |
| Enhanced Case Management Implementing the Approach | YJB | <p>This practice guidance has been written to assist youth offending teams implementing the Enhanced Case Management approach. This is a trauma-informed approach to working with children who have experienced adverse childhood experiences, and have complex needs arising from traumatic and stressful events in childhood and adolescence. It should be read in conjunction with the Youth Justice Board's Case Management Guidance¹ and Standards for Children in the Youth Justice System (2019).²</p> <p>There are various definitions of what it means to have complex needs: commonly the existence of a breadth and depth of interconnected problems which cannot be addressed by a single</p> | - | - |

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| <p>Implementing the Approach Youth Justice Board. UK: London.</p> | | <p>agency and which require multi-agency responses and support (Rosengard et al 2007). NHS England (2020) describe needs as being complex, as they are often:</p> <ul style="list-style-type: none"> ○ - Multiple (i.e. not just in one domain, such as mental and physical health) ○ - Persistent (i.e. long term rather than transient) ○ - Severe (i.e. not responding to standard interventions) ○ - Framed by family and social contexts (i.e. early family disruption, loss, inequality, prevalence of ACES). <p>Input from clinical psychology</p> <p>One of the defining characteristics of ECM is that it utilises the expertise of a clinical psychologist to help youth justice practitioners to understand the impact of ACEs and trauma on children and their behaviour, and to use the knowledge to develop trauma- informed responses. The psychologist helps to establish where the child is in their physical, emotional, social and cognitive development to inform appropriate responses and to tailor and sequence interventions accordingly. There is significant emphasis on developing the relationship between the worker and child and helping the child to experience the YOT as a secure base. The psychologist provides a consultation service to the case manager and does not work directly with children. Practitioners are encouraged to work with the psychologist and to explore strategies through clinical supervision to help them to develop resilience and manage their own health and well-being.</p> <p>Clinical psychology was the chosen discipline for ECM because the psychologists are trained in formulation, can weigh up the risk the child might present to themselves or others, identify whether the underlying problem is mental illness, learning disability, autism, attachment and trauma related or a combination of these. They routinely receive clinical supervision. Other psychology disciplines could be considered, dependent on the expertise, skills and experience of the psychologist.</p> <p>Psychologists working in ECM should;</p> <ul style="list-style-type: none"> • Be qualified to doctorate level and be registered with the Health and Care Professions Council⁶. • Have extensive knowledge of child and adolescent development, particularly attachment and trauma. | | |
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| | | <ul style="list-style-type: none"> • Have experience in working with children in a youth justice and/or forensic mental health setting. • Apply a developmental perspective in understanding and responding to offending by children. • Have experience in multi-agency working, particularly with youth offending teams; i.e. police, probation, social/youth workers and other local authority staff, as well as health colleagues from other disciplines. <p>The role and function of the psychologist is broadly to:</p> <ul style="list-style-type: none"> • Lead on the initial case formulation and later reviews. • Make recommendations for intervention planning and delivery. • Provide clinical supervision and support to YOT practitioners managing ECM cases. | | |
| Developmental Factors Affecting Children in Legal Contexts | Michael Lamb and Megan PY Sim | <p>Developmental factors affect the way that children and young people behave in legal contexts. We first discuss developmental factors such as cognitive and emotional development, social expectations and suggestibility that affect young victims and suspects. We then describe some implications of these developmental factors for police interviewers and for the youth justice system more generally and call for the more differentiated treatment of young people according to their age and development.</p> <p>We have for many years recognized high levels of exploratory and sometimes impulsive misbehaviour as normative characteristics of teenagers, behaviour likely to be attributable to emotional lability, poor self-control, and eagerness to impress.</p> <p>These more persistent offenders are often characterized by continuing susceptibility to peer pressure, extremely poor evaluation of the risks associated with inappropriate or criminal behaviour and continuing poor future planning, all of which are associated with the continued involvement in criminal activity that persists from adolescence into adulthood and beyond.</p> <p>those who are apprehended and questioned by the police are characterized by a number of deficits in their cognitive capacity, poor communicative skills, and elevated suggestibility that have profound implications.</p> | - | - |
| Lamb, M. E., & Sim, M. P. (2013). Developmental factors affecting children in legal contexts. <i>Youth justice</i> , 13(2), 131-144. | | | | <ul style="list-style-type: none"> - Social/peer influence - YOCYP struggle to understand the YJS - EP needs to adapt approach so understandable to YOCYP - Change narrative - Education a protective factor |

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| | | <p>For example, they might diminish the ability of these young people to avoid self-incrimination or affect their ability to understand the caution, a standard legal requirement of any suspect interview, which is even difficult for many adults to understand (Clare et al., 1998; Fenner et al., 2002).</p> <p>The developmental differences that we have summarized in this article – notably differences in the ability of young people to fully understand their circumstances and to anticipate the future consequences of their actions and statements – not only affects their behaviour (that is, the likelihood that they may become involved in delinquent behaviour) but also their ability to appropriately instruct counsel, make important decisions (for example, whether or not to confess), and to accept pleas.</p> <p>Similarly, it is important not to stigmatize or label them in ways that will limit their ability to resume a more conventional law-abiding behavioural trajectory as they mature</p> <p>One of the best predictors of further criminality on the part of young offenders is educational attainment (Blomberg et al., 2012; Katsiyannis et al., 2008), and thus any forms of punishment that restrict the ability of young people to complete their education and training can significantly and destructively impede their chances to become productive members of society in the future.</p> | | |
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| <p>The Future of Youth Justice</p> <p>Haines, K., & Case, S. (2018). The future of youth justice. <i>Youth justice</i>, 18(2), 131-148.</p> | <p>Kevin Haines and Stephen Case</p> | <p>Youth Offending Teams: a retraction of support/services, yet increasing oversight by non-specialist managers. Four emerging youth justice delivery structures are identified, followed by an assessment of what does not work in practice – punishment, system contact, treatment and offender-focused interventions. We conclude that ‘what might work’ to progress youth justice is expert analysis, specialist youth workers and Children First principles in a coherent, flexible national policy context.</p> <p>The Youth Justice System (YSS) of England and Wales is still expected to be effective, efficient and economical, but with less money, fewer staff with fewer resources, less time and larger caseloads – all at a time of intense political and socio-economic uncertainty. Change may be a constant across the history of youth justice (Case, 2018), but as the pressure builds for system reform, this change becomes more urgent, sporadic and diverse.</p> <p>In doing so, we intend to identify and explore the opportunities, tensions and blockages that characterise contemporary youth justice policy and practice in England and Wales. As such, there is no clear (or indeed, necessary) central narrative, save for the relative absence of policy</p> | - | <ul style="list-style-type: none"> - YOT practitioners time/busy - Impact of budget cuts - No one service delivery of YOT - Systems need to align to PCW (top down) |

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| | | <p>to address the current normlessness in youth justice and to shape and cohere increasing local variations in the formation and delivery of youth justice.</p> <p>Although youth justice has been in a perennial state of change since ‘youth offending’ was socially constructed in the 19th century and ‘youth justice’ was constructed to respond to it (Case, 2018), the pace of this change has accelerated rapidly since the late 1990s.</p> <p>When ‘New Labour’ came to power in the United Kingdom in 1997, they committed to responding to children who offend through the lens of ‘new youth justice’ (Goldson, 2000), underpinned by strategies of responsibilisation and prevention that were animated by a model of risk-focused inter- vention known as the ‘Risk Factor Prevention Paradigm’ (RFPP; Farrington, 2007).</p> <p>However, in the continued absence of a clear alternative policy direction with which to inform and shape post-risk practice, many of YOTs have fallen back on (risk-based) offence- and offender-focused approaches and responses (e.g. to assessment) over more child-focused or rights-facing prevention or diversion activity (Deloitte 2015; Hampson, 2017).</p> <p>If you establish youth justice teams, they will focus on the relationship between the behaviour of children and the criminal justice response (cf. new orthodoxy thinking). If you create multi-agency YOTs, they will develop a range of services from prevention, through diversion, to various forms of direct inter- vention (Souhami, 2007). While the relationship between organisational structure and the type and range of services provided is not wholly determinative, it is very real. To adapt Parkinson’s Law, the population of children who offend expands to fill the structures cre- ated for it.</p> <p>Not all local authority areas have changed their basic organisational structure of the post– Crime and Disorder Act YOT. Most of these areas have, however, been subject to budget- ary restrictions that have had an impact on the range of services provided, the quality and depth of these services, and the children benefitting from them.</p> <p>YOT is now managed by some- one who typically does not (necessarily) come from a youth justice background, and this manager, in addition to managing the YOT, also manages another service that operates from a separate team such as youth or family services (YJB, 2015). The consequences of these integrated arrangements are diverse, but they can encourage mainstream services to ‘step aside’ and abrogate responsibility to YOTs (Taylor, 2016) and they</p> | | |
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| | | <p>can lead to a diminution and dilution in the type, range and quality of youth justice services, along with an erosion of specialisation (YJB, 2015).</p> <p>What distinguishes a 'Children First' area is that the organisational structure created for the delivery of services is a secondary matter. What comes first are the needs of children and the type and range of services that are required to promote the best possible outcomes for children (following Haines and Case, 2015).</p> <p>It should be clear from the foregoing discussion that there is a quintessential relationship between the structures created for the delivery of services and the type, range and purpose of those services. At present, in England and Wales, there is a lack of consensus on all of these matters, a lack of clarity and an absence of direction and leadership (notwithstanding the Children First policy direction in Wales).</p> <p>Similarly, there is evidence that contact with the formal YJS increases the likelihood of reoffending and future involvement with the YJS (McAra and McVie, 2015; Richards, 2014) due to criminogenic labelling processes (McCord, 1978), compounded by the exacerbation of their existing psychosocial problems, unmet needs (Haydon, 2014) and socio-structural disadvantage (Yates, 2012) once labelled as a 'young offender' (Smith, 2017).</p> <p>More specifically, welfare-based approaches to treating identified needs are ineffective as they promote adult-centric and overly discretionary service delivery models (Phoenix and Kelly, 2013) rooted in pseudo-psychological notions of problematic childhoods (Haines and Case, 2015; Morgan, 2002) rather than focusing on children as active, agentic constructors of their own lives (France et al., 2012).</p> <p>Finally, there is evidence that offence- and offender-focused interventions, including the plethora of Americanised, pseudo-psychological 'what works' programmes (Morgan, 2002; Phoenix, 2016), are ineffective in reducing recidivism and may actually promote recidivism (e.g. Haines and Case, 2012; Haydon, 2014), a situation compounded by a paucity of academic evidence to support the view that targeting individualised, psychosocial risk factors reduces the potential for future offending (Case and Haines, 2009; Goddard and Myers, 2016).</p> <p>We see significant potential in enhancing at least three key areas of practice in this regard: expert analysis, specialised youth justice workers and Children First approaches.</p> | | |
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| | | <p>Evidence regarding effective youth justice responses is complex (and sometimes contested). It is often beyond the comprehension of generic workers.</p> <p>It requires a specialist to understand the evidence and to implement it in practice situations, hence the utility of integrating more expert analyses into policy and practice development.</p> <p>The lives of some children who become embroiled in the YJS have been and are so disadvantaged and harmful that it requires specialists who understand the linkages between (particularly negative) life experiences and offending and who are capable of working with children in this situation (Burnett and Appleton, 2004; YJB, 2009).</p> <p>There is an emerging evidence base that adopting a Children First approach to conceptualising offending by children and to delivering youth justice has the greatest potential for reducing first-time entry into the YJS, reducing future offending (including its frequency and severity) and for promoting a range of positive outcomes for children such as access to rights and entitlements, family cohesion, educational attainment, citizenship and gaining employment (see Byrne and Brooks, 2015; Haines and Case, 2015).</p> <p>The principles of Children First have been successfully applied to the implementation of practice models founded on child-friendly intervention (Goldson and Muncie, 2006; see also Taylor, 2016), diversion from the formal YJS (Byrne and Case, 2016), practice with children underpinned by engagement (Prior and Mason, 2010), participation (YJB, 2016) and evidence-based partnership (Jones and Axon, in Case, 2018; Case, 2014).</p> | | |
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| <p>Children First, Offenders Second Positive Promotion: Reframing the Prevention Debate</p> <p>Case, S., & Haines, K. (2015). Children first, offenders second positive promotion:</p> | <p>Stephen Case and Kevin Haines</p> | <p>This article explores the concept of 'prevention' in youth justice, which is dominated by negative, retrospective, risk-focused, offender-first approaches that individualise the causes of offending by children and responsibilise children for failing to resist and negotiate these causes. We offer an alternative 'prevention' model that prioritises the promotion of positive behaviours and outcomes for children. Children First, Offenders Second positive promotion is grounded in child-friendly principles of universalism, diversion and normalisation, progressed through inclusionary, participatory and legitimate practice and evidenced through measurable behaviours and outcomes such as engagement with youth justice processes and access to universal entitlements.</p> <p>We assert that neo-conservative correctionalism has been employed to individualise the causes of offending by children, while neo-liberal responsibilities has served to blame children for failing</p> | - | - |

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| <p>Reframing the prevention debate. <i>Youth Justice</i>, 15(3), 226-239.</p> | | <p>to resist and negotiate their exposure to psychosocial and socio-structural risk (factors) and adult-centric, intractable decision-making processes.</p> <p>Children First, Offenders Second (CFOS) positive promotion is grounded in child-friendly principles of universalism, diversion and normalisation, progressed through inclusionary, participatory and legitimate practice and evidenced through substantive, measurable behaviours and outcomes such as engagement with youth justice processes (e.g. interventions, decision-making) and access to universal entitlements and rights.</p> <p>It is much more realistic and meaningful, in policy, management and practice terms (for both practitioners and children), to establish targets founded on the promotion of positive behaviours (e.g. school achievement, prosocial behaviour, engagement, participation) and positive outcomes (e.g. social inclusion, employment, qualifications, access to rights and entitlements – see Figure 1; see also Case et al., 2005; Haines and Case, 2011).</p> <p>The alternative model of CFOS positive promotion offers a comprehensive, multi-faceted approach to delivering youth justice that is constituted by independent and mutually reinforcing practice principles. Prevention is a central element of CFOS, pursued through a promotional emphasis on fostering positive behaviours and outcomes through universal services within and outside of the YJS (i.e. a whole child approach), safeguarding children (i.e. child-friendly), enabling children to avoid the iatrogenic impacts of contact with the formal YJS (i.e. diversionary), privileging normalising, decriminalising and meaningful practice (i.e. child-appropriate) that is perceived by children as moral, fair and justified (i.e. legitimate). All services, interventions and relationships must be underpinned by child-focused decision-making at all stages of the youth justice process (i.e. systems management) that prioritises the child's best interests (i.e. children first) and works together with children by facilitating their participation and engagement (i.e. child-friendly and child-appropriate partnership).</p> <p>CFOS positive promotion approaches offending as a normalised and minor element of a child's broader identity and behaviour (Drakeford, 2010) and holds the status of 'child' as paramount in all policy and practice, which demands an acceptance of the child's inherent vulnerability by virtue of age, immaturity (biological, cognitive), their relative powerlessness, restricted socio-structural position (see also Robinson, 2014) and their entitlements and rights to access support, guidance and opportunities from adults and society.</p> <p>Youth justice prevention practice in England and Wales, like social policy for children and young people more broadly, is adult-centric. Adult decisions and understandings underpin every stage of the youth justice process, from the identification of children who require attention (e.g. arrest</p> | | |
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| | | <p>decisions, antisocial behaviour management, risk assessment, sentencing), to the choice of the theories of children's (offending) behaviour that guide practice (precipitating individualisation and responsabilisation), to the interpretation of the outcomes of risk assessment, to the choice of interventions to respond to assessed risk levels, to the relationships (often court-ordered and restrictive) between youth justice staff and children. Contact with the formal YJS can be iatrogenic (see McAra and McVie, 2007), disengaging and even (unintentionally) criminalising.</p> <p>These deleterious outcomes are not a product of malevolence, but of the adult-centric, prescriptive structures and processes of the YJS that privilege enforcement and compliance, thus neglecting to fully account for the status, needs, entitlements, rights, views and experiences of children and fail to deliver services in a child-friendly, child-appropriate manner (see Charles and Haines, in press; Hart and Thompson, 2009; Nacro Cymru, 2009).</p> | | |
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| <p>Children and Crime: In the Moment</p> <p>Haines, K., Case, S., Smith, R., Laidler, K., Hughes, N., Webster, C., ... & Gray, P. (2020). Children and Crime: In the Moment. <i>Youth Justice: an international journal</i>.</p> | <p>Kevin Haines, Stephen Case, Roger Smith, Karen Joe Laidler, Nathan Hughes, Colin Webster, Tim Goddard, Jo Deakin, Diana Johns, Kelly Richards and Patricia Gray</p> | <p>Traditional approaches to understanding and responding to children and crime are fundamentally based on 'miniaturised' adult models. The assumption appears to be that children are The TRM in the making, essentially just smaller, developing versions of grown-ups. This view of children is increasingly being challenged. Children are not simply putative adults, they are different, distinct and developing. This article sets out to explore the notion that children essentially think and behave 'in the moment'. The implications of this for our understanding of children and crime are also explored.</p> <p>Despite its burgeoning evidence-base and widespread academic and professional popularity, the risk factor prevention paradigm (RFPP) has been vilified by critics as deeply methodologically, conceptually and ethically flawed to the point of invalidity (Case and Haines, 2009; see also Bateman, 2011; Goddard and Myers, 2018; O'Mahony, 2009). The fundamental flaw across artefactual risk factor theories, beside an insidious partiality, is a basic failure to engage the child – in principle, theory and practice (Case and Haines, 2014).</p> | - | - |
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| <p>Practising in a Context of Ambivalence: The Challenge for</p> | <p>Tina Eadie and Rob Canton</p> | <p>Practitioners have always recognised those they work with as young people in need as well as offenders. The political imperative to be 'tough on crime' has distorted this perception, while managerialist approaches, believing that accountability demands minimal discretion, have made it harder for practitioners to do justice to the diversity of individuals' circumstances.</p> | - | - Varied background (YOT practitioners) |

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| <p>Youth Justice Workers</p> <p>Eadie, T., & Canton, R. (2002). Practising in a context of ambivalence: the challenge for youth justice workers. <i>Youth Justice</i>, 2(1), 14-26.</p> | | <p>The practice of youth justice has to reconcile society's deep cultural ambivalence towards offending by young people. The need to punish for wrong-doing and to demonstrate disapproval has a strong claim on our collective moral conscience.</p> <p>There are also well-established associations between offending and various indices of social and emotional disadvantage (Farrington, 1997) which suggest that help may be both more efficacious and fairer. Yet despite this, the current socio-political climate emphasises blame and demands the punishment of young people who transgress the law.</p> <p>The ambivalence between punishing or helping, controlling or caring, is a context in which youth justice agencies have always had to function. The agenda, however, has moved from a primary focus on welfare, to justice, and currently to punishment (Goldson, 1999; 2000).</p> <p>The introduction of inter-agency YOTs in the Crime and Disorder Act 1998 took this further, formalising the co-operation needed between key agencies. Yet it can be anticipated that the coming together of several organisations, each with its distinctive social remit or 'charter' (Harris and Webb, 1987: 96), will add to the contradictions characterising the work.</p> <p>For youth justice workers, whether from a probation or social services background, this tension has been explicit in National Standards (Home Office, 1992; 1995; 2000; Youth Justice Board, 2000). These have created guidelines for service delivery, detailing expectations for contact, and responsibilities of supervisors when offenders do not meet their obligations. Separate National Standards were introduced for YOT workers in April 2000.</p> <p>The practice realities of working with damaged and disaffected young men and women needs to be acknowledged at all levels. This will enable practitioners to use their professional judgement in accordance with the demands of each individual offender's situation, avoiding the trap of routinised responses which, whilst satisfying managerialist aspirations, move away from the ideals of both justice and welfare for young offenders.</p> | | <p>- Conflict between power (need to maintain authority)</p> |
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| <p>Hearing new voices: Re-viewing Youth Policy through</p> | <p>Deborah H. Drake, Ross Fergusson and Damon B. Briggs</p> | <p>The relationship between young people and practitioners is the centrepiece of youth justice provision, yet little research-based knowledge has accumulated on its minutiae. After reviewing reforms affecting professional discretion, the article draws on the concepts of dyadic relationships</p> | - | - |

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| <p>Practitioners' Relationships with Young People</p> <p>Drake, D. H., Fergusson, R., & Briggs, D. B. (2014). Hearing new voices: Re-viewing youth justice policy through practitioners' relationships with young people. <i>Youth Justice</i>, 14(1), 22-39.</p> | | <p>and praxis to reinvigorate a research agenda aimed at delineating a more nuanced understanding of practice relationships.</p> <p>Drawing on practice wisdom from across related social work fields, we argue that centralizing the practitioner-young person relationship remains the key to successful practice and thus needs greater, more detailed research attention. These claims are supported with a number of pilot interviews with youth justice workers about successful interventions that complement and extend related studies. The article concludes with suggestions for research to enable joint activity between young people and practitioners to 'rethink' youth justice.</p> <p>Despite the almost perpetual state of change in youth justice policy, the practitioner– young person relationship remains at the heart of youth justice practice (Burnett and McNeill, 2005).</p> <p>As successive governments switch tactics to contain youth offending, and strive to manage the widening field of social and economic problems faced by young people using the criminal justice system, the centrality of that relationship becomes ever clearer. Practice literature, across the related fields of youth justice, social work and pro- bation often highlight its crucial importance (Annison et al., 2008; Barry, 2007; Farrow et al., 2007; Stephenson et al., 2007), with some youth justice studies focusing on the particular ways practitioners engage young people and the importance of this relationship (McNeill, 2006a, 2006b; McNeill and Maruna, 2008).</p> <p>Yet the insights provided by these studies have had limited impact on policy, and their implications are by no means univer- sally or systematically embedded as 'best practice'. As a result, there continue to be calls in the academic literature to give greater power and voice to young people in research and policy development processes (Case, 2006; Grover, 2004; Prior and Mason, 2010).</p> <p>We suggest that facilitating replicable successes in redirecting the trajectories of young peo- ple means maximizing the discretion of youth justice workers to hear and respond to young people's voices, and to 'rethink' aspects of practice that impair what can be heard and acted upon. We argue that the road to better outcomes will begin from enhanced con- fidence amongst policy makers and managers in the unique capability of the best practitioner–young person relations. Our claims are variously illustrated and supported by extracts from pilot interviews with a range of youth justice workers in one Youth Offending Team (YOT), augmented by practice-based research literature.</p> | | |
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| | | <p>Similarly, France and Homel (2006: 305–306) argue that what young people really value (and are generally not receiving) 'is not so much programmes and content but a good supportive relationship with an adult who is not judgmental and is able to offer guidance and advocacy when needed'. They conclude that 'to gain a greater understanding of these processes we need to listen to the voices and perspectives of young people themselves'.</p> <p>Austerity budgets could exacerbate these tendencies amongst ever-more- accountable YOT managers labouring under the gaze of an ever-more-watchful YJB and Ministry of Justice.</p> <p>We suggest that a useful starting point for a more robust theoretical and empirical exploration of practitioner-young person relationships can be found by connecting the concept of dyadic relationships to the concept of praxis. Dyadic relationships involve two people in a relationship that includes some level of interdependency.</p> <p>It is in the interstices of meeting individual need and statutory obligations that this skill- ful work of practitioners sometimes constitutes praxis (from the Greek word for action, typically counter- posed to theoretical reasoning in general usage). In its more recent soci- ological usages praxis brings action together with practical reasoning, beliefs and knowl- edge, in a way that is pertinent to professional practice. Professionals utilize knowledge in ways that are founded in theorized reason but moderate and adapt it by applying 'prac- tice wisdom'</p> | | |
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| <p>Realising the Right of the Child to Participate in the Criminal Process</p> <p>Forde, L. (2018). Realising the Right of the Child to Participate in the Criminal Process. <i>Youth Justice</i>, 18(3), 265-284.</p> | Louise Forde | <p>The right of the child defendant to participate effectively in criminal proceedings is a fundamental aspect of the right to a fair trial, and is guaranteed under a number of international instruments, including the United Nations Convention on the Rights of the Child. Ensuring that the right is realised at the domestic level requires States to take positive steps to facilitate the child's effective participation.</p> <p>Ensuring that children in conflict with the law can participate meaningfully in criminal proceedings is an integral part of ensuring that a State's youth justice system is child- friendly and rights- compliant. Children in conflict with the law, like adults, enjoy the protection of the right to a fair trial as a fundamental right. This guarantee is codified in a number of international instruments and ensuring that children are able to participate effectively is a key aspect of this (Arthur, 2016: 223).</p> | - | - |

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| | | <p>Children in conflict with the law require additional supports in order to ensure that their right to participate is meaningful in practice (Rap, 2016: 99), and therefore vindicating this right poses real challenges at the national level for States.</p> <p>There is a need for States to take positive steps in order to support young people's participation. This can be achieved by legislation that provides strong entitlements to information and other support mechanisms, as well as through the modification of procedures by courts and professionals involved in the criminal justice system.</p> <p>Similarly, in Ireland, the Children Act 2001 is entering a period of review and reconsideration. Through an examination of the relevant legislative frameworks, guidelines and practice in each of these countries, the discussion aims to highlight some of the challenges that arise for countries seeking to realise the child's right to effective participation, as well as the features of the systems that can help to support children in this context. These are relevant not only to the two countries discussed but to all States seeking to adapt their legislation and legal systems in order to meet their obligations under the United Nations Convention on the Rights of the Child (UNCRC) and other international standards.</p> <p>International standards at both the United Nations (UN) and European level guarantee the child's right to participate in criminal proceedings. The rights of children in conflict with the law are set out in Articles 37 and 40 of the UNCRC. Furthermore, Article 12 of the UNCRC recognises that all children capable of forming his or her own views should have the opportunity to express them freely in any proceedings affecting him or her, and that due regard should be given to these views, in line with their age and maturity.</p> <p>In the cases of <i>T. v. the United Kingdom</i> and <i>V. v. the United Kingdom</i> [1999] 30 EHRR 121, the ECtHR found that the public trial of two 11-year-old boys in the UK Crown Court, which had attracted substantial media attention, had resulted in a breach of their Article 6 rights as they had been unable to participate effectively. The ECtHR highlighted the need to take the age, level of maturity and emotional capacities of young defendants into account, and the need for steps to be taken to support young people's ability to understand and participate in the proceedings (<i>T. v. the United Kingdom</i>, para 84). The scope and meaning of 'effective participation' was developed further by the ECtHR in the case of <i>S.C. v. the United Kingdom</i> [2005] 40 EHRR 10. Here, although a number of steps had been taken by the State authorities to modify the trial process – which also took place in the Crown Court – for an 11-year-old defendant with limited intellectual capacities, this was not considered sufficient to vindicate his rights under Article 6. It was held that while 'effective participation' would not necessarily require a detailed understanding of every technical aspect of the trial, it did require that the child be able to have a 'broad</p> | | |
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| | | <p>understanding of the nature of the trial process and of what is at stake for him or her, including the significance of any penalty which may be imposed' (S.C. v. the United Kingdom, para 29). Importantly, the need for the State to take positive steps to ensure that the child's Article 6 rights were vindicated was strongly emphasised.</p> <p>The international standards and guidelines make it clear that positive, meaningful steps are required to protect the child's right to participate. It is notable that the UNCRC standards are minimum requirements only and additional measures may be adopted by States in order to support children's participation more fully. The international standards represent an important acknowledgement of the different capacities of children as compared to adults.</p> <p>Ensuring that the child's right to effective participation is meaningful in practice requires both strong legislative provisions and the effective implementation of these provisions in practice. The courts also have a pivotal role to play here. The role of the courts in interpreting relevant statutory guarantees, and of fair trial guarantees which may exist under Constitutional law, can be critical in determining the scope and level of protection given to the right. Hollingsworth (2007) has noted the importance of a rights-based framework in youth justice to allow the court to focus on the child's status as child, as well as merely of an offender (p. 47).</p> | | |
| <p>Youth Justice and Children's Rights: Measuring Compliance with International Standards</p> <p>Kilkelly, U. (2008). Youth justice and children's rights: Measuring compliance with international standards.</p> | Ursula Kilkelly | <p>The origins of this special issue of Youth Justice: An International Journal lie in the conference of the same theme which took place at University College Cork, Ireland in April 2008.¹ The aim of the event was to allow researchers and practitioners from around the world to present the latest research and to share experience of youth justice with a view to measuring compliance with international standards on children's rights. The conference heard about developments in over 15 jurisdictions including New Zealand and Australia, Canada and the United States, Great Britain and Ireland, and Bosnia, Cambodia and South Africa.</p> <p>The CRC contains three guiding principles which are relevant to all children including those in conflict with the law; they require non-discrimination in their enjoyment of rights (Art. 2); that the child's best interests be a primary consideration in all matters affecting the child (Art. 3), and that the child's voice is heard and taken into account in all decision-making concerning the child (Art. 12). With regard to youth justice, Article 40(3) of the CRC provides that children in conflict with the law have the right to be treated:</p> <p>... in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and</p> | - | - |

