Creating and evaluating transition from primary to high school utilising children’s rights.

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A thesis submitted to the University of Manchester for the degree of Doctor of Educational and Child Psychology in the Faculty of Humanities, and the School of Environment, Education and Development.
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Abstract

Background: Children’s rights are set out in the United Nations Convention on the Rights of the Child (UNCRC). In recent years, there has been increased emphasis on children and young people’s participation and upon accessing their views. Unicef has developed a ‘rights-respecting’ school award (RRSA) to support embedding the UNCRC in schools; many students access this approach at primary school though move to a secondary/high school without this rights-based framework. Following an investigation of children’s views on children’s rights more broadly, this thesis evaluates a rights-based transition from primary school to high school for pupils who have attended a RRSA primary school.

Methods/participants: An evaluative systematic literature review was carried out to investigate children’s views on children’s rights. Action research was carried out with key school staff in a primary school and a cohort of Year 6 pupils in order to create and evaluate a rights-based transition to high school. Data were collected through a researcher diary, pupil questionnaires, staff focus group, and a small group interview with four Year 7 pupils following transition to high school.

Analysis/findings: In the systematic literature review, nine papers were reviewed and themes within children’s views and factors that may affect these were identified. These were developed into a hierarchical progression of rights realisation. Findings from the empirical research identified the utility of, and barriers to, a rights-based transition to high school, from the perspective of staff and pupils, prior to, during and after transition.

Conclusion/implications: Implications for practice and further research including ways to develop children’s rights in school transition and in a wider context were considered. Findings were disseminated to school staff linked to the empirical research and a plan for dissemination to a wider audience through Unicef’s RRSA was identified, including use of a 1-page infographic representing the rights-based transition process.
Declaration

I declare that no portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.
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Introduction

Background and context

This research arises from a research commission presented during the Autumn term 2017 to first year Doctorate in Educational and Child Psychology students at The University of Manchester. Primary school staff and pupils from a school with a Level 2 Rights Respecting School Award (RRSA) presented their rights-respecting approach, with staff sharing their interest in developing the transition experience (from primary school to high school) for a specified cohort. The initial proposals considered the role of educational psychologists (EPs) in utilising children’s rights in their transition support work, the role of a high school transition plan in enhancing promotion and protection of children’s rights, the role of a rights-respecting environment in preparing Year 6 pupils for transition to high school, and children’s perceptions of their rights-respecting environment. This primary school was based in a different local authority to the one in which the researcher worked as a trainee EP.

Prior to starting the Doctorate in Educational and Child Psychology, the researcher taught in a primary school which was working on implementation of a whole-school children’s rights framework through Unicef’s RRSA scheme. This developed the researcher’s interest, leading to the desire to gain greater knowledge in this area. The researcher has undertaken a preliminary study to gain pupil views on transition, including the perceived impact of their rights-respecting education on transition and beyond. This research gained the views of Year 7 pupils who had recently transitioned from the primary school involved in the research commission to a high school without an explicit rights-respecting framework. Through discussions with the primary school staff about their current transition process, and consideration of the findings of a preliminary study (Fairhall, 2018), the current empirical research, which is an evaluation of a transition process utilising children’s rights throughout, took shape.
Children’s rights in education

Children’s rights are set out in the United Nations Convention on the Rights of the Child (UNCRC), which has been in existence since 1989 (United Nations, 1989). In recent years, there has been increased emphasis on children and young people’s participation and upon accessing their views, and this is also included within the UNCRC. Unicef has developed an RRSA to support embedding the UNCRC in schools; many students access this approach at primary school though move to a secondary/high school without this rights-based framework.

The small amount of research existing at present for the UK, which investigates outcomes from whole-school methods of implementation of the UNCRC, shows some positive outcomes for schools who have developed and embedded this approach. For example, in terms of engagement (Covell, 2010) and self-esteem and higher levels of perceived support from teachers and peers (Covell & Howe, 2001). Transition from primary school to high school is widely recognised as a key point in children’s education and also one that some groups of pupils may find more challenging, and the importance of supporting pupils throughout transition is identified (Anderson, Jacobs, Schramm, & Splittgerber, 2000).

There is little existing research into children’s views on rights-respecting education or the impact of this following transition. The preliminary study carried out by the researcher (Fairhall, 2018) found Year 7 pupils to view their rights experience at primary school positively. There were mixed feelings about the impact of rights on transition and beyond, with recognition of the difficulty of using ‘rights talk’ with other pupils, who may not have had the same exposure to children’s rights, and a desire for the transition process to be ‘realistic’ in its preparation for high school.
Structure of research

This research consists of three linked papers. The first paper is a systematic literature review. The research question asked: What are Children’s Views on Children’s Rights?

This seeks to find out what children think about their rights in the broadest sense and reviews nine papers which accessed the views of children and young people (up to 18 years) at a general level.

The second paper is empirical research which creates and evaluates a rights-based transition from primary to high school. As with a child-centred approach, listening and responding to children’s views and high levels of participation are of key importance. In addition, this is a transition which aims to embed children’s rights into the transition preparation made in Year 6, and to support children in their transfer and understanding of how they may use their rights throughout and beyond transition. This is important from a psychological perspective so as to support participation, understanding, well-being and positive relationships throughout transition. This rights-based transition makes an original contribution to the existing literature on both children’s rights and on transition.

It was carried out as action research, using co-construction with staff to create and utilise a rights-based school transition and with pupil participation utilised throughout. Data were collected through a researcher diary, pupil questionnaires, staff focus group, and a small group interview with four Year 7 pupils following transition to high school. The research questions asked:

- RQ1: What is the utility of a rights-respecting approach prior to, during and after transition to high school?
- RQ2: How do pupils feel they can use rights to support planning for the transition process?
• RQ3: How do pupils feel they can use their rights-respecting approach to support their transition to high school?

