

Bridging Practice: The Use of Youth Work Methodologies Within Youth Justice *A Case Study of a Youth Justice Team in South Wales*



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Declaration Form



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Abstract

This research centres on the presence of youth work methodologies in a youth justice context by undertaking a case study with a Youth Justice Team in South Wales. Criminal justice literature is increasingly recognising the importance of alternative approaches within the youth justice service, such as the Child First guidance. Yet little research has been afforded entirely to the prevalence of youth work methodologies in youth justice work. How do practitioners navigate the dichotomy between engagement and compliance when enacting their practice with young people, if at all? What does this tell us about the present state of youth justice practice and policy? The Child First approach was also considered, as this has been adopted by the Youth Justice Board as expected practice, to uncover whether it relates to or enhances the predominance of youth work methodologies in youth justice. This study investigates such queries with ten youth justice professionals to gain an understanding of their everyday work, identities and culture within a Youth Justice Team. In-depth conversations elicited the personal approaches of participants, and how they curated their work to uphold the interests, safety and well-being of the young people they supported. The study also invites exploration into the perspectives of young people who offend, and whether they feel advocated for or empowered by youth work methodologies in youth justice. This research illustrates how youth work is utilised within youth justice, yet certain personal, structural and cultural barriers obstruct its full implementation. Nevertheless, youth justice professionals strive to embed it in youth justice work, due to a recognition for youth work methodologies' influence on participatory, engaging and meaningful practice with young people.

Introduction

Ryan Davis was arrested at twelve years old for a non-serious offence, where being in the care system, excluded from school and running with the wrong crowds led him to the criminal justice system; specifically a Youth Justice Team (*North Wales Chronicle*, 2025). However, Ryan developed an interest in helping others who have went through similar to him because of the support he had received from youth justice professionals at an early age. Ryan is now a youth worker for a charity called Tender, which provides young men the space to chat about their mental health, develop their skills and have positive male role models. This is an example of where sufficient youth justice support, coupled with youth work methodologies, has led to an individual turning their life around and aiding others. Stories like Ryan's are being increasingly highlighted in current society, where ricochets of Tony Blair's 'tough on crime, tough on the causes of crime' rhetoric are being replaced by alternative, preventative shifts towards practice in the criminal justice system (Blair, 1993). This is symptomatic of the myriad of challenges young people today have to face that previous generations did not, such as the aftereffects of the Covid-19 outbreak, the growing risks of social media, and the cost of living crisis (Elsen and Ord, 2023). Key political figures and policy makers are therefore arguing for changes to the ways we approach and perceive young people who offend, where provisions for more educative, youth work-based support is on offer rather than merely punitive, criminal justice interventions (*The Independent*, 2023).

The story of Ryan, alongside timely discussions on the current state of the youth justice service, prompts further enquiry into the work of youth justice professionals and how attitude changes towards young people could impact the practice and policy of Youth Justice Teams. This research is interested in these debates, and is concerned with how youth justice professionals are supporting young people through different approaches, such as youth work methodologies - as highlighted by Ryan Davis' story. With a move towards more statutory, targeted youth work for those who are deemed 'complex' in society, such as young people who offend, it is vital to explore whether youth work methodologies have permeated the realm of youth justice (Bradford and Byrne, 2010). However, previous literature has not researched the specific youth work methods practitioners enact and how this can shape the wider youth justice team and culture (Mason and Prior, 2008). This study will therefore investigate the different techniques that youth justice workers use, and the rationale behind their choice of method. The youth justice system has adopted what is known as the 'Child First' approach, which provides guidance for practitioners to enhance the participation of young people by recognising them as a child before their offence and ensuring their interventions are sufficient for that young person (Case and Haines, 2016). This study is also interested in how these principles are embedded within youth justice work, and how predominant youth work methodologies are from this.

Researching the presence of youth work methodologies in a youth justice context is not something that is new, however (Day, 2023; Creaney and Burns, 2014). Yet the current study appreciates fresh and relevant insights from youth justice workers within a Youth Justice Team in ways previous research has not. Rather than focusing on the generalised aspects of youth justice practice, this study will be informed through the everyday experiences and individualised work of professionals from one team. Not only will an enquiry into the workings of a Youth Justice Team's culture and work be of value to them - as the strengths of the team are highlighted and further practice is informed - but also wider youth justice contexts, such as the Youth Justice Board and criminal justice system. A case study of a Youth Justice Team in South Wales will therefore be conducted through the method of semi-structured interviews to explore the professional lives of practitioners and their use of youth work methodologies within their practice. Although the original research proposal (Appendix 1) sought to include young people in the study, this was not possible due to the logistical constraints of the research. However, the study does touch upon how youth justice practice can be enhanced to benefit young people, where results from their participation should be related to participation, engagement and empowerment (Smithson et al., 2021). From considering this, further research can be done with young people to understand their observations of the methods used during their intervention work and why.

This study also acknowledges how the Youth Justice Team under study is also the researcher's current place of employment, who is also a youth justice practitioner. The research was therefore insider-based, which is where a current member of an organisation researches their place of employment (Brannick and Coghlan, 2007). A defining motivation for why the research was conducted is worthy to note, where myself as the researcher - who derived from a youth work background - questioned how previous practice could be related to or inhibited by criminal justice responsibilities, and what this meant for current youth justice practice. Interests were aroused in seeing how other professionals navigated similar concerns and how they worked towards supporting the well-being and safety of young people despite possible challenges, if at all. It was also important to consider how the research could be enacted ethically and appropriately, and how the participants and myself as the researcher could be impacted by this. Applications of reflexivity, positionality and ethical sensitivity were made where needed in order to maintain the integrity and comfortability of all involved (BERA, 2018). The findings that were uncovered through conversations with participants were therefore treated with care at each part of the research process, to satisfy the study aim of whether youth work methodologies are predominant within youth justice contexts.

As such, the second chapter offers a literature review on youth work methodology, transitions within youth justice practice and policy and applications of the Child First approach, which created the foundations to undertake this research. The third section focuses on the methods that were applied

during study and why semi-structured interviews were chosen, where further discussion is made on how ethical issues were mediated to uphold the rigour of the research. The following chapter will also present what was uncovered during conversations with practitioners, where key quotes are used to build emerging themes and patterns that are relevant to the study. These findings will be outlined in relation to broader theory and literature on youth work methodologies, youth justice practice and the overall criminal justice system through a more in-depth enquiry of the data. The research is then finalised in the closing chapter, which offers a conclusion of the findings and what this can tell us about current youth justice practice, with recommendations for further study and policy. Consequently, this research will highlight how by investigating the predominance of youth work methodologies in a youth justice context, professionals, researchers and policy makers alike can better understand how youth justice practice is enacted and how this implicates wider work and guidance on supporting young people who offend.

Literature Review

Introduction

In order to comprehend the predominance of youth work within youth justice settings, it is valuable to appreciate literature which concentrates on the shifting nature of the youth justice service and how evolutions in approaches have impacted professionals and young people who offend. As this study focuses on the use of the Child First approach in youth justice work, it is also vital to discuss its impact on youth justice team cultures, identities and practices and consider its effectiveness with engaging young people and whether this impacts recidivism. The next chapter will examine previous academic findings and discussions which will guide the research, with an emphasis on how this study can contribute to the current bed of knowledge on youth justice work; specifically, how youth justice policy and practice can be better informed through participatory and educative approaches that are related to youth work.

Child Offenders to Child First: The Shifting Nature of Youth Justice

The youth justice service has undergone vast change since the creation of the *Crime and Disorder Act* (1998), where we have seen shifts from a system defined by ‘neoliberal correctionalism’ (Dunkel et al., 2010) because of its punitive and interventionist methods, to a service that focuses on engaging with young people who offend through ‘child friendly’ approaches (Case and Haines, 2015). During the early twenty-first century, young people who offended were managed through practices that focused on their ‘threat’ and ‘risk’ to society (Muncie et al., 2002), yet research has illustrated how these approaches are not effective at preventing young people from offending. For example, Case and Haines (2015: 159) found how statutory youth justice work, which involves court-ordered interventions, disengage youth people from the work. This was specifically through tools such as ‘AssetPlus’, which assesses young people when they are referred to the youth justice system. The reasoning for this is that it removes practitioner perceptions of crime away from the young person’s lived experiences (Farrow et al., 2007) and instead focuses on bureaucratic measures of how to react to the offence. Pamment (2019: 271) also documented the broadening net of crime management with youth justice and multiagency working, and found a ‘corporatist’ strategy with other agencies is used to contain young people and manage the performance of professionals to reduce costs. The focus here is therefore mainly to reduce crime, rather than uncover the reasoning behind offending and how to work with those who offend.

These bureaucratic practices are important to the current study, as this elucidates why and how a shift away from these approaches are being made. More recently, the Youth Justice Board (2021: 10) have introduced new policies that replace risk-prone practices with the Child First approach. This distances

itself from what is more commonly known as the 'Child First, Offender Second' guidelines (Case and Haines, 2015) in a reply to arguments that the 'offender second' aspect results in young people being labelled as deviant (Becker, 1963; Bateman, 2021). Instead, Child First principles encourage practitioners to positively promote the participation of young people, whilst ensuring the work is appropriate and proportionate to the young person and offence (Case and Haines, 2016). This is significant to the research at hand, as this guidance was informed by the UNCRC, which argues for '...the right (for children) to have their views given weight in all matters affecting them in accordance with their age and maturity...' (Nacro Cymru, 2009: 1). These principles are therefore heavily related to youth work practices, which advocate for the involvement of young people in the work conducted around them through an informed and supportive manner (CWVYS, 2018). This shift has also been exemplified within the Youth Justice Team under study, with their move into the education sector of the local authority alongside other youth services. It is encouraging to witness proactive shifts within youth justice settings, yet most of the current literature concentrates on the policy level, whereas what is of interest to this research is how this can be applied by practitioners and felt by young people who offend.

Day's (2023) research on the impact of youth justice developments also illustrates these ideological shifts in everyday practice. Day (2023: 69) found how there were delivery disparities with certain criminal justice terms, such as 'Constructive Resettlement'; which is a policy that aims to support young people who offend to achieve a productive and positive future instead. Due to confusion over the term, practitioners related to their own professional backgrounds when enacting their practice. For example, a professional with experience working with young people who presented sexually harmful behaviours likened the framework to the 'Good Lives Model'; which is a programme designed to address similar concerns. In comparison, a manager with trauma informed and desistance training stated that the policy was underpinned by these approaches, and is something 'they already do' within their interventions (Ibid: 70). This therefore demonstrates how practitioners' views and understandings of youth justice policies are dependent upon their individual backgrounds and experiences, irrespective of what that policy aims to achieve. For those who derived from more welfare-based backgrounds, they viewed these approaches as reinforcers of their own knowledge, in contrast to those who came from more data-driven expertise. Thus, it is unsurprising that policies such as Child First are being implemented differently 'on the ground'. This research will be valuable to practitioners by calling for further training and resources for them to fill this gap.