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| | | <p>which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.</p> <p>This is a broad statement, which, fundamentally, requires age appropriate treatment of children who transgress the law. Although Article 40 can be used to justify the adoption of restorative approaches (the reference to the rights of others), as Claire Morris explains in her article, it defines, more importantly, an approach which respects children's rights, and prioritizes their reintegration.</p> <p>The United Nations Committee on the Rights of the Child (2007: para 23) is clear that due process for children demands that those working in the trial process – the police, judiciary, lawyers, probation officers and social workers – receive training on a systematic and ongoing basis. It also requires that decisions are made without delay and with the involvement of the child's parents, where this is in the child's best interests (United Nations Committee on the Rights of the Child (2007: para 23g).</p> | | |
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| <p>Diversion, Rights and Social Justice</p> <p>Smith, R. (2020). Diversion, rights and social justice. <i>Youth Justice</i>, 14732254209028 45.</p> | Roger Smith | <p>This article draws on historical understandings and contemporary models of diversion in order to develop a critical framework and agenda for progressive practice. The argument essentially revolves around the contention that typically diversionary interventions have been constrained by the contextual and ideological frames within which they operate. They have in some cases been highly successful in reducing the numbers of young people being drawn into the formal criminal justice system; however, this has largely been achieved pragmatically, by way of an accommodation with the prevailing logic of penal practices. Young people have been diverted at least partly because they have been ascribed a lesser level of responsibility for their actions, whether by virtue of age or other factors to which their delinquent behaviour is attributed. This ultimately sets limits to diversion, on the one hand, and also offers additional legitimacy to the further criminalisation of those who are not successfully 'diverted', on the other. By contrast, the article concludes that a 'social justice' model of diversion must ground its arguments in principles of children's rights and the values of inclusion and anti-oppressive practice.</p> <p>By contrast, the approach to diversion embodied by the Swansea Bureau espoused a 'children first' philosophy, which emphasised the value of diversion as a mechanism for promoting children's general well-being and integration into mainstream service provision, as opposed to a selective and potentially exclusionary model of intervention. The emphasis of the Swansea model was set out as being 'children first through its foci on:(re-) engaging parents/carers in the behaviour of their children, giving explicit place to hear the voices of young people and decoupling the needs of the victim from the responses to the child' (Haines et al., 2013: 171). The bureau model was explicitly differentiated from both Triage and the Youth Restorative</p> | - | - |

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| | | Disposal/Community Resolutions, in that it did not seek to apply any specific interventions relating to the offence in question, whether restorative or rehabilitative. Instead, children would be 'diverted' towards gaining better or renewed access to their normal 'entitlements' (Haines et al., 2013: 172). | | |
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| <p>Youth Justice Pathways to Change: Drivers, Challenges and Opportunities</p> <p>Case, S., & Hampson, K. (2019). Youth justice pathways to change: Drivers, challenges and opportunities. <i>Youth justice</i>, 19(1), 25-41.</p> | Stephen Case and Kathy Hampson | <p>It is apparent that the pathways to change in the systems, structures, strategies, policies, philosophies and practices of youth justice in England and Wales have been and remain non-linear (even arbitrary), multiple, contested and multi-faceted. Pathways to change are constituted by a series of inter-related and dynamic influences that can be categorised as paradigmatic, political, research-led and cognisant. However, despite the ostensible dynamism of the youth justice policy field, related changes are not always real or substantial and can be stochastic and rhetorical – anchored to stability and manifested through tinkering and bolt-ons, themselves often the product of socio-political economic anxieties, investment, entrenchment and austerity.</p> <p>We assert that the pathways to real change in youth justice policy are fraught with difficulty, with many voices seeking to be heard in its current and future development. The Government (operating along political pathways) is ultimately the key driver for change, experienced through the centuries as an increasing need for children to be treated differently to adults, yet with disagreement on how that should look. We are inclined, therefore, to support Phoenix's (2016) observation of a fundamental rupture in the relationship 'between how we deal with youth crime (i.e. the processes, procedures and provisions) and why we do it (i.e. any higher philosophical or ethical goals)' (p. 124). Consequently, more attention should be paid to the paradigmatic and research-led pathways to change that inter-relate with and impact upon cognisant pathways to change, with a view to encouraging more reflectiveness and reflexivity in political pathways and the relationships between key stakeholders who interact across youth justice processes.</p> <p>It must be acknowledged that there are some promising green shoots of opportunity emerging within youth justice policy and practice development, assisted by research indicating the utility of diversion, minimal intervention and strengths-based, pro-social and positive practice. The incorporation of desistance approaches into YJB guidance and the AssetPlus framework, for example, coupled with a new, more positive, the Inspectorate's inspection framework and emerging academic/YOT partnerships, shows a promising direction of travel.</p> <p>There appears to be an appetite for change among practitioners, who recognise the benefits of working positively with children (especially those who have been in the system long enough to remember pre-Crime and Disorder Act working), but who are not sufficiently confident to entirely</p> | - | - |

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| | | <p>cut the apron strings of the RFPP. Consequently, this is a potential driver for change, but wrapped up within an obstacle.</p> <p>There are, therefore, significant challenges facing the sector if change is to be holistic, effective and permanent, rather than regressive or stochastic. Opportunity lies in identifying and clarifying the most appropriate model-base for youth justice without relying on research with adults or conflating models of risk and desistance. This then needs to be communicated effectively with youth justice practitioners and their managers, to provide sound understanding upon which to base their work and defend decisions.</p> | | |
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| <p>Abolishing Youth Justice Systems: Children First, Offenders Nowhere</p> <p>Case, S., & Haines, K. (2020). Abolishing youth justice systems: children first, offenders nowhere. <i>Youth Justice</i>, 1473225419898754.</p> | <p>Stephen Case and Kevin Haines</p> | <p>At the time of writing (April 2019), the Youth Justice Board (YJB) has plans to introduce 'Children First' as the guiding principle for the YJS, requiring 'that all youth justice services prioritise children's best interests, constructively promote their potential and desistance¹⁰, encourage their active engagement and minimise the potential damage that their contact with the system can bring' (YJB, 2018b: 2; founded Haines and Case, 2015; in Byrne and Case, 2016 see also Hazel, 2017).</p> <p>The recent YJB movement towards a Children First position has been reflected in the changing nature of youth offending team (YOT) models nationally (Smith and Gray, 2018) and is compatible with arguments to abolish key elements of formal youth justice (e.g. system contact, court sentencing, custody) consolidates equivalent Children First approaches adopted by key stakeholder organisations in relation to policing (NPCC, 2015), diversion from the YJS (LASPO, 2012) and court sentencing (Sentencing Council, 2017). Consequently, the step towards formal abolition of the YJS is arguably smaller than ever, particularly in the context of increasing advocacy for Children First models. The guiding principles of Children First (e.g. diversion, promotion, engagement, relationship-building), along with additional principles to be found in the original model (e.g. legitimacy, evidenced-based partnership, systems management, responsibilising adults – Haines and Case, 2015), while developed to inform contemporary practice within the YJS, are even more applicable in non-criminal/YJSs.</p> <p>The contemporary context of youth justice in England and Wales is characterised by the creeping abolition (by stealth) of key elements of (notoriously iatrogenic) formal systems, policies, strategies and practices of youth justice and tentative movement towards integrated, holistic, non-criminalising and non-punitive 'Children First' responses to offending. More than ever, the very notion of 'children first youth justice' presents as oxymoronic (an attempt to humanise an inhuman system), with the associated principles of 'Children First' more appropriately situated within integrated, 'whole child' systems that normalise and decriminalise</p> | - | - |

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| | | offending behaviour by children – preferably systems modelled on the evidence-based and effective Bureau process. | | |
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| <p>YOT Talk: Examining the communicative influences on children's engagement with youth justice assessment processes</p> <p>Case, S., Lorenzo-Dus, N., & Morton, R. (2021). YOT Talk: Examining the communicative influences on children's engagement with youth justice assessment processes. <i>European Journal of Criminology</i>, 1477370821996850.</p> | Stephen Chase et al | <p>When a child breaks the law and enters the Youth Justice System (YJS) of England and Wales,¹ the primary systemic response is a detailed assessment of their circumstances and behaviours administered by adult practitioners working in multi-agency Youth Offending Teams (YOTs). The purpose of this assessment is to identify the key 'criminogenic' (crime-causing) influences on the child's offending behaviour, so that these can be targeted and ameliorated through preventative interventions. Consequently, the assessment of children who offend is pivotal to practice understandings of, and responses to, offending behaviour in the Youth Justice System. However, despite its potential significance, the engagement of children within assessment contexts is historically 'the least researched' element of youth justice practice (Stephenson et al., 2011: 72; see also Briggs et al., 2014; Case and Haines, 2015).</p> <p>In this article, we explore the specific influence on children's engagement of the communicative features that underpin the child's assessment relationships and interactions with YOT staff. We ultimately assert the need for more focus on addressing the enablers of and barriers to effective communicative engagement between children and professionals, rather than working to the constant presumption that the child's communicative deficits are irreconcilable barriers to their engagement.</p> <p>According to the original Key Elements of Effective Practice document 'Engaging young people who offend', produced for the Youth Justice Board (YJB – the monitoring and advisory body for the YJS) to support their 'Asset' assessment framework:²</p> <p>Techniques for engaging young people who offend are concerned with the question of how to gain young people's interest and willing participation in interventions or programme of interventions intended to prevent or reduce offending. 'Engagement' suggests a set of objectives around developing young people's personal motivation and commitment to involvement in activities. It implies that passive involvement is not enough . . . [if] they are not 'engaged' . . . the programme is unlikely to be successful. (Mason and Prior, 2008: 12)</p> <p>Therefore, the focus of official definitions of 'engagement' at that time was on motivating children to agree with/commit to/participate in youth justice processes (notably <i>interventions</i> in the 'Key Elements of Effective Practice', or KEEP, definition) that have been predetermined by the practitioner, rather than examining co-constructed, collaborative processes (for example,</p> | <p>- Practice is still adult centric.</p> <p>Article talks about disengagement, reframe to terms of engagement at the expense of any detailed consideration of disengagement as a consequence of broader communicative features of the assessment process, particularly the potentially deleterious role of communicative dynamics and features within the assessment interview context itself (for example, power, asymmetry, nature of questioning).</p> <p>- This study goes further than the power</p> | - |

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| | <p>assessment) to determine the most effective preventative inter- vention (see Case and Haines, 2015).</p> <p>Hegemonic academic and empirical understandings of children's disengagement in the YJS have privileged the influence of children's <i>deficits</i> (for example, attitudinal, motivational, cognitive – Stephenson et al., 2011).</p> <p>at the expense of any detailed consideration of disengagement as a conse- quence of broader communicative features of the assessment process, particularly the potentially deleterious role of communicative dynamics and features within the assess- ment interview context itself (for example, power, asymmetry, nature of questioning).</p> <p>In communicative terms, children who disengage from formal youth justice processes are increasingly identified as (or assumed to be) experiencing problems with their speech and communicative abilities (for example, possessing diagnosed communicative defi- cits), often constructed as 'Developmental Language Disorders/DLDs' or 'Speech, Language Difficulties/SPLDs' (see Hopkins et al., 2015; Bryan and Gregory, 2013), a phenomenon illustrated internationally (Anderson et al., 2016). DLDs/SPLDs are often linked to other unmet complex needs that can be criminogenic (Nacro, 2011; Talbot, 2010; Taylor et al., 2014). The purported criminogenic relationship between communica- tive deficits (diagnosed or perceived) and children's offending is potentially problematic because 'participation in the YJS requires considerable proficiency in language' (Sowerbutts et al., 2019: 1) and children who offend 'must navigate a succession of chal- lenging verbal interactions' (Sowerbutts et al., 2019: 2).</p> <p>Such individualization and responsabilization, therefore, has encouraged understandings of disengagement that are grounded in children's deficits (including communicative deficits), with limited consideration of the potentially instrumental role of communicative dynamics and practitioner behaviour in consolidating commu- nicative deficits and fostering disengagement. --- link to practitioners behaviour/approach</p> <p>The individualizing and responsabilizing emphasis on children's communicative deficits when explaining disengagement during assessment marginalizes a meaningful examina- tion of how youth justice assessment processes (for example, the interviews that under- pin AssetPlus³) may precipitate children's disengagement because of their inherently <i>asymmetrical</i>, adult-centric nature.</p> | <p>in relationship s and suggests it is also the systems and practitioner s experience power differentials within the system as well as the YOCYP</p> <p>-</p> <p>Does not consider the need for punishment for the crime committed and the dual role that YOT practitioners have to play</p> | |
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| | | <p>It is likely that children's ability to negotiate youth justice processes and to communicate effectively within them is determined, or at least significantly mediated, by adults' use of 'power discourse' (Thornborrow, 2002). Features of this power discourse in the assessment interview context include the use of jargonized, abstract and complex terminology (Weijers, 2004) and mechanisms for controlling the speaking floor, limiting what children can say and do, and the amount of agency and influence they can exercise across the interview interaction (Humber and Snow, 2001; see also Souhami, 2007).</p> <p>On this basis, we contend that interactions between children and YOT practitioners during assessment interviews can be inherently asymmetrical in at least two areas that are relevant to, but which move beyond the hegemonic narrow explanatory privileging of, SPLDs (whether diagnosed, undiagnosed or simply assumed by practitioners) as the key barrier to the children's engagement within assessment interviews:</p> <ul style="list-style-type: none"> • • the relative <i>institutional and social status</i> that children and YOT practitioners hold; • • the <i>communicative development</i> and genre-specific <i>communicative expertise</i> that children and YOT practitioners possess. <p>Evidence suggested that the restructured and refocused implementation of AssetPlus should be grounded in the <i>relationship-building</i> between the practitioner and the child. The prioritization of relationship-building as the vehicle for promoting effective assessment can be facilitated communicatively by: <i>rappport building</i> (for example, practitioner use of slang, jargon, humour and inclusive language); more <i>open questions</i> (enhancing the child's control over the interview contents and focus) rather than closed questions (which can inhibit cognitive engagement); practitioners' <i>ensuring the child's understanding and negotiating meanings</i> of assessment processes and associated questions, along with practitioners' ensuring their own understanding of children's responses.</p> <p>Consequently, in addition to upskilling practitioners to more effectively communicate with children, practice recommendations cohere around the need to abbreviate, streamline and rationalize implementation of the tool, including delivering assessment in the child's home environment to maximize their comfort and the subsequent validity of assessment responses.</p> <p>Implementation of AssetPlus can be enhanced (communicatively) through restructuring/reordering of the assessment sections and associated questioning to foreground and privilege <i>positive aspects of the child's life</i> (for example, foundations for change, strengths, capacities, prosocial experiences, interests, hobbies, goals) in a prospective manner (for</p> | | |
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| | | <p>example, as a means of pursuing positive behaviours and outcomes, including desistance), rather than over-emphasizing the retrospective explanation of (negative) factors presented as deficits/risks in order to prevent future offending.</p> <p>The Child First objective is founded on a series of progressive principles that are reflected by the YOT Talk recommendations: child-focused youth justice practice (see recommendations for inclusive assessment interviews that facilitate the child's meaningful participation); promoting positive behaviours/outcomes, strengths and capacities (cf. refocusing the AssetPlus structure and priorities on positive factors⁹ and desistance outcomes); relationship-building between professionals and children (see prioritizing the effectiveness of rapport building and inclusive language); and the child's participation, engagement and social inclusion (see emphasizing co-creating understanding, meaning and positive interview outcomes).</p> <p>However, the unwieldy nature of AssetPlus, and the resulting one-sided exchanges, mean that assessment is still largely something that happens <i>to them</i> and limits their opportunities to engage socially and emotionally. This also means that assessments are, to a large extent, focused on task completion, disengaging children behaviourally. Furthermore, the continued offence focus of the assessment framework (aside from making it disengaging emotionally) means that children are often being asked to engage cognitively with (that is, think and talk a lot about) their offences and the degree to which they pose a risk, rather than their strengths and the factors that might encourage desistance. This could reinforce negative self-perception and make it harder for children to recognize and accept positive personal and behavioural traits they may have demonstrated, which in turn makes it more difficult for practitioners to recommend positive desistance-based case work/solutions. ---policy and systems in place means that this type of work is difficult</p> | | |
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| <p>Supporting young offenders to communicate in the youth justice system: a scoping Review Protocol.</p> <p>Sowerbutts, A., Eaton-Rosen, E., Bryan, K., & Beeke, S. (2019).</p> | <p>Sowerbutts, Anna, Eaton-Rosen, Emma, Bryan, Karen</p> | <p>Young offenders disproportionately present with unidentified Developmental Language Disorder. Successfully participating in the youth justice system demands considerable proficiency in language, and a large proportion of young offenders will thus struggle to engage in the required processes.</p> | - | - |

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| Supporting young offenders to communicate in the youth justice system: a scoping Review Protocol. <i>Social Science Protocols</i> , 2, 1-10. | | | | |
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| YJB Strategic Plan 2021 – 2024 | YJB | <p>Our improved understanding of children in contact with the youth justice system has revealed that increasingly they have multiple needs and vulnerabilities. Despite the number of children within the system declining², we know that many more are on the cusp of contact with the system. We anticipate that the effects of the COVID-19 pandemic will only serve to inflate that number. We are therefore keen to do all that we can, alongside our partners, to ensure that as few children as possible actually end up within the youth justice system. This approach is also one we want to apply to the small, but concentrated, cohort of children who find themselves in a cycle of offending.</p> <p>1. An exemplary public sector organisation and employer</p> <p>We will build the YJB to be the most effective public sector organisation and employer it can be. This is essential to delivering our vision. Through the pandemic, and beyond, we will focus our efforts on building our organisational capability and resilience to ensure that our staff are best equipped to deliver our vision for children.</p> <p>2. Effectively deliver our unique statutory oversight function</p> <p>Our statutory responsibility to oversee the operation of the youth justice system⁷ plays a huge part in our vision. We use the information we collect and share to report on the youth justice system's status. This has a vital role in making sure that children and the services they receive are on the right track and that when there are concerns, they are escalated as necessary. We are committed to enhancing this as needed to ensure that we always have a very current and real-time understanding of the youth justice landscape.</p> | - | - |

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| | | <p>3. Drive system improvement</p> <p>Our leadership and guidance, informed by our oversight, is fundamental to our strategy. The YJB's role in the youth justice landscape means that we play a pivotal role. We have committed to increasing this, so that we can provide sound and reliable leadership to the sector and strategic partners.</p> <p>Vision for a child first youth justice system</p> <p>A youth justice system that sees children as children, treats them fairly and helps them to build on their strengths so they can make a constructive contribution to society. This will prevent offending and create safer communities with fewer victims.</p> <ol style="list-style-type: none"> 1. Prioritise the best interests of children and recognising their particular needs, capacities, rights and potential. All work is child-focused, developmentally informed, acknowledges structural barriers and meets responsibilities towards children. 2. Promote children's individual strengths and capacities to develop their pro-social identity for sustainable desistance, leading to safer communities and fewer victims. All work is constructive and future-focused, built on supportive relationships that empower children to fulfil their potential and make positive contributions to society. 3. Encourage children's active participation, engagement and wider social inclusion. All work is a meaningful collaboration with children and their carers. 4. Promote a childhood removed from the justice system, using pre-emptive prevention, diversion and minimal intervention. All work minimises criminogenic stigma from contact with the system. <p>Child First recognises children according to their age, development, maturation and their potential as they grow into adulthood. Previously, perspectives of children's involvement in the youth justice system focused on managing a child's offending behaviour and the risks they were considered to pose. However, in recent years, evidence has demonstrated that effective prevention⁹ is driven by focusing on children's needs; identifying their strengths and creating opportunities that realise their potential. Evidence also tells us that contact with the youth justice system can increase the likelihood of children reoffending¹⁰. This means that we should prevent as many children as possible from coming into contact with the system. It also means that we need to carefully consider how we prevent any longer-term damage caused to children who are in contact with the system. This plan introduces two changes to how we define Child First. The</p> | | |
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| | | <p>first explicitly recognises the responsibilities adults have towards children. The second acknowledges the structural inequalities that many children face, and which contribute to disproportionality within the youth justice system.</p> <p>As such, the YJB is committed to reaching out to those beyond the criminal justice system, and to ensure that this approach is undertaken before children are involved in the conveyor belt of stigmatisation that may then follow. Treating children in a holistic way, responding to their specific needs and working constructively to help them make positive contributions to society can potentially result in fewer children involved in the justice system. It will also mean that for those children who do end up in the criminal justice system, responding to their specific needs and vulnerabilities may lead them to achieving sustained desistance.</p> | | |
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| <p>Collaborative approaches to preventing offending and re-offending by children (CAPRICORN): summary</p> <p>Public Health England. (2019). <i>Collaborative approaches to preventing offending and re-offending in children (CAPRICORN)</i>. Public Health England. Available online at: https://www.gov.uk/government/publications/preventin</p> | PHE | <p>Children and young people who are in contact with the justice system have worse health outcomes than children in the general population. The youth justice system has very little influence on almost all the causes of childhood offending, so it's very important that a range of organisations in local areas work together to help prevent children offending and re-offending.</p> <p>2. The CAPRICORN framework</p> <p>Collaborative approaches to preventing offending and re-offending by children (CAPRICORN) sets out a framework to help local authorities prevent young people offending and re-offending, by looking at primary (or 'upstream') causes of offending, as well as secondary (or 'downstream') causes.</p> <p>CAPRICORN's main focus is to describe some actions that local partnerships can take to prevent young people offending and re-offending.</p> <p>Actions at an individual and family level to prevent offending include:</p> <ul style="list-style-type: none"> • support responsive relationships • strengthen core life skills <p>Actions at a community level to prevent offending include:</p> <ul style="list-style-type: none"> • make sure school exclusion is a last resort • prevent violence and exploitation • address substance misuse and mental health needs | - | - |

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| g-offending-and-re-offending-by-children | | <ul style="list-style-type: none"> • strengthen communities • prioritise looked after children • reduce poverty and deprivation <p>Actions at an individual and family level to prevent re-offending include:</p> <ul style="list-style-type: none"> • encourage peer mentoring • promote family-based interventions • build life skills <p>Actions at a community level to prevent re-offending include:</p> <ul style="list-style-type: none"> • provide trauma informed services • promote nurturing environments • identify children at risk of re-offending • support access to mental health services • work with substance misuse services • link with education, employment and housing <p>The CAPRICORN framework in the diagram below shows the different upstream and downstream actions that local partnerships can take to prevent youth offending and re-offending. There are actions to help individuals and families and for communities and society.</p> <p>The framework uses a public health approach and will help you to integrate your action at individual and family level and community and societal level.</p> <p>4.1 Risk factors</p> <p>There are risk factors at an individual and family level and a community level and these can change over time, depending on other factors like age.</p> <p>Risk factors usually occur in clusters and interact with each other.</p> | | |
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| | | <p>4.2 Protective factors</p> <p>Protective factors act against risk factors. They are conditions, characteristics and influences that can reduce the chances of children coming in contact with the criminal justice system and encourage positive, healthy living.</p> <p>Protective factors can explain why children who face the same level of risk are affected differently. A combination of protective factors can even prevent the harmful influence of risk factors that have accumulated over a child's development.</p> <p>Protective factors can also be categorised in a similar way to risk factors and grouped into individual, family, school and peer group, and community categories.</p> | | |
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| <p>Adverse childhood experience (ACE) and trauma-informed approaches in youth justice services in Wales: The views and experiences of children and youth justice workers</p> <p>Glendinning, F., Ramon Rodriguez, G., Newbury, A., Wilmot, R. (2021). <i>Adverse childhood experience (ACE) and trauma-informed approaches in</i></p> | | <p>Recently, the application of 'Child-First' principles as the foundation of child-focused youth justice practice has gained more momentum, featuring in the Youth Justice Board (YJB) strategic objectives for 2020</p> <p>to 2021 and the 2019 Youth Justice Blueprint for Wales. Importantly, 'Child-First' allows for a more positive and strengths-based approach, which seeks to divert children away from the formal criminal justice system and to promote individual strengths and positive outcomes.</p> <p>In recognition of the need for new approaches to work with and address the specific needs of children within this group, the YJB Cymru, developed Enhanced Case Management (ECM; see Box 2), which was originally delivered in several youth offending teams (YOTs) from 2013 to 2017. Following an evaluation indicating promising results, a second ECM project commenced across YOTs within the South Wales Police Force area.</p> <p>ECM is a psychology-led approach¹ that uses multi-agency case formulation to understand what has happened to a child alongside their developmental needs, strengths and protective factors. This informs the way practitioners work with and support children to achieve better outcomes</p> <p>and develop their strengths and potential. Building relationships between a child and the adults responsible for providing support is considered as fundamental for giving children the best chance of success. Prior to delivering the ECM approach, YOT workers attended a three-day-training programme, provided by the all Wales Forensic Adolescent Consultation and Treatment</p> | - | - |