• RQ4: What is the impact primary school staff identify on utilising rights in and for transition?

The final paper is an evaluation of the dissemination of the findings from the previous two papers, including consideration of the concepts of evidence-based practice and practice-based evidence for knowledge transfer, and linked with the role of the EP. It provides an overview of research and evidence on effective dissemination and moves on to consider the significance and implications of findings from the first two papers at individual, organisational and professional levels. A strategy for promoting and evaluating the dissemination and impact of this research is identified.

The first two papers have been prepared for journal publication and are therefore prepared according to journal guidelines (see appendix 1C and appendix 2T). There is further additional information not required for journal publication which is included in the appendices; for example, focus group schedule, pupil questionnaire, and sample of data analysis.

**Research paradigm and philosophical orientation**

A paradigm may be identified as a set of basic beliefs representing a world view (Guba & Lincoln, 1994) and Kivunja and Kuyini (2017) recognised the importance for a researcher of locating their research in a particular research paradigm so as to uphold, and be guided by, the beliefs, principles and values of this.
**Epistemology**

Epistemology relates to the theory of knowledge, including its natures and forms and how this can be acquired and communicated (Cohen, Manion, & Morrison, 2018). Kivunja and Kuyuni (2017) point to the importance of asking the question of “how we know what we know” (Kivunja & Kuyini, 2017, p. 27), and using this as the basis from which to investigate ‘truth’.

The epistemological position taken in this research is that of a critical realist. Critical realism is useful for analysing social issues and suggesting solutions through engagement in explanation (Fletcher, 2017) and the importance of context is also acknowledged. For the second paper, staff and children worked at/attended an RRS and the researcher anticipated they would have their own clear ideas about rights education and greatly varied views and understanding of transition to high school. This research seeks to find out more about each participant’s individual perceptions of the transition process and the potential impact of the rights-respecting school environment, with an understanding that these will be personal, and subject to interpretation (Sayer, 2010).

When exploring alternative research questions and methods at the start of the research process, a range of ideas were discussed with staff. Possible use of a case study approach was discounted as staff wished to further embed children’s rights and develop their transition procedure as part of the research process. School governors wondered whether a pre-post pupil survey would gather the information required; this would have been more aligned with a positivist position and given that the pupils had not experienced primary transition previously, the most useful and relevant questions to ask pupils were not apparent at the start of the process.

Using a critical realist view, for the current research the researcher identified and accepted that there are many schools using the RRSA framework and many more that are not.
Even within the group of schools adopting the RRSA framework the researcher accepted that pupils and staff may have had different individual views about this and the impact of it, and that there were differences to be considered, and indeed utilised, for the empirical research.

**Ontology**

Ontology is concerned with the nature of reality, and the assumptions we make when considering that something makes sense, exists or is real (Kivunja & Kuyini, 2017). Critical realists accept that reality is socially constructed but that “the “real” world breaks through” (Easton, 2010, p. 120), and that it is important to understand beyond what is observable. In this research, it is accepted that children will have their own personal perspectives; these will not be homogenous but will be shaped, for example, by their own constructions of transition, of high school, and of their rights and rights education. As transition takes place, their ‘reality’ of this will also impact on them and through explicit preparation for this change, it was planned to support the transition process. The use of a cyclical process of action research enables children to share their views throughout, and the rights-based transition itself also places emphasis on the importance of this.

**Axiology**

Hays and Wood (2011) described how the paradigm a researcher operates under affects their values in design. Axiology relates to the role of researcher values and the influences of these on the research and knowledge creation (Biedenbach & Jacobsson, 2016). These values, and beliefs and ethics, guide the researcher’s decision making, and the purpose of the research needs to be balanced with researcher values as well as other ethical considerations (Killam, 2013). In this research, the researcher recognised the importance of reflexivity, including an awareness of the effect of their previous professional experiences and existing views on the
research, especially given the action research method. The researcher checked back frequently with staff to try to support development of the transition process with rights embedded into it in the ways that staff and children wanted. The researcher identified listening and responding to the views of children and staff as being of key importance. This links to the action research paradigm, the emphasis on children’s rights, and the researcher’s values, all of which the researcher views as coming together to create a cycle to support the production of this research and develop understanding of how children’s rights can be utilised in transition. This is also one way in which the researcher works to embed children’s rights, children and young people (CYP) voice, and high levels of participation in practice when working as a Trainee Educational Psychologist.

References


Paper One: What are Children’s Views on
Children’s Rights: A Systematic Literature Review.

This paper was prepared in accordance with author guidelines for the
International Journal of Children’s Rights (see Appendix 1C)

Word Count: 9877 words (including tables and references)
What are Children’s Views on Children’s Rights: A Systematic Literature Review

1. Abstract
Children’s rights are set out in the United Nations Convention on the Rights of the Child. This systematic literature review aimed to investigate children’s views of children’s rights, at a broad level. Nine papers were included, from a range of countries and contexts. They all accessed the views of children and young people (aged up to 18 years). A content analysis was carried out using a configurative approach, and themes within children’s views and factors that may affect these were identified. These were developed into a hierarchical progression of rights realisation and implications for practice and further research were considered.

