“Actively Anti-Racist—Not Just in Our Minds, in Our Hearts”: Engaging with and Implementing Anti-Racist Professional Development in Educational Psychology

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This thesis is for all the children, young people, families, and communities who are disadvantaged by the systems in the UK. I resonate with your pain, I hear your cries, I see you, and I will continue to advocate for you. I am especially grateful to the participants in this study, whose contributions lie at the core of this work. Your honesty, generosity, and insight have strengthened this piece of work and reminded me of the power of collective responsibility.

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"I have accomplished more than I ever dreamed." ~ Sir Lewis Hamilton

Contents

Abstract

Educational Psychology has a history of perpetuating bias and racial inequality, which influences how Educational Psychologists (EPs) practice at present. EPs work within institutionally racist systems that oppress certain groups of children, young people, and their families. Against this context, this study adopts a CR paradigm to foreground the socio-political and personal dimensions of anti-racist work.

A mixed-methods design was used to explore, at a national level, the nature of anti-racist continuing professional development (CPD) in the EP profession. It aimed to address the types of anti-racist CPD engaged with at the service level, how EPs perceive its impact, and the barriers and facilitators to implementation. Forty-two qualified EPs working within local authorities in England completed an online questionnaire on the types of service-level anti-racist CPD they had engaged with. This was then followed up with seven individual semi-structured interviews that explored experiences of receiving anti-racist CPD and their application to practice. Quantitative data were analysed descriptively, while qualitative data were analysed using Reflexive Thematic Analysis.

Findings revealed a variation in the types of anti-racist CPD offered at the service level. This variation was also noticeable in the frequency and topics covered within taught training. EPs' experiences of implementing anti-racist practice generated five themes: CPD as a catalyst for critical awareness, stronger together, the EP role, factors influencing CPD implementation, and making change for all. These themes reflect the potential of CPD as a transformative tool and the complexity of implementing anti-racist practice.

This study highlights the need for regular structured CPD within services to support active and sustained anti-racist practice. Implications for EP practice, service development, and future research are discussed, contributing to ongoing discussions about anti-racism, social justice, equity, and transformative systemic change within educational psychology.

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List of Abbreviations

EP	Educational Psychologist
TEP	Trainee Educational Psychologist
LA	Local Authorities
SP	School Psychologist
CPD	Continuing Professional Development
CYP	Children and Young People
SLT	Senior Leadership Team
SMT	Senior Management Team
BLM	Black Lives Matter
EPS	Educational Psychology Service
CR	Critical Realism/Realist
LRQ	Literature Review Question
DFE	Department for Education
BPS	British Psychological Society
HCPC	Health and Care Professions Council
DECP	Division of Educational and Child Psychology
AEP	Association for Educational Psychologists
NAPEP	National Association of Principal Educational Psychologists
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
RTA	Reflexive Thematic Analysis

Introduction

This chapter sets the context for this study. It begins by defining key terms to ensure clarity and consistency when discussing key concepts before outlining theoretical frameworks and the broader sociopolitical context. It concludes with the study's rationale, relevance, and research questions.

1.1 Defining Terms

This subsection defines key terms central to the study. It is important to clarify how these concepts are understood and applied within this research, as they are complex and contested.

1.1.1 Race

There are different perspectives on how race is defined. Some argue that it can be defined as the scientific grouping of people by biological similarities such as skin colour, facial features, phenotype and hair texture (Bonilla-Silva, 1997). However, this view is often critiqued, arguing that it is not a scientifically valid classification (Lewontin, 1997). Race can also be thought of through a social lens, whereby it is a socially constructed system that categorises people based on their perceived traits (Omi & Winant, 2014). From this definition, race is not objective; instead, it is influenced and classified by social, economic, and political structures, which then determine treatment within society. Within this perspective, racial socialisation plays a crucial role in shaping how individuals understand and experience their racial identity. Racial socialisation refers to the process by which individuals (especially those from racially minoritised groups) learn about the social meanings of race and their racial identity (Hughes et al., 2006). It is an ongoing process influenced by family, education, media,

and lived experiences. For this reason, some people may experience a mismatch between their social experiences of race and how they identify personally.

Ethnicity can be defined as *"a characterisation of people based on having a shared culture (e.g., language, food, music, dress, values, and beliefs) related to common ancestry and shared history" (*American Psychological Association, n.d.). Race intersects with other aspects of identity, such as ethnicity, nationality, and culture, and at times, the terms may be used interchangeably and in ways that can be confusing when reviewing the literature (Dein, 2006).

The concept of race and ethnicity emerged following the European colonisation of countries worldwide (Kivisto & Croll, 2012). On their travels, they increasingly interacted with people from other societies and began to classify and group people (Said, 1978; Stuurman, 2000). The notable difference between themselves and the people they encountered on their travels led to debates around human characteristics, which produced a sense of "otherness" (Hall, 1997). The basis of the categorisation was European judgement on "civilisation" based on their own ethnocentric beliefs (Kivisto & Croll, 2012). Along with this classification of difference came a hierarchical model that deemed non-European civilisation as "barbaric" and sub-human (Fanon, 1963). This viewpoint was legitimised at the time by the increased popularity of social Darwinism. While the initial broad categories of race appeared to denote biological markers, they were associated with beliefs about intelligence and temperament that had implications for moral worthiness and societal treatment (Gould, 1996).

Race can be viewed through a social constructionist position where the social, political and historical context are influential. Critical Race Theory (CRT) is an interdisciplinary framework that views race as a socially constructed concept (Bonilla-Silva, 1997). The

social construction of race has led to the perpetuation of racial stereotypes, prejudice, discrimination, and systemic inequalities in various aspects of life, including education, employment, healthcare, and criminal justice. CRT seeks to understand how racism operates at both an individual and systemic level (Ladson-Billings, 1998).

This thesis uses the term racially minoritised to acknowledge the structural processes that position specific racial and ethnic groups as marginal, rather than implying numerical minority. The term Black and global majority is also used (where appropriate), particularly in relation to education and representation, to affirm global identity and challenge white norms. Black is capitalised to affirm identity, resistance, and collective experience. White remains lowercase (except grammatical capitalisation and institutional ethnicity categories) to resist centring whiteness as the unexamined racial norm. Terms like BAME and ethnic minority are avoided due to their homogenising nature, however, they may be present in quotes.

1.1.2 Racism and Racial Discrimination

Racism is challenging to define and can be understood differently across the world. For example, many African contexts understand racism as the imposition of hierarchies and ‘othering’ based on race as a result of colonialism (Mamdani, 2018). For Indigenous Australian populations, racism is viewed through the violation of self-determination, in which Indigenous people are denied agency over their land, culture, and future (Paradies, 2006). In parts of Asia, racism is sometimes framed within the context of “ethnocentrism”, whereby caste-based discrimination causes inequality (Thorat & Newman, 2007). Middle Eastern perspectives feature the intersection of religion, culture, and race, which may suppress language, traditional practice, and aspects of identity (Abu-Lughod, 2002).

One Western definition suggests that “racism is a complex system of structuring opportunity and assigning relative value based on phenotypic characteristics, unfairly disadvantaging ethnic minority groups and unfairly advantaging white people.” (Jones, 2000 p.1212). While white people are often the beneficiaries of racism, they can also experience it themselves (Gillborn, 2006). Power and privilege play a fundamental role in how racism operates.

Racial discrimination is an ideology or belief system that asserts the superiority of one race over another and often results in discriminatory or prejudicial behaviour toward individuals or groups based on their race or ethnicity. It is often perpetuated through social structures and behaviour related to dominance and oppression (Pieterse & Powell, 2016).

This study defines racism as a social construct that has been embedded into systems over time through historical and political processes. It functions to exclude, marginalise, and oppress groups based on race, ethnicity, nationality and culture, which restricts them from resources, power and opportunity. It is multidimensional in nature and can function at internalised, interpersonal, institutional and structural levels. Interpersonal racism can be enacted as acts of prejudice, discrimination and an expression of hatred. Racism at the structural and institutional level reduces outcomes for racially minoritised groups across education, healthcare, employment, housing, and the criminal justice system. Some groups may experience racialisation more intensely than others, thus experiencing greater levels of disadvantage. This definition includes anti-Black racism as a distinct and pervasive form while acknowledging other forms such as, Islamophobia, Antisemitism and racism experienced by some white communities. Racism can be experienced along with other forms of discrimination

(sexism, ableism, classism, homophobia, transphobia, etc), which may compound and intensify the impact on individuals.

1.1.3 Anti-Racism, Anti-Racist, and Anti-Racist Practice

The terms anti-racism and anti-racist are ill-defined and understood differently across disciplines, scholars, researchers, and activists. The definitions are fluid and shaped by the conceptualisation of racism.

Kendi (2019) defines an anti-racist as an individual who supports anti-racist policy through their actions or expresses anti-racist ideas. Discussions about anti-racist practice frequently address themes of equality and equity. Being anti-racist goes beyond being non-racist and is instead an active process of identifying and challenging racism. The Scottish Government suggests that “a goal of anti-racism is to challenge racism and actively change the policies, behaviours, and beliefs that perpetuate racist ideas and actions” (Scottish Government, 2022, p.41).

In this study, a key element of being anti-racist is the aspect of permanency. Kendi (2019) suggests that being anti-racist is not a fixed label that a person can assign to themselves. He expresses that it is an interchangeable state of being. A person cannot be anti-racist; instead, they can move between being ‘racist’ and ‘anti-racist’ through their expression and behaviour, or lack thereof. However, he acknowledges that a person can actively strive towards either end through conscious and active awareness, criticism and examination of themselves and others.

Sandberg and Tsoukas (2011) define practice as applying an idea, belief, or method. As such, this study’s working definition of anti-racism and anti-racist refers to intentional efforts and actions aimed at dismantling racism and promoting equity. Anti-racist practice includes supporting racially minoritised communities, confronting bias,

education, and amplifying affected voices. It also includes anti-racist policy, which is the commitment to promoting racial equity through laws, rules, procedures, regulations and guidelines that govern people.

1.2 Theory

This section discusses the theoretical frameworks used: CRT, intersectionality, and PsyCrit. These perspectives offer a lens to interrogate power, identity, and systemic inequality within educational systems and professional practice. Their relevance is described below.

1.2.1 Critical Race Theory and Psychology

CRT is an interdisciplinary approach first developed in the 1970s. It proposed an anti-oppressive theory and framework for law scholars in the United States (US) to use as an alternative to dominant perspectives (Bell, 1995). The motivator at the time was to introduce the impact of race and racism, as there was an overwhelming focus on social class. A key aspect of CRT is the definition of race as being socially constructed to oppress and exploit. Theorists argue that law and legal institutions are inherently racist as they were created with the intent to uphold white supremacy and maintain the socio-political and economic inequalities between white and non-white populations (Crenshaw et al., 1995).

CRT as an approach has begun to be applied internationally, including in the UK (Bhopal, 2022), in the form of education policy analysis, research on racial inequalities within the workforce, and curriculum reforms aimed at addressing systemic biases (Arday, 2021; Bradbury, 2020). It has also gained popularity in other disciplines, such as education, sociology and psychology (Gillborn & Ladson-Billings, 2019).

Psychology scholars have used CRT to critique the historical study of racism for its lack of acknowledgement of the systemic nature of racism and its impact (Salter & Adams, 2013; Salter & Haugen, 2017). It further asserts that inadequately addressing the socio-political and historical systems of oppression means it can be reproduced when conducting research, as whiteness will likely remain the norm for human behaviour (Crossing et al., 2024; Salter & Adams, 2013).

1.2.2 Intersectionality

Intersectionality theory is a framework introduced by Kimberlé Crenshaw (1991). The theory considers how aspects of identity (e.g., gender, class, ability, sexual orientation) intersect and create different experiences among homogeneous groups. Its origins are founded on the experiences of women from different ethnicities within the US, highlighting how both their gender and ethnicity marginalise them within society (Atewologun et al., 2016).

Intersectionality can be used as a framework to understand the experiences and dynamics that may present within research (Grabe, 2020). It helpfully acknowledges the variation in experiences within groups and asserts that monolithic group identities do not exist. Intersectionality is not simply a lens but a foundational truth within psychology. Therefore, this research does not apply intersectionality as a theoretical lens that is optionally applied, but a sociocultural reality that underpins educational psychology practice. Although the study specifically focuses on race and anti-racist practice, it recognises that racialised experiences are shaped by the interaction of multiple social identities.

1.2.3 Decolonisation and PsyCrit

Decolonisation can support the way we think about and write research. It can provide deeper considerations for the language and concepts used and how we position the acquisition of knowledge (Wright, 2017). Decolonising methods critique Western studies, offer a framework to research Indigenous groups and bring attention to communities historically excluded from systems of power (Smith, 2021). Thus, it allows these groups to tell their stories, change the narrative, and highlight other ways of knowing and being. In the UK, there are no indigenous groups comparable to the Aboriginals of Australia, whom the term was fashioned after.

This research considers decolonising principles but utilises a hybrid model to bridge Western and alternative ways of knowing. It uses PsyCrit as a praxis to guide this research. PsyCrit is a conceptual framework that aims to produce anti-racist research that benefits racially minoritised groups and the field of psychology (Crossing et al., 2024). It gives a framework to support researchers focused on race-related inquiries. PsyCrit is centred on the tenets presented in Figure 1.

Figure 1

PsyCrit Principles (Crossing et al., 2024)

1. Racism is endemic to society, pervasive, and systemic in nature.

2. Practice identity-consciousness, hold awareness of bias, and develop statements of Positionality for critical, reflexive psychological science.

3. Avoid reproducing the dominant paradigms of white supremacy and white normativity.

4. Resist conducting research with the sole intent to generalize unique experiences across demographic groups rather than liberate the population of study.

5. Refuse to treat white perspectives as the human standard in psychological science against which “other” racial groups are compared.

6. Highlight the voices of the oppressed and provide opportunities for counter-storytelling.

7. Demand anti-essentialism and intersectionality in psychological research.

Tenets 1, 2 and 6 are applied throughout this report. This will be apparent through the chosen definitions of race, racism and anti-racism, ontological, epistemological and methodological positions, and the discussion section.

1.3 Context

This section will briefly outline the historical and current context of racism within the UK. It will provide the basis for the relevance and rationale for this research.

1.3.1 Racism in the UK

Racism remains a prominent feature within British society, permeating health, education, employment, and the justice system (Byrne et al., 2020; Institute of Race Relations, 2020). Undoubtedly, racism as we know it today has its links to colonialism.

Post-war Britain introduced the mass arrival of immigrants from India, the Caribbean islands, Africa, and other Commonwealth countries. Despite being invited to the UK to strengthen the workforce, many immigrants were met with racial discrimination (Shankley & Rhodes, 2020). Much of this was linked to attitudes shaped through slavery, colonialism and propaganda about the threats related to health, housing, crime and education (Small & Solomos, 2006). This resulted in disproportionate outcomes (housing in deprived areas, hospitalisation, arrests, insecure employment) for racially minoritised groups within the UK (Shankley & Rhodes, 2020).

Interpersonal racism within the UK, through prejudice and stereotypes, is very much present today despite espoused multiculturalism. While there are some suggestions that there has been a shift in views about race and that society as a whole is more accepting of ‘others’, the incidents of perceived prejudice between 1983 and 2013 remained relatively consistent (Kelley et al., 2017). Furthermore, one in four people in Britain consider themselves to be racially prejudiced (Kelley et al., 2017). Unsurprisingly, prejudiced attitudes towards groups of people can become acts of discrimination; for example, false accusations of low-level crime, access to nightlife, micro-aggressions, and hate crimes (Home Office, 2018). Notably, social media is a mechanism where racial beliefs and attitudes can be voiced and used to attack individuals (Back & Mills, 2021). For example, following the UEFA Euro finals, several of England’s Black footballers received racial abuse on social media.

Interpersonal acts of racism can be supported by institutional or structural racism in any given context. At times, people can unknowingly become actors of institutional racism. In the UK, the MacPherson report (1999) identified the existence of institutional racism within the public sector. They referred to institutional racism as:

"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people" (MacPherson, 1999, p. 49).

Institutional racism creates and sustains the disproportionate disadvantages faced by racially minoritised groups, including health inequalities, maternal death rates, the criminal justice system, inadequate housing, policing, and employment. This pervasive influence of institutional racism emphasises the critical need for addressing systemic inequalities across various sectors.

One example of how institutional racism can shape interpersonal interactions with children and young people (CYP) is through adultification. Adultification is the perception that a child is older and more mature than their age or current developmental stage (Epstein et al., 2017). There is evidence that suggests that Black children are more likely to experience adultification bias (Epstein et al., 2017; Goff et al., 2014). Davis (2022, p.5) defines Black adultification bias as

"A persistent and ongoing act of dehumanisation, which explicitly impacts Black children, and influences how they are safeguarded and protected. This form of bias spans pre-birth and remains on a continuum to adulthood. Where at this juncture it becomes absorbed within the normative negative racialised experiences many Black adults encounter throughout their life course. Adultification may differ depending on an individual's intersecting identities, such as their gender, sexuality, and dis/abilities. However, race and racism remain the central tenets in which this bias operates."

The case of Child Q is a recent example of adultification bias and the traumatic experiences Black CYP can be subjected to as a result of racism. Child Q, who was 15 years old and sitting her mock exams at the time, was falsely accused of possessing cannabis and subsequently strip-searched by police officers with no appropriate adult present. It is believed that both her race and gender contributed to the actions taken by the police officers, whereby she was not treated as a child in this

circumstance. This exemplifies the interpersonal level at which adultification and other racial biases can occur. However, it can also be reproduced at the institutional level.

A report by the Child Safeguarding Practice Review Panel (2025) reinforces the systemic nature of such failures. The report concluded that race, racism, and racial bias were frequently ignored or inadequately addressed in safeguarding reviews. It identified adultification and racial bias as consistent issues within formal assessments. These findings reflect the institutional systems that enabled the mistreatment of Child Q, which they identify as a wider silence around race within safeguarding systems.

1.3.2 Systemic Racism in Education

Racism and racial inequity are featured within the UK education system and have done so for a long time (Gillborn, 2005). Its impact is far-reaching and covers many aspects of education, such as teacher training, recruitment, school ethos, the curriculum, behaviour policies and more (Tikly, 2022). The current system puts people from Black and global majority groups at a disadvantage and fails to promote racial equity (Tikly, 2006; Wright et al., 2020). This inequality is reflected in school demographics. Despite Black and global majority pupils making up a third of UK classrooms, 84% of the teacher workforce in England is White British (Department for Education, 2023). This is a typical structural pattern in schools where the Black and global majority professionals are underrepresented in teaching or senior leadership positions (DFE, 2023). The Runnymede report supports the need for a diverse teaching force (Joseph-Salisbury, 2020). The report highlights the importance of representation for Black and global majority pupils in raising aspirations and attainment.

Black CYP participating in the Runnymede study named racism as the most significant barrier to success in their education. The substantial difference in educational

outcomes between ethnic groups, particularly with the low achievement and over-exclusion of Black Caribbean pupils, has been an area of interest in research for decades (Demie, 2021; Joseph-Salisbury, 2020). It has been well documented that Black Caribbean students are consistently at least twice as likely to be excluded than white pupils (Wallace & Joseph-Salisbury, 2022). A literature review of UK school exclusions conducted by the Department for Education (Graham et al., 2019) identified institutional racism as a contributing factor to Black pupil exclusions. Millard et al. (2018) explored how institutional racism contributes to the disproportionate exclusions of Black Caribbean boys. They concluded that unconscious bias from school staff is a factor that needs addressing to prevent further exclusions. They explained that the constant negative stereotypes of Black CYP in media influenced teacher racial bias and the low expectations teachers may have for their Black students. The relationship between teacher expectation and pupil attainment is well-established in research (Gershenson & Papageorge, 2018). For Black pupils, it may be argued that these low expectations and lack of representation in professional positions (e.g., teaching) set the stage for a self-fulfilling prophecy.

There is a revived interest in race inequalities in Higher Education Institutions (HEIs) within the literature. It has been reported that young adults belonging to racially minoritised groups, specifically Black backgrounds, continue to be disproportionately disadvantaged in HEIs (Bhopal & Pitkin, 2020). Black students are less likely to complete undergraduate studies with first-class or upper second-class honours (Universities UK & National Union of Students, 2019), Black academics are less likely to become professors (AdvanceHE, 2018), and both Black students and staff are more likely to experience overt acts of racism on campus– which may not be acknowledged, investigated or reprimanded by leadership (Trade Unions Council, 2017). The Racial

Equity Charter mark was introduced as a means for UK universities to address these issues. At face value, this would signify a step towards racial equity. However, it has been criticised as a performative policy that significantly benefits HEIs and upholds white norms that perpetuate white privilege (Bhopal & Pitkin, 2020).

Despite what is known about racism in education, there seems to be a political shift towards the erasure of racism and the impact it has on Black and global majority communities (Tikly, 2022). Following the Black Lives Matter (BLM) protests in 2020, the UK government commissioned a report on Race and Ethnic Disparities (Commission on Race and Ethnic Disparities, 2021). The results determined that Great Britain is no longer institutionally racist, and that race is no longer a contributing factor in exclusion and disadvantage in schools. Some agree with the report's finding of the overuse of 'institutional racism' and support the notion that it would be helpful to know what constitutes institutional racism (Tikly, 2022). While the apparent education inequalities demonstrate the existence of racism, the report highlights other aspects of identity that are associated with marginalisation, such as gender and class. For example, the exclusion rate for girls is growing faster than the rate for boys (Agenda Alliance, n.d.). Currently, Mixed White and Black Caribbean girls are three times more likely to be excluded than white British girls (Agenda Alliance, n.d.). Despite the growth in this area, the underlying reasons are less understood. This is one example of how aspects of identity can intersect to impact educational outcomes. Socioeconomic status is another area known to have a significant influence on educational success (Bynner & Joshi, 2002; Crawford et al., 2014). Some argue that low attainment and exclusions are impacted mainly by class, especially as white working-class boys are reportedly achieving the least academically (Strand, 2014). Isolating aspects of identity can help to identify the specific role that race plays in contributing to disadvantage at

an institutional and political level. Specifically, how structural racism impacts access to societal resources (housing, health care, etc.). This, in turn, plays a unique role in the oppression that Black and global majority communities experience.

Racism and anti-Blackness in schools can further be observed through the enforced policies that masquerade under the guise of 'behaviour' and 'professionalism' (Hofstra University & Lightfoot, 2021). Hair discrimination is a specific type of prejudice that disproportionately affects Black CYP. The beliefs at the helm of professional presentation policies are rooted in Eurocentric standards and attitudes, positioning individuals who deviate from the 'norm' as being non-conforming (Allen-Delpratt, 2023). When these incidents are closely investigated, it becomes apparent that practices from British Colonial history and slavery continue to be reinforced within society today. Biased policies such as these are further perpetuated through legislation (or lack thereof) and media (Perception Institute, 2020).

1.3.3 EP Practice and Racism

Educational Psychology contributes to the wider education system, working alongside and within it. Some argue that the educational psychology profession is accountable through its participation in a system that perpetuates bias and enacts government agenda (Billington, 1996).

> *"Irrespective of their independent contribution to a lot of Black children in the education system, educational and child psychologists, without conscious efforts on their part, risk merely amplifying the racial biases and inadequate assessment passed onto them by teachers and other professionals.'* (Owusu-Bempah & Howitt, 1999, p.19).

While Educational Psychologists (EPs) do have a role in supporting a system that is entrenched with racial inequality, the profession itself demonstrates racism independent of the schooling system. The Chief Executive of the British Psychological

Society (BPS) wrote that the BPS is “institutionally racist” in a blog adaptation of their opening at the 2020 BPS conference (Bajwa, 2020). A qualification in psychology is a prerequisite to applying for a position on the EP doctoral training. Scholars and students have argued that the taught content in psychology courses is centred around white Western worldviews that claim to be scientifically objective and colour-blind (Bhatia, 2017). Prominent psychological theories are produced by and for Western European and American populations and often disregard knowledge produced by racialised and indigenous populations (Bhatia, 2017). Peters (2015) referred to this phenomenon as a ‘white curriculum’. This has raised concerns about how university teaching impacts policy and understanding within the general population, especially when it is positioned as being the pinnacle of knowledge generation (Johnson & Joseph-Salisbury, 2018). Gillborn et al. (2023) highlighted the awareness of the white curricula among undergraduate and postgraduate university students in the UK. They further identified the role the curricula might have in purporting institutional racism in practising psychological professionals, specifically arguing that positioning psychological theories as race-neutral inherently pathologises racially minoritised groups as a result of their bias toward Western ideals (Gillborn et al., 2023). As this is the foundation of psychological knowledge building for EPs in the UK, there is a potential to continue producing inequitable outcomes.

Educational Psychology’s history with racist practice is often overlooked despite its own participation in scientific racism, oppression and coloniality (Ajewole, 2023; Fanon, 1967). The relationship between colonialism and the profession is rarely addressed, although the direct negative impact it has on Black people has been well documented (Bulhan, 2015). Traces of colonialism can still be identified in society and the EP profession, which some have termed ‘coloniality’ (Mignolo, 2007). Coloniality

refers to the longstanding patterns (attitudes, values and beliefs) of those with power that preserve dominance within one group and oppress the other (Mignolo, 2007). For example, eugenicists acted under the belief that they could breed a superior race that would improve societal health and education. Pioneering EP Cyril Burt was closely associated with eugenicists and contributed to the assessment of special educational needs (SEN) through individual psychometric tests (Maliphant et al., 2013). These tests would single-handedly place CYP with lower IQs in special schools, where many would go on to have their potential diminished. This is most noticeable through the undue labelling of Black CYP as educationally subnormal, which placed them at a further disadvantage (Coard, 1971).

Despite the condemnation of IQ testing and a shift towards a socio-constructivist approach within the profession, standardised assessments are still widely used and accepted (Fox, 2003). EPs still participate in the measurement and categorisation of CYP and their family. This highlights how psychology's history shapes its present form.

1.3.4 Momentum within the Profession

In 2006, the Division of Educational and Child Psychology (DECP) released a report on Promoting Racial Equity within Educational Psychology Services (EPS) (BPS, 2006). As a result, the working group created a framework for services to use as a self-assessment tool. The framework was proposed to be used as an audit tool, indicating strengths and weaknesses that would inform a service action plan to implement over an agreed timeframe, with the option to review progress. Since then, little is known about the uptake, likely related to it being non-compulsory (Williams, 2020). However, it has recently been revised and re-released in 2023 to reflect contemporary challenges and legislative contexts (BPS, 2023).

The brutal murder of George Floyd and Breonna Taylor at the hands of the police elicited worldwide public outrage that sparked conversations about racial injustice within the US and globally (Apontua, 2024). These instances of police brutality were not rare occurrences and, unfortunately, added to the history of police brutality in the US and the UK (Gunawan et al., 2023). The global COVID-19 pandemic and the reporting of health inequalities for Black people globally may have added to the growing tension around injustices. It was somewhat of a perfect storm, as the societal restrictions made socio-political matters challenging to avoid, and many people and organisations were forced to reflect on their actions or lack thereof.

The resurgence of the BLM movement ignited another shift in EPs' practice, which explicitly encouraged anti-racism, anti-oppression and racial equity. This was addressed at multiple levels within the profession. The BPS (2020) released statements to 'stand in solidarity' and condemn racial injustice. Also, some doctoral training courses began to incorporate anti-racist practice into their teaching (Thomas et al., 2020). Similarly, anti-racist training was offered at a service level in various EP services. Schools and education agencies are also beginning to work towards anti-racist approaches, addressing the education attainment gap and recruitment issues (National Education Union, 2022). However, there are still instances of racism, such as the implementation of racist uniform policies (De Leon & Chikwendu, 2019) and the horrific Child Q incident (Children's Commissioner for England, 2023). It is apparent that the education system still reinforces racial inequality.

1.4 Anti-Racist Practice

Anti-racist practice in schools is a growing area of interest in the literature. Educational providers and Local Authorities (LAs) have created frameworks and guidance to support schools adopting a whole-school approach to racial equity (National Education

Union, 2022; Nottinghamshire County Council, 2021). In addition, professionals in social work, counselling, and community groups have attempted to support anti-racism in education (Clemons & Cokley, 2022). A study investigating the EP's role in enabling cohesive communities suggested that EPs are well placed to support systemic work such as anti-racist practice (Jackson Taft et al., 2020). This is largely credited to the relationships they build with school staff and approaches such as person-centred planning. PCP often complements cultural sensitivity as the child's individuality is placed at the centre of the approach.

Culturally responsive practice can be defined as "an active and evolving process when working with culturally diverse populations, which is both an interpersonal and intrapersonal process" (Sakata, 2021, p.102). For EPs, this definition is intended to encompass the core areas of EP work (assessment, consultation, intervention, training and research). The current literature guiding culturally responsive practice for EPs originates from the US, with some emerging grey literature from the UK. However, there are challenges in applying US approaches to the UK context. As such, there has been a move towards person-centred psychology approaches, which offer more flexibility. Empirical research covers broad areas of school psychology practice, adaptations for interventions and specific models for culturally responsive consultation (Jones et al., 2017; Parker et al., 2020). Much of the research focuses on individual cultural awareness. Researchers and professionals have argued that cultural sensitivity can reduce the disproportionate rate of racial discrimination due to professionals' racial biases (Chibnall, 2003).

While it is helpful to have an approach to consider when working with culturally diverse groups, there is a distinction between culturally responsive practice (which can include race) and anti-racist practice. Currently, there is little empirical research on anti-racist

practice in the EP profession, with little understanding of what it looks like, the role of the EP, and the impact it has on CYP, families and communities. Despite this, some training providers have begun to include specific anti-racism training in the doctoral course. For example, first-year trainee EPs (TEPs) at the Tavistock & Portman NHS Foundation Trust are required to undertake a 'Promoting Racial Equity Task' during their placement. The task aims to facilitate a service change that makes a positive difference to a policy, a practice, or a process. Some previous TEPs have written reflective accounts about the process and complexity of undertaking the task (Apontua et al., 2023). However, they have identified how it can act as a catalyst for long-term work within the service and their own practice (Tobin et al., 2023). Lichwa et al. (2024) developed a framework aimed at supporting EPs to promote racial equity when delivering training to schools and other professionals. They place emphasis on centring racial equity even when it may not seem obvious to do so. This task demonstrates an effort to encourage future EPs to adopt anti-racist practice.

1.5 Current Study

1.5.1 Rationale

Educational Psychology has a history of perpetuating bias and racial inequality, which influences how EPs practice at present (Ajewole, 2023; Billington, 1996; Bulhan, 2015). EPs work within systems that are institutionally racist and oppressive to groups of CYP and their families. These educational inequalities are evident in the micro-system, macro-system, and individual levels (Tikly, 2022). It has been established that EPs have the skills and expertise to support systemic change (Kuria, 2022).

CPD is seen as playing a role in supporting EPs' development of their practice. Both the Health and Care Professions Council (HCPC) and BPS have requirements for EPs

as pertains to their recognition of culture, diversity and equality and how they can adapt their practice to meet the different needs of service users (BPS, 2022; HCPC, 2023b). The literature supports the notion that the EP profession is engaging in anti-racist practice (Apontua, 2024). However, there is little understanding of the types of anti-racist CPD the EP profession engages in.

1.5.2 Relevance

This research is relevant to EPs as they could gain a better understanding of what supports the implementation of CPD in practice to promote racial equity. This research may also support EPs as they continue to use their role and power for social justice, exploring how they can use their role and influence to challenge systemic inequalities (Schulze et al., 2019).

It is evident that CPD is best implemented as a top-down approach (EEF, 2021; Knox et al., 2021). It often requires changes at the policy, organisational, and individual levels. EPs are well-placed to support schools at a systemic level to enable sustainable change that is impactful for CYP (Kuria, 2022).

Finally, this study may highlight the role EPs play in the wider socio-cultural political context. Provoking discussions on whether EPs can leverage their position and power to inform policy development and advocate for structural change that supports the embedding of anti-racist practice at the heart of EP services.

1.5.3 Research Questions

How do EPs engage with anti-racist CPD to enable them to put the training received into practice?

Sub questions

- What types of anti-racist CPD do EPs engage with as a whole service?
- What are EPs' perspectives on the impact of anti-racist CPD on their practice?
- What do EPs consider to be the barriers and facilitators to implementing anti-racist practice?

2. Method

This chapter is a detailed account of the research purpose and aims. It outlines the research process, including justification and rationale for methodological decisions. The researcher has explicitly presented the research paradigm, offering readers the appropriate lens to understand the study. The chapter aims to provide sufficient information to ensure transparency and replicability.

2.1 Research Paradigm

A paradigm is the study's philosophical underpinning or worldview, giving insight into understanding reality and existence, how we obtain knowledge about reality, and the researcher's position (Clark, 1998). Selecting a suitable research paradigm is essential to effectively achieve the research objectives and obtain appropriate responses to the inquiry.

The critical paradigm is closely associated with Marxism, Critical Race Theory and feminism because it focuses on critiquing societal power dynamics and advocating for social justice. Critical paradigms challenge dominant ideologies as they acknowledge the role of power and oppression in knowledge creation. As this study focuses on anti-racist practice within educational psychology, a critical paradigm provides a way to interrogate it along with systemic barriers.

This research used a critical realist (CR) paradigm, which is situated within the broader critical paradigm, acknowledging the interplay between subject and object influenced by societal power dynamics (Lawani, 2021). CR is a paradigm that does not accept the binary notions of realism and relativism. Instead, it adopts approaches across the philosophical continuum to provide a thorough account of ontology and epistemology (Gorski, 2013). This research utilised a CR ontological position, rejecting polarised notions of realism vs relativism.

2.1.1 Ontology

Ontology is a philosophical study of 'being' within human existence (Crotty, 2020). It can often be the positions taken to understand being. One can take several positions at any given time and context that map out across a continuum. On one end is the 'realist' position that reality exists objectively. The 'relativist' end holds the assumption that reality is observed through subjective experiences. Across the literature, various terms are used to describe the many positions, and at times, different terms are used to describe the same position. While there has been a split across disciplines that adopt polarised positions, it is acknowledged that researchers can take on any position regardless of their discipline. There is some fluidity when taking an ontological position, as it is recognised that one's position can change depending on what is being researched and the purpose of the study. Furthermore, the same object/phenomena can be studied from different ontological positions.

Critical realism (CR) operates under the belief that reality can be discovered scientifically, but knowledge is subjective and bound by interaction and social construction (Lawani, 2021). Reality exists within a multidimensional system that may obscure reality or that some components are unobservable (McEvoy & Richards, 2003). This makes it important to think about the independent structures and the

subjectivity that the participants bring due to their experiences and contexts (Sayer, 2010). In taking a CR position, this study defined reality as a means to challenge and transform existing oppression (Bhaskar, 2010).

2.1.2 Epistemology

Epistemology is described as the “nature of the relationship between the knower or would-be knower and what can be known” (Guba & Lincoln, 1994, p.108). One’s ontological positioning will influence one’s epistemological positioning, as there is an intrinsic relationship between how we seek an understanding of reality and how we have defined it (Mngaza, 2021). For example, people who take the position that reality can be observed are likely to learn more about it through positivist approaches that quantify and measure (Mngaza, 2021). Furthermore, those who take a position of subjective reality will use approaches focused on participant experiences, such as constructivism and constructionism (Ponterotto, 2010).

A CR epistemological stance was also taken to align with the CR ontology. A CR epistemological approach recognises that multiple truths can coexist. The outlined research questions acknowledge that there is an objective reality to racism and anti-racist CPD. However, there are also subjective aspects to the experience of anti-racist CPD and delivering anti-racist practice (e.g., motivation, readiness and beliefs). Power dynamics, politics, and the socio-cultural context likely influence these aspects. A CR epistemology recognises the complex ways factors interact, making it difficult to observe them separately. Instead, it embraces a layered understanding of reality, where structural factors and subjective experiences influence knowledge.

2.1.3 Researcher Position

Critical paradigms purport that research is driven by the beliefs and values of the researcher (Brown & Dueñas, 2020). The researcher's position and axiology are presented as tenets of the research paradigm.

Being both Black and a woman, these aspects of my identity were motivators in pursuing a topic about race, racism and anti-racist practice. Belonging to a racially minoritised group that has faced historical and ongoing oppression has influenced my use of social justice and critical approaches in this research. Reports like *See Us, Hear Us* (Milk Honey Bees, 2023) that share the lived experiences of Black girls growing up in London resonated with me. I recognised the unique experience of feeling unseen, being hyper-visible, and never being afforded the space just to be. It reminded me that this study does not exist in isolation from the lived realities of Black girls and women, who are positioned on the margins of society and must navigate a world where their voices are often ignored, dismissed, or misrepresented within academia.