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| <p><i>youth justice services in Wales: The views and experiences of children and youth justice workers. Bangor University: Wales.</i></p> | | <p>Service (FACTS), on ACE- and trauma-informed approaches and to learn how to apply the framework provided by the Trauma Recovery Model (TRM; see Box 3).</p> <p>On average, pre-training, YOT workers were more in favour of TIP than they were against TIP for all subscales.</p> <ul style="list-style-type: none"> • YOT workers did not display statistically significant increases in attitudes towards: <ul style="list-style-type: none"> ◆ empathy-focused staff behaviour, but they remained in favour of this rather than control-focussed staff behaviour. ◆ seeking support for coping with the impact secondary trauma (i.e. trauma experienced by being exposed to traumatic events from the children they work with), but they remained in favour of this rather than coping by ignoring the impact. <p>YOT workers reported that the multi-agency case formulation was one of the most critical components of the ECM process.</p> <p>The formulation improved information sharing between multiple-agencies, which led to the gathering of more accurate and detailed information on the child's history compared to standard assessment methods (i.e. AssetPlus), which mainly</p> <p>focus on assessing current 'problem' areas in children's lives. The case formulation meeting also allowed for a more comprehensive assessment of the child over a shorter period of time (i.e. within a single meeting), compared to traditional assessment (over a series of meetings), which would not always achieve the same depth of understanding of the child and their needs.</p> <p>The psychologist's skills and expertise were regarded as being critical in the case formulation for highlighting more nuanced issues and making the links between ACEs, trauma and the child's behaviour. Further, the depth of this information enabled the assessment of children's developmental needs, which led to the coordination of developmentally focussed intervention plans.</p> <p>Improved multi-agency collaboration and the use of existing relationships with children</p> | | |
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| | | <p>Capturing children's and families' voices in the case formulation</p> <p>YOT workers expressed that the ECM case formulation could be improved by giving children and their families the opportunity to express their views on the events that have happened in their life. However, concerns were raised that this could re-expose children to traumatic incidents, which has the potential to cause further harm and/or trauma to the child. Therefore, if YOTs were to include children in the case formulation process, the approach taken should be trauma-informed, ensuring that the child has a safe and positive experience.</p> <p>Improved identification of appropriate interventions Psychology support and 'trauma champions' are key for relationship-building YOT workers reported that they significantly benefitted from the continued support and guidance from the psychologist. The psychologist's input was key for building closer relationships with children. Their support within supervisory sessions was considered to be particularly important when there were crises and significant changes for the child (e.g. being placed into care).</p> <p>YOT workers said that the clinical supervision from the psychologist was beneficial for maintaining their own well-being and managing emotions when developing close relationships with children who are extremely vulnerable.</p> <p>The psychologist's input to the case formulation added credibility to the ECM practice recommendations. This increased YOT workers' defensible decision-making, providing them with greater discretion to step away from standardised offence-based work to deliver interventions in line with the child's development and interests.</p> <p>The importance of meeting children's basic needs YOT workers suggested that when working with children who have histories of ACEs and trauma, keeping their interactions consistent, predictable and reliable, in addition to meeting children's basic needs, are fundamental principles of practice. They took children out to places where they felt safe and engaged them in activities through which they could bond (e.g. having something to eat together). They emphasised that this was key for building trusted relationships, providing safety and stability, and for increasing engagement from children. Further, children emphasised the importance of YOT workers being reliable, showing genuine care and providing stability, which they had not always had in their lives</p> <p>Improvement in children's views of themselves</p> | | |
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| | | <p>Children expressed that their YOT workers looked beyond their offending and always had positive things to say about them. YOT workers, challenged children's negative self-views by showing genuine care and providing positive interaction. They said that through ECM, children were beginning to change the negative perception they had of themselves and started recognising and expressing their positive qualities and potentials. They stated that the children demonstrated improved self-esteem and their body language changed from being guarded (e.g. "limited eye contact") to being more open (e.g. "things like taking a hat off in a photograph").</p> <p>Improvement in children's emotion regulation</p> <p>Children said that they greatly benefited from having that "one person" they could talk to, and that talking with their ECM worker had helped to calm them down. YOT workers stated that supporting children with emotional regulation and expression, by providing them with a safe space to talk about their emotions, improved their skills to cope with frustration and navigate stressful situations in a positive way.</p> <p>Removing criminogenic stigma</p> <p>The ECM case formulation reminded YOT workers that the children they work with are children first, in need of care and positive support and should not be characterised by the offences they commit. However, they also reported that further work is needed across the criminal justice system to remove labelling language and to prevent children from being treated as fully responsible adults.</p> <p>YOT police officers described how the multi-agency case formulation helped them adapt their practice to be more child-friendly and trauma-informed. However, the findings suggest that TIP can be more challenging for YOT police officers to fully implement, because their roles require them to hold people (including children) accountable for their offending behaviour.</p> <ul style="list-style-type: none"> • It is recognised that TIP is in its relative infancy within the youth justice system, and further research is required to build an evidence base on its use and effectiveness. • Continued engagement with health and psychology services to maintain the added value that the psychology input has on the range of responses the YOT can utilise when working with children who have complex needs. | | |
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| | | <ul style="list-style-type: none"> • Increased opportunity for the child's voice to be incorporated in the creation of the case formulation report. The approach taken should be individualised and child-friendly to ensure that children have a safe and positive experience. • Further research is required to build an evidence base on relationship-building interventions to assess 'what works' for children with complex needs. This could be investigated in relation to positive change and could also consider the contribution of the ECM approach. | | |
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| The experience of young people transitioning between youth offending services to probation services | Jayne Price | <p>The first apparent guidance for the management of transitions between juvenile and young adult/adult penal institutions was released in 2008, subsequent guidance in 2012 (NOMS, 2012) followed a critical report of transitions arrangements (see CJI, 2012). More recently, the YJB (2015, 2018) have issued the Joint National Protocol for Transitions in England, which is more focused on the transfer from YOTs to probation services. The guidance maintains the importance of planning and information sharing between services (YJB, 2018). Although the transition is identified as a period of increased vulnerability (NOMS, 2012), it is acknowledged that there is inevitably a drop in supportive provision between institutions and services (NOMS, 2012; YJB, 2018). The National Standards for Youth Justice (YJB, 2019a) reiterate that relevant agencies should minimise 'any potential negative impact that any transition may have' (YJB, 2019a: 17); however, there is little information in the guidance about post-transition support (YJB, 2018). The following section outlines a review of the literature regarding transitions.</p> <p>Different systems are used between child and adult services, reflective of differing expectations (Her Majesty's Inspectorate of Prisons (HMIP) and Her Majesty's Inspectorate of Probation, 2019).</p> <p>Transitions appear to be better managed in line with the guidance (YJB, 2018) within the community (Her Majesty's Inspectorate of Probation, 2018a, 2018b, 2019a, 2019b, 2019c) due to seconded probation officers and local initiatives supporting young people (Her Majesty's Inspectorate of Probation, 2019d, 2019e).</p> <p>The findings demonstrate how the impact of the differing provision between institutions and services is exacerbated by poor communication and staffing concerns.</p> <p>As Brewster (2019: 1) has highlighted 'understandings of transition are usually used in a very narrow sense to refer to the direct transfer of responsibility from children's or youth organisations to adult agencies' which overlooks broader issues. The data analysed here show how the</p> | - | - |

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| | | <p>guidance (NOMS, 2012; YJB, 2018) neglects the needs of young people beyond age 18 years which means many 'fall through the gaps' between services (Brewster, 2019).</p> <p>Although there remains a 'statutory distinction' between 'young adult' offenders (aged 18–20 years) and 'adult' offenders (aged 21 years and older) (MoJ, 2013b), there appears to be little difference in their treatment (House of Commons Justice Committee, 2016). While the literature about the distinct needs of young adults requiring a tailored approach of practical and emotional support (Harris, 2015; House of Commons Justice Committee, 2016, 2018b; Hughes and Strong, 2016) has begun to gain traction, and been acknowledged by the Government (MoJ, 2013b, 2015a, 2017), it has failed to be realised in practice (Johnson et al., 2009).</p> | | |
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| <p>Co-creating youth justice practice with young people: Tackling power dynamics and enabling transformative action</p> <p>Smithson, H., & Jones, A. (2021). Co-creating youth justice practice with young people: Tackling power dynamics and enabling transformative action. <i>Children & Society</i>.</p> | <p>Hannah Smithson Anna Jones</p> | <p>This paper provides an account of an innovative research project that enabled the co-creation with justice-involved young people of a transformative framework of practice, termed Participatory Youth Practice (PYP). We present a de- scription of our participatory research processes and reflect on our attempts to rebalance inherent power dynamics when working with marginalised young people. We demonstrate how young people's meaningful participation in research can strengthen their participation in service design and delivery. The embedding of the PYP framework in youth justice prac- tice across a large region in England is a formative step in un- derstanding the importance of young people's participation.</p> <p>We provide an account of a research project that enabled the co-creation with young people of a transformative framework of practice, termed Participatory Youth Practice (PYP). The unique co-productive element advances other participatory models and facilitates young people's meaningful participation in decision-making. It is a formative step in the translation of participatory philosophies into a comprehensive framework of practice.</p> <p>The princi- ples are as follows: <i>let them (young people) participate (in decision-making); always unpick why (their offending behaviour); acknowledge their limited life chances; help them to problem solve; help them to find better options; and develop their ambitions</i>. Through the training of youth justice practitioners, the making of an explainer film and the production of practitioner resources, the PYP framework has been embedded in everyday practice in the local region in which we were working.</p> <p>Their model is based on the <i>inter- connectedness of: purpose, positioning, perspective, power relations, protection, place and process</i>. Our second aim is to demonstrate that just as the inclusion of <i>insider voices</i> (Johnson et al., 2018:60) strengthens research, it also has the potential to strengthen participation in decision-making, service provision and delivery. Our project resulted in <i>transformative action in context</i> (Vaughan, 2014:1). We influenced 'powerful'</p> | - | - |

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| | | <p>others to support the transformation of youth justice provision through the embedding of the PYP framework in practice.</p> <p>By way of context, youth justice systems create an environment whereby youth justice is <i>done</i> to young people rather than <i>with</i> young people (Case & Haines, 2014). In theory, young people in conflict with the law have the legal right to have their opinions taken into account, and are entitled to be able to contribute to a criminal justice system's response to their own behaviour (see UNCRC, 2007; UNCRC, 2008).</p> <p>Indeed, the UNCRC General Comment No 24 (2019) on young people's rights in the justice system replaces general comment No. 10 (2007), reflecting developments that have occurred since 2007. Effective participation in justice proceedings (art. 40 (2) (b) (iv)) now states that, <i>a child who is above the minimum age of criminal responsibility should be considered competent to participate throughout the child justice process</i>. However, systemic neglect of young people's views and participation pervades contemporary youth justice practices, typically leaving those in conflict with the justice system largely voiceless and powerless in key decision-making processes (see Bateman, 2020). young people in justice contexts are rarely given the opportunity to shape policy and service provision. Their status as 'young offenders' results in a lack of equity of access to participate (see Byrne & Lundy, 2019). It is generally accepted that there is a lack of research in the area of young people's participation in youth justice systems (see Creaney, 2020).</p> <p>Recognition of relational power dynamics is particularly relevant when undertaking participatory work with young people in a criminal justice context. The most significant challenge to address is the inherent power dynamics already in play. Dynamics between those inside the system (young people convicted of an offence), those inside the system as a result of their profession (police, courts workers, youth justice workers) and those outside of the system (researchers).</p> <p>Lohmeyer (2020:40) posits that we may have to accept that <i>some of the problems of youth participation might be unsolvable</i>. For instance, within a youth justice context, there are social and institutional barriers to young people's full participation in decision-making processes. These barriers are rooted in power differentials; not only are young people struggling against their social and legal status, in a youth justice context they are contesting their master status as 'offenders' (Becker, 1963). They are deemed by society to have forfeited their right to have a say (Hart & Thompson, 2009).</p> <p>In an English setting, the <i>Promoting Inclusive Youth Justice Programme</i> (Creaney, 2020) explored young people's involvement in the design and delivery of youth justice services. The</p> | | |
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| | | <p>research found that young people's knowledge and lived experience were not valued by youth justice professionals. Young people were hesitant about taking control of decision-making in an adult-led, disempowering system.</p> <p>The themes and relevant quotes are as follows:</p> <p>(i) Young people having little say in their lives. <i>They really should start listening to you, ... but they just go through what they've got to do. That's their procedure. That's their job.</i> (Ant, aged 15) (ii) The need from others to recognise that they have experienced hardships in their lives. <i>They've got to understand that there are ... reasons why you do shit.</i> (Jay, aged 16) (iii) A desire to change their lives but not having the social capital to do so. <i>People say ... that you can be whatever the fuck you want. But ... you can't just do whatever the fuck you want. That's a lie. ... You need money behind you and stuff like that. ... It's just how it is.</i> (Ste, aged 17) (iv) People not understanding their lives. <i>They [youth justice professionals] have sorted me out a lot, but it doesn't get sorted out on its own, does it? It's not quick. Everything just takes time.</i> (Tommy, aged 17) (v) Not been given a second chance. <i>People just see the old me. I want people to see ... I'm not like that now. I've changed.</i> (Jermaine, aged 16) (vi) Their strengths and skills ignored. <i>I'd have a job any day. ... They call it the American dream don't they? Family, house, kids, pets. Just being able to relax. ... I would ditch all this and have an easy life.</i> (Ty, aged 17)</p> <p>The six principles became the Participatory Youth Practice (PYP) framework. These are as follows: <i>let them (young people) participate (in decision-making); always unpick why (their offending behaviour); acknowledge their limited life chances; help them to problem solve; help them to find better options; and develop their ambitions.</i></p> <p>We recognised early on in the project that the young people we were working with had exceptionally complex lives and had experienced or were experiencing traumatic events. As well as acknowledging inherent power dynamics, we had to accept that their full participation in the project was unobtainable thereby developing participative ownership of specific elements of the project; Franks refers to this as <i>pockets of participation</i> (2011:22).</p> <p>The workshops reversed the usual power dynamics. For instance, the research team had no experience of boxing, rapping or urban art, whereas the young people were confident in these spaces and flourished when provided with the opportunity to teach us about their worlds</p> | | |
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| | | <p>For example, state- ments from them such as, <i>kids like us don't usually get these opportunities</i> and <i>people don't usually bother asking us what we think</i> highlight the value of participation for marginalised young people.</p> <p>When reflecting on the research process and the challenges faced, we are mindful that throughout the process, relational power dynamics between the researchers, youth justice professionals and young people were evident, and heightened by the unique power relations already in play when working with <i>hyper-governed</i> young people (Lohmeyer, 2020:40). This could explain the tendency of some profes- sionals to question the young people's ability to participate in the project. Some were pessimistic about the chances of young people engaging with us. Responses included, 'He [young person] won't be able to talk to you'; 'You won't get him [young person] to stay in the room'; and 'They [young people] won't have anything to say'. We therefore recognise that the process remained, to a certain extent, hi- erarchical. However, the <i>pockets of participation</i> (Franks, 2011:19) approach we organically adopted did help challenge these dynamics.</p> <p>y <i>positioning</i> young people as co-producers of knowledge, we challenged conventional views of the capabilities and rights of justice-involved young people. Including young people in each stage of the research supported <i>perspectives</i>, through the collective generation of knowledge.</p> <p>We recognise that young people's participation in participatory research presents risks and we had to navigate these risks in our project. For instance, our aim is to transform youth justice practice and policy and there will be some youth justice professionals who view the participation of young people in this endeavour as a <i>threat to the status quo</i> (Cahill and Dadvand, ibid:250).</p> <p>Our commitment to working with youth justice colleagues and providing them with participation training provided an element of <i>protection</i> for them and the young people they work with. Consideration of <i>place</i> is of particular importance when undertaking research with young people. By working with the young people in our project to identify physical spaces that they were familiar with and felt safe in, we were able to host the activities in spaces far removed from youth justice offices.</p> | | |
| Consequences of Power Distance Orientation in Organisations | Naresh Khatri | The cultural milieu has a profound influence on employee behaviour in the organisations. In an increasingly diverse workplace and in a more globalised business world, managers, to be effective, need to appreciate behavioural implications of cultural values that employees, organisations, and societies hold. | - | - |

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| <p>Khatri, N. (2009). Consequences of power distance orientation in organisations. <i>Vision</i>, 13(1), 1-9.</p> | | <p>In this paper, we take a look at the behavioural implications in the organisations of power distance (status differences), which is one of the five cultural dimensions in Hofstede's framework. Specifically, we explore the impact of power distance orientation on employee participation, nature of job descriptions, organisational communication and decision-making, discipline and control, deference to senior employees, management development, and organisational structuring and adaptation.</p> <p>We conclude that: (1) employees in a high power distance context are unwilling to participate in decisions and are content with their managers making decisions and giving them instructions, which they follow passively.</p> <p>(2) jobs are narrowly and tightly specified, giving the employees limited discretion.</p> <p>(3) communication takes place vertical downwards, with no or little horizontal communication. Overall communication is anemic. A large communication gap exists between superiors and their subordinates because it is hard for the subordinates to air their views.</p> <p>(4) power distance gives managers unlimited power and control over subordinates. Employees, in turn, have an unquestioning, submissive attitude.</p> <p>(5) older and senior employees get respect from junior employees not because of former's competence but because of age and long tenure in the organisation.</p> <p>(6) in a high power distance culture, decisions are made by a few at the top autocratically. Further, because of little resistance from lower level employees, decisions are made and implemented faster in a high power distance organisation. However, because of lack of input from lower level employees as well as poor communication and information sharing, quality of decisions is poorer in a high power distance organisation.</p> <p>(7) high power distance organisations are prone to unethical behaviour. This is because top managers have not to justify or defend their decisions to lower level employees or to the larger organisation. Unethical behaviour gets covered up or goes undetected. And</p> <p>(8), in a high power distance organisation, managers tend to micromanage and even minor decisions go to the top. Thus, higher level managers are inundated with routine decisions.</p> | | |
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| <p>Structure, Culture and Power in Organisations</p> <p>Bennett, N. (2003). Structure, culture and power in organisations. <i>Effective educational leadership</i>, 44-61.</p> | Nigel Bennett | <p>One is the concept of hegemony (Gramsci, 1971; Lukes, 1974) and the other is Foucault's (1977) concept of disciplinary power with its associated concept of bio-power. Hegemony is a concept that rests on the idea that domination and control rest simultaneously on both coercion and consent. This requires what Clegg (1989) describes as 'the active consent of dominated groups'. This active consent needs to be both generated and sustained, which Clegg suggests requires four key activities:</p> <ol style="list-style-type: none"> 1. Taking systematic account of popular interests and demands; 2. Making compromises on secondary issues to maintain support and alliances in an inherently unstable political system (whilst maintaining essential interests); 3. Organizing support for national goals which serve the fundamental long- term interests of the dominant group; 4. Providing moral, intellectual and political leadership in order to reproduce and form a collective will or national popular outlook. (Clegg, 1989, p. 160) <p>An important way in which Foucault's (1977) view of power in particular differs from many others is that it does not see power as negative. Power is typically analysed in a negative way and the discussion of structure and cul- ture so far in this chapter has used the language of constraint and control, thus appearing to link it with that view. But a view of power based on Foucault will argue that it is not concerned with delimiting and proscribing activities so much as converting the body into something both useful and docile. To achieve this, according to Burrell (1998), power resides in a net- work of interconnected relationships. It is through the day-to-day working out of these 'minute and diffuse power relations' that our organizational members' assumptive worlds are formed and influenced.</p> <p>This view of power relates comfortably to my earlier argument that saw structures as operating through relationships. It also connects easily to more traditional views of culture within organizations. These argue that the values of individual members and their concepts of the work of the organization, embedded in wider institutional contexts, may give rise to the cultural norms and so to the behavioural rules which limit individuals' freedom of action, but this does not explain how such norms are established and maintained.</p> <p>I have suggested that 'cultural players' deploy power resources in order to maintain and create the organizational culture.</p> | - Link this to PCW and need to embed in the system | - |

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| | | <p>I suggest that the way to do this is to examine what individuals can draw upon in their exchanges with their colleagues that cause some to be seen as more powerful than others. In other words, power in organizations becomes a resource that is brought to bear on the exchanges that make up the relationships between their members. The greater the disparity of resources between the two parties to an exchange, the more likely it is that one will be able to cause the other to act in the manner desired.</p> <p>Thus in this formulation, power resources come in four different forms, each capable of deployment in three ways, and of being positive or negative in their use. For managers and consultants it is important to invest their power resources with as much legitimacy as possible, since only power resources deemed legitimate are likely to produce positive forms of compliance. Structures and cultures are crucial ways of attempting to provide legitimacy for power resources. Structures provide in particular the legitimation of economic resources, and the deployment of economic resources in ways not permitted by the structure is likely to be seen as corrupt and therefore non-legitimate. However, cultural norms may permit such corruption. Power resources whose deployment is legitimated through the structure of the organization tend to be used overtly.</p> <p>It is important to remember that institutional norms can be a major source of organizational cultural norms. Indeed, I argued earlier that members transact institutional norms into the culture of the organizations to which they belong. Such transactions can cause shifts in the norms embedded in organizational cultures and subcultures and, with them, changes in the power resources that are deemed legitimate. Cultures have to be continuously re-enacted and restated and the act of restatement gives room for the statement to be changed. Hence cultures live in the assumptive worlds of individual organizational members.</p> <p>It is important to emphasize, then, that this view of power resources sees them as being exercised repeatedly through an endless series of exchanges between individuals and therefore variable in their extent and distribution between each exchange. Thus the power resources possessed by an individual can grow or diminish through a series of exchanges or vary in an almost random way depending on the context and the parties to the exchange. Power in organizations, therefore, just like structures and cultures, is fluid and dynamic.</p> | | |
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| The state of youth justice 2020 | Tim Bateman | This expansion falls short in a number of respects of the tenets of <i>child first</i> approach offered by academic commentators: it does not for example preclude punishment as a purpose of youth justice intervention; nor does it require the ' <i>responsibilising</i> ' of adults who make decisions about children in conflict with the law, rather than responsibilising the children themselves (Haines and Case, 2015: 76). As Haines and Drakeford (1998: xiii) pointed out more than two decades ago, a | - | - |

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| <p>An overview of trends and developments</p> <p>Bateman, T. (2020). The state of youth justice 2020: an overview of trends and developments. Report, National Association for Youth Justice, London.</p> | <p>genuinely <i>child first</i> ethos would embrace values of maximum diversion and minimum intervention but would also require ‘a much more proactive strategy’ that addressed the inequality and disadvantage that led to disproportionate levels of criminalisation for some groups of children by supporting them ‘outside the criminal justice system as well as within it’.</p> <p>Nevertheless the specification of these principles is indicative of a clear distinction between the philosophy now espoused by the YJB and that which informed the previous iteration of the Standards: the statement of purpose in the 2013 edition, for instance, explained that the Standards were intended to ensure, among other things, that ‘the public have confidence that children and young people subject to statutory supervision by youth justice services are fairly punished and are supported to reform their lives’ (Youth Justice Board, 2013:5).</p> <p>For instance, the ministerial foreword continues to use the language of ‘offenders’ in spite of a subsequent acknowledgement that the ‘<i>child first, offender second principle ... runs throughout the Standards</i>’ (Ministry of Justice /Youth Justice Board, 2019: 2), suggesting that the government has yet to appreciate fully the ramifications of the shift in philosophy.² Perhaps more importantly, while ‘minimal intervention’ is, as noted above, cited as an explicit principle, there is no further encouragement within the Standards themselves to practice directed towards such an outcome. The section on out of court disposals does distinguish diversion into ‘<i>more suitable child-focussed systems</i>’ from formal out of court sanctions but requires that the latter should be ‘<i>prompt, robust and deliver targeted and tailored interventions</i>’ (Ministry of Justice / Youth Justice Board, 2019:8). The section on court work does require that a strategy should be in place to reduce the ‘unnecessary’ use of custodial remands but makes no comment on the desirability of minimising custodial sentencing and contains no guidance at all on the nature of pre-sentence report proposals, an important consideration in determining the level of child imprisonment (see for instance, Bateman, 2005).</p> <p>To the extent that youth justice professionals have become accustomed to particular ways of working, simply removing some of the prescribed processes, without replacing them with positive alternative responses, might encourage a continuation of practice that pre-dates the adoption of a <i>child first</i> orientation at the centre. In this context, it is concerning that, in spite of the pretensions of the Standards to be outcome orientated, it is quite difficult to identify any concrete outcomes that could be used as measures of child first practice. Indeed, it is arguable that much of the document simply describes processes but at a lower level of detail and prescription than standards have hitherto attempted. The Howard League (2018) has moreover argued that the removal of timescales may be a retrograde step by making it more difficult to hold youth justice</p> | | |
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| | | <p>agencies to account, since there is no yardstick against which their activities – or absence thereof – can be objectively assessed.</p> <p>Other evidence tends to support the suggestion that practice does not automatically follow shifts in policy. The introduction of a new assessment framework, in the form of <i>AssetPlus</i>, was intended to engender a shift in practice from one informed by the risk factor paradigm, addressing risks said to have resulted in previous offending, to one that embraced a future-orientated, strengths-based, focus on desistance. Kathy Hampson's research found that shifts in practice as a consequence of the revision of assessment procedures fell far short of what had been anticipated. YOT assessments continued, in large part, to be framed through a risk lens, generating intervention plans that were '<i>offence-focused</i>', highlighting children's deficits and past mistakes, rather than orientated on their future and building on their strengths (Hampson, 2018: 30). Similarly while diversion from formal criminal justice sanctions has increased across England and Wales, research confirms that such increases are not always associated with a recognition of <i>child first</i> principles (an issue discussed in more detail later in the report). Nor does it necessarily imply a rejection of the risk paradigm, but can readily co- exist with it (Kelly, and Armitage, 2015).</p> | | |
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| <p>'Game playing' and 'docility': youth justice in question</p> <p>Creaney, S. (2020). "Game playing" and "docility": youth justice in question. <i>Safer Communities</i>.</p> | Creaney, S. | <p>This paper draws on a study exploring the extent and nature of children's participation in decision making in youth justice. It uses Bourdieu's analytical tools, as heuristic/practical devices, to investigate children's ability to shape or influence the content and format of interventions and approaches.</p> <p>Taken for granted by YOT practitioners that YP would 'play the game'. Complying with minimal effort. Ready to conform mindset to avoid hassle.</p> <p>They require adult support and this by virtue leads to co-operation rather than collaboration or shared endeavor.</p> <p>Lack of meaningful engagement as done to them. CYP would do what was asked, fake, inauthentic.</p> <p>Children, YOT practitioners process driven.</p> <p>Did not rebel/resist the norm/expectations. Get it over and done with. Appointments were pointless and not focused on individual needs/desires.</p> | - | - |

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| | | <p>Minimul effort/little motivation to change.</p> <p>Doing what was required, not taking it in (Bourdieu, 1993) – YOT practitoners were complicit with this.</p> <p>With that said, children may be hesitant voicing an opinion fearing their point of view is inferior to professional expertise, resulting in their concerns being dismissed or overshadowed. Children may lack the confidence in terms of ability to express how they 'truly' feel, in an articulated way, in a manner that garners respect from those occupying seemingly greater symbolic and material power and influence (Bourdieu and Wacquant, 1992). Thus, as some young people did, they may repress their authentic thoughts and feelings.</p> | | |
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This table was intended as brief notes and comments to assist with my thesis. It is not an exhaustive list of all the literature used. However, does include key studies. It is presented here in note form, with some key points highlighted.

* Codes were changed throughout the literature review and analysis and therefore may not reflect exactly what was in the final priori code

Appendix B – Role specification

| Specific skill required (YJB, 2020a) | Clinical Psychologist (HCPC, 2015) | Educational Psychologist (HCPC, 2015) |
|---|------------------------------------|---------------------------------------|
| Be qualified to doctorate level and be registered with the Health and Care Professions Council | √ | √ |
| Have extensive knowledge of child and adolescent development, particularly attachment and trauma. | √ | √ |
| Have experience in working with children in a youth justice and/or forensic mental health setting. | Dependant on experience | Dependant on experience |
| Apply a developmental perspective in understanding and responding to offending by children. | √ | √ |
| Have experience in multi-agency working, particularly with youth offending teams, i.e., police, probation, social/youth workers and other local authority staff, as well as health colleagues from other disciplines. | √ | √ |
| Role and function of the psychologist (YJB, 2020a) | | |
| Lead on the initial case formulation and later reviews. | √ | √ |
| Make recommendations for intervention planning and delivery. | √ | √ |
| Provide clinical supervision and support to YOT practitioners managing ECM cases. | √ | √ |
| The psychologist may also provide trauma-related training to YOT staff and facilitate practice review days. | √ | √ |

Appendix C - Ethics form and approval certificate

UNIVERSITY OF EAST ANGLIA SCHOOL OF EDUCATION AND LIFELONG LEARNING RESEARCH ETHICS COMMITTEE

APPLICATION FOR ETHICAL APPROVAL OF A RESEARCH PROJECT

This form is for all staff and students across the UEA who are planning educational research. Applicants are advised to consult the school and university guidelines before preparing their application by visiting <https://www.uea.ac.uk/research/our-research-integrity> and exploring guidance on specific types of projects <https://portal.uea.ac.uk/rin/research-integrity/research-ethics/research-ethics-policy>. The Research Ethics page of the EDU website provides links to the University Research Ethics Committee, the UEA ethics policy guidelines, ethics guidelines from BERA and the ESRC, and guidance notes and templates to support your application process: <https://www.uea.ac.uk/education/research/research-ethics>.

Applications must be approved by the Research Ethics Committee before beginning data generation or approaching potential research participants.