Keywords: children’s views, children’s rights, review, UNCRC

2. Introduction
The UNCRC (United Nations Convention on the Rights of the Child) is an international agreement which is the most widely ratified human rights treaty (Britto & Ulkuer, 2012; Woods & Bond, 2014), adopted worldwide in 1989 and ratified in the United Kingdom in 1991, and now with only one country where it has not been ratified (Save the Children, n.d.; UNICEF, 2005). 2019 marked the 30th anniversary of the UNCRC, when celebratory and commemorative events took place over the year including those organised by the United Nations (UN) in Geneva and New York, and those with partners including Unicef, Save the Children, Child Rights Now, Child Rights Connect and others (The Office of the High Commissioner for Human Rights, n.d.-a, n.d.-b). The UN recognised this as an opportunity for the ‘international community to step up its efforts to support children to thrive, and to renew the UN’s commitment to protect and promote all their human rights’, acknowledging
challenges remain with this (The Office of the High Commissioner for Human Rights, n.d.-a para. 3).

The UNCRC sets out rights of every child, consisting of 54 articles which include civil, political, economic, social and cultural rights for all children (Save the Children, n.d.-b; UNICEF, 2005; United Nations, 1989). In practice this has been incorporated into law in different ways (Kilkelly et al., 2013), with many examples where it does not appear to be fully integrated into domestic law (Lundy, 2012).

In England, whilst the Government is ‘fully committed to children’s rights and the continued implementation of the UNCRC to make the Convention a reality for all children and young people living in the UK’ (Department for Children Schools and Families, 2010, p. 4), it is not incorporated into domestic legislation (Williams, 2017). Following recent consultation in Scotland, there are plans to incorporate the UNCRC into law (Scottish Government, 2019), and Welsh Assembly legislation (Rights of Children and Young Persons (Wales) Measure 2011, 2011) incorporates this to some extent in Wales (Senedd Research, 2017).

Further to the specific articles of the UNCRC there are four overarching core principles; of non-discrimination, devotion to the best interests of the child, the rights to life, survival and development, and respect for the views of the child (UNICEF, n.d.-a; United Nations, 1989; Woods & Bond, 2014). This latter principle is also specifically related to Articles 12, 13 and 14 and contributes to the rationale of this review through its focus on children expressing their thoughts and views and having these heard. Since the UNCRC has been established, there has been much attention on this principle and Anderson and Graham (2016) recognised the building momentum for initiatives focused in this area. Within the UN itself, the increase in active participation of children is identified; for example, during the UN Special Session for Children in 2002 in comparison with the World Summit in 1990 (Lansdown, 2011). At a
domestic level accessing views of children and young people (CYP) is embedded within the SEN Code of Practice (National Association of Special Educational Needs, 2015), and understanding views of CYP is included in the responsibility and remit of the Children’s Commissioner in England (The Children’s Commissioner for England, 2019).

Whilst areas of development can be identified, as with the UNCRC itself, challenges remain and children’s right to be heard has been described as unfulfilled for a majority of children worldwide (Lansdown, 2011). In the context of educational practice, despite the significance of the UNCRC in highlighting the importance of children’s views, Sargeant and Gillett-Swan (2015, p. 177) described these as ‘irregularly sought and are rarely acted upon’. With an even more specific focus, on school councils, Wyse (2001, p. 215) found that even in this arena, where high levels of participation may be expected, children had ‘extremely limited’ opportunities to express their views.

There has long been recognition of the importance of gaining children’s views on their rights, with Peterson-Badali and Ruck (2008, p. 749) describing this as ‘essential’ and Melton and Limber (1992) suggesting four reasons to do so: as a foundation for advocacy, noting that even trained professionals may not be skilled in identifying what matters most to children; as helping to design structure and procedures to support children’s dignity as rights are implemented; as asking children for their views in itself signals respect for these; and, of least importance to Melton and Limber, for the potential legal, political and socialising effects of this. Morrow (1999, p. 151) identified the generation of children’s rights work by adults and suggested pertinent questions to answer including:

How do children conceive of the notion of rights? What do they think their rights should be? Are they aware of the UN Convention on the Rights of the Child? Do they
feel that they have a say in making decisions (Article 12)? Do they want participatory rights? Does it ultimately matter what they think?

At this time, she recognised this as a growing area, as did Taylor et al. (2001) who nevertheless identified a scarcity of studies exploring views of CYP on their rights, and how these may differ from adults. They also summarised what had been found out about children’s views and factors that may affect these, including age, socioeconomic status, cultural background, ethnicity and also that previous studies suggested significant percentages of children were not familiar with the UNCRC. For example, Alderson (2000) found more than three quarters of pupils she surveyed had not heard about it, and most of the others had heard only a small amount. This is despite Article 42 which states that children, young people and adults should know about the Convention and steps should be taken to achieve this (United Nations, 1989).

The complexity of the UNCRC is identified as a barrier (for adults) to implementing a child-rights approach (Williams, 2017) and is clearly not a simple document for children to access, even with an understanding that children can cope and engage with complex information (see Sargeant & Gillett-Swan, 2015). There do now exist child-friendly copies of the UNCRC (Save the Children, n.d.-a; The Scottish Government, 2008; UNICEF, n.d.-b) and these appear to offer ways to make the UNCRC more accessible for children, from a young age. Further development of this is a current focus for Child Rights Connect linked to the 30th Anniversary (The Office of the High Commissioner for Human Rights, n.d.-b). There are also focused ways to implement, support and develop children’s education about their rights, such as through Unicef UK’s rights-respecting schools award, and in a variety of other publications used in and beyond the UK (for example, see Brantefors & Quennerstedt's research synthesis, 2016).
Since the adoption of the UNCRC, the principles have frequently been divided into three groups (often known as the 3 Ps), of provision, protection and participation (Hammarberg, 1990; Thomas, 2011). Quennerstedt (2010, p.633) argues that these in fact have a hampering effect and suggests ‘constructing what children’s rights are about from a general human rights language of civil, political and social rights will form a better base for research’.