Having witnessed the persistent violence endured by Black Women within the UK and globally, it would be very challenging and disingenuous not to acknowledge the impact this may have on how I make sense of the world. The violence I speak of is not just about physical aggression but describes the structural, symbolic, verbal, and everyday violence that manifests through hyper-surveillance (Okafor, 2023), sexualisation of our bodies (Jim Crow Museum, n.d.), policing of our hair (Gill, 2023), microaggressions, and the racialised scrutiny we face. The social violence against Black women is evident through the disproportionate hostility and vitriol directed at public figures. For example, the racist threats towards Diane Abbott (Khan, 2024) or the vilification of Serena Williams, whose expressions of frustration on court were pathologised (Afoko, 2018). Moreover, the possibility that these examples may be taken as anecdotes as

opposed to data from experts on this specific oppression. Misogynoir is a term coined by Moya Bailey that captures the intersection of oppression that uniquely affects Black women, whereby they experience both racial and gendered subjugation. Black women can appear to be invisible within feminist and anti-racist discourse, which can be extended to knowledge creation (Collins, 2002)

Black feminist epistemologies and praxes emerged as a response to the violence Black women experience through ignoring their knowledge and silencing their voices. According to Collins (2002), Black Feminist Thought focuses on expressing and reshaping Black women's unique, self-defined views. In this way, Black women are the true experts of their own experiences of oppression, which offers a different perspective on how they navigate and comment on political, educational, and economic systems. These experiences help form a distinct awareness and consciousness. Some scholars suggest that Black women's ways of understanding the world come from their everyday experiences as Black women (Smith, 1983).

I must be transparent about my own ontological and epistemological beliefs. I align with Black feminist epistemology, recognising that ways of knowing can be produced by the intersection of being both Black and a woman (Allen, 1998; Collins, 2007). In researching an area that is directly related to race, racism and oppression, my interpretations and meaning-making drawn from the data were likely influenced by my experiences. While this, at times, could potentially produce blind spots, there is also the opportunity to share a perspective on the topic from a person belonging to a group who has been historically silenced and overlooked within academia.

It is important to note the distinction between my position and the ontological stance of the study. While I align with Black Feminist epistemology, the research adopted a

CR epistemology. There was an inherent tension between navigating the two epistemologies. However, it was not contradictory but a reflection of the complexities of research generally and of this topic specifically.

In my research role, I used CR as a lens to conduct and interpret the findings from this study. My disclosure of positionality serves as a recognition of self within the research and demonstrates reflexivity. In being transparent, I hope to remain critically engaged with data and be mindful of my influence on the process.

2.2 Aims and Purpose

This research explored at a national level the types of anti-racist CPD EPs engaged with at a service level. There was a specific focus on taught service level training on anti-racist practice, providing some insight into frequency, content and contracting the delivery. In endeavouring to understand the national context, the different ways EPs engaged with anti-racist CPD and its impact on their practice were uncovered. In addition, the research aimed to gain a detailed understanding of the impact of CPD on anti-racist practice and the barriers and facilitators to implementation. While there was a likely association between ‘good’ CPD, availability of CPD and the implementation in practice, this study specifically focused on understanding how EPs transfer their learning into practice.

2.3 Research Design

This study employed an exploratory sequential mixed methods design. Mixed methods is the combination of both quantitative and qualitative approaches in a single study. It aims to mitigate some of the limitations of quantitative and qualitative designs by providing evidence that triangulates and offers a comprehensive answer to the research question.

As part of the exploratory sequential design, quantitative data was collected first to understand the extent to which the EP profession engages with anti-racist CPD. This was then followed up with a qualitative approach to explore in depth the impact of anti-racist CPD on practice, as well as the barriers and facilitators to implementation. Integrating both approaches was fundamental in developing a high-quality mixed methods study. The quantitative data collected, informed and shaped the criteria for the participants in the interviews.

Mixed methods approaches can be suitable for CR paradigms as they may evade some of the challenges associated with paradigm 'switching' (Iosifides, 2017). There is some cynicism around mixed methods among some research purists, and it is often critiqued for utilising both positivist and constructivist approaches to knowing (Danermark et al., 2019; McEvoy & Richards, 2006). This has led to the assumption that mixed methods approaches are indifferent to ontological perspective. However, mixed methods approaches can use congruent paradigms, depending on their application (Zachariadis et al., 2013).

2.4 Participants

2.4.1 Inclusion/Exclusion Criteria

The research focused on qualified EPs working at least one day per week in a LA EPS in England. EPs working privately or based in the NHS and specialist settings were excluded, as the study focused on the context where most practising EPs work. While newly qualified EPs could have offered valuable data, the study sought to explore CPD received separately from the doctoral training. Additionally, the study was concerned with the potential shift in practice following the BLM movement in 2020 that highlighted

rhetoric and language on a global level. Therefore, participants were required to be qualified for at least three years.

2.4.2 Recruitment

2.4.2.1 Phase One: Quantitative. There was no limit on the number of EPs participating because the research aimed to offer an overview of the types of anti-racist CPD EPs engage with nationwide. Purposive sampling was used, using various recruitment strategies such as:

- Recruitment poster (see Appendix A) shared via the Educational Psychology Director's contact list: This is a list of UK EP services and Educational Psychology providers managed by course directors.
- Recruitment poster shared via the National Association of Principal Educational Psychologists directorate.
- Recruitment poster shared via EPNET: EPNET is a closed mailing list for EPs and other education professionals.
- Recruitment poster shared via educational psychology social media groups (educational psychology Facebook group, EP Twitter): These are community groups on social media platforms that are popular among EPs.
- Snowball sampling

The recruitment advert and questionnaire link were sent to the above contacts, requesting that they be distributed on a specific date to ensure the participants had access simultaneously.

EP status was verified via their email address, which the researcher manually checked. No further verification checks were conducted.

2.4.2.2 Phase Two: Qualitative. EPs who participated in the questionnaire and met the selection criteria (see below) could express interest in an individual semi-structured interview. The researcher selected participants on a first-come, first-served basis.

Selection criteria

- Rated the impact of received anti-racist CPD on their practice as 4 (somewhat agree) and above on the questionnaire.
- Rated an increase in their confidence as 4 (somewhat agree) and above on the questionnaire.

The researcher aimed to interview between 4 and 10 qualified EPs using purposive sampling. The sample size chosen aligns with Braun and Clarke's (2013) recommendations. Ten eligible participants expressed some interest in participating in the interviews. The researcher contacted all eligible participants, which yielded eight complete interviews.

2.4.3 Sample

2.4.3.1 Phase One: Quantitative. The sample population for this phase of the research included 42 qualified EPs. Demographic data was not collected as the study was interested in understanding CPD at the service level. The researcher considered the participants' feelings about sharing their demographics and how this may impact their decision to participate.

2.4.3.2 Phase One: Qualitative. The sample population for this phase of the research included seven qualified EPs practising in England who participated in phase one and met the inclusion criteria.

Another interview was conducted, but the participant did not meet the pre-established inclusion criteria. The participant independently attended anti-racist practice training

provided by an external organisation. Given that the study aimed to explore anti-racist CPD prioritised at the service level, the researcher determined that their experience differed from that of other participants and that their inclusion could skew the findings. While the research was primarily interested in the implementation of practice, it focused on training led at the service level rather than those that have been individually sought out. When individuals independently pursue training, the responsibility for implementation remains at the individual level rather than the service. Therefore, a decision was made to exclude the interview from the final dataset to maintain consistency with the study's focus.

2.5 Data Collection

2.5.1 Phase One: Quantitative

An online questionnaire was administered to collect data on the types of service-level anti-racist CPD EPs engaged with and to gain an understanding of the taught anti-racist practice CPD received as a service since 2020 (see Appendix B). Surveys are commonly used tools within the social sciences and have continued to grow in popularity with the introduction of the Internet (Bihu, 2021).

Online surveys are efficient tools for collecting data from large populations, offering advantages in terms of time and resource consumption compared to other methods (Evans & Mathur, 2005). They streamline questionnaire design through functionalities like skip and display logic, enabling researchers to systematically filter participants based on predefined criteria (Qualtrics, 2024b). Additionally, online surveys enhance user experience by allowing participants to avoid irrelevant questions, making the process more user-friendly (Sue & Ritter, 2012). For example, if participants selected 'yes' to receiving taught anti-racist CPD after 2020, they were shown follow-up

questions specific to their training. These follow-up questions were not displayed to participants who selected ‘no’.

Using an online survey supported the enforcement of the inclusion/exclusion criterion, which allowed the researcher to share the recruitment poster in broader spaces such as social media.

The researcher designed the questionnaire on the online platform Qualtrics. Qualtrics was chosen as it meets UK standards for data collection and storage (Qualtrics, 2024a). The survey was designed on the online platform Qualtrics, for which access was available through the University of Essex. The platform generates a link and QR code that can be used to distribute the survey. Participants could access the self-administered questionnaire via the link or QR code. The information sheet was embedded into the questionnaire and displayed to participants upon opening the link. They were then shown an electronic version of the consent form. Following this, they were asked to verify their EP status by confirming that they worked in a LA for at least one day per week, had at least three years’ qualification, and by entering their work email address.

Afterwards, they were presented with a question to check if they had received service-level CPD since 2020 and a follow-up multi-choice question on the types they received. This question aimed to provide an overview on whether services were engaging in service-level anti-racist CPD and the types they engage in.

Participants were then asked whether they had received service-level taught anti-racist CPD, followed by questions about the frequency, who delivered it, and the content covered. These questions aimed to provide some descriptive data on the delivery of taught anti-racist CPD in LAs.

Lastly, the impact was measured across five domains: awareness, understanding, value to the role, confidence and impact on practice. A matrix of five-point Likert scales (Likert, 1932) was used to assess these domains (strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree). A Likert scale is a psychometric tool to measure attitudes, opinions, and perceptions, which makes it relevant to psychological research (DeCastellarnau, 2018). Likert scales provide simple analysis and interpretations of constructs due to their versatility and flexibility. They can be helpful in deconstructing concepts such as awareness, confidence and understanding (Joshi et al., 2015). In addition to this, they contribute towards validity, as participants can select from clear response options (Kyriazos & Stalikas, 2018).

As with any scale, there are strengths and limitations to its use. One of the advantages of using a 5-point Likert scale is that it provides some nuanced insight into a feeling or experience that would be missed when asked a yes or no or agree-disagree question. In particular, using an odd-numbered rating does not force a participant to make a judgment, as there is space for neutrality (Joshi et al., 2015). Although Likert scales add some nuance to the extremity of a feeling or experience, it is difficult to understand what contributed to a participant feeling that way. Very little interpretation can be made about contributing factors and requires further qualitative data (Boone & Boone, 2012; Carifio & Perla, 2007). In the case of this research, further interviews were conducted to gain further information about the participants' experience.

Participants who rated their confidence improvement as 'somewhat agree' or 'strongly agree' and rated that the training impacted their practice were invited to participate in an interview. Those participants were displayed the interview invitation based on their responses; those who did not select 'agree' or 'strongly agree' to statements about improved confidence and impact on their practice, skipped this logic and moved on to

the debrief sheet. The debrief sheet highlighted the study's aims and directed them to reflective spaces should they need it.

2.5.2 Phase Two: Qualitative

Participants who met the inclusion criteria, indicated interest in being interviewed, and were happy for the researcher to contact them, were contacted individually via email. The researcher shared the interview information sheet and the link to the electronic consent form.

Semi-structured interviews were conducted to gain a detailed account of EP's experiences receiving anti-racist CPD and how they implemented it into practice. The researcher used semi-structured interviews to elicit rich, contextualised and nuanced data on how EPs use learning from a taught session of CPD and how they apply it to their practice. Through an interview, participants could describe their experiences in greater detail than they were afforded in phase one. Interviews can explore the participants' subjective experiences, taking their context, identity, and lived experiences into consideration.

The researcher chose to use semi-structured questions as it allowed a degree of flexibility when compared to structured interviews that mainly use a standardised format with closed questions (Mwita, 2022). The researcher prepared some broad areas to formulate questions to ask participants based on their responses to the Likert scale in phase one. The order in which the areas were presented was undefined and dependent on the information the participants shared in phase one and in response to the first question posed (see Appendix C). The researcher also had the option to add supplementary questions to gather a rich account of what the participants described. The researcher did not add distinctly new questions but did use follow-up questions

related to the discussed topic, e.g., “Can you tell me more about that?” Through the interviews, the researcher explored the ‘what’ and the ‘how’ elements of this research, which is often a frequent use of semi-structured interviews in psychological studies (McLeod, 2024).

As disclosed, the researcher is a Black Woman and understood how her identity may impact participants’ engagement with the interview process. An unstructured interview presented a risk of moving into a personal conversation-like approach, which could be challenging for the researcher to remain in the role (Dickson-Swift et al., 2007). It was important that the researcher did not self-disclose in a way that could further influence the participants’ responses (Birch & Miller, 2000). Hence, a semi-structured schedule was chosen to mitigate the risk of self-disclosure.

Interviews were conducted using Microsoft Teams. The researcher chose to conduct interviews online as it allowed for more flexibility in the time offered to participants who were busy professionals. It also allowed the researcher to interview participants across the country as it reduced geographical barriers such as travel, which often had time and financial implications. In addition, the researcher was able to record and transcribe the interviews on the same platform without using a third party.

The researcher shared their availability via email and agreed on a date and time that was mutually appropriate. Upon confirmation, the participants were sent a unique MS Teams invitation with a link to the meeting. The researcher verbally checked that participants read the information sheet and consented to record the interview. Participants had the option to be interviewed with their cameras off. However, all participants elected to keep their cameras on.

The researcher conducted one interview in a private meeting room at the Tavistock and Portman; the remaining interviews were conducted in the researcher's home. To ensure confidentiality, the researcher conducted interviews when their home was vacant.

An interviewing schedule was utilised to provide consistency across interviews and to support the researcher in asking questions related to the broad topic areas (see Appendix D). The interview schedule included an introduction, information from the information sheet, checking consent, and an outline of the process and debriefing (Baumbusch, 2010). Particular attention was given to the researcher's position and aims for the interview, with an emphasis on understanding how the researcher's race may impact the interview experience. The researcher sought verbal consent to commence. The recording then began, and the interview was conducted.

The researcher and participant mutually agreed to end the recording once the participant felt they had shared all that they wished to. The researcher then offered a debriefing space for the participants to ask questions and share reflections. Following this, the researcher shared some information from the debrief sheet and informed them of the next steps. Each participant was emailed a copy of the debrief sheet.

Interviews were conducted between June 7th – August 9th, 2024. The researcher only conducted one interview per day to allow sufficient time to debrief with participants and for the researcher to reflect on their own experience of the interview. Due to the sensitive nature of the topic and the researcher's emotional affect, time was left between interviews to seek supervision from peers or her supervisor.

Interviews lasted between 24 and 50 minutes and did not include introductions, explanations of the information, and debrief sheets.

2.6 Data Analysis

2.6.1 Phase One: Quantitative

Data collected from the questionnaire was analysed on SPSS to generate descriptive statistics that provided a context for anti-racist practice CPD within EP services.

2.6.2 Phase Two: Qualitative

All interview data were analysed using Reflexive Thematic Analysis (RTA: Braun & Clarke, 2022). RTA belongs to a group of thematic analysis approaches often used when analysing qualitative data (Fugard & Potts, 2020). This method was chosen as it is a flexible approach that can be applied to various paradigms and theoretical perspectives (Clarke & Braun, 2017). RTA aligns well with a CR position. Furthermore, it is a helpful approach to answering research questions that aim to understand patterns in larger groups and contexts (Braun & Clarke, 2021b). For this reason, a phenomenological method such as IPA was not chosen, as an idiographic approach accompanies the thematic analysis (Smith et al., 2009), which would not help answer the research question in this study.

The term thematic analysis is broad and encompasses various approaches. However, it can be perceived as being one homogeneous method (Braun & Clarke, 2021a). As stated by its creators, RTA emphasises the researcher's active role in interpreting the data. It considers the researcher's position, experiences, beliefs and values and how they relate to the data analysed within the research (Finlay & Gough, 2003). This recognition of subjectivity, and the addition of reflexivity within the method name, support the distinction between RTA and other TA approaches. Braun and Clarke (2021b) acknowledge the relationship between the researcher's worldview and the generated patterns of meaning shared across the data set (themes). In the context of

this study, the encouraged reflexivity supported the transparency around the researcher's identity and personal experiences with the topic.

To support the consideration of different perspectives, the researcher utilised reflective spaces with peers and supervisors. In particular, the researcher shared the coded transcripts and the clustering process with the research supervisor. This process was to support the face validity of the codes and the accuracy of the codes against the transcriptions. It was important to ensure that the codes represented the overall data and that the code names represented the quotes/extracts well. There was also space to review the clustering of codes into themes and to discuss whether there were alternate groupings that could best explain the phenomena.

In line with the study's exploratory nature, an inductive approach was taken to generate themes. All themes were generated based on the presented data without existing knowledge or theory. However, the nature of the semi-structured interviews may have shaped the derived themes as the questions guided the interviewees' responses. For example, participants were asked about known barriers and facilitators, which became its own theme.

The researcher referred to Braun and Clarke's (2022) six stages as a framework to analyse the qualitative data. The guidance is flexible and accounts for the different perspectives each stage requires, whether it is working with final details or zooming out to the bigger picture. The stages are sequential but non-exclusive, and designed for researchers to move between them (see Table 1).

Table 1

RTA Phases (Braun & Clarke, 2022)

Phase	Procedure for each step	Application to this study
Familiarisation	Transcribing, reading, re-reading, and noting down initial codes	The researcher familiarised herself with the data by listening to the interview recordings against the transcribed text. The researcher completed this process twice for each interview, checking the transcription's accuracy and noting some initial codes.
Generating initial codes	Coding features in the data is done using a systematic approach across the dataset.	The researcher began the coding process by identifying latent and thematic codes. This process was conducted for each interview transcription. The researcher revisited the transcriptions for a second time to ensure that the latter codes were considered for earlier transcriptions.
Searching for themes	Collating codes into themes	The researcher put each code on a Post-it note and mapped out the themes.
Reviewing themes	Checking if the themes matched the coded extracts.	Each code was checked to see whether it represented the broader theme. The researcher returned to phase 2 at this stage to check whether the extracts were representative of the codes and wider database. The initial codes in phase one were used to support this process. At this point, the themes were adjusted and changed.
Defining and naming themes	Analysis to refine each theme, generating a name and definition	The researcher named and defined each theme. As the findings section was written, further changes were made to ensure the name represented what was being described.

Producing the report	Final opportunity to ensure extracts related to the research question	Use of the research question to orient the presentation and interpretation of findings.

All interviews were recorded and transcribed into a Word document using the 'transcription' function available on MS Teams. The transcripts were checked against the original recordings for accuracy. The researcher made any necessary amendments. Each transcript was then read through to familiarise the researcher with the data. During this process, the researcher noted initial thoughts, observations and reflections across the data set.

A computer-assisted qualitative analysis programme was utilised in this research. The researcher chose to use MAXQDA to support the coding process. All transcripts were imported into a single document on MAXQDA to begin analysing. The researcher systematically coded each interview transcript line by line in relation to the research questions: What are EPs' perspectives on the impact of anti-racist CPD on their practice? What do EPs consider to be the barriers and facilitators to implementing anti-racist practice? The codes ranged from semantic to latent coding, with the former occurring in the initial stages. To support coding across themes, the researcher checked whether codes generated from previous interviews were applied before introducing new codes. Once all interviews were coded, the researcher reviewed the transcripts again to check that codes generated during the later stages were considered and vice versa. Braun and Clarke (2016) advise reviewing the dataset twice during the coding process to ensure the development of a systematic, coherent, and robust set of codes. Moreover, they suggest this provides an opportunity to develop more latent codes. The initial code list was reviewed and refined where appropriate. This was mainly to amend, split, collapse or rename codes and to check

that the quotes represented the wider data set (Appendix E). Some codes were peer-reviewed by other TEPs to check for their meaning. An example of coded data can be found in the table below and Appendix F.

Table 2

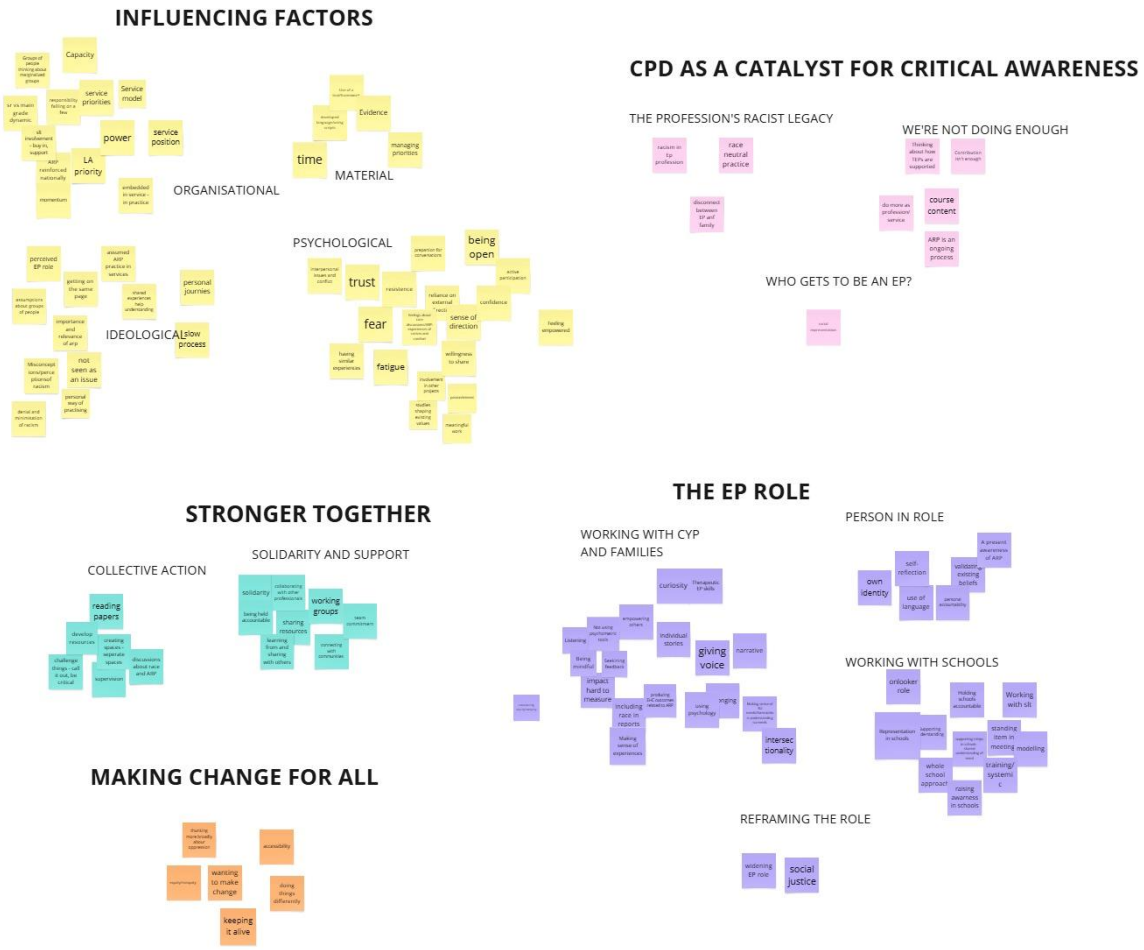
Examples of Coded Data

Code	Data extract
Increased confidence	*"So I get and it's given me a little bit not loads of confidence, but a bit more confidence in those kind of areas."*
Looking inward	*"What do I notice and not notice?"*
Including service users	*"We had, we invited a member of the community, the Black community to sit on our interview panels for, for EP's."*
Keeping it alive	*"We are keeping the momentum going, so there's positives there."*

The researcher struggled to collate the codes into potential themes on MAXQDA. The researcher felt they could make better sense of the codes through a practical approach. The researcher used a website called 'Miro' at this analysis stage. Miro is a digital workspace platform that fosters collaborative working through visual techniques such as brainstorming and mind mapping (Miro, 2024). The researcher used the 'sticky note' feature to type all codes onto individual virtual Post-it notes. The Post-it notes were then grouped into potential themes based on conceptual similarities (see Figure 2). Earlier thematic mapping can be found in Appendices G and H.

Figure 2

Clustered Themes on Miro



These themes were then cross-referenced with the MAXQDA file to ensure that the themes aligned with the code extracts and the broader data set. The researcher then handwrote the themes to check whether they could be refined further and to understand how they relate. At this stage, the researcher used supervision to reflect on assumptions, biases and beliefs. This process supported the omission and changing of themes to ensure that the themes answered the research question and explained salient topics within the data.

The process of refining and defining, and reviewing themes continued until an interpretation of the participants' contributions was created. This is captured in the final thematic map, which is reported in the following chapter. Each theme and sub-theme is defined and represented by salient extracts. Due to the volume of extracts and size of this project, the extracts that powerfully and robustly represent the respective themes are reported.

2.7 Ethical Considerations

Ethical considerations were made following the BPS Code of Ethics and Conduct (2021a) and the Code of Human Research (2021b). The principles were enacted by taking the following steps:

2.7.1 Approval

Ethical approval was sought and approved by the Tavistock Research Ethics Committee on May 10th, 2024 (Appendix I). A further amendment was requested to include senior EPs in the sample group, as their omission from the initial application was an unintentional oversight. Although the researcher had always intended to include senior EPs, the error was identified after data collection commenced. This amendment was approved on January 24th, 2025 (see Appendices J and K).

2.7.2 Informed Consent

All participants were adequately informed about their participation in the research verbally and in writing through an information sheet (see Appendices B and L). The information sheet set out the purpose of the research, parameters around confidentiality, risks and benefits of participation, data handling, and the right to withdraw. This information supported participants in making an informed decision on their participation. Participants were asked to consent by ticking checkboxes on the electronic form presented within the Qualtrics online questionnaire. Once the

participants agreed to the presented statements regarding their consent, they could proceed to the next steps of the process.

Additional consent was sought at the interview phase. Participants who expressed interest in being interviewed were asked to read the information sheet for individual interviews to support their decision to participate. Upon agreeing to participate, they were asked to complete an electronic consent form on Microsoft Forms (Appendix M). This included consent to record the interview.

Finally, the researcher sought consent to use quotes from the interview via email (Appendix N). Six participants consented to use their quotes based on the measures taken to ensure anonymity. One participant requested consultation regarding the use of their quotes. The researcher shared the quotes likely to be used in the final write-up with the participant, who then consented to their usage (Appendix O).

All participants had access to the researcher's contact details to seek further information throughout the entire process.

2.7.3 Right to Withdraw

All participants were informed that their participation was voluntary and that they had the right to withdraw without explanation. Participants were advised that they could withdraw at any research stage without disadvantage; however, they would need to withdraw before data analysis. The cut-off date was shared with participants prior to their involvement, along with the withdrawal process. Any incomplete responses were considered withdrawals by the participant. No identifiable information for these incomplete responses was obtained.

2.7.4 Minimising Harm

Elements of anti-racist practice can have an emotional and psychological impact on individuals. Participants were likely to come from various starting points, which can be confronting, frustrating and liberating. In particular, individuals belonging to racially minoritised groups may have lived experiences of racism, which could cause distress and emotional fatigue. Hence, the study was focused on the current practice. However, there was the potential for participants to be reminded of experiences. As the participants are professionals who receive supervision, the experience of recalling past experiences or discomfort with current practice is considered developmental, and participants were encouraged to access support, including supervision, where appropriate.

An effort was made to reduce risk through a 'sensitive topic' disclaimer on the information sheet. The disclaimer transparently disclosed the nature of the topic and the potential impact it could have. Participants were asked to carefully consider this before giving consent. This was also followed up at the beginning of the individual interviews.

There was an awareness of how the researcher's race may shift power dynamics and impact participants' responses. To mitigate this, the researcher was transparent in sharing their motivation for conducting the research. The researcher attempted to create a safe space where participants could pause or discontinue their involvement.

2.7.5 Debrief

A debriefing sheet was provided to all participants at the point at which their engagement ended (see Appendices B and P). The debrief sheet was embedded into the Qualtrics form. It reiterated their right to withdraw and encouraged them to use supportive spaces should they need to. It also encouraged them to seek further

support from their GP should they need to. The researcher's contact details were also provided.

Interview participants were offered a debriefing space at the end of the interview. However, none chose to take up this offer.

2.7.6 Confidentiality

Steps were taken to anonymise participants' data across both aspects of the study. Email addresses were collected to confirm EP status and to contact participants interested in being interviewed. All email addresses were removed from the dataset before analysis. When analysing the quantitative data, no identifiable information was attached to it.

All interview transcripts were anonymised to ensure that individuals and LAs were unidentifiable. Identifiable information was either removed or changed, and participants were assigned a pseudonym only known to the primary researcher. Due to the sensitive and personal nature of the topic and the limited sample size, the researcher advised participants of the potential for their experiences to be recognised by those closest to them. As such, the researcher removed identifying information about the participant's identity, service/context, and colleagues to maximise anonymity. Where there was a chance of identifiability to anyone close to the participants, specifics were removed or altered (such as gender or role). The aim was to increase anonymity whilst keeping the salient points.

2.7.7 Data Protection

All data was collected, stored and retained in compliance with the Data Protection Act 2018 (UK General Data Protection Regulation). The researcher used technological platforms that best conformed to UK GDPR and offered high security for data collection and storage. All electronic data was stored on the researcher's Microsoft

OneDrive connected to their university account. This account requires two-step authentication to access it through the use of a password and a randomly generated code sent to the researcher's phone. Data associated with this research will be kept for 10 years, as recommended in the UK Research and Innovation guidance (2022). The data will be disposed of following the retention period.

Participants were made aware of the purpose of collecting and using personal data, how their data would be shared, how to store and retain data, and what their rights were under the Data Protection Act.

2.7.8 Support for the Researcher

This research process was overseen by a qualified psychologist and university tutor employed by the Tavistock and Portman NHS Trust, who provided regular supervision. The purpose of supervision was to support the researcher in making decisions and ensuring quality assurance. They also provided feedback on writing, reviewed data analyses, and supported the ethics application.

As the researcher belongs to a racially minoritised group and has lived experiences of racism, considerations to minimise harm were made. This was factored into the use of supervision, whereby the researcher was provided a space to reflect on the emotional components associated with the study.

A research diary was kept to support the researcher's thoughts and emotions during the research process. This will be expanded upon in the researcher's reflections (chapter 5.6).

2.7.9 Recruitment

The researcher took measures to ensure that eligible participants had an equal opportunity to express interest in participating in an interview. To ensure this, the

researcher distributed the questionnaire link through the aforementioned groups and shared the date and time it would be ‘live’.

Furthermore, the researcher did not guarantee that interviews would be conducted with all who expressed interest. The recruitment strategy of ‘first-come, first-served’ was used. The participants were also made aware that the researcher was limited by the number of participants that could be interviewed.

2.8 Research Quality

2.8.1 Phase One: Quantitative

Validity and reliability are regarded as essential constructs to the quality of quantitative research. Validity refers to the extent to which a survey or test accurately measures the construct it is intended to measure (Drost, 2011). Reliability pertains to the consistency and stability of the results when repeated under the same conditions (Field, 2018).

The researcher used precise, accessible wording to ensure that instructions and questions were simple and easy to answer. By doing so, participants could likely provide the same answers if completed under the same conditions, thus increasing the reliability of the questions. However, participant responses were given at a specific time and context, which may have been influenced by a range of factors. Acknowledging this element of time bonding is important when considering reliability.

The researcher consulted with a qualified EP throughout the questionnaire design process to support this. Who provided feedback on the wording and the functionality of the questions. They also prompted critical thinking about the purpose of each question in relation to the research question. The researcher also consulted with another qualified EP who delivers anti-racist practice training across the UK. This

aimed to gather some ideas on the questionnaire's content. It was important to gain their insight as a training provider on what data would be valuable to know about the national context in receiving anti-racist practice CPD. The researcher utilised a group of TEPs (non-participants) to provide further feedback on the questions, layout and useability of the questionnaire. Again, this supported making revisions to the order of questions, wording and ability to respond. All the above steps contributed to the face validity of the questionnaire.

The mixed methods study design strengthened internal validity. The researcher did not claim causation between the independent variables and the dependent variables. However, participants were asked to rate their confidence and the impact on practice as a result of receiving training. The interview phase provided an opportunity to further explore the factors contributing to it.

The researcher aimed to gain an overview of anti-racist CPD received in UK EP services, providing descriptive data. There was little concern with the generalisability of the data to the wider population or contexts.

2.8.2 Phase Two: Qualitative

The principles outlined below by Yardley (2000) were followed to ensure the quality of the qualitative element of this research**.** A relevant additional measure supported by the RTA process has been included to outline reflexive validity.

2.8.2.1 Sensitivity to the Context. The context of this research has been widely written about in books, policy, media, and social networks. Though the academic literature on this particular area explicitly written for an EP population is limited, the research was able to use information written for wider audiences. There

were also non-academic resources for both EPs and the wider population for the researcher to engage with prior to engaging with participants. There seemed to be a shift in rhetoric and language at a global level following the resurgence of the BLM Movement in 2020 that required particular consideration for individuals' thoughts and feelings towards anti-racist practice.

At an individual level, the researcher was particularly sensitive to the likelihood of some participants' lived experiences of racism, which were accounted for in the above ethical considerations section.

2.8.2.2 Commitment and Rigour. Data analysis followed an established and published model that the researcher has experience in conducting (Braun & Clarke, 2022). The study's overall validity was increased through the alignment of research purpose, philosophical principles and position, methodology, and data analysis to produce a goodness of fit. During the qualitative interviews, interviewees were asked, "You responded that a training you received since 2020 has influenced the way you practice. Could you tell me more about that?" This was to ensure that participants were discussing the same phenomenon in both phases of the study. The researcher also made effective use of supervision to check their interpretation of the data. All of these factors contribute to the trustworthiness and credibility of the data.

2.8.2.3 Transparency and Coherence. The researcher kept a diary throughout the process, documenting decision-making, feelings arising from the work and a general record of their research journey (see Appendix Q).

2.8.2.4 Impact and Importance. The researcher has detailed this study's importance and potential impact in the above sections, specifically within the rationale. There is a clear understanding of its importance in supporting the profession's

application of CPD in promoting racial equity and its role in social justice and anti-oppression more broadly.

2.8.2.5 Reflexive Validity. The researcher was transparent about their values and beliefs about anti-racist CPD and their motivation to engage with the topic. The researcher was aware of how they may have influenced the participants, data, and the study more generally, unconsciously and consciously. While steps were taken to carefully consider where mitigation would be helpful, the researcher understood and accepted their role as an interpreter of the data, and they have remained transparent and explicit about it.

3. Findings

This chapter presents the findings of this study's quantitative and qualitative elements.

3.1 Quantitative Findings

This study phase aimed to uncover *the types of service-level anti-racist CPD EPs engage with.* With the hopes of providing a national context for anti-racist practice CPD within the EP profession. An online questionnaire was shared nationwide. A total of 80 responses were screened for eligibility and missing data. After initial screening procedures, 37 participants were removed from the data set due to incomplete responses. One participant requested that their responses be withdrawn via the comment/textbox function in the questionnaire. The remaining 42 responses were analysed and presented below in the order in which the questions were presented to the participants.

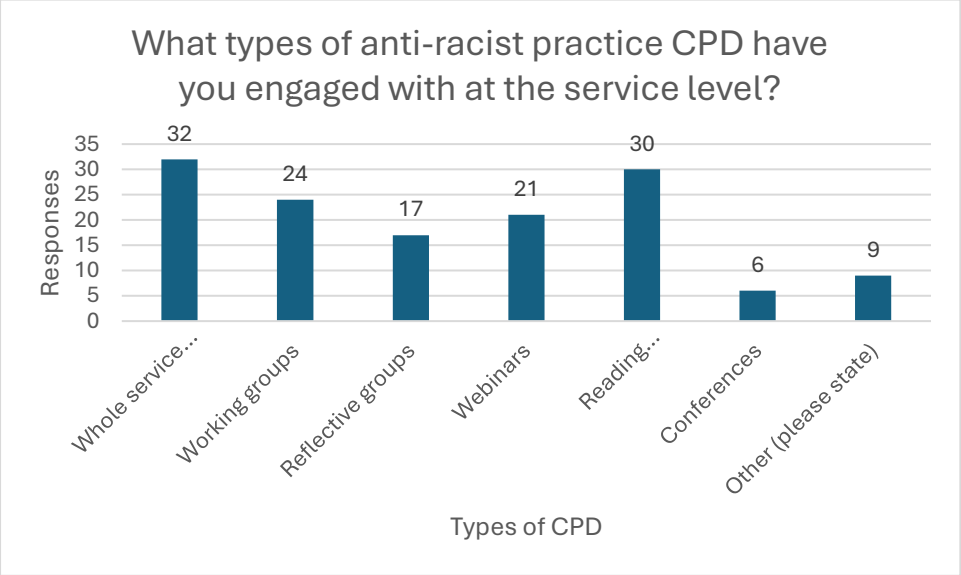
3.1.1 Service-Level Anti-Racist Practice CPD

The first question asked participants whether they had engaged with service-level anti-racist practice CPD since 2020. Results indicate that 90% (n=38) of participants engaged with some form of anti-racist practice CPD, and 10% (n=4) responded 'no'. Those who had not engaged with any service-level anti-racist practice CPD were not shown any further questions, and the questionnaire ended at this point.

The follow-up question explored the types of CPD that they engaged with as a service. Figure 3 depicts the range of activities that the participants engaged in. Whole service training (n=32) and reading articles/books (n=30) were the most frequent forms of CPD engaged with as a service. Conferences were least frequent (n=6), likely reflecting the individual nature of the activity.

Figure 3

Types of Service-Level Anti-Racist CPD



Of the nine respondents who selected 'other', the activities included supervision, developing practice guidance, field work tutor training, safeguarding training, watching relevant TV programmes, service book clubs and discussions in team meetings.