Youth Justice Work, Culture and Identity

Disparities between policy and practice with the Child First guidance leads to distinctions in delivery of youth justice interventions, resulting in 'central ambiguity' which is then felt by individual teams

(Souhami, 2014). As the current study focuses heavily on this point, it is important to not only recognise shifts in youth justice at the macro level but also the micro level to explore how youth work methodologies are explicated in the youth justice system. An investigation into organisational culture, identity and practices of youth justice teams is vital because of the ways practitioners can influence wider youth justice processes, such as how the work is done with young people who offend. Morris (2015: 51) used ethnographic research to explore this with five Youth Justice Teams in England, and found how youth justice practitioner's occupational identities were strongly driven by their reasoning to enter their roles. Some participants spoke of aiming to improving the lives of the young people they supported, for example. Those who prioritised the welfare of young people felt more distant from the youth justice system, with most of these practitioners' roots being found in youth or education backgrounds. In comparison, those who came from social work or care backgrounds were more interested in the bureaucratic side of the work, as their strengths lied in finalising assessment paperwork and meeting targets. This finding is therefore of interest here, as it will explore how practitioner's identities and career history can shape their current youth justice practice.

Applying conceptual frameworks has also been insightful when researching the predominance of youth work methodologies in youth justice. Using Bourdieu's (1977) theory of habitus, Creaney and Burns (2024) explored how practitioners navigated issues between child welfare and punishment-focused approaches and how tensions between those who have authority, like management, and those who do not, such as 'on the ground' practitioners, are exercised. 'Habitus' refers to the ways an individual observes and reacts to the world around them through their disposition, skills and habits (Bourdieu, 1977). Creaney and Burns found that practice was mainly data-driven, with practitioners being encouraged to focus on accounting for their hours and successful outcomes rather than participatory work (2024: 43). This had an effect on the time practitioners could spend with young people, which dampened their ability to create effective relationships with them. It was felt that managers would pressure those within more subordinate positions to not react against top-down decisions. The authors linked this to the concept of 'symbolic violence' (Bourdieu, 1977) to explain the barrier between participatory practices and practitioners themselves in youth justice. This research indicates how a risk-based youth justice is the status quo for practitioners to revert back to or abide by (Creaney and Burns, 2024: 43). This research will study the everyday lived experiences, cultures and identities of practitioners to explore how these impact the implementation of youth work approaches.

Participatory Practices with Young People

Whilst researching the predominance of youth work principles, an enquiry into the terms 'engagement' and 'participation' in youth justice are required, as not enough research has been afforded to the

techniques used with young people who commit crime (Mason and Prior, 2008). For Bradford and Byrne (2010: 20), youth work practice is influenced by three factors: voluntary participation by young people; the goal to improve young people's capability to make choices around their lives; and youth work offering young people the space to develop themselves and work with others. The Child First guidance encapsulates these characteristics of 'good' youth work, yet the participatory element within youth justice may be disputed. The term 'participation' can vary, but for this research participation will refer to the meaningful involvement of young people who are committed to the aims of an activity or other obligation, such as arriving to appointments on time or being actively engaged in interventions. Within youth justice, it was revealed how the wider social context and operational factors facilitated engagement (YJB, 2010: 6). For example, parental support was viewed by practitioners as having an important effect on whether a young person would engage with them, and certain operational factors - such as caseload size and the availability of more targeted interventions - affected engagement. However, it is more difficult to maintain participation in this field rather than youth work. This is because some aspects of youth justice work are not participative in nature, such as mandatory contact appointments and interventions overlooking the reasoning for offending, for example (Stephenson et al., 2007).

This demonstrates how youth work methodologies, which can be found in Child First, are not only obstructed from full implementation due to cultural and personal perceptions of it, but also the degree to which practitioners can embed participatory practice in youth justice *logistically*. Yet researchers have delved into how youth justice practitioners can enhance participation in their everyday work. Creaney and Burns (2024: 40) spoke to young people in a Youth Justice Team from Northwestern England, where the young people thought they had little impact on the content of their sessions as they felt 'unqualified' to judge on how practitioners imposed their practice. This illustrates an 'adult knows best' mentality, which obstructs the young person's decision to be involved with choices made around them and how their interventions are curated (Forde, 2018). This research would therefore encourage professionals to provide opportunities for young people to co-produce the interventions with them, as they are 'experts' through their own experiences (Brady, 2020). Variability in enforcement processes can also impede participation within youth justice, where it was revealed in a study by the Youth Justice Board (2010: 7) how some practitioners were more likely to overlook non-attendance than others. This leads to inconsistencies in approach, resulting in young people being less likely to engage with intervention work which is less effective.

As a result, some authors have called for a framework on young people's contribution in youth justice practice, but one which is not just dependent upon adult-focused research (Smithson et al., 2021). The 'Participatory Youth Practice' (PYP) model was formulated from Smithson et al.'s (Ibid) study, which aims

to include young people not only in the identification and eradication of barriers to participation, but also a coproduction and restructuring of the entire youth justice service. The study was conducted to allow the young people to develop the research themselves, where they were heavily involved in the data collection and analysis stage. This can be likened to Lundy's (2007) framework of participation, which demonstrates how important it is to involve young people in the work being conducted around them. With the young people who participated, Smithson et al. (2021: 327) outlined the principles of the PYP: let them participate, particularly in how the intervention is delivered; always unpick why, such as recognising the needs of offending first; acknowledge their restricted life chances; help problem-solve; grow ambition, during and particularly after an intervention; and allow them a fresh start. These principles are a strong example of how *coproduced research* with young people, not just coproduced interventions, can aid youth work methodologies in youth justice, rather than merely include them as participants during the research process. The current study will account for this through the perspectives of youth justice professionals, as including young people who offend within the research itself was not possible due to time and resource constraints.

A Risk-Averse Youth Justice?

Risk plays a significant role in youth justice decisions around young people, their interventions, and overall practice. Many variations of risk in this context have led to disparities in approach, with some arguing that risk-averse practice can actually lengthen rather than reduce young people's 'criminal careers'. For example, net-widening strategies such as Curfew and Child Safety Orders (CCSOS) and Anti-Social Behaviour Orders (ASBOs) are arguably conflating '...indiscretion and everyday incivility' for young people (Byrne and Brooks, 2015: 4-5), as these do not aim to address the reasoning behind offending behaviour. Rather, they remove the 'problem' - the young person - from the situation. It is therefore argued that diversion away from youth justice involvement, where possible, can act as a 'protective factor' against prolonged offending and overexposure (Pamment, 2019: 278). When diversionary interventions are applied, these should be marginal and positive in nature to ensure the work is proportionate to the young person and the offence committed (Home Office, 1998). This research does not suggest to remove formal youth justice interventions altogether, however, as the overall aim is to respond to offending behaviour. Rather, the current study will appreciate how an overreliance on risk-based work can be steadied through introducing youth work methodologies more regularly into the youth justice service, such as the Child first guidance and participatory practices.

Day's (2023) research opens up avenues to explore this angle, with a particular focus on the place of risk with youth justice practitioners during such policy transitions. It was revealed how practitioners felt that 'risk culture' (Case and Haines, 2016) shaped their overall practice, where managers negotiated

between risk management and welfare approaches with staff as they acknowledged it being a main part of youth justice work (Day, 2023: 65). Some practitioners explained how if a serious problem occurred, risk management acted as a 'protection' on why decisions were made to uphold their professional identity and expertise. This demonstrates how, despite efforts to embed a Child First approach, a risk averse culture persists at the ground level. When discussing young people deemed 'high risk', practitioners also questioned what would happen if risk management procedures were removed, where they expressed how external tools would be useful in approaching this work (Ibid: 66). This finding highlights how practitioners' fears of 'getting things wrong' leads them to revert back to risk-based procedures, notwithstanding the Youth Justice Board calling for practitioners to derive from Child First. This is significant to the current study, as this shows how youth justice processes are a mixture of competing approaches, such as a 'pendulum swing' between child first principles and risk (Goodman et al., 2017). This research will thus delve deeper into this issue and consider how practitioners interpret Child First and youth work methodologies, and how this may have an impact on such.

There are some cases where acknowledgement of risk is necessary in youth justice, and should not be ignored purely for participatory practices. For example, high-risk management panels are multiagency initiatives to address concerns around a young person's safety, behaviour, well-being and harm to themselves or others (YJB, 2021). During their research on the enablers and obstructions to participatory practice in youth justice, Creaney and Burns (2024: 42) listened to practitioners' reasons for not inviting young people into these panels. Confidential information that was discussed during the panels was identified as a barrier to allowing young people's participation in the meetings, such as information relating to a victim. It would therefore be difficult to include young people who offend in these processes as it could lead to complications with safety and data protection for themselves and others involved. Despite this, the practitioners strove for inclusivity as they recognised the significance of young people being actively involved in the decisions made around them (Ibid: 43). However, due to the status quo promoting risk aversion within youth justice, practitioners were constrained in providing young people the chance to express themselves in these meetings, and instead aimed to accurately reflect their views on their behalf. It is therefore more complex *practically* to instil Child First principles into youth justice practice. This research will consider how this can be done in a way that encourages the participation and involvement of young people's voice in accordance with youth work methodology.

Conclusion

Using previous research on youth justice policy transitions, practitioner's work, culture and identities, and participatory practices in the youth justice service, this study aims to uncover the extent to which youth work methodologies are embedded within the practice of youth justice. It looks closely at Child

First principles, and the implications of how, if at all, this is enacted into everyday practice for professionals. Despite the literature having begun analysing the extent to which participatory practice is done within youth justice, there needs to be more consideration given to practitioners' understandings and application of this rather than just at the policy level, with a focus on the Child First approach. Although current policy encourages professionals to embody participative practices in their interventions with young people, this is harder in reality due to the everyday obstacles, cultures and resources around them. This study will therefore appreciate the views, experiences and practices of youth justice practitioners through a case study of a Youth Justice Team in South Wales to explore the predominance of youth work methodologies within a youth justice context.

Methodology

Introduction

As the current study focuses on the prevalence of youth work methodology within youth justice settings, with an appreciation for practitioners' everyday practices and identities, a tool that reflected this was required. This was done through applying a method that captured 'specific' rather than 'general' knowledge and by appreciating how this knowledge was co-created between the researcher and the participants' interpretations (Coghlan and Brannick, 2005). As the researcher, I took a position that allowed me to travel through the data as it was uncovered, which was then used to explore the knowledge around the research aim (Kvale, 1996). As the study was also led by someone who is employed within the Youth Justice Team under study, it was relevant to discuss the advantages and disadvantages of insider research and how to do this effectively and sensitively (Brannick and Coghlan, 2007). Lastly, a consideration for any ethical dilemmas that arose during the research was made, such as negotiating the space to conduct the study, a reshaping of the research design due to time and accessibility restraints, and approaching sensitive topics. This chapter will therefore discuss how the research was done methodologically, the reasoning behind this, and what the method used discovered.

Epistemological Position

In terms of epistemological position, this research undertakes a qualitative and materialist perspective of the method used. Due to this study being concerned with the everyday practices, perspectives and experiences of youth justice practitioners, this position will allow theory to be built upon conversations with participants (Holmes, 2020). Epistemological insights tend to be sidelined within youth work research, but this study recognises the importance of holding a certain position at the beginning of academic exploration (Byrne, 2004). This study therefore requires a method that is qualitative and interpretive in nature to align with its epistemological stance, as this will highlight the complexity of youth work practice within the youth justice world.

Research Aim

Due to the research being interested in the predominance of youth work methodologies in a youth justice context, this will be explored by appreciating how policy and practice can inform one another through practitioners' approaches and perspectives to their work. For example, the study will focus upon the extent to which the Child First approach is embedded within youth justice practice, and why. It will also consider whether there is a *(dis)connection* between youth work methods and youth justice

approaches and explore the impact of the culture and identity that the Youth Justice Team has on the work that practitioners can enact.