- Staff and PGR (PhD, EdD, and EdPsyD) should submit their forms to the EDU REC Administrator (edu.support@uea.ac.uk) and Dr Kate Russell (Kate.russell@uea.ac.uk) at least two weeks prior to each meeting.
- **Undergraduate students and other students must follow the procedures determined by their course of study.**

| APPLICANT DETAILS | |
|--|---|
| Name: | Nicola Palmer |
| School: | School of Education and Lifelong Learning |
| Current Status: | EdPsyD student |
| UEA Email address: | Nicola.palmer@uea.ac.uk |
| If PGR, MRes, or EdD/EdPsyD student, name of primary supervisor and programme of study: Andrea Honess EdPsyD | |
| If UG student or MA Taught student, name of Course and Module: | |

| The following paperwork must be submitted to EDU REC BEFORE the application can be approved. Applications with missing/incomplete sections will be returned to the applicant for submission at the next EDU REC meeting. Please combine the forms into ONE PDF | |
|--|----------------------------|
| Required paperwork | ✓Applicant Tick to confirm |
| Application Form (fully completed) | ✓ |

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| Participant Information sheet and Consent Form (EDU template appropriate for nature of participants i.e. adult/parent/carer etc.) | ✓ |
| Other supporting documents (for e.g. questionnaires, interview/focus group questions, stimulus materials, observation checklists, letters of invitation, recruitment posters etc) | ✓ |

2. PROPOSED RESEARCH PROJECT DETAILS:

| | |
|-------------------------|---|
| Title: | How can EPs utilise person centred practice in a YOT context within one LA? |
| Start/End Dates: | February 2020 – April 2021 |

3. FUNDER DETAILS (IF APPLICABLE):

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| Funder: | n/a |
| | Has funding been applied for? YES NO Application Date: |
| | Has funding been awarded? YES NO |
| | Project code if known: |
| Will ethical approval also be sought for this project from another source? YES NO | |
| | If “yes” what is this source? |

4. APPLICATION FORM FOR RESEARCH INVOLVING HUMAN PARTICIPANTS:

Please use the guidance notes to support your application as this can clarify what the committee needs to see about your project and can avoid any unnecessary requests for further information at a later date.

4.1 Briefly outline, using lay language, your research focus and questions or aims (no more than 300 words).

This research project has been adapted from a previously approved project so that an amended version can be carried out during the Covid-19 Pandemic. There is a lack of research in the area of person-centred practice (PCP) within the youth offending team (YOT). Despite this guidance from the youth justice board advocates for putting the ‘child first’ and there is growing literature around the positive impact of genuine participation of children and young people in the work they do with YOT. In addition to this there is further literature into person centred working with vulnerable groups and the positive impact of this.

Therefore, this research project aims to gather the views of Educational Psychologists (EPs) who work within the local authority’s YOT. It will explore the role of the EP within the YOT, how person-

centred practice is utilised and the impact of this. As well as the barriers to working in this way including potential ways to overcome this.

The research question is:

- How can EPs utilise person centred practice in a YOT context within one LA?
 - What are the potential benefits of working in this way?
 - What are the potential barriers/challenges of working in this way?

4.2 Briefly outline your proposed research methods, including who will be your research participants and where you will be working (no more than 300 words).

- **Please provide details of any relevant demographic detail of participants (age, gender, race, ethnicity etc)**

My chosen methodology is an explanatory case study, I will use my local authority and its linked YOT service. I will carry out interviews with EPs who work within the YOT in the selected LA. I aim to speak to a minimum of five EPs and a maximum of seven. These interviews will be carried out using an online video conferencing platform. They will be semi- structured interviews (Appendix B), and last up to 1.5 hours, with comfort breaks if needed. I will initially pilot the interview questions with EPs from a different service to make sure the interview is appropriate to ensure validity and reliability.

I will use a deductive semantic thematic analysis. I will create a priori code based on the literature and use this to analyse my transcribed data from the interviews as well as the qualitative responses from the questionnaires. I will use the Braun and Clark (2006) model.

Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. Qualitative research in psychology, 3(2), 77-101.

4.3 Briefly explain how you plan to gain access to prospective research participants. (no more than 300 words).

- **Who might be your gatekeeper for accessing participants?**
- **If children/young people (or other vulnerable people, such as people with mental illness) are to be involved, give details of how gatekeeper permission will be obtained. Please provide any relevant documentation (letters of invite, emails etc) that might be relevant**
- **Is there any sense in which participants might be 'obliged' to participate – as in the case of pupils, friends, fellow students, colleagues, prisoners or patients – or are volunteers being recruited?**

I will invite EPs within the local authority where I am on placement. The EPs invited to take part will be seconded as part of their role to work within YOT (or have been in the past six months), they may be a specialist EP in this area or work with the YOT team on a specialist project. They will therefore regularly carry out work with children who are supported by YOT and will have been involved with the YOT team for at least three months.

All participant interaction will take place remotely. Prospective participants will be invited to take part via email. The email will make it explicit that this is voluntary, and there is no obligation to take part. There will be no implications if an EP chooses to not take part.

4.4 Please state who will have access to the data and what measures will be adopted to maintain the confidentiality or anonymity of the research subject and to comply with data protection requirements e.g. how will the data be anonymised? (No more than 300 words.)

As a qualitative study I cannot guarantee confidentiality as I will be using verbatim data extracts in my write up. I can however promise anonymity, and this distinction will be made clear in the consent form (Appendix A).

Interviews will take place on an online video conferencing platform (Microsoft Teams) and recorded from this. They will be transcribed and stored with password protection. Interview data will not be anonymised until the withdrawal date which will be 30th September 2020 (this may change if interviews are not complete at this time, participants will be kept updated and notified when data is being anonymised, so they still have the right to withdraw).

In terms of access to data, those who will see it are myself as the researcher, my fieldwork supervisor, my research supervisor, my university tutor and research peers.

The intention is to publish this research into a peer-reviewed article, and this will also be made clear to participants. Contact details of all those involved will be stored within the local authority computer system so that I am able to send executive summaries of my findings to all that were involved in my study.

4.5 Will you require access to data on participants held by a third party? In cases where participants will be identified from information held by another party (for example, a doctor or school) describe the arrangements you intend to make to gain access to this information (no more than 300 words).

No.

4.6 Please give details of how consent is to be obtained (no more than 300 words).

Identify here the method by which consent will be obtained for each participant group e.g. through information sheets and consent forms, oral or other approach. Copies of all forms should be submitted alongside the application form (do not include the text of these documents in this space).

- **How and when will participants receive this material and how will you collect forms back in?**

Consent will be sought via email to participants who meet the criteria for the first part of the research (i.e., EPs who work/have worked within YOT). Information sheets and consent forms (Appendix A) will be sent out via email for participants to read and sign if they are happy. A gentle reminder will be sent out one week after the email has gone out if they have not responded. A final prompt will be sent out another week after this to ask whether they would like to take part. This is done with the understanding that EPs can be very busy and get a lot of emails and just because they haven't replied, does not mean they do not want to take part. If there has still been no communication, then it will be assumed that the EP does not wish to take part. Interviews will be scheduled at a time

convenient for the EP ideally prior to 30th September 2020. However, given the fluid circumstances this may change.

4.7 If any payment or incentive will be made to any participant, please explain what it is and provide the justification (no more than 300 words).

n/a

4.8 What is the anticipated use of the data, forms of publication and dissemination of findings etc.? (No more than 300 words.)

The following research project will be written in my thesis for completion of my Educational Psychology Doctorate programme. It is also my intention to publish this in a condensed form in a peer-reviewed article.

A copy of my thesis will be shared with the hosting local authority, alongside an executive summary. An executive summary will also be sent to all those who were involved in the project including.

4.9 Findings of this research/project would usually be made available to participants. Please provide details of the form and timescale for feedback. What commitments will be made to participants regarding feedback? How will these obligations be verified? If findings are not to be provided to participants, explain why. (No more than 300 words.)

Feedback will be offered to those highlighted above following the completion of this project and it passing a Viva. This Viva is likely to take place at some point in the summer of 2021. Once this has been completed and the project has been signed off as meeting the standards to pass at doctoral level, feedback will be given to participants. This will be in the form of an accessible executive summary. However, the host local authority will be sent a full copy of the thesis. They will also be sent a copy of the peer reviewed article once this has been written and published.

It would be anticipated that feedback would be given by December 2021. The article will be anticipated to be completed by December 2022, for peer review.

4.10 Please add here any other ethical considerations the ethics committee may need to be made aware of (no more than 300 words).

- Are there any issues here for who can or cannot participate in the project?
- If you are conducting research in a space where individuals may also choose not to participate, how will you ensure they will not be included in any data collection or adversely affected by non-participation? An example of this might be in a classroom where observation and video recording of a new teaching strategy is being assessed. If consent for all students to be videoed is not received, how will you ensure that a) those children will not be videoed and/or b) that if they are removed from that space, that they are not negatively affected by that?

There is an ethical consideration about the legitimacy of interviews over an online video platform (e.g. non verbals are lost, there may be a lag and therefore conversation may not flow, participant may not feel comfortable on video, etc.). However, given the global pandemic this is the current way of working and therefore participants are more used to virtual meetings. This is something to reflect on in my work, in a reflective chapter and my reflective research diary, in terms of the potential impact this may have had.

I am asking people to take time out of their working day to partake in interviews. This may add to stress of workload. However, I have discussed the project with their line managers who are happy for them to partake and therefore this should be factored into their workload.

4.11 What risks or costs to the participants are entailed in involvement in the research/project and how will you manage that risk?

- Are there any potential physical, psychological or disclosure dangers that can be anticipated? What is the possible harm to the participant or society from their participation or from the project as a whole?
- What procedures have been established for the care and protection of participants (e.g. insurance, medical cover, counselling or other support) and the control of any information gained from them or about them?

There is limited risk as I am asking participants to discuss their working practice. However, my contact details will be available to them and I will talk to them and with agreement, their line manager should any problems arise.

4.12 What is the possible benefit to the participant or society from their participation or from the project as a whole?

There is limited research into person centred working with YOT, and the EP role within YOT therefore it may shed light on this area. It may also give an opportunity for EPs to share person centred ways of working within YOT with the team they work with. Services can reflect on their ways of working and think about implementing person centred practice.

4.13 Comment on any cultural, social or gender-based characteristics of the participants which have affected the design of the project or which may affect its conduct. This may be particularly relevant if conducting research overseas or with a particular cultural group

- You should also comment on any cultural, social or gender-based characteristics of you as the researcher that may also affect the design of the project or which may affect its conduct

There is generally more female EPs therefore the participants who are EPs are likely to be female. However, this should not impact on my study.

4.14 Does your research have environmental implications? Please refer to the University's Research Ethics Guidance Note: [Research with a Potential Impact on the Environment](#) for further details. Identify any significant environmental impacts arising from your research/project and the measures you will take to minimise risk of impact.

Where possible use of paper and printing will be kept to a minimum. Analysis and write up will be done electronically. I do not envisage any other environmental implications.

4.15 Will your research involve investigation of or engagement with terrorist or violent extremist groups? Please provide a full explanation if the answer is 'yes'.

No

4.16 Please state any precautions being taken to protect your health and safety? This relates to all projects and not just those undertaken overseas.

- What health and safety or other relevant protocols need to be followed e.g. a DBS for work in schools? Have you completed this?
- If you are travelling to conduct your research, have you taken out travel and health insurance for the full period of the research? If not, why not.
- If you are travelling overseas, have you read and acted upon FCO travel advice (<https://www.gov.uk/foreign-travel-advice>)? If not, why not. If acted upon, how?
- Provide details including the date that you have accessed information from FCO or other relevant organization
- If you are undertaking field work overseas you are required to submit a Risk Assessment Form with your application. This is even if you are a researcher 'going home' to collect data (check EDU REC website).

I am fully DBS checked for my current role. I will work under the policies and procedures of my local authority.

4.17 Please state any precautions being taken to protect the health and safety of other researchers and others associated with the project (as distinct from the participants or the applicant).

Participants and those assisting with the research will also adhere to their own policies and procedures around things such as working hours.

4.18 The UEA's staff and students will seek to comply with travel and research guidance provided by the British Government and the Governments (and Embassies) of host countries. This pertains to research permission, in-country ethical clearance, visas, health and safety information, and other travel advisory notices where applicable. If this research project is being undertaken outside the UK, has formal permission/a research permit been sought to conduct this research? Please describe the action you have taken and if a formal permit has not been sought please explain why this is not necessary/appropriate (for very short studies it is not always appropriate to apply for formal clearance, for example).

n/a – the research study is being undertaken inside the UK.

4.19 Are there any procedures in place for external monitoring of the research, for instance by a funding agency?

n/a

5. DECLARATION:

Please complete the following boxes with YES, NO, or NOT APPLICABLE:

| | |
|--|---|
| I have read (and discussed with my supervisor if student) the University's Research Ethics Policy, Principle and Procedures, and consulted the British Educational Research Association's Revised Ethical Guidelines for Educational Research and other available documentation on the EDU Research Ethics webpage and, when appropriate, the BACP Guidelines for Research Ethics. | ✓ |
| I am aware of the relevant sections of the GDPR (2018): https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/ and Freedom of Information Act (2005). | ✓ |
| Data gathering activities involving schools and other organizations will be carried out only with the agreement of the head of school/organization, or an authorised representative, and after adequate notice has been given. | ✓ |
| The purpose and procedures of the research, and the potential benefits and costs of participating (e.g. the amount of their time involved), will be fully explained to prospective research participants at the outset. | ✓ |
| My full identity will be revealed to potential participants. | ✓ |
| Prospective participants will be informed that data collected will be treated in the strictest confidence and will only be reported in anonymised form unless identified explicitly and agreed upon | ✓ |
| All potential participants will be asked to give their explicit, written consent to participating in the research, and, where consent is given, separate copies of this will be retained by both researcher and participant. | ✓ |
| In addition to the consent of the individuals concerned, the signed consent of a parent/carers will be required to sanction the participation of minors (i.e. persons under 16 years of age). | ✓ |
| Undue pressure will not be placed on individuals or institutions to participate in research activities. | ✓ |
| The treatment of potential research participants will in no way be prejudiced if they choose not to participate in the project. | ✓ |
| I will provide participants with my UEA contact details (<i>not</i> my personal contact details) and those of my supervisor (if applicable), in order that they are able to make contact in relation to any aspect of the research, should they wish to do so. I will notify participants that complaints can be made to the Head of School. | ✓ |
| Participants will be made aware that they may freely withdraw from the project at any time without risk or prejudice. | ✓ |
| Research will be carried out with regard for mutually convenient times and negotiated in a way that seeks to minimise disruption to schedules and burdens on participants | ✓ |
| At all times during the conduct of the research I will behave in an appropriate, professional manner and take steps to ensure that neither myself nor research participants are placed at risk. | ✓ |
| The dignity and interests of research participants will be respected at all times, and steps will be taken to ensure that no harm will result from participating in the research | ✓ |
| The views of all participants in the research will be respected. | ✓ |
| Special efforts will be made to be sensitive to differences relating to age, culture, disability, race, sex, religion and sexual orientation, amongst research participants, when planning, conducting and reporting on the research. | ✓ |
| Data generated by the research (e.g. transcripts of research interviews) will be kept in a safe and secure location and will be used purely for the purposes of the research project | ✓ |

| | |
|--|---|
| (including dissemination of findings). No-one other than research colleagues, professional transcribers and supervisors will have access to any identifiable raw data collected, unless written permission has been explicitly given by the identified research participant. | |
| Research participants will have the right of access to any data pertaining to them. | ✓ |
| All necessary steps will be taken to protect the privacy and ensure the anonymity and non-traceability of participants – e.g. by the use of pseudonyms, for both individual and institutional participants, in any written reports of the research and other forms of dissemination. | ✓ |

I am satisfied that all ethical issues have been identified and that satisfactory procedures are in place to deal with those issues in this research project. I will abide by the procedures described in this form.

| | |
|---------------------------|-------------------|
| Name of Applicant: | N.Palmer |
| Date: | 15/05/2020 |

PGR/EdD/EdPsyD/MRes Supervisor declaration (for PGR/EdD/EdPsyD/MRes student research only)

I have discussed the ethics of the proposed research with the student and am satisfied that all ethical issues have been identified and that satisfactory procedures are in place to deal with those issues in this research project.

| | |
|--------------------------------|-------------------|
| Name of PGR Supervisor: | A. Honess |
| Date: | 17/05/2020 |

MA taught/Undergraduate Supervisor declaration (for MA Taught/Undergraduate student research only)

I confirm that I have read and discussed the ethics of the proposed research with the student and am satisfied that all ethical issues have been identified and that satisfactory procedures are in place to deal with those issues in this research project. I also confirm that all of the relevant documents are appropriate to conduct the proposed research.

| | |
|----------------------------|--|
| Name of Supervisor: | |
| Date: | |

Appendix A – Information Sheet EP

Nikki Palmer
Trainee Educational Psychologist
15/05/2020

Faculty of Social Sciences
School of Education and Lifelong Learning
University of East Anglia
Norwich Research Park
Norwich NR4 7TJ
United Kingdom

Email: Nicola.palmer@uea.ac.uk /
nikki.palmer@suffolk.gov.uk

Web: www.uea.ac.uk

Educational Psychologists and Person-Centred Working within the Youth Offending Team

PARTICIPANT INFORMATION STATEMENT

(1) What is this study about?

You are invited to take part in a research study about person centred working (PCW) within your role in the youth offending team (YOT). You have been invited to participate in this study because you work directly with YOT and the children and young people (CYP) they support. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about.

Participation in this research study is voluntary. By giving consent to take part in this study you are telling us that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information as described.
- ✓ You have received a copy of this Participant Information Statement to keep.

(2) Who is running the study?

The study is being carried out by the following researchers:

Nikki Palmer, Research Lead and Trainee Educational Psychologist at the University of East Anglia (UEA)

Andrea Honess, Research Supervisor from the UEA

(3) What will the study involve for me?

You will be invited via email to participate in a semi structured interview which should last around 60-90 mins. This will be done virtually over Microsoft Teams, including video, and will be recorded and transcribed. The interview will focus on your role within the YOT, your experience of PCW within this context, the benefit of this and how this work might be furthered.

(4) How much of my time will the study take?

Participants will be contacted via email and a virtual team's meeting arranged. The interview should take no longer than 90mins.

(5) Do I have to be in the study? Can I withdraw from the study once I've started?

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at the University of East Anglia, Suffolk County Council or the Youth Offending Team. You are free to stop the interview at any time. You may also refuse to answer any questions that you do not wish to answer during the interview. If you decide to take part in the study and then change your mind later, you are free to withdraw until the point where the data is anonymised, this will be on the 1st September 2020. You can do this by emailing nikki.palmer@suffolk.gov.uk before this date.

(6) Are there any risks or costs associated with being in the study?

There is minimal risk in taking part in this study, you will be asked to discuss your practice and reflect on practice you have seen. Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

(7) Are there any benefits associated with being in the study?

The benefits from taking part in this study is to further understand the research area of person-centred working within YOT, and to reflect on EP and others practice within this context.

(8) What will happen to information about me that is collected during the study?

By providing your consent, you are agreeing to us collecting personal information about you for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 2018 General Data Protection Regulation Act and the University of East Anglia Research Data Management Policy (2019).

Your information will be stored securely, and your identity/information will be kept strictly confidential, except as required by law. Study findings may be published. Although every effort will be made to protect your identity, there is a risk that you might be identifiable due to the nature of the study and/or results. In this instance, data will be stored for a period of 10 years and then destroyed

(9) What if I would like further information about the study?

When you have read this information, Nikki Palmer, lead researcher, will be available to discuss it with you further and answer any questions you may have. If you would like to know more at any stage during the study, please feel free to contact Nikki Palmer at nikki.palmer@suffolk.gov.uk or Andrea Honess, research supervisor at a.honess@uea.ac.uk.

(10) Will I be told the results of the study?

You have a right to receive feedback about the overall results of this study. You can tell us that you wish to receive feedback by emailing nikki.palmer@suffolk.gov.uk. This feedback will be in the form of an executive summary. You will receive this feedback after July 2021.

(11) What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics Committee. If there is a problem, please let me know. You can contact me via the University at the following address:

Nikki Palmer
School of Education and Lifelong Learning
University of East Anglia
NORWICH NR4 7TJ
Nicola.palmer@uea.ac.uk

If you would like to speak to someone else, you can contact my supervisor:

Andrea Honess,
1.38 Lawrence Stenhouse Building,
University of East Anglia,
Norwich Research Park,
Norwich,
NR4 7TJ
Tel: 01603 593011
Email: a.honess@uea.ac.uk

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the Head of the School of Education and Lifelong Learning, Professor Nalini Boodhoo at N.Boodhoo@uea.ac.uk.

(12) OK, I want to take part – what do I do next?

You need to fill in one copy of the consent form *and email it back to nikki.palmer@suffolk.gov.uk*. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

[This information sheet is for you to keep](#)

PARTICIPANT CONSENT FORM (1st Copy to Researcher)

I, [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- ✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
- ✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia now or in the future.
- ✓ I understand that I can withdraw from the study *up until 1st September 2020*.
- ✓ I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don't wish to answer.
- ✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- ✓ I understand that the results of this study may be published. Although every effort will be made to protect my identity, I may be identifiable in these publications due to the nature of the study or results.

I consent to:

- **Audio-recording** YES ☐ NO ☐
- **Video-recording** YES ☐ NO ☐
- **Would you like to receive feedback about the overall results of this study?**
YES ☐ NO ☐

If you answered **YES**, please indicate your preferred form of feedback and address:

☐ Postal: _____

☐ Email: _____

.....

Signature

.....

PRINT name

.....

Date

PARTICIPANT CONSENT FORM (2nd Copy to Participant)

I, [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- ✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
- ✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia now or in the future.
- ✓ I understand that I can withdraw from the study at any time.
- ✓ I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don't wish to answer.
- ✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- ✓ I understand that the results of this study may be published. Although every effort will be made to protect my identity, I may be identifiable in these publications due to the nature of the study or results.

I consent to:

- **Audio-recording** YES ☐ NO ☐
- **Video-recording** YES ☐ NO ☐
- **Would you like to receive feedback about the overall results of this study?**
YES ☐ NO ☐

If you answered **YES**, please indicate your preferred form of feedback and address:

☐ Postal: _____

☐ Email: _____

.....
Signature

.....
PRINT name

.....
Date

Appendix B – Semi-structured interview schedule (this is subject to piloting so questions may vary slightly)

What is your role within YOT?

In what way have you used PCW within your work with the YOT?
Definition of PCW

What other opportunities for PCW, if any, might be possible for you to develop within your YOT role?

What is your general experience of the use of PCW within the YOT team?

- *For example, the use of PCW by other YOT team members or how the YOT system is designed, or projects delivered.*

How might EPs support the development of PCW practices in YOT?

To what extent, if any, do you believe PCW might be appropriate and valuable within the YOT

- *What would be the benefit, if any, of this?*

What are the potential barriers or challenges, if any, are there in using PCW within YOT?

- *How might you manage these?*

Is there anything else that you would like to tell me?

| |
|---|
| EDU ETHICS APPROVAL LETTER 2019-20 |
|---|

| APPLICANT DETAILS | |
|---------------------|--|
| Name: | Nicola Palmer |
| School: | EDU |
| Current Status: | EdPsyD Student |
| UEA Email address: | Nicola.Palmer@uea.ac.uk |
| EDU REC IDENTIFIER: | 2020_2_NP_AH |

| Approval details | |
|--|-----------|
| Approval start date: | 5.3.2020 |
| Approval end date: | 30.5.2020 |
| Specific requirements of approval: | |
| <p>Please note that your project is only given ethical approval for the length of time identified above. Any extension to a project must obtain ethical approval by the EDU REC before continuing. Any amendments to your project in terms of design, sample, data collection, focus etc. should be notified to the EDU REC Chair as soon as possible to ensure ethical compliance. If the amendments are substantial a new application may be required.</p> | |



EDU Chair, Research Ethics Committee

Appendix D - Original study research proposal

Research Proposal

12th December 2019

Provisional Title:

Children and Young people's experiences of Person-Centred Reviews, within the youth justice system.

Literature review:

The following literature review considers the political context of person-centred working, looks at the youth justice system and potential needs within that service before going on to explore children's experiences of Person-Centred Reviews (PCRs). It concludes with a rationale for the project and how it has been contracted with the host service.

The Children and Families Act (2014) and the SEND Code of Practice (DfE, 2015), emphasise the importance of person-centred planning (PCP) for children with special educational needs and disabilities (SEND) in England. However, how this is interpreted and the extent to which it is achieved varies in practice (HoCEC, 2019). Hammond and Palmer (2018) conducted a two-year study into the SEND reforms and proposed a revised model of PCRs developing the work of Sanderson and Lewis (2012). In addition to considering the implications of the new Code of Practice (DfE, 2015) and the development of Education, Health and Care Plans (EHCPs); the work advocates for early, preventative support through the increased use of PCRs as a way of reducing the inappropriate use of formal SEND processes (i.e. EHCPs) to meet need (Hammond and Palmer, 2018). EHCPs are failing to fulfil the purpose for which they were designed (HoCEC, 2019). There continues to be a drive to increase child participation, yet this does not always go beyond tokenism (Hart, 1992), and therefore person-centred practices may not be going far enough to meet the intentions outlined by central government (DfE, 2015, Hammond and Palmer, 2018, HoCEC, 2019).

Hammond and Palmer (2018) found that PCRs were an effective way of making informal (preventative) and formal (EHCP) SEND processes more person-centred. However, as their study primarily focused on the systems and team around the child, it did not capture the voice of the child.

Children and the Youth Justice System (YJS)

Children within the YJS are often marginalised both educationally and socially (Yates, 2010). Given their criminal behaviour, or potential for such activity, they often find themselves in a situation which is not always attuned to the potential for other, underlying needs and explanations to their behaviour, which could exacerbate need (McAra and McVie, 2007). It is well documented that children who become involved in the YJS often have comorbid learning, language, medical or social needs (Yates, 2006; Fyson and Yates 2011; Yates 2010). As such, it becomes imperative that the voices of these children are heard and underlying needs are identified early, as these factors could increase their chances of becoming involved with the YJS.

Adult offender data from 2017/2018 shows that 34.4% of the prison population who were involved with adult learning had an identified learning disability (DfE, 2018). However, this only considers those over 18, with an identified need, who have engaged in offender learning and therefore is likely to be an underrepresentation of the true level of additional need within this population. A review by Bradley (2009) suggested that early intervention programmes such as Diversion, were crucial in reducing the number of children within the YJS, this was especially true for those with additional needs.

The Diversion Programme exists in many guises across different local authorities (Creaney and Smith, 2014). It focuses on preventing the development of lifelong offending behaviour (McAra and McVie, 2010), limiting the number of young people in custody and reducing reoffending (Home Office, 2008). In 2017, within the projects housing local authority, the Diversion Programme saved the local police £146,741, saved the justice system £158,415 and estimated a net benefit of around £72,915 in having the programme (Tyrell, Bond, Manning and Dogaru, 2017). The overall

feedback from young people for the programme was also positive and reported that the process felt inclusive and supportive (Tyrell, Bond, Manning and Dogaru, 2017).

The views of children experiencing PCRs

As mentioned earlier, one critique of the Hammond and Palmer (2018) study is that it did not capture the child's view, as this was not the purpose of the study. Literature into children's experiences of PCRs is limited, however one study claimed that children found them a positive experience as it allowed for their voices to be heard (White and Rae, 2016). However, in using the Sanderson and Lewis (2012) model, children also found the PCR to be daunting and not very child friendly (White and Rae, 2016).

Given the current legislative push to listen to the child's voice and use of person-centred approaches (SEND CoP; DfE, 2015), little is known about the inclusion or experiences of children within formal and informal SEND processes. The extent to which a child's voice is included in formal process, such as the EHC need assessments, is said to differ hugely between local authorities and settings (Palikara, Castro, Gaona and Eirinaki, 2018). If this is happening across formal processes, it begs the question as to what extent preventative approaches might be person-centred for children who may have an underlying SEND and are known to or at risk of becoming involved in the YJS.

Given the effectiveness of PCRs within the SEND system, and their child friendly approach this current study will consider the use of the Hammond and Palmer (2018) model with children within the YJS. This sits in contrast to previous literature into PCRs which has focused on other models (e.g. Sanderson and Lewis, 2012). Other forms of PCP were considered such as PATHs, however it felt the PCR gave a more workable action plan within a limited time frame, requiring fewer resources and no prior knowledge of the child (Wood, O'Farrell, Bjerk-Andersen, Mullen and Kovshoff, 2019). Further, this study will consider how these children experience PCRs, thus extending the voice of the child within the current literature.

This research will be negotiated with the local authority and the adjoining Youth Offending Team (YOT). The YOT already has close connections with the Educational Psychology Service (EPS), and PCRs will therefore be offered for free at the point of delivery alongside the YJS Diversion Programme for participants who may benefit from some form of PCP. The aim is to understand how PCRs may work within one of the YJS's existing preventative approaches and how the child experiences that PCR.