3.1.2 Whole Service Anti-Racist Practice Training

One of the research aims of this study was to explore the implementation of training in practice. As such, this questionnaire segment enquired about some of the details of the participants' training.

Question three asked participants whether they had received 'taught training' on anti-racist practice as a whole service since 2020. Thirty-eight responses were recorded, and 26% (n=10) selected 'no', suggesting that they had not received taught training focused on anti-racist practice since 2020. On the other hand, 74% (n=28) selected 'yes', indicating that they had received taught training. No further questions were presented to those who selected 'no'.

3.1.2.1 Frequency. Participants were asked to report the frequency of receiving anti-racist practice training as a service (see Figure 4). Most of the services that the participants work in offer training on an ad hoc basis. From participant responses, biannually was the least frequent timeframe. There was missing data from one participant whose data was included in the analysis of previous questions (n=27)

Figure 4

Frequency of Anti-Racist Practice Training

A quarter of participants selected 'other' and reported the frequencies in the table below. For three participants, anti-racist practice was a current service-level priority, which meant there was a direct and indirect focus on it throughout the year.

Table 3

Responses to "other (please specify)"

Comment	N
"It's only happened once."	1
"We are focusing on it for CPD this year, prior to that we had a team development day in 2021."	1
"We have identified this as a service-wide priority this year and therefore focus on it as a team delivery day every term. This is not the case every year."	1
"Termly"	1
"We have had whole service CPD once in 2022 and twice in 2023; none so far in 2024."	1

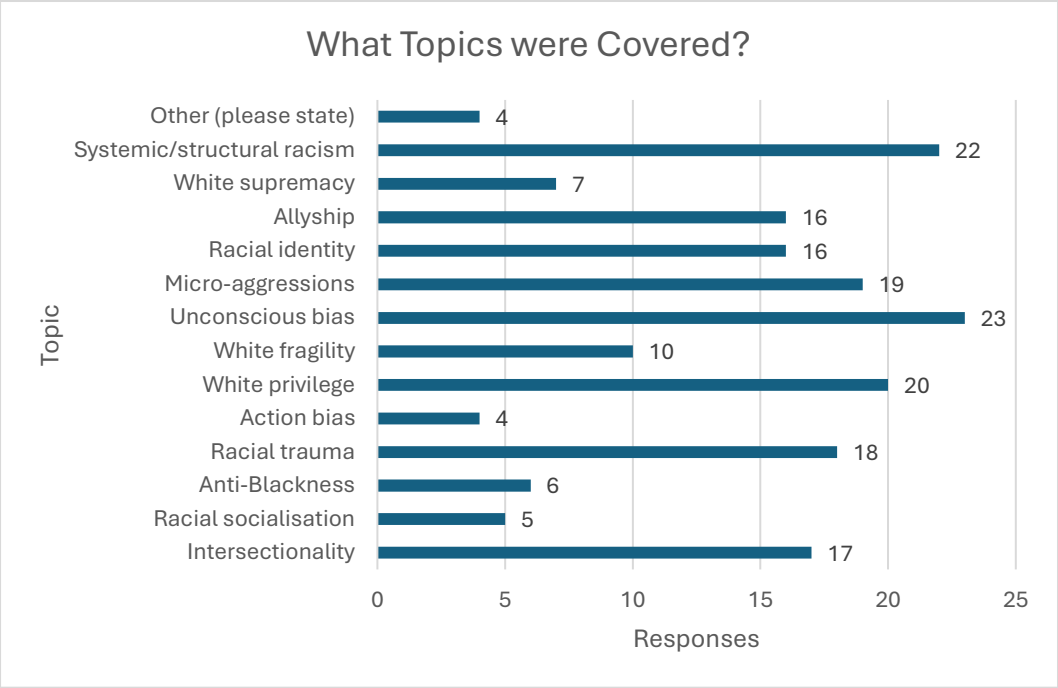
"Following priorities in our Service Development Plan."	1

3.1.2.2 Delivery. The questionnaire sought to confirm who delivered the training. At least 80% (n=21) of the training was delivered by a professional working within an EPS, with a near 50/50 split between colleagues within the participants' service (n=10) and an EP from another service (n=11). Only 19% of training was delivered by an external organisation (n=5) in a different profession. There was missing data from two participants whose data were included in the analysis of previous questions (n=26).

3.1.2.3 Topics Covered. The researcher was interested in collecting data on the topics covered within anti-racist practice service training. A variety of topics were selected, as described in the methodology section. Figure 5 depicts the frequency of topics covered in the participants' service (n=26). Unconscious bias (n=23), systemic/structural racism (n=22), and white privilege (n=20) were the three topics most frequently covered. Action bias (n=4), racial socialisation (n=5), and anti-Blackness (n=6) were least frequent in the participants' most recent anti-racist practice CPD. Participants who selected 'other' stated self-assessment of anti-racist knowledge and practice, team action planning, culturally aware approaches to supervision, assessment and consultation, and supporting schools with anti-racist practice.

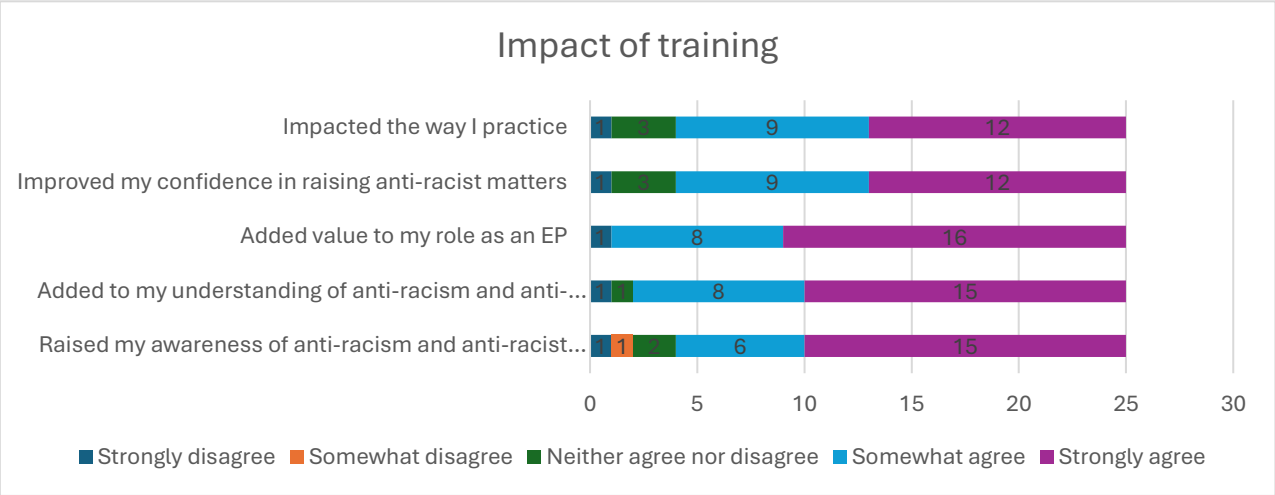
Figure 5

Topics Covered in Anti-Racist Practice Training



3.1.2.4 Impact. The final question asked participants to rate the displayed statements about the impact of their training using a five-point Likert scale. The scale measured the impact of the training on their awareness of anti-racist matters, understanding of anti-racist matters, value added to EP role, confidence, and practice. Participants could respond ‘strongly disagree, ‘somewhat disagree’, ‘neither agree nor disagree’, ‘somewhat agree, and ‘strongly agree’ (see Figure 6).

Figure 6 *The Impact of Anti-Racist Practice Training*



There was missing data from one participant whose data was included in the analysis of previous questions (n=25). The majority of participants either somewhat agreed or strongly agreed that the training they received raised their awareness (84%, n=21), added to their understanding (92%, n=23), added value to their role (96.2%, n=24), improved their confidence (84%, n=21) and impacted the way they practised (84%, n=21).

While the majority rated their training as impacting their confidence and practice, some participants disagreed (n=1) or did not agree or disagree with the statement (n=3). Those who responded 'somewhat agree' or strongly agree' to both statements were invited to participate in the interviews.

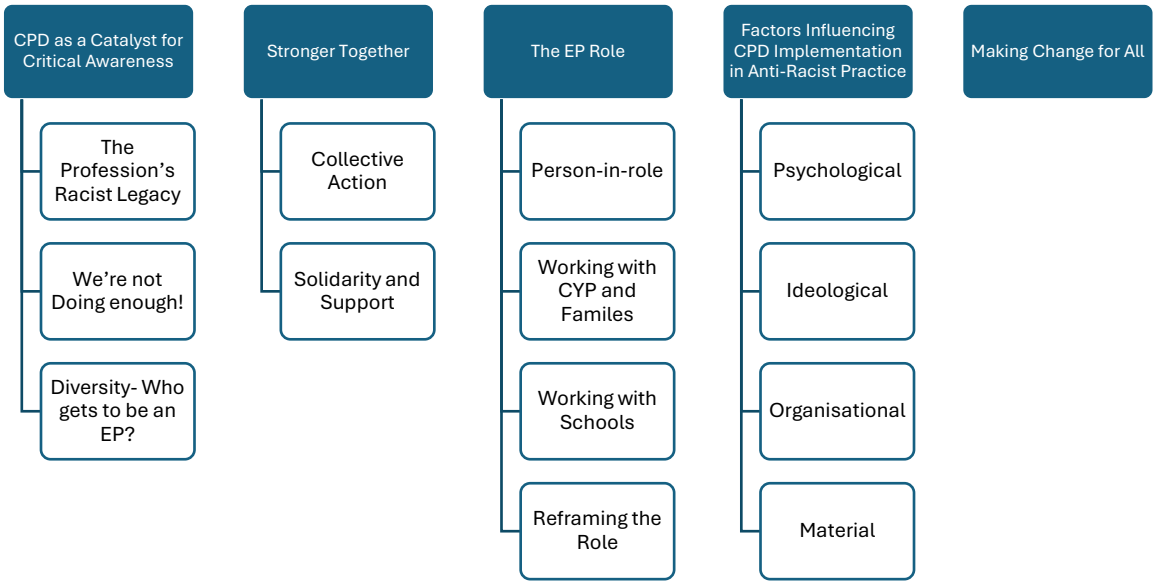
3.2 Qualitative Findings

This phase of the study aimed to understand EPs' perspectives on the impact of anti-racist CPD on their practice and the barriers and facilitators to implementation. Ten participants met the criteria (see chapter 2.4.2.2) and expressed interest in being interviewed. Eight interviews were completed. However, one interview was removed from the analysis, as discussed in chapters 2.4.3.2 and 5.2.2.

RTA (Braun & Clarke) was the chosen data analysis approach. Full details of the process can be found in Chapter 2.6.2. The below figure depicts the themes and sub-themes generated upon completing the RTA process.

Figure 7

Thematic Map



Each theme and sub-theme will be presented individually in the sections below.

3.2.1 Theme One: CPD as a Catalyst for Critical Awareness

This theme captures the participants' sentiments about holding the profession accountable, with CPD acting as a catalyst for critical awareness. Through CPD, participants reflected on both historical and current contexts, acknowledging racism within the profession and recognising its ongoing impact on practice. CPD raised their awareness of how the profession's past continues to shape the present, prompting discussions on the need to do more and do better for the communities it serves. This reinforced a sense of collective responsibility for change. The theme captures the conceptual impact of CPD that supports criticality around daily practice.

This theme includes three sub-themes: ‘The Profession’s Racist Legacy’, ‘We’re Not Doing Enough’ and ‘Diversity- Who gets to be an EP?’

3.2.1.1 The Profession’s Racist Legacy. This sub-theme highlights the participants’ awareness and acknowledgement of the role EPs have played in upholding racist ideologies, such as eugenics, through the use of psychometric tests. CPD raised their awareness of how the profession’s foundations continue to shape it. For some, it prompted critical reflection that has had a lasting impact on their practice. Interviewee 6 spoke directly to this point on how their awareness of EP involvement has helped their practice

> *“The role of the EP, how the role of the EP can exacerbate inequality and experiences in terms of the way assessments have been used in the past…to make people’s experiences worse by not being understanding enough about the different things that people will bring to an assessment and the way different experiences will play into that.”* (Interviewee 6)

While there was a sense of acknowledgement and accountability of historical involvement, participants also shared that it is still the case in the profession’s current context.

> *“We’re acknowledging that they are, that we are living or working in an a system which is inherently racist. Even now.”* (Interviewee 4)
>
> *“When you actually think about EPs in local authorities and what their role is, which is around categorising.” (Interviewee 1)*

Interviewee 1 began to draw parallels between issues within society and the EP profession, suggesting that systemic inequalities present in wider society are also embedded in professional practice.

> *“I think about the systemic issues that might be happening not only in society and thinking about George Floyd and those things, but about EPs, our service and about educational psychology practise, about the course.”* (Interviewee 1)

3.2.1.2 We're Not Doing Enough. Participants were vocal in their belief that services were not doing enough to engage with and embed anti-racist practice. There was some frustration towards services and the wider profession for what was identified as a lack of meaningful action and progress.

Interviewee 5 discussed this in relation to how service users may feel about their contribution.

> *"I think they would think that we're doing a pretty poor job, to be honest." (Interviewee 5)*
>
> *"I don't know if there's anything obviously specific we do as a service to allow any community, any sort [of] person from a particular background to think, OK, that is, you know really good proactive anti-racist work." (Interviewee 5)*

They reiterated that it was a service problem in particular as they were aware of other services and professionals engaging better with 'historically excluded' populations.

> *"I think [redacted] do a great job in building those networks and connections with those communities…we don't do that." (Interviewee 5)*

Interviewee 1 discussed this from the perspective of their colleagues who may feel angry and frustrated by their service's approach to anti-racist practice and how it may fall short at times.

> *"When people feel that they're trying the best, they're doing the best, they're wanting to hear, they're wanting to listen, but someone else still still feels angry and frustrated*
>
> *Researcher: That it's not enough?*
>
> *Interviewee 1: That it's not enough…And it is hard when we're working in a racist system anyway. But we have to be more explicit about its time for the narrative to change." (Interviewee 1)*

Interviewee 7 voiced a similar view about anti-racist practices in their service and how it can feel as though the service is waiting to be told the solution; this links to a psychological barrier presented in 3.2.4.

> *"There's just not enough done and everybody is waiting for somebody else to do something, you know or waiting to be told what they should do." (Interviewee 7)*

Participants shifted from this perspective of actions not being good enough within services and the larger profession to enquiring about what could be done.

> *"As a service what can we do? What do we need to do?" (Interviewee 1)*
>
> *"How can we raise the awareness amongst our team and then start having conversations about how, how can we sort of challenge that and then interrogate the reasons why that might be the case and what's going on? And is there bias?" (Interviewee 3)*

The need for EPs to do more was at first met with curiosity that later began to feel more urgent and demanding of the profession. It was presented in a way that spoke to the responsibility of those within the profession.

> *"OK, we've got to look at our profession and to think about what we can do differently in our service and and stop being complacent about what we do." (Interviewee 1)*

This sense of accountability and responsibility was thought about through the relationships held with the community, schools and individuals.

> *"We need to do better to hear those voices and to reach out." (Interviewee 1)*
>
> *"Keep thinking about race and anti-racism as a profession and that's for training courses, that's for services. And we, we have a responsibility to take that into schools, don't we?" (Interviewee 1)*

3.2.1.3 Diversity – Who gets to be an EP? Lastly, participants emphasised the lack of diversity within the EP profession and how structural features may contribute to the exclusion of some groups and the privileging of others. The profession is recognised as being predominantly white and Female. This is frequently discussed in some doctoral training courses, EP services and within the literature. Participants openly identified this as an issue within the profession and felt it needed to change.

> *"I think there's something isn't there about the diversity of EPs and our team in a London borough does not represent the mix of people in our population." (Interviewee 6)*
>
> *"What can we do to facilitate more Black and brown people into the profession?" (Interviewee 4)*

The participants identified recruitment processes for the doctoral course as a barrier to diversity issues within the profession.

> *"Conversation is happening as a university, … in terms of recruitment, what do we need to do to try and make it possible for more people from minoritised groups to come on the training course and to apply?" (Interviewee 1)*

Interviewee 4 explored some of the challenges that racially minoritised groups face when contemplating joining the profession, how inequitable the course is for some, and how the system serves to maintain disadvantage.

> *"I'm concerned about whether the system is disadvantaging Black and brown people. over the years[many], Black and brown people who've come and said, look, I'm really interested in what you do. …. The minute they find out that it's a three-year doctoral training, the cost of it, the reduction in their salaries …where they don't have family or extended family or connections to access the money … they might be looking after elderly people in their homes and they might have children." (Interviewee 4)*

In addition to thinking about the doctoral training, participants also thought about representation within their services. Particularly with senior management and how senior positions appear to be occupied by white EPs. This was of particular concern for services that have a diverse population

.

> *"Our current [senior management team] SMT is all white British, which hasn't been the case quite some time…That's something that you know is not as it should be really." (Interviewee 2)*

> *"When I when I go to like senior management meetings, I look around the room…There weren't many people that look like me. There were a few, but not many." (Interviewee 4)*

3.2.2 Theme Two: Stronger Together

This theme captures the collective effort made within EP services to engage with anti-racist practice following CPD. The participants highlighted a new sense of collaboration, solidarity and shared commitment to the cause. This theme includes two sub-themes, 'Collective Action' and 'Solidarity and Support'.

3.2.2.1 Collective Action. In this subtheme, participants discussed the tangible steps that have been taken as a team. This included active engagement in research and reading articles together as part of CPD.

> *"Protected time for us to do things like reading." (Interviewee 3)*

> *"Learning lunches where people just might bring a paper and it's an opportunity about once a month to come together, have lunch together and discuss some research" (Interviewee 5)*

Some services developed resources for education professionals to use in their practice.

> *"We developed this anti-racist toolkit for schools we called it. And then we kind of, we launched it through some webinars that schools came along to." (Interviewee 3)*

> *"I have since created ummm some sample questions and statements that the team can use to raise the the issue of race in consultation in an appropriate way It's not a tokenistic way." (Interviewee 4)*

Participants also shared resources with colleagues that they may find useful in practice.

> *"We encourage sharing theses that have been written by trainees" (Interviewee 1)*

> *"Because often we can have CPD days and people will talk about, oh, this is a really good article or this is a good book or video." (Interviewee 3)*

An action that was taken was introducing challenge within the team to support critical thinking about their position and practice.

> *"Really challenge yourself and some of the practises in which we were engaged and challenge ourselves about those things, (Interviewee 1)*
>
> *"Challenging like things that I might have heard from other colleagues as well" (Interviewee 3)*
>
> *"Everybody has blind spots and having somebody there that can challenge you on that or we can challenge each other on. It has been very helpful." (Interviewee 6)*

There was a drive towards being more critical about the way the team practices as a whole. This related to the use of standardised assessments and information gathering.

> *"And I will remember all those years ago, this in the 1990s, having conversations about the assessment tools that we use. And, um, whether those assessment tools are doing our Black children a disservice because they are not standardised. You know, they're not standardised for our children." (Interviewee 4)*
>
> *"So we've looked at, for example, assessments and some of the implicit biases that may or not may not be present in the different types of assessments that we use." (Interviewee 6)*

Working groups were a popular space that services created or used more frequently after training.

> *"Where people can discuss their actual experiences of, of, of things that involved racial prejudice or, or, or of some sort in their actual day-to-day work that, that I think people are, are now seeing the working group as the place to bring that discussion." (Interviewee 2)*
>
> *"So it was just a space to just chat and, you know, voice. Concerns, frustrations anything about what was happening?" (Interviewee 5)*

Some participants noticed the influence the training had on their individual and peer supervision. Where inclusion had become a standing item in supervision for some.

> *"We've put equity and inclusion as a standing item on their [agenda]. Ummm and so I don't, I suppose it felt like it was joint responsibility for like my supervisor or me to bring something to discuss." (Interviewee 3)*

Lastly, some consideration was made for how services can connect with the communities they serve to foster partnerships and increase inclusion and access to services.

> *"And so one of my colleagues is especially involved in reaching out to there's a BME send group, parents group who have been very distrustful of local authority and also parent carer forum and actually of my colleague who is from that community." (Interviewee 1)*

3.2.2.2 Solidarity and Support. Beyond professional teamwork, there was a deeper sense of connection, pride, and unity in standing against racism. This subtheme captures how participants have observed their team coming together to support one another in engaging with anti-racist practice, by creating safe spaces and establishing a shared ongoing commitment.

One observed aspect was a "sense of solidarity within the team" (Interviewee 1) that they were on the same page and would support each other.

> *"They have the full backing of the rest of the team in terms of what they're doing next." (Interviewee 2)*

> *"You know, obviously we might have, like, disagreements or all kind of different points of view. But we are fundamentally on the same page." (Interviewee 5)*

Along with solidarity was a present commitment to anti-racist practice and a commitment to learning.

> *"So I think that as a service, it does feel like people are still committed to learning" (Interviewee 3)*

In some services, EPs were able to use each other as a resource. This included seeking informal guidance and feedback, particularly when something challenging came up. At times, this included a gentle challenge to provoke thought when there had been cases challenging racism:

> *"People would then bring that to the team. And then as a group, we could then discuss like some support, the EP, perhaps they need to debrief and then think about ways forward together." (Interviewee 3)*

> *"I will talk to my peers about it. There has been like some gentle challenge as well from my colleagues, which has been really good." (Interviewee 6)*

Participants also discussed the creation of dedicated spaces within their services where they could have open discussions that felt supportive.

> *"Yeah, I, I think because we've been having those conversations at service level and at a team level and an individual level, then I felt more able to open up discussions in casework." (Interviewee 3)*

At times, the services offered separate spaces to have sensitive conversations about race and racism with a "buddy system" pairing for some (Interviewee 4).

> *"As a result of that, that the people delivering the training suggested that that we have sort of separate spaces, several sort of safe spaces." (Interviewee 2)*

Through collaborative work and having dedicated spaces, participants had the opportunity to learn from others and share their own experiences with each other, which strengthened their practice.

> *"I am a tutor for a Black trainee, and I've learned so much from them." (Interviewee 1)*

> *"I think we learned quite a lot from from colleagues who has experience, you know, experiences of racism that that they that they have felt comfortable discussing with other colleagues, but not necessarily with all colleagues." (Interviewee 2)*

> *"I think they might have been newly qualified who had had written some research about some consultation in how to bring anti racist practice into consultation and gave scripts for how we talk about race." (Interviewee 4)*

Working together as a team was viewed as important and facilitated growth, but this was extended to the collaborative work that was taking place between services, other professionals, and "community organisations" (Interviewee 1).

> *"We could kind of share that common kind of commitment to anti-racist work, and then they could do it in their role, and then we could implement in our role as EPs." (Interviewee 3)*

> *“ We’ve been doing it a lot is sort of linking up with we have a team [redacted]” (Interviewee 5)*

3.2.3 Theme Three: The EP Role

In keeping with the research questions, participants discussed how they understood and enacted their role in anti-racist practice. This theme explores how EPs positioned themselves in their work and saw their role evolving in response to anti-racist commitments. The theme includes four subthemes: ‘Person-in-Role’, ‘Working with CYP and Families’, ‘Working with Schools’, and ‘Reframing the Role.’

3.2.3.1 Person-in-Role. A shared experience featured in the interviews was acknowledging what individuals bring to the role. They spoke about the ‘self’ as a person with their own beliefs, feelings, experiences, values and biases that may influence and impact them when in role.

Overall, the interviewees felt that the training they received raised their awareness of themselves, their position, and their role in anti-racist practice within the broader socio-cultural and political context.

> *“Increased awareness because I think I’d felt quite comfortable about my position.” (interviewee 1)*

> *“Just particularly thinking about like social graces and how that might impact. I mean, I did before, but it just feels like a greater level of awareness now.” (Interviewee 5)*

For some participants, it affirmed their existing beliefs and increased their *“confidence to talk about it” (Interviewee 4).*

> *“Well, no, it hasn’t completely changed my practice. It’s actually affirmed things that I quite wanted to do but made me braver about doing them.” (Interviewee 1)*

> *“Gave very clear messages about sort of, you know, needing for this to be a core piece of work and which we felt already, but it was just nice to hear from another EP, in another service.” (Interviewee 5)*

Interviewees recognised aspects of their identity where they may have experienced privilege or marginalisation and related it to its impact on their work.

> *"I have my own graces, if you like, whatever we want to call them. I've got my own…Yes, that that make me, you know, that have made me feel inferior, prejudice, discrimination, lots of aspects of my life where I might have had that experience." (Interviewee 1)*

Furthermore, interviewees expressed how awareness of their identity may support their decision-making in casework.

> *"I would probably have more credibility if it, if I had, if I was somebody who myself experienced racism I think, so that there is that aspect to it." (Interviewee 2)*

There was also consideration for how some aspects of identity afford them the privilege of disengaging from global events related to oppression.

> *"I suppose that links to my own privilege around around that, you know. I could just like not engage with something, couldn't I? Because, you know, I've got that, that what that privilege to be able to step away and not be my lived experience." (Interviewee 3)*

It seems the training allowed them to reflect on their role and how they may directly/indirectly, consciously or unconsciously, contribute to the systems they work in.

> *"Prejudices and your own biases and what you bring to situations." (Interviewee 1)*
>
> *"Oh, I'd say probably the biggest one would probably be my own sort of unrecognised white exceptionalism." (Interviewee 2)*
>
> *"How is that impacting on where we are here and how am I engaging with this conversation? Am I like holding back a bit because, you know, I've got I'm in the fear zone or, you know, is there a statement there that describes that I'm trying to engage with uncomfortable conversations more than I was." (Interviewee 3)*

These sentiments helmed in on personal accountability for the impact they could have on the communities they work with, and how that can misalign with the type of EP, they would like to be. This is similar to the professional accountability taken in theme 1.

> *"The discomfort I think was, was in terms of what have I been doing that might have been hurtful to people?" (Interviewee 1)*

> *"And so I think this issue made me again, stop being complacent and to really think about what kind of EP do I want to be?" (Interviewee 1)*

> *"I just have to kind of start talking about it. And even if I get things wrong or say things like, I have to feel more comfortable with the discomfort." (Interviewee 5)*

3.2.3.2 Working with CYP and Families. This subtheme includes how practitioners work with and/or hope to work with CYP and their families using an anti-racist practice lens.

One component of their practice with CYP and families is the use of therapeutic skills such as providing psychological safety, listening, validating experiences and showing empathy.

> *"As an individual person, having empathy and having understanding and having. Being able to put yourself in that person's shoes." (Interviewee 7)*

> *"The ability to listen for me is is very important." (Interviewee 7)*

Another skill that the interviewees spoke about was demonstrating curiosity. It was important for them to relinquish the assumptions they may hold to delve into the experience of the service user in a curious way.

> *"Because there's often a lot of fear around how do we write something that… because we're not assuming that because somebody's is from a racial minoritised background, that they that they have experienced racism or that they have had an adversity, you know, because of because of that, not necessarily the case, but trying to think about that child and what the information we've gathered." (Interviewee 3)*

> *"What does it feel like if you're a learner in one of our schools and you've got an additional need? What does it feel like if you're the parent of that child?" (Interviewee 1)*

> *"Where are you from?...How would you define your heritage? And then we would have a conversation about it." (Interviewee 4)*

It was felt that displaying curiosity allowed for space for CYP and families to share their stories.

> *"Very passionate about hearing voice, whoever I'm speaking to and and enabling that person to [be heard] whether it's a family, whether it's a child." (Interviewee 1)*

> *“What is it like living around here? Because that’s inviting someone to almost tell a story, isn’t it?” (Interviewee 3)*
>
> *“[Parents] have been overjoyed to be able to talk about their heritage, what it means for them, how they celebrate their culture and settings, to be part of that conversation and to learn about what more they could do in their setting.” (Interviewee 4)*

The concept of narrative came up as a core aspect of the EP role in facilitating spaces for service users to shape their own narrative, have their stories listened to and empower them.

> *“Being able to understand someone’s story, and that being an integral part of the EP role, especially where there is some difference as well between the EP and whether it’s the child, the family, somebody.” (Interviewee 7)*
>
> *“We need to work doubly hard to engage and to create spaces that enable those people to feel empowered to speak and bring their experiences.” (Interviewee 1)*
>
> *“I hoped that the students themselves would also have more of, would feel more confident in, in challenging their own negative experiences.” (Interviewee 2)*
>
> *“Empowering parents, making them feel that their culture is or their heritage is something worth talking about, worth celebrating.” (Interviewee 4)*

The interviewees were confident in their role of applying psychology and sharing their knowledge about concepts with specific psychological underpinnings.

> *“We particularly contributed to the belonging and identity part of the guidance.” (Interviewee 5)*
>
> *“Using our knowledge of psychology to see an unconscious process that might be happening, or something that might be going on within a dynamic between you your yourself the service user.” (Interviewee 7)*

Some participants described reducing power dynamics as part of their role.

> *“So that then it’s a much more comfortable and it helps to kind of reduce the power imbalance as well.” (Interviewee 7)*

A role they highlighted is how they explore service user and identity, and how this is made sense of within their contexts. Much of this work included a recognition of the role of intersectionality.

“I found that often it would be a way in to then start talking to young people or families about their cultural identity or their racial identity.” (Interviewee 3)

“It isn’t enough just to name that the child is Black, African or or mixed heritage. We have to talk about what that means and what the implications are.” (Interviewee 4)

“Intersectionality, it’s even more difficult if you’ve got a disability and you’re from a Black minority ethnic community.” (Interviewee 1)

“Maybe they had experienced Islamophobia as part of the religion. Maybe they’re from a minoritised racialised group as well, and they’ve experienced racism... And then maybe they’ve got a disability…Then it’s thinking about how those different aspects could have affected them and their journey.” (Interviewee 3)

The use of psychometric assessments was highlighted as something that participants thought about within their practice, with some no longer using them.

“I don’t use psychometric assessments anymore.” (Interviewee 1)

Lastly, they shared how they might include this within their reports. Some thought specifically about how race is included in the report and how it can then generate relevant outcomes within the statutory process.

“I would like to think that I could pick up any report from anybody and be able to identify that child’s ethnicity because, at that time, there were some reports where you wouldn’t know.” (Interviewee 4)

“We might include an outcome in our EHCNA, which is linked to heritage, it’s linked to identity, where it’s where it’s a practise.” (Interviewee 4)

3.2.3.3 Working with Schools. Participants felt they were in a unique position to support schools with anti-racist practice because of their ‘onlooker role’.

“So we’ve got a massive role because we are partly because we’re outside of the system.” (Interviewee 4)

They also felt that some of their work supports the school’s understanding of racism and anti-racism.

“Work on adultification with schools because I don’t, well, in my experience, schools are not familiar or as familiar with that, that in terms of younger young children.” (Interviewee 4)

> *"Helping schools to be a little bit more inclusive in the understanding." (Interviewee 7)*

This sometimes included drawing their attention to racial representation within the curriculum, resources and staff.

> *"To understand how it might feel for a young person who doesn't see themselves represented in whether it's the staff team, whether it's their their peers, whether it's through books that they're they're studying or whatever topics they are." (Interviewee 3)*

> *"I went into a classroom [recently] and there was posters on the wall. Not one of the children represented…looked like the Black children in the classroom...it's deep when you think about those children. If time and time again in books, in posters, in media, what they're seeing is children that don't look like them." (Interviewee 4)*

Examples of systemic work were shared, and ideas about how they could further improve this were also mentioned.

> *"We did deliver training, specifically on anti-racist practice…so that that's been to senior leaders…with virtual school…and some schools." (Interviewee 1)*

Participants supported the notion that EPs had a role in creating and implementing whole-school approaches.

> *"They've created guidance called promoting equality and tackling anti-racism in schools."* (Interviewee 5)

Along with whole schoolwork, there was an identified role for effective work at the individual level. It was suggested that EPs could support the school's understanding of need through consultation and reports to strengthen the shared understanding between home and school.

> *"How they support that young person's sense of belonging, and how does that young person see themselves represented in the school." (Interviewee 3)*

> *"And then there was a conversation between the setting, the SENCO and the parent about how the setting could support the, the, the child and their identity in, ummm in, in the in the nursery" (Interviewee 4)*

> *"[In] consultation we can have a role in opening up conversations…increasing understanding between a home and a school about what might be going on. Reframing language, reframing a child or young person's needs." (Interviewee 6)*

Interviewee 5 discussed the ways that they could lean into the ‘critical friend’ role and hold schools accountable.

> *“Well, there are no children here of sort of a different background…So therefore we don’t need to talk about it, but actually we very much do need to talk about it and kind of have that sort of inclusive conversation.” (Interviewee 5)*

3.2.3.4 Reframing the Role. Participants reflected on the discourse around the perception of the EP role, which is often debated within the profession. Regarding anti-racist practice, the participants felt the role needed reframing to include a holistic way of practising.

> *“What can we include in our EHCs to, to acknowledge some people’s experiences that people might think, oh, what’s that got to do for me as an EP? But actually, it can have quite a lot in terms of our psychological advice.” (Interviewee 3)*

> *“I’ve always believed that we’re not just about reading, writing, and maths or behaviour even. We’re about holistic being. How do we support children to develop a sense of self, self-esteem, identity and so on.” (Interviewee 4)*

The participants positioned the onus of reframing the perceived EP role on themselves and named steps they could take within the scope of the role.

> *“I guess in the context of our work, majority of our work is EHCPs…That’s where I get most of the sort of interactions. … just thinking, how can I make this conversation meaningful for this young person or this parent at this time.” (Interviewee 5)*

> *“And we have a, we have a duty and a responsibility. The onus is on us to broaden the perspective and also over time, it’s going to take time for, for settings, whether it’s schools or colleges, whatever, to understand our role in anti-racist practice.” (Interviewee 4)*

Social justice was considered to be an integral part of the EP role, and many felt they were well-placed to engage in such work.

> *“Social justice is part of what we’re doing, that we are, that we’re expanding opportunities.” (Interviewee 2)*

> *“The barriers that are created by class and race and gender, etcetera, etcetera. I think we, we, we all see that as, as something that we are actively working to change.” (Interviewee 2)*

> *"One of their big priorities on paper is about kind of social justice and equality. Because I work in a borough where the financial discrepancies are huge." (Interviewee 6)*

3.2.4 Theme Four: Factors Influencing CPD Implementation in Anti-Racist Practice

One of the study's aims was to explore the barriers and facilitators to implementing anti-racist practice. A sense of fluidity was evident in how facilitators and barriers were experienced and articulated by participants across the dataset. Some factors acted as both facilitators and barriers, while others functioned as one or the other. The participants discussed a range of factors that influenced the implementation of CPD in their practice. They have been categorised into Psychological, Ideological, Organisational and Material factors. Although the categories are conceptually distinct, they often intersect, reflecting the interconnected nature of these factors.

3.2.4.1 Psychological. Psychological factors refer to the intrapersonal and interpersonal experiences that the participants shared. This is in relation to the cognitive, emotional, and behavioural aspects that may influence their engagement with anti-racist practice. This subtheme includes the internal processes, emotional responses and individual beliefs held about anti-racist practice.

3.2.4.1.1 Personal Beliefs and Experiences. Some participants' involvement in previous studies appeared to shape their beliefs about anti-racist practice. These individuals also seemed more likely to engage in other related projects and found this type of work particularly meaningful, which may have motivated them further.

> *"This piece of work has been keeping us going because it's something really meaningful to a whole nother level and does feel like systemic and sort of organisational change at the same time." (Interviewee 5)*

> *"So I would all always have considered myself to be anti-racist as a practitioner, as a person." (Interviewee 1)*

> *"I did [redacted] studies, there was an emphasis on social justice and, and beginning to think about those things... did a degree in [redacted] where again, there was that strong emphasis. And then, through the doctorate... so I was quite comfortable in terms of my own values. (Interviewee 1)*

3.2.4.1.2 Solidarity vs Isolation. As highlighted within Theme 2, some participants expressed how a sense of solidarity was helpful in moving forward with anti-racist practice. In its absence, some team members began to feel isolated, which was identified as a challenge to implementation.

> *"And that that worked together kind of generated wider interest of people beyond the EPS as well. And it meant that we could kind of share that common kind of commitment to anti-racist work and then they could do it in their role and then we could implement in our role as EPs." (Interviewee 3)*

> *"And it was, it felt really difficult for me and some other colleagues that, that some colleagues were, were big, were feeling not, not a sense of belonging anymore when they had." (Interviewee 1)*

3.2.4.1.3 The Role of Trust. Trust issues seemed to significantly impact how people felt when discussing anti-racist practice within their service, which had a knock-on effect on implementation at the service level. Some participants shared experiences where trust supported the team in making steps towards implementation. Others discussed how distrust acted as a barrier to implementation.

> *"Some people did lose trust. Some people left the service" (Interviewee 1)*

> *"I think it's trust. It's something that's hard, but you do need to keep working on it." (Interviewee 1)*

A related psychological factor that was spoken about was an individual's willingness to share and be open to other perspectives. When working with families, this was thought of as a facilitator to implementation. However, this seemed to be linked to feelings about how prepared they were to discuss elements of race and racism. Given the perception of EPs, some families were not expecting to be asked about their identity (an identified element of anti-racist practice) and thus were reluctant to explore this element. For some participants, this was considered to be a barrier.