The Case Study

The study was conducted through a case study research design, where a Youth Justice Team was chosen. This was done to uncover the individuality of this particular organisation and facilitate detailed accounts from the participants which would be applied to the research aim (Yin, 1994). A case study research design focuses on the object under study in its natural setting and is steered by prior theoretical and empirical data (Ibid: 13). Previous research on youth work in youth justice settings has also used case study designs, which suggests its fruitfulness in gaining novel insights into practitioners' practices (YJB, 2010; Morris, 2015). A case study research design would also value the various perspectives of participants in their natural context of the Youth Justice Team they work within. As Simon (2009: 19) says, 'It is through analysis and interpretation of how people think, feel and act that many of the insights and understandings of a case are gained...'. As the research is interested in how youth work methodology is enacted in youth justice settings - and how this could be inhibited from cultural, personal and structural factors (Smithson et al., 2021) - a case study that looks into one specific team is sufficient here. Although some could suggest that focusing on one team can prevent diversification or generalisation to other Youth Justice Teams, this research would argue otherwise (Simon, 2009: 23). The study is being approached through an interpretive and individualistic approach, where *any* team is relevant to focus upon (Gobo, 2004). A case study of a Youth Justice Team in South Wales was therefore appropriate for this research design, as through the perspectives of participants gathered, future youth work practice and policy can be reshaped into the wider youth justice world.

The Youth Justice Team and Participants

The Youth Justice Team centres its work around young people who are on the edge of or have already committed an offence, with the team being sectioned into two parts; statutory and prevention services. The statutory side of the team focuses upon mandatory, court-ordered intervention work, whereas the prevention side deals with educative, pre-emptive approaches to responding to offending. The support provided to young people is bespoke, where the provision offered is done so with the goal to reduce the risk to crime and the likelihood of offending by promoting proactive behaviours and opportunities instead (Home Office, 1998). It also recognises the welfare of victims and endeavours to prevent any harm to them and the wider community. In terms of accessing potential participants, I approached individuals who I knew worked within the Youth Justice Team or were involved in youth justice work, who were then able to encourage and introduce me to others who may want to participate. I firstly

proposed the study to the manager of the team with an information sheet that included what the research was about and what participation would look like (Appendix 2).

To safeguard the identity of the participants, the specific area in which the Youth Justice team operates has been anonymised and will only be referred to as being within the South Wales area (BERA, 2018: 21). The names of participants were also anonymised, where the use of pseudonyms were applied to conceal any identifying information of practitioners. However, conducting research that is small in nature could mean that complete anonymity is not possible as there is a risk participants could discuss it with others. Thus, the Youth Justice Team sits within an area that is home to 123,000 people, where the median age of the population is from 45 to 48 years old; having an older population in comparison to neighbouring counties (ONS, 2023). 97% of the county identifies as White British or Welsh, with only 0.9% identifying within another ethnic group category. 78% of the population is currently employed, with much of its income deriving from the tourism industry. There are also 61 schools within the region, with 17,000 young people attending full time education (Ibid). An appreciation of this demographical information is important for the current study, as it aids understandings of the environment in which the Youth Justice Team sits within. It also situates the economic, social and cultural influences that could impact the Youth Justice Team and the broader community it serves.

The participants' ages spanned from 27-63 years old, where most of the participants were from the county they worked within in South Wales, with only a couple deriving from other areas. All of the participants had achieved a secondary school education, with a few also attaining higher education or training relevant to their roles. All but two of the participants identified as female, with the others identifying as male. The participants' roles varied across the team, where Senior Practitioners, Case Managers, a Victim Liaison Officer (VLO), Youth Workers, Prevention Officers, a Reparation Officer, a Youth Justice Police Officer and Substance Misuse Workers took part; resulting in ten youth justice practitioners from the team participating. Most of the participants have had multiple career experiences or changes before entering youth justice work, such as probation, social work, education and youth work, providing a good range of skill, experience and expertise in their current roles. Although not every member of the team participated - be that because of their busy work schedules or simply wishing not to participate - those who did participate provided the chance for myself as the researcher to probe into the research aim, which helped uncover rich experiences on how they enacted youth work methodologies within their field, if at all.

Ethical Considerations

Ethical concerns in youth work research can be multifaceted in nature, due to the scope of issues, cultural distinctions and environments that youth workers experience day-to-day on the ground

(Sercombe, 2010). However, when ethical concerns arose within this study, each was identified and approached accordingly and sensitively in the study, for myself as the researcher and the participants. This research can be deemed as 'insider-based' research, which is '...research by complete members of organisational systems and communities in and on their own organisations...' (Brannick and Coghlan, 2007: 59). This type of research has been viewed as unreliable, as its rigour and integrity are questioned because of the personal investment researchers have in their employment (Alvesson, 2003). It was therefore vital to reflect on my stance as both 'researcher' and 'employee', to understand my role in the current study and how this could impact the participants and research (Holmes, 2020). There were three factors to consider prior to undertaking the research: what are the social implications of the project?; will the project bring about economic gain?; and would it cause any harm to working conditions to conduct the project? (Costley et al., 2010: 27). In terms of social implications, there is a likelihood that coworkers may feel inclined to participate in the study, purely because they know the researcher and have to work with them during and after the research is completed. This was mitigated by outlining to potential participants what they were expected to do clearly and by emphasising how it was their right to participate in the research or not, irrespective of working relationships. However, having pre-existing relationships with participants did help foster a rapport more quickly with them, which offered the chance to develop more accurate and valuable data in a short amount of time (Alburn et al., 2021).

With economic gain, it was made clear that there would be no financial incentive for participation. It was vital to balance the organisation's justification for the project as well as my own (Brannick and Coghlan, 2007). Some members of the team queried whether the research results could be used to advise future policy or practice for the team. I made it clear that there was no expectation that data from this study would be used for future research, as this seemed to be a strong point of interest for some participants. It is therefore essential to evaluate your interests when conducting insider-based research, but also that of the participants' and wider stakeholders (Holmes, 2020). When considering the impact the research had on the working environment, it was important to recognise the role conflict I had as 'researcher' and 'employee' or 'colleague' within the study (Drake, 2009). For instance, during the data collection stage, some of the participants used the time for a catch-up or to have work-related conversations, which resulted in me having to navigate these identities. It was important to reinstate my researcher status whilst collecting the data, by bringing the conversation back to the study and by suggesting to reconvene regarding working matters after the process. Being able to reflexively understand my own identity as the researcher, as well as the study content and context, was therefore vital to appreciate the ethical implications that can emerge from insider-based research.

Wider ethical concerns were also deliberated, such as ensuring the research was relevant and worth studying for those involved (BSA, 2017). This included the method being suitable for all participants,

regarding themselves as individuals as well as the work they currently do. When discussing participation with the team, I provided them each a copy of the information document for the research (Appendix 2). When there was an expression of interest to participate, I provided a consent form for them to read and sign (Appendix 3). It was imperative to have informed consent from the participants, and outline what their participation would involve and how they had the option to exit the research at any time (BERA, 2018). As the research involved professional colleagues, including those with varying responsibilities and authority, a recognition of power relations was also needed. Power imbalances with participants can be reduced when a researcher is known to them (Byrne et al., 2015), where any issues were mediated through me being reflexive as the researcher. I recognised my own position of power within the team, where as a new member of staff I arguably held the least amount of influence in the team. I therefore discussed this issue with my research supervisor to mediate any positionality concerns and reflect upon the overall process (Aburn et al., 2021). As the method used involved engaging with the participants one-on-one, privacy was also essential to discuss matters freely and comfortably. Spaces were therefore chosen that were private, secure and familiar for them, such as shared conference rooms, youth clubs or offices, for the participants to discuss topics freely and comfortably (BERA, 2018).

Method

This study used semi-structured interviews to uncover how practitioners enact youth work practices and policies within a youth justice setting. This method was applied to enable myself as the researcher to co-construct the data with participants, where the participants' experiences and perceptions were viewed as 'stories' to understand the makings of their professional lives (Erben, 2001). This approach permitted me to move through the data in a fluid way in order to appreciate the narrative that was being created by myself as the interviewer and interviewee. In the interviews there were no set interview schedules that organised the conversation, as this offered the participants room to discuss topics or experiences that were relevant to them (Brinkmann, 2013). Certain topics, however, were discussed in each interview, such as their perceptions of the Child First approach and how they engage with young people, to maintain some structure. I also ensured that each interview was arranged for a time and day that suited the individual, as this respected their busy work schedules, where participants were offered the choice of holding the interviews online or in-person (YJB, 2019). Despite suggestions that online interviews can hinder the in-depthness of qualitative interviewing, the opportunity of in-person or digital interviews allowed participants to participate comfortably and happily within their own spaces (Olliffe et al., 2021). All but two participants opted to have their interviews in-person, with all interviews lasting just over an hour. This permitted me as the researcher to have descriptive

conversations with participants, as well as the opportunity to circle back to prior topics or clarify points if needed.

However, it was clear that the other methods proposed were not possible. The original research proposal (Appendix 1) included interviewing youth justice practitioners and requesting them to keep a diary, as well as arranging a focus group with young people who have offended. However, the inclusion of diaries and focus groups were too complex to include. Those who enter the youth justice system tend to derive from difficult backgrounds, where having adverse childhood experiences (ACEs) and living within deprivation is common (Jahanshani et al., 2021). It was imperative to ensure that if young people were to be included in the study, that this was done sensitively and meaningfully. Access would have been gained through their case manager and then over time, a rapport would have been developed for the young person to participate. Whilst trying to gain access to a select few, this could not occur as each young person that was approached declined to participate or it was not suitable for them to take part. It was vital that this decline was recognised and that the young people were not approached further (BERA, 2018). The use of diaries from practitioners was also short-lived, as it became clear this was too demanding on the stretched working lives of youth justice professionals. Thus, semi-structured interviews were prioritised over the use of diaries and focus groups. Although this is an overall flaw within the research, this enquiry builds a foundation into how youth work methodologies can be enacted within youth justice contexts and policy, which paves the way for further research with young people who offend.

Analysis

After the interviews were completed, they were transcribed to analyse the data using Braun and Clarke's (2006) thematic approach. I entered the audio recordings into the 'Dictate' tool on Microsoft Word, which dictated what was said in the interviews. It has been argued that using a transcription tool rather than manually transcribing the data can dilute the detail that is found in the interviews. However, within this study the transcripts were viewed as a 'resource' rather than a 'topic' (Rapley, 2001), where it was not necessary to include every spoken discourse in the interview. I went through each transcript and made sure they were readable by removing iterations or jargon, but ensured the meaning gained in the interviews was still upheld (Collins et al., 2019). I then printed off each transcript, and highlighted sentences and made notes around the pages to stimulate critical reflection on what was being said. Secondly, I collated data that was connected so they could be analysed as a group by cutting up sentences and piecing them together. I then colour-coded the themes that started to emerge from the data, and any data that lacked significance was discarded from analysis to focus upon the research aim. It was clear during the analysis period that themes which began to emerge had been found in previous

literature on youth work and youth justice, yet new ideas were also realised. Lastly, the named themes were explained by myself as the researcher and used to consider whether youth work approaches were found in youth justice contexts, and what this means for professionals' practice and wider policy today.