Ontology and Epistemology:

The ontological position I will be taking for this research project is relativism, which assumes that there are many versions of truth in the world. Acknowledging that each individual experiences of the world is different and therefore everyone makes different assumptions and interpretations of events. Relativism recognises all of these experiences, assumptions and interpretations as equally valid (Robson, 2011).

In keeping with relativism, I take a social constructivist epistemological position. This position holds that each person constructs meaning based on their own experience and interaction with their environment, and this creates a unique perspective of the world for each individual. Thus, different meanings can be constructed by individuals about the same phenomenon (Gray, 2013). This is opposed to a constructionist view which is focused more on the social construction of a phenomenon through discourse and language (Fruggeri, 1992). Robson (2011), highlights the importance of the role of the researcher in a constructivist approach stating the researcher must, '*understand the multiple social constructions of meaning and knowledge*' (p. 24). Equally the value, social position, cultural context and experience of the researcher are also considered which highlights the need for a reflective and reflexive research diary. I will, therefore, include a thorough account of myself as a researcher and seek to clarify my interpretations of the child's experiences during my research and write-up.

Research Aims and Questions:

The research aims to consider how children and young people experience the phenomena of PCRs, and moreover, their views of their experiences. For example, if

we consider that everyone constructs their own meaning based on their experiences of a phenomena, can PCRs (or any tool for that matter), be considered as being 'person-centred'. Or, is it the ethos, practitioner and the person themselves that constitutes something to be 'person-centred'?

Primary:

- How do children and young people within the youth justice system experience person centred reviews?

Secondary:

- To what extent is the PCR experienced as being 'person-centred'?

Smith, Flowers and Larkin (2009) suggest having a primary research question in IPA which is open and exploratory. In this case it reflects the process rather than the outcome. It looks at how children and young people experience a specific phenomenon (or context). The question is situated within the process rather than between/about it. The primary research question should be unassuming and should not 'impose' priori theoretical concept on the phenomena. In this case I cannot assume that the children will experience a PCR as being person centred. In addition to this, the authors suggest having a secondary research question to explore theory-driven questions (Smith, Flowers and Larkin, 2009). This will be answered at the interpretive stage and therefore is considered secondary. This research question may infer meaning from the account at the interpretation stage which isn't always explicit in the account itself.

Methodology:

My chosen methodology is Interpretive Phenomenological Analysis (IPA). IPA is used to explore an individual's understanding and meaning making relating to their life experiences (Pietkiewicz and Smith, 2014). It holds that people are 'self-interpreting beings' (Taylor, 1985), and are therefore active agents in interpreting events and people in their lives. IPA recognises that its outcomes are always the researcher's interpretation of the participants experience, and that it is not possible to directly access another person's lived experiences. Therefore, an IPA researcher

engages in a 'double hermeneutic', that is they attempt to make sense of the participants trying to make sense of their experience (Smith et al, 2009). By doing so, the researcher must play an active part in the research.

IPA has three main theoretical underpinnings, they are: phenomenology, hermeneutics and idiography (Smith et al, 2009). I am interested in how children and young people, within the YJS, experience a PCR and how they make sense of this experience. Given that, by virtue every PCR should be experienced differently - as it should be centred around that person and their strengths, wants and wishes (Dowling, Manthorpe and Cowley, 2006; Sanderson et al, 2012), I am looking at how children and young people experience those meetings and make meaning out of them.

Sample: I will aim for a homogeneous group of three children and/or young people within the YJS. They will all be going through the Diversion Programme and experiencing some difficulty within their educational setting. I will have an exclusion criterion for which any children whom have a diagnosed language or special educational need, will not be included in the study, due to the demands of the interview and depth of data required. They will be between the ages of 11 and 16 and randomly selected by members of the YOT based on the above criteria. Due to time constraints and level of analysis required for IPA I believe that three participants are an appropriate number for a doctoral piece of research which is carried out alongside practice (Smith et al, 2009). In order to account for withdrawal, I will recruit 6 participants to have a PCR. My consent form will stipulate that they *may* be asked to attend an interview, my data will be based on the first 3 participants who give their consent and attend an interview. The following 3 people will go through the PCR process and will only be interviewed if further data is needed. Participants will be given until the last day of summer term 2020 (end of July) to withdraw their data.

Methods: There is a need to listen attentively, engage deeply and probe appropriately in order to obtain 'rich' data which you are able to go on and analyse using IPA (Smith et al, 2009). Thus, I have chosen an in-depth, semi-structured interview with participants as my method of data gathering. Once ethical approval

has been given, I intend to pilot these questions with a small group of children in order to resolve any potential issues and ensure the interview is reliable and valid.

Data Collection: Once consent is gained from the participants and their families a PCR will be set up following the model by Hammond and Palmer (2018). Initially, the child will be met by an Assistant Educational Psychologist (AEP) who works within the service and will act as a PCR Champion (Hammond and Palmer, 2018: p.59). The AEP will use pre-developed and trialled elicitation activities (Hammond and Palmer, 2018). I will then complete the PCR in-setting and interview the child immediately following the PCR to account for some issues that may arise from recalling an event from memory.

The semi-structured interview should last between 60 to 90 minutes. The interview will be supported using pre-developed visuals, such as the PCR talking mat (Hammond and Palmer, 2018), emotion visual support cards, and drawing (e.g. Reason, 2010). I am hopeful these approaches will help account for any undiagnosed language or learning needs. The interviews will then be transcribed by me, and these transcripts would be checked with the participant for accuracy before being analysed.

Analysis: I will use an IPA analysis; however, it is recognised that IPA does not have a prescribed single method, rather the nuance lies in the analytical focus being on participants attempts to make sense of their experiences (Smith et al, 2009):

“IPA can be characterised by a set of common processes (e.g. moving from the particular to the shared, and from the descriptive to the interpretative) and principles (e.g. a commitment to an understanding of the participant’s point of view, and a psychological focus on a personal meaning-making in particular contexts) which are applied flexibly, according to the analytic task.” (Reid, Flowers and Larkin, 2005)

Smith et al (2009) outlines a step-by-step guide for the novice IPA researcher, with the above caveat and encouragement to remain flexible, creative and innovative. Those 5 steps are:

| | |
|--------|---|
| Step 1 | Reading and re-reading |
| Step 2 | Initial noting |
| Step 3 | Developing emergent themes |
| Step 4 | Searching for connections across emergent themes |
| Step 5 | Moving to the next case (each case is treated on its own terms) |
| Step 6 | Looking for patterns across cases |

Ethical Considerations:

My study has been designed within the duties on me as a practitioner (HCPC SCPE, 2016, BPS CoE, 2018) and the BPS Code of Human Research Ethics (BPS CHRE, 2014). Outlined below are some considerations specifically linked to my research and how I plan to mediate these.

In qualitative research participants should be offered ‘anonymity’ rather than ‘confidentiality’ (Smith et al, 2009) as some of their verbatim data extracts might be used in the write up, which may make them ‘known’ to others – particularly those who know them well. Therefore, I will make clear to participants that their data will be anonymised before they agree to take part, however I cannot guarantee absolute confidentiality. Consideration also needs to be given to how participation is framed in terms of the child or young person being on the Diversion Programme. The Diversion Programme requires the child or young person to complete certain criteria before they are ‘signed off’ the Programme. I will make clear that this research project is additional to their Programme and that they do not need to participate in the study to otherwise successfully complete the Diversion Programme.

Dual role is an ethical dilemma facing any practitioner-researcher and steps need to be taken to reduce any conflict of interest. Thompson and Russo (2012) highlighted some of the ethical dilemmas in a practitioner-researcher role, which are complicated further when the role may be considered therapeutic (Yanos and Ziedonis, 2006). Whilst not intentionally therapeutic, my role is to facilitate change through a PCR which may be experienced therapeutically (see Thompson and Russo, 2012). This is

something that may be exacerbated at interview stage as, Willig (2013) highlights, the position of an IPA interviewer aligns well to a role of a counsellor.

Thus, I have considered the implications and taken steps to reduce potential dilemmas. For example, I have recruited an in-service AEP who will act as a PCR Champion and advocate to the young person (see Hammond and Palmer, 2018). This will provide further distance for me in role as the facilitator. I will define my role as facilitator and researcher in the consent form. I will continue to make this distinction before, during and after the PCR as part of professional contracting and boundary setting and signpost where appropriate (BPS CoE 3.3, 3.4, 2018; HCPC SCPE 1,2,9, 2016). I will be supervised at university and on placement, and the service have an existing psychologist working with them who I will liaise with and seek additional supervision if required (BPS CoE 3.2, HCPC SCPE 3, 2016). In addition, I will keep a reflective and reflexive diary throughout, which is considered a helpful way of ensuring boundaries and recognising my influence as a researcher to the process (Thompson and Russo, 2012). To ensure continuity of care, I will produce a short report for each of the six children following my involvement. This will go to the psychologist assigned to the YOT, so that my work can be followed up at a later date as part of the assess-plan-do-review process. I will include a disclaimer as part of that report which reiterates the work was carried out as part of a piece of research. My contribution to any subsequent meeting would be through consultation with the psychologist attached to the YOT unless it was felt particularly necessary and appropriate for me to attend in person. I believe this is important to ensure separation from my work as a researcher (i.e. my role ends at the point of interview completion) and my work as a practitioner (i.e. I have a responsibility to ensure accurate records are kept and plans are passed on, but attending a meeting when I have been clear my role will end at an earlier point, may be confusing). Any follow-up work that I am required to be involved with, will not be included in any write-up and this will be made clear both in the initial consent form and at the point of re-involvement (if applicable).

The final point to consider is the potential complex needs of the population of children I am working with. Aside from being involved in the YJS, these children

often have chaotic home contexts, have experienced trauma and potentially have unmet learning and language needs (Yates, 2006; Fyson and Yates 2011; Yates 2010; Snow, 2019). This context needs to be considered at all points of the research from recruitment to gathering data to analysis. Specifically, I will consider issues of gaining informed consent (BPS CHRE 4, 2014), the complex issues that might be explored in the PCR (BPS CoE 3.3, 3.4, 2018; HCPC SCPE 1, 6, 2016), how far the participants are able to engage in the interview process and follow up processes, such as checking the transcript and my interpretation. In terms of gaining informed consent, I will provide an information sheet and consent form which uses visuals where possible. In addition, I will endeavour to meet with or telephone each participant's parent or carer and offer the opportunity for me to read through the documents or answer any questions. I will do the same before the interview with each participant. I will also provide visual support during the interview process and pitch questions using language which is ordinarily secured by the end of Key Stage 1, to ensure accessibility as far as possible. I will, as far as possible, consider other factors which might impact on the child's wellbeing during the research project and follow appropriate safeguarding procedures in place should any concerns be raised or where another professional may be appropriate to offer follow-up support (BPS CoE, 3.3, 2018; HCPC SCPE 4, 6, 7, 2016).

Timescale:

| Research Step | Approximate Completion Date | Special notes |
|----------------------|------------------------------------|--|
| Ethics Approval | 12th Feb 2020 | If initial application does not pass the approval process the following deadline for ethics panel is 11th March 2020 |
| Collection of Data | June 2020 | 3 participants needed |
| Analysis of Data | December 2020 | Participants have until the end of summer term 2020 (end of July, exact date TBC) to withdraw their data |

| | | |
|-----------------------------|------------|---|
| Write up of Doctoral Thesis | March 2021 | This should be an ongoing process across the timeline |
| Thesis Deadline | April 2021 | |

I intend to publish my work upon successful completion of my doctorate. I will reflect this in my ethics application.

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Appendix E - Stages of analysis, examples of analysed data & code documents

STAGE ONE: Transcription and Search for Initial Meaning and Patterns

During this stage I:

1. Listened and re-listened to all interviews.
2. Transcribed three interviews through listening and then re-listening to ensure accuracy. For the other three I used an online transcription service (Temi), I then re-listened and checked through the transcript for accuracy and amended accordingly.
3. Familiarised myself with the data. I generated an initial 'meanings and patterns list' to support this process further. This initial search was based on my research questions and literature table so as to keep to the deductive approach.
4. Re-read data and made analytical/interpretive margin notes based on my literature review and research questions.
5. Made a clear choice about my type of analysis.

Associated Documents:

1. Transcripts (raw data)
2. Literature table
3. Initial Patterns and Meaning List (a process of familiarisation)
4. Transcripts (analytical notes column)

Analysis Note:

I have chosen a semantic deductive analysis, that is my codes and themes will map on to my existing research questions and literature review. I will analyse at the 'level' of the quote's surface rather than the meaning of underlying linguistic characteristics (a latent analysis). This is in line with my positionality, Critical Realism. However, the analysis will still be interpreted by me to find meaning and patterns; therefore, the semantic approach will achieve a rich interpretative analysis (Braun and Clarke, 2006).

Initial Patterns and Meanings

The following list is derived from the raw data set and is made with the literature (literature table) in mind.

- EP can offer support in relation to understanding the education system and additional needs
- EPs can offer their skills to support YOT practitioners and YOCYP (case consultation, assessing learning needs, supervision, tailoring intervention, reconstruct narrative, training, developing YOCYP understanding, multiagency working, engagement)
- EPs can engage in and promote PCW (training, modelling, etc.)
- The EP role in YOT is varied and ill defined
- There is limited time for the EP role in YOT
- There is limited time for the YOT to work with the YOCYP/ they are very busy
- There are budget implications
- There are issues around power and the systems (YJS, YOT, management, power between professionals, power between professionals and families, criminal justice system)
- Systems do not always align and therefore can inhibit PCW (PCW is not always delivered in the way intended/adult court system harsher than YJS)
- PCW is an approach/ethos/philosophy (beyond the tool e.g., MAP, PATH, PCR)
- PCW is likely to have a positive impact for YOCYP (due to being heard, placed at the centre, involved in decision making, exploring their views, strength based, future focus, planning & reviews, multiagency working, involving families, equalising power, engagement, things not done to them, move away from adult agenda, holistic needs etc.)
- Relationships are important in achieving positive outcomes (professionals, families & YOCYP)
- Need for preparation for EP involvement/ and understanding of PCW (professionals, family and YOCYP)
- PCW takes time and preparation, which can be difficult
- Complex and negative view of YOCYP, which is not always understood (out of education, challenging behaviour, complex history, trauma, low self-esteem, additional needs, negative view education, gangs, social influences, self-fulfilling prophecy, risk of re-offending, etc.)
- Early intervention for YOCYP is key to positive outcomes
- YOT practitioners have varied backgrounds and approaches
- Impact of Covid-19/virtual assessments on engagement

As I progressed in reading through my transcripts, I was able to recognise these meanings and patterns in each one

Transcripts (analytical notes column) (Example of)

| | | |
|----|---|---|
| 1 | Participant 1 | |
| 2 | | |
| 3 | Researcher: So, if we just start with, can you tell me a bit about what your role | |
| 4 | within the youth offending team is? | |
| 5 | | |
| 6 | Participant 1: Yeh, so I've got the contract for half a day a week with them last April. | |
| 7 | Um, but I didn't get going until September, so I am half a year in realistically, in terms | Nicola Palmer (EDU - Postgraduate Researcher) Focus on educational support |
| 8 | of working with them directly for half a day a week. Um, and they ask me to do | |
| 9 | anything they want in terms of education for their young people. Um, but as I was | Nicola Palmer (EDU - Postgraduate Researcher) Exploring other ways of working with YOT |
| 10 | new within role id be trying to offer them different ways that I think are helpful as I get | |
| 11 | to know what their needs are. Um, and also just the way I prefer to work. <u>So</u> one of | Nicola Palmer (EDU - Postgraduate Researcher) EP promoting person centred working within YOT |
| 12 | the things I have done is um, given them some training on PATHs and introduced | |
| 13 | them to person centred working, they had done some before, um, and kind of | |
| 14 | encourage them to use that so I have kind of boosted that within the team and I've | |
| 15 | done a bit of it. | |
| 16 | | |
| 17 | Researcher: Ok, brilliant, and have they used that do you know? | |
| 18 | | |
| 19 | Participant 1: Yep, they've really picked it up. So, I think they were, and feel free to | |
| 20 | ask them or I don't know if you want me to ask them, or what you're asking them | |
| 21 | directly I don't know. They were doing some with [previous EP], who was in post | Nicola Palmer (EDU - Postgraduate Researcher) A need to promote the work we can do |
| 22 | before me in the west team, and I think other teams as well. But not really that much, | |
| 23 | um, and they weren't automatically asking for that from our team. It's a way I like to | |
| 24 | work I could see it had a big use for them I thought. So, I delivered training on PATH | |
| 25 | in one of their team meetings as the very first thing that I did, um after I introduced | Nicola Palmer (EDU - Postgraduate Researcher) Potential need for more varied work |
| 26 | myself to the team. Um, and since then I've had mainly PATH referrals. I do wonder | |
| 27 | whether I need to offer some other stuff as well, as as far as I got was introducing | |
| 28 | that and they took it all up and I've kind of been booked up. But I've been really | Nicola Palmer (EDU - Postgraduate Researcher) Limited time |
| 29 | pleased, they really run with it, they instantly saw the value. | |
| 30 | | |
| 31 | Researcher: So, what other bits do you do aside from PATHs? | |
| 32 | | |
| 33 | Participant 1: In that Youth Justice team? | |
| 34 | | |

35 **Researcher:** Yeh

36

37 **Participant 1:** Um well the very first thing I had, before I delivered that training and
38 hadn't even met the team yet, was a cognitive assessment referral. Which I think is
39 what they were typically asking for before, ummm, and that was fine to do and was
40 appropriate in that case. So, I did that as a one off, just a couple of scales. I've done
41 quite a lot of consultation and I'm really at the moment, with the lockdown, trying to
42 do lots of multiagency style joined up type, kind of collaborative working and try and
43 get people to identify a joint approach. Rather than everyone in their silos doing
44 endless headless chicken things and none of it coming off as far as I can tell. Yeh.

45

46 **Researcher:** And how's that working?

47

48 **Participant 1:** Quite well I'd say at the moment, I'm quite happy with it. Yeh. But I
49 think I'm finding I don't know enough about the systems myself, even though I've
50 been in [LA] 10 years, everything seems to be, yeh, I'm swimming through it a bit
51 working out pieces. But yeh, it's good fun.

52

53 **Researcher:** Ok, so, person centred practice for the purposes of this interview I've
54 described as a collection of tools and processes that can be used in supporting the
55 focus person that are underpinned by a set of shared guiding principles. They
56 include things like the focus person directly being involved in making decisions, the
57 power being shifted, supporting the person to reach their aspirations. Those kinds of
58 things, so you've already kind of spoken about it a little bit. But in what way have you
59 used person centred practice to work in the youth offending team?

60

61 **Participant 1:** So obviously I have used some things which are more obviously
62 using those approaches. So, delivering PATH in a person-centred way. Which I don't
63 think you can assume PATH is delivered in a person-centred way. I've tried to do
64 that and model that. Umm a couple of pieces of work. And then more recently I've
65 worked with someone else on a piece of work, where we've got a young person to
66 offer their own views about what they want for their school placement. Somebody out
67 of education. And to write their own transition pack. I'm looking at doing that for a
68 second person coming up in youth justice where they've been out of education since

Nicola Palmer (EDU - Postgraduate Researcher)
Need to promote/engage in collaborative, multiagency
working

Nicola Palmer (EDU - Postgraduate Researcher)
EP/YOT system different

Nicola Palmer (EDU - Postgraduate Researcher)
Just because a tool is considered 'person-centred' does not
mean that it is delivered in such way.

Nicola Palmer (EDU - Postgraduate Researcher)
Importance of CYP voice

Nicola Palmer (EDU - Postgraduate Researcher)
CYP in YOT out of education

69 year 4 and they're now in year 9 and had no education at all in that time. Everyone's
70 kind of saying could they go here. Could they go there? I'm kind of thinking where do
71 they want to go, what do they want to do? So, I think trying to find (at the moment it
72 is a bit hard) a creative way to access that person's views and to try and help them
73 to share what they want and get involved in that process. Rather than be told
74 something else they probably won't do. She tends to vote with her feet. I would like
75 to think of myself as person centred in most of the way I approach things, I hope I
76 am. I think with the principles you've just outlined tends to be the way I aim to work. I
77 don't always as I find myself taking shortcuts with time frames a getting sucked into
78 things. But I would tend to always ask the question "what does the young person
79 think?". I've done a couple of EHCPs recently, both of which are for young people
80 who are in the youth justice service. It's very much been about, they're both in the
81 year 9 and above category which is all about transition. I've very much tried to go
82 again for their long-term goals and the way I've framed things. I've tried to kind of
83 say well, we're looking at support plans that help them achieve where they want to
84 go, as oppose to this person needs this and they should be given that. I'm trying to
85 king of make the link. Which I would do in direct work with a young person about this
86 is where you want to go and that's why we're doing this with you not to you.

87

88 **Researcher:** No, absolutely. So, you mentioned there that you do PATHs in a
89 person-centred way because they're not necessarily done in that way. Can you tell
90 me a bit more about what you mean by that?

91

92 **Participant 1:** Yeh, I've got quite a bug bear about the fact I think people name drop
93 or just say they're doing person centred work by using the graphic processes. I
94 would draw the distinction between the PATH process and the ~~graphicing~~ format and
95 person-centred work. There's been quite a lot of people talking and some people
96 have asked me, knowing I'm quite PATH focused if they can use PATH remotely.
97 So, during this lockdown time, videoing and trying to run meetings for PATH without
98 the young person there or that kind of thing. I've kind of tried to say in my opinion I
99 wouldn't want that called a PATH meeting or at least I wouldn't want it called a
100 person-centred PATH meeting. I think gives it a bad name, call it a graphiced
101 planning meeting, or you could call it a graphiced peer supported professionals
102 meeting. But I think a lot of people misunderstand and assume that they're doing

Nicola Palmer (EDU - Postgraduate Researcher)
Working with the CYP in decision making/ EP supports
gaining CYP views

Nicola Palmer (EDU - Postgraduate Researcher)
PCW is an individual's approach to the way they work (ethos)

Nicola Palmer (EDU - Postgraduate Researcher)
Limited time

Nicola Palmer (EDU - Postgraduate Researcher)
Focus on outcomes/goals

Nicola Palmer (EDU - Postgraduate Researcher)
Working with the CYP in decision making/ EP supports
gaining CYP views

Nicola Palmer (EDU - Postgraduate Researcher)
Just because a tool is considered 'person-centred' does
not mean that it is delivered in such way

STAGE TWO: Initial Coding

During this stage I:

1. Defined a 'code' as 'an underlying interpretive feature in the data which I found interesting because of its relationship to the research questions/phenomenon, and which can be assessed in a meaningful way. It is likely to form the basis of repeated patterns (themes) across the data.' (Braun and Clarke, 2006). This was formed from the basis of my literature search, research questions and meanings and patterns list. I was then able to develop an Initial Code List (a Priori Code*).
2. The initial draft code lists comprised of 112-163 codes. Codes were reorganised where there was a significant overlap to make coding more manageable and meaningful. Through this process I also tweaked my research question to better fit my literature, interview schedule and data. The final list consisted of 90 codes.
3. Applied this Code Index to the data set.
4. Collated data extracts together within each code using the template below. This allowed me and any assessor of my work to track any piece of data back to its original source. Each quote is highlighted so it is clear where the code relates to in the data. I made some minor refinements to extracts that were coded such as reducing extract length, re-coding where appropriate. Where codes have been removed, coding numbers have remained the same therefore there may be some missing numbers.

| Data Extract | Coded For | Transcript | Line number |
|--------------|---------------------|--------------------------|-------------|
| QUOTE | CODES AS IDENTIFIED | TRANSCRIPT 1, 2, 3, 4, 5 | 00 – 00 |

Research Aims and Questions:

1. How do EPs view PCW within one LA YOT?
 - 1.1. What are the barriers and facilitating factors of working in a person-centred way within a youth offending context?
 - 1.2. How might person centred working be further supported by the EP?

Propositions:

1. EPs will experience a range of opportunities and barriers to PCW in a YOT/YJS context.

2. The YJS will make PCW difficult within a YOT context.
3. EPs overarching approach within YOT will include PCW, however this will encompass various different tools.

Associated Documents:

1. Coded Transcripts
2. Initial Code Index (Stage Two) (theory-driven from research questions)
3. Collated extracts for each code

*‘A ‘Priori’ code can be based on previous research or theory; research or evaluation questions you are addressing; questions and topics from your interview schedule; or your gut feeling about the data or the setting.’ (Gibbs and Taylor, 2005). This is in contrast to a ‘grounded’ or inductive code which ‘emerge from the data because you put aside your prejudices, presuppositions and previous knowledge of the subject area and concentrate instead on finding new themes in your data’ (Gibbs and Taylor, 2005). I chose to look for codes after going through a thorough process of familiarisation based on my research questions; interview schedule; interpretations. Subsequently all of this was based on the literature and theory of my phenomenon.