> *"Majority of parents when I raise the issue of like, you know, your heritage, they are delighted and often say, yeah, we've never been asked this." (Interviewee 4)*
>
> *"When we were talking about trying to be more explicit about race in consultations, and stuff is that people aren't really. Families aren't really expecting it." (Interviewee 6)*
>
> *"A mother recently who absolutely did not want to discuss race. She didn't think it was [pause] In fact she got quite distressed about it…She didn't want to explore with me her experience or whether she's been disadvantaged or whether she thought it she would be disadvantaged, but she didn't want to talk about it, didn't want it named." (Interviewee 4)*

Similarly, some participants experienced some resistance within their team, which influenced how anti-racist practice was engaged with.

> *"Actually resistance from some of the colleagues that were involved." (Interviewee 1)*
>
> *"And certainly some of the EPs I know have tried to raise the topic and it's kind of been like, you know, that Tumbleweed experience where there seems to be a response that why, why are you bringing this up?" (Interviewee 3)*

3.2.4.1.4 Fear vs Confidence. Fear was a significant contributor to experiences of resistance, and it was discussed in various ways. Some discussed the fear of professional consequences within the LA, fear of saying or doing the wrong thing, fear of appearing race-obsessed and a fear of being perceived a certain way, e.g., 'an angry Black woman'.

> *"And I guess those barriers in terms of kind of fear and discomfort and silence, maintaining silence, kind of maintaining systems of power and stuff like that." (Interviewee 6)*
>
> *"It's difficult for a person of colour to form a strong opinion about racism because then it doesn't look like you're trying to eradicate the problem. It more looks like you're you're just becoming angry about it." (Interviewee 7)*
>
> *"It's it's difficult because there's also the thin line of saying. You know, once you start to think that way, is that always gonna be your reasoning behind something? …Is that gonna be your first jump to think? Oh, well, you know, colour was obviously some sort of an issue in that." (Interviewee 7)*
>
> *"For having being anti-racist because it's perceived as by some people as being political. And and then all of that criticism that comes along with it, like woke and that kind of thing…is this going to be something that like I can get in trouble to my job, be at risk potentially for trying to support young people who experience anti-racism or... I would say it hasn't stopped me apart from on*

social media, but it is tricky to feel that you sometimes might not be able to do the work work that you think needs to be done because you're going to be in trouble with your boss." (Interviewee 3)

Inversely, some participants experienced confidence and empowerment as facilitators. The more confident they were, the easier it felt for them to incorporate their training into practice.

"Hearing other services talking about it almost gives us maybe the language to talk about it and the confidence that this is a local authority priority and therefore it can empower us to challenge schools or talk to them about it." (Interviewee 6)

"It did give me a greater confidence to think that we need to have conversations and open up these conversations with schools rather than sort of shying away from it." (Interviewee 5)

3.2.4.1.5 Emotional Labour. Along with feelings of confidence were difficult feelings such as fatigue, anger and guilt, which were considered barriers.

"I felt guilty." (Interviewee 1)

"A lot of my colleagues weren't particularly comfortable with that on either side of the sort of people experience racism, people who don't experience racism, racism, I think." (Interviewee 2)

"After so many years as an EP, I'm really tired of that. Like, what is it going to take?" (Interviewee 4)

Individuals expressed the challenges of managing their intrapersonal experience, such as uncomfortable feelings, which sometimes impacted or resulted in interpersonal conflict.

"There was a fair amount of of discomfort about it on on all sides, I think. A fair amount of questioning about whether that was the right approach." (Interviewee 2)

"So when things did start to get quite heated at one point in this journey for our service. And yet we've always been known for being a really collaborative, welcoming service. And it was, it felt really difficult for me and some other colleagues." (Interviewee 1)

"So there are all sorts of, I don't know, inter and intrapersonal things that might get in the way of having open conversations and about working together." (Interviewee 4)

Due to the nature of some conversations that are had as part of anti-racist practice, individuals may experience some discomfort. This discomfort can arise from both sharing personal lived experiences of racism and listening to colleagues' experiences. This discomfort may influence someone's desire to actively engage.

> *"It can be challenging for people to hear explicit examples of racism. And then what do you do with that? ….Some people may not want to hear, you know, racism so close to home." (Interviewee 4)*
>
> *"Some people who experience it may not want to share because they don't want anybody to see them differently." (Interviewee 4)*

3.2.4.1.6 Reliance on External Direction. A psychological phenomenon that was discussed was a sense of waiting for direction from some form of external figure, e.g., senior leadership or the DECP. The participants highlighted a tendency for individuals or groups to wait for others to take initiative or provide clarity, rather than proactively addressing issues or finding solutions themselves.

> *"DECP has released that sort of the audit, and I have to say, in some ways, we've kind of been sort of waiting for it, waiting for a more specific kind of guidance document to come out because we've all felt a bit lost, to be honest." (Interviewee 5)*
>
> *"This this feels like such a complex topic. It almost feels like people are just too scared to kind of jump in and do and do something." (Interviewee 5)*

When participants felt there was a sense of direction, they noticed that it made the process easier to implement.

> *"It's had an impact on the direction of travel of the anti-racist practice working group." (Interviewee 2)*
>
> *"That kind of gave us a bit of direction because the EP that led it was just so passionate." (Interviewee 5)*

3.2.4.2 Ideological. Ideological factors are rooted belief systems, cultural narratives, and societal discourses that shape attitudes toward racism and anti-racist practice. These beliefs may be held within society, the wider profession or specific to services.

3.2.4.2.1 Perceptions of Racism. In some areas in the UK, anti-racist practice is not seen as an issue because racism is not considered to be an issue. This was a recurring theme, particularly in schools with few non-white children. This made it difficult for participants to implement practice.

> *"Trying to get like schools on board with seeing how important and relevant this is to them, … especially in schools that are predominantly monocultural or white … getting them to realise that those children that they've got the white children need educating and they need to be engaging with understanding some ideas around anti-racism. It's not just about when you've got a child who might be minoritised, and therefore they might experience racism like no." (Interviewee 3)*

> *"So some schools feeling it's not relevant because they don't have Black and brown people in the school. Many of them it's it's part of history, it's part of UK history. So it needs to be talked about and thought about." (Interviewee 4)*

> *"That's a theme that sort of come up in terms of, well, there are no children here of sort of a different background." (Interviewee 5)*

In addition to this, there were instances of confusion, minimisation or a complete denial of racism that further hindered implementation for some participants.

> *"Racism is something that people very are very quick to kind of turn their head at or close their eyes … say they didn't hear it or they didn't see it or they didn't. Oh, is that what that meant? (Interviewee 7)*

> *"If you haven't had racism directed at you, it's not something that's any longer alive. Martin Luther King was years ago. It's gone." (Interviewee 7)*

> *"It kind of reminds me of…the term banter..Like when you say, oh, yeah, well, I was only bantering…what does that even mean? Like, does it mean that I'm supposed to find it funny?... And it's the same kind of thing with racism." (Interviewee 7)*

The idea that there had been progress following specific events was also presented as a false dawn, whereby some people felt that it was no longer a pressing matter.

> *"The period between the new crossfire and the and the murder of Stephen Lawrence. And there was there was definitely a sense of, of things moving in a positive direction. Or at least those of us who don't directly experience racism." (Interviewee 2)*

Some misconceptions and perceptions of racism also acted as a barrier. In particular, the beliefs held around non-anti-Black racism because of the role that power can play. This ideological position may make it difficult to acknowledge and support other forms of racism.

> *"People of colour, I wouldn't say they're not guilty of it. They probably are guilty of it, but their feelings around it don't necessarily impact the the wider community." (Interviewee 7)*

> *"It's difficult because… for example, if somebody looked at a person of colour. They probably wouldn't think they were a racist person. They're a person of colour. They're probably inclusive. They probably, you know, have experiences themselves...That's not the case." (Interviewee 7)*

3.2.4.2.2 Lived Experiences. The idea that having shared or similar experiences of racism as families was viewed as being a facilitator, as participants felt that they may better connect emotionally than those who do not have lived experiences.

> *"I don't know whether I feel like I come from a more comfortable place because some of the things that people might bring to me I have experienced, or I've heard of somebody else that's experienced it already. So I feel like in a way that puts me in a better position to be able to empathise and to be able to relate." (Interviewee 7)*

In addition, some participants explored how the absence of lived experiences can position them when working within diverse communities. They felt that there are times when they may not be best placed to deliver certain messages.

> *"A white British person, person telling other staff bodies who will be a mixture of people who experience racism and people who don't, then they would probably… have more credibility if I was somebody who myself experienced racism I think." (Interviewee 2)*

3.2.4.2.3 A Natural Disposition to the Work. Another ideological factor was the idea that some people had a disposition towards this work, which meant that anti-racist practice felt more natural to them. The oppositional position was that those who may not naturally practice this way may struggle to implement it.

> *"So I think I was sort of inclined to do that anyway." (Interviewee 1)*
>
> *"They have embraced, definitely change, but maybe it doesn't come as easy to them as it does to some other people that have come in more recently." (Interviewee 6)*

3.2.4.2.4 Anti-Racist Practice is a Personal Journey. Anti-racist practice was highlighted as being a personal journey that individuals embark on. Due to this, there may be varying starting points that can cause tension and make it a challenge to get on the same page. This is where the individual ideologies may be at odds with each other and can prevent progress.

> *"And people are all in very different places, as they always are with learning on any topic." (Interviewee 3)*
>
> *"But what we have to accept and do accept is that people are at different stages on their journey. So don't know if that's a barrier. It's I mean, it's a barrier in terms of…it's a barrier in terms of wanting to move forward, you know, as quickly as possible with some of our ideas and things." (Interviewee 4)*
>
> *"It kind of felt slow and frustrating. Well, it has throughout I suppose, but I've sort of been working on accepting that and working through those sort of emotions because I guess. I was hoping and a lot of us in the working group were hoping for things to move a bit quicker in terms of SMT. (Interviewee 5)*

The nature of a personal journey also aligns with the concept of 'active' participation described by some participants, who believed that engaging in anti-racist practice requires intentional action and continued personal development. For these EPs, anti-racist work was viewed as a continuous commitment.

> *"I engaged in lots of conversations with colleagues." (Interviewee 1)*
>
> *"So if somebody, for example, read an article or saw good video clip, then they say, oh, what we could suggest that team." (Interviewee 3)*

> *"So as we are, as EP's are learning more and finding out more about the research that's out there…we need to share that with our settings." (Interviewee 4)*
>
> *"Yeah, I mean, I think I've done quite a lot of reading around some of the things like white fragility." (Interviewee 6)*

3.2.4.2.5 Perception of the EP Role. While participants believed it is the EP's role to broaden perceptions of the role, how others currently perceive it is often a barrier to implementation. The participants felt pigeonholed into work focused on cognition and learning difficulties.

> *"You're an EP like, and we're talking about special needs or what, how is that relevant to the topic? Or, you know, if we want training on that, we would go and source it, or If we had a need for it, then we would look for it. And so that I think I've probably been quite a key one." (Interviewee 3)*
>
> *"Trying to be more about race in consultations … families aren't really expecting it and they're coming in to talk about their child and their learning. And if you suddenly start asking, how do you know what's your cultural identity and how is this meaningful for you? They're going to be like, what?" (Interviewee 6)*

3.2.4.3 Organisational. Organisational factors encompass the structures, policies, culture, and dynamics within EP services that affect the implementation of anti-racist practice.

3.2.4.3.1 Prioritising Anti-Racist Practice. An example of this is the prioritisation of anti-racist practice within the broader context of the LA and other leading bodies, where it was cited as the "headline presentation" at the National Association of Principal Educational Psychologists annual meeting (Interviewee 2). Some participants shared how having the LA prioritise anti-racism supported their delivery of it in practice. Conversely, not having the support of the LA hindered progress at times.

> *"The barrier at the moment is because it's not at the top of the agenda, like, kind of from directorate level." (Interviewee 5)*

> *"And so that is a big driver in the local authority. So it's not only our service, a lot of our partner services … children's services will also be talking about their kind of recruitment and reducing Black children going into care and all of those kind of things. So it is kind of like a it's it's broader than our service, which is definitely a facilitator as well." (Interviewee 6)*

This was reflected in participants' views on how their services prioritise anti-racist practice. Those who worked in a service where it was prioritised, expressed the value of this as it often related to protected time and capacity, which was necessary to best implement learning into practice. It also supported the development of a service position, which outlined the importance and value of anti-racist practice from a service perspective.

> *"And it being valued, … just knowing that it is being valued higher up in the service did feel good." (Interviewee 3)*
>
> *"Time is a barrier, except we've, we've created, we've made time and created time to do this because it's, it's set into our service development plan, and that's giving it the status that it deserves." (Interviewee 4)*

3.2.4.3.2 Leadership and Team Dynamics. Service priorities were thought to be actualised by senior leadership. Participants addressed their views on the role of leadership in supporting the implementation of anti-racist practice. Senior leadership Teams (SLTs) have the power and authority to influence the degree to which anti-racist practice can be implemented as they are responsible for allocation, resources, and policies. Their buy-in was perceived as influential, as they could limit or facilitate implementation.

> *"Actions do take time, but we just need to have more senior leadership sort of support and guidance on it, to feel that it's sort of embedded within the service rather than just like that sort of one little working group doing something because that doesn't feel very sort of systemic." (Interviewee 5)*
>
> *"I think if I'm honest, sometimes the senior leadership team. I think they do. They are supportive, but maybe not as driving it as much as they could be." (Interviewee 6)*

Differences in the perception of senior leadership's role created a dynamic between them and the main grades. Main grades desired leadership, and some SLTs felt the

team itself could lead the team. Instead of taking a hierarchical top-down approach, some services experimented with different models that allowed other members of the team to have the power to lead in this area.

> *"I mean, inevitably you get situations where there is us versus them." (Interviewee 2)"*
>
> *"I think SM the senior leadership was sort of seeing us as taking the lead and we don't. We want it to be senior-led. It needs to be senior-led. So we're kind of. We made that clear in a in a most recent e-mail." (Interviewee 5)*

3.2.4.3.3 Structures. Service models can influence capacity and anti-racist practice as a whole. Interviewee 1 felt that having a traded model allowed for opportunities to implement anti-racist practice. Whereas interviewee 5 felt that their service model did not support implementation.

> *"We're now doing a lot more work in schools because of the traded model than we could have done had we stayed as commissioned by the local authority where we were half the service that we are now." (Interviewee 1)*
>
> *"It feels very limited in what we can offer or have this have the sort of structure to offer." (Interviewee 5)*

Participants found it helpful to have groups of people coming together to consider steps forward and actions that can be implemented in their service. Specific groups dedicated to this gave them a sense of direction and sustained the momentum.

> *"We set up an equity and inclusion project group and that's been running every year since. And it has really, I would say, almost exclusively, but not quite focused on anti-racism. And that group continues and it's going into next year again, which I think that has been a real positive thing for us." (Interviewee 3)*

However, there were concerns about the risk of the responsibility falling on a few team members.

> *"I suppose it's like we don't want it to just be everyone thinks, oh, that group are doing anti-racism because everybody else, you know, needs to individually take that responsibility." (Interviewee 3)*
>
> *"To be honest, our team was doing really nothing…it took a Black colleague to reach out and after George Floyd and say, look, are we going to do anything*

> *about this because this is having a huge impact on our community and nobody's talking about it." (Interviewee 6)*
>
> *"You know, there needs to be more than one person that's trying to drive this as a passion." (Interviewee 7)*

For Interviewee 6, having someone raise the topic was a necessary and functional role, as it may not have been brought forward in their absence.

> *"So that was a must, that one individual in my team being so brave and you know, bringing that up in that way was a massive facilitator for change." (Interviewee 6)*

Although an individual or a group can act as a catalyst for change, participants highlighted that organisational priorities play a significant role in shaping how, when, and whether anti-racist work takes place. One specific element that was discussed was the management of priorities. This was the tension that some participants encountered when managing school priorities versus what they believed to be a priority. This aspect was not limited to priorities with schools but also priorities within supervision. While time itself was recognised as a material resource that influences implementation, when there are competing demands, time for 'EDI' items may be squeezed.

> "*Well, because it's a negotiation through the consultation, but obviously they they bring their priorities into that. And it is a tricky balance." (Interviewee 1)*
>
> *"But the the question about where you start becomes a difficult one when there are so many competing priorities." (Interviewee 2)*
>
> *"Although it would sometimes slip, you know, like in supervision, if we were running out of time, then some of those standing items would drop off." (Interviewee 3)*

For some, this challenge was mitigated by embedding anti-racist practice into existing structures and incorporating conversations around anti-racism into team meetings, such as having it as a "standing agenda" (Interviewee 3) item at team or planning meetings. This seemingly supported implementation.

> *"Really hope to kind of embed this service wide." (Interviewee 5)*

> *"It's not something that's going to go away, and it's not something that has gone away, and so I feel like it should be a standing item…. people should be able to say that the educational psychology service in that borough has really good practises, you know, anti ra[cism], you know" (Interviewee 7)*

3.2.4.3.4 Consistency and Momentum. Consistency was identified as a barrier. Participants expressed the need to revisit topics and to have a consistent approach to anti-racist practice.

> *"The busy pace of the work as well and you know the type of work that we do. Things like working groups to discuss these things or to keep these things alive may not necessarily be consistent." (Interviewee 7)*

Consistency issues were related to the capacity individuals had. Interviewees shared that they did not have the capacity at times to engage with anti-racist practice and other forms of work took precedence.

> *"Capacity workload becomes a barrier." (Interviewee 4)*
>
> *"They don't have the capacity to meet, or there's some other priority that means that they need to refocus." (Interviewee 4)*

Momentum was also highlighted as being both a barrier and a facilitator to implementation. When there was a good state of momentum, participants felt that it helped them to put learning into practice. Likewise, a lack of momentum was thought to hinder delivery.

> *"So I guess keeping the momentum going is like a challenge." (Interviewee 3)*
>
> *"I went off on extended leave and came back so this does feel like we've we're going to keep the momentum going." (Interviewee 5)*
>
> *"And also, I think that the sort of the anti-racist practise working group got stalled at various stages…we didn't allow the stalledness of things to just be an excuse for brushing things under the carpet and forgetting about them until, you know, the next disastrous event in the news cycle. And I think that's, that started to make a more more productive conversation about what we do with that group and, and how it actually has a, a purpose rather than that just being a sort of a sort of space for sort of musings about things that don't, that don't actually lead to any positive progressive action." (Interviewee 2)*

3.2.4.4 Material. Material factors encompass tangible resources and logistical elements that impact the capacity to implement anti-racist practice

3.2.4.4.1 Time. Time was identified as being both a facilitator and a barrier to implementation. Some felt that having protected time ensured they could meaningfully engage with and implement anti-racist practice within their work allocation hours. Some participants suggested that EPs may not have the time to look at resources or be involved in work discussion groups that support implementation.

> *"If there's no protected time to actually spend looking at those resources with the best will in the world, people, and I'll put myself in that, but can't always get to it…. So having that protected time to actually read, watch videos and then start sharing resources with each other meant that people were we were able to dig into things in a way that we hadn't before." (Interviewee 3)*
>
> *"So we are making time to do this work and and expecting that everybody will come." (Interviewee 4)*
>
> *"And I suppose just to having that time. To think personally as well, let's do this sort of personal reflections and things like that." (Interviewee 5)*
>
> *"EPs don't have a lot of time." (Interviewee 7)*

While time itself is a material resource, participants' reflections also acknowledged the organisational role in determining how time is allocated and prioritised

3.2.4.4.2 Tools, Frameworks and Scripts. Tools, frameworks and scripts were identified as supporting the implementation of anti-racist practice. The participants felt that they were better equipped to implement when they had scaffolds in place. This included having the language to speak about their observations and experiences within settings.

> *"Having specific tools can help…we've used that…culturally responsive supervision process." (Interviewee 3)*
>
> *"And so there's like a social mapping tool." (Interviewee 3)*
>
> *"This is where the scripts come in, where we start to feel that we can be curious or be expressed curiosity about what's going on." (Interviewee 4)*

"Tools and frameworks to more explicitly explore the role of kind of culture and stuff like that in a family's experiences of education or other experiences." (Interviewee 6)

3.2.4.4.3 Evidence. Lastly, evidence supporting the importance and value of this type of work helped get schools on board with a different way of practising.

"We're supporting the schools by providing the evidence." (Interviewee 1)

"We have got some schools that have really engaged very well, and it's trying to get them to talk to other people about what they're doing and encouraging other people." (Interviewee 3)

3.2.5 Theme Five: Making Change for All

This final theme captures the participants' hope, desire and determination for change. CPD seemed to be the catalyst for wanting to move beyond current traditional practices. The participants expressed a commitment to embedding anti-racist practices, creating equitable services and engaging with anti-oppression more widely. This theme highlights how EPs see their role in driving systemic change to make change for all.

"I think that for me and other colleagues, it's actually given us some confidence to resist getting involved in practises that we feel are other 'other' people and categorise and label people negatively… We need to do things differently." (Interviewee 1)

"And you feel as an EP actually you want to be doing way more than this." (Interviewee 5)

An extension of this was the desire to create better access within the profession, including access to services and the training course, and equitable outcomes for CYP.

"You can't just expect it to work in the same way for everyone. And we need to work harder. And that message has come through that that's what we need to do." (Interviewee 1)

"I think in terms of how we might facilitate, you know, we use interpreters." (Interviewee 5)

"The telephone consultation project was to think about how do we build connections to communities that might not necessarily engage in our service." (Interviewee 5)

> *"Thinking about what changes need to happen so that we have a system that's equitable, not equal, equitable, where those children that need more get more because not all children need exactly the same thing." (Interviewee 4)*

While it was apparent that anti-racist practice was important to the participants, there were calls to look beyond race and to think about oppression more broadly.

> *"So it extends beyond race but made me really think about oppression and oppressed communities." (Interviewee 1)*
>
> *"We were talking about Gaza and feelings around that as well as about issues to do with trans transgender issues as well." (Interviewee 1)*
>
> *"They had not just anti-racism, but, you know, more widely in terms of being inclusive as well." (Interviewee 3)*

Along with considering social justice and anti-oppressive practice, participants shared the importance of keeping anti-racist practice alive.

> *"We can't stand still. So conversations have to be had with umm with our umm the professionals that we're working with." (Interviewee 4)*
>
> *"It's also the keeping it alive, you know, because even though you've come up with these ideas, it's how long can those ideas last for? How long is it before people get bored of what you're saying or stop listening or, you know, lose understanding because it's not, you know, paramount, it's not right in the front of their mind…we need to think about racism. We need to, you know, it's not, it's not gone" (Interviewee 7)*

4. Literature Review

This chapter will use a systematic approach to explore how anti-racist practice is proposed and described within practitioner psychologist professions. This chapter extends this study's findings by critically engaging with the existing literature. The methodological approach to this review will be presented, followed by a critical review of the included articles and a thematic synthesis addressing the literature review question (LRQ). Finally, the summary on the relevance to the EP profession is a foundation for the subsequent discussion section.

4.1 Initial Literature Review

The initial literature review aimed to establish how CPD is implemented within helping professions. The researcher felt that this question had particular relevance to this current study, as previous studies may provide a deeper understanding of CPD implementation within helping professions. As such, an initial search was conducted on June 21st, 2024, using three renowned databases, PsychINFO and ERIC, via EBSCO host, aiming to answer the following LRQ.

How is CPD implemented in practice within psychological helping professions?

Six articles were examined, but none sufficiently answered the LRQ. The researcher decided to conduct a post-analysis literature review. For a full description of the initial review, see Appendix R.

4.2 Current Literature Review

This study focused on engagement with anti-racist CPD and its implementation in practice. Findings suggested that CPD impacted the way some participants understood their professional role. For others, it affirmed their existing beliefs and implementation of anti-racist practice. As well as reflecting on the impact of CPD on their practice, the participants expressed a forward-looking orientation, considering how they might enact change more broadly, beginning to locate anti-racism within a broader social justice and anti-oppression lens. Some participants referenced practice from other services within their LA, indicating awareness of alternative models that may offer some valuable insight. This raised questions about the role EPs play in furthering anti-racist practice. In light of this, this literature review looks towards the broader psychology literature to gain a deeper understanding of how practitioner

psychologists describe, propose and enact their roles in anti-racist practice. As such, the following question is explored.

LRQ: How do practitioner psychologists working in education and related contexts describe and propose their role in anti-racist practice, and what can Educational Psychologists learn from this?

A narrative review model was adopted using a systematic approach to synthesise diverse literature on this topic. As the LRQ is exploratory in nature, the researcher chose a review model that allows flexibility in including practice-based evidence and theoretical sources. Furthermore, the literature on anti-racist practice includes many conceptual, theoretical, and position papers. A narrative approach also aligns well with paradigms purporting knowledge creation through multiple truths, as it enables the synthesis of multiple points of view rather than a single truth (Sukhera, 2022).

The researcher considered using an integrative review model but decided against this for practical reasons. Integrative approaches require lengthy, rigorous methods that did not seem feasible for the timescale of this project.

4.3 Search Strategy

Following a scoping review to isolate key terms, a systematic literature search was undertaken on January 10th, 2025, covering two prominent psychology and education databases (PsycINFO and ERIC via EBSCO host). Table 4 shows the search terms below.

Table 4

Search Terms for the Current Literature Review

Subject mapping terms	Keyword search terms	Rationale
Educational psychologist **AND**	EP OR School psychologist OR practitioner psychologist	It focused on psychologists working in education, healthcare, and relevant settings.
Anti-racist practice	Anti-racism OR anti-discriminatory practice OR racial equity OR racial justice OR race-conscious practice OR anti-oppressive practice OR decolonial practice OR culturally responsive practice OR racially Inclusive practice OR liberatory practice OR racially affirming practice OR culturally competent practice OR culturally sensitive practice OR culturally inclusive practice	The review was interested in anti-racist practice. However, within the profession, anti-racist practice can be grouped within broader terms or used interchangeably. As such, other terms, such as culturally responsive practice, were used.

Each of the two subject heading search terms was combined with equivalent keyword search terms using OR. The two search terms were then combined with AND. This method yielded 43 sources on PsychINFO and 15 on ERIC.

An additional search on Google was conducted to identify relevant literature that may not have been captured in database searches. Keywords included [“educational psychologist” AND “anti-racist practice”], [“educational psychology” AND “racial justice”], and [“educational psychology” AND “culturally responsive practice”]. Articles were screened based on their relevance to the LRQ. This yielded two results.

Attempts were made to explore unpublished theses on this topic. However, the electronic British database for theses was unavailable following a cyber-attack in October 2023.

4.4 Inclusion and Exclusion Criteria

The results from the two databases were compared to remove duplicates, and then the inclusion/ exclusion criteria (see Table 5) were applied to the full-text articles. This left a total of nine papers.

Table 5

Inclusion and Exclusion Criteria for Current Literature Review

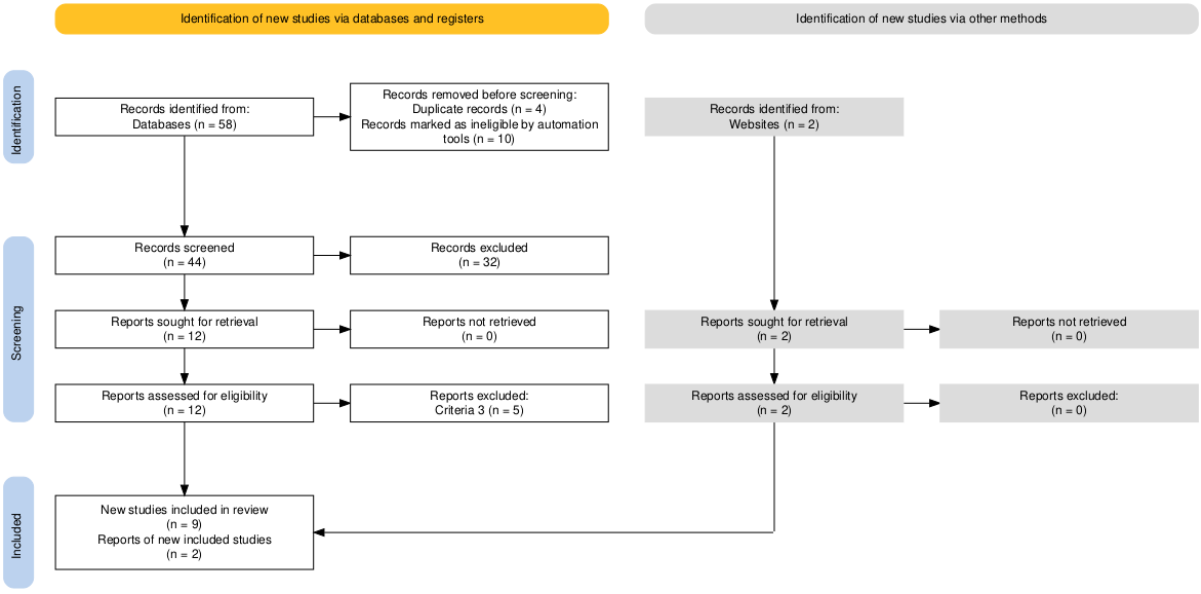
Inclusion criteria	Exclusion criteria	Rationale
1. Articles Studies were included if they were in peer-reviewed journals, book chapters, or policy papers.	Studies were excluded if they were blog posts or non-academic sources.	The review sought to explore sources with scholarly credibility and rigour. There were limited empirical papers on the topic, so the decision was made to include relevant non-empirical articles.
2. Participants Studies were accepted if participants were EPs, school psychologists, or professionals who practised similarly.	Studies were excluded if participants were from other professional groups, e.g., social workers.	The researcher was interested in what is used in professions similar to EPs.
3. Topic Explicit focus on anti-racist practice, the role of psychologists, or systemic inequities.	General diversity focus.	The literature generally answers the LRQ.
4. Publication date Studies were included if they were published following the 2006 DECP working group.	Studies were excluded if they were published prior to this date.	2006 was a pivotal moment for EPs in the UK in relation to anti-racist practice.

5. Full text available	Studies were excluded if the researcher could not reasonably retrieve the full text.	Studies were excluded if the full text was not /could not become available to the researcher.

4.5 Search Return Overview

Figure 8

Current Search Return



4.5.1 Geographical Context

Noticeably, much of the literature on anti-racist practice in educational psychology is often produced within the US context (Delgado & Stefancic, 2012; Ladson-Billings & Tate, 1995). This supports the commonly held belief that racism is more prevalent in America when compared to the UK, however, this is a misconception (Solomos, 2003). While the US has a distinct history of racism, the UK also has its own entrenched structures of racial oppression (as evidenced in chapter one). Articles from other countries were not identified, and this might be related to the specific forms of racism experienced that may be captured by other terms.

Despite this, the prominence of US literature within this domain is not unexpected. The US has a longer tradition of critical race academia and a more established discourse on systemic racism in psychology (Delgado & Stefancic, 2012). However, the dominance of Western perspectives within the literature is indicative of the epistemic exclusion of non-Western research within educational psychology. The global make-up of the profession is heavily centred around Western countries (Malone, 2024). So, it stands to reason that the literature on anti-racist practice is Western-centric as it is a reflection of the profession. This raises important questions about whose knowledge is legitimised and how anti-racist practice can be meaningfully adapted to diverse socio-cultural contexts (Mirza, 2005).

Six out of nine of the retrieved articles originated from the US. The remaining papers are from the UK. School psychology in US contexts and educational psychology in the UK have some similarities in role, but there are also some distinctions. However, the conceptualisations of anti-racism explored in the US offer transferable insights. Therefore, the inclusion of US-based literature is justified by its richness and relevance to understanding how practitioner psychologists describe and propose their role in anti-racist practice. Efforts were made to acknowledge the contextual differences that may arise.

4.5.2 Empirical vs Non-Empirical Papers

Six of the nine articles consisted of conceptual, theoretical and position papers. This indicates the need for empirical research within this domain, as it seems to be a limitation within the literature. While foundational, reliance on theoretical and conceptual frameworks may limit deeper insights into practical implementation. This may influence the challenges for implementation. Unlike empirical research, conceptual, theoretical and position papers are more challenging to appraise as they

do not follow traditional methodological approaches. This can raise questions about their clarity and rigour and the relevance of their application to practice.

Conversely, the critique against non-empirical research further reinforces what is accepted as being the epistemologically privileged methods of knowing. Non-empirical articles may closely align with practice in other ways. The conceptual sources included in this review are from active practitioners within the field, some of whom belong to the communities they advocate for. Rather than aspiring solely to “ivory tower” research standards, non-empirical approaches acknowledge and demonstrate multiple ways of ‘knowing’, drawing on lived experience, professional practice, and critical reflection. As these methods are unbound by traditional methodological constraints, they may allow the authors to be more radical and innovative. As such, non-empirical research can shape practice and influence future empirical research whilst adding legitimacy to knowledge created outside of traditional research parameters. These conceptual papers can directly inform practitioners’ strategies and help refine how interventions are understood, designed, and delivered.

As this review includes both empirical and non-empirical literature, a critical appraisal of the empirical studies was undertaken to evaluate the quality and credibility of the evidence base. While non-empirical papers do not lend themselves well to using specific critical appraisal tools and frameworks, they were still subject to critical engagement. This can be found in subsequent sections.

4.6 Critical Overview of Empirical Studies

Yardley’s (2011) principles for qualitative research were used as the criterion to critically appraise the empirical studies. The principles for demonstrating, enhancing,

and evaluating qualitative research were applied to the included empirical studies. The overview will focus on sensitivity to context, commitment and rigour, transparency and coherence, and impact and importance.

4.6.1 Study 1: Lichwa et al. (2024) – Promoting Racial Inclusion in Training: Development of a Reflective Tool to Support Educational Psychologists

The study demonstrates sensitivity towards both the national and local context, situating the study firmly within this. The reader is made aware of the socio-political climate that developed following the BLM protests and of the subsequent actions taken by the service to develop their anti-racist practice. It is also clear in its presentation of the racial equity project undertaken by year 1 TEPs at the Tavistock and Portman Trust, informing the reader of its origins and how previous TEPs have experienced the project. While the authors make some reference to the broader EP profession, it is limited in its critical engagement with the literature on the promotion of racial equity and theory, which could have provided a richer contextualisation. The paper identifies the authors' demographics and perceptions of their positioning within the group. However, little is known about the make-up of the team.

The authors demonstrate commitment and rigour through their co-constructive approach. They were clear in their goal to produce something that was not only relevant to EP practice but was specific to the EPS in which they conducted the project. It was apparent that they sought out various opportunities to engage with the team to ensure they were being led by them. However, the methodological details around the sample and recruitment strategy were limited. The process of data analysis is underdescribed. They do not refer to particular analytical approaches, the data coding, or whether inter-rater reliability was sought out. Furthermore, they do not attempt to

demonstrate methodological robustness. Overall, the rigour of the design is insufficiently evidenced despite its intent for a clear, practical framework.

The study demonstrates cohesion through its alignment of methodology and analysis with the project aims. There is a clear narrative aspect that feels logical and systemic, supporting them to construct a tool aligned with the themes derived from the focus group content. However, the participants' voices are missing through the use of quotes, which limits transparency. As helpful as the researchers' reflections were, they seem to lack reflexivity on how they may have influenced the interpretation of the data.

It is clear that the researchers aim to produce a tool that is relevant to EPs practising within the UK. It offers practical steps to support EPs when delivering training, which is valuable to the role. Although its uptake and impact are not evaluated, though that may be for a later time, the applied contribution is apparent, which could be an example of how EPs can begin to operationalise their role in anti-racist practice.

Lichwa et al. (2024) provide a structured approach to anti-racist practice within training, which may support a systemic application of anti-racist practice (if the training is specifically related to it). However, the article focuses on individual EP practice and the development of their reflective skills. There is no inclusion of how institutions can address racial equity at a structural level. Although providing training can be viewed as a systemic approach, the PRIT framework positions racial inclusion as an individual responsibility. Thus, questioning the sufficiency of self-reflecting tools in furthering anti-racist practice and considering engagement with more explicit forms of structural change.

4.6.2 Study 2: Sakata (2024) – A Self-Reflective Framework for Culturally Responsive Educational Psychology Practice

Similarly, Sakata (2024) developed a self-reflective framework for culturally responsive educational psychology practice using the Delphi method based on the UK context. The study situated itself within the "changing national context regarding multiculturalism and education" (Sakata, 2024, p.242), which it identifies as relevant to the EP profession. Sensitivity to the context was further demonstrated through its mention of guidance from governing bodies such as the HCPC and BPS. Consideration for the broader socio-cultural and political context is made through its assessment of the "whiteness" of the profession following the BLM movement. The study used the term cultural responsiveness but it includes an alignment with anti-racism. The researcher's views on culture were apparent, and there is an acknowledgement of how the chosen lens influenced the study.

The study's method involved iterative rounds of EPs (experts) coming to a consensus on culturally responsive practice. The iterative design shows rigorous engagement with the topic, refining and validating practitioner input across three rounds. There was strong documentation of the survey design, panel process, panel composition, and thresholds for consensus. There is subjectivity in this article to answer how EPs can be culturally responsive, as work described as general practice in championing equality is excluded. The study is both transparent and coherent in its reporting. The process of creating 96 statements was very coherent and accessible. However, the process for thematic analysis lacked transparency. The statements are grouped, but the interpretive thread between them is not fully explained. Reflexivity was largely absent, and a heavy reliance on American SP work was needed due to the limited UK literature, despite the concept of consultation being very different from the UK context.