Conclusion

The application of semi-structured interviews in this research offered participants the chance to delve into their practice as professionals and co-construct knowledge alongside myself on the predominance of youth work approaches within the youth justice world. This was done in a personable and critical manner, where each participants' narratives and experiences was unique to them, yet significant for the overall research aim. It is through the everyday, mundane actions and perceptions of frontline youth justice workers in which understandings around participatory practice, Child First policy and the culture of the youth justice service were conveyed through this choice of method. This was completed in accordance to and with appreciation for ethical dilemmas, such as my stance as an 'insider-researcher' and a redesign of the study methods when the original methodological proposal could not be attained. A careful and critical analysis of what was found through discussions with participants also discovered how youth justice work and policy is shaped by structural and cultural shifts in how to interact with young people who offend, variations in backgrounds and identities of practitioners, which had an impact on the overall work done in youth justice.

Presentation of Findings

Introduction

This chapter will summarise what was uncovered when the data was thematically analysed, where key themes were noted and then applied to the research aim. This will be done by moving through each of the themes in detail, and contextualising them by describing prominent points of discussion from the interviews with youth justice practitioners. There were four key themes that were identified during data collection and analysis, namely: Integrating Youth Work Approaches in Practice; Navigating Tensions in Youth Justice; Barriers to Meaningful Participatory Practice; and 'Child First': Gaps Between Policy and Reality. The research aim will then be met by merging the four themes together, which will create the foundations to explain the predominance of youth work methodology in the Youth Justice Team which was under study.

Integrating Youth Work Approaches in Practice

The integration of youth work methods in the Youth Justice Team were exemplified through the participants describing their professional backgrounds and career experience, and how this led them into the field of youth justice. It was clear as I spoke to practitioners that the extent to which youth work methodologies were used within their work depended on whether they had previous experience using the approach or not. Those with a youth work background and knowledge were more likely to exhibit key youth work practices in comparison to those who derived from other professional expertise. To illustrate, one participant, Emma, who offers substance misuse support within the team, has worked with young people who had severe autism and challenging behaviour and also previously ran a youth centre as a community worker:

"The young people who would attend the youth club were the youth justice kids, the ones who were constantly doing drugs. The ones who were quite hard to reach and engage with. I think honestly from that I just found I was quite good at engaging with these particular types of young people..." (Emma).

Emma explains how she realised she has a skill for working with young people through these jobs and how this led her to substance support in the Youth Justice Team. Similar reasonings for why practitioners entered the youth justice field were also discussed by those with a youth work background. Participants who felt unhappy or unfulfilled with their previous jobs and had youth work experience explained why they moved into youth justice to apply their youth work skills. Richard, for example, who runs a project that provides support for those who are on the cusp of offending but have not committed a crime yet, described his decision to move into the Youth Justice Team:

“When working in [secondary school] as behavioural support, I realised I hated how the school ran things and how it was very against young people. So I got a job working in the local youth club, and from there I went on to become a School-Based Youth Worker in a different school. After some time there, I started missing the behaviour side of things, so I applied for a youth justice role and...here I am!” (Richard).

This finding was strengthened by Richard explaining why he disliked the school operations in his previous role:

“We advocate for young people, and when other professionals – especially schools – say oh they’re being disruptive, you want to say to them, well are you doing anything about it, yknow, why?” (Richard).

Advocacy is a clear youth work skill and this is being enacted here. In comparison, those who came from other careers that did not exercise youth work methodology were less likely to exhibit youth work understandings in their practice. For example, Ruth, a seconded police officer who sits within the Youth Justice Team, has a different agenda and appreciation to those with youth work backgrounds. When asked their perspective on person-centred practice within the team, Ruth explained:

“I think it’s difficult because youth justice are very much focused on the young person who has offended, and so they should be. Whereas from a police point of view, we’re, I suppose more victim-oriented, more focused on addressing the offence itself” (Ruth).

A mixture of different agendas to address young people’s criminogenic needs are not surprising, however, as youth justice work naturally fits within a multiagency initiative to tackle offending issues. Yet, it was uncovered how those with more risk-based career experiences fed into this priority more heavily than those with youth work backgrounds. To demonstrate, Lynnette, who supervises the statutory practitioners in the team, touched upon her career experience:

“I did some social work training, and had placements within the childcare assessment team and trauma placement team. Once I qualified, I decided to stay in social care for a few years before my jump to youth justice” (Lynnette).

When risk was discussed, it was also clear how Lynnette was more focused on risk than in comparison to Emma, for example, albeit both highlighting how risk was important to consider:

“In terms of external controls, it’s about making sure that parents are locking away medications that they can use to harm themselves, for instance. So for me, it’s not just prioritising the child’s

wishes and feelings when we work with them, it's also about us managing risk ultimately, isn't it?" (Lynnette).

"For me, risk - if there's a chance of them getting hurt, you've just got that feeling. It's just like working in youth club, you've got a young person coming in and they've just got that look on their face that reads something's going on. You learn something's going on, then you make sure you report it and get it looked at" (Emma).

These findings illustrate a distinct approach to defining risk and approaching it as a youth justice worker, where those with more youth work-led backgrounds prioritise the engagement around keeping a young person safe and well, whereas those with other expertise use a structured, process-driven approach to mitigating risk. As such, the predominance of youth work methodologies and practice are contingent upon which practitioners had career experience with, or prior knowledge on, youth work approaches within the Youth Justice Team researched. Nevertheless, the majority of the practitioners interviewed had some previous experience working in youth work, or had undergone training that corresponded with youth work insights, resulting in some of the support provided to young people being youth work-led, engaging and participative.

Navigating Tensions in Youth Justice

A second theme that was significant throughout each interview was how the practitioners navigated tensions in youth justice, specifically the balance between interventions and capacity concerns within the team. For example, the juxtaposition between statutory and voluntary participation in the work caused tension for some participants. Samantha, a youth worker in the Youth Justice Team spoke of how building a rapport with young people was key to the work done with them but how constraints from deadlines and caseload numbers inhibits this:

"It takes a long time to build a relationship with a young person, I will argue the fact with my supervisor if I'm not ready to close someone yet...Years ago, I could have them open for quite a long time. Systems are different now. They're a bit more strict now" (Samantha).

This was congruent throughout each conversation with practitioners, where at the time of study the Youth Justice Team were coming out of an inspection; where statutory out-of-court disposals were critiqued due to their experience with staffing issues, rather than the actual youth justice work itself. Pressures felt by the team tended to result in a reduction of time practitioners could spend with young people who offended, with mostly the statutory cases having the focus in comparison to voluntary cases. Mary, who mostly deals with high tariff (which is high risk and serious offences) cases, exemplifies this point:

“Too many cases now...you can’t do your job properly. You have to focus on the statutory time scales that you’ve got, you have to do the assessments to do the next load of them ...I’ve not been seeing my young people enough recently, so I need to try and start prioritising them too, ‘cause you feel behind as it is...” (Mary).

Some professionals put the needs of young people first, and argued their points when wanting to keep a young person open. For example, Richard felt strongly about continuing support for one young person over the desired time of three months to ensure that the work was effective and longstanding:

“My line manager is good if I can justify it. For one young person that was the case, so we extended it by a few weeks and really lay it on thick, just to get him through the work. And then I closed him, but I was still here”. (Richard).

This may be due to Richard being a part of the prevention side of the team, whereas Mary resides in the statutory side and thus has more responsibility with caseload management. Tensions were also noted when some practitioners took on responsibility that arguably they should not. For example, Callum, who works with victims of crime for the team and was previously responsible for extracurricular activities for young people (which was dissolved due to funding cuts), spoke of overlapping interventions in his role:

“Even though I’m not supposed to work directly with the perpetrator, I would have at some point. Because of the newness of my post, I would’ve had some contact with them, and if I’m needed for two-to-one intervention work, I have been called in for that when staff are stretched” (Callum).

This shows how when the team are experiencing capacity difficulties a reliance is made on other members to meet intervention deadlines, such as court-ordered reparation work. Therefore, it can be difficult for them to find the equilibrium between voluntary and statutory practice and how to navigate staff members’ role specifications as a result. In relation, another tension was noted by the amount of paperwork professionals have to complete prior and during intervention work. For instance, Karen, a prevention worker within the Youth Justice Team, explained the toll assessments can have on their day-to-day work with young people:

“I understand the amount of information needed for it, but it’s just not real – not realistic. When you see the social services assessments for young people, it’s not as extensive as ours. If they’re just coming through and they’re never to be seen again and you’ve spent a really long time assessing them, it can be a bit disheartening, I think” (Karen).

It was also clear that some professionals felt the assessments were so extensive to increase the accountability of practitioners if a problem occurred with a young person, such as a safeguarding concern or reoffending. For example, Samantha spoke of how the assessment has evolved over the years:

“There’s a definite imbalance now, it’s more paperwork than one-to-one. I would definitely say I’m spending more time writing about my young people than seeing them. We just gotta carry on though...it’s also covering everybody’s arses, in case anything happens to those young people. It’s a horrible thing to say, but it’s true” (Samantha).

It was felt by all of the participants how the assessments themselves, particularly the Prevention and Diversion Assessment tool (PDA) – which is an assessment that is required with young people who are newly referred to the Youth Justice Team – was too lengthy for those who had committed minor offences or had not committed a crime yet. As Richard says,

“It’s the same assessment for those who threatened someone with a knife to someone who stole a chocolate bar. I think we need a softer version and work its way up, to better manage our time” (Richard).

Consequently, this research found that there were clear tensions that needed navigating in the Youth Justice Team, where issues such as high caseload numbers, reduced staffing, blurring of job responsibilities and extensive assessments were cited by most of the participants. This ultimately impacted the predominance of the youth work approach being applied within the youth justice realm, as other priorities take precedence.

Barriers to Meaningful Participatory Practice

It was uncovered that there were certain barriers to meaningful participation of young people who offend, which had an impact on the prevalence of youth work approaches within this field. One barrier that was identified was the shift from voluntary to statutory participation for some young people, where engagement was impacted if not explained well or transitioned clearly. For instance, Emma spoke about a situation where she had to breach a young person for non-engagement (which is when a young person fails to conform to their order conditions, requiring them to go back to court), but found this difficult due to the circumstances:

“It was quite confusing for him because he went from a normal Bureau outcome where he only had me voluntarily, to him being on a court order and suddenly he’s got a case manager and he couldn’t quite get his head around that. Like why he couldn’t just have me as me, yknow?” (Emma).

Similar was described by Karen, who explained how the rapport you build with a young person can be impacted by the responsibility of having to breach them:

“They’re already in a position where they’re on the back foot, they don’t want to work with you and then you’re breaching them. Your kind of going back to the start of building the relationship. Which is really hard to get to a point with a young person” (Karen).

Breaching is evidently an obstruction to meaningful participation with a young person on a voluntary basis as they choose to be there, and therefore this has an effect on the degree of engagement and relationship that has been developed. It was also found how when certain work was deprioritised, this had an effect on the level of engagement young people would put in. Mary expands on this point:

“So...we’ve got one young lad at the moment. He’s not even done any reparation, he’s got like 15 hours to do in two weeks. He’s gonna get to the end of his order and either not completed the hours or not done them well” (Mary).

When this finding emerged, this was discussed more heavily with Seth, who has the responsibility of ensuring young people on court orders complete their reparation hours. Seth touched upon meaningful participation in his work and how this has been impacted by staffing issues:

“Well...with the small amount of staff we’ve had over the past few months, this has changed their orders. Two-to-one work has decreased, which makes it difficult for me then to get through a lot of hours with the high-risk ones...” (Seth).