These “3Ps”, the four guiding principles, and the 54 articles have created much research and debate within the framework of the UNCRC. Byrne and Lundy (2019), focusing on creation of rights-based policy, described the comprehensiveness of the UNCRC as one of its many advantages, but also noted that even from the four principles, there tends to be a focus on two of these (Articles 3 and 12), arguably distorting overall understanding. This suggests spotlights of focus rather than a meta-perspective in which the Convention is viewed as a whole with equal value placed on each right, whereas it is intended for each right to have equal importance (UNICEF, n.d.-a).

In 1980, prior to the adoption of the UNCRC, Melton carried out research to find out children’s perspectives on children’s rights, noting that ‘until the present study, no one had even asked children what they think about their rights’ (Melton, 1980, p. 186), and without the framework of the UNCRC focus, this researched more generally, finding age, stage of cognitive development and SES status impacted on children’s concepts of their rights and also their attitudes towards them.

It has been identified that, when listened to, children are good reporters (UNICEF, 2012) and that, linked to Melton and Limber’s reasons, adults will only identify what is important to children by being aware of their views (Taylor et al., 2001).

The present configurative review aims to identify and synthesise research to gather a picture of children’s views of children’s rights, and as such includes research from different contexts,
including different countries, ages, groups (such as those in residential care) and level of exposure to children’s rights. It seeks to gather children’s views on what they value (or not); this is identified as essential in previous research and is fundamental within the UNCRC itself, within the guiding principles, the 3Ps and the specific articles.

3. Methodology

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (Moher et al., 2009) was used to structure this systematic literature review. To be included, research needed to access the views of children (up to 18 years) about children’s rights and this needed to be at a general or “meta” level, for all or some of the focus of the paper. The researchers read carefully around this aim, with recognition of the nuanced nature of identifying relevant literature. There is much research which implicitly recognises the need to access children’s views and acknowledges the importance of children’s rights, without these being the focus of the research itself. Databases searched included: ASSIA, ERIC and PsycInfo. These were searched using NOFT (ASSIA, ERIC) and within Abstract and within Title (PsycInfo) on 2-4 January 2019 and generated a total of 1536 returns, including duplications, using the following search terms:

  
  AND

- child* OR young people OR student* OR pupil* OR adolescent*
  
  AND

- concept* OR perspective* OR view* OR attitude* OR perceive OR awareness OR perception* OR opinion* OR thought* OR value*
Each paper was scanned by title, and where necessary by abstract, and papers that did not meet the mandatory criteria of accessing children’s views about children’s rights were excluded. This left a shortlist of 116 studies, from ASSIA (6), ERIC (72), PsycInfo Abstract (30) and PsycInfo Title (8). Using the same search terms, a handsearch of the International Journal of Children’s Rights from the last ten years was carried out as were Google searches, and experts\(^1\) within relevant fields were consulted, together providing another five papers at this stage.

The researcher and research supervisor recognise there is a “grey area” around research relevance, and searched for papers with a focus upon children’s view of their rights in general, rather than any specific area of rights (e.g. participation, protection, UNCRC). In order to create a final list that most reliably accessed these, several papers were discussed in detail between them, using the abstracts and in six cases, the full papers. A conservative approach was taken which required agreement of both the researcher and research supervisor in order for papers to be included. To meet inclusion criteria, papers were required to have a focus on rights generally and not only on specific rights, or UNCRC articles, or with a specific focus such as on “nurturance” or “self-determination”. All papers published within the last ten years (2009-2019) were included. This process led to 15 papers being identified as suitable for inclusion. These were each read in full and a further six papers were excluded as they did not meet the inclusion criteria; for example, including pupil participants who were over the age of 18 years, or utilising a structured and directive approach focused on outcomes of children’s rights training.

\(^{1}\) Footnote 1: Experts working within the field of children’s rights, and identified by academics working at the University of Manchester, were consulted to support identification of relevant studies.
The final inclusion criteria required papers to:

- access the views of children (up to 18 years) about children’s rights;
- have a general or “meta” rights focus, and not a narrow focus on specific rights or narrow focus;
- be peer-reviewed research published in the last ten years;
- not use a structured and directive approach focused on outcomes of rights training/education.

Full review then progressed with the evaluation of the remaining nine papers. It is relevant to note that two of these, Kosher and Ben-Arieh (2017) and af Ursin and Haanpää (2018), utilise the same data set but with differing scope and analyses.

Gough’s (2007) Weight of Evidence (WofE) framework was used. Quantitative and/or qualitative review frameworks as appropriate to the specific piece of research were used to critically review the nine papers for methodological quality (WofE A). The qualitative investigation and evaluation papers used the frameworks used by Bond et al. (2013) in their review of the effectiveness of solution focused brief therapy (cf. also Law & Woods, 2018). Each paper was coded with final scores assigned up to 14 points, with criteria including execution of data collection, analysis close to data, evidence of explicit reflexivity and evidence of attention to ethical issues.

The quantitative investigations utilised a framework previously used by Flitcroft and Woods (2018), and Woodley-Hume and Woods (2019), and based on research appraisal guidelines (Genaidy et al., 2007; Wallace & Wray, 2011). These were coded with final scores assigned up to 16 points, with criteria including clear research question or hypothesis, multi-level or intergroup analyses, limitations of the research and implications of findings. Following Bond et al. (2013), mixed methods research was coded using both frameworks. As frameworks had
different totals, final scores were converted to percentages to allow for comparison, and for mixed methods studies, the higher percentage was used. Following Law and Woods (2018) these percentages were then used to categorise each paper as high quality (67-100%), medium quality (34-66%), or low quality (33% or less).