The author did not offer reflections on their role, identity, or potential influence in framing the consensus questions and interpreting the responses, a notable omission in work centred on self-awareness.

The study provides a structured and valuable tool that appears relevant to practice. It is highly applicable to both individual and service-level initiatives to actualise their culturally responsive intentions. There is value in having reflective tools, however, little is known about their impact on tangible change in practice.

4.6.3 Study 3: Proctor et al. (2021) – Preparing School Psychologists to Support Black Students Exposed to Police Violence: A Call to Action

Proctor et al. (2021) explored SPs' preparedness to support Black students who have experienced police violence. This study is relevant to the US context and effectively contextualises the study within the history of police violence and systemic racism in the US. It is grounded in both empirical and theoretical literature on racial trauma and educational disparities, supporting their positioning of SPs as professionals with an ethical responsibility to respond. The study centres the participants' perspectives, which allows room to acknowledge the emotional weight of the subject matter. While there is transparency about the racial positioning of the researchers and efforts were made to support reflexivity, there is limited reflection on the potential power dynamics between interviewers and participants. Interestingly, there are no explicit details on the ethical considerations when gathering such sensitive and personal data.

The study is underpinned by a strong commitment to exploring how school psychology is (or isn't) preparing practitioners for anti-racist work. The data used interviews to elicit data from both trainee and practising SPs. It is methodologically strong, adopting a

Consensual Qualitative Research approach that has been applied rigorously. This has supported the highly transparent presentation of the article as a whole.

The study makes a significant contribution to discussions about the role of training programmes in preparing psychologists for anti-racist practice. It articulates clear implications for practice related to its findings. Socio-culturally, it directly addresses the profession's complicity in systemic harm and offers a compelling case for reform. However, like other studies in this review, it does not evaluate the impact of proposed changes, as it is early in the conception phase.

4.7 Critical Engagement with Non-Empirical Articles

The following table presents a critical engagement with the six non-empirical papers included in this review. As the papers offer positional, theoretical and conceptual designs, they have been evaluated separately. This approach recognises the importance of alternative forms of knowledge in shaping anti-racist practice whilst considering its limitations.

Table 6

Critical Review of Non-Empirical Papers

Citation	Purpose	Key Findings	Evaluative Summary
Malone (2024) – *Moving school psychology beyond the clouds of injustice: A blue-sky discussion*	A conceptual paper reimagining school psychology, drawing on liberation psychology, critical school psychology, and the psychology of radical healing.	School psychology is encouraged to reject apolitical stances and actively work to dismantle systemic oppression through community-centred, justice-oriented practice. It draws on the existing skills that SPs possess to better support communities. It provides a rationale for SPs as being well placed.	The paper is conceptually bold and future-orienting, offering a powerful call to reframe the profession. The researcher's position is clear and contextualises how their personal experiences influence their worldview. Although it is future-focused, it is anchored in the literature that explores the history of the profession with social justice and oppression. Its grounding in radical healing and critical and liberation psychology challenges the status quo and offers practical guidance for practitioners. However, it requires that SPs hold the same or similar worldview, which can be contentious. This paper features the US context but suggests it has relevance internationally due to the majority of SPs practising in Western, European and Other States, with less than 2% from Latin America, the Caribbean, Africa and Eastern Europe (International School Psychology Association, 2020; National Association of School Psychologists, 2019). In order to reimagine the profession, it requires a shift in professional stance, buy-in, extensive training and systemic support. Further seismic shifts are required for the UK context due to the legislative context that many EPs operate within.

López (2022) – *Can educational psychology be harnessed to make changes for the greater good?*	A conceptual/position paper aiming to advocate for decolonial research approaches and encourage EPs to get involved in contemporary schooling controversies.	Educational psychology would benefit from embracing decolonial and anti-oppressive research practices. It also proposes that EPs challenge misinformation and engage in public advocacy.	The paper offers a historiographical critique of educational psychology's role in engaging with schooling controversies. The paper relies on Dewey's theory on the social purpose of schooling – preparing CYP to contribute to the improvement of society. Using anti-racist practice generated by EPs, it powerfully calls for epistemic justice and professional disruption, detailing ways EPs have begun to enact their role. Nevertheless, the paper offers limited details on how EPs might enact these changes within institutional structures. The author takes a US-centric framing, which may not fully reflect UK service realities, though its ethical imperatives are broadly transferable.
Sewell (2016) – *A theoretical application of epistemological oppression to the psychological assessment of special educational needs: Concerns and practical implications*	A theoretical paper that explores epistemological oppression within educational psychology.	EPs must critically examine their "ways of knowing" and challenge the dominant paradigms in SEN assessment.	This paper highlights the phenomenon of epistemological oppression in educational psychology. It takes both a historiographical and theoretical approach to present evidence of epistemological oppression, showing how assessment practices can marginalise non-dominant worldviews. However, its abstract nature and minimal discussion of application may make it difficult for practitioners to translate into everyday assessment practice. Sewell suggests that it is a starting point for further exploration of an area that is highly relevant to the profession. It does not acknowledge the influence that the context may have on the way EPs practise, e.g., SEND department requirements and teaching on the doctoral programme.
Williams et al. (2022) – *Being*	A conceptual/position paper that offers recommendations for clinicians when	Psychology needs to acknowledge racial trauma, challenge white	This article uses clinical expertise, findings from quasi-experimental research and lived experience to make actionable recommendations for anti-racist practice.

an anti-racist clinician	implementing anti-racist practice in therapy, training, and research.	normativity, and distinguish allyship from saviourism in everyday clinical work. Cultural competence and anti-racist practice are ongoing journeys that require a deep understanding of the types of racism.	Although it uses a clinical psychology lens to target Cognitive Behavioural Therapists and Clinical Researchers specifically, the core themes of reflexivity and role responsibility are relevant to applied psychology professions. The paper primarily focuses on individual practice, detailing active allyship and encouraging concrete behavioural actions. However, it understates the role of the systems clinicians work within that may act as a barrier to implementation. As such, the concept of structural transformation remains left unexplored. It is difficult to ascertain the geographical context of this article, as this is not made clear to the reader. It is based on the authors' keynote address for the European Association for Behavioural and Cognitive Therapists delivered in Belfast and references racism within Europe. The authors have diverse heritages and live in different countries, which was likely a strength in contributing to different perspectives; however, it means the contextual framing is not always clear. This makes it more difficult for readers to situate the recommendations.
West et al. (2023) – *Dismantling structural racism in child and adolescent psychology: A call to action for training, policy, and practice*	A conceptual piece suggesting a systems-level response to structural racism affecting CYP across sectors.	Psychology must take an intersectional, policy-engaged approach to dismantling racism embedded in health, education, and carceral systems.	The article does well to frame anti-racist work as a multi-disciplinary responsibility. It is grounded in various theories that support the notion of pervasive structural racism. The article mainly discusses inequity and inequality in clinical child and adolescent psychology, highlighting how individual factors within the profession act as a barrier. This aspect may be less relevant to educational psychology, where a broader systemic lens is espoused. Although it encourages professionals from various professions to engage in anti-racist practice, psychologists' roles are broadly outlined rather than

			deeply explored. UK-based EPs may find the cross-sector model inspiring, though it is grounded in US-specific structures and legal frameworks. Considering the focus on wider systems, the article does not address the role psychologists can or cannot play in initiating legislative and political changes.
Truong et al. (2021) – *School psychology unified call for deeper understanding, solidarity, and action to eradicate anti-AAAPI racism and violence*	A position statement in response to a mass shooting that targeted Asian women. The paper extends the previous statement, addressing the increased violence towards Asian, Asian American, and Pacific Islander (AAAPI) communities. It calls for solidarity and action to eradicate racism and violence against AAAPI communities, setting out recommendations for psychologists, educators and training programmes.	School psychology must work towards understanding mental health within AAAPI communities, identify and confront racist practices, advocate for curriculum reform, dismantle model minority stereotypes and commit to ongoing learning and action.	This position paper fills a critical gap in anti-racist discourse by addressing AAAPI experiences. It contextualises the position statements by clearly addressing the historical and ongoing racism faced by AAAPI communities and the subsequent systemic impact of it. The authors are clear about how anti-Asian racism and anti-Black racism are damaging to both communities and serve as a distraction to uphold white supremacy, thus proposing solidarity-based actions. They make practical recommendations at the personal, professional (individual), and educator levels. However, given the nature of racism, it does not address how SPs can use their roles in addressing the macro level. It calls for the dismantling of model minority stereotypes. This would require a societal shift and engagement with the macro level, which the paper does not address. The statement was endorsed by significant organisations and associations within school psychology, yet there was little focus on policy changes. Lastly, there is an apparent focus on the US context and structures that may not apply to the UK. However, the underlying principles are relevant.

4.8 Thematic Overview

This section presents a thematic synthesis of the reviewed papers. Four themes were identified within the literature, addressing the ways anti-racist practice is described and proposed within practitioner psychology. These themes reflect how psychologists are positioned/position themselves within anti-racist practice. Both empirical and non-empirical sources were included, constructing the following themes: the psychologist as a critical thinker, a reflective and accountable practitioner, an agent of organisational and structural change, and a visionary and resister.

4.8.1 The Psychologist as a Critical Thinker

A key theme identified within the literature is the role of the psychologist as a critical thinker who examines the theoretical underpinnings of practice. Sewell (2016) explores the concept of epistemological oppression and its relationship with power, knowledge creation, and professional practice. This theoretical paper challenges dominant models of knowledge generation within EP practice and identifies how exclusionary some epistemological paradigms can be. Sewell (2016) asserts that Western psychological knowledge has dominated educational psychology in both research and practice. Epistemological oppression describes how those with epistemic agency are afforded the power to structure how knowledge is constructed, whilst individuals experiencing epistemic exclusion are restricted from participating.

Sewell (2016) argues that SEND assessments undertaken by EPs are an epistemological task of knowledge seeking. The assessment of SEND is underpinned by different epistemological perspectives, influencing the methods used and the knowledge they produce. For example, psychometric tests underpinned by positivist paradigms assume that cognition can be measured.

While EPs may draw on various epistemological tools during the formulation phase of assessment, these findings can be communicated as neutral or absolute truths instead of contextually influenced constructions. From this, Sewell (2016) suggests that EPs must be critically aware of the knowledge they create and orient themselves to their own epistemological stance. They also encourage EPs to recognise the privilege they hold in generating and legitimising psychological knowledge.

The paper highlights the need for critical reflexivity and cultural competence within EP practice. It also supports the importance of CYP participation in the assessment of SEN. Although the paper does not address anti-racist practice specifically, it addresses anti-oppression more broadly, offering a theoretical perspective that encourages critical reflection and epistemic sensitivity. However, Sewell's (2016) critique is primarily focused on individual epistemological oppression, with limited examination at the systemic and structural levels

Furthermore, the paper does not offer practical strategies for implementation. This draws parallels to the tension between reflexivity and praxis, which is also present in this study. This tension is also highlighted in Sakata's (2024) study exploring culturally responsive practice (CRP) in educational psychology. She describes CRP as a dynamic, ongoing process that spans intrapersonal and interpersonal practice. While Sakata (2024) does not explicitly frame CRP as anti-racist practice, the paper focuses on its application as opposed to its implementation. The distinction between application and implementation is subtle, with the former including cognitive processes and non-observable behaviour and the latter being more action-oriented. The research addresses this tension between reflection and action and acknowledges the value of self-reflection. As such, the self-reflective framework is a tool for EPs to support their ongoing practice across the five core domains of the role (assessment, consultation, intervention, training and research).

Lichwa et al. (2024) extend this by offering a reflective tool to support EPs in embedding racial equity when contracting, designing and delivering training. Although it is a reflective tool, the PRIT incorporates concrete prompts that guide EPs toward a more deliberate and inclusive training design. It bridges the gap between internal reflection and outward action, positioning reflective tools as mechanisms for advancing anti-racism. Both Sakata (2024) and Lichwa et al. (2024) centre the individual EP as the agent of change, implying that anti-racist work begins with self-awareness and develops through practice.

Although both studies are not framed explicitly within anti-racist practice, they propose that reflection can be a form of action. Seemingly, it is most effective when it is embedded and used to shape others' practices. As such, this positions the psychologist as both a reflective practitioner and a critical thinker through the use of tools and frameworks that interrogate how they make sense of the world and how that sense-making informs their work.

4.8.2 Psychologists as Reflective and Accountable Practitioners

This theme explores how psychologists are encouraged to take personal responsibility for anti-racist practice, including allyship, challenging peers, being accountable for action, and building relationships with Black and global majority communities. It builds on the previous theme by shifting from critical reflection to outward-facing ethical engagement, exploring how psychologists propose they act on their values in real-world contexts.

Williams et al. (2022) critique traditional cultural competence frameworks, arguing that it is limited by an individual's ability to perceive nuanced events (such as racism) that they do not personally experience. They instead suggest an explicit anti-racist orientation that moves beyond personal belief and experiences to action. The paper emphasises mental health providers' professional responsibility in developing anti-racist practice. The authors encourage

practitioners to practice anti-racism through allyship. They define allies as people who recognise the unearned privilege they receive from society's patterns of injustice. Williams et al. (2022) highlight the dissonance between identifying as an ally and enacting allyship. According to their definition, anti-racist psychologists empower racialised communities, decentre whiteness, engage with uncomfortable topics about race, and offer reciprocal accountability and vulnerability.

A fundamental aspect of this responsibility is building relationships with the community's support systems. However, Williams et al. (2022) warn against the risk of white saviourism, stressing the importance of authentic community-driven care and connection. Moreover, they suggest that practitioners seek meaningful feedback from the communities they serve. This relational aspect of anti-racist practice is relevant to EPs, where partnerships with children, families and educators are central.

Another aspect of responsibility is the psychologist's role in challenging themselves and others. This includes reflecting on how their own behaviour might sustain racism, and being prepared to call out injustice within other professionals. In this way, accountability becomes an active daily practice, not just a reflection but a micro-intervention. Williams et al. (2022) frame this type of challenge as an aspect of anti-racist practice. They encourage psychologists to shift away from avoidance into acceptance so they can become more curious about the personal discomfort around race-related topics. They envision a role for psychologists where they interrupt harmful dynamics, speak up, and avoid becoming complicit through silence. Accountability in this way is not passive or private. It is active and confronting at times, yet necessary for the psychologists' role as agents operating within inequitable systems.

Truong et al. (2021) extend the theme of individual responsibility to address how psychologists can connect with anti-racist organisations that hold expertise within this domain. They encourage psychologists to make these connections to organisations that are active in their outreach work. For example, this could be in their advocacy for a Black curriculum or recommending a school to enact the Halo code. Professional responsibility and reflective practice are demonstrated by identifying the limits of competency and knowing when to step aside and amplify the voices of others.

While Sakata (2024) and Lichwa et al. (2024) centre self-reflection as a key component of culturally responsive and racial equity, an emerging theme within the literature suggests that reflection must serve as a launchpad for action.

4.8.3 Psychologists as Agents of Organisational and Structural Change

Another recurring theme within the reviewed sources is embedding anti-racist practice through service-wide, institutional, or profession-level reform. The need to diversify the profession is clearly identified within the literature. This includes the recruitment and retention of staff on training programmes, students accepted onto programmes, and psychologists within services. Truong et al. (2021) establish the profession's position in advocating for increased funding to recruit students from Black and global majority backgrounds. Although this article is based on the US context, it applies to the UK, where the structure and funding of EP training disproportionately disadvantage individuals from historically underrepresented or systemically excluded communities (AEP, 2024). Williams et al. (2022) further highlight the lack of representation of Black psychologists within the UK. As such, Truong and colleagues' (2021) recommendation offers a starting point that can be taken up by the Association for Educational Psychologists (AEP) and the BPS to negotiate change with the DFE and other stakeholders.

In addition to recruitment, particular attention needs to be given to retention. Truong et al. (2021) identify the need for safe spaces for trainees belonging to racially minoritised groups. They highlight the “invisible workload” that may be placed on staff and trainees to lead on diversity and equity topics, workshops, and committees. Having safe spaces may allow individuals to receive support around their experiences whilst training, acknowledging the impact that microaggressions and other forms of racism may have. This reflects recent research documenting staff and students in UK doctoral training experience discomfort while navigating these spaces (Apontua, 2024; Wright et al., 2020).

The literature also calls for a reform to the curriculum taught on training led by professional bodies mandating competencies in anti-racist and culturally responsive practice. Truong et al. (2021) support the teaching of CRP and recommend using theoretical frameworks such as CRT and Asian Critical Theory alongside other modalities. Further, Proctor et al. (2021) suggest that multicultural training be targeted to best prepare psychologists for the realities of practice. While relevant, such reforms would be difficult to implement in the UK’s three-year doctoral training course, with major questions regarding group prioritisation and feasibility. Nonetheless, this exemplifies the shared responsibility between the individual and the institution to best train and prepare psychologists for the workforce.

West et al. (2023) recommend mandatory modules on intersectionality training and social justice as a mechanism for critical examination of assessment methods, theories, research conduct and interventions. They also suggest that intersectionality training be offered to supervisors to use as a means to discuss cases and explore the experiences of trainees. Proctor et al. (2021) reinforce this need by showing that without such content, discussions about racism are often avoided. For the participants in their study, the topic felt too political. Unsurprisingly, when the topic was brought up, it was often initiated by a Black

trainee. This again relates directly to the “invisible workload” placed upon Black staff and trainees, demonstrating the need for all staff to have the skills to facilitate these conversations.

The need for policy-level change is apparent within the literature. West et al. (2023) argue that a top-down approach is needed. Calling for anti-racist practice to be embedded within accredited courses. Without this, it becomes challenging for psychologists to deliver and evaluate their work. However, the literature offers little guidance on how individuals and services can influence governing bodies. It also does not establish how such mandates are mirrored within services constrained by systemic barriers to implementation.

4.8.4 Psychologists as Activists, Resisters, and Visionaries

This final theme presents the psychologist as an activist, resister and visionary by viewing anti-racist practice as a transformative project. It calls for activist, community-oriented approaches that resist the dominant narratives. López (2022) examines how educational psychology can be leveraged for the greater good, exploring educational psychology’s complicity in systemic racism. They position the EP as a disruptor who challenges political neutrality and debunks misinformation. They offer a radical construction of professional identity relevant to the US context. However, it is relevant to the UK context when considering current issues. For example, schools’ responses to the oppression and dismantling of Palestine have been noticeably different when compared to their public solidarity with Ukraine, reflecting a wider societal discomfort with naming certain forms of state violence (Cage International, 2022). EPs responded to these discussions in varied ways. Some supported schools in navigating these discussions (Ahmed, 2023), while others seemed more cautious, which may reflect the wider educational context and recent guidance on maintaining political

impartiality in schools (Department for Education, 2022). This disparity highlights the selective framing of global conflicts within educational settings, which may perpetuate racialised hierarchies of empathy and worth. López (2022) encourages psychologists to engage meaningfully with the literature that has provided a clear understanding of how politics influence the school curriculum and to recognise that neutrality is a political position in and of itself.

López introduces the concept of “race reimagined” research to encourage the profession to begin to decolonise psychology through its research practices. They suggest that research approaches that explicitly consider the socio-historical underpinnings of race will better explore the experiences of marginalised groups, moving away from a hierarchical model of research to collaborative modalities such as community-based participatory research. These approaches support shared ownership and inclusion of non-dominant ways of knowing and invite psychologists to rethink the how and why of their work.

Malone (2024) similarly calls for school psychology to examine its role in perpetuating a cycle of oppression through its consistent exclusionary practice, limited coverage of multicultural training, and lack of meaningful engagement with Black and global majority communities. They suggest that the profession draws on liberation psychology, critical school psychology and radical healing as a framework to extend knowledge of and by Black and global majority communities. By integrating the principles of these frameworks, SPs may better understand the role of oppression within the profession and the lives of those they work with. The proposal outlined is not novel and aligns well with the themes within the literature. However, Malone (2024) explicitly positions SPs as courageous leaders who engage at the political level, whether local or national. They support psychologists in leveraging their power with organisations to enact change. This is a shift away from psychologists’ tentative relationship with power and authority (Prilleltensky, 1994). Malone argues that such an approach would transform psychologists from

neutral observers to proactive social justice advocates, taking on political and systemic leadership roles.

In the UK context, radical reimagining requires feasibility and practicality that may not be afforded to EPs working in systems like LAs. This is due to contextual constraints and statutory obligations. Furthermore, the risks associated with this may serve as a deterrent for many. There is a genuine tension here between vision and viability. Malone calls for psychologists to use their power, but there is a question of whether EPs have both the power and authority within the systems they work in. For a profession that has historically been cautious with political engagement, is this a realistic aspect of their role?

Community and liberation psychology are disciplines with their own distinct methodologies, training pathways and ethical considerations. While adopting approaches can be enriching, it risks superficial engagement and misapplication. This raises critical questions about the extent to which EPs can meaningfully integrate these approaches while remaining within the remit of their profession. While these alternative epistemologies may inform anti-racist and anti-oppressive practice, their application requires careful consideration of professional boundaries. Unlike community psychologists, who may engage directly in activism and systemic intervention, EPs operate within structures that often constrain the extent to which they can engage in broader social change. Some doctoral courses include community psychology within the taught content, but the depth, fidelity and rigour of its integration remain unclear. Without explicit benchmarks and continued opportunities for practice, there is a risk that its inclusion becomes more conceptual. However, there may be scope for collaborative work with professionals already established within these fields.

The literature suggests that transformation is possible but not without discomfort, disruption, and a willingness to question assumptions. Malone and López push

for radical praxis that redefines what it means to be a psychologist committed to anti-racism.

4.9 Implications for Educational Psychology

This literature review explores how practitioner psychologists (including EPs) in education and related fields describe, propose, and conceptualise anti-racist practice. Although the review includes empirical and non-empirical sources across disciplines and contexts, it offers rich insight for educational psychology in the UK.

Anti-racism is not presented as being a unified and fixed construct but takes a multi-dimensional position. It includes reflection, criticality, collaboration, multi-disciplinary work, dismantling and transformation. For EPs, this would mean developing a shared understanding of anti-racist practice within the UK context. A task that likely involves reflection and action.

The importance of reflective tools and frameworks is centred within the literature. From these contributions, a shared perception of the EP's role in anti-racist practice is presented as critiquing their assumptions, surfacing positionality, and examining how power and knowledge are constructed through their practice.

Both Sakata (2024) and Lichwa et al. (2024) provide frameworks designed specifically for EPs that may aid deeper criticality in considering how their practice may be shaped by dominant norms and how they might consciously resist this to serve Black and global majority communities better. The literature addresses a broader consensus about the need for self-awareness within anti-racist practice.

Another theme is the position psychologists occupy within their systems as active, accountable professionals. Williams et al. (2022) and Truong et al. (2021) describe anti-racist practice as a form of ethical responsibility that includes

allyship and challenge. This may offer a point of reflection for EPs to consider their role as agents with the power to disrupt, challenge, and stand in solidarity despite the potential or professional risk.

At a broader level, anti-racist practice is described as a collective and systemic endeavour. Proctor et al. (2021), West et al. (2023), and others propose changes to curriculum, training structures, and professional policies. It directly instructs training providers, national bodies and LAs to consider their anti-racist commitments. Much of the described actions are applicable to UK educational psychology and would require engagement at the legislative level – an identified gap within the literature.

The reimagining of the psychologist's role itself was proposed. López (2022) and Malone (2024) challenge psychology to engage with a radical shift, explicitly committing to liberation, social justice, and resistance. Given the current issues within the profession linked to the statutory role, perhaps this approach would be a welcome opportunity to construct the ideal profession.

Importantly, this literature highlights gaps in empirical work specific to EPs, suggesting a need for more research on this topic to gain an understanding of everyday practice and to improve it. Despite this, the insights from related psychological disciplines provide transferable strategies, critical questions, and ethical provocations that EPs can use to explore and strengthen anti-racist practice.

4.10 Literature Review Summary

In summary, this literature review identified nine papers that explore how anti-racist practice is described and proposed within psychology. The reviewed literature revealed a wide-ranging conceptualisation of anti-racist practice. These papers suggest that psychologists are being called to take up anti-racism not only as a personal commitment but also as a professional and political stance.

Although most literature stems from outside the UK and beyond educational psychology, their contributions provide a valuable foundation for EPs seeking to deepen and expand their role in anti-racist practice.

5. Discussion

This chapter will present and discuss the findings from this study in the context of existing literature, legislation, and theory. It will address the research question and the strengths and limitations of this study. Implications for practice will be discussed, and a strategy for dissemination will be outlined. This chapter will also include suggestions for future research and the researcher's reflective account.

5.1 Interpretation of Findings

The findings from this study will be interpreted and discussed in the context of legislation, literature and theory. The following research questions will be addressed.

5.1.1 What Types of Anti-Racist CPD Do EPs Engage with as a Whole Service?

The majority of EPs reported engaging in some form of service-level anti-racist CPD, with whole-service training, reading and working groups being frequent modalities. Although the sample size makes it hard to generalise results to the whole profession, it does give an indication of the level of engagement from services. The findings suggest a varied range of engagement, with some services demonstrating more embedded and proactive approaches than others. This variation may highlight the differing stages services may be at in their anti-racist journeys. This complements the reoccurring theme of anti-racist practice being prioritised in some EP services and, at times, within LAs, which may support a top-down approach.

A paper reviewing the implementation of anti-racism interventions in healthcare settings proposes that training needs to be ongoing and mandatory (Knox et al., 2021). The review identifies a multi-level approach to implementation, beginning with policy and organisational intervention. A key element to facilitating this approach is the buy-in of leadership, access to resources, and the capacity to maintain momentum.

The literature also supports a top-down approach from the organisational and policy level (West et al., 2023). In this study, EPs appeared to be looking towards external bodies such as the DECP for additional support and guidance. There was a desire for profession-wide coordination to support the embedding and legitimisation of anti-racist practice. While undertaking this research, the DECP working group began to develop an anti-racist reflective toolkit to support EP practice. It is an unpublished working document that may be published soon.

While the DECP play a valuable role in the profession, it does not govern the standards for training or professionals. For example, the HCPC (2023b, pg.9) does not have a specific standard of proficiency related to anti-racist practice but instead requires practitioners to act in a “non-discriminatory and inclusive manner.” While being inclusive and non-discriminatory are essential, the literature suggests that a more explicit commitment to anti-racism is necessary. Importantly, this HCPC standard reflects an expectation of professional conduct, whereas the BPS (2022, p. 20) competencies focus on knowledge acquisition and development, explicitly requiring TEPs to “take appropriate professional action to redress power imbalances and to embed principles of anti-discriminatory and anti-oppressive practice in all professional actions.” This distinction supports training providers to create a curriculum that develops trainees’ competence in anti-oppressive practice, which is a necessary step in the right direction. However, the difference between the two requirements

highlights the tension between training and practice, as evidenced by the experiences of TEPs undertaking racial equity projects (Lichwa et al., 2024).

Some may question whether anti-racist practice is relevant in all EP contexts and whether there are opportunities to engage with it across the UK, specifically within monoethnic populations. This research, as supported by the literature and critical frameworks, takes the position that it is always necessary (NEU, 2022; Delgado & Stefancic, 2012). The absence of Black and global majority communities does not mean racism is absent. All communities operate within structures shaped by racism, making anti-racist practice essential regardless of the setting.

Although anti-oppressive practice includes a broad range of systemic inequalities, it does not necessarily prioritise anti-racism. Anti-racist practice involves deliberate action to identify, challenge and dismantle racial hierarchies, whereas anti-oppressive practice considers a broader range of social injustices, including those related to class, gender, disability, and sexuality. While the BPS competencies acknowledge power imbalances, they do not explicitly foreground racial inequalities. Without a direct commitment to anti-racism within professional standards, there is a risk that race remains peripheral rather than an embedded core focal point.

The lack of direction from the HCPC may influence the difference in training frequency between services. In this study, most participants received taught training on an ad-hoc or non-consistent basis. No further guidance was provided on the definition of ad-hoc, which raises questions about interpreting what participants meant. If the results are to be interpreted as receiving training “as needed”, then this can be understood in a few ways. One way is that services are taking a bespoke approach that is personalised to the team’s needs. This could allow them to spend more time upskilling themselves as required, potentially increasing their impact. Alternatively, services could be receiving training in

response to an incident. This approach is more reactionary and has the potential risk of being inconsistent and insufficient in embedding long-term change. If training is only delivered in response to incidents, it may indicate a lack of proactive commitment to anti-racist practice. This raises concerns about sustainability. Without structured, continuous learning opportunities, EPs may struggle to develop deep, reflexive practice or challenge systemic issues effectively.

Lastly, participants noted that training occurs irregularly or informally, implying that anti-racist professional development is not embedded as a core, structured element within services. Instead, it may rely on individual interest, available resources, or external pressures. The findings from this study are supported by the wider literature that addresses the need for ongoing professional development. This includes the use of reflective tools, supervision and collaboration, which were valued as complementary approaches alongside formal training.

Findings suggest that EPs primarily receive training from other EPs or someone within their service. Few participants received training from external service providers. This internal model of delivery is common within the profession. However, other disciplines highlight the benefits of engagement with external providers, particularly those who bring specialist knowledge (Truong et al., 2021). There may also be benefits in outsourcing the work. For example, an objective perspective, someone to hold the service accountable, challenge resistance, and specialist expertise. In addition, external experts may employ individuals with lived experiences or who belong to the communities that EPs serve. Considering the makeup of the profession, in order for services to hear from EPs with lived experiences, they would have to rely on a few professionals. This relates to the invisible workload that may intrinsically be placed on Black and global majority EPs/staff within teams to educate others. This pattern has been documented

across professions and is linked to emotional labour and burnout (Truong et al., 2021; Williams et al., 2022). Barriers to using external services could be related to many factors, such as financial constraints, lack of context, relevance to the role, and perceived autonomy and control. These factors highlight a tension between the benefits of external expertise and the practical and systemic barriers that shape training decisions within EP services.

Finally, EPs are accessing a range of topics within the training they receive. The most frequently covered topics were unconscious bias training, systemic/structural, and white privilege. Topics such as anti-Blackness, racial socialisation and action bias were less frequent. There is not a prescriptive list of topics that should or should not be covered in training; instead, it needs to be relevant and suited to the staff and aid the relationship with the community. However, systematic reviews critique the effectiveness of unconscious bias training, as there is little evidence of its efficacy in changing behaviour (Atewologun et al., 2016).

Some researchers have called for the inclusion of racial identity development in training, as it addresses the disparate starting points of professionals receiving anti-racist training. There is an association between positive racial identity and inter-racial comfort, which is known to impact behaviour (Constantine, 2002; Daniel et al., 2004).

5.1.2 What are EPs' perspectives on the Impact of Anti-Racist CPD on their Practice?

The majority of participants either agreed or strongly agreed that the training they received raised their awareness, added to their understanding and added value to their role. The results indicate that EPs perceive the training to add value to their role and a deeper understanding of anti-racist matters.

The impact on confidence and practice is more challenging to make sense of. Although the majority of participants selected ‘somewhat agree’ or ‘strongly agree’, some participants did not select ‘agree nor disagree’ or ‘strongly disagree’. For those who did not report a positive impact, this may be related to the quality of training received. It may not have been the case that anti-racist CPD, in general, did not impact their practice, but the particular training they were referring to may not have made an impact. This research was not concerned with the quality of the training received, but there was likely a relationship between effective training and the impact on practice. Alternatively, some EPs may have already felt confident in their practice prior to the CPD, meaning they would not rate an increase in confidence or perceive a smaller change. The questionnaire was designed with ease of completion in mind, but the format may have limited participants’ ability to elaborate on their responses. This highlights the value of the interviews in providing deeper insight.

The following subthemes present how participants described the impact of CPD.

5.1.2.1 CPD as a Catalyst for Critical Reflection. One of the key impacts of anti-racist CPD reported by EPs was its role in enabling them to reflect on and take accountability for the profession’s historical and current contributions to racism. Participants credited training as a starting point for critical engagement, allowing them to recognise patterns in practice, interrogate their own roles, and demand more from the profession as a whole. This is evidenced in the literature that suggests anti-racist professional development should move beyond self-reflection and encourage active critique of systemic racism within psychology (Williams et al., 2022). In this study, EPs described their training as prompting deeper interrogation of the structures they operate in, indicating a shift towards a more critically aware and accountable professional stance.

Accountability was also discussed in relation to diversity within the profession and the efforts to change this. The underrepresentation of Black and global majority EPs within the profession and getting onto the course were identified as areas of concern. Participants reflected on the continued exclusion of certain groups and the impact it has. They questioned the role that structural racism may have in their non-participation. This is a theme that resonates with Sewell's (2016) argument on epistemic oppression. They questioned the nexus of knowledge creation within the profession and sought to unpick the ways the current systems continue to marginalise voices and prioritise methods of knowing. These findings also align with a CRT perspective, which encourages the critique of structures to challenge the notion that racism is simply a product of personal bias.

Much of the impact on practice was expressed through a desire to demand more of the existing structures. This differs from Malone's (2024) call for radical reimagining, and with the CRT principle advocating for the dismantling of racist structures. This suggests that while CPD may encourage critical reflection, it does not necessarily translate into the more transformative political action that some literature advocates for. Instead, EPs' act of accountability seems to be located within the parameters of the current systems they work in. From this, it can be argued that EPs' agency, power and authority to enact change may be restricted by the very systems they seek to challenge.

5.1.2.2 Stronger Together. After receiving anti-racist training, EPs reported increased levels of teamwork through collaborative work and taking action together. Participants described how the training enabled and/or allowed them to collaborate effectively with each other and other professionals. They made collaborative efforts to learn together, co-develop and share resources. The training also highlighted the value of having spaces to problem solve and reflect. This is consistent with research that highlights collective learning and peer support for sustained anti-racist practice (López, 2022; Sakata, 2024). These

findings offer personal accounts of the value of collaborative work and approaches to enacting it. These approaches can be actualised through existing frameworks known to EPs, such as Kolb's (1984) learning cycle.

While having a working group was recognised as a helpful mechanism within a service, some participants also shared its limitations. There is a risk that it serves as a function to contain racialised anxiety in a service (Davids, 2011), whereby discussions about race and racism are confined to a specific space rather than embedded across the wider organisation. This raises questions about whether working groups reinforce existing power structures or actively disrupt them. Having a separate group whose task is to think about anti-racist practice without wider decision-making from the team runs the risk of appearing performative instead of transformative. This concern is supported by López (2022), who argues that isolating equity work in specialised groups can reinforce marginalisation unless it's accompanied by broader structural change. For some participants, this was not the case as they described a sense of solidarity within the team as a whole. These accounts suggest that when responsibility is collectively held within the team, there is a higher likelihood of change.

5.1.2.3 The EP Role. The findings also suggest that training directly impacted the participants in role. This was expressed through the conceptualisation of person-in-role and their engagement with schools, CYP and their families. Anti-racist practice acted as a golden thread that spanned the five domains of their practice.

Participants described the interrelation between internal processes and external action. The training directly raised their awareness of the 'self' and what they bring with them whilst in role. This is similar to Sakata's (2024) framework that encourages self-reflection on the intrapersonal workings and how this may influence practice. It purports that cultural responsiveness begins with a deep

understanding of one's positionality, allowing professionals to recognise how their own experiences and biases shape their engagement with CYP and families. Similarly, participants in this study described increased awareness and instances where they explored their assumptions and decision-making processes following CPD.

The training influenced how EPs approached assessment and intervention, highlighting their role in supporting narrative creation. Participants shared how they aimed to co-construct narratives with CYP by prioritising their voices and using their psychological knowledge to make sense of their experiences. This seemed to be a form of advocacy as the EPs recognised their role in supporting schools to understand complex needs. This extended to the way they produced reports and were cautious in the language they used. Given the history and power EPs hold through their report writing, the participants felt it was their role to use language as a means to disrupt racism. A powerful application of this was through EPs' approach to report writing, where they described a professional responsibility to use language that challenges racial bias and does not perpetuate racist tropes.

Some EPs also described beginning to work with schools on anti-racism more explicitly. This included delivering training and encouraging whole-school approaches. They proposed an aspect of their role as being a critical friend. From this framing, they began to position the role within the systems level, which is similar to the proposal within the literature that psychologists take on more advocacy-oriented roles (Proctor et al., 2021; West et al., 2023). A desire to widen the perception of the EP's role towards holistic approaches and social justice was evident. Again, this reflects some of the broader literature calling for engagement with community and liberatory approaches (López, 2022; Malone, 2024).

5.1.2.4 Making Change for All. Lastly, upon reflecting on their training, the participants indicated that it impacted their hopes for their practice in the future. Although this finding does not relate to the impact on their current practice, the hope for change may have some unconscious effects that may shape their professional identity and decision-making. Some theorists suggest that learning and critical consciousness may not lead to immediate behavioural change. Instead, it may initiate introspective shifts that can be transferred into practice at a later date (Mezirow, 1991; Freire, 1996; Diemer et al., 2017).

The findings suggest that participants would like the perception of the EP role to be broadened. Some participants specifically expressed a clear role for the EP in social justice work and considered ways to begin engaging with it. This largely aligns with the existing literature that calls for restructuring psychology services and addressing systemic inequities (López, 2022; West et al., 2023). It reflects an emerging desire to reframe the role towards activism and advocacy. Cases such as Child Q show how racism present in school and policing systems can be detrimental. EPs are well placed to speak about issues such as adultification and need to be active in challenging racist systems.