This had an impact on the amount of time Seth therefore dedicates with someone on a court order, especially the high tariff young people who require two-to-one support. As such, the level of engagement from young people are contingent upon whether there were enough staff to attend their reparation. The work itself was also described as limited, with Seth explaining how he was not able to do certain activities to broaden the interest and retention of young people because of risk assessments and health and safety guidelines:

“Yeah, so cement is corrosive. So that wouldn’t get through the risk assessment and we wouldn’t be able to do bricklaying, for example, if a young person wanted to. So with the red tape and all, it’s better not to do it than do it” (Seth).

Thus, it appears that short staffing within the team impacts all of the practitioners’ practice when discussed during their interviews. In addition to this, Ruth spoke of an incident during Bureau (which is an out-of-court disposal outcome for young people, to divert them away from formal court proceedings), where a parents’ viewpoints influenced engagement from a child:

“...Dad was completely minimising the offence, despite it being a robbery. And with that young person then, he saw what Dad was doing and started challenging the outcome. He was copying...It almost gave him power to dismiss it...” (Ruth).

This is in direct contrast to another scenario that also occurred in Bureau, where a young person’s parent took a positive and proactive approach to the meeting which enhanced the child’s participation:

“...We had a young person yesterday who got dressed up in a suit, and mumma was dressed up as well! You could tell they were taking it very seriously. I love that” (Ruth).

This finding shows how not only logistical and practical issues within the team can obstruct meaningful participation from a young person, but also familial influences, which are out of the practitioners’ hands. Finally, another barrier to meaningful participation that was explored was the increase in complexity of young people. This was a theme that was discussed by every participant, which contributes to the significance of this finding. Lynnette spoke from a statutory point of view:

“There are more high numbers of complex cases now than before. I think we’ve always had complexities with the young people we support, that comes with the territory. But there’s definitely an increase. We’re dealing with lots of mental health issues, diversity issues, neurodiversity...so yeah that has had an impact” (Lynnette).

Samantha also spoke about this from a prevention angle, whereby young people’s complexities have increased the intricacy of interventions:

“...Especially with some of these complex children. It won’t work if you put things in place for them. Either they don’t like it, or yknow, you’ve got to consider their learning, their ability, understanding of the world” (Samantha).

Subsequently, these finding elucidate how some in the Youth Justice Team find it difficult to gain meaningful participation from young people because of breaching issues, insufficient work planning, cultural influences, and increasing complexities of children. However, it was clear that each professional aimed to insert this into their roles as much as possible. This is important to the research aim, as it paints a wider picture of the current state of participatory practice within youth justice and the extent to which professionals can enact youth work methodology.

‘Child First’: Gaps Between Policy and Reality

The fourth theme that was identified was the disparities between policy and practice for youth justice professionals. Although it was difficult to enact Child First consistently and coherently, all of the participants aimed to do so. Celeste, who also supports young people struggling with substance misuse,

described how she often empowered the young people through delivering her interventions in a specific way:

"I'm not going in there teaching them to suck eggs.. I had a boy once who used cocaine, and I learned so much more from him about coke than like half a training day. So it put a spin on it. Yknow, you teach me. They feel helpful doing that, empowered even" (Celeste).

Most of the participants also tried to arrange their interventions around the young person's life, such as their interests, school and free time. Richard spoke of how he enacts this when a young person voluntarily works with him:

"I say, it's up to you. If you wanna work with me, that's great, but if you don't, you don't have to. They feel like they've got some power then and it's nice for them to choose" (Richard).

This was discussed further with Emma on the types of activities the young people can engage with:

"My interventions are very child friendly. I'm always like when do you want to see me? Want to see me in school? Outside of school? They decide. Wanna go for a coffee? A walk? It's very much catered around that young person and what they want to do, otherwise there is no point" (Emma).

Nearly all of the participants reflected similar perspectives and approaches to their practice with young people, where the rights of the child were at the fore of their practice. Even for the statutory cases, practitioners aimed for this:

"There is the occasion where the stat element of the role needs to be forgotten about, especially if the child has many other things happening in their lives that you need to take into account. Like illness or mental health. Obviously stat cases are very different, but we can still enact youth work methods there and think about the child first" (Lynnette).

This is an interesting finding of how Child First policy can be applied to youth justice interventions, even those that are not voluntary but mandatory for the young person. Nevertheless, there were areas in which the professionals cited difficulty in enacting Child First sufficiently. For example, Mary spoke about the move away from risk-centric terms towards more child-friendly and person-centred work in youth justice:

"I'm always thinking about risk. They want you to think of it different, but I haven't got that in my head yet. I just go through my assessments, find the word 'risk' and change it to 'concerns' (laughs)! It means the same thing" (Mary).

This highlights a gap between recommended terminology and the actual use of language, where some practitioners either do not want to move away from this or have not been given the tools to do so effectively. Disparity in Child First approaches were also found in relation to victim support from the team. Callum touched upon this in his interview:

“We’re obviously very child focused...we’re a youth justice team. However, I think there is a grey area where the victim is left out. They can’t really fully access services or restorative work that I think they should be able to if the perpetrator doesn’t want to get involved...It’s a bit tokenistic” (Callum).

Other participants spoke about this issue, explaining how there is too far of a focus on Child First interventions that has led to addressing offending behaviour or meeting the needs of victims being deprioritised. Celeste explains:

“It’s definitely something that we probably need to put more of an emphasis on. There’s a lot more focus on victims needed. Like they say substance use is a ‘victimless crime’, but that’s just not true. I think the new inspection guidance is pushing towards that...” (Celeste).

The final finding for this theme was how all of the participants aimed to embed the young person’s voice and wishes into meetings or planning around that child, irrespective of their presence during these discussions. Richard speaks about an example where he brought the young person’s wishes into a meeting around their education:

“Before I go into these meetings, I let the young person know and ask them if there’s anything they want me to say on their behalf. For example, a young person said they hate maths, and that’s why they’re kicking off to get out of lesson. So I said to the teachers that they require further support with maths. He hasn’t kicked off since” (Richard).

The majority of the participants still recognised the young people as children in their own right, and therefore felt that they should not be privy to certain conversations about them. For example, Karen spoke of the confidentiality and safeguarding side of the risk, safety and well-being meetings they have:

“If we’re discussing information confidential to a victim, for example, or domestic violence between mum and dad that the young person isn’t aware of, you do have to think if that’s worth, or legal, for them to hear and talk about” (Karen).

Thus, these findings illustrate how there is a gap between the policy and practice of Child First legislation due to varying prioritisations of the young person who offends and the victim, disparities in recommended criminal justice terms and the actual language used, and confidentiality issues during

specific meetings. Nevertheless, practitioners strove to embed the Child First approach in each aspect of their work.

Conclusion

This research has appreciated the views, experiences and practices of youth justice professionals from a Youth Justice Team in South Wales. It is clear from these findings that there are multiple enablers and barriers to the application of youth work methodologies in youth justice. Yet what this research has uncovered is how each participant puts the wishes, well-being and human rights of the young people first in their practice, even with the limitations they have experienced. To fully understand and apply these findings to wider youth justice contexts, a connection between this study and broader literature is required. Using theories and literature noted previously, a discussion around the predominance of youth work methodologies in the youth justice field will be made by analysing the themes uncovered, and surmising what needs to be done to effectively utilise participatory work and child-friendly policies into youth justice practice.

Discussion

Introduction

The predominance of youth work methodologies within youth justice contexts will be analytically discussed in connection to the four themes identified during conversations with professionals in the interviews. Using theoretical reasoning and previous research findings, the study aim will then be met by concluding the extent to which youth work methodologies are enacted within the Youth Justice Team which was under study. Finally, wider considerations will be made on how the findings can be applied to wider youth justice systems and what this can tell us more generally about the condition of current youth justice practice and policy.

Bridging Youth Work and Youth Justice: A Question of Consistency

This research has uncovered how youth work methodologies can strengthen the work of youth justice, but the application of this is dependent on the professionals' expertise, career backgrounds and overall perspectives. When investigating the Youth Justice Team's culture and identity, it was found how those with experience in youth work roles or who have applied youth work practices prior were able to 'tap into' those skills when required, more so than those who came from different backgrounds. Similar discoveries have been made by Morris (2015), who found how practitioners' perceptions of their role were heavily influenced by their reason for entering the youth justice field. As discussed, professionals such as Emma and Richard were able to apply their youth work skills learnt from youth club to their youth justice interventions, where support was driven through participation, choice and the empowerment of young people. In comparison, those that were more analytical like Ruth and Lynnette focused on the reactionary and bureaucratic aspects of their roles and were less focused about prevention, although they recognised its importance. This corroborates how the predominance of youth work methodologies within youth justice are shaped by the ambiguity around professionals' experiences, which leads to delivery disparities for youth work approaches when there are multiple vocational influences at play (Souhami, 2014).

An example was provided in how risk is approached and managed differently depending on the career background and expertise of the person tasked with it. Those with a youth work lens were able to utilise the rapport built through their relationships with young people to recognise risk, such as basing it off a 'feeling' from a child's demeanour, like Richard and Emma. In contrast, professionals who prefer to measure risk through recommended guidance approached their concerns using internal and external controls, such as locking away medications, like Lynnette and Mary. Day's (2023) findings strengthen this

claim, as they found how participants related to their own career experience and perceptions when deciding how to best approach Constructive Resettlement. Consequently, this theme illustrates how youth work practice, such as rapport-building and voluntary participation, align with youth justice goals when used effectively. However, applications of this are unequal in practice as some professionals embed these methods more intensely than others. This can be done in tandem to and appreciation for the overall youth justice aim of addressing offending and reducing recidivism of young people (Home Office, 1998). Nevertheless, the Youth Justice Team under study did strive for this within their own area, regardless of limitations to do so.

Between Care and Control in Youth Justice

The second finding demonstrates how youth justice professionals are in a persistent battle between ‘caring for’ and ‘containing’ young people, where they try to support the needs of children whilst also meeting the requirements of the youth justice service. In this research, the participants found it difficult to find the balance between supporting young people and helping them desist from offending, whilst also having to meet the never-ending demands of managing risk and completing paperwork. This can be analysed using Goodman et al.’s (2017) ‘pendulum swing’ to conceptualise such dichotomy. Mary’s tension between wanting to see the young people she supports and having to complete assessments on time offers a good example of how practitioners can feel pressure to prioritise the data-driven work over their engagement practices. This contributes to previous knowledge that highlights how risk management is the status quo for practitioners to retreat back to when accountability measures from higher-ups are felt (Creaney and Burns, 2024). Tension like this can have an effect on the relationships professionals can build with young people, and whether young people themselves feel supported or controlled. Therefore, despite a proposed move away from offender management to supporting the criminogenic needs of children who offend (YJB, 2021), *realistically*, practitioners are in a constant swing between care and control.