Each paper was also rated for methodological appropriateness (WofE B). In this case, papers were assessed as high if they used qualitative methods, medium for mixed methods and low for quantitative methods. Whilst the use of qualitative methods enables gathering of data close to participant views, quantitative research also adds relevant information about these (cf. Law and Woods, 2018).

Each paper was also evaluated for relevance of focus (WofE C) and categorised as:

- high (central and open focus on children’s views on children’s rights in general);
- medium (partial and open focus on children’s views on children’s rights in general OR central focus on children’s views on children’s rights with (de)limiting context/framework)
- low (tangential focus on children’s views on children’s rights in general).

Approximately one third (n=3) of these papers were reviewed by both the researcher and the research supervisor for the purpose of moderating evaluation, and inter-rater agreement percentages following joint moderation were calculated at an average of 97% final inter-rater agreement; the remaining seven papers were read in their entirety and reviewed by the first researcher.

Key data from each paper was mapped and summarised (see Table 1). A content analysis of the papers was then carried out so as to analyse them together and integrate them, as also described in Brantefors and Quennerstedt (2016). In configurative reviews, this approach is
interpretative (Gough et al., 2013) and in this review was an inductive and recursive process, referring to the principles of the UNCRC and its articles.
## Table 1: Summary table of included papers

<table>
<thead>
<tr>
<th>Authors</th>
<th>Key features</th>
<th>Key relevant findings</th>
<th>WoE A Methodological quality</th>
<th>WoE B Methodological appropriateness</th>
<th>WoE C Relevance of focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magalhães, E., Calheiros, M. M. &amp; Antunes, C. (2018). Portugal</td>
<td>29 x 12-18 year olds; 6 settings; 15 males, 14 females. In residential settings. Impact of rights on psychosocial functioning; perceptions of rights.</td>
<td>Focus group: Part 1- open questions Part 2- exploration of categories from previous study. Qualitative analysis based on grounded theory. Core category ‘the perceived fulfilment of rights’. Five main concepts: whole development, privacy, participation, parental involvement and responsibility and equality. Participants’ perceptions were that that psychological functioning is affected when the following rights are compromised: education, private life, perceived social image, non-discrimination, and respect for themselves and their families by the protection system.</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>Kosher, H &amp; Ben-Arieh, A. (2017). 16 countries: Colombia, England, Germany, Estonia, Malta, Norway, Poland, South Africa, Spain, Ethiopia, Romina, Algeria,</td>
<td>Over 54,000 children aged 8, 10, and 12 years. Through schools. Examine the relationship between children’s perceptions of their rights, their reports on participation and their SWB across different nations, age groups and gender.</td>
<td>Survey with quantitative analysis: statistical description, Pearson’s tests, hierarchical linear modelling (uses data from the second wave of the ISCWeB) 52% of children reported they knew about children’s rights and thought adults respect children’s rights. 37% knew about CRC; clear variation by country. Fewer 8-year olds knew about rights and CRC than 10 and 12-year olds; younger children more likely to think that adults respect children’s rights. Children’s knowledge and perceptions of their rights associated with children’s participation in different contexts in their lives and with subjective well-being.</td>
<td>High</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td>Location</td>
<td>Study Title</td>
<td>Sample Size</td>
<td>Methodology</td>
<td>Findings</td>
<td></td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Israel, Turkey, South Korea, and Nepal</td>
<td>Yan Lam Lo, Yan Wing Leung &amp; Wai Wa Yuen (2015).</td>
<td>Yan Lam Lo, Yan Wing Leung &amp; Wai Wa Yuen (2015).</td>
<td>Questionnaire, Focus group</td>
<td>Hong Kong Questionnaire School 1: 100 students (s); 33 teachers(t) School 2: 160s; 12t Focus group School 1: 14s; 3t School 2: 23s and 6t Student mean age: School 1: 15.64yrs School 2: 17.17yrs School-based. Assess the extent of the existence of a human rights friendly ethos and compare this in two varied Hong Kong schools. Mixed methods: Questionnaire and focus groups. Quantitative and qualitative analyses Teachers gave higher ratings than pupils in many areas in both schools; differences were greater and more significant in more traditional school. There were higher mean scores in the more liberal school.</td>
<td>Low Medium Medium</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>Hareket, E. &amp; Yel, S. (2017).</td>
<td>Hareket, E. &amp; Yel, S. (2017).</td>
<td>156 x 4th grade students (aged 9-11 years) School-based.</td>
<td>Investigate children’s awareness, perceptions and views about children’s rights. Open-ended questionnaire; written compositions; focus group discussions. Content analysis. Five themes: children’s rights re basic needs of life and developmental period needs (N=347); children’s rights re legal assurances (N=147); children’s rights re freedoms and personal qualifications (N=118); children’s rights re personal development and social life (N= 100); and children’s rights vis-a-vis responsibilities (N= 33).</td>
<td>Medium High Medium</td>
</tr>
<tr>
<td>Turkey</td>
<td>Munongi, L. and Pillay, J. (2018).</td>
<td>Munongi, L. and Pillay, J. (2018).</td>
<td>Grade 9 pupils; females x 95; males x 90 aged 13-15 years.</td>
<td>Determine children’s experiences of their rights. Open-ended question, with written response, (from part of a larger questionnaire). Identified four themes: children’s awareness of having rights (92%) and the importance of rights (40%); people’s ignorance of children’s rights (64%); children’s rights should not be violated (45%) yet, adults are violating them (51%); and children’s misunderstanding of rights (41%).</td>
<td>High High High</td>
</tr>
<tr>
<td>Study</td>
<td>Methodology</td>
<td>Country</td>
<td>Participants</td>
<td>Design</td>
<td>Data Collection</td>
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<tr>
<td>Quennerstedt, A. (2016).</td>
<td>In school.</td>
<td>Sweden</td>
<td>38 children in total; aged 8 years and 12 years.</td>
<td>Content analysis.</td>
<td>Pairied interviews (each child interviewed twice). Analysis- 2 steps: starts with children’s words and then connects to framework.</td>
</tr>
<tr>
<td>Khoury-Kassabri, M. &amp; Ben-Arieh, A. (2009).</td>
<td>In school.</td>
<td>Israel</td>
<td>1427 Christian, Jewish and Muslim adolescents aged 12-14 years:</td>
<td>Quantitative analysis.</td>
<td>The more adolescents described their school and teachers as open to their criticism, the greater their support of children's rights. Differences were identified between Jewish and Arab (Muslim and Christian) groups and gender differences were also found.</td>
</tr>
<tr>
<td>Dunhill, A. (2018).</td>
<td>In school (workshop at conference).</td>
<td>England</td>
<td>17 x 5-11 year olds; 2 x members of teaching staff from one school.</td>
<td>Participatory research method (between children and researcher). Walk and talk tour, Rights Respecting Working Group meetings, and presenting at workshops. Qualitative analysis using children’s quotes.</td>
<td>Children demonstrated their understanding of being rights-holders and that all human beings are right-holders. Children wanted to continue to support the rights of all children in the school and identified a positive effect that learning about rights had on improving relationships and behaviour. Children recognised that rights were not always realised.</td>
</tr>
</tbody>
</table>
Investigate children’s awareness and knowledge of their rights and their perceptions about respect given to their rights across different countries (and democracy index) and larger-scale factors and social structures:

Survey using 3-point scale:
(data taken from 2015-16 ISCWeB).
Statistical analyses using: descriptive statistics, independent sample t-test, Pearson’s correlation coefficients, multivariate linear regression models.

Approximately one third of the children reported knowing about the CRC (31.8%) and just under half reported they knew what rights children had (45.4%). 59% children felt that their rights were respected (59.4%).

It was found with modest significance that children with immigrant backgrounds felt that their rights were more respected by adults than children without immigrant backgrounds.

The social factors showing the greatest difference on rights outcomes (overall) were level of deprivation and home and school climate.
4. Findings

The nine studies included four qualitative investigations and one qualitative evaluation, three quantitative investigations and one mixed methods investigation (see Table 1 above). Each study accessed the views of children about their rights at a general level, was peer-reviewed and published between 2009 and 2019. Three studies used a focus group, two studies used a survey (based on the same survey, the International Survey of Children’s Well-Being (ISCWeB)), four used a questionnaire (including one focused on one open-ended question as part of a larger questionnaire), one used interviews, one included a written composition and one used a participatory research method. The studies come from a range of countries; the two using the ISCWeB data utilise data from 16 countries. The other studies each focused on one country.

Whilst each study focused on children’s rights at a general level, the contexts were different. Most collected data through schools, and one collected data in residential care settings. The foci of the studies included:

- psychosocial functioning;
- a human rights friendly ethos in school;
- perceptions of rights including in relation to participation and subjective well-being and across different countries, age groups and gender;
- experiences of rights;
- what human rights means to children in educational settings;
- contribution of school climate to views of rights;
- perspectives of rights;
- awareness and knowledge of rights and perceptions of the respect these are given across different countries, gender and social contexts;
- perspectives of rights when attending a Rights Respecting School.
This review aims to find out more about children’s views on children’s rights; the synthesised results help develop an understanding of these and have been grouped into themes.

### 4.1. Awareness and understanding of rights

Three of the studies quantified children’s reported awareness of their rights. Munongi and Pillay (2018) found 92% of children in South Africa indicated they have rights. However, children also indicated that other people, including parents and teachers, did not know about rights. Some children also linked this lack of knowledge and awareness to their rights being violated. Children identified other children’s misunderstanding of their rights, giving examples such as children claiming their own rights when they wanted to use them as a defence/protection for when they were not upholding the rights of others.

Kosher and Ben-Arieh (2017) found 52% of children reported knowing about children’s rights. When looking specifically for awareness of the UNCRC, 37% reported knowing about this, with clear variation by country. af Ursin and Haanpää (2018) found 45% of children reported knowing what rights children had, reducing to 32% reporting knowing about the CRC. In England, the results were lower: Kosher and Ben-Arieh (2017) found approximately one quarter of pupils surveyed in England knew about the UNCRC (27%), whilst af Ursin and Haanpää (2018) found this to be approximately one fifth (21%) of pupils in the UK.

It is unclear from these studies what stage of “knowing about” children’s rights and/or the UNCRC children are at, and whether children know just that these exist or whether they have a detailed conceptualisation of these.

In one study, (Hareket & Yel, 2017), pupils had not received children’s rights education and were not members of groups involved in children’s rights activities. There was no suggestion of this being a difficult sample to obtain, suggesting awareness and learning about children’s
Exploring perspectives of rights with children who attended a Rights Respecting School, Dunhill (2018) found children who had this rights-based experience showed an awareness and understanding of themselves as right-holders and that all human beings are rights-holders.