Gibbs, G. and Taylor, C. (2005). *How and What to Code*. Learning Qualitative Data Analysis on the Web. University of Huddersfield.
<http://www.acrn.eu/cambridge/downloads/files/How%20and%20what%20to%20code.pdf> [**Accessed:** 4th January 2021]

Initial Code Index (Stage two)

| Code Description | Code Number |
|---|--------------------|
| YOCYP are excluded from the school/education system (behaviour, refusal, poor achievement, etc.) | 1 |
| There is a conflict between being strength based and giving a true picture of need | 2 |
| The YJS and associated professionals (courts, police, probation, etc.) have a discourse of authority and control (this does NOT include YOT practitioners) | 3 |
| The hierarchical/authoritative approach of the YJS can inhibit PCW | 4 |
| The adult court/criminal justice system is more punitive than the YJS | 5 |
| YO are at higher risk of reoffending/entering the adult court/criminal justice system | 6 |
| The YJS does not understand YOCYPs additional needs | 7 |
| Multi-agency work within the youth offending team can be difficult | 8 |
| YOCYP are socially excluded | 9 |
| YOCYP often experience low self-esteem/low self-value | 10 |
| YOCYP are often influenced by their peers/social pressure | 11 |
| There is a negative public view of YOCYP | 12 |
| Building a positive relationship based on empathy, respect and understanding with YOCYP leads to positive outcomes | 13 |
| The YOT is a positive experience for YOCYP | 15 |
| YOCYP often do not contribute to decisions made around them (adult agenda, referral order plans, interventions, reports, etc.) | 16 |
| Not understanding YOCYP and involving them in decision making can lead to a lack of engagement and/or reoffending behaviour (poor outcomes) | 17 |
| YOT are not always meeting/understanding the social, emotional and contextual needs of the child (e.g., family, relationships, socioeconomic, education etc.) | 18 |
| YOT tend to focus on changing the offending behaviour as oppose to looking at the context. | 19 |
| YOCYP have often experienced complex family history and/or trauma | 21 |

| | |
|--|----|
| A positive school/education experience for YOCYP can lead to better outcomes (incl. relationships, attitude, etc.) | 22 |
| YOT interventions delivered by practitioners need to be individualised to meet the needs of each YOCYP | 23 |
| YOT practitioners/professionals tend to have a within child view | 24 |
| YOCYP lack respect for authority figures (e.g., teachers, police, professionals) | 25 |
| Early intervention with CYP at risk of offending is important | 26 |
| Engaging in PCW can lead to more job satisfaction | 27 |
| PCW can lead to better outcomes | 28 |
| YOT practitioners lack the specialist skills and knowledge to work with YOCYP with SEN | 29 |
| YOT practitioners background, skills, training, culture, ethnicity, personality, communication style, etc. can influence their practice. | 30 |
| The role of the YOT is distinctive from other punitive criminal justice services (e.g., police, courts) | 31 |
| YOCYP often have additional needs which can be unidentified (four key areas SEND CoP). | 32 |
| YOCYP often need specialist collaborative input from a range of professionals (multiagency working) | 33 |
| Additional needs can manifest as poor engagement and behaviour (inc. social needs) | 34 |
| Additional needs can lead to the YOCYP struggling to understand the YJS (and involvement with YOT) | 35 |
| YOCYP often struggle to communicate their wants, wishes and feelings (due to need, context, environment) | 36 |
| CYP rights (UNCRC) are not always upheld | 37 |
| There is a need for YOT practitioners to be trauma informed | 38 |
| There is a need for PCW within YOT (PCW fits within the YOT) | 39 |
| There is a need for YOT practitioners to maintain an element of power in order to encourage desistance from crime | 40 |
| Implicit power dynamics can impact on the professional's relationship with YOCYP and families | 41 |

| | |
|---|----|
| | |
| There is a sense of hierarchy (power imbalance) within systems and between professionals, which can impact on decision making (e.g., EPS & YOT, YOT & courts, YOT practitioners & managers, school staff, stakeholders etc.) | 42 |
| It can be difficult/unhelpful to address power imbalance in all contexts/systems (e.g. YJS, child led not child centred, between certain individuals, re-traumatising) | 43 |
| There is a mismatch between policy and guidance and the needs of the young person (e.g., ASSET PLUS timeframes, information sharing, youth orders, etc.) | 44 |
| There is a need for collaboration, good communication and positive relationships between professionals (e.g., multiagency working, ease of access, information sharing) | 45 |
| EPs have limited time available to support the YOT | 46 |
| The YOT team have limited time to work with the YOCYP (busy caseload, court assigned time frames/order) | 47 |
| The approach taken by the YOT practitioner might influence the experience of the YOCYP | 48 |
| YOT practitioners are unsure what the EP role is (unsure of what to ask for/always asking for one thing) | 49 |
| YOCYP/family do not have an understanding of the EP role | 50 |
| There is no defined role for the EP in YOT | 51 |
| EPs specialist knowledge can support engagement of the YOCYP/family | 52 |
| EPs skills can offer whole team support to improve practice, cohesiveness and. communication (YOT) | 53 |
| EPs can support (psychological) understanding of a YOCYP to improve service delivery (e.g., providing evidence base, tailoring interventions, case consultation, multi-agency working, PCP planning tools, etc. which might be with a person-centred focus, training (non-PCW)) | 54 |
| EPs use accessible tools when working with YOCYP (e.g., technology based, drawing, limited/ simple language, visuals, strengths based, PCP tools, creative working, etc.) | 55 |
| EPs can offer YOT practitioner's reflective supervision | 56 |

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| EPs can work therapeutically with the YOCYP/family | 57 |
| EPs can assess additional needs which may be unidentified (SEND, SEMH, SAL, SCIN, etc.) | 58 |
| EPs can support the YOCYP to gain further understanding of themselves, and get their voice heard (PCW) | 59 |
| EPs can support PCW/PCP tools to be disseminated to other professionals through training and modelling and promote their use | 60 |
| PCW (incl. PCP tools) improves outcomes for vulnerable and challenging CYP | 61 |
| PCW promotes engagement of vulnerable and challenging CYP and their families | 62 |
| PCW improves relationships (all relationships) | 63 |
| PCW requires specialist training and knowledge | 64 |
| PCW goes beyond the tool being used (ethos) | 65 |
| PCW is approach, not a single tool (ethos) | 66 |
| PCW helps re-construct negative narratives | 67 |
| PCW is not always appropriate | 68 |
| PCW helps people to feel valued | 69 |
| PCP tools are not always delivered in a person-centred way (PATH, MAPs, PCRs, etc.) | 70 |
| Using PCP tools needs preparation, additional time, capacity and resources (PATH, MAPs, PCRs, etc.) | 71 |
| Systems/individuals need to have an understanding of the philosophy/ethos of PCW | 72 |
| PCP tools/PCW requires ongoing coaching, supervision, time and support from an EP | 73 |
| PCW is experienced positively (families, YOCYP, professionals) | 74 |
| Individuals can be initially apprehensive/ hesitant about engaging in PCP tools (professionals, families & YOCYP) | 75 |
| Not everyone has the ability to be person centred (i.e., desire to be PC does not translate to being PC) | 76 |

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| PCW can help equalise power imbalances | 77 |
| PCW can be oppressive | 78 |
| PCW needs to be embedded in the system (e.g., inclusive ethos will optimise PCW outcomes) | 79 |
| PCW improves multi-agency working | 80 |
| The shift in power in PCW can be uncomfortable | 81 |
| PCW gives the YOCYP some control over their lives/ a voice | 82 |
| Generally, YOCYP want to do well and achieve (Education, GCSEs, skills, training, job, etc.) | 84 |
| YOCYP need a strengths-based approach, long-term planning (future goals/action plan) and regular reviews (PCW) | 85 |
| There is a need to be flexible when working with YOCYP (e.g., setting up meeting, time, place, understanding, planning, interests) | 86 |
| EPs don't understand the YJS/YOT | 87 |
| YOCYP are a challenging and vulnerable population to work with | 88 |
| YOT practitioners are well placed and have the appropriate skill to work with the YOCYP, their family and other agencies who might be involved (education, social care, etc.) | 89 |
| PCW can improve understanding of the YOCYP | 90 |

Coded Transcript (example of)

1 **Participant 3**

2 Researcher: Well, um, they've only taken about an hour with the last few, um, one that
3 did last took a lot longer because of technical issues, but, um, hopefully it
4 shouldn't be too long. Um, but yeah. Thank you for agreeing. Um, so my
5 first question then is, um, what is your role within the youth offending
6 team?

7 Participant 3: So, I am trauma specialist, youth justice service, educational psychologist,
8 which is quite a snazzy title. Um, so basically my role is that I am leading
9 the trauma informed project, which uses the trauma recovery module as
10 the kind of basis of what we're doing. So that's my role, to meet that.

11 Researcher: Yeah. And what kind of things do you do within that role?

12 Participant 3: So I primarily I'm the role is around supporting the professionals around
13 the children. So what we do is when we have somebody that we want to
14 add to the pilot, it's a pilot project. Um, the pilot plan was to have 14 young
15 people on this project. When I joined there was only four. So I had to
16 rapidly increase the amount of young people from the project. So what I
17 have been doing is we have something called a initial formulation meeting.
18 So the youth justice service identify somebody that would be appropriate
19 for the pilot, um, and that a young person has to have quite severe and
20 complex needs and have some history of trauma. It's we have an initial
21 formulation meeting which lasts up to three hours, which is all about
22 gathering a history, a detailed history and timeline of that child's life. So we
23 can understand their past experiences and their potential traumas. And
24 then we talk about in that meeting their possible triggers, um, that we've
25 gleaned from that information. Um, any current issues, the strengths and
26 the positives and the barriers to change. And then we create a plan, um,
27 by deciding where they are in the trauma recovery module and the kind of
28 associated interventions with that. Once they are then on the pilot, after

Nicola Palmer (EDU - Postgraduate Researcher)
21, 38, 54

Nicola Palmer (EDU - Postgraduate Researcher)
21, 23, 32, 38, 53, 54, 85, 88

29 the initial formulation, we have reviews every six weeks. So I facilitate
30 those reviews every six weeks. Um, and then after the first two, six week
31 ones, they go to three monthly reviews. Um, so far I have been facilitating
32 all of those, uh, in the near future, the subsequent reviews are going to be
33 handed over to the practitioners themselves who hold those young people.
34 But so far I've been doing all of those. In addition, I do monthly skills
35 workshops. So, um, all of the practitioners who were involved with the
36 pilot, I deliver training for them on a monthly basis around certain skills
37 involved with the role. So things like I can doing emotion, coaching I've
38 been doing, um, how to manage relational trauma, how to manage family
39 relationships and family dynamics. Um, so there's loads of stuff in those
40 skills workshops relevant to that role that they are taking on. And then on
41 top of that, I supervise every professional individually, um, in a one-to-one
42 basis. So I give them supervision on a one to one basis and that's at the
43 moment, I think there's nine professionals involved and I do all that in a
44 day a week, Nikki.

Nicola Palmer (EDU - Postgraduate Researcher)
21, 38, 46, 54, 56, 88

45 Researcher: Wow.

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21, 33, 38, 43, 68,

46 Participant 3: Okay. Yeah.

47 Researcher: Um, so who, sorry, who comes to those review? Not just the review
48 meetings, the initial meetings who attends those.

49 Participant 3: So all the professionals working with that child are invited. Um, we don't
50 have families there that's a conscious decision because it could be quite
51 retraumatizing for families, particularly if there has been domestic violence
52 or, um, there has been trauma is at the hands of the parents, themselves
53 having families there can be very difficult. Um, so yeah, it's been a
54 conscious decision not to have families involved with those. So it is literally
55 just professionals.

56 Researcher: Have you had, um, families that have wanted to attend?

Nicola Palmer (EDU - Postgraduate Researcher)
21, 43, 45, 46, 57, 68,

57 Participant 3: We've had professionals that have wanted to have the family there a
58 couple of times. Um, so we've had discussions around that. Um, but it's, in
59 my mind, I'm clear that if the family was there, I would need to give some
60 quite robust wraparound support to that family because again, they, we
61 could be retraumatizing them, by them simply being there. And actually I
62 don't have the capacity to offer that. Um, so I don't think it would be fair to
63 do that without a change in the model of how it and how it looks.

64 Researcher: Yeah, no, absolutely. Um, okay. And what, um, so moving on then, what is
65 your understanding of, um, person centered working and kind of, how do
66 you incorporate it if you incorporate it?

67 Participant 3: Yeah, I mean, I think, I think this is one of the issues with what I do. So my
68 understanding of person centered practice is about putting the child young
69 person and their views first and foremost, um, understanding their goals
70 and their aspirations for the future and helping them work towards those.
71 Um, I don't feel that my job directly involves that. Um, I feel that that, that
72 practitioners should be doing that, but I don't get, to be particularly
73 involved in that side of things. I would love for them all to have a person
74 centered meeting with the young person as a result of what I do. So in an
75 initial formulation, my idea would be that one of the outcomes would be to
76 have a path or something with the child or young person involved. Um, but
77 again, it's capacity. We don't have the capacity and that's not what this
78 pilots about, I suppose. Unfortunately.

79 Researcher: Yeah, no, absolutely. So for the purposes of this interview, um, person
80 centered working is exactly kind of what you've described um, that, that is
81 a collection of tools and processes that can be used in supporting the
82 focus person. And it's underpinned by a set of guiding principles. Like you
83 said, about aspirations, empowerment, um, power and the power shifting
84 inclusion, those kinds of things. Um, so kind of already answered this. Um,

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39, 46, 60, 61, 62, 73, 85, 89

Nicola Palmer (EDU - Postgraduate Researcher)
16, 18, 19, 21, 23, 31, 54, 68, 90

85 so in the next question is, in what way have you used person centered
 86 working within the work that you do with the youth offending team?

87 Participant 3: Yeah, not really. That's the answer. I dont do it

88 Researcher: So you would say that what you do isn't particularly person centered or is
 89 there elements of?

90 Participant 3: No, I I'd say that it is person centered because actually it explores that
 91 individual young person's lived experience in a detail that many other
 92 processes don't and can't, so we, we literally take a timeline from birth
 93 right. The way through to present day, but all of that evidence is gathered
 94 through professional, um, reports and professional, um, understanding
 95 and like it's all relates second hand. So no in an ideal world it would be
 96 coming straight from the young person. Um, but it's not. So although some
 97 of the stuff has come from the yyoung person that they've told people, but
 98 then it's being relayed back and you, you know, there's always issues
 99 around that. Certainly the idea of, um, you know, the whole point of it is to
 100 shift the way practitioners think about that young person and understand
 101 them, um, in a much greater depth than what they would do otherwise. So
 102 we, we are framing their current behaviors in light of their past
 103 experiences rather than just seeing that as a standalone issue. And
 104 actually that is very person centered considering what they're doing
 105 currently in light of who they are, as opposed to in light of what's right or
 106 wrong in that practitioner's eyes, you know? i guess there are elements.
 107 It's just not, it's just not in a process that I have known as a professional to
 108 be person centered. Does that make sense?

109 Researcher: Yeah. So I'm kind of getting that it's not a process that is person centered,
 110 but there is an element or ethos of person centeredness around it, but the
 111 tool maybe not person centred.

Nicola Palmer (EDU - Postgraduate Researcher)
 23, 53, 54

Collated extracts for each code (Example of)

The YJS does not understand YOCYPs additional needs

Code 7

| Data Extract | Coded For | Transcript | Line number |
|---|---|------------|--------------|
| <p>P2: ...Differentiating was big, that was a big thing, so making sure the children can understand what they were being asked to sign up to or read. My background is with alternative and augmented communication so one of the things I did was contact all my buddies in the symbol's world for symbol support. And try very hard, it never worked because we didn't get managerial backing not really, but we ended up sort of nearly, with a focus group that met up a couple of times, with the aim of coproducing a whole range of different materials that would take any child that has significant language difficulties all the way from their first contact with the youth justice worker, it is usually outside a court room at a state of high emotional turmoil, you know all the way through to actually something that they understand and something they can sign up to, yeah just to give them all the preparation and a vocabulary for the court. They come across as more genuine and authentic because I think that was part of the difficulty that some of the judges would not allow for any psychological or literacy difficulties or expressive language difficulties. They wouldn't take that into account at all and would just take nervous behaviours on face value and judge accordingly. So, the role of the youth justice worker was often to try and make other people understand and make different boards that are meeting about children understand actually they did have a real difficulty that should be addressed...</p> | <p>The YJS does not understand YOCYPs additional needs (7)</p> <p>The role of the YOT is distinctive from other punitive criminal justice services (31)</p> <p>YOCYP often have additional needs which can be unidentified (32)</p> <p>Additional needs can manifest as poor engagement and behaviour (34)</p> <p>Additional needs can lead to the YOCYP struggling to understand the YJS (35)</p> <p>CYP rights (UNCRC) are not always upheld (37)</p> <p>There is a sense of hierarchy (power imbalance) within systems</p> | <p>P2</p> | <p>18-36</p> |

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| | <p>and between professionals, which can impact on decision making (42)</p> <p>EPs use accessible tools when working with YOCYP (55)</p> <p>YOCYP are a challenging and vulnerable population to work with (88)</p> | | |
| <p>Researcher: okay brilliant so moving onto the next question then what other opportunities for person centred practice if any might be possible for you to develop within the youth offending role.</p> <p>P2: well, they've had a change of management so if I was still in that role I would have another go at trying to produce what I described earlier, a whole load of accessible things. The conversation with the focus group was that this could be a podcast or a webinar or something that children could easily be able to access. A multimedia platform that really explained what the hell is happening to them. These are children with really low levels of literacy and communication expressive and receptive language and they're in situation is completely alien to them are these people that have got no understanding of their additional needs. There is no understanding of job roles or what they mean or how they can possibly change you know, they're not agents for change. What would make them agents for change is understanding the process that they found themselves in. They're really stuck and then they reoffend, I think often, and the youth justice service workers perspective was one of the reasons for reoffending was that they didn't understand what happened in the first place. It's quite easy to repeat all that because that's the way of life that they know, and they don't, I'll be on that loop.</p> | <p>The YJS does not understand YOCYPs additional needs (7)</p> <p>Not understanding YOCYP and involving them in decision making can lead to a lack of engagement and/or reoffending behaviour (17)</p> <p>YOCYP often have additional needs which can be unidentified (32)</p> <p>Additional needs can manifest as poor engagement and behaviour (34)</p> <p>Additional needs can lead to the YOCYP struggling to understand the YJS (35)</p> <p>Implicit power dynamics can impact on the professional's relationship with YOCYP and families (41)</p> | P2 | 153-171 |

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| | <p>YOCYP/family do not have an understanding of the EP role (50)</p> <p>EPs use accessible tools when working with YOCYP (55)</p> <p>PCW gives the YOCYP some control over their lives/ a voice (82)</p> <p>YOCYP are a challenging and vulnerable population to work with (88)</p> <p>PCW can improve understanding of the YOCYP (90)</p> | | |
| <p>Researcher: yeah, it's not really, it's a bit tokenistic almost.</p> <p>P2: it can be. I think yeah that sounds a bit disparaging of all their efforts. I think the system doesn't allow them the time.</p> <p>Researcher: what do you think the implications might be for the young people?</p> <p>P2: I imagine they feel as though they're stuck on this sort of treadmill that they don't really understand. Certainly, the type of feedback I've had from young people that they move from one instant to the next, with no real you know. They know the youth justice worker has to be that with them for a certain amount of time and they kind of understand that, as long as they can understand time. But really the impact isn't great. We were constantly trying to ask for extensions, as an example of a constraint. Youth justice workers, often if they had a child with</p> | <p>The hierarchical/authoritative approach of the YJS can inhibit PCW (4)</p> <p>The YJS does not understand YOCYPs additional needs (7)</p> <p>Building a positive relationship based on empathy, respect and understanding with YOCYP leads to positive outcomes (13)</p> | P2 | 232 - 254 |

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| <p>additional needs, which was nearly always, would be asking for some sort of extension. This was a legal process, and they have to make their case and ask for that, by the time they've done that you know. It's so tiring it shouldn't be like that they shouldn't have to say you know this child needs another six weeks justifying why and that's quite stressful for the youth justice worker involved. They're in a place where they're being pulled one by their emotional and their human grounding and what they know is best for the child wanting to be in their life for longer so they can mentor them through and have a bigger impact, and on the other side their diaries are chocker, they're being asked to help more and more children.</p> | <p>The YOT is a positive experience for YOCYP (15)</p> <p>YOCYP often do not contribute to decisions made around them (16)</p> <p>The role of the YOT is distinctive from other punitive criminal justice services (31)</p> <p>YOCYP often have additional needs which can be unidentified (32)</p> <p>Additional needs can manifest as poor engagement and behaviour (34)</p> <p>Additional needs can lead to the YOCYP struggling to understand the YJS (35)</p> <p>CYP rights (UNCRC) are not always upheld (37)</p> <p>There is a sense of hierarchy (power imbalance) within systems and between professionals, which can impact on decision making (42)</p> | | |
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| | <p>There is a mismatch between policy and guidance and the needs of the young person (44)</p> <p>The YOT team have limited time to work with the YOCYP (47)</p> <p>YOCYP are a challenging and vulnerable population to work with (88)</p> | | |
| <p>Researcher: How might we manage it?</p> <p>P6: I think it's, the difficulty is, young youth justice practitioners, don't always feel that they have any power, um, with courts and the legal system. So they're very often I hear them disagreeing with decisions. Judges have made about young people and their offenses and how the judges have not taken into account, you know, the life circumstances of these young people, for example, so that they are given court order after court order. And they have to do YROs after YROs while they are in really difficult family circumstances, for example. So, I don't know. I think I would have to, as a psychologist, i would have to ask them what could help them help. How can we bridge that gap because the legal system will be the legal system. There needs to be police, there needs to be legality so that people, you know, stop, stop it, stop attacking and stop, you know, [inaudible] but, um, but I think that is, I cannot give you the answer, of how this bridge, this gap can be bridged. I think it needs to be bridged. And I think probably the first step would be getting the practitioners to discuss this from themselves. How can they still be person centered and face the law? Um, and I think their argument is, well, it will secure engagement and responsibility taking and accountability from, from a genuine place, not from, you know, top-down place. Um, but how to do it is going</p> | <p>The YJS and associated professionals (courts, police, probation, etc.) have a discourse of authority and control (3)</p> <p>The hierarchical/authoritative approach of the YJS can inhibit PCW (4)</p> <p>The YJS does not understand YOCYPs additional needs (7)</p> <p>YOCYP are socially excluded (9)</p> <p>YOCYP often do not contribute to decisions made around them (16)</p> | P6 | 518 - 542 |

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| <p>to be tricky, I think it's going to be very tricky. Um, yeah. Very interesting question, actually.</p> | <p>YOCYP have often experienced complex family history and/or trauma (21)</p> <p>The role of the YOT is distinctive from other punitive criminal justice services (31)</p> <p>YOCYP often have additional needs which can be unidentified (32)</p> <p>Additional needs can manifest as poor engagement and behaviour (34)</p> <p>There is a sense of hierarchy (power imbalance) within systems and between professionals, which can impact on decision making (42)</p> <p>It can be difficult/unhelpful to address power imbalance in all contexts/systems (43)</p> <p>There is a mismatch between policy and guidance and the needs of the young person (44)</p> <p>PCW is approach, not a single tool (66)</p> <p>PCW is not always appropriate (68)</p> | | |
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| | <p>PCW needs to be embedded in the system (79)</p> <p>The shift in power in PCW can be uncomfortable (81)</p> <p>PCW gives the YOCYP some control over their lives/ a voice (82)</p> <p>YOCYP are a challenging and vulnerable population to work with (88)</p> <p>YOT practitioners are well placed and have the appropriate skill to work with the YOCYP, their family and other agencies who might be involved (89)</p> | | |
| <p>Researcher: Yeah, it's something I've thought a lot about actually, um, that kind of, that juxtaposition between being person centered within the system that perhaps isn't person centered and how you, how you mediate that. Um,</p> <p>P6: And there's incentive. I find mostly on the diversion after other other measures are less easy to be person centered. You know, it's almost like, not for the practitioners, but again, then they face court and the way they're treated and you know, I, I've heard horrendous comments that practitioners have heard in court about people from different cultures or, you know, or certain communities, you know, wide generalizations, Oh, he comes from this community or this neighborhood or this, um, we have another one of these, you know. Which is exactly the opposite of person centered. So all work they've done so far, it tends</p> | <p>The YJS and associated professionals (courts, police, probation, etc.) have a discourse of authority and control (3)</p> <p>The hierarchical/authoritative approach of the YJS can inhibit PCW (4)</p> <p>The YJS does not understand YOCYPs additional needs (7)</p> | P6 | 542-557 |

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| <p>to is really demotivating for the practitioners as well. Well, we can't do all this work and then we're faced with this wall, you know,</p> | <p>YOCYP are socially excluded (9)</p> <p>There is a negative public view of YOCYP (12)</p> <p>The role of the YOT is distinctive from other punitive criminal justice services (31)</p> <p>CYP rights (UNCRC) are not always upheld (37)</p> <p>There is a sense of hierarchy (power imbalance) within systems and between professionals, which can impact on decision making (42)</p> <p>It can be difficult/unhelpful to address power imbalance in all contexts/systems (43)</p> <p>There is a mismatch between policy and guidance and the needs of the young person (44)</p> <p>There is a need for collaboration, good communication and positive relationships between professionals (45)</p> | | |
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| | <p>Systems/individuals need to have an understanding of the philosophy/ethos of PCW (72)</p> <p>PCW needs to be embedded in the system (79)</p> <p>YOCYP are a challenging and vulnerable population to work with (88)</p> | | |
| <p>Researcher: ok and the final question then. What are the potential barrier or challenges, if any, in using PCW within YOT?</p> <p>P6: I think yeah, I think the tension between them being agents of control when they have to be I thought the legal system, that might be an internal tension in the youth justice practitioners but also the external dichotomy of, you know, a very umm, the law and the police systems that need to control Young people's behaviour. I think that's the main barrier, and I think that gap, in fact I do think that youth justice practitioners do not feel empowered I have these conversations. So, there is a power differential I think between the legal system the judges, the barristers and youth justice practitioners. I do think. And I think that immediately, because you're not on an even keel, you are not as able to have those conversations, maybe. Umm and be able to stand your ground and say no this is what I wrote in my report and that's why I'm standing by it. And you shouldn't be even, you know, or questioning decisions made with no due regard of the young person's current circumstances. And I'm not talking about letting them go, you know getting the offence go easily. Talking about another order when she's just finished one, when her father died, when she is suffering from self-harm and</p> | <p>The YJS and associated professionals (courts, police, probation, etc.) have a discourse of authority and control (3)</p> <p>The hierarchical/authoritative approach of the YJS can inhibit PCW (4)</p> <p>The adult court/criminal justice system is more punitive than the YJS (5)</p> <p>YO are at higher risk of reoffending/entering the adult court/criminal justice system (6)</p> | P6 | 586 - 616 |

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| <p>anxiety and depression, now do we need another order? But the practitioners themselves don't feel that they can go directly to the judges or the barrister and question these, they have to go through their manager. So, it's a convoluted approach with a lot of power dimensions that I think can be one of the main barriers. I think there is a time limit as well, you just said that some of them are 16, they have two years before they are 18. I can see the difference in approaches between youth justice practitioners. I don't know if you've come across, I forget their job titles, you know the people who are seconded. Probation officers. Seconded probation officers have you met any of them?</p> | <p>The YJS does not understand YOCYPs additional needs (7)</p> <p>YOCYP have often experienced complex family history and/or trauma (21)</p> <p>The role of the YOT is distinctive from other punitive criminal justice services (31)</p> <p>YOCYP often have additional needs which can be unidentified (32)</p> <p>Additional needs can manifest as poor engagement and behaviour (34)</p> <p>There is a sense of hierarchy (power imbalance) within systems and between professionals, which can impact on decision making (42)</p> <p>It can be difficult/unhelpful to address power imbalance in all contexts/systems (43)</p> <p>There is a mismatch between policy and guidance and the needs of the young person (44)</p> | | |
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| | <p>There is a need for collaboration, good communication and positive relationships between professionals (45)</p> <p>Systems/individuals need to have an understanding of the philosophy/ethos of PCW (72)</p> <p>PCW needs to be embedded in the system (79)</p> <p>The shift in power in PCW can be uncomfortable (81)</p> <p>There is a need to be flexible when working with YOCYP (86)</p> <p>YOCYP are a challenging and vulnerable population to work with (88)</p> <p>YOT practitioners are well placed and have the appropriate skill to work with the YOCYP, their family and other agencies who might be involved (89)</p> | | |
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STAGE THREE: Searching for Themes

During this stage I:

1. Grouped each code into initial themes. This was based on how I considered each code to combine to form an overarching theme and how I considered each code to relate to my research questions and/or literature. This keeps in line with a deductive approach. Re-coding was completed during this step and noted in the 'Initial Code Index (Stage Three)' and draft code to theme documents.
2. Using inclusion criteria for each initial theme, I created a colour coded table to illustrate how each initial theme related to its corresponding codes and how codes within each initial theme related to each other. Themes were then finalised in a Stage Three final code document.
3. Collated coded extracts from Stage Two into separate Word documents for each initial theme.