In addition, this tension was influenced by the level of ‘fear’ practitioners experienced around accountability and responsibility in their roles. Using Samantha’s words, youth justice professionals feel that the prioritisation of paperwork “*covers everybody’s arses*” if something goes wrong for a young person, such as a safeguarding incident or a reoffence. This finding is linked to Case and Haine’s (2016) argument that a risk culture influences the overall nature of youth justice work. This is where processes of mitigating risk, such as lengthy assessments, act as a defence for why certain choices are made. For example, the decision for the Youth Justice Team to rank statutory cases higher than voluntary is a response to them needing to improve their out-of-court disposal orders in their last inspection guidance. By applying Bourdieu’s (1977) concept of habitus, we can also understand how practitioners

can feel strain between those who have authority, such as inspectors, and those who work day-to-day with young people, like the participants. This shows that when a team is feeling stretched, under resourced or threatened, it will revert back to the risk averse nature of youth justice, where macro and generalised outcomes are easily measured in comparison to micro and individualised support for young people. This research therefore argues how such a tension is not just theoretical. Instead, this strain influences each decision a practitioner makes or does not make within youth justice, which has an overall effect on the type of work done with young people.

Structural and Cultural Barriers to Meaningful Participation in Youth Justice

When researching the barriers to meaningful and participatory practice within youth justice, some limitations were identified. For instance, failures in keeping the young person updated on transitions from voluntary to statutory work led to issues with maintaining meaningful participation from them, which for Emma and Karen resulted in having to breach the young people they supported. However, practitioners felt an internal conflict when breaching someone, particularly those who came from youth work backgrounds. This resulted in some hesitancy to enforce mandatory orders, which has been highlighted in previous research (YJB, 2010). Unsurprisingly, staffing shortages and looming deadlines also affected the extent to which participants could enhance meaningful participation. As we saw for Mary and Seth, time management issues led to a rush at the end of a young person's sentence, which had an impact on the amount of staff able to help complete their hours and a limitation on the activities they were able to offer, due to the *"red tape and all"* (Seth). Thus, structural barriers to meaningful youth justice participation were identified. Yet what this study has also demonstrated is the overarching effort all practitioners put in to enhance the support for young people, despite the overall nature of youth justice being reactionary and punitive (Stephenson et al., 2007).

The level of which parents or carers were supportive of youth justice work also shaped the participation a young person would place into their interventions. If a parent or guardian positively supported the views and actions of practitioners, such as during Bureau meetings, the child was more likely to appreciate the result of that meeting and participate more meaningfully in the work. When a child and their mother came to a Bureau dressed formally and appreciated the seriousness of the meeting, Ruth used this as an indicator that the young person would participate meaningfully in the future. The Youth Justice Board (2010) found similar, and highlighted how cultural influences such as familial support can have a vast impact on engagement. The final influencing factor that was noted during the research was how the complexities of young people have shaped the ways practitioners can conduct their interventions today. Lynnette and Samantha cited having to cater for mental health issues and

neurodiversity, for instance, and how this has an influence on the types of activities practitioners can provide young people. Although the participants strove to attend to the needs of young people, having a participatory framework that allows young people to co-design their own interventions, such as the Participatory Youth Practice model (PYP), would enhance participation regardless of complexity problems (Smithson et al., 2021). Despite a strong push for participatory practice by practitioners, the structural and cultural barriers identified in this study therefore limit young people's engagement in youth justice practice.

Child First: Child-Centred in Theory, Uneven in Delivery

The Child First approach is heavily applied within youth justice approaches, yet its application in practice can be uneven because of what is or is not accessible for practitioners. It was clear that the participants enacted the Child First principle in their practice with young people, where the empowerment and choice of children were embedded within intervention plans and educational sessions. As discussed, Celeste asked a young person to teach her about cocaine as this helped her to understand their usage and knowledge on the drug, whilst also allowing the young person to feel like they were 'educating' Celeste. This aligns with the Child First approach, as it encourages participation that was child-centred and appropriate for the young person and intervention (Case and Haines, 2016). Practitioners also emphasised voluntary participation in their work where relevant, such as when Richard would arrange his sessions around a young person's commitments. Although youth justice work can hinder participation, these findings therefore show how practitioners are keen to bolster the voluntary involvement, lives and development of young people (Bradford and Byrne, 2010). However, there were concerns with the work being 'too' Child First. Celeste and Callum expressed how more focus needs to be afforded to victims, for example, as the 'pendulum swing' of youth justice is leaning too much in favour of young people who offend (Goodman et al., 2017).

As Celeste says, the guidance from the team's most recent inspection also "*pushes towards that*", which may be a move to the risk averse youth justice experienced before Child First (Muncie et al., 2002; Dunkel et al., 2010). This is substantiated by Day's (2023) research, which found how Youth Justice Teams revert back to a culture of risk when under threat. Relatedly, there was difficulty with inserting young people's voices into high-risk panels despite practitioners trying their best to do so. Karen, for example, explains how it would be complex to invite a young person to a meeting that discussed confidential or sensitive information that arguably a young person should not listen to. Similar to Creaney and Burns' (2014) research, practitioners were restricted in allowing young people to participate in meetings because of this complexity, and therefore opted to present their wishes on their behalf. The use of terminology was also child-centred in theory yet uneven in reality, where we saw

practitioners like Mary persisting to use the term 'risk' rather than 'concerns' in her assessments as *"it means the same thing"*. Disparities in certain terms are dependent on the type of practitioner and their background, where we saw statutory staff using 'risk' in the literal sense in contrast to those from prevention backgrounds (Day, 2023). Thus, whilst the Child First approach is supported and striven for in the Youth Justice Team researched, its delivery is uneven in places, particularly with the language used and the implementation of young people's decisions in certain areas.

Conclusion

Youth work remains on the periphery of youth justice, where in theory it is supported but invariably enacted in the practice of youth justice professionals. Youth work methodology, which is embedded within voluntary participation, rapport-building and educational support, were clear priorities for the Youth Justice Team under study. However, its use was dependent upon individual expertise, team culture and the resources available to them. The foundations of youth justice therefore still remain risk and control driven, which further restricts autonomy for youth work practice. Certain structural and cultural barriers to meaningful participatory practice also result in youth work methods being desired, but not always achieved in every intervention. Finally, the Child First approach has an uneven delivery in youth justice, where gaps between policy and reality highlight the issues practitioners face in implementing this approach 'on the ground'. Therefore, these findings argue that whilst youth work methodologies are acknowledged by practitioners as a significant part of their youth justice work, they are not yet predominant in policy or practice.

Conclusion and Recommendations

Introduction

This research has investigated the prevalence of youth work methodologies in a youth justice context with a Youth Justice Team in South Wales. The findings illustrate how although youth work approaches are utilised in this arena, there are obstructions when practitioners try to embed it within their work. It is used as a tool to complement youth justice responsibilities, particularly in aim of voluntary and meaningful engagement, rather than being at the forefront of practice. This will be discussed in relation to the wider youth justice realm, and what recommendations this research can provide to further explore this debate in youth work and youth justice. This will be done by answering three questions: can the youth justice system evolve to make youth work approaches fundamental rather than desirable?; what policy changes are required to enact youth work more effectively?; and how can the voices of young people and youth justice workers influence this shift? Finally, consideration will be afforded to how this research impacts on the Youth Justice Team under study, with an appreciation for their continued determination in supporting young people who offend.

Can Youth Justice Evolve to Make Youth Work Approaches

Fundamental Rather than Desirable?

There has been great change within the youth justice system, which was once ruled by correctionalism, punitivism and reactionary approaches to young people who offend (Case and Haines, 2015). However, more needs to be done to better implement methodologies such as youth work, which could improve the delivery of youth justice support to young people. For this to be achieved, the youth justice service needs to engrain an approach that is strength-based towards young people in the work, rather than just referring to it in lengthy assessments or policy guidance. Support also needs to be provided to practitioners to better manage the balance between their data-driven tasks and interventions with young people (Farrow et al., 2007). This would aid prioritisation of long-term relationships with young people rather than short-lived mandatory orders that have better outcomes for meaningful participatory practice, which has been revealed in this study. Rather than merely being seen as complimentary to youth justice work, youth work needs to be acknowledged in its own right as a valid and research-informed approach to helping young people. With new guidance from the Youth Justice Board encouraging principles such as the Child First approach, an appreciation in policy for youth work principles and practices (CWVYS, 2018) can also be more strongly made to allow practitioners to explicitly use youth work approaches.

What Policy Changes are Required to Enact Youth Work More Effectively?

There are many recommendations that have been realised through this study to enact youth work more effectively in youth justice legislation. Developing the skills and knowledge of current youth justice professionals through joint training programmes with youth workers, for example, could fill the gaps in knowledge and approaches between youth work and statutory Youth Justice Teams. Specific training opportunities around increasing participation and engagement in youth justice interventions would also be fruitful, which has already been recognised in guidance (YJB, 2010). As the study found, this would bridge the disparity between practitioners who solely derive from youth work backgrounds and those who do not. This research also recognised how the predominance of youth work methodologies in youth justice is reliant upon funding streams for these methods, which has an impact on the effectiveness of youth work. More long-term funding for youth work practices could obstruct it from being treated as unessential in youth justice, which would clearly clarify the aim of practitioners by providing them more ways to enact their work (Day, 2023). Pressures in the team under study led to professionals opting for youth justice approaches rather than youth work methods, as outcomes are mostly measured by reoffending ratios. This study therefore recommends a framework which also recognises developmental successes rather than just recidivism rates for young people, such as the Participatory Youth Practice (PYP) model (Smithson et al., 2021).

How can the Voices of Young People and Youth Justice Workers Influence This Shift?

Contributions from young people and youth justice professionals would aid a shift towards using youth work methodologies more predominantly in youth justice. Inviting young people to meetings regarding themselves would be complex in practice, due to issues of confidentiality and safeguarding (Creaney and Burns, 2014). However, this study argues how the voices of young people can be better implemented in these meetings through different means. For example, creating youth advisory panels for each Youth Justice Team would allow young people to inform the work of practitioners and shape their interventions. It would also be beneficial to hear realistic case studies from practitioners, where examples of how joint youth work and youth justice approaches impacted a young person can be used to highlight positive outcomes. Similarly, the introduction of peer mentoring schemes could be of benefit, where individuals who received support in the past could guide current users, which would reflect youth work principles in action (CWVYS, 2018). This shows how participatory practice can enhance interventions with and for young people, which was realised in the research (Mason and Prior,

2008). These proposals would thus emphasise the voices and choices of young people and practitioners, which prompts a shift to more engagement-led initiatives that welcome youth work methodologies.

What Does This Mean for the Youth Justice Team Under Study?

This research acknowledges and highlights the immense determination of youth justice practitioners within the team in supporting young people who offend, where despite the challenges identified, the participants persistently strove to put their young people first. A unique insight into the practices of professionals provide ways for the team to enhance participatory work currently exercised, as well as expand ideas in how practice could be improved. This research may encourage practitioners to feel more secure in enacting youth work methodologies within both voluntary and statutory capacities, and prompt them to consider which approach is better suited for the young people they support. The study findings could also bolster the team's already well-established cohesion through professional development, shared knowledge and open dialogue. Being able to research a specific Youth Justice Team has provided astute and relevant data that can inform practice and policy not just at the local level, but also the national. This research therefore calls for wider change in encouraging reflective practice amongst staff, boosting training opportunities and better aligning youth work methodologies with youth justice responsibilities - all from having in-depth conversations with ten youth justice professionals on their day-to-day work. Fundamentally, what this study has emphasised is the need of further encouragement, from the Youth Justice Board and overall criminal justice system, to allow practitioners the opportunity to conduct more meaningful participatory youth justice practice in order to help young people who offend and the wider community they serve.