In Yan Lam Lo et al. (2015), the questionnaire used the term “rights” and “CRC” for some items, apparently assuming pupils would have enough rights awareness to understand these, although they also identify that, ‘Traditional schools [like one of the schools in the study] in Hong Kong tend to overemphasize students’ responsibilities and avoid mentioning their rights in order to make students obedient and compliant to school rules’ (Yan Lam Lo et al., 2015, p. 196). From the quotes included in the qualitative part of this study, pupils (or teachers) do not use the vocabulary of “rights” apart from one example; ‘Many schools claim that they give students freedom, but actually the freedom they offer you does not give you a right to voice, and you can’t express your opinions about the inadequacies of school to your teachers’ (Yan Lam Lo et al., 2015, p. 206).

For some parts of her research, Quennerstedt (2016) intentionally moved away from the language of rights, identifying that “many children” were “unfamiliar” with it, and that by talking to children without using the term, children would be better able to explain their own ideas about these.

These results give us a varied picture of children’s awareness of rights, with variation suggested by country, whether children are educated about rights at school and the language and framework used to explore both awareness and teaching of rights. One thread that appears consistently, is that Article 42, which sets out the need to work to ensure that the
UNCRC and its principles are known about by both adults and children (United Nations, 1989), is quite some way from being fully realised or consistently tangibly worked towards.

4.2. Value and importance placed on rights

Munongi and Pillay (2018) found 40% of learners indicated the importance of rights and Dunhill (2018) found children wanted to continue to support the rights of all children in the school, and they identified learning about rights as improving relationships (and behaviour), indicating the value of rights to CYP.

Hareket and Yel (2017) found children identifying their right to learn their rights (and to defend them) to be the third most commonly occurring category in their study, suggesting children recognised this to be valuable, and that even without rights education they recognised they were not accessing rights or having rights promoted (in school) despite their importance.

Khoury-Kassabri and Ben-Arieh’s (2009) findings identified pupils’ stronger support of children’s rights when they described their school and teachers as open to their criticism, which may suggest a higher value on rights when they feel real, tangible and experienced by pupils in their lives.

Studies varied about whether they focused explicitly on the value and importance of rights and sometimes this is drawn out and inferred from the perceived impact of having rights fulfilled or not. In the studies where importance of rights and children’s attitudes towards them was a focus, CYP appeared to have a positive attitude towards rights when these were perceived as being upheld.
4.3. Impact of having/not having rights fulfilled

Several studies gathered views about the impact of rights being fulfilled, or not. It could be argued Khoury-Kassabri and Ben-Arieh’s (2009) finding that children support children’s rights more strongly when they describe their school and teachers as open to their criticism, shows the impact of children’s rights not being fulfilled is that children’s valuing and support of them is reduced, whereas the impact of actually experiencing rights in their lives means these rights feel positive and valuable.

Linked is Kosher and Ben-Arieh’s finding that children living in countries where data showed children felt their rights were more respected compared with other countries within the sample appeared more satisfied, leading to an identified association between children’s views on their rights, their participation, and their subjective well-being (Kosher & Ben-Arieh, 2017).

One of the findings by Lo et al. (2015) was pupil’s views did not match exactly with teachers’ views, and the level of disagreement between teachers and pupils was more significant when the school environment was less supportive of human rights, indicating both the importance of accessing children’s views about this and the impact of lower levels of support for rights on level of agreement and shared perspective between children and adults.

One study, Magelhaus (2018), indicated children’s views that compromising some rights impacted (negatively) on their psychosocial functioning, resulting in internalizing and externalizing problems such as feelings of sadness, loneliness and emotional insecurity, and physical and verbal aggression. In this study, the CYP were children living in residential care settings and Magelhaus emphasised the importance of recognising the influence of social context and other variables.
Some of the children’s quotes in the Hareket and Yel (2017) study indicate not only that some children view being happy as a right, but also that only by fulfilling the rights they identify will children be happy. For example, one child’s response is that, ‘As children, we have the right to play comfortably and as much as we want. We can be happy only this way. All the children have the right to be happy and cheerful’. (Hareket & Yel, 2017, p. 347).

In Dunhill’s study, children identified learning about rights (in combination with accessing a rights-respecting school environment) had a positive effect on improving relationships and behaviour. Dunhill also described children who have accessed this as ‘rights holders but also upholders of rights’ (Dunhill, 2018, p. 24), recognising this rights education and environment as preparing children for their experiences beyond school, as global citizens.

4.4. Realisation and respect of rights
af Ursin and Haanpää (2018) found 59% of children felt their rights were respected by adults. Kosher and Ben-Arieh (2017) found approximately half (52%) of children overall thought adults in their country respected their rights. The authors identified variation by country, from 35% to 83%, and by age, with younger children more likely to feel adults respected their rights. It is unclear from the data how many children are also children who knew what rights children have and/or about the UNCRC.

Munongi and Pillay (2018) found 92% of children had an awareness of children’s rights. However 64% of children also felt many people did not know and understand these and this led to a violation of their rights. Additionally, 45% of children identified the need to report violations of their rights, although it was unclear whether children had tried to do so and/or what the impact of this was/was felt to be.
Lo et al., (2015) found there were criticisms made by pupils who felt their rights were not being realised, which showed pupils’ recognition that they were not accessing that to which they were entitled under the UNCRC, and their resulting criticism indicates the value they place on this access.

Dunhill (2018) found children recognised (other) children’s rights were not always upheld; the examples given are about children living in other parts of the world so it is unclear whether children have an understanding of, for example, experiences of children who may live nearby, in the same community, but attend a school without a focus on being rights-respecting.