While participants' reflections indicate a commitment to social justice within the profession, clear pathways for engagement in social justice initiatives, systemic support, and leadership commitment to embedding anti-racism within the profession will be required to sustain these efforts.

5.1.3 What Do EPs Consider to be the Barriers and Facilitators to Implementing Anti-Racist Practice?

The factors that influence implementation can be thought of as four domains: psychological, ideological, organisational, and material.

5.1.3.1 Psychological. This subtheme includes the internal processes, emotional responses and individual beliefs about anti-racist practice. Fear was a significant barrier influencing how EPs implemented anti-racist practice. Fear in relation to conversations about race and racism is often referred to within the literature (Williams et al., 2022). These conversations can evoke uncomfortable feelings that may stem from concerns about being judged, a fear of being labelled 'racist' or 'race-obsessed', and an anxiety about saying the 'wrong' thing. Such responses can lead to avoidance, silence, and performative engagement. Williams et al. (2022) propose a focus on allyship behaviours rather than saviourship as a way to overcome this avoidance. One of the identified helpful behaviours is a willingness to engage. This theme was also constructed within this current study. Participants reported that implementing anti-racist practice felt more possible with families who were both willing and ready to engage in conversations about race. Although the participants did not explicitly identify their own willingness, their reflections suggested it through their actions. This implicit willingness may be related to confidence gained from receiving training to engage further with anti-racist practice.

Beyond interpersonal fear, participants also expressed worries about the (perceived and real) risks of taking a 'political' stance whilst working within a LA. López (2022) critiques the way race has been politicised within education, highlighting how governments and institutions discourage professionals from engaging in anti-racist work. A recent example of this is through the term "woke". Originally, the term was used pre-war by African Americans to warn and advise people at risk of racist violence, which later evolved into a reminder to remain politically conscious amidst racial oppression (Davies & MacRae, 2023). However, in recent years, it has been co-opted and reframed within UK political discourse as a pejorative label that is now described by some as a dangerous pseudo-religion that threatens to harm British schools, culture and society

(Davies & MacRae, 2023). This new definition pathologises social justice campaigns, labelling them as violent extremists. When this political climate is mirrored in professional settings, it reinforces fear-based silence among practitioners. With notable Conservative party leaders endorsing anti-woke rhetoric, it is understandable for professionals to experience fear when engaging in anti-racist practice, especially in a public sector setting with high accountability. This is again supported by the literature review (Proctor et al., 2021; West et al., 2023).

Lastly, a range of uncomfortable feelings such as guilt, anger and fatigue were highlighted. These were often barriers to implementing anti-racist practice as they can lead to interpersonal conflict. Guilt is frequently discussed within the literature and is a prominent feature in discussions on racism. DiAngelo (2018) describes the relationship between white guilt and systemic racism, viewing it as a by-product of privilege. White guilt and white fragility are barriers to engaging in anti-racist work as they perpetuate defensiveness, avoidance and withdrawal (DiAngelo, 2018; Sue et al., 2007). The act of acknowledging white privilege can be confronting for some, which may reduce their capacity to engage. Instead, there may be resistance to anti-racist practice, fearing personal attack rather than seeing racism as a structural issue requiring collective action.

Some professionals from Black and global majority backgrounds may experience anger as a result of this and several other reasons. For some, anger can arise from the frustration of repeatedly explaining racial issues, experiencing microaggressions, or encountering institutional inertia in addressing racism (Sue et al., 2007). However, when they express anger in professional settings, it is frequently pathologised or misinterpreted as aggression (Ahmed, 2012). In this regard, anger can be associated with fatigue. The fatigue of carrying anger and frustration toward the institutions and structures they work in. Within the context of anti-racist practice, professionals from Black and global majority backgrounds

often bear a disproportionate burden in advocating for change, leading to exhaustion and disengagement (Gorski & Erakat, 2019).

5.1.3.2 Ideological. In addition to psychological influences, participants also highlighted ideological factors that influence implementation. Ideological factors are rooted in belief systems, cultural narratives, and societal discourses that shape attitudes toward racism and anti-racist practice.

One key ideological belief that seemed to influence EPs was others' attitudes and beliefs towards racism. EPs experienced challenges with getting buy-in from schools that did not see the importance of anti-racism for cohorts that are monoethnic. The assumption that anti-racism is unnecessary in predominantly white schools reflects colour-blind ideologies (Bonilla-Silva, 2006), which positions racism as an issue only relevant when racially minoritised individuals are present. However, CRT challenges this notion, highlighting how racism is systemic and embedded in educational structures regardless of student demographics (Delgado & Stefancic, 2012; Gillborn, 2008). The NEU (2022) shed light on the importance of an anti-racist approach in schools regardless of demographics. They assert that white superiority is embedded in media, books, and culture, making it important for all students to understand and challenge racism. Furthermore, Lander (2011) argues that predominantly white schools can perpetuate exclusionary practices through their curriculum and policies. Thus, the assumption that anti-racist practice is unnecessary in these contexts undermines systemic approaches to equity and reinforces the marginalisation of racialised students when they do enter these spaces.

Another ideological factor influencing the implementation of anti-racist practice was the belief that some individuals had an inherent disposition towards this approach, making it feel more natural to them. There was a distinction made between those who seemed to intuitively engage with anti-racist practice and

those who struggled with it. This relates to some views held within helping professions that imply that some people view social justice as separate from their professional identity, while others “naturally” gravitate towards social justice initiatives due to numerous factors, such as exposure to injustice, political socialisation, and personality traits (Linnemeyer et al., 2018). However, this view is heavily critiqued as it undermines the role of education and critical reflection. It also risks the stagnation of equity-based causes as it discourages those who feel “behind” from engaging in learning and practice (Sensoy & DiAngelo, 2017). Moreover, it devalues the role and development of critical consciousness that is cultivated through education and dialogue (Freire, 1996).

This belief was reinforced by the idea that lived experiences better facilitated anti-racist practice. Some participants felt that their lived experiences better supported them in connecting with service users. Whereas other participants believed that not having lived experiences meant that they were not always best placed for specific types of anti-racist practice. While experiential knowledge can be a powerful facilitator (Collins, 2007), and there is importance in considering positioning, there are also some strengths in not having lived experiences. The literature on therapeutic alliances parallels this and offers a lens to understand this. Although the literature suggests that some clients may feel a stronger sense of trust and cultural understanding when working with therapists of the same racial background, it also proposes that racial similarity alone does not guarantee competency in addressing racial issues (Sue & Sue, 2016). A commitment to ongoing development, critical reflexivity, and engagement with anti-racist frameworks is necessary for all professionals regardless of their background (Hook et al., 2017). Thus, framing anti-racist competence as a cultivation instead of an inheritance.

Lastly, the ideological differences within teams are another factor that influences practice. Participants discussed the personal journey that individuals embark on

to become anti-racist. This framing of individual journeys and responsibility for anti-racist practice meant that there were challenges in coming to a shared vision as a result of individual ideological starting points. A central theme within the literature is that anti-racism requires collective effort; it cannot be an individual's responsibility (Proctor et al., 2021; Truong et al., 2021). Shared goals and values are necessary for effective collaboration and systemic change (Tuckman, 1965). Without this collective understanding, the implementation of anti-racist practice remains fragmented and inconsistent. This reiterates the need for unified service-wide values.

5.1.3.3 Organisational. The role of leadership within services was crucial. Participants who were main grade EPs perceived the SLT in their service as not doing enough. Whereas participants who were senior EPs perceived their involvement as being facilitative within their service. This suggests a disconnect between senior EPs and main grade EPs' perceptions. There may be a gap between leadership intentions and implementation, where the SLT believe they are supporting anti-racist practice, but main grade EPs do not feel this support translates into meaningful action. Alternatively, Senior EPs' interest in participating in this study may emphasise their commitment to anti-racist practice and evidence the role they play in facilitating this within their services. However, the dynamics created between senior EPs and main grades may reflect differences in how team members perceive power, authority, and the desired leadership style for advancing anti-racism.

When anti-racism was a service priority, participants reported that time was explicitly protected and ringfenced. This allowed them to meaningfully engage with training, reflective practice and the additional time needed for implementation (where necessary). When time was not protected, it was viewed as a barrier to implementation, as anti-racist practice often competed with other demands. Time constraints are explored within the literature, which advocates for

the explicit allocation of time to prevent it from being perceived as voluntary, tokenistic, or discretionary (Williams et al., 2022; López, 2022).

Another factor that supported the implementation of anti-racist practice was its systemic embedding into existing structures and practices. Sakata (2024) argues that culturally responsive educational psychology must be embedded into daily practice, rather than being enacted in isolation. Without structural allocation of time and embedding it into the service structure, anti-racist practice risks being reactive rather than proactive, making meaningful engagement difficult. Sustaining anti-racist efforts requires organisational influence (Bell, 1980). If leadership does not allocate time and structural support, anti-racist work remains at risk of being deprioritised when competing pressures arise.

The phenomenon of momentum was also highlighted as being both a barrier and a facilitator to implementation. When momentum was strong, participants felt that it facilitated their application to practice. However, a lack of momentum was thought to hinder delivery and make it harder to sustain anti-racist initiatives.

Momentum within anti-racist work has been observed and is observable to the everyday person. It is often driven by institutional priorities, leadership commitments, and responses to particular media coverage. Historically, anti-racist movements have gone through cycles of peak and waning momentum, which has supported action from organisations. For example, following the BLM movement in 2020, many organisations made commitments to anti-racism. Unfortunately, social justice movements can experience waves of uptake and decline (Tarrow, 2011). When there is pressure or social urgency, anti-racist practice gains traction, but in the absence of external accountability, it risks losing momentum.

From an organisational perspective, momentum can be understood through Lewin’s (1947) Change Management Model, where there is an event or structural

shift that raises the organisation's awareness of the need for change, 'unfreezing'. Followed by training and changes within practice. The third step is embedding the change acquired from the surge in momentum, 'refreezing'. For some participants, the rise and fall of momentum indicates a failure to reach the 'refreezing' stage. This demonstrates the issue with momentum, in that it is held by the efforts of individuals and not the systems. It is a reaction to stimuli that centres personal commitment, where we would ideally hope to have proactive approaches held within an organisation.

5.1.3.4 Material. The use of tools and frameworks was a facilitator in implementing anti-racist practice as they provide structure and guidance. This further reiterates the need for tangible steps for professionals to complement the existing body of reflective work. The literature supports this, noting that tools such as structured guidelines, racial literacy frameworks, and reflective practice models help professionals navigate complex discussions about racism while embedding anti-racist principles into their work (López, 2022; Price-Dennis & Sealey-Ruiz, 2021).

The availability of evidence supporting the positive impact of anti-racist practice was also identified as a facilitator. Participants expressed that they could leverage the outcomes from previous work with schools as a tool to influence more buy-in from other schools. Research on implementation science has emphasised the importance of evidence-based practice in maintaining social justice initiatives (Fixsen et al., 2005). When professionals can refer to concrete examples of "success", anti-racist work is perceived as more legitimate and less risky. This helps counteract resistance within institutions and justifies continued investment in anti-racist training and interventions (Ladson-Billings, 2021).

5.2 Evaluation of Current Research

5.2.1 Strengths

A key strength of this research is its response to an urgent and ongoing issue within the profession at a time when systemic racism and equity in professional practice are receiving increasing attention. As presented throughout this thesis, racism is intrinsically embedded in structural systems within the UK, including both education and educational psychology. This research contributes to the very limited literature on anti-racist practice within educational psychology in the UK. It also adds to the broader international and interprofessional literature.

A mixed-methods approach is an additional strength of this study as it allowed the researcher to triangulate the data, which lends itself to a robust methodology. The quantitative aspect of this study is unique in its contribution to empirical research. It provides a quantifiable insight into the types of anti-racist practice CPD that EPs are engaging with at the service level. This is a distinct and valuable contribution that will have implications for the profession. The findings indicate that some of the profession are engaging with anti-racist practice CPD, albeit to varying degrees. This is a promising result as the profession looks beyond its historical relationship with racist practices towards racial equity.

The results from the survey demonstrate that EP services are receiving taught CPD on anti-racist practice. This study is further strengthened by the exploration of application to practice. The implementation of training to practice within EP anti-racist practice is novel. The identification of barriers and facilitators to implementation is helpful in its rich contextualisation of anti-racist practice. This strengthens the study's practical utility in that it offers tangible steps towards improving anti-racist practice within the profession.

A further strength of this research is its commitment to amplifying participant voices. The interviews were facilitated in a way that allowed the participants to

find their voices. This is most noticeable in the findings where the participants' voices are the central focus. This approach was guided by tenets of PsyCrit, whereby the researcher is highlighting the voice of the oppressed. In this instance, it is not the direct voice of the oppressed, but rather agents who work within oppressive systems advocating on their behalf.

Lastly, the researcher's attention to their positionality and demonstration of reflexivity is a strength of this study. This was enabled by the CR ontological and epistemological lens and methodological choices. These decisions form a coherent foreground to the way knowledge is constructed within this study, and the researcher's thoughts, feelings, assumptions and biases. The researcher is influenced by additional models such as Black Feminist Epistemology and PsyCrit, which are subtly integrated throughout this research. As such, she has interrogated her experiences and beliefs to both support and challenge her decision-making throughout this process.

5.2.2 Limitations

Although this study offers many strengths, there are some limitations to consider. Firstly, the questionnaire uses some ambiguous language without clarification of the terms used. For example, the term ad-hoc was used, which the researcher intended to mean 'as needed'. However, this term is too vague and makes it difficult to make confident inferences or interpretations about the frequency training is delivered. It could have been strengthened by providing a definition for the term and asking the participants to comment further on what it means for their service. Similarly, the term 'biannually' was also used in the questionnaire. The researcher intended it to mean every two years, but it could be misinterpreted as twice a year. Both examples of ambiguous terms made it difficult to gain an accurate understanding of the frequency of anti-racist training received in EP services.

Another limitation is the lack of definition for what “taught” CPD means in this context. This likely caused some confusion for participants, as 32 out of 38 participants selected ‘whole service training’ as a type of service-level CPD. When asked whether they had received taught CPD, 28 responded yes. There is a possibility that four participants received whole-service training that used a different model that was not direct teaching, such as workshops. The discrepancy suggests that there is a possibility that participants may have interpreted the term differently, highlighting the importance of precise definitions.

In constructing the questionnaire, the researcher relied on the literature to guide the options for the topics covered. In doing so, the topics in the questionnaire were skewed towards anti-Black racism, which is dominant within the literature. This limited the questionnaire’s focus and likely excluded topics relevant to other forms of racism. Furthermore, the use of the term anti-racism was not shared with the participants. Without this shared understanding at the questionnaire stage, there was flexibility in how the participants defined the phenomenon. Given the mention of BLM and the general dominance of anti-Black racism, it is likely that participants were responding with that in mind as opposed to anti-racism more broadly. This seems to be a common occurrence in the literature, profession and society. This highlights the need for a consensus on definitions and for researcher transparency.

A key limitation of this study is the sample size. Due to time constraints, the researcher was unable to amass a larger questionnaire sample size that is more representative of the profession. For this reason, it is difficult to make generalisations from the results. In addition to this, the sample for the questionnaire was dependent on the participant’s experience of a particular training. Those who responded that training impacted their confidence and practice were invited to interview. This limited the study, as EPs who were not impacted by their current training, but implemented anti-racist practice from

previous trainings, lived experiences, or individual development, may not have been included. This sampling method potentially narrowed the range of perspectives captured, leaving out other valid pathways to anti-racist practice.

Finally, the data collated from one interview was excluded from the final dataset as the participant did not meet the inclusion criteria. Ultimately, the decision ensured consistency by maintaining a focus on service-wide anti-racist CPD. However, it also meant that a potentially valuable perspective on individually sought training was not included. Independent engagement with anti-racist CPD may play a role in shaping professional practice, and future research could explore how self-initiated learning interacts with service-led training and implementation.

5.3 Implications for Practice

Despite the aforementioned limitations, this study has implications for individual EPs, services, training providers and governing bodies.

5.3.1 Individual EPs

Firstly, the findings from this study describe the experiences of individual EPs implementing anti-racist practice. EPs may find some value in resonating with the participants' experiences, as they are insightful and may reflect their journeys. Individual EPs may wish to incorporate some of the participants' strategies in their own practice. For example, the named tools, frameworks and approaches to report writing.

As one of the themes is specifically about the EP role, this will have direct implications for practice. Although the concept of person-in-role is not new, the findings from this study further support its importance, especially in anti-racist practice. Moreover, the findings give credence to ways of working with CYP, families and schools, offering practice-based approaches that support inclusive

and equitable practice. EPs are encouraged to use insights from this study to critically reflect on their own positionality and epistemology, which impact the work they do. Although this study focuses on race, it accepts intersectionality as a truth within the profession. In line with the literature advocating for intersectionality-informed training, EPs should be supported to develop approaches that recognise how identity factors interact with race. This ensures that interventions remain responsive to the diverse needs of the communities accessing support.

The findings highlight the barriers and facilitators to anti-racist practice, which can equip EPs with the knowledge to advocate for systemic change in their services and the broader education system. This study may empower EPs to challenge discriminatory practices within school policies, encourage inclusive approaches, and think about creative ways of working. The participants in this study raised ways that they work collaboratively with other professionals, and it is a key theme within the literature. This study provides ideas on how EPs can do so within their services.

This research challenges what is accepted as the norm in educational psychology and allows space for blue-sky thinking. This may influence how EPs see their role and support them in widening it within their current systems or inspire the creation of new systems. For example, EPs may become more engaged in practices from other disciplines, harness their power at the political level or form collectives dedicated to racial equity.

Lastly, this research explicitly highlights the need for further inquiry into anti-racist practice within educational psychology. There is a clear lack of published research in this area, despite research being a core function of the EP role. This study encourages EPs to contribute to the evidence base. Specifically, through the use of participatory, liberatory and decolonial methods that illuminate

marginalised voices and legitimise lived experiences. This action must be considered within the wider context that EPs work within to enable sufficient time, access to funding, and institutional support.

5.3.2 Educational Psychology Services and Doctoral Training Providers

The experiences of EPs applying anti-racist CPD into practice indicate the role that services, course providers, and national bodies play in advancing anti-racist practice. As supported by the literature, this study identifies a top-down approach as being pivotal in implementation. In order to enact change, there needs to be commitment at the service level and above. The participants expressed the importance of buy-in from senior leadership and the LA to support the embedding of anti-racist practice. Without this crucial buy-in, it can become inconsistent in approach and stuck due to the lack of power and authority held by individual EPs.

Services should prioritise time for mandatory ongoing professional development in this area and have regular reflective spaces. However, to ensure consistency and accountability, further guidance from national bodies is needed. This research highlights the need for the HCPC to include anti-racist and anti-oppressive practice into the standards of proficiency, so it aligns with the requirements of the doctoral training. Additionally, strengthening CPD requirements for anti-racist practice at a national level would create a clear professional standard.

The diversity within the profession continues to be a significant issue. The findings reinforce the urgent need for more Black and global majority EPs within the profession. This requires a strategic systemic approach. Beginning with increasing access to doctoral training programmes to improve recruitment, retention, and promotion into senior leadership positions within services.

Lastly, this research makes mention of the steps taken on doctoral training courses to equip TEPs with the skills and knowledge to undertake anti-racist practice. However, it is clear that there is more to be done. This study highlights the need for training providers to critically examine how their curriculum is centred around whiteness. In order to best prepare TEPs, courses need to decolonise the curriculum, incorporating non-Western theories and epistemologies, including intersectional perspectives. However, this would also require changes to undergraduate courses. A decolonised curriculum could support TEPs in producing more research on historically underrepresented or systemically excluded communities.

5.4 Future Research

Anti-racist practice has been an ongoing discussion within this profession. While there has been a noticeable increase in interest, leading to greater awareness and critical engagement, there is still much more to understand.

This research is limited to EP views and would benefit from incorporating the voices of CYP and families. Future research may explore service-user views on effective anti-racist practice, which could form the basis for EP involvement and practice.

Additionally, the profession would benefit from an evaluative study on anti-racist practice that evidences the outcomes for communities. There is currently limited evidence on the effectiveness of different anti-racist approaches within educational psychology, making it difficult to determine which strategies lead to sustained, positive change.

The dynamic between main grade EPs and senior EPs was identified within this study. Research on senior EPs and main grades within the same service exploring their perception of power and authority in advancing anti-racist practice would be valuable.

Another suggestion for future research could answer how anti-racist practice can be prioritised within this sociocultural context.

Lastly, this study demonstrates the value of mixed-methods research for effectively adding nuance, breadth and depth to complex issues such as anti-racist practice. Future research may wish to critically examine how mixed-methods designs can be applied more effectively within educational psychology and the role they could play in the research landscape.

5.5 Dissemination Strategy

The findings from this research will be shared with peers and tutors at the researcher's place of study. Following this, the researcher will disseminate the findings within their current EPS.

Once qualified, the researcher hopes to share the findings within the LA they are employed in. Given the relevance to their service priority, the researcher hopes to join the working group and consider how to reduce and/or remove some of the mentioned barriers to implementation.

This research will be readily available via online thesis databases, to ensure that both professionals and TEPs can access it. The researcher plans to make a simplified version of the findings available on social media platforms to increase the visibility of the EP's role in anti-racist practice among other professionals and the general population.

The researcher hopes to incorporate non-academic strategies for dissemination, e.g., podcasts. In addition to this, the researcher will look for opportunities to present at conferences such as the DECP annual conference, NAPEP, AEP, and web series such as the EP Reach Out.

The researcher recognises the value of formal publication and hopes to publish the findings in a peer-reviewed journal in the future. With that being said, the

researcher is interested in disseminating to community organisations that deliver anti-racist practice training, and to schools locally and nationally. The researcher will achieve this by creating accessible summary reports (infographics, videos, etc), attending school INSET days, roundtable events, using social media platforms and partnering with community organisations to create practical toolkits and guides.

5.6 Researcher's Reflections

The researcher revisited the entries in their research journal and presented them along with their current reflections in the first person.

5.6.1 Finding Motivation

I have shared throughout this research my position as a Black Woman exploring a topic about race and racism. However, my motivation for undertaking this topic has not been made clear from the outset. My initial motivation was a response to a presentation day held at the Tavistock and Portman on Year One racial equity projects. While I was pleased to hear about the innovation and steps taken within EP services to consider racial equity, I was disheartened and disappointed by the lack of progress made within the profession across the decades. I was also frustrated by the disparity between the level of input I received around racial equity in the doctoral programme and the lack of action in practice. I had a sense of disillusionment upon gaining insight into espoused practice and actual practice, especially following the BLM movement that seemed to be so significant within the field and society. It is this response that fuelled my motivation for this study.

I have had, and still have, mixed feelings about my role in a project on this topic. I feel some resentment towards it, as it is a reminder of how far we have to go. But I also feel proud to uncover much-needed data around our engagement with anti-racist practice. Given the nature of the topic, it did not feel appropriate to share my underlying reason for carrying out the study with participants, as I was

aware of the different views on this. However, I believe this had an impact on several aspects of the study.

Another challenge I faced stemmed from a desire to conduct a study on Black CYP that focused on strengths. I was reluctant in wanting to contribute to a body of literature that reflects a deficit. While I believe the challenges Black and Global majority people face need to be continually advocated for, I am personally experiencing some fatigue with this. I wanted to create something that felt inspirational and showcased Black excellence despite the constraints of structural racism. Due to time constraints, this was not possible, and I proceeded with this study. Despite my overall feelings of pride, there was some residual resentment throughout the process.

5.6.2 Feeling Exposed

I was not prepared for the feeling of exposure. When I shared my recruitment poster, I was met with a great deal of anxiety and fear about my perceived exposure. This exposure was linked to upholding my professional image and reputation within such a small profession. The poster was a physical manifestation of my introduction to the EP community. The visibility of my study made me worry about potential scrutiny and criticism, particularly given the subject matter I was addressing. In response, I sought out conversations with peers and mentors, who reassured me that these concerns were natural.

There was an overwhelming pressure to get things ‘right’ and do this topic justice. While I knew intellectually that mistakes were part of the learning process, the weight of responsibility made those mistakes feel disproportionately significant. This meant that I became overcritical about making small errors and grew a sense of paranoia about the study being reported. This is one aspect of conducting research that I did not receive much input on at university. The responsibility that comes with managing a big project that can impact so many. There is a duty to

be ethical, rigorous, and fair. Although this is required in undergraduate and postgraduate studies, the level of independence granted in doctoral studies magnified my responsibility. I navigated this challenge through the use of supervision and peer spaces. While the feeling subsided slightly, its remnants were helpful reminders to remain diligent, reflective, and accountable in my research practice.

5.6.3 The Interviewer Role

My experience in the role of ‘interviewer’ was novel to me. My previous academic dissertations used quantitative designs. This study was the first time I undertook the role of interviewer. As such, the quality of the interview seemed to improve over time. Looking back at my reflective journal, I can see where I began to gain confidence, and my level of intrigue in just wanting to hear the participants’ experiences was present.

With each interview, I found myself questioning my role and potential influence. I wondered about my use of validation. I questioned whether affirming a participant’s response might be perceived as agreement and how it shapes their subsequent answers. I reflected on what this meant for the participant and how it might subtly guide the direction of the conversation. This directly links to the concept of researcher neutrality. As the study uses a CR lens, there is an implicit belief that complete neutrality is neither possible nor desirable. Instead, my role as a researcher was to remain reflexive about my positionality and how my interactions might shape the data.

Another challenge was knowing how to end interviews that did not reach a clear ‘natural ending’. I reflected on how I could negotiate this with the participant in a way that did not limit their voice. It became clear that my experience as an interviewer was a limitation at times, especially during moments of uncertainty.

Reflecting upon the interview process, data analysis and findings write-up, I became aware of the way I was being drawn to some participants more than others. In particular, I struggled to connect with interviewee 2, which I believe was linked to our visible differences in identity. I noticed that I felt stuck during that interview and struggled to get the information I needed. This had a knock-on effect on the way their data contributed to the broader findings. There was something about that interview that I struggled to resonate with and felt incongruent with the other interviews. There was something within the dynamic between us that acted as a feedback loop. Conversely, I found it easier to engage with participants whose passion was expressed in a way that resonated with me. These reflections demonstrate the complexity of the interviewer-participant dynamic and the subtle ways in which personal biases and relational dynamics can shape the research process. As a result, I took care to ensure that interviewee 2's contributions were included and their voice was heard within the study.

6. Conclusion

In conclusion, racism remains a pervasive and entrenched force within the UK, which continues to disproportionately affect racially minoritised individuals. Structural racism in the UK influences educational, health, housing and criminal justice outcomes. It contributes to exclusion, underachievement, and the adultification of Black and global majority students. Educational Psychology as a profession has its own history with racist practice, which continues to shape and influence current practice. This study is a response to anti-racist efforts within the profession, especially following the resurgence of BLM.

This study utilised a mixed-methods design to explore national engagement with anti-racist CPD in educational psychology. Specifically, it sought to examine the types of anti-racist CPD in services and the implementation of CPD into practice. Results from the questionnaire suggest that services are engaging in various types of service-level CPD.

RTA was used to analyse the interviews. This process generated five main themes. CPD as a Catalyst for Critical Awareness, Stronger Together, The EP Role, Factors Influencing CPD Implementation, and Making Change for All. These themes suggest that anti-racist practice CPD can be impactful, supporting internal processes such as critical reflection, self-awareness, and accountability as well as external actions in practice. However, for these shifts to be sustained, there needs to be organisational and structural mechanisms in place.

The findings reaffirm the unique positioning of EPs in anti-racist practice. EPs are well placed to support schools, families and CYP due to their systemic thinking, relational approaches and commitment to inclusion. The participants highlight that anti-racist practice is everyone’s responsibility and that it remains relevant regardless of the demographic context. Finally, the findings emphasise the need for anti-racist practice to be embedded systemically, supporting EPs to move from awareness to sustained action at every level of their work.

Ultimately, this study contributes to the existing literature supporting the need for anti-racist practice to be embedded across all levels of educational psychology. Although the findings demonstrate the profession's willingness to engage, they also identify the constraints that can hinder the work. Maintaining anti-racist practice will require more than individual commitment and demands cultural shifts in how it is currently understood. It is hoped that this study amplifies the responsibility EPs have in recognising and challenging injustice. By embedding anti-racism into the heart of educational psychology, the profession can move

closer to equitable practice that truly serves all children, young people, and families.

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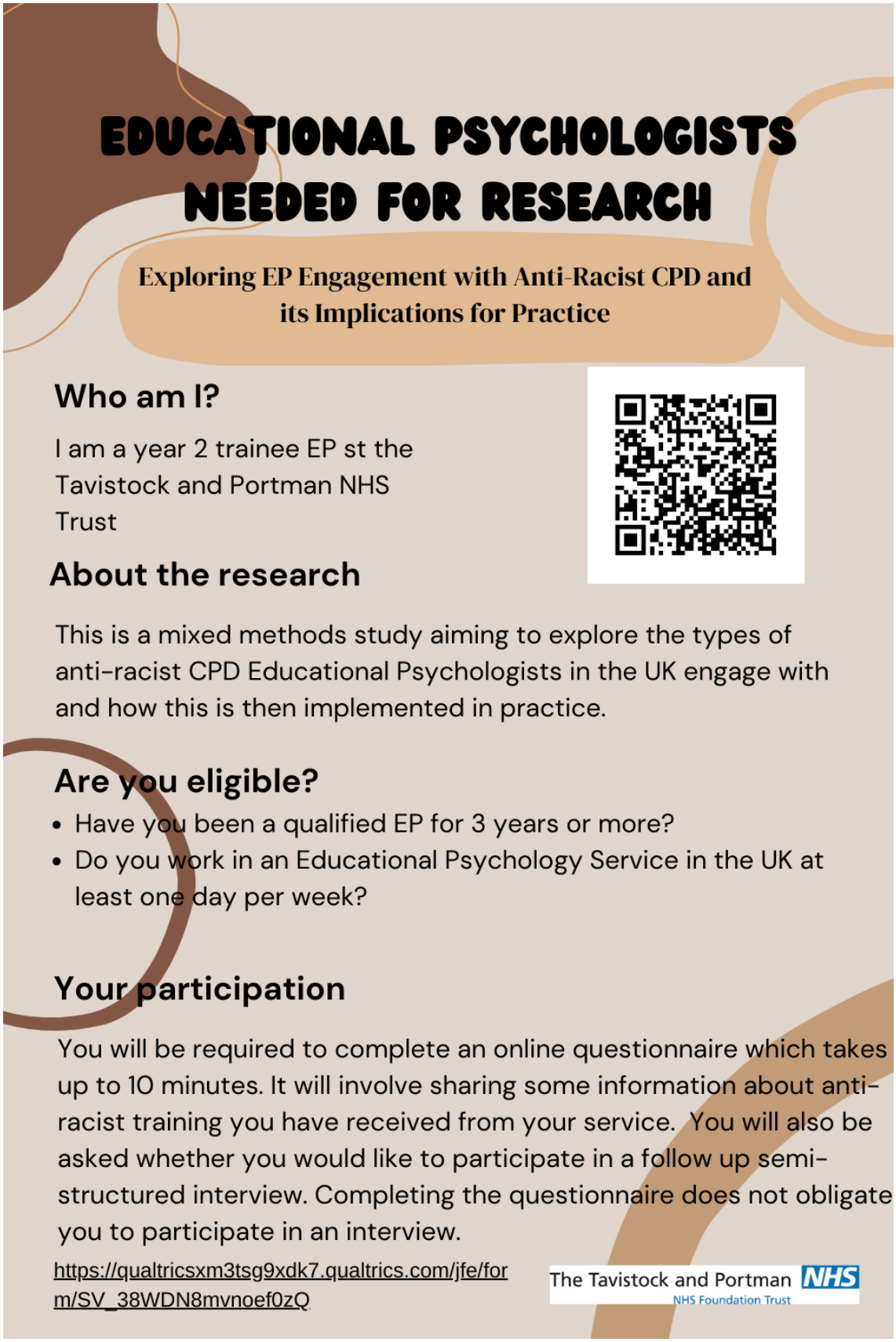
Appendices

Appendix A: Recruitment Poster



Appendix B: Online Questionnaire (including information sheet and debriefing)

Start of Block: Information

You are being invited to take part in a study exploring how the Educational Psychologist (EP) profession engages with service level anti-racist continuing professional development (CPD) and how it is implemented in practice. This study is a doctoral project which is part of the Doctorate in Child, Community and Educational Psychology at the Tavistock and Portman Trust. Before you decide to participate, it is important for you to understand why the research is being conducted and what it will involve. Please take your time to read the following information carefully, and you may discuss it with others if you wish. Please do not hesitate to use the contact details below if there is anything that you are not clear on or would like more information about. Feel free to take your time on deciding whether or not you wish to take part.

All proposals for research using human participants are reviewed by an Ethics Committee before they can proceed. The Tavistock Research and Ethics Committee have reviewed and accepted this proposal of research.

What's the project's purpose?
This is a mixed methods study aiming to explore the types of anti-racist CPD Educational Psychologists engage with and how this is then implemented in practice.

Why have I been chosen?
We are looking for qualified Educational Psychologists who have a minimum of three years post qualification experience and work in a local authority educational psychology service for a minimum of 1 day per week.

What does the research involve?
If you choose to take part, you will be asked to complete an online questionnaire which can take up to 10 minutes. It will involve sharing some information about anti-racist training you have received as an EP. You will also be asked whether you would like to participate in a follow up semi-structured interview. Completing the questionnaire does not obligate you to participate in an interview.

Do I have to take part?
Your participation in this study is entirely voluntary and you do not have to take part if you do not want to. You may withdraw from the study without giving a reason. If you decide to take part and later wish to withdraw your participation, you may do so by July 31st, 2024. You may do so by contacting the researcher (details below) from the email address you provide or by stating the email address you provided. You do not have to give a reason for the withdrawal. If you do not wish for your responses to be included in the final report of this research, you will need to contact the researchers by July 31st, 2024.

What are the possible disadvantages/risks if taking part?
This study explores a sensitive topic which may involve remembering some uncomfortable or distressing experiences. While many measures have been put in place to limit any harm, we ask that you consider carefully whether you would like to participate in this study. If you decide to take part, you are encouraged to access appropriate supportive spaces for further support should you feel you need to.

What are the possible benefits?
While there are not any immediate benefits, your participation will contribute to an overview of the extent the EP profession is engaging with anti-racist practice.

Confidentiality
You will be asked to provide your email address. This will allow researchers to verify

whether you are an EP and to identify your responses should you wish to withdraw. It is important to note that other forms of personal data will not be collected, and that responses will be used for research purposes only and kept confidential. Questionnaire responses will be reported anonymously.

At the end of the questionnaire, you may be asked if you would like to participate in an interview exploring your experience of implementing anti-racist practice training in your practice. Again, this is entirely voluntary. An information sheet for the interviews will be provided with the expression of interest.

How will the results be published?
The study results will be used as part of a doctoral research project which will be available via the Tavistock and Portman website. The questionnaire results may also be presented in journal articles, with no reference to individual responses.

Data Protection and handling statement
The General Data Protection Regulation (GDPR) protects the rights of individuals by setting out certain rules as to what an organisation can and cannot do with information about people. A key element to this is the principle to process individuals' data lawfully and fairly. This means we need to provide information on how we process personal data.

The trust takes its obligation under the GDPR very seriously and will always ensure personal data is collected, handled, stored and shared in a secure manner. The data generated in the course of the research will be retained in accordance with the trust's Data Protection Policy can be accessed here:

https://tavistockandportman.nhs.uk/publications/data-protection-policy/

The following statements will outline what personal data we collect, how we use it and who we share it with. It will also provide guidance on your individual rights and how to raise concerns.

Personal data collected in this study is collected to verify EP status and support with requests to withdraw. The following information will be collected:

- Email address

Your email address will be linked to your responses and will be accessible to the researchers. Your information will usually be shared within the research team conducting the project you are participating in. Email addresses will be deleted by December 2024, once analysis is complete and the deadline to withdraw participation has passed.

Contact for further information
Researcher: Charae Allen-Delpratt – Trainee Educational Psychologist
Project Supervisor: Dr Richard Lewis

If you have any concerns about the conduct of the researcher(s) or any other aspect of this research project, you can contact Head of Academic Registry (academicquality@tavi-port.nhs.uk

End of Block: Information

Start of Block: Consent

Please tick the following boxes to indicate consent to participate in this survey:

I have understood the details of the research as described and confirm that I consent to act as a participant.

- ○ Accept
- ○ Decline

Skip To: End of Survey If I have understood the details of the research as described and confirm that I consent to act as a... = Decline

I have been given contact details for the researcher on the information sheet.

- ○ Accept
- ○ Decline

Skip To: End of Survey If I have been given contact details for the researcher on the information sheet. = Decline

I understand that my participation is entirely voluntary and I have the right to withdraw from the project by July 31st 2024 without any obligation to explain my reasons for doing so.

- ○ Accept
- ○ Decline

Skip To: End of Survey If I understand that my participation is entirely voluntary and I have the right to withdraw from th... = Decline

I further understand that the data I provide may be used for analysis in a project for a doctoral degree and subsequent publications and provide my consent that this might occur.