Conclusion

This study has explored the prevalence of youth work methodologies in a youth justice contexts by undertaking a case study of a Youth Justice Team in South Wales, where practitioners were interviewed about their experiences and perceptions of working with young people who offend. This was done alongside exploring the Child First approach, and how this policy is enacted into practice. It was shown how youth work methodologies were important to professionals, however inconsistencies in approach led to a gap between youth work and youth justice approaches. This was symptomatic of the swing between care and control in youth justice, where when practitioners felt pressured by extensive assessments, accountability measures or short staffing, a reversion back to a culture of control was found. However, practitioners focused on the well-being and safety of young people first through enacting the Child First approach, regardless of the issues that they experienced. Further research with young people specifically would broaden the knowledge and understanding of youth work applications in youth justice, which unfortunately could not be involved in this study. Nevertheless, this research has

contributed to current literature and encourages further change in youth justice practice and policy. A main takeaway of this research is how - similar to Ryan Davis' story - a fundamental youth work approach can be crucial to the positive development, desistance and destiny of young people who offend. Consequently, this study has found how the presence of youth work methodologies in youth justice contexts *influences*, but does not *define*, the practice of practitioners from a Youth Justice Team in South Wales.

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Appendices

Appendix 1: Ethical Research Proposal

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Taylor Trueman			
2	Tick all boxes that apply:	Member of staff:	<input type="checkbox"/>	Honorary research fellow:	<input type="checkbox"/>
	Undergraduate Student	<input type="checkbox"/>	Taught Postgraduate Student	<input checked="" type="checkbox"/>	Postgraduate Research Student

3	Institute/Academic Discipline/Centre:	Education
4	Campus:	Carmarthen
5	E-mail address:	1901396@student.uwtsd.ac.uk
6	Contact Telephone Number:	Xxxx
For students:		
7	Student Number:	1901396
8	Programme of Study:	Youth Work & Social Education
9	Director of Studies/Supervisor:	Darren O'Connor

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	<input type="checkbox"/>		
Institute Research Committee		<input type="checkbox"/>			
Other (write in) Dissertation Supervisor approval		<input checked="" type="checkbox"/>	26/11/2024		

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSd Research Ethics & Integrity Code of Practice	<input checked="" type="checkbox"/>
2	UWTSd Research Data Management Policy	<input type="checkbox"/>
3	[List any other relevant documents here] BERA Ethical Guidelines for Educational Research (2018). British Sociological Association Ethics Committee (2017) British Society of Criminology Statement of Ethics for Researchers (2015) CLD Code of Ethics (2015).	<input checked="" type="checkbox"/>

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	
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2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
5	Are you in receipt of a KESS scholarship?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
7		Employed	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).					

SECTION E: Details of Research Activity

1	Indicative title:	'Child First Offender Second'. The predominance of a youth work approach within a youth justice context: A case study of a West Wales Youth Justice Team. (Title TBC)		
2	Proposed start date:	January 2025	Proposed end date:	May 2025
<p>Introduction to the Research (maximum 300 words per section)</p> <p>Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:</p> <ul style="list-style-type: none"> • Purpose of Research Activity • • Proposed Research Question • • Aims of Research Activity • • Objectives of Research Activity <p>Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain</p> <p><i>What the research activity will add to the body of knowledge:</i></p> <ul style="list-style-type: none"> • There is current literature that looks into the shifting practices of youth justice work, and how we have evolved from the responsibilisation and responsive 				

	<p>nature of youth offending (Souhami, 2007; Stephenson et al., 2010; Pamment, 2019), to a more child-first, person-centred youth justice (Case and Haines, 2014; Smithson et al., 2021). However, there is limited research on this area that focuses on the views of practitioners themselves, as well as how shifting policies and procedures have been reflected into the work of youth justice practitioners in recent years.</p> <p><i>How it addresses an area of importance:</i></p> <ul style="list-style-type: none"> A study such as this would contribute to the existing bed of knowledge that is growing on the working principles in the youth justice service, which could help to inform current youth justice policies in Wales specifically. This research would argue how young people could be better positioned, if not so already, to shape the work that is being done around them in a collaborative, participatory way; whilst upkeeping the values of the youth justice system.
3	<p>Purpose of Research Activity</p> <p>The purpose of this research project is to investigate the (dis)connection between youth work principles and practice within a youth justice context, using a case study of a youth justice team in West Wales. It will consider how youth workers/practitioners within the team can enact the practice of youth work in a setting that can potentially inhibit its process. For example, statutory orders can question the participatory element of youth justice work with young people, the degree to which the young people are included in the decisions made around them, etc.</p> <p>(this box should expand as you type)</p>
4	<p>Research Question</p> <p>How predominant are youth work methodologies within a youth justice context, specifically within a Youth Justice System in South Wales?</p> <p>(this box should expand as you type)</p>
5	<p>Aims of Research Activity</p> <p>How do practitioners within a youth justice team shape their work with young people in accordance to youth work principles and practices, if at all?</p> <p>What is the impact of the culture, identities and perceptions of the youth justice team on their work with young people?</p> <p>To what extent is policy, such as the 'Child First' guidelines, embedded in the practice of youth justice practitioners, and why?</p> <p>(this box should expand as you type)</p>
6	<p>Objectives of Research Activity</p> <p>Explore how practitioners enact their practice with young people from a youth work perspective (i.e., how they build a rapport with young people, how they approach the problem at hand, how they view their work).</p> <p>Explore how practitioners feel about the juxtaposition between youth work practices and principles and youth justice aims and objectives (i.e. responding to offending behaviour, reducing offending, etc).</p>

	<p>Explore how person-centred policy is reflected into practice (e.g. UNCRC, Child First, Offender Second), if at all, and how to the practitioners feel about such policies.</p> <p>Explore how (past) young people who were receiving support from the youth justice team feel about their intervention work and why.</p> <p>(this box should expand as you type)</p>
	Proposed methods (maximum 600 words)
7	<p>This research would be qualitative, using a case study of a West Wales Youth Justice Team. There would be semi-structured interviews held with practitioners to uncover the data, as well as a small focus group with past service-users of the team. The use of diaries will also be offered to participants as a form of data collection.</p> <p>(this box should expand as you type)</p>
	Location of research activity Identify all locations where research activity will take place.
8	<p>Suitable venues will be considered for both the researcher and participants in terms of preference, safety and convenience. The use of in-person and online interviews will be offered to participants, and if in-person interviews were held, venues for this would be booked in advance and private enough for the interview to take place. Venue options would be the youth justice team's office meeting rooms, youth club venues, etc.</p> <p>(this box should expand as you type)</p>
	Research activity outside of the UK
9	<p>N/A</p> <p>(this box should expand as you type)</p>

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	<input type="checkbox"/>
		YES	<input checked="" type="checkbox"/>
11	<p>This research could involve reviewing certain documentation, such as templates of assessment tools the youth justice team use. If this occurs, this would be mediated through upholding GDPR guidelines and gaining informed consent to review this documentation.</p> <p>(this box should expand as you type)</p>		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	A resilient Wales	<input type="checkbox"/>	<input checked="" type="checkbox"/>

14	A healthier Wales	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	A more equal Wales	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	A Wales of cohesive communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	A Wales of vibrant culture and thriving Welsh language	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18	A globally responsible Wales	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	If YES to any of the above, please give details:		
	<p>A healthier Wales: this study will highlight how young people's wellbeing and future can be strengthened through proactive choices and behaviours learnt through youth justice interventions.</p> <p>More equal: this research will enable young people's voice to be heard in the interventions made around them in a youth justice context.</p> <p>Globally responsive: this research will recognise how positive work with young people in the youth justice service can proactively impact the culture and society around them, towards a global level.</p> <p>Cohesive communities: this research will exemplify the importance of well-connected, collaborative working approaches for young people within the youth justice team.</p> <p>(Welsh Government, 2015).</p> <p>(this box should expand as you type)</p>		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Use of interviews?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Use of focus groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Use of participant diaries?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Use of video or audio recording?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Use of computer-generated log files?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Participant observation with their knowledge?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Participant observation without their knowledge?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Access to personal or confidential information without the participants' specific consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	Performance of any acts which may cause embarrassment or affect self-esteem?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Investigation of participants involved in illegal activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	Use of procedures that involve deception?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	Administration of any substance, agent or placebo?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

15	Working with live vertebrate animals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16	Procedures that may have a negative impact on the environment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Adults (over the age of 18 and competent to give consent)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Vulnerable adults?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Prisoners?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	Young offenders?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	People engaged in illegal activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Details of any other participant groups: The focus group would be with past young people who gained support from the youth justice team, therefore they are not currently within the system for interventions around offending. However, this group may still be vulnerable due to their experiences in life. (this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	15 (this box should expand as you type)

11	Who will the participants be?	10 youth justice practitioners. 5 young people. <i>(this box should expand as you type)</i>
12	How will you identify the participants?	Gatekeeping from youth justice practitioners with informed consent of the research. <i>(this box should expand as you type)</i>

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Will you tell participants that their participation is voluntary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Will you obtain written consent for participation?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	If the research is observational, will you ask participants for their consent to being observed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	If NO to any of above questions, please give an explanation			
	<i>(this box should expand as you type)</i>			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
25	Is specialist electrical or other equipment to be used with participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
26	Are there any financial or other interests to the investigator or University arising from this study?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
28	If YES to any question, please provide full details			
	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td><td><input type="checkbox"/></td></tr> <tr> <td>No</td><td><input checked="" type="checkbox"/></td></tr> </table>	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>					
No	<input checked="" type="checkbox"/>					
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
	Risk to participants: Emotional impact for practitioner participants, as this could lead to them questioning their own work, values, perceptions, etc. Emotional impact for past service-users if discussing support they received from YJT and why, may induce bad memories/experiences, etc. Safety of participants when interviewing/leading focus groups with past service-users of the youth justice team. Use of personal cases, experiences etc of service-users in the research. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to participants:</i> Make sure in consent forms that participants know they can exit at any time during the research project, and clearly explain all facets of their participation in the research process. In the debrief letters, signpost to more information/contact numbers/support for all participants if necessary. Ensure a representative of the youth justice team or youth service is present within the venue whilst interviews are taking place. Clearly outline venue, starting/finishing time to participants and supervisor, and supervisor to check in with researcher at end of each interview time. Anonymise all personal and identifying information of participants from the research. <i>(this box should expand as you type)</i>				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities					
	As above regarding signposting to further support for participants if required. If, for any reason, whilst talking with participants their safety is brought into question and/or something is disclosed, I will discuss with my supervisor and then pass this on to the relevant authorities (i.e. the manager of the youth justice team, the emergency services, etc). The participants would be informed that this can occur if necessary through the consent forms. <i>(this box should expand as you type)</i>					
4	Risks to the investigator					