Associated Documents:

1. Initial Code Index (Stage Three)
2. Codes-to-Theme document
3. Theme Inclusion Criteria
4. Collated extracts for each initial theme
5. Stage Three final code document

Initial Code Index (Stage three)

| Code Description | Code Number |
|---|--------------------|
| YOCYP are excluded from the school/education system (behaviour, refusal, poor achievement, etc.) | 1 |
| The YJS and associated professionals (courts, police, probation, etc.) have a discourse of authority and control (this does NOT include YOT practitioners) | 3 |
| The hierarchical/authoritative approach of the YJS can inhibit PCW | 4 |
| The adult court/criminal justice system is more punitive than the YJS | 5 |
| YO are at higher risk of reoffending/entering the adult court/criminal justice system | 6 |
| The YJS does not understand YOCYPs additional needs | 7 |
| Multi-agency work within the youth offending team can be difficult | 8 |
| YOCYP are socially excluded | 9 |
| YOCYP often experience low self-esteem/low self-value | 10 |
| YOCYP are often influenced by their peers/social pressure | 11 |
| There is a negative public view of YOCYP | 12 |
| Building a positive relationship based on empathy, respect and understanding with YOCYP leads to positive outcomes | 13 |
| The YOT is a positive experience for YOCYP | 15 |
| YOCYP often do not contribute to decisions made around them (adult agenda, referral order plans, interventions, reports, etc.) | 16 |
| Not understanding YOCYP and involving them in decision making can lead to a lack of engagement and/or reoffending behaviour (poor outcomes) | 17 |
| YOT are not always meeting/understanding the social, emotional and contextual needs of the child (e.g., family, relationships, socioeconomic, education etc.) | 18 |
| YOT tend to focus on changing the offending behaviour as oppose to looking at the context. | 19 |
| YOCYP have often experienced complex family history and/or trauma | 21 |
| A positive school/education experience for YOCYP can lead to better outcomes (incl. relationships, attitude, etc.) | 22 |

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| YOT interventions delivered by practitioners need to be individualised to meet the needs of each YOCYP | 23 |
| YOT practitioners/professionals tend to have a within child view | 24 |
| YOCYP lack respect for authority figures (e.g., teachers, police, professionals) | 25 |
| Early intervention with CYP at risk of offending is important | 26 |
| Engaging in PCW can lead to more job satisfaction | 27 |
| PCW can lead to better outcomes | 28 |
| YOT practitioners lack the specialist skills and knowledge to work with YOCYP with SEN | 29 |
| YOT practitioners background, skills, training, culture, ethnicity, personality, communication style, etc. can influence their practice. | 30 |
| The role of the YOT is distinctive from other punitive criminal justice services (e.g., police, courts) | 31 |
| YOCYP often have additional needs which can be unidentified (four key areas SEND CoP). | 32 |
| YOCYP often need specialist collaborative input from a range of professionals (multiagency working) | 33 |
| Additional needs can manifest as poor engagement and behaviour (inc. social needs) | 34 |
| Additional needs can lead to the YOCYP struggling to understand the YJS (and involvement with YOT) | 35 |
| YOCYP often struggle to communicate their wants, wishes and feelings (due to need, context, environment) | 36 |
| CYP rights (UNCRC) are not always upheld | 37 |
| There is a need for YOT practitioners to be trauma informed | 38 |
| There is a need for PCW within YOT (PCW fits within the YOT) | 39 |
| There is a need for YOT practitioners to maintain an element of power in order to encourage desistance from crime | 40 |
| Implicit power dynamics can impact on the professional's relationship with YOCYP and families | 41 |

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| There is a sense of hierarchy (power imbalance) within systems and between professionals, which can impact on decision making (e.g., EPS & YOT, YOT & courts, YOT practitioners & managers, school staff, stakeholders etc.) | 42 |
| It can be difficult/unhelpful to address power imbalance in all contexts/systems (e.g. YJS, child led not child centred, between certain individuals, re-traumatising) | 43 |
| There is a mismatch between policy and guidance and the needs of the young person (e.g., ASSET PLUS timeframes, information sharing, youth orders, etc.) | 44 |
| There is a need for collaboration, good communication and positive relationships between professionals (e.g., multiagency working, ease of access, information sharing) | 45 |
| EPs have limited time available to support the YOT | 46 |
| The YOT team have limited time to work with the YOCYP (busy caseload, court assigned time frames/order) | 47 |
| The approach taken by the YOT practitioner might influence the experience of the YOCYP | 48 |
| YOT practitioners are unsure what the EP role is (unsure of what to ask for/always asking for one thing) | 49 |
| YOCYP/family do not have an understanding of the EP role | 50 |
| There is no defined role for the EP in YOT | 51 |
| EPs specialist knowledge can support engagement of the YOCYP/family | 52 |
| EPs skills can offer whole team support to improve practice, cohesiveness and. communication (YOT) | 53 |
| EPs can support (psychological) understanding of a YOCYP to improve service delivery (e.g., providing evidence base, tailoring interventions, case consultation, multi-agency working, PCP planning tools, etc. which might be with a person-centred focus, training (non-PCW)) | 54 |
| EPs use accessible tools when working with YOCYP (e.g., technology based, drawing, limited/ simple language, visuals, strengths based, PCP tools, creative working, etc.) | 55 |
| EPs can offer YOT practitioner's reflective supervision | 56 |
| EPs can work therapeutically with the YOCYP/family | 57 |

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| EPs can assess additional needs which may be unidentified (SEND, SEMH, SAL, SCIN, etc.) | 58 |
| EPs can support the YOCYP to gain further understanding of themselves, and get their voice heard (PCW) | 59 |
| EPs can support PCW/PCP tools to be disseminated to other professionals through training and modelling and promote their use | 60 |
| PCW (incl. PCP tools) improves outcomes for vulnerable and challenging CYP | 61 |
| PCW promotes engagement of vulnerable and challenging CYP and their families | 62 |
| PCW improves relationships (all relationships) | 63 |
| PCW requires specialist training and knowledge | 64 |
| PCW goes beyond the tool being used (ethos) | 65 |
| PCW is approach, not a single tool (ethos) | 66 |
| PCW helps re-construct negative narratives | 67 |
| PCW is not always appropriate | 68 |
| PCW helps people to feel valued | 69 |
| PCP tools are not always delivered in a person-centred way (PATH, MAPs, PCRs, etc.) | 70 |
| Using PCP tools needs preparation, additional time, capacity and resources (PATH, MAPs, PCRs, etc.) | 71 |
| Systems/individuals need to have an understanding of the philosophy/ethos of PCW | 72 |
| PCP tools/PCW requires ongoing coaching, supervision, time and support from an EP | 73 |
| PCW is experienced positively (families, YOCYP, professionals) | 74 |
| Individuals can be initially apprehensive/ hesitant about engaging in PCP tools (professionals, families & YOCYP) | 75 |
| Not everyone has the ability to be person centred (i.e., desire to be PC does not translate to being PC) | 76 |
| PCW can help equalise power imbalances | 77 |

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| PCW can be oppressive | 78 |
| PCW needs to be embedded in the system (e.g., inclusive ethos will optimise PCW outcomes) | 79 |
| PCW improves multi-agency working | 80 |
| The shift in power in PCW can be uncomfortable | 81 |
| PCW gives the YOCYP some control over their lives/ a voice | 82 |
| Generally, YOCYP want to do well and achieve (Education, GCSEs, skills, training, job, etc.) | 84 |
| YOCYP need a strengths-based approach, long-term planning (future goals/action plan) and regular reviews (PCW) | 85 |
| There is a need to be flexible when working with YOCYP (e.g., setting up meeting, time, place, understanding, planning, interests) | 86 |
| EPs don't understand the YJS/YOT | 87 |
| YOCYP are a challenging and vulnerable population to work with | 88 |
| YOT practitioners are well placed and have the appropriate skill to work with the YOCYP, their family and other agencies who might be involved (education, social care, etc.) | 89 |
| PCW can improve understanding of the YOCYP | 90 |

Code to theme document

| Code | Subtheme | Theme |
|---|---|--------------------------|
| <p>The YJS and associated professionals have a discourse of authority and control (3)</p> <p>The hierarchical/authoritative approach of the YJS can inhibit PCW (4)</p> <p>The adult court/criminal justice system is more punitive than the YJS (5)</p> <p>YOCYP often do not contribute to decisions made around them (16)</p> <p>Not understanding YOCYP and involving them in decision making can lead to a lack of engagement and/or reoffending behaviour (17)</p> <p>The role of the YOT is distinctive from other punitive criminal justice services (31)</p> <p>CYP rights (UNCRC) are not always upheld (37)</p> <p>There is a need for YOT practitioners to maintain an element of power in order to encourage desistance from crime (40)</p> <p>Implicit power dynamics can impact on the professional's relationship with YOCYP and families (41)</p> <p>There is a sense of hierarchy (power imbalance) within systems and between professionals, which can impact on decision making (42)</p> <p>It can be difficult/unhelpful to address power imbalance in all contexts/systems (43)</p> <p>There is a mismatch between policy and guidance and the needs of the young person (44)</p> | <p>The legal system is a hierarchical system with a discourse of authority and control</p> <p>YJS and YOT processes can inhibit YOCYP participation</p> <p>Influence of power dynamics in a YOT context</p> | <p>The role of power</p> |

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| <p>The YJS does not understand YOCYPs additional needs (7)</p> <p>YOT are not always meeting/understanding the social, emotional and contextual needs of the child (18)</p> <p>YOT tend to focus on changing the offending behaviour as oppose to looking at the context (19)</p> <p>YOCYP have often experienced complex family history and/or trauma (21)</p> <p>YOT interventions delivered by practitioners need to be individualised to meet the needs of each YOCYP (23)</p> <p>YOT practitioners/professionals tend to have a within child view (24)</p> <p>YOT practitioners lack the specialist skills and knowledge to work with YOCYP with SEN (29)</p> <p>YOCYP often have additional needs which can be unidentified (32)</p> <p>Additional needs can manifest as poor engagement and behaviour (34)</p> <p>Additional needs can lead to the YOCYP struggling to understand the YJS (35)</p> <p>YOCYP often struggle to communicate their wants, wishes and feelings (36)</p> <p>There is a need for YOT practitioners to be trauma informed (38)</p> <p>YOCYP are a challenging and vulnerable population to work with (88)</p> <p>YOCYP are excluded from the school/education system (1)</p> | <p>The impact of the YOCYP's family context and additional needs in accessing the YJS and YOT processes</p> <p>The objectives and knowledge of YOT practitioners influences their holistic view of the child</p> <p>The socio-political factors impacting YOCYP outcomes</p> <p>Protective factors impacting on YOCYP outcomes</p> | <p>YOCYPs interaction with the YOT</p> |

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| <p>YO are at higher risk of reoffending/entering the adult court/criminal justice system (6)</p> <p>YOCYP are socially excluded (9)</p> <p>YOCYP often experience low self-esteem/low self-value (10)</p> <p>YOCYP are often influenced by their peers/social pressure (11)</p> <p>There is a negative public view of YOCYP (12)</p> <p>YOCYP lack respect for authority figures (25)</p> <p>Building a positive relationship based on empathy, respect and understanding with YOCYP leads to positive outcomes (13)</p> <p>The YOT is a positive experience for YOCYP (15)</p> <p>A positive school/education experience for YOCYP can lead to better outcomes (22)</p> <p>Early intervention with CYP at risk of offending is important (26)</p> <p>Generally, YOCYP want to do well and achieve (84)</p> | | |
| <p>Multi-agency work within the youth offending team can be difficult (8)</p> <p>YOCYP often need specialist collaborative input from a range of professionals (33)</p> <p>There is a need for collaboration, good communication and positive relationships between professionals (45)</p> | <p>Multiagency working and professional relationships</p> <p>Time resources inhibit effective working with YOCYP</p> | <p>Systemic factors impacting on YOT service delivery</p> |

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| <p>EPs have limited time available to support the YOT (46)</p> <p>The YOT team have limited time to work with the YOCYP (47)</p> <p>YOT practitioners background, skills, training, culture, ethnicity, personality, communication style, etc. can influence their practice (30)</p> <p>The approach taken by the YOT practitioner might influence the experience of the YOCYP (48)</p> <p>YOT practitioners are unsure what the EP role is (49)</p> <p>YOCYP/family do not have an understanding of the EP role (50)</p> <p>There is no defined role for the EP in YOT (51)</p> <p>There is a need to be flexible when working with YOCYP (86)</p> <p>YOT practitioners are well placed and have the appropriate skill to work with the YOCYP, their family and other agencies who might be involved (89)</p> | <p>YOT practitioner's understanding and the role definition of EPs within YOTs.</p> | |
| <p>Engaging in PCW can lead to more job satisfaction (27)</p> <p>PCW can lead to better outcomes (28)</p> <p>There is a need for PCW within YOT (39)</p> <p>PCW (incl. PCP tools) improves outcomes for vulnerable and challenging CYP (61)</p> <p>PCW promotes engagement of vulnerable and challenging CYP and their families (62)</p> | <p>The experiences and perceptions of those involved with PCW</p> <p>The efficacy of PCW within the YOT and vulnerable CYP context</p> <p>Opportunities and restrictive factors of PCW as an approach in a YOT context</p> | <p>PCW in the youth offending context</p> |

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| <p>PCW improves relationships (63)</p> <p>PCW requires specialist training and knowledge (64)</p> <p>PCW goes beyond the tool being used (65)</p> <p>PCW is an approach, not a single tool (66)</p> <p>PCW helps re-construct negative narratives (67)</p> <p>PCW is not always appropriate (68)</p> <p>PCW helps people to feel valued (69)</p> <p>PCP tools are not always delivered in a person-centred way (70)</p> <p>Using PCP tools needs preparation, additional time, capacity and resources (71)</p> <p>Systems/individuals need to have an understanding of the philosophy/ethos of PCW (72)</p> <p>PCP tools/PCW requires ongoing coaching, supervision, time and support from an EP (73)</p> <p>PCW is experienced positively (74)</p> <p>Individuals can be initially apprehensive/ hesitant about engaging in PCP tools (75)</p> <p>Not everyone has the ability to be person centred (76)</p> | | |
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| <p>PCW can help equalise power imbalances (77)</p> <p>PCW can be oppressive (78)</p> <p>PCW needs to be embedded in the system (79)</p> <p>PCW improves multi-agency working (80)</p> <p>The shift in power in PCW can be uncomfortable (81)</p> <p>PCW gives the YOCYP some control over their lives/ a voice (82)</p> <p>YOCYP need a strengths-based approach, long-term planning (future goals/action plan) and regular reviews (85)</p> <p>PCW can improve understanding of the YOCYP (90)</p> | | |
| | | |
| <p>EPs specialist knowledge can support engagement of the YOCYP/family (52)</p> <p>EPs skills can offer whole team support to improve practice, cohesiveness and, communication (53)</p> <p>EPs can support (psychological) understanding of a YOCYP to improve service delivery (54)</p> <p>EPs use accessible tools when working with YOCYP (55)</p> <p>EPs can offer YOT practitioner's reflective supervision (56)</p> | <p>Systemic role of the EP in YOT</p> <p>The EPs role in YOT with YOCYP and their families</p> | <p>The EP role in supporting YOT</p> |

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| <p>EPs can work therapeutically with the YOCYP/family (57)</p> <p>EPs can assess additional needs which may be unidentified (58)</p> <p>EPs can support the YOCYP to gain further understanding of themselves, and get their voice heard (59)</p> <p>EPs can support PCW/PCP tools to be disseminated to other professionals through training and modelling and promote their use (60)</p> <p>EPs don't understand the YJS/YOT (87)</p> | | |
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Theme Inclusion Criteria

Theme: *The role of power*

All coded extracts included within this theme relate to power differentials between YOCYP, their families, professionals, between professional groups and the systems. Specifically, the hierarchical, authoritarian approach of the justice systems and the contrast in policy, UNCRC, YOT processes, LAs ways of working and impact this has on the YOCYP, particularly around decision making. It also considers how PCW might be influenced by the elements of power within those systems.

Theme: *YOCYPs interaction with the YOT*

All coded extracts included within this theme relate to barriers, opportunities, socio-political and protective factors associated with the YOCYP interface with the YOT. This includes the importance of considering individual contexts of YOCYP, how targeted support might be offered to YOCYP, and what YOT practitioners can do to develop the YOCYP experience.

Theme: *Systemic factors impacting on YOT service delivery*

All coded extracts included within this theme relate to systemic factors which might affect the way the YOT work and how EPs might effect systemic change. The theme covers EP role definition and YOT understanding of the EP role. However, it does not cover the EP role in depth, such as how EP's work within YOT as this is covered elsewhere. Further, the theme takes in broader systemic factors which may promote or inhibit how professionals work with YOCYP.

Theme: *PCW in the youth offending context*

All coded extracts included within this theme relate to PCW both generally and how it might fit into a YOT context. The theme covers the participant's experiences and perceptions of PCW, including how individuals understand PCW and the meaning of being 'person-centred', how PCW might relate to, as well as the potential barriers to practice implementation, in a YOT context. Therefore, the theme reflects on the process of PCW and provides illustrative examples of how this might be experienced. The theme does not include the EP's specific role in the delivery of PCW as this is covered elsewhere.

Theme: *The EP role in supporting YOT*

All coded extracts included within this theme relate to how the EP might support the YOT team and the YOCYP both directly (with YOCYP and their families) and indirectly (systemically supporting the team and service delivery). It also considers the EP role in promoting and supporting PCW.

Final Code Document (Stage three)

| Code | Subtheme | Theme |
|---|---|--|
| <p>The YJS and associated professionals have a discourse of authority and control (3)</p> <p>The hierarchical/authoritative approach of the YJS can inhibit PCW (4)</p> <p>The adult court/criminal justice system is more punitive than the YJS (5)</p> <p>YOCYP often do not contribute to decisions made around them (16)</p> <p>Not understanding YOCYP and involving them in decision making can lead to a lack of engagement and/or reoffending behaviour (17)</p> <p>CYP rights (UNCRC) are not always upheld (37)</p> <p>Implicit power dynamics can impact on the professional's relationship with YOCYP and families (41)</p> <p>There is a mismatch between policy and guidance and the needs of the young person (44)</p> <p>The role of the YOT is distinctive from other punitive criminal justice services (31)</p> <p>There is a need for YOT practitioners to maintain an element of power in order to encourage desistance from crime (40)</p> <p>There is a sense of hierarchy (power imbalance) within systems and between professionals, which can impact on decision making (42)</p> <p>It can be difficult/unhelpful to address power imbalance in all contexts/systems (43)</p> | <p>The legal system is a hierarchical system with a discourse of authority and control (3, 4, 5)</p> <p>YJS and YOT processes can inhibit YOCYP participation (16, 17, 37, 41, 44)</p> <p>Influence of power dynamics in a YOT context (31, 40, 42, 43)</p> | <p>The role of power</p> |
| <p>The YJS does not understand YOCYPs additional needs (7)</p> <p>YOCYP have often experienced complex family history and/or trauma (21)</p> <p>YOCYP often have additional needs which can be unidentified (32)</p> <p>Additional needs can manifest as poor engagement and behaviour (34)</p> <p>Additional needs can lead to the YOCYP struggling to understand the YJS (35)</p> <p>YOCYP often struggle to communicate their wants, wishes and feelings (36)</p> | <p>The impact of the YOCYP's family context and additional needs in accessing the YJS and YOT processes (7, 21, 32, 34, 35, 36)</p> <p>The objectives and knowledge of YOT practitioners influences their</p> | <p>YOCYPs interaction with the YOT</p> |

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| <p>YOT are not always meeting/understanding the social, emotional and contextual needs of the child (18)</p> <p>YOT tend to focus on changing the offending behaviour as oppose to looking at the context (19)</p> <p>YOT interventions delivered by practitioners need to be individualised to meet the needs of each YOCYP (23)</p> <p>YOT practitioners/professionals tend to have a within child view (24)</p> <p>YOT practitioners lack the specialist skills and knowledge to work with YOCYP with SEN (29)</p> <p>There is a need for YOT practitioners to be trauma informed (38)</p> <p>YOCYP are excluded from the school/education system (1)</p> <p>YO are at higher risk of reoffending/entering the adult court/criminal justice system (6)</p> <p>YOCYP are socially excluded (9)</p> <p>YOCYP often experience low self-esteem/low self-value (10)</p> <p>YOCYP are often influenced by their peers/social pressure (11)</p> <p>There is a negative public view of YOCYP (12)</p> <p>YOCYP lack respect for authority figures (25)</p> <p>YOCYP are a challenging and vulnerable population to work with (88)</p> <p>Building a positive relationship based on empathy, respect and understanding with YOCYP leads to positive outcomes (13)</p> <p>The YOT is a positive experience for YOCYP (15)</p> <p>A positive school/education experience for YOCYP can lead to better outcomes (22)</p> <p>Early intervention with CYP at risk of offending is important (26)</p> <p>Generally, YOCYP want to do well and achieve (84)</p> | <p>holistic view of the child (18,19, 23, 24, 29, 38)</p> <p>The socio-political factors impacting YOCYP outcomes (1, 6, 9, 10, 11, 12, 25, 88)</p> <p>Protective factors impacting on YOCYP outcomes (13, 15, 22, 26, 84)</p> | |
| <p>Multi-agency work within the youth offending team can be difficult (8)</p> <p>YOCYP often need specialist collaborative input from a range of professionals (33)</p> | <p>Multiagency working and professional relationships (8, 33, 45)</p> | <p>Systemic factors impacting on YOT service delivery</p> |

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| <p>There is a need for collaboration, good communication and positive relationships between professionals (45)</p> <p>EPs have limited time available to support the YOT (46) The YOT team have limited time to work with the YOCYP (47)</p> <p>YOT practitioners background, skills, training, culture, ethnicity, personality, communication style, etc. can influence their practice (30) The approach taken by the YOT practitioner might influence the experience of the YOCYP (48) YOT practitioners are unsure what the EP role is (49) YOCYP/family do not have an understanding of the EP role (50) There is no defined role for the EP in YOT (51) There is a need to be flexible when working with YOCYP (86) YOT practitioners are well placed and have the appropriate skill to work with the YOCYP, their family and other agencies who might be involved (89)</p> | <p>Time resources inhibit effective working with YOCYP (46, 47)</p> <p>YOT practitioner's understanding and the role definition of EPs within YOTs (30, 48, 49, 50, 51, 86, 89)</p> | |
| <p>Engaging in PCW can lead to more job satisfaction (27) PCW can lead to better outcomes (28) PCW improves relationships (63) PCW helps people to feel valued (69) PCW is experienced positively (74) Individuals can be initially apprehensive/ hesitant about engaging in PCP tools (75) PCW can help equalise power imbalances (77) PCW improves multi-agency working (80)</p> <p>There is a need for PCW within YOT (39) PCW (incl. PCP tools) improves outcomes for vulnerable and challenging CYP (61) PCW promotes engagement of vulnerable and challenging CYP and their families (62) PCW helps re-construct negative narratives (67)</p> | <p>The experiences and perceptions of those involved with PCW (27, 28, 63, 69, 74, 75, 77, 80)</p> <p>The efficacy of PCW within the YOT and vulnerable CYP context (39, 61, 62, 67, 78, 82, 85, 90)</p> <p>Opportunities and restrictive factors of PCW as an approach in a YOT context (64, 65, 66, 68, 70, 71, 72, 73, 76, 78, 79, 81)</p> | <p>PCW in the youth offending context</p> |

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| <p>PCW can be oppressive (78)</p> <p>PCW gives the YOCYP some control over their lives/ a voice (82)</p> <p>YOCYP need a strengths-based approach, long-term planning (future goals/action plan) and regular reviews (85)</p> <p>PCW can improve understanding of the YOCYP (90)</p> <p>PCW requires specialist training and knowledge (64)</p> <p>PCW goes beyond the tool being used (65)</p> <p>PCW is an approach, not a single tool (66)</p> <p>PCW is not always appropriate (68)</p> <p>PCP tools are not always delivered in a person-centred way (70)</p> <p>Using PCP tools needs preparation, additional time, capacity and resources (71)</p> <p>Systems/individuals need to have an understanding of the philosophy/ethos of PCW (72)</p> <p>PCP tools/PCW requires ongoing coaching, supervision, time and support from an EP (73)</p> <p>Not everyone has the ability to be person centred (76)</p> <p>PCW can be oppressive (78)</p> <p>PCW needs to be embedded in the system (79)</p> <p>The shift in power in PCW can be uncomfortable (81)</p> | | |
| <p>EPs skills can offer whole team support to improve practice, cohesiveness and, communication (53)</p> <p>EPs can support (psychological) understanding of a YOCYP to improve service delivery (54)</p> <p>EPs can offer YOT practitioner's reflective supervision (56)</p> <p>EPs can support PCW/PCP tools to be disseminated to other professionals through training and modelling and promote their use (60)</p> <p>EPs don't understand the YJS/YOT (87)</p> | <p>Systemic role of the EP in YOT (53, 54, 56, 60, 87)</p> <p>The EPs role in YOT with YOCYP and their families (52, 55, 57, 58, 59)</p> | <p>The EP role in supporting YOT</p> |

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| <p>EPs specialist knowledge can support engagement of the YOCYP/family (52)</p> <p>EPs use accessible tools when working with YOCYP (55)</p> <p>EPs can work therapeutically with the YOCYP/family (57)</p> <p>EPs can assess additional needs which may be unidentified (58)</p> <p>EPs can support the YOCYP to gain further understanding of themselves, and get their voice heard (59)</p> | | |
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STAGE FOUR: Thematic Review

During this stage I:

1. Refined the initial themes from Stage Three. Here I considered if there was a enough data to support each theme or if the data was too diverse. I considered if themes needed to be collapsed into each other and codes separated into new themes and/or sub-themes where appropriate. At the end of this review, I concluded that the themes were well defined with appropriate sub-themes from previous stages. I also concluded that although it was unlikely that all the data from each theme would be used to illustrate a point, all the data represented accurately the theme and sub-theme it was representing.
2. Used the inclusion criteria for each initial theme from Stage Three and developed these into short descriptions of each initial theme to ensure clear and identifiable distinctions between them. The initial criteria was re-worked and included on the summary page of each 'coded extract for each theme' document.
3. Used the 'Stage Three final code document' to carry out a **Level One Review** of initial themes: Internal homogeneity (reliability/dependability) - here I considered if the coded extracts formed a coherent pattern within the initial theme. This was done by considering how well each sub-theme and codes linked to each other consistently. I also:
 - a. Considered if the theme was troublesome or if the extracts didn't fit together
 - b. Considered if extracts needed to be created into new themes; moved to another pre-existing theme; or discarded from the analysis

I was satisfied that the extracts were appropriate for each theme. No extracts were moved or excluded. Once completed I moved on to a **Level Two Review**.

4. Used the thematic map of initial themes from previous steps I carried out a **Level Two Review** looking specifically at external heterogeneity (validity) of each theme. Here I re-read my data and considered if the initial thematic map reflected the meaning in the data as a whole accurately. I took into account:
 - a. Critical realist epistemology and ontology;
 - b. Relationship of the map to research questions and/or literature review;
 - c. General coherency of the map and the story it is telling.

At the end of this stage I have:

- A workable initial thematic map and a final thematic map which shows how my themes interrelate.
- Exhausted meaningful coding and themes

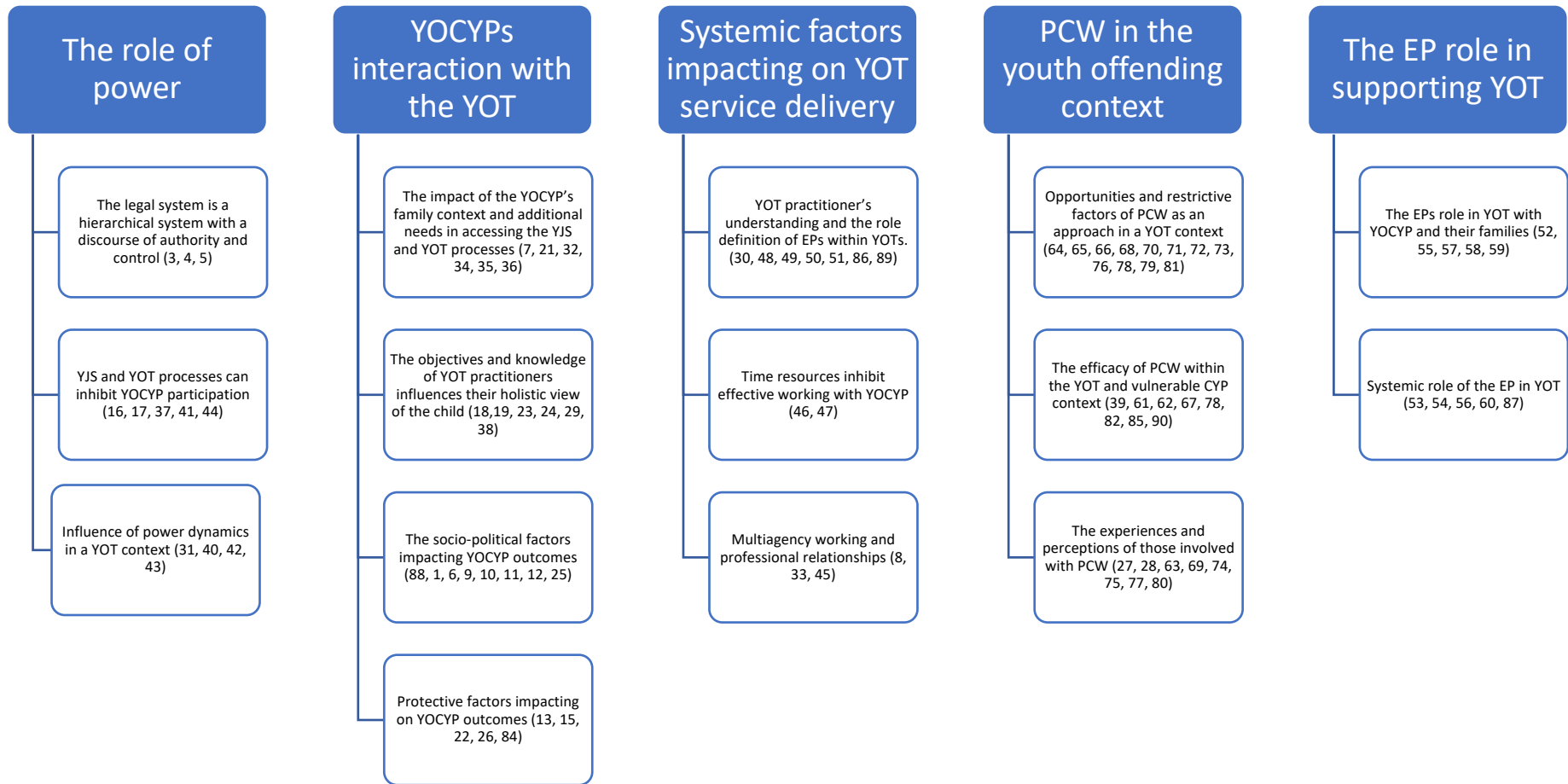
I know:

- What my themes are;
- How my themes fit together;
- The overall story the themes tell about the data.