- ○ Accept
- ○ Decline

Skip To: End of Survey If I further understand that the data I provide may be used for analysis in a project for a doctoral... = Decline

End of Block: Consent

Start of Block: Verification

I can confirm that I work in a Local Authority in the UK for at least one day per week

- ○ Accept
- ○ Decline

Skip To: End of Survey If I can confirm that I work in a Local Authority in the UK for at least one day per week = Decline

I have been qualified for a minimum of three years

- ○ Yes
- ○ No

Skip To: End of Survey If I have been qualified for a minimum of three years = No

Display this question:

If I have understood the details of the research as described and confirm that I consent to act as a... = Accept

And I have been given contact details for the researcher on the information sheet. = Accept

And I understand that my participation is entirely voluntary and I have the right to withdraw from th... = Accept

And I further understand that the data I provide may be used for analysis in a project for a doctoral... = Accept

*

Please enter your work email address to verify that you are an Educational Psychologist

_____

End of Block: Verification

Start of Block: Default Question Block

The study is interested in practice following the Black Lives Matter movement in 2020 that highlighted rhetoric and language on a global level.

Since 2020, have you engaged with anti-racist practice CPD at the service level?

- ○ Yes
- ○ No

Skip To: End of Block If Since 2020, have you engaged with anti-racist practice CPD at the service level? = No

Page Break

Display this question:

If Since 2020, have you engaged with anti-racist practice CPD at the service level? = Yes

Since 2020, what types of anti-racist practice CPD have you engaged with at the service level?

- ☐ Whole service training
- ☐ Working groups
- ☐ Reflective groups
- ☐ Webinars
- ☐ Reading articles/books
- ☐ Conferences
- ☐ Other (please state) _____

Page Break

Display this question:

If Since 2020, have you engaged with anti-racist practice CPD at the service level? = Yes

Have you received taught service level anti-racist practice training from your EPS since 2020?

- ○ Yes
- ○ No

Skip To: End of Block If Have you received taught service level anti-racist practice training from your EPS since 2020? = No

Display this question:

If Have you received taught service level anti-racist practice training from your EPS since 2020? = Yes

How often do you receive anti-racist practice training from your service?

- ○ Annually
- ○ Bi-annually
- ○ Every 3 years
- ○ Every 4 years
- ○ Whenever there's an incident
- ○ Ad hoc
- ○ Other (please state) _____

Page Break

Display this question:

If Since 2020, have you engaged with anti-racist practice CPD at the service level? = Yes

Or Have you received taught service level anti-racist practice training from your EPS since 2020? = Yes

The following questions will be analysed to provide a scope of how anti-racist training is contracted and delivered within Educational Psychology Services. Think of your most recent anti-racist practice training since 2020

Display this question:

If Have you received taught service level anti-racist practice training from your EPS since 2020? = Yes

Who delivered the training?

- ○ A colleague within your EPS
- ○ An external professional
- ○ An EP from another service

Display this question:

If Have you received taught service level anti-racist practice training from your EPS since 2020? = Yes

What topics were covered?

- [ ] Intersectionality
- [ ] Racial socialisation
- [ ] Anti-Blackness
- [ ] Racial trauma
- [ ] Action bias
- [ ] White privilege
- [ ] White fragility
- [ ] Unconscious bias
- [ ] Micro-aggressions
- [ ] Racial identity
- [ ] Allyship
- [ ] White supremacy
- [ ] Systemic/structural racism
- [ ] Other (please state) _____
- [ ] I don't know/not sure

Page Break

Display this question:

If Have you received taught service level anti-racist practice training from your EPS since 2020? = Yes

Complete the following statements My most current anti-racist practice training...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Raised my awareness of anti-racism and anti-racist practice	○	○	○	○	○
Added to my understanding of anti-racism and anti-racist practice	○	○	○	○	○
Added value to my role as an EP	○	○	○	○	○
Improved my confidence in raising anti-racist matters	○	○	○	○	○
Impacted the way I practice	○	○	○	○	○

Skip To: End of Block If Complete the following statements My most current anti-racist practice training... = Improved my confidence in raising anti-racist matters [Strongly disagree]

Skip To: End of Block If Complete the following statements My most current anti-racist practice training... = Improved my confidence in raising anti-racist matters [Somewhat disagree]

Skip To: End of Block If Complete the following statements My most current anti-racist practice training... = Improved my confidence in raising anti-racist matters [Neither agree nor disagree]

Skip To: End of Block If Complete the following statements My most current anti-racist practice training... = Impacted the way I practice [Strongly disagree]

Skip To: End of Block If Complete the following statements My most current anti-racist practice training... = Impacted the way I practice [Somewhat disagree]

Skip To: End of Block If Complete the following statements My most current anti-racist practice training... = Impacted the way I practice [Neither agree nor disagree]

Page Break

Thank you for completing the questionnaire. You have been invited to take part in phase two of this study exploring how EPs implement ant-racist practice training. More information will be provided on the next page.

Page Break

Why have I been chosen? You completed the questionnaire phase of the study and responded that you received anti-racist training that impacted your practice and improved your confidence. What does the research involve? If you do choose to take part in this aspect of the study, you will be required to complete a 1-hour individual interview via Microsoft Teams. You will be asked to share details on your experiences of using anti-racist training to support your practice. All interviews will be recorded to enable accuracy in the transcription process.

Page Break

If you are interested in participating, please complete the expression of interest question below. Participants will be chosen under first come first serve conditions, we will no longer accept participation requests once the quota has been filled.

I am interested in participating in an individual interview

- ○ Yes
- ○ Maybe
- ○ No

Page Break

I am happy for the researcher to contact me via

- ○ The email provided in the questionnaire
- ○ A different email address (enter below)
  _____
- ○ I do not wish to be contacted

Page Break

End of Block: Default Question Block

Start of Block: Debrief

Thank you for taking part in this study. This research seeks to explore the types of anti-racist continuing professional development (CPD) Educational Psychologists (EPs) engage with and how this is then implemented in practice.

In this study you were asked to complete a questionnaire about anti-racist training you have received as an EP. We hope to get a national overview of service level anti-racist CPD within the EP profession and the impact on practice. Understanding the national context may be valuable to training providers in shaping their training material. This research is also relevant to EPs as they could gain a better understanding of what supports the transference of knowledge to practice to promote racial equity.

We would like to remind you that the information you provided is confidential. Your responses will be used for research purposes only. Your participation in this study is entirely voluntary and you do not have to take part if you do not want to. You may withdraw from the study until July 31st, 2024, without giving a reason. If you decide to take part and later wish to withdraw your participation, you may do so by July 31st, 2024. You may do so by contacting the researcher (details below) from the email address you provide or stating the email address you provided. You do not have to give a reason for the withdrawal. If you do not wish for your data to be included in the final report of this research, you will need to contact the researcher by July 31st, 2024.

If you have any further questions or concerns regarding your participation, please do not hesitate to contact the researcher. We hope that participating in this study has not left you with any worries, discomfort or other negative feelings. Should you wish to talk to someone about personal concerns that this study might have raised, we encourage you to utilise appropriate supportive spaces such as supervision. Alternatively, your GP will be able to provide you with details of local counselling and other support services.

Thank you again for your participation.

Contact for further information Researcher: Charae Allen-Delpratt (callendelpratt@tavi-port.nhs.uk)

Project Supervisor: Dr Richard Lewis (rlewis@tavi-port.nhs.uk)

Appendix C: Interview Topics

The responses to the questionnaire will be used to inform the interview questions. Participants will be asked to expand on their experience of receiving anti-racist practice training in relation to implementation. The areas they are likely to explore are:

- The impact of taught anti-racist training/cpd on practice at the individual, group, and organisational level.
- Understanding of the EP role in anti-racist practice.
- Implementation of anti-racist practice.
- Facilitators and barriers to implementing anti-racist practice.

- Perceived impact of anti-racist training on children, young people, families and community.

E.g., You responded that a training you received since 2020 has influenced the way you practice, could you tell me more about that?

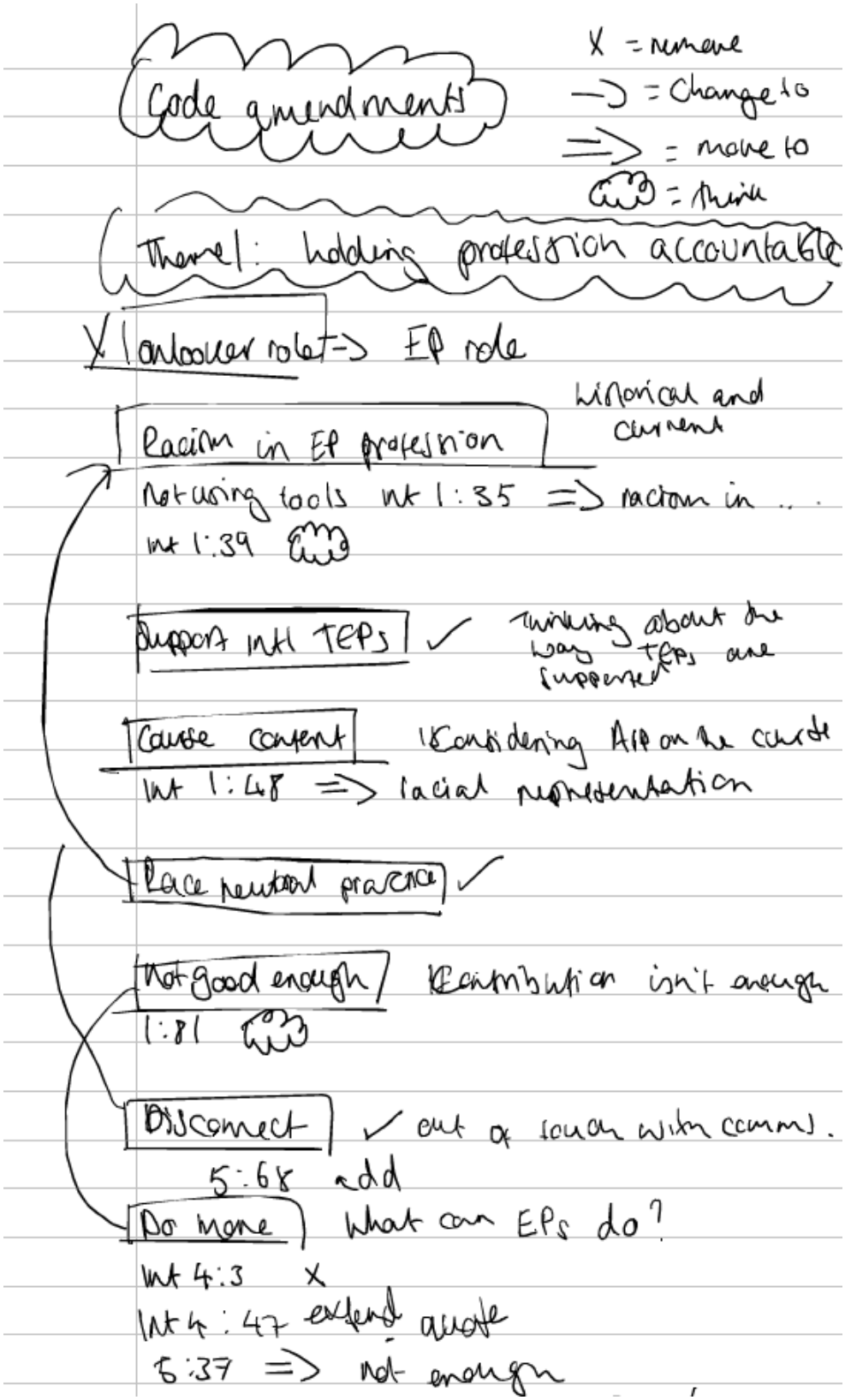
Appendix D: Interview Schedule

- **Intros and thank you – where did you see the questionnaire**
- **Consent**
- **Outline Process**
- **Interview**
- **Debrief – additional space to explore feelings**

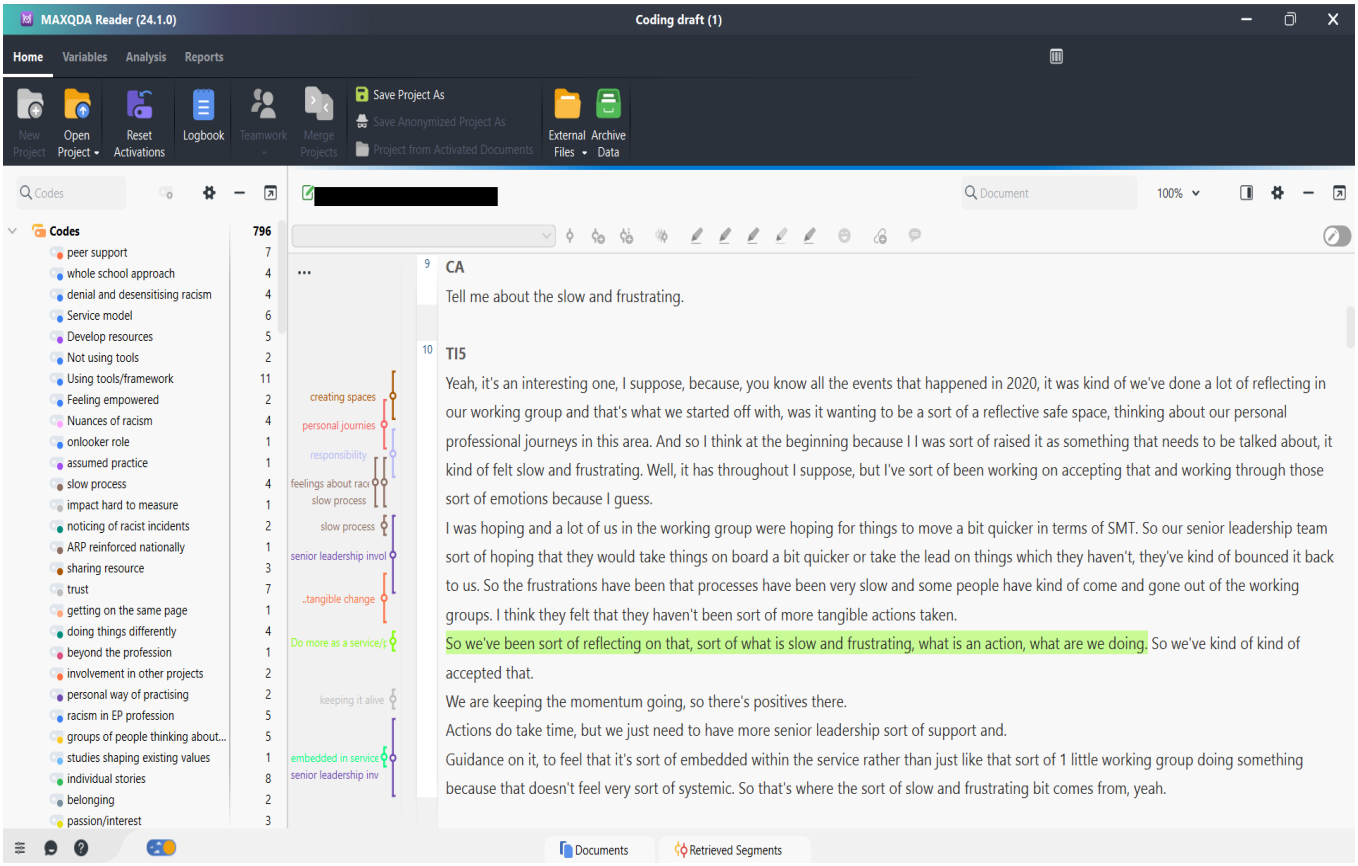
E.g., You responded that a training you received since 2020 has influenced the way you practice, could you tell me more about that?

Prompt	Response	Thoughts/reflections	Emotion
The impact of taught anti-racist training/cpd on practice at the individual, group, and organisational level.			
Understanding of the EP role in anti-racist practice.			
Implementation of anti-racist practice. Facilitators and barriers to implementing anti-racist practice.			
Perceived impact of anti-racist training on children, young people, families and community.			

Appendix E: Example of Code Amendments



Appendix F: Excerpt of Coded Data



Appendix G: Hand-drawn Initial Themes and Map

Figure G1

Initial Themes

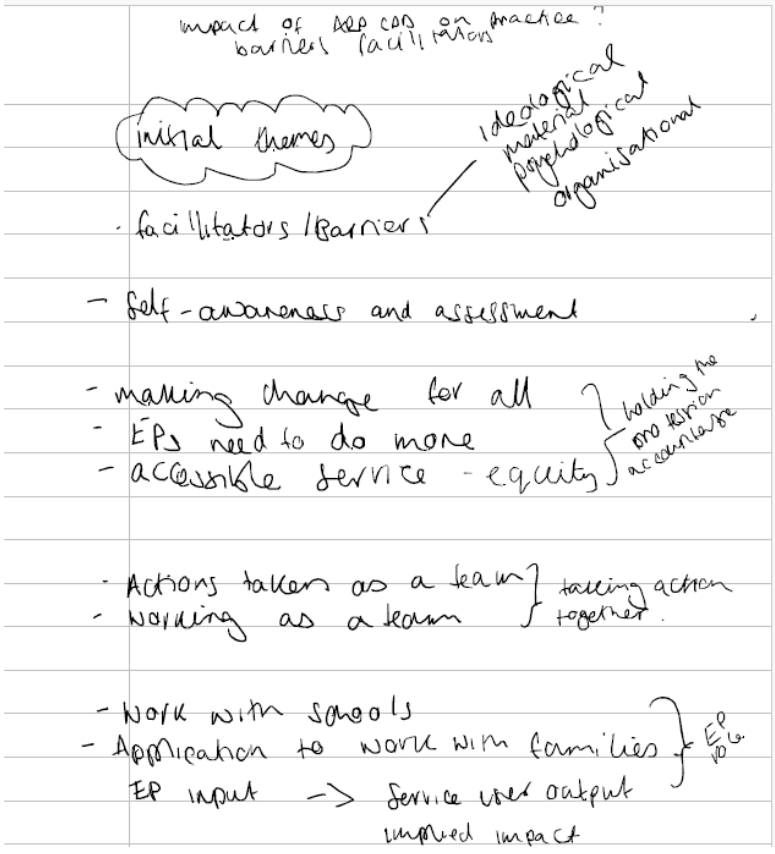
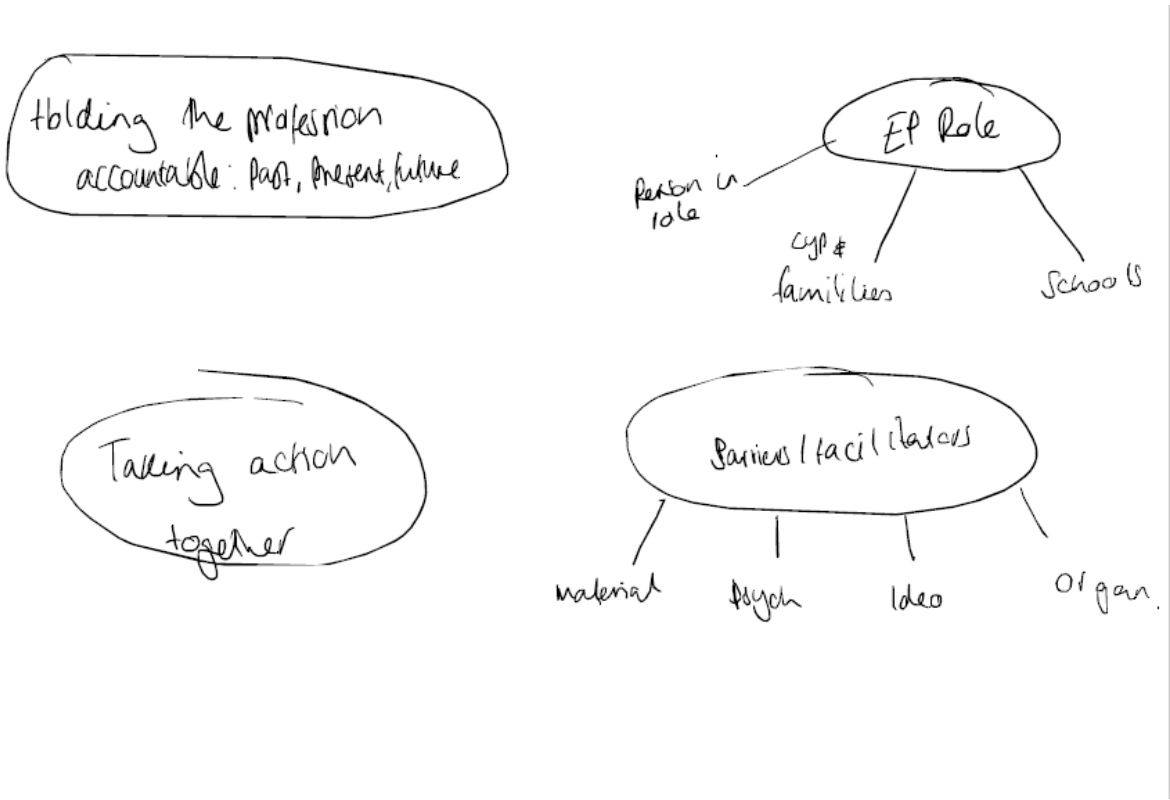


Figure G2

Initial Thematic Map



Appendix H: Miro Thematic Map Clustering

Figure H1

Clustering Themes/Subthemes

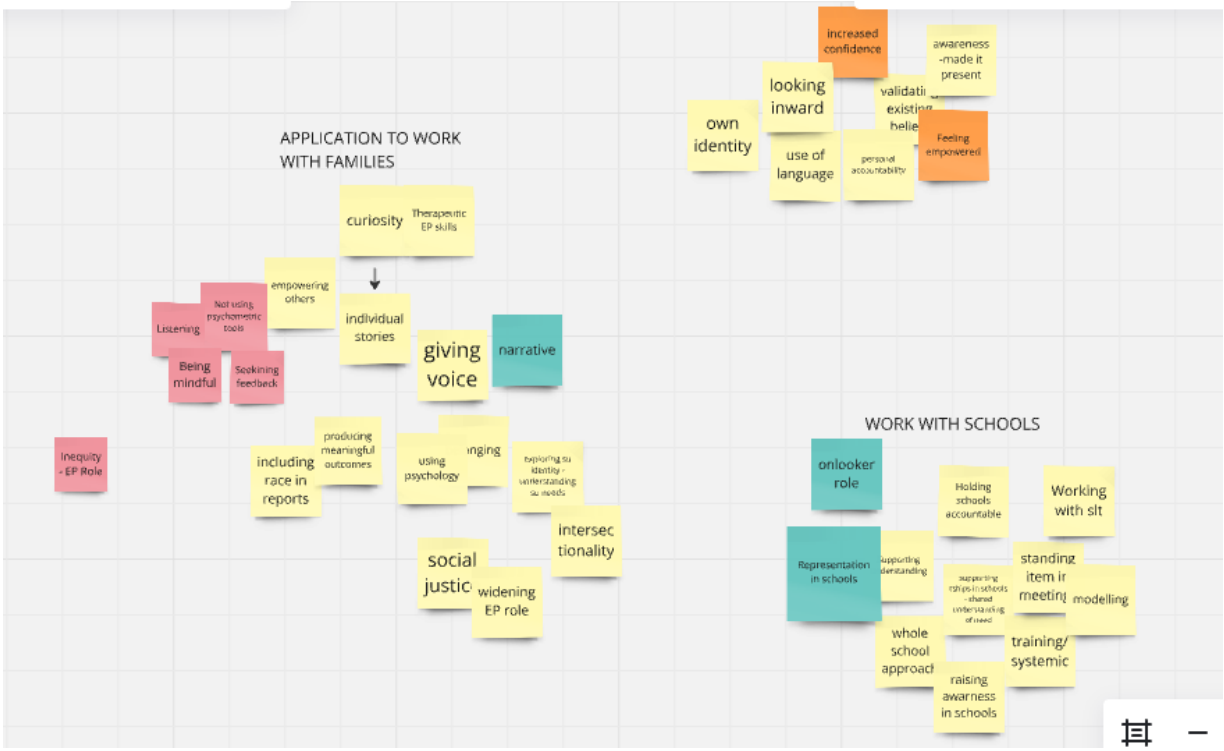


Figure H2

Clustering Themes/Subthemes

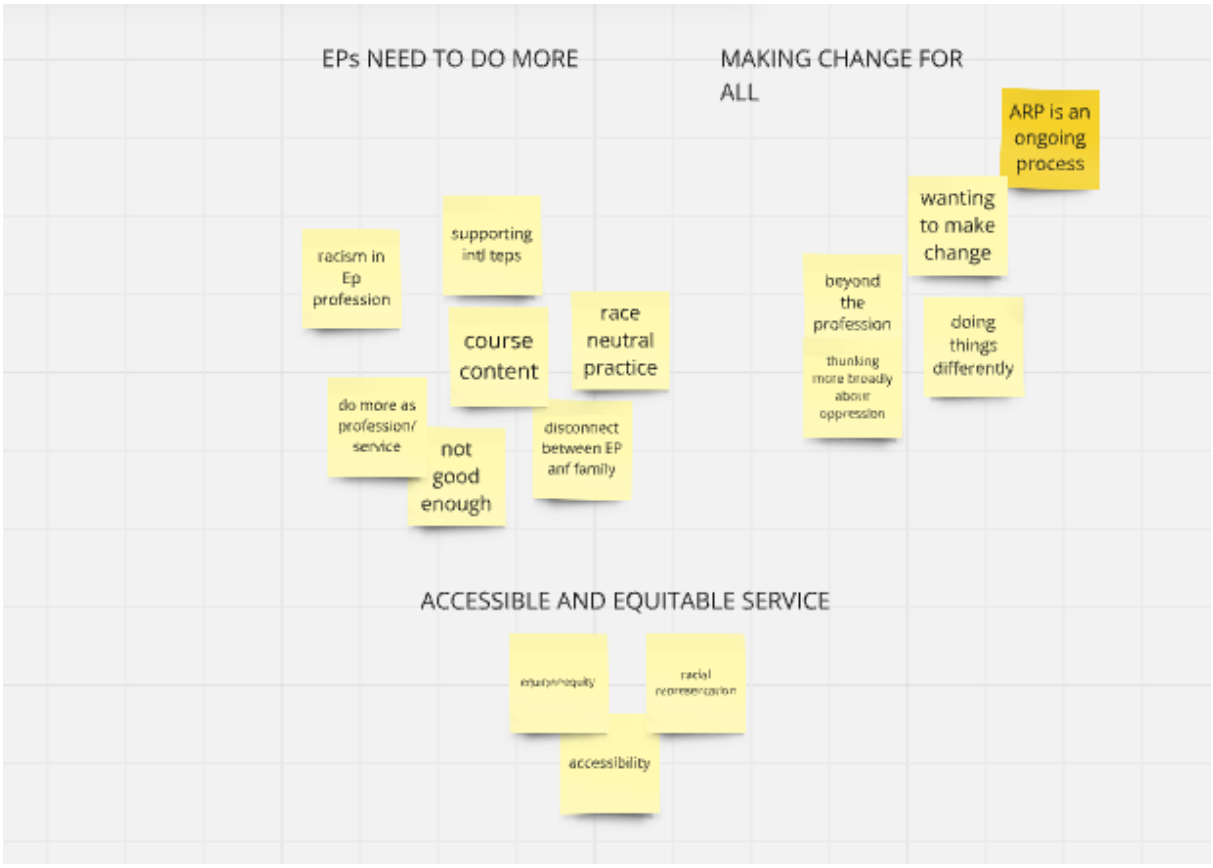


Figure H3

Clustering Themes/Subthemes

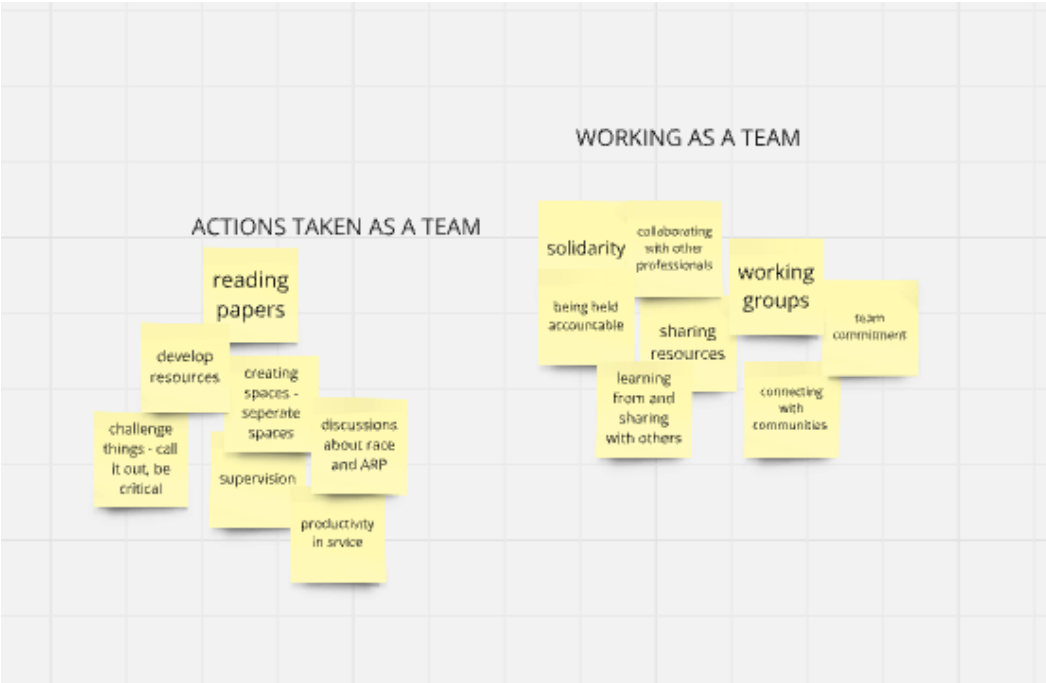
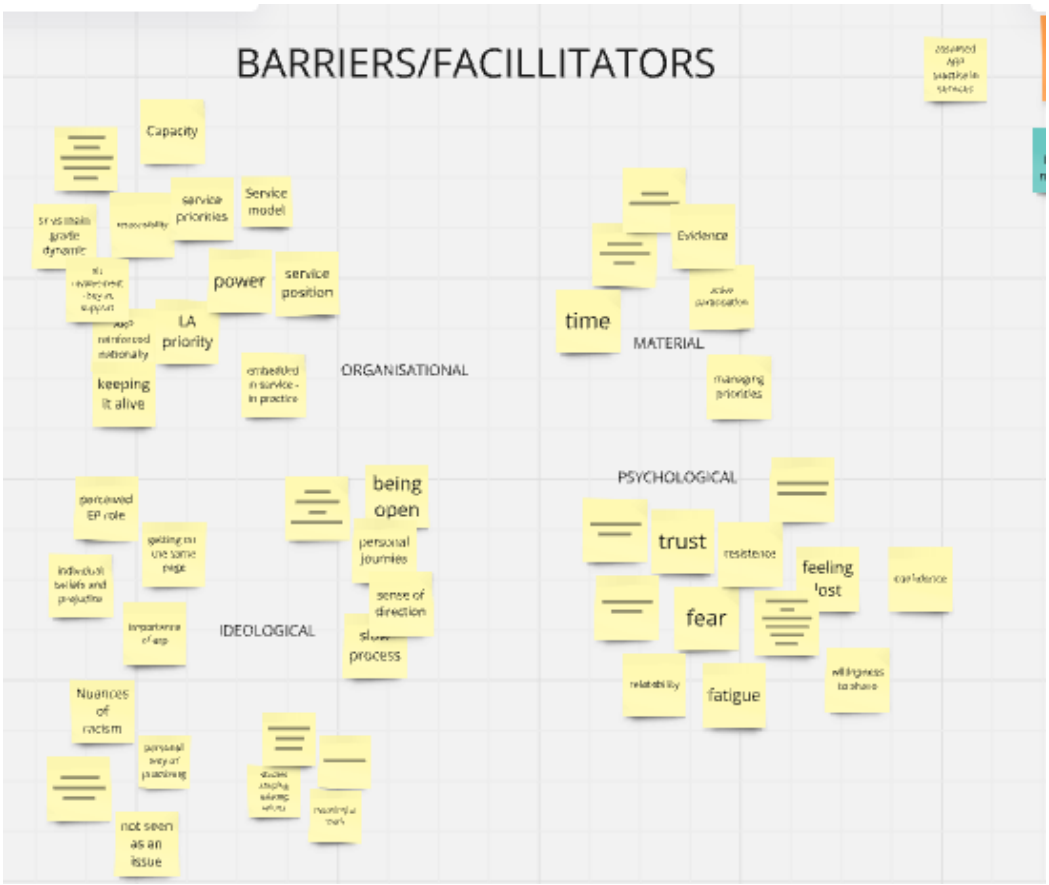


Figure H4

Clustering Themes/Subthemes



Appendix I: Original TREC Approval Letter

The Tavistock and Portman NHS
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699

https://tavistockandportman.nhs.uk/

Charae Allen-Delpratt

By Email

10 May 2024

Dear Charae,

Re: Trust Research Ethics Application

Title: *'Exploring Educational Psychologist's Engagement with Anti-Racist Professional Development and its Implications for Practice'*

Thank you for submitting your updated Research Ethics documentation. I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

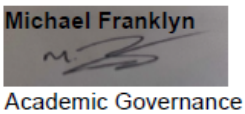
Please be advised that any changes to the project design including changes to methodology/data collection etc, must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,



Academic Governance and Quality Officer
T: 020 938 2699
E: academicquality@tavi-port.nhs.uk

cc. Course Lead, Supervisor, Research Lead

Appendix J: TREC Approval Following Amendment

FW: Notification of Amendment to Approved Ethics Application

AQ [redacted]
To Charae AllenDelpratt
Cc [redacted]

Reply | Reply All | Forward
Fri 24/01/2025 16:34

Change to Doctoral Research Protocol FINAL.docx 146 KB
Participant Information appendices.docx 84 KB
TREC Application Form 2023-24_Version 5.0.PAcomms (2).docx 916 KB

Dear Charae,

Please accept my apologies for the delays in responding to your request to amend your research protocol and ethical approvals in response to changes in the recruitment of participants to include both main grade and senior educational psychologists.

I can confirm that I have received your updated TREC documentation which has been supported by your supervisor and Lisa Boston (the research and deputy lead) and I can confirm that the changes have been approved. You may proceed with your research.

Your updated TREC form is attached.

Please note that any changes to the project design including changes to methodology/data collection etc., must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.

Kind regards,

Paru
Paru Jeram
Senior Academic Governance and Quality Officer
Pronouns: she/her
Spelling mistakes are possible – apologies in advance

Doctoral Student Research and Research Ethics

Appendix K: Amended TREC application form

The Tavistock and Portman NHS
NHS Foundation Trust

Tavistock and Portman Trust Research Ethics Committee (TREC)

APPLICATION FOR ETHICAL REVIEW OF STUDENT RESEARCH PROJECTS

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact (academicquality@tavi-port.nhs.uk)

FOR ALL APPLICANTS

If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters. You need only complete sections of the TREC form which are NOT covered in your existing approval

Is your project considered as 'research' according to the HRA tool? (http://www.hra-decisiontools.org.uk/research/index.html)	Yes
Will your project involve participants who are under 18 or who are classed as vulnerable? (see section 7)	No
Will your project include data collection outside of the UK?	No

SECTION A: PROJECT DETAILS

Project title	Exploring Educational Psychologist's Engagement with Anti-Racist Professional Development and its Implications for Practice		
Proposed project start date	May 2024	**Anticipated project end date**	**May 2025**
Principal Investigator (normally your Research Supervisor): Richard Lewis			
Please note: TREC approval will only be given for the length of the project as stated above up to a maximum of 6 years. Projects exceeding these timeframes will need additional ethical approval			
Has NHS or other approval been sought for this research including through submission via Research Application System (IRAS) or to the Health Research Authority (HRA)?	**YES (NRES approval)** ☐ **YES (HRA approval)** ☐ **Other** ☐ **NO** ☒		
If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters.			

SECTION B: APPLICANT DETAILS

Name of Researcher	Charae Allen-Delpratt
Programme of Study and Target Award	Child, community and educational psychology (M4)
Email address	
Contact telephone number	

SECTION C: CONFLICTS OF INTEREST

Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research? **YES** ☐ **NO** ☒ If **YES**, please detail below:
Is there any further possibility for conflict of interest? YES ☐ **NO** ☒
Are you proposing to conduct this work in a location where you work or have a placement? **YES** ☐ **NO** ☒ If **YES**, please detail below outline how you will avoid issues arising around colleagues being involved in this project:

Is your project being commissioned by and/or carried out on behalf of a body external to the Trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation). *Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)	**YES** ☐ **NO** ☒
If **YES**, please add details here:	
Will you be required to get further ethical approval after receiving TREC approval? If **YES**, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies (letters received after receiving TREC approval should be submitted to complete your record):	**YES** ☐ **NO** ☒
If your project is being undertaken with one or more clinical services or organisations external to the Trust, please provide details of these:	
If you still need to agree these arrangements or if you can only approach organisations after you have ethical approval, please identify the types of organisations (eg. schools or clinical services) you wish to approach:	

Do you have approval from the organisations detailed above? (this includes R&D approval where relevant) Please attach approval letters to this application. Any approval letters received after TREC approval has been granted MUST be submitted to be appended to your record	**YES** ☐ **NO** ☐ **NA** ☒

SECTION D: SIGNATURES AND DECLARATIONS

APPLICANT DECLARATION

I confirm that:

- The information contained in this application is, to the best of my knowledge, correct and up to date.
- I have attempted to identify all risks related to the research.
- I acknowledge my obligations and commitment to upholding ethical principles and to keep my supervisor updated with the progress of my research
- I am aware that for cases of proven misconduct, it may result in formal disciplinary proceedings and/or the cancellation of the proposed research.
- I understand that if my project design, methodology or method of data collection changes I must seek an amendment to my ethical approvals as failure to do so, may result in a report of academic and/or research misconduct.