	<p>Risk to the investigator:</p> <p>Safety of researcher when interviewing/leading focus groups with past service-users of the youth justice team.</p> <p>Conflict of interest of the research, as researcher works for the youth justice team.</p> <p><i>(this box should expand as you type)</i></p>	<p><i>How you will mitigate the risk to the investigator:</i></p> <p>Ensure a member of the youth justice team is present within the venue whilst interviews are taking place. Clearly outline venue, starting/finishing time to participants and supervisor, and supervisor to check in with researcher at end of each interview time.</p> <p>Mitigated through researcher not interviewing past service-users that they came into contact with. Researcher will be a reflexive researcher/practitioner by critically reflecting on their own practice and how the study has undergone. If any conflicts arise, researcher to speak to supervisor and manager of the youth justice team on this to resolve the issue.</p> <p><i>(this box should expand as you type)</i></p>		
	<p>Risk to the University:</p> <p>Data protection issues.</p> <p><i>(this box should expand as you type)</i></p>	<p><i>How you will mitigate the risk to the University:</i></p> <p>Data collection, filing and transcription will be kept within the University's GDPR guidelines.</p> <p><i>(this box should expand as you type)</i></p>		
	<p>Risk to the environment:</p> <p>N/A</p> <p><i>(this box should expand as you type)</i></p>	<p><i>How you will mitigate the risk to environment:</i></p> <p>N/A</p> <p><i>(this box should expand as you type)</i></p>		

SECTION I: Feedback, Consent and Confidentiality

1	Feedback
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	What de-briefing and feedback will be provided to participants, how will this be done and when?
	<p>Participants will be de-briefed at the end of each interview, where the researcher will outline how and where participants can gain support if needed. They will be encouraged to refer to the information sheet on how their data will be stored and used for the study (e.g. stored on a university OneDrive account within GDPR requirements), and how data will be deleted within 12 months of the completion of study.</p> <p>Information on if they would like to withdraw consent after data collection will be included, such as how original recordings of data will be deleted but anonymised data will be kept for the assessment task to be finished. Information on how to receive copy of transcripts will also be provided.</p> <p><i>(this box should expand as you type)</i></p>
2	Informed consent
	<p>A consent sheet/form will be provided to potential participants, which will clearly detail the extent of their participation in the research. The consent sheet will explain the aims of the study, and why the participants have been approached for this. If the participant agrees to voluntarily participate in the study after this, they will sign the consent form and return to the researcher. The participant remains the right to exit from it at any point from this.</p> <p><i>(this box should expand as you type)</i></p>
3	Confidentiality / Anonymity
	<p>Clearly outline in consent sheets/forms that anonymised quotes from data collection may be used in the study. Identifying information of participants will be anonymised to protect themselves, however confidentiality cannot be fully promised. If a situation arises in where the participant discloses something that puts themselves or others at risk, this information could not remain confidential and would need to be addressed, for example.</p> <p><i>(this box should expand as you type)</i></p>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 “GDPR” and the Data Protection Act 2018 “DPA”)?	YES	NO
1	“Personal data” means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	X	<input type="checkbox"/>
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	The data that will be collated is the youth justice practitioners job descriptions, job responsibilities, general statistical data on the youth justice team (e.g. number of employees). Data will also be collected on past offending behaviours of past service-users (either directly from them or indirectly through practitioners) to gage the scope of the youth justice work. Audio		

14	Sharing of data with others at the University outside of the immediate research team?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15	Sharing of data with other organisations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Export of data outside the UK or importing of data from outside the UK?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18	Publication of data that might allow identification of individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19	Use of data management system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20	Data archiving?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	<p>The organisation under study (i.e. the youth justice team) reserve the right to view anonymised transcription data collected after the study. This would not be automatically provided; the team would need to request specific transcripts to be shared. If done so, this would be done in alignment with GDPR guidelines, and ensure the transcriptions were content sensitive/anonymised. This would all be relayed in information/consent/de-brief sheets.</p> <p><i>(this box should expand as you type)</i></p>		
22	List all who will have access to the data generated by the research activity:		
	<p>Taylor Trueman (researcher) Darren O'Connor (supervisor)</p> <p><i>(this box should expand as you type)</i></p>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	<p>Taylor Trueman (researcher)</p> <p><i>(this box should expand as you type)</i></p>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	<p>This will all be protected by storing on a university onedrive account, where all identifying information on participants would be anonymised. The youth justice team itself would be anonymised, with pseudonyms used for locations etc. Anonymised transcripts etc would be deleted 12 months after completion of study.</p> <p><i>(this box should expand as you type)</i></p>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtss.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	<p>N/A</p> <p><i>(this box should expand as you type)</i></p>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtss.ac.uk/library/research-data-management/)	YES	<input checked="" type="checkbox"/>
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	<input checked="" type="checkbox"/>

SECTION K: Declaration

	<p>The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.</p> <p>In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/</p>		
1	Signature of applicant:		Date: 26/11/2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Darren O'Connor	Date: 26/11/2024
3	Signature:	<i>DJO'Connor</i>	

Appendix 2: Participant Information Sheet



You are invited to participate in this study. Before deciding to participate, it is vital that you understand the reasons why the research is being conducted and what it involves. Please read the following carefully and feel free to discuss this with anyone.

What is the purpose of this research?

This research project aims to investigate how youth work practices are applied within youth justice settings and policy. It will look at approaches like the Child First principle, and how it impacts on the work of youth justice practitioners and why these are applied.

Why have I been invited to take part?

You have been approached to participate because you are within a youth justice team or your practice includes youth justice capacities.

Do I have to participate?

Taking part is voluntary. If you would like to participate, we'll go over the research details with you and ask you to sign a consent sheet. You're able to decline without reason nor judgement, and this won't affect your rights. You can exit the research at any given time, without needing to explain your reasoning.

What will participating include?

You'll be invited to a one-to-one interview, either online or in-person, with the researcher (Taylor Trueman). The interview will be audio recorded and can last up to one hour. It will then be transcribed and used within the research report. The full research involvement runs from February to March 2025.

Will I be paid for participating?

No.

What are the benefits of participating in the research?

There are no direct benefits for you to participate in this study. Nevertheless, by participating, you will be supporting a coworker in completing their academic research.

What are the risks of participating in the research?

There are little to no risks in participating. You'll be asked to only share your thoughts and experiences, however if reflecting on your role leads to any discomfort, please contact the researcher (1901396@student.uwtsd.ac.uk) or the supervisor (d.connor@uwtsd.ac.uk) for further information.

Will my participation be kept confidential?

All information will remain confidential and handled in accordance with data protection guidance and law. Personal, identifying information will be removed from the research. However, in the event that there is a risk to yourself or others, confidentiality can be broken to inform the relevant authorities. We will try and inform you before this happens, but we cannot guarantee this if safety is concerned.

What will happen to my personal information?

Personal information means your name, contact details and anything that is shared during the interview. Interviews will be transcribed within one month and anonymised. The recordings and consent sheets will be stored on a UWTSD OneDrive account, with no data being stored on unencrypted or non-secure devices. Data will be kept until the researcher's account is deleted, and any copies will be destroyed within a year of the course being completed. If you exit the research after the interview has been completed, the transcript will be kept to complete the research, but the audio recording will be discarded. UWTSD is the Data Controller, where more information on how your data is protected, please refer below:

<https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.uwtsd.ac.uk/media/1675/download%3Fattachment&ved=2ahUKEwiwlpCJs6eLAXVVQUEAHcANDqIQFnoECBQQAQ&usg=AOvVaw3wEJB5IVBLaOvHbcrtqL9o>

What happens to the data at the end of study?

The data is kept for a year after the researcher completes the course, in accordance with university policy.

What happens to the results?

The results will be submitted as part of the dissertation assessment, read only by the module tutors and supervisor. It may include quotes from your interview, but you will be anonymised. The research is not expected to be published.

What if there is an issue?

If you have an issue, please contact the module convenor, Nichola Welton (n.welton@uwtsd.ac.uk) for further information. If this does not resolve the concern, please contact the Postgraduate Research/Doctoral Enquiries Team at pgresearch@uwtsd.ac.uk, who can pass along your concern to the Humanities and Education Research Ethics Committee.

Who is carrying out this study?

This project is part of the ECGE7006Q: Dissertation: Childhood, Youth and Education module assessment at UWTSD. It is being led by Taylor Trueman and supervised by Darren O'Connor.

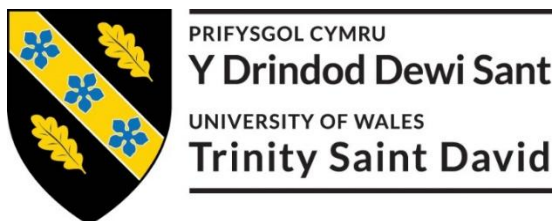
Who approved the study?

The research has been approved by UWTD's Humanities and Education Research Ethics Committee.

Contact

If you have any queries, please contact Taylor Trueman (researcher) at 1901396@student.uwtsd.ac.uk and Darren O'Connor (supervisor) at d.connor@uwtsd.ac.uk.

Appendix 3: Consent Form



Rhif Adnabod Cyfranogwr:

Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD	PARTICIPATION CONSENT FORM
Teitl Y Prosiect: / Project Title:	
Bridging Practice: Youth Work Methodologies Within Youth Justice. A Case Study of a Youth Justice Team in South Wales (TBC).	
Enw'r Ymchwilydd / Name of Researcher: Taylor Trueman	

Blwch Cychwynnol / Please
initial box

1	Cadarnhaf fy mod wedi darllen a deall y daflen wybodaeth dyddiedig XXXX ar gyfer yr astudiaeth uchod. Rwyf wedi cael y cyfle i ystyried y wybodaeth, gofyn cwestiynau, ac rwyf wedi cael ateb boddhaol i'r rhain.	I confirm that I have read and understand the information sheet dated February 2025 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2	Deallaf fy mod yn cymryd rhan o'm gwirfodd a bod croeso i mi dynnu'n ôl ar unrhyw adeg, heb roi rheswm.	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	
3	Deallaf y gellir defnyddio unrhyw wybodaeth a roddir gennyf mewn adroddiadau, erthyglau neu gyflwyniadau gan y tîm ymchwil.	I understand that any information given by me may be used in future reports, articles or presentations by the research team.	
4	Deallaf na fydd fy enw'n ymddangos mewn unrhyw adroddiadau, erthyglau neu gyflwyniadau.	I understand that my name, and anyone else's I discuss, will not appear in any reports, articles or presentations.	
5	Cytunaf i gymryd rhan yn yr astudiaeth uchod.	I agree to take part in the above study.	

Enw'r Cyfranogwr Name of Participant		Llofnodwyd Signature	
Ymchwilydd Researcher	Taylor Trueman	Llofnodwyd Signature	

Cewch wrthod cymryd rhan yn yr astudiaeth hon. Cewch ddod â'ch cyfranogiad yn yr astudiaeth hon i ben unrhyw bryd. Os penderfynwch barhau'n ddienw, bydd sicrhau hynny'n flaenoriaeth a chymerir pob cam ymarferol i guddio pwy ydych. Os yw'n well gennych fod yn anhysbys, ni fydd unrhyw wybodaeth yn eich enwi ar dapiau sain na thrawsgrifiadau o'r cyfweiliad hwn nac o unrhyw un arall. Ni fydd neb yn clywed unrhyw dapiau sain nac yn gweld unrhyw drawsgrifiadau heb eich cydsyniad o flaen llaw. Bydd deunyddiau a grëir yn sgil y cyfweiliad hwn neu unrhyw gyfweiliad arall yn aros yn gyfrinachol.

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

Ar ôl llenwi'r ffurflen, dychwelwch hi yn yr amlen a ddarperir (lle bo'n berthnasol). Rhoddir un copi i'r cyfranogwr a chedwir y gwreiddiol yn ffeil y tîm ymchwilio yn:

When completed please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept on the file of the research team at:

ENW A CHYFEIRIAD YR YMCHWILYDD

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