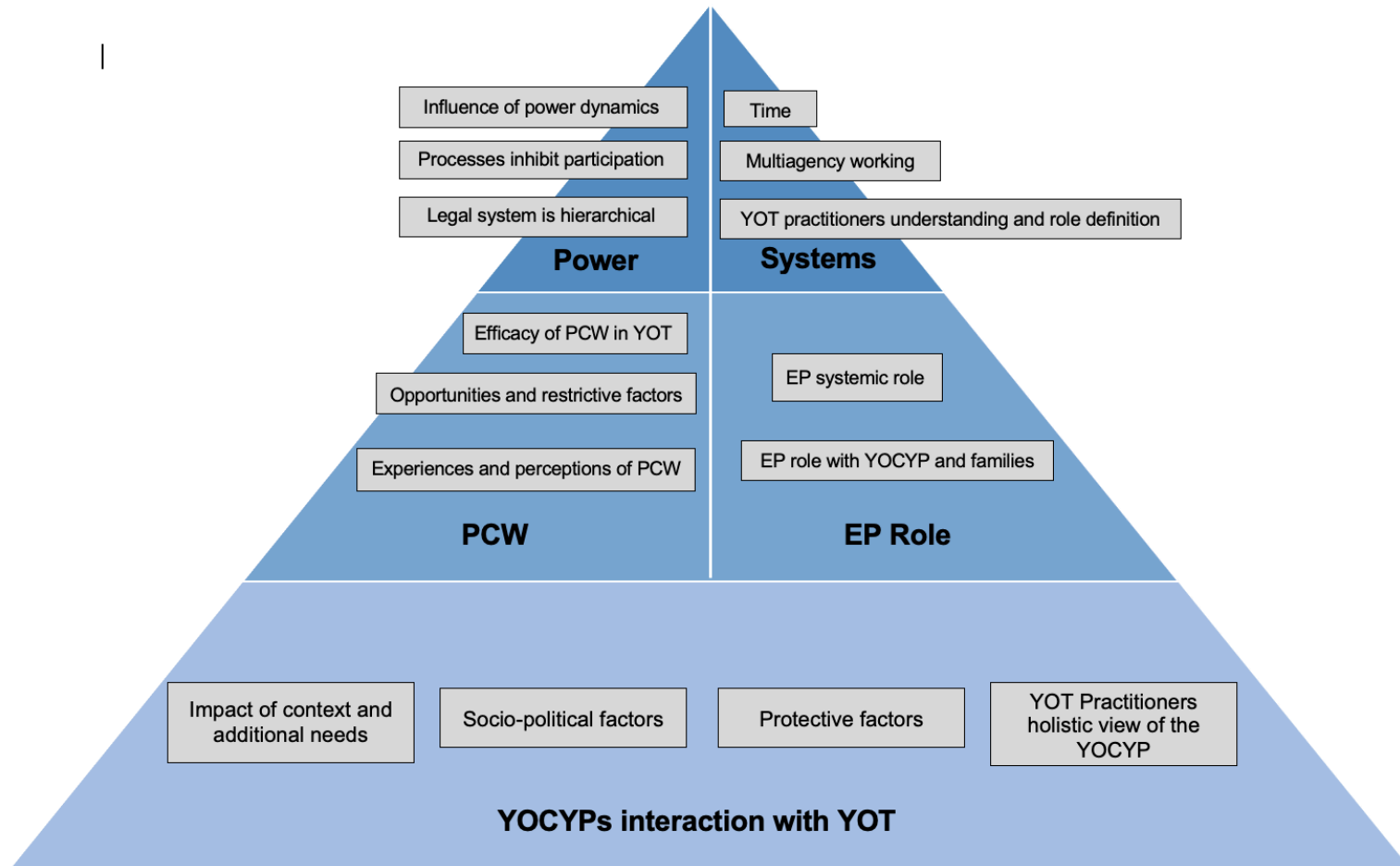
Associated Documents:

1. Initial Thematic Map
2. Initial Mechanisms Map
3. Collated extracts for each initial theme (with associated descriptions).

Initial Thematic Map



Initial Mechanism Map



STAGE FIVE and SIX:

During this stage I:

- Reviewed themes, thematic map, definitions and data to ensure the data was accurately reflected within each theme. I also considered my themes in terms of my epistemology and finalised a mechanisms map which highlights how they fit together.
- Finalised the theme and sub-theme names.
- Completed the write up for each theme. This included organising the data and highlighting which extracts reflected the essence of each theme. This was collated in a new folder for 'abstract of themes'. Here I was looking for rich data that told me something about the phenomena under investigation. There is a degree of interpretation here alongside reflection on the research questions and literature review.
- Was left with four reports on each theme these were reviewed against the data before being included into the final thesis.

Associated Documents:

1. Codes-to-Themes Final Version
2. Thematic Map Final Version
3. Mechanisms Map Final Version
4. Themes Collated Data documents
5. Final thesis write-up

Code to Theme Document (Final Version)

| Code | Subtheme | Theme |
|---|---|--|
| <p>The YJS and associated professionals have a discourse of authority and control (3) The hierarchical/authoritative approach of the YJS can inhibit PCW (4) The adult court/criminal justice system is more punitive than the YJS (5)</p> <p>YOCYP often do not contribute to decisions made around them (16) Not understanding YOCYP and involving them in decision making can lead to a lack of engagement and/or reoffending behaviour (17) CYP rights (UNCRC) are not always upheld (37) Implicit power dynamics can impact on the professional's relationship with YOCYP and families (41) There is a mismatch between policy and guidance and the needs of the young person (44)</p> <p>The role of the YOT is distinctive from other punitive criminal justice services (31) There is a need for YOT practitioners to maintain an element of power in order to encourage desistance from crime (40) There is a sense of hierarchy (power imbalance) within systems and between professionals, which can impact on decision making (42) It can be difficult/unhelpful to address power imbalance in all contexts/systems (43)</p> | <p>The legal system is a hierarchical system with a discourse of authority and control (3, 4, 5)</p> <p>YJS and YOT processes can inhibit YOCYP participation (16, 17, 37, 41, 44)</p> <p>Influence of power dynamics in a YOT context (31, 40, 42, 43)</p> | <p>The role of power</p> |
| <p>The YJS does not understand YOCYPs additional needs (7) YOCYP have often experienced complex family history and/or trauma (21) YOCYP often have additional needs which can be unidentified (32) Additional needs can manifest as poor engagement and behaviour (34) Additional needs can lead to the YOCYP struggling to understand the YJS (35) YOCYP often struggle to communicate their wants, wishes and feelings (36)</p> | <p>The impact of the YOCYP's family context and additional needs in accessing the YJS and YOT processes (7, 21, 32, 34, 35, 36)</p> <p>The objectives and knowledge of YOT practitioners influences their</p> | <p>YOCYPs interaction with the YOT</p> |

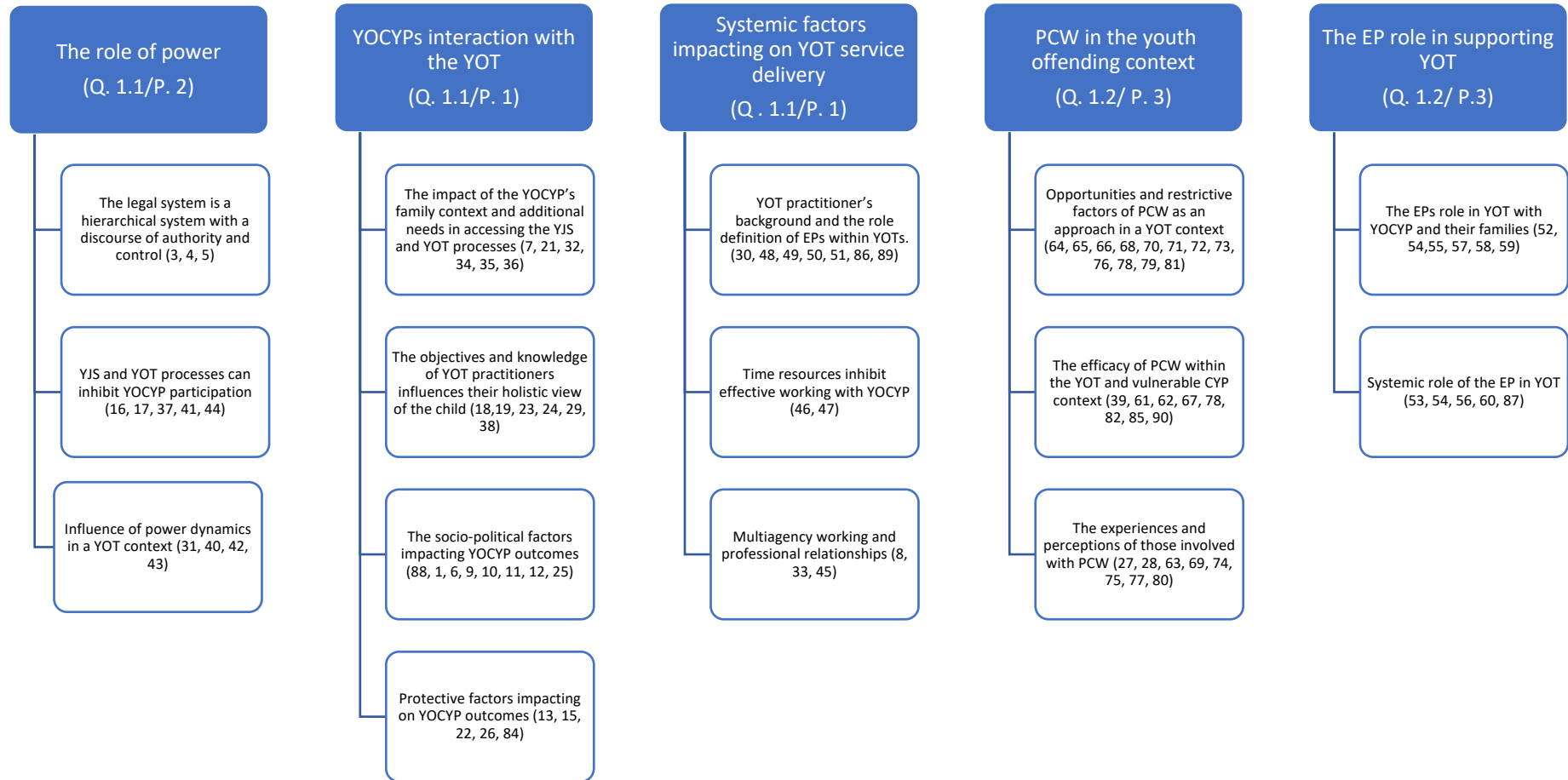
| | | |
|---|--|---|
| <p>YOT are not always meeting/understanding the social, emotional and contextual needs of the child (18)</p> <p>YOT tend to focus on changing the offending behaviour as oppose to looking at the context (19)</p> <p>YOT interventions delivered by practitioners need to be individualised to meet the needs of each YOCYP (23)</p> <p>YOT practitioners/professionals tend to have a within child view (24)</p> <p>YOT practitioners lack the specialist skills and knowledge to work with YOCYP with SEN (29)</p> <p>There is a need for YOT practitioners to be trauma informed (38)</p> <p>YOCYP are excluded from the school/education system (1)</p> <p>YO are at higher risk of reoffending/entering the adult court/criminal justice system (6)</p> <p>YOCYP are socially excluded (9)</p> <p>YOCYP often experience low self-esteem/low self-value (10)</p> <p>YOCYP are often influenced by their peers/social pressure (11)</p> <p>There is a negative public view of YOCYP (12)</p> <p>YOCYP lack respect for authority figures (25)</p> <p>YOCYP are a challenging and vulnerable population to work with (88)</p> <p>Building a positive relationship based on empathy, respect and understanding with YOCYP leads to positive outcomes (13)</p> <p>The YOT is a positive experience for YOCYP (15)</p> <p>A positive school/education experience for YOCYP can lead to better outcomes (22)</p> <p>Early intervention with CYP at risk of offending is important (26)</p> <p>Generally, YOCYP want to do well and achieve (84)</p> | <p>holistic view of the child (18,19, 23, 24, 29, 38)</p> <p>The socio-political factors impacting YOCYP outcomes (1, 6, 9, 10, 11, 12, 25, 88)</p> <p>Protective factors impacting on YOCYP outcomes (13, 15, 22, 26, 84)</p> | |
| <p>Multi-agency work within the youth offending team can be difficult (8)</p> <p>YOCYP often need specialist collaborative input from a range of professionals (33)</p> | <p>Multiagency working and professional relationships (8, 33, 45)</p> | <p>Systemic factors impacting on YOT service delivery</p> |

| | | |
|--|---|---|
| <p>There is a need for collaboration, good communication and positive relationships between professionals (45)</p> <p>EPs have limited time available to support the YOT (46) The YOT team have limited time to work with the YOCYP (47)</p> <p>YOT practitioners background, skills, training, culture, ethnicity, personality, communication style, etc. can influence their practice (30) The approach taken by the YOT practitioner might influence the experience of the YOCYP (48) YOT practitioners are unsure what the EP role is (49) YOCYP/family do not have an understanding of the EP role (50) There is no defined role for the EP in YOT (51) There is a need to be flexible when working with YOCYP (86) YOT practitioners are well placed and have the appropriate skill to work with the YOCYP, their family and other agencies who might be involved (89)</p> | <p>Time resources inhibit effective working with YOCYP (46, 47)</p> <p>YOT practitioner's background and the role definition of EPs within YOTs (30, 48, 49, 50, 51, 86, 89)</p> | |
| <p>Engaging in PCW can lead to more job satisfaction (27) PCW can lead to better outcomes (28) PCW improves relationships (63) PCW helps people to feel valued (69) PCW is experienced positively (74) Individuals can be initially apprehensive/ hesitant about engaging in PCP tools (75) PCW can help equalise power imbalances (77) PCW improves multi-agency working (80)</p> <p>There is a need for PCW within YOT (39) PCW (incl. PCP tools) improves outcomes for vulnerable and challenging CYP (61) PCW promotes engagement of vulnerable and challenging CYP and their families (62) PCW helps re-construct negative narratives (67)</p> | <p>The experiences and perceptions of those involved with PCW (27, 28, 63, 69, 74, 75, 77, 80)</p> <p>The efficacy of PCW within the YOT and vulnerable CYP context (39, 61, 62, 67, 78, 82, 85, 90)</p> <p>Opportunities and restrictive factors of PCW as an approach in a YOT context (64, 65, 66, 68, 70, 71, 72, 73, 76, 78, 79, 81)</p> | <p>PCW in the youth offending context</p> |

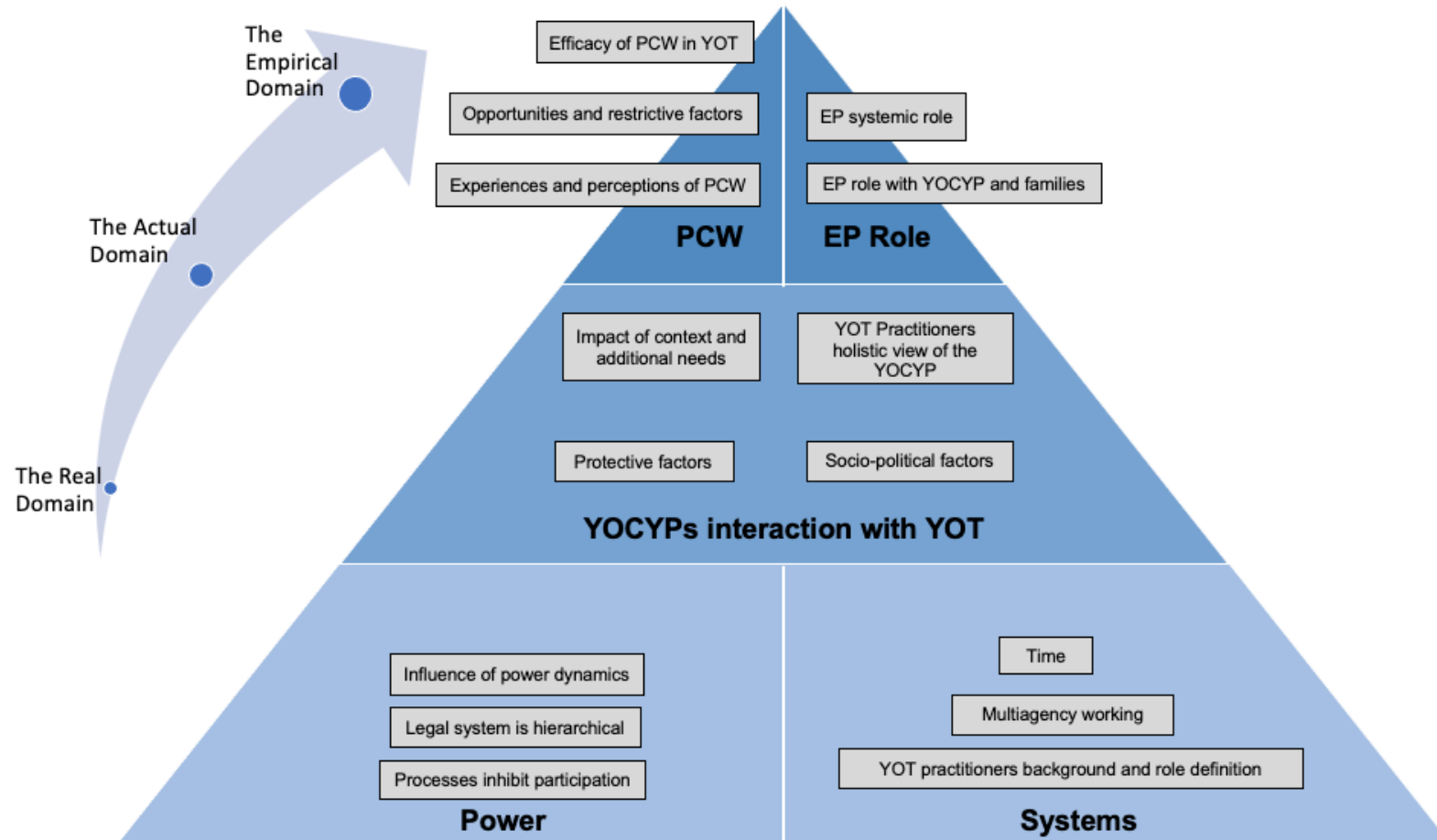
| | | |
|--|--|--------------------------------------|
| <p>PCW can be oppressive (78)</p> <p>PCW gives the YOCYP some control over their lives/ a voice (82)</p> <p>YOCYP need a strengths-based approach, long-term planning (future goals/action plan) and regular reviews (85)</p> <p>PCW can improve understanding of the YOCYP (90)</p> <p>PCW requires specialist training and knowledge (64)</p> <p>PCW goes beyond the tool being used (65)</p> <p>PCW is an approach, not a single tool (66)</p> <p>PCW is not always appropriate (68)</p> <p>PCP tools are not always delivered in a person-centred way (70)</p> <p>Using PCP tools needs preparation, additional time, capacity and resources (71)</p> <p>Systems/individuals need to have an understanding of the philosophy/ethos of PCW (72)</p> <p>PCP tools/PCW requires ongoing coaching, supervision, time and support from an EP (73)</p> <p>Not everyone has the ability to be person centred (76)</p> <p>PCW can be oppressive (78)</p> <p>PCW needs to be embedded in the system (79)</p> <p>The shift in power in PCW can be uncomfortable (81)</p> | | |
| <p>EPs skills can offer whole team support to improve practice, cohesiveness and, communication (53)</p> <p>EPs can support (psychological) understanding of a YOCYP to improve service delivery (54)</p> <p>EPs can offer YOT practitioner's reflective supervision (56)</p> <p>EPs can support PCW/PCP tools to be disseminated to other professionals through training and modelling and promote their use (60)</p> <p>EPs don't understand the YJS/YOT (87)</p> | <p>Systemic role of the EP in YOT (53, 54, 56, 60, 87)</p> <p>The EPs role in YOT with YOCYP and their families (52, 54, 55, 57, 58, 59)</p> | <p>The EP role in supporting YOT</p> |

| | | |
|--|--|--|
| <p>EPs specialist knowledge can support engagement of the YOCYP/family (52)</p> <p>EPs use accessible tools when working with YOCYP (55)</p> <p>EPs can work therapeutically with the YOCYP/family (57)</p> <p>EPs can assess additional needs which may be unidentified (58)</p> <p>EPs can support the YOCYP to gain further understanding of themselves, and get their voice heard (59)</p> | | |
|--|--|--|

Thematic Map (Final Version)



Mechanisms Map (Final Version)



Appendix F - Interview schedule

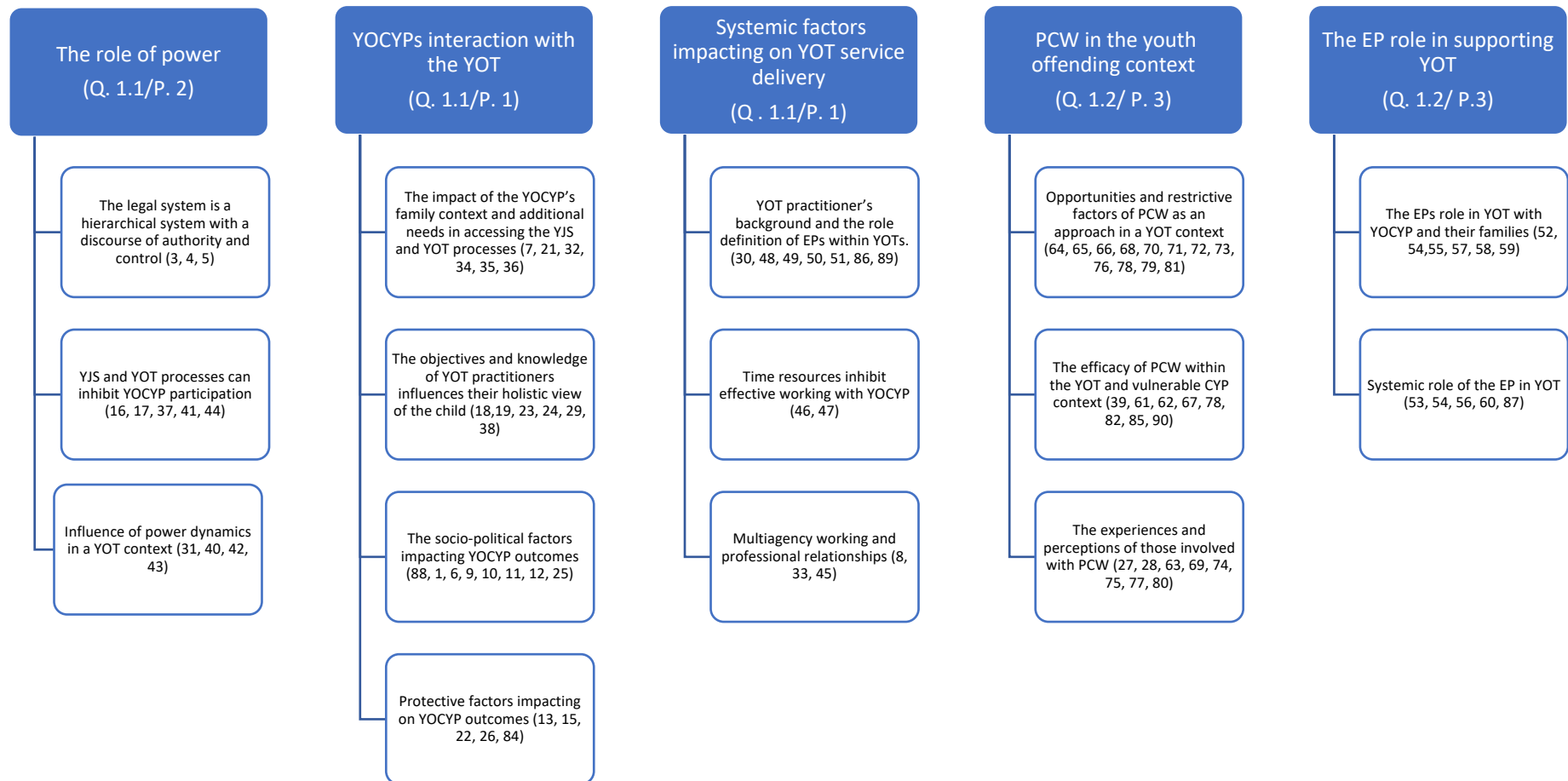
1. What is your role within YOT?
2. What is your understanding of PCW?

PCW for the purpose of this interview is described as a collection of tools and processes that can be used in supporting the focus person that are underpinned by a set of shared guiding principles that include (Hammond and Palmer, 2018 pp.4; DoH, 2001; Dowling, Manthorpe and Cowley, 2006; Sanderson and Lewis, 2012):

- *the focus person is directly involved in making decisions about his or her life*
- *powers shifted from professionals and services to the focus person*
- *the focus person is supported in reaching his or her aspirations by supporters*
- *the meeting is inclusive, for example, using jargon-free language, visual and interactive elements, and offering a choice of recording methods, such as writing or drawing*
- *the person's own skills, values and choice are central to the process, to create a greater sense of ownership and independence*
- *social inclusion is promoted by identifying access to community activities and positive relationships, to reduce inequalities*

3. In what way have you used PCW within your work with the YOT?
4. What other opportunities for PCW, if any, might be possible for you to develop within your YOT role?
5. What is your general experience of the use of PCW within the YOT team?
 - *For example, the use of PCW by other YOT team members or how the YOT system is designed, or projects delivered.*
6. How might EPs support the development of PCW practices in YOT?
7. To what extent, if any, do you believe PCW might be appropriate and valuable within the YOT
 - *What would be the benefit, if any, of this?*
8. What are the potential barriers or challenges, if any, there in using PCW within YOT?
 - *How might you manage these?*
9. Is there anything else that you would like to tell me?

Appendix G - Thematic Map



Appendix H – Concession request confirmation

Ref: PGR20049 THE1
UEA Reg: 100252600/1 (EDU)



PERSONAL AND CONFIDENTIAL

Miss Nicola Palmer
Nicola.palmer@uea.ac.uk; Npalmer1@live.co.uk

Postgraduate Research Service
University of East Anglia
Norwich Research Park
Norwich NR4 7TJ

Tel: 01603 592308

10 November 2020

Dear Miss Palmer

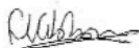
Concession request: Doctorate in Educational Psychology Thesis Format

The Academic Director of UEA Doctoral College has approved your School's recommendation that you be permitted to submit your Doctorate in Educational Psychology thesis in line with the format required by the previous version of the Regulations, which stated:

"6.1 In the thesis and examination the candidate is required to show distinct ability to conduct original investigations, to test ideas (whether the candidate's own or those of others) and to understand the relationship of the theme of the investigations to a wider field of knowledge. The thesis should show evidence of adequate industry and application. The candidate is also expected to show understanding of the relationships of the special theme to a wider field of knowledge. The thesis should represent a significant contribution to the development of understanding, for example, through the discovery of new knowledge, the connection of previously unrelated facts, and/or the development of a new theory or the revision of older views. The thesis shall not exceed 40,000 words in length."

If you have any queries please speak to the Postgraduate Research Service (the Team's email address is below) in the first instance.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Fiona Gibbons', is positioned above the printed name.

Fiona Gibbons
PGR Officer
Email: prof.docs@uea.ac.uk

cc: Supervisor (via email): i.gorman@uea.ac.uk
School Course Director (via email): A.Honess@uea.ac.uk
Student File

END OF THESIS