Applicant (print name)	CHARAE ALLEN-DELPRATT
Signed	
Date	01.05.24

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name of Supervisor/Principal Investigator	Richard Lewis

Supervisor –

- Does the student have the necessary skills to carry out the research?
  YES ☒ **NO** ☐
- Is the participant information sheet, consent form and any other documentation appropriate?
  YES ☒ **NO** ☐
- Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient?
  YES ☒ **NO** ☐
- Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance?
  YES ☒ **NO** ☐

Signed	
Date	01.05.24

COURSE LEAD/RESEARCH LEAD

Does the proposed research as detailed herein have your support to proceed? YES ☒ NO ☐

Signed	
Date	27.3.24

SECTION E: DETAILS OF THE PROPOSED RESEARCH

1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)
The proposed research is a mixed methods study aiming to explore the types of anti-racist continuing professional development (CPD) Educational Psychologists (EPs)engage with as a whole service, and how this is then implemented in practice. EPs across the nation will be invited to complete a questionnaire providing information on the anti-racist CPD they have received. This aspect will focus on type of CPD, frequency, topics covered and impact on professional development. Participants who meet the inclusion criteria based on their responses to the questionnaire will be invited to participate in an individual semi-structured interview. The interviews will focus on their experiences of implementing their training in practice, with hopes of identifying barriers and facilitators.
2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)

Educational Psychology has a history of perpetuating bias and racial inequality which influences how EPs practice at present (Ajewole, 2023; Billington, 1996; Bulhan, 2015). EPs work within systems that are institutionally racist and oppressive to groups of children and young people and their families. These educational inequalities are evident in the micro-system, macro-system and at the individual level (Tikly, 2022). It has been established that EPs have skills and expertise to support systemic change (Kuria, 2022). CPD is seen as playing a role in supporting EPs development of their own practice. Currently there is little understanding of the types of anti-racist CPD the EP profession engages with.

As such, this research will investigate at a national level the types of anti-racist CPD EPs engage with. Understanding the national context can identify the different ways EPs engage with anti-racist CPD and the impact it may have on their practice. This may be valuable to anti-racist practice training providers in shaping their training material. This research is also relevant to EPs as they could gain a better understanding of what supports the transference of knowledge to practice to promote racial equity. In addition to this, the research aims to gain a detailed understanding of the impact of CPD on anti-racist practice and the barriers and facilitators to implementation. This research is relevant to EPs as they continue to use their role and power for social justice (BPS, 2017; Schulze et al., 2019).

It is evident that CPD is best implemented as a top-down approach (EEF, 2021; Knox et al., 2021). It often requires levels of change at the policy, organisational and individual levels. EPs are well placed to support schools at a systemic level to enable sustainable change that is impactful for children and young people (Kuria, 2022). The study may also highlight how EPs can begin to use their position to support policy changes.

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, *tasks* assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

This study will employ an exploratory mixed methods design. As part of the design, data will be collected first to understand the types of anti-racist CPD the EP profession engages with. This will then be followed up with individual interviews to explore in depth the impact of anti-racist CPD on practice, and the barriers and facilitators for implementation.

Quantitative Data collection and analysis

The quantitative data will be collected using a self-administered online questionnaire created on Qualtrics. Participants will first have the opportunity to view the information sheet and will then be asked to accept or decline consent statements (see Appendix). If consent is given, they will be required to provide their work email

address to verify that they are EPs working within a local authority. They will then proceed to complete the questionnaire.

Engagement with anti-racist CPD will be explored by asking about the type of CPD. This will be followed up with scoping questions that explore frequency of training, topics covered and the contracting and delivery of the training. Lastly, the participants will be asked to rate the impact of the training on their professional development). The questionnaire will mainly use closed questions. The data will be analysed to generate descriptive statistics. Responses to the impact scales will be used to select participants for the interviews where their responses will be explored in depth. The order of questions is presented in the appendix.

Qualitative Data collection and analysis

The qualitative data will be obtained through semi-structured individual interviews with main grade EPs working in LAs in England. The interview will allow for an in depth understanding of how EP's transfer learning from anti-racist CPD into their practice, and how it influences their role. Participants will have the opportunity to provide rich, nuanced, and contextualised information that is difficult to capture via questionnaire. The interviews will also explore barriers and facilitators that support the transference of knowledge to practice. Interview questions are appended.

Participants will be asked to provide consent via an online form after expressing interest to participate. The interviews will be recorded and transcribed to be analysed using Reflexive Thematic Analysis (Braun & Clarke, 2022).

SECTION F: PARTICIPANT DETAILS

4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why these criteria are in place. (Do not exceed 500 words)

Survey Participants

The research is interested in qualified main grade EPs working within a local authority Educational Psychology Service in England at least one day per week. EPs working based in NHS, specialist settings or privately have been excluded, as the study is focussed on the context where the majority of practicing EPs work. While newly qualified EPs may offer valuable data, the study is specifically interested in CPD received separate to the doctoral training. The study is interested in the potential shift in practice following Black Lives Matter movement in 2020 that highlighted rhetoric and language on a global level. Participants will therefore need to have been qualified for a minimum of three years.

There will be no limit on the number of EPs participating as the research aims to offer a comprehensive overview of the types of anti-racist CPD EPs engage with across the nation. Purposive sampling will be used, employing various recruitment strategies such as:

- The Educational Psychology Director's contact list: This is a list of UK EP services and Educational Psychology providers managed by course directors.
- National Association of Principal Educational Psychologists directorate:
- EPNET: EPNET is a closed mailing list for Educational Psychologists (EPs) and other education professionals.

- Educational Psychology social media groups (Educational psychology Facebook group, EP twitter): These are community groups on social media platforms which are popular among EPs.

The recruitment advert and questionnaire link will be sent to the above contacts requesting that they are distributed on a specific date to ensure that the participants have access at the same time.

EP status will be verified via their email address which the researcher will manually check. However, we will not be checking that they meet other aspects of the criteria.

Inclusion criteria:

- Qualified EPs with a minimum of three years post qualifying experience.
- Work in a LA Educational Psychology Service (min 1 day per week)

Qualitative Participants

Between 4 and 10 qualified main grade EPs will be recruited to participate in the semi structured interviews using purposive sampling. The sample size chosen, aligns with Braun and Clarke's (2013) recommendations. EPs who participate in the questionnaire and meet the selection criteria can express interest in participating in the interviews. The researcher will select participants on a first come first serve basis.

Selection criteria:

- Qualified EPs with a minimum of three years of three years post qualifying experience.
- Work in a Local Authority Educational Psychology Service (min 1 day per week).
- Rated the impact of received anti-racist CPD on their practice as 4 (somewhat agree) and above on the questionnaire.
- Rated an increase in their confidence as 4 (somewhat agree) and above on the questionnaire.

5. Please state the location(s) of the proposed research including the location of any interviews. Please provide a Risk Assessment if required. Consideration should be given to lone working, visiting private residences, conducting research outside working hours or any other non-standard arrangements.

If any data collection is to be done online, please identify the platforms to be used.

Participants will complete an online questionnaire.

Interviews are likely to last an hour and will be undertaken remotely via Ms Teams to minimally inconvenience the participants as practicing professionals.

6. Will the participants be from any of the following groups?*(Tick as appropriate)*

☐ Students or Staff of the Trust or Partner delivering your programme.

☒ Adults (over the age of 18 years with mental capacity to give consent to participate in the research).

☐ Children or legal minors (anyone under the age of 16 years)[1]

☐ Adults who are unconscious, severely ill or have a terminal illness.

☐ Adults who may lose mental capacity to consent during the course of the research.

☐ Adults in emergency situations.

☐ Adults[2] with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).

☐ Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).

☐ Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).

☐ Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).

☐ Healthy volunteers (in high risk intervention studies).

☐ Participants who may be considered to have a pre-existing and potentially dependent[3] relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).

☐ Other vulnerable groups (see Question 6).

☐ Adults who are in custody, custodial care, or for whom a court has assumed responsibility.

☐ Participants who are members of the Armed Forces.

[1]If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability[3], any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

[2] 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

[3] Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

7. Will the study involve participants who are vulnerable? YES ☐ NO ☒

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from:

- the participant's personal characteristics (e.g. mental or physical impairment)
- their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness).
- where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable
- children are automatically presumed to be vulnerable.

7.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

If YES, a Disclosure and Barring Service (DBS) check **within the last three years** is required.

Please provide details of the "clear disclosure":

Date of disclosure:
Type of disclosure:
Organisation that requested disclosure:
DBS certificate number:

*(NOTE: information concerning activities which require DBS checks can be found via https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance). Please **do not** include a copy of your DBS certificate with your application*

8. Do you propose to make any form of payment or incentive available to participants of the research?
YES ☐ NO ☒

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

9. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

EPs working in England have Masters and/or Doctoral degrees and a high level of understanding of written English.

SECTION F: RISK ASSESSMENT AND RISK MANAGEMENT

10. Does the proposed research involve any of the following? *(Tick as appropriate)*

☒ use of a questionnaire, self-completion survey or data-collection instrument (attach copy)

☒ use of emails or the internet as a means of data collection

☐ use of written or computerised tests

☒ interviews (attach interview questions)

☐ diaries (attach diary record form)

☐ participant observation

☐ participant observation (in a non-public place) without their knowledge / covert research

☒ audio-recording interviewees or events

☒ video-recording interviewees or events

☐ access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes

☐ administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process

☐ performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction

☐ Themes around extremism or radicalisation

☐ investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)

☐ procedures that involve the deception of participants

☐ administration of any substance or agent

☐ use of non-treatment of placebo control conditions

☐ participation in a clinical trial

☐ research undertaken at an off-campus location (risk assessment attached)

☐ research overseas (please ensure Section G is complete)

11. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life?

YES ☒ **NO** ☐

If **YES**, please describe below including details of precautionary measures.

Elements of anti-racist practice discussion can have an emotional and psychological impact on individuals. Individuals belonging to marginalised groups may have lived experiences of racism which can cause distress and emotional fatigue. Hence the study is focused on the current practice, however they may be reminded of experiences. As the participants will be professionals who will all receive supervision; the experience of recalling past experiences or discomfort with current practice is considered to be developmental and participants will be encouraged to access support including supervision where appropriate. Effort will be made to reduce the risk through a 'sensitive topic' disclaimer on the information sheet. The disclaimer will transparently disclose the nature of the topic and the potential impact it may have. Participants will be asked to carefully consider this before giving consent. This will also be followed up at the beginning of the individual interviews. There will also be clear signposting to supportive spaces at the beginning and end of the questionnaire.

12. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

I have experience working in a multi-disciplinary Child and Adolescent Mental Health Service where I supported children and young people and families who experienced significant distress, trauma and mental health conditions. I was involved in the assessment process which involved identifying signs of distress. This experience is

both relevant and beneficial to this research as I will be able to spot signs of distress, offer immediate support where possible and signpost to relevant services.

13. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)
NOTE:

Participating in the questionnaire element contributes to the understanding of the EP profession and anti-racist practice. It may also serve as a reminder of received training which may elicit new ideas about their training.

The content of the interviews will focus on EPs experiences of anti-racist practice, which may yield positive outcomes for service users. Participants might find it a beneficial experience to describe and reflect on these experiences and the influences they may have at the individual, group or organisation level. They may appreciate having the time space to reflect on their practice and to feel appreciation, The reflective space may also provide clarity on aspects of their practice that can be adapted in the future, as well as their own personal growth.

14. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)

- The researcher will be sensitive to the feelings displayed by the participants throughout the interview and remind them of their right to withdraw/take a break if they wish to.
- The researcher will end the interview if the interviewee is deemed to be showing signs of distress.
- The researcher will acknowledge with the participant that the topic may be uncomfortable.
- Debriefing space offered to interviewees.
- All participants will be encouraged to use supervisory spaces.

15. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants.

All participants will be adequately informed about their participation in the research both verbally and in writing through the use of an information sheet. The information sheet will clearly set out the purpose of the research, parameters around confidentiality, risk and benefits of participation, data handling and right to withdraw. All participants will have access to the researcher's contact details should they wish to ask further questions. All participants will be asked to give consent confirming their participation in the study and their understanding of the terms presented on the information sheet. Participants will be provided with clear information on the parameters of the interview, selection criteria and purpose of the interview prior to their expression of interest.

Interview participants will also be offered time to debrief after the interview should they wish to.

Right to withdraw

All participants will be informed that their participation is entirely voluntary and that they have a right to withdraw without explanation. Questionnaire participants will need to notify the researchers of their wish to withdraw by July 31st 2024.

Interview participants have the right to withdraw until the cutoff date. The cut-off date will be shared with participants prior to their involvement along with the process for withdrawal. At present, it is likely to be September 30th 2024.

16. Please provide the names and nature of any external support or counselling organisations that will be suggested to participants if participation in the research has potential to raise specific issues for participants.

Participants will be advised to access workplace support if appropriate. They will also be signposted to their GP should they wish to.

17. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)

Not applicable.

FOR RESEARCH UNDERTAKEN OUTSIDE THE UK

18. Does the proposed research involve travel outside of the UK?
☐ **YES** ☒ **NO**

If YES, please confirm:

☐ I have consulted the Foreign and Commonwealth Office website for guidance/travel advice? http://www.fco.gov.uk/en/travel-and-living-abroad/

☐ I have completed ta RISK Assessment covering all aspects of the project including consideration of the location of the data collection and risks to participants.

All overseas project data collection will need approval from the Deputy Director of Education and Training or their nominee. Normally this will be done based on the information provided in this form. All projects approved through the TREC process will be indemnified by the Trust against claims made by third parties.

If you have any queries regarding research outside the UK, please contact academicquality@tavi-port.nhs.uk:

Students are required to arrange their own travel and medical insurance to cover project work outside of the UK. Please indicate what insurance cover you have or will have in place.

19. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place. Please also clarify how the requirements will be met:

SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL

20. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES ☒ **NO** ☐

If **NO**, please indicate what alternative arrangements are in place below:

EPs working in England have Masters and/or Doctoral degrees and a high level of understanding of written English.

21. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES ☒ **NO** ☐

If **NO**, please indicate what alternative arrangements are in place below:

EPs working in England have Masters and/or Doctoral degrees and a high level of understanding of written English.

22. The following is a participant information sheet checklist covering the various points that should be included in this document.

☒ Clear identification of the Trust as the sponsor for the research, the project title, the Researcher and Principal Investigator (your Research Supervisor) and other researchers along with relevant contact details.

☒ Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.

☒ A statement confirming that the research has received formal approval from TREC or other ethics body.

☒ If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.

☐ A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.

☒ Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.

☒ Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.

☒ A statement that the data generated in the course of the research will be retained in accordance with the Trusts 's Data Protection and handling Policies.: https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/

☒ Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Head of Academic Registry (academicquality@tavi-port.nhs.uk)

☒ Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

23. The following is a consent form checklist covering the various points that should be included in this document.

☒ Trust letterhead or logo.

☒ Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.

☒ Confirmation that the research project is part of a degree

☒ Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.

☒ Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.

☒ If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.

☒ The proposed method of publication or dissemination of the research findings.

☐ Details of any external contractors or partner institutions involved in the research.

☐ Details of any funding bodies or research councils supporting the research.

☒ Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

SECTION H: CONFIDENTIALITY AND ANONYMITY

24. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

☐ Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?

☐ The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).

☒ The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).

☐ Participants have the option of being identified in a publication that will arise from the research.

☒ Participants will be pseudo-anonymised in a publication that will arise from the research. (i.e. the researcher will endeavour to remove or alter details that would identify the participant.)

☒ The proposed research will make use of personal sensitive data.

☐ Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

25. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES ☒ **NO** ☐

If **NO**, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT

26. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES ☒ **NO** ☐

If **NO**, please indicate what alternative arrangements are in place below:

27. In line with the 5th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

☐ 1-2 years ☐ 3-5 years ☒ 6-10 years ☐ 10> years

NOTE: In line with Research Councils UK (RCUK) guidance, doctoral project data should normally be stored for 10 years and Masters level data for up to 2 years

28. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.

☒ Research data, codes and all identifying information to be kept in separate locked filing cabinets.

☒ Research data will only be stored in the University of Essex OneDrive system and no other cloud storage location.

☒ Access to computer files to be available to research team by password only.

☐ Access to computer files to be available to individuals outside the research team by password only (See **23.1**).

☒ Research data will be encrypted and transferred electronically within the UK.

☒ Research data will be encrypted and transferred electronically outside of the UK.

NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Essex students also have access the 'Box' service for file transfer:
https://www.essex.ac.uk/student/it-services/box

☐ Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.

☐ Collection and storage of personal sensitive data (e.g. racial or ethnic origin, political or religious beliefs or physical or mental health or condition).

☒ Use of personal data in the form of audio or video recordings.

☒ Primary data gathered on encrypted mobile devices (i.e. laptops).

NOTE: This should be transferred to secure University of Essex OneDrive at the first opportunity.

☒ All electronic data will undergo secure disposal.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

☒ All hardcopy data will undergo secure disposal.

NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

29. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.

N/A

30. Please provide details on the regions and territories where research data will be electronically transferred that are external to the UK:

N/A

SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

30. How will the results of the research be reported and disseminated? *(Select all that apply)*

☒ Peer reviewed journal

☒ Non-peer reviewed journal

☐ Peer reviewed books

☒ Publication in media, social media or website (including Podcasts and online videos)

☒ Conference presentation

- ☐ Internal report
- ☐ Promotional report and materials
- ☐ Reports compiled for or on behalf of external organisations
- ☒ Dissertation/Thesis
- ☐ Other publication
- ☐ Written feedback to research participants
- ☒ Presentation to participants or relevant community groups
- ☐ Other (Please specify below)

SECTION K: OTHER ETHICAL ISSUES

31. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?

There is an awareness of how the researcher's race may shift power dynamics and impact participant's responses. To mitigate this, the researcher will be transparent in their motivation for conducting the research. The researcher will also aim to create a safe space where participants can share their honest experiences.

SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS

32. Please check that the following documents are attached to your application.

- ☐ Letters of approval from any external ethical approval bodies (where relevant)
- ☐ Recruitment advertisement
- ☒ Participant information sheets (including easy-read where relevant)
- ☒ Consent forms (including easy-read where relevant)
- ☐ Assent form for children (where relevant)
- ☐ Letters of approval from locations for data collection
- ☒ Questionnaire
- ☒ Interview Schedule or topic guide
- ☐ Risk Assessment (where applicable)
- ☐ Overseas travel approval (where applicable)

34. Where it is not possible to attach the above materials, please provide an explanation below.

Appendix L: Interview Information Sheet

Information sheet

The Tavistock and Portman NHS Foundation Trust
120 Belsize Lane
London
NW3 5BA

Exploring Educational Psychologist's Engagement with Anti-Racist Professional Development and its Implications for Practice

You are being invited to take part in a study exploring how the Educational Psychologist (EP) profession engages with service level anti-racist continuing professional development (CPD) and how it is implemented in practice. This study is a doctoral project which is part of the Doctorate in Child, Community and Educational Psychology at the Tavistock and Portman Trust. Before you decide to participate, it is important for you to understand why the research is being conducted and what it will involve. Please take your time to read the following information carefully, and you may discuss it with others if you wish. Please do not hesitate to use the contact details below if there is anything that you are not clear on or would like more information. Feel free to take your time on deciding whether or not you wish to take part.

All proposals for research using human participants are reviewed by an Ethics Committee before they can proceed. The Tavistock Research and Ethics Committee have reviewed and accepted this proposal of research.

What's the projects' purpose?
This is a mixed methods study aiming to explore the types of anti-racist CPD Educational Psychologists engage with and how this is then implemented in practice.

Why have I been chosen?
We are looking for qualified Educational Psychologists who have been qualified for three years or more and work in a local authority educational psychology service for a minimum of 1 day per week.

You completed the questionnaire phase of the study and responded that you received anti-racist training that impacted your practice and improved your confidence.

What does the research involve?
If you do choose to participate, you will be required to complete a 1-hour interview via Microsoft Teams. You will be asked to share details on your experiences of using anti-racist training to support your practice. All interviews will be recorded to enable accuracy in the transcription process.

Do I have to take part?
Your participation in this study is entirely voluntary and you do not have to take part if you do not want to. You may withdraw at any point during the interview without giving a reason. If you decide to take part and later wish to withdraw your participation, you may do so until **September 30th, 2024**. You may do so by contacting the researcher (details below), you do not have to give a reason for the withdrawal. If you do not wish for your data to be included in the final report of this research, you will need to contact the researchers by **September 30th, 2024.**

What are the possible disadvantages/risks if taking part?
This study explores a sensitive topic which may involve remembering some uncomfortable or distressing experiences. While many measures have been put in place to limit any harm, we ask that you consider carefully whether you would like to participate in this study. If you decide to take part, it is advisable to access an appropriate supportive space for further support should you wish to. At the end of the interview, you will be offered up to 30 minutes should you wish to reflect and debrief.

What are the benefits?
While there are not any immediate benefits, you may find the reflective space helpful in considering positive experiences of practice and making changes to future practice. Your participation may also support the bridge between CPD and anti-racist practice to improve practice within the profession.

Confidentiality
All responses will be used for research purposes and will be anonymised as best as possible. Pseudo names will be used to keep your identity and that of your service private. However, the sample size and nature of the topic may mean your participation may be identifiable by some. The data analysis aims to highlight themes across participants and is concerned with the collective thematic experience as opposed to induvial. Nonetheless, the researcher will gain consent to use specific direct quotes. Further information on how your personal data is stored can be found below.

How will the results be published?
The results from this study will be used as part of a doctoral research project which will be available via the Tavistock and Portman website. The results may also be presented in journal articles.

Data Protection and handling statement
The General Data Protection Regulation (GDPR) protects the rights of individuals by setting out certain rules as to what organisation can and cannot do with information about people. A key element to this is the principle to process individuals' data lawfully and fairly. This means we need to provide information on how we process personal data.

The trust takes its obligation under the GDPR very seriously and will always ensure personal data is collected, handled, stored and shared in a secure manner. The data generated in the course of the research will be retained in accordance with the trust's Data Protection Policy can be accessed here:

https://tavistockandportman.nhs.uk/publications/data-protection-policy/

The following statements will outline what personal data we collect, how we use it and who we share it with.

Why are we collecting your personal data?
The specific purpose for data collection on this occasion is to explore EPs experiences of implementing anti-racist practice.
The legal basis for processing your personal data under GDPR on this occasion is Article 6(1a) consent of the data subject.

Your rights under data protection

Under the GDPR and the DPA you have the following rights:

- to obtain access to, and copies of, the personal data that we hold about you;
- to require that we cease processing your personal data if the processing is causing you damage or distress;
- to require us to correct the personal data we hold about you if it is incorrect;
- to require us to erase your personal data;
- to require us to restrict our data processing activities;
- to receive from us the personal data we hold about you which you have provided to us, in a reasonable format specified by you, including for the purpose of you transmitting that personal data to another data controller;
- to object, on grounds relating to your particular situation, to any of our particular processing activities where you feel this has a disproportionate impact on your rights.

Where Personal Information is processed as part of a research project, the extent to which these rights apply varies under the GDPR and the DPA. In particular, your rights to access, change, or move your information may be limited, as we need to manage your information in specific ways in order for the research to be reliable and accurate. To safeguard your rights, we will use the minimum personally identifiable information possible. The Participant Information Sheet will detail up to what point in the study data can be withdrawn.
None of the above precludes your right to withdraw consent from participating in the research study at any time.

Collecting and using personal data

Personal data collected will be collected in this aspect of the study. This includes:

- Audio and/or video recordings
- Email address

The audio and/or video recordings made during this research will be used only to support the analysis. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings.

Data sharing
Your information will be shared within the research team conducting the project you are participating in, mainly so that they can identify you as a participant and contact you about the research project.

Storage and security
The trust takes a robust approach to protecting the information it holds with dedicated storage areas for research data with controlled access.

Alongside these technical measures there are comprehensive and effective policies and processes in place to ensure that users and administrators of trust information are aware of their obligations and responsibilities for the data they have access to. By default, people are only granted access to the information they require to perform their duties.

Retention
Under the GDPR and DPA personal data collected for research purposes can be kept indefinitely, providing there is no impact to you outside the parameters of the study you have consented to take part in. Having stated the above, the length of time for which we keep your data will be 10 years.

Contact for further information

Researcher: Charae Allen-Delpratt - Trainee Educational Psychologist

Project Supervisor: Dr Richard Lewis

If you have any concerns about the conduct of the researcher(s) or any other aspect of this research project, you can contact Head of Academic Registry (academicquality@tavi-port.nhs.uk)

Appendix M: Interview Consent Form

Interview Informed Consent form

Title of study: Exploring Educational Psychologist's Engagement with Anti-Racist Professional Development and its Implications for Practice

Course name: Professional Doctorate in Child, Community and Educational Psychology (M4)

Researcher: Charae Allen-Delpratt (Trainee Educational Psychologist)

Supervisor: Richard Lewis

* Required

1. I have understood the details of the research as described and confirm that I have consented to act as a participant. *

   ◯ I agree

   ◯ I disagree

2. I have been given contact details for the researcher in the information sheet. *

- ◯ I agree
- ◯ I disagree

3. I understand that my participation is entirely voluntary, and I have the right to withdraw from the project until **September 30th 2024** without any obligation to explain my reasons for doing so. *

- ◯ I agree
- ◯ I disagree

4. I further understand that the data I provide may be used for analysis in a project for a doctoral degree and subsequent publication and provide my consent that this might occur. *

- ◯ I agree
- ◯ I disagree

5. I understand that efforts will be made to anonymise my responses, but that there are limits to confidentiality as a result of a small sample size. *

- ◯ I agree
- ◯ I disagree

6. I give my consent for my interview to be recorded. *

- ◯ I agree
- ◯ I disagree

7. I agree to the use of recordings for the purpose of transcribing. *

- ◯ I agree
- ◯ I disagree

8. I consent to use of my anonymised quotes *

- ◯ I agree
- ◯ I disagree

9. Please sign your name *

Appendix N: Email Seeking Consent for Use of Quotes

Interview data

CA Charae AllenDelpratt
To [redacted]

Reply | Reply All | Forward
Fri 25/10/2024 14:30

Dear [redacted]

I hope you are well.

Thank you again for your participation in my doctoral research. I have begun to analyse the data and there are such fabulous quotes to use in my write up. So I wanted to update you on use of your data. I discussed your query regarding direct quotes with my supervisor agreed how to ensure anonymity. As such, I have taken steps to anonymise any identifying information to your identity, service/context and colleagues. Where I think there is a chance of identifiability to anyone other than you I have removed specifics and altered elements that do not change the content (such as gender or role held; so you may not even recognise them as all your words), whilst keeping the salient points.

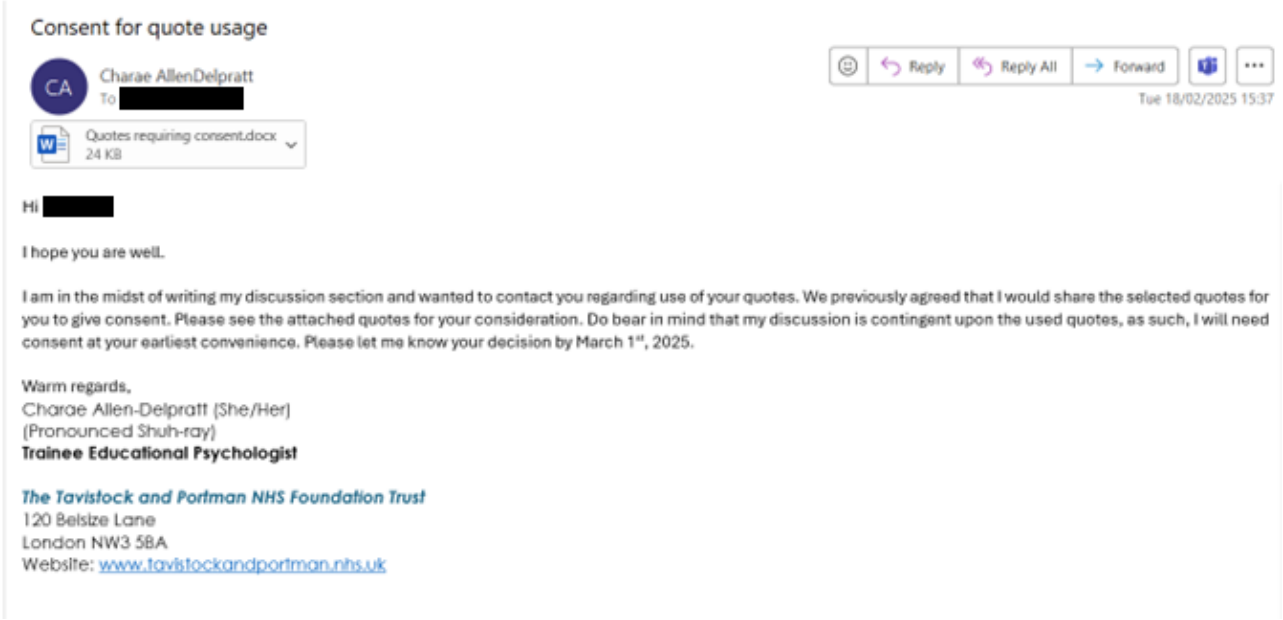
With this in mind, are you happy to consent to use of direct quotes?

Please respond confirming whether you consent.

Charae Allen-Delpratt (She/Her)
(Pronounced Shuh-ray)
Trainee Child and Educational Psychologist

The Tavistock and Portman NHS Foundation Trust
120 Belsize Lane
London NW3 5BA
Website: www.tavistockandportman.nhs.uk

Appendix O: Email Consulting Specific Quote Usage



Consent for quote usage

CA Charae AllenDelpratt
To [redacted]

Reply | Reply All | Forward
Tue 18/02/2025 15:37

Quotes requiring consent.docx
24 KB

Hi [redacted]

I hope you are well.

I am in the midst of writing my discussion section and wanted to contact you regarding use of your quotes. We previously agreed that I would share the selected quotes for you to give consent. Please see the attached quotes for your consideration. Do bear in mind that my discussion is contingent upon the used quotes, as such, I will need consent at your earliest convenience. Please let me know your decision by March 1st, 2025.

Warm regards,
Charae Allen-Delpratt (She/Her)
(Pronounced Shuh-ray)
Trainee Educational Psychologist

The Tavistock and Portman NHS Foundation Trust
120 Belsize Lane
London NW3 5BA
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Appendix P: Interview Debrief Sheet

The Tavistock and Portman NHS Foundation Trust
120 Belsize Lane
London
NW3 5BA

Researchers: Charae Allen-Delpratt

Supervisor: Dr Richard Lewis

DEBRIEFING SHEET

Exploring Educational Psychologist's Engagement with Anti-Racist Professional Development and its Implications for Practice

Thank you for taking part in this study.

This research seeks to explore how the Educational Psychologist (EP) profession engages with service level anti-racist continuing professional development (CPD) and how it is implemented in practice.

In this study you were interviewed about experiences of using anti-racist training to support your practice. We hope to get an understanding of the impact of CPD on anti-racist practice and the barriers and facilitators to implementation. While there is likely to be an association between 'good' CPD, availability of CPD and the implementation in practice, this study is specifically concerned with understanding how EPs transfer training into practice.

We would like to remind you that the information you provided will be anonymised as best as possible, but some personal data may be identifiable. Your responses will be used for research purposes only. If you have any further questions or concerns regarding your participation, please do not hesitate to contact the researcher (see below).

We hope that participating in this study has not left you with any worries, discomfort or other negative feelings. Following the interview, we discussed your thoughts and feelings about your experience. You were also offered a debriefing session to explore any discomfort. Should you wish to talk to someone about personal concerns that this study might have raised, we encourage you to utilise an appropriate supportive space.

Alternatively, your GP will be able to provide you with details of local counselling and other support services.

Thank you again for your participation.

Contact for further information

Researcher: Charae Allen-Delpratt

Project Supervisor: Dr Richard Lewis

Appendix Q: Research Diary Excerpt

Post-interview reflection – 18.6.24

- I felt drawn into the conversation and inspired by the participants passion
- There were some good points raised about educational psychology and politics
- I am wondering how much I can or should be validating participants' experiences. I am also unsure on whether I can express my own views/opinions on their responses.
- The impact question is difficult for the participants to engage with. The question feels slightly leading when I give prompts or examples of measuring impact. I need to figure out what I want to know so that I can clearly ask the participants.
- Allowing space and sitting with some silence was helpful in getting rich responses.
- I have gotten stronger at trying to reduce the participants nerves at the start of the interview.
- The participants are naturally talking about their service and less about their own practice and work at the individual level.

Appendix R: Initial Literature Review

The initial literature review purpose was to establish how CPD is implemented into practice in helping professions. The researcher felt that this question had particular relevance to this current study, whereby previous studies may provide a deeper understanding of CPD implementation within helping professions. As such, an initial

search was conducted on June 21st 2024, using two renowned databases, PsychINFO, and ERIC via EBSCO host, aiming to answer the following literature review question (LRQ).

How is CPD implemented in practice within psychological helping professions?

The table below indicates the search terms used within the searches.

Table R1

Search terms for literature review 1

Subject mapping terms	Key word search terms	Rationale
1. "CPD" AND	OR continuing professional development OR continued professional development or training OR in-service training, OR continuous training OR service development training	This review intended to find studies that examined the implementation of CPD
2. "implement" AND	OR appl* OR execut* OR impose* OR perform* OR enact* OR	The review was specifically interested in the way CPD is actioned.
3. Psycholog*	Counsel* OR CWP or EMHP OR mental health practi* OR OR wellbeing practi*	It focused on EPs or professionals who work similarly

Each of the three subject heading search terms were combined with equivalent keyword search terms using OR. The three search terms were then combined with AND. This method led to 868 (PsychINFO) papers and 97 (ERIC) papers, which were both then refined through using the filter of 'academic journal' and 'English'. This led to a total of 52 papers (PsychINFO) and 47 (ERIC). The results from the databases

were compared so that duplicates could be removed, and then the inclusion/ exclusion criteria (see table 5) were applied to the full text articles.

Table R2

Inclusion and Exclusion Criteria for the Initial Review

Inclusion criteria	Exclusion criteria	Rationale
1. Study design Studies were included if they were empirical and had an experimental or quasi-experimental or survey design.	Studies were excluded if they were opinion pieces or position papers which were not report the results of an empirical study	The review sought to analyse empirical research rather than theoretical discussions s about what it could be.
2. Participants Studies were accepted if participants were EPs, school psychologists, clinical psychologists, school counsellors, or wellbeing practitioners	Studies were excluded if participants were from other professional groups e.g social work.	The author was interested in what was being used in professions similar to EP
3. Publication date Studies were included if published in a journal over the last 20 years to provide a comprehensive and contemporary review.	Studies were excluded if they did not appear in a peer-reviewed journal in the last 20 years.	Quality of studies will already have been checked if published in a journal. 20 years should give a wide scope to include all relevant research.
4. Full text available	Studies were included if the full text was/could become available to the researcher.	Studies were excluded if the full text was not /could not be made available to the researcher.

Following this process, six articles were examined, but none answered the research question.

From these articles, none seemed to sufficiently answer the LRQ. The researcher faced considerable difficulty trying to make sense of the articles in relation to the LRQ and the wider context of the study. Much of the difficulty in locating sufficient literature was due to the nature of the study's RQ and the motivators of researchers within the CPD field. While it is likely that there are articles reporting on the implementation of CPD, it may be difficult to locate them using the above search strategy, as implementation may not be a primary focus for researchers and authors. From scoping the literature, studies on CPD often focus on the content and efficacy, which may be related to their motivation to sell their CPD package. Implementation was not a major feature.

Another limitation of this search was the focus on helping professionals. There is some literature on the general implementation of CPD that would be of value, but its applicability to EPs and professionals working in similar contexts would not have been considered. The researcher was keen to understand literature specific to the target audience for this current study.

Lastly, both the researcher and research supervisor reflected upon the similarities between the LRQ and research question for this study and wondered whether the literature review would risk too much overlap, potentially rendering the research redundant by reiterating existing knowledge rather than contributing new insights especially as the researcher had completed data analysis when reviewing the papers. By doing so, the study was at risk of losing its cohesion and golden thread.

The decision was made to determine a new LRQ. The researcher concluded the following. This research answers questions about the type of anti-racist CPD within the profession. It is also not concerned with what constitutes as being effective CPD.

Although the impact of CPD would be helpful to consider, it does not align well with the current study. As such, the decision was made to include a literature review following the findings that could contextualise the results, highlight their novelty, and critically engage with the existing body of work to ensure the study's unique contribution was clearly articulated. It was agreed that the new LRQ would be based upon the findings of this study.