4.5. Equality of rights
Several studies explored children’s concepts of rights, and rights they identified or claimed, and found some rights occurred more frequently. Magelhaus (2018) found CYP in residential care to feel psychosocial functioning was affected when particular rights were compromised; private life, perceived social image, non-discrimination, and respect for themselves and their families.

Within Harakat and Yel’s categories of rights, there were certain rights codes identified with more frequency than others (Hareket & Yel, 2017). The codes with a frequency of 40 or over came mainly from their “basic needs and developmental period needs” category and are “to play” (77), “to be respected” (72), “to be loved and cared for” (55) and “to be happy and cheerful” (40), and also, from their “legal assurances” category: “to learn their rights and defend these when necessary” (66) and “to attend school and to get an education” (41).

Quennerstedt (2016) identified the rights which she described as “strongly claimed” by the children in her study. She framed these within the “vocabulary of human rights” and they
come mainly under the civil rights category; these were not being hit, not being shouted at, being valued and treated as others, not being hurt with words, with one strongly claimed socio-economic right, which was to go to school and learn.

4.6. Identifying and Categorising Rights

Several studies classified identified rights and did so in different ways. Two (af Ursin & Haanpää, 2018; Kosher & Ben-Arieh, 2017) used the UNCRC within their relative ISCWeB survey data; in addition to finding out whether children knew about the UNCRC, they found out whether children felt they knew “what rights children have”. Khoury-Kassabri and Ben-Arieh (2009) explored children’s concepts of rights within the context of the UNCRC and its articles, and described “misconceptions” where children’s views did not align with this framework.

Quennerstedt (2016) wanted to access children’s views without the constraints of a framework and removed the language of “rights” entirely for some parts of the research and where the term “rights” was used, her preferred framework was of one of human (as opposed to children’s) rights, split into categories of civil rights, political rights and socio-economic rights.

When qualitative data was gained without boundaries imposed by frameworks, some studies found children to identify rights not included within the UNCRC. Quennerstedt (2016, p. 664) identified a category within her data, of “rights that go beyond HR categorisation”. These were: “teachers who care and support”, “feel safe”, and “play and have fun”. Linked to this, Hareket and Yel’s (2017) fourth most frequent code (frequency of 55) was “to be loved and cared for” and “to be happy and cheerful” (40) was also frequently occurring (Hareket & Yel, 2017). Magelhaus (2018) found children also identified positive and supportive
relationships as protective factors for their psychological functioning, and this appears to link to the [teachers who] “care and support” category of Quennerstedt (2016).

Hareket and Yel (2017) pointed to some rights identified by children as actually being responsibilities; in one example, a child linked their right to do tests and study to their aspiration of being successful in lessons and exams. They may have been seeing their rights as including activities which they identified would support them to meet their longer-term aims and uphold their rights e.g. to education.

Whilst some of these rights, from each of the studies, can map on to the UNCRC, they do not represent all rights and some do not map on to this framework at all. These are rights which included emotional and relational aspects and how children feel, e.g. feeling safe, not only being safe.

### 4.7. Factors that may affect children’s views

The studies in this review investigated and evaluated a range of factors which may impact on children’s views of their rights. It is recognised that some factors could be split into smaller categories but in order to synthesise the findings of the various studies these have sometimes been grouped together.

#### 4.7.1. Age

Kosher and Ben-Arieh (2017) found age to impact some categories identified above. They found younger children to report lower amounts of knowledge and awareness of children’s rights, yet this group also displayed higher levels of agreement that adults respected their rights. Kosher and Ben-Arieh argued this was due to the poorer understanding (of the
concepts of children’s rights) of the youngest children, although no significant age
differences were found relating to children’s views on their participation.

4.7.2. Gender
This was not a factor where significant differences were consistently found. Kosher and Ben-
Arieh (2017) found no meaningful gender differences. af Ursin and Haanpää (2018) found
minor differences, with a small number of countries identified where gender did appear to
affect children’s views.

Khoury-Kassabri and Ben-Arieh (2009) however found female adolescents were more likely
than males to support most of the children's rights measures examined, with the exception of
rights within the public/governmental context and that this was the case for both nationality
groups in their sample. Magelhaus (2018) identified gender differences in terms of
psychological outcomes; with more males who reported externalising behaviours when rights
were not fulfilled.

4.7.3. National/cultural
Kosher and Ben-Arieh (2017) identified cross-national differences in children’s knowledge
and perceptions of their rights and their views about their participation. They linked this to
the cultural model of rights; that children’s knowledge and views of their rights are
constrained by their experiences of these (Ruck et al., 2014), and identified it can be argued
children’s views appear to be shaped in a ‘specific cultural, national, and political
high levels of variation by country for each of the questions children answered about their
rights and linked this to children’s lived experiences.
Khoury-Kassabri and Ben-Arie (2009) identified differences in views linked to cultural background, specifically that overall Jewish children were more supportive of children’s rights compared to Arab peers including in a personal context, and Arab adolescents more strongly supported rights within a public/governmental context.

4.7.4. School ethos/climate (including school leaders and teachers)
One study (Yan Lam Lo et al., 2015) found a more rights-respecting school ethos was related to a higher level of agreement between teachers and pupils, with school mission, structure for enforcing discipline, structure for the appeal of rights, structure for student participation and attitudes of teachers recognised as relevant factors. The school with a more rights-respecting ethos also had higher mean scores for these areas.

Khoury-Kassabri and Ben-Arie (2009) identified the role of school climate, with their link between schools and teachers being open to criticism and the increase in CYP support for children’s rights. af-Ursin and Haanpää (2018) also identified school climate as a factor that impacted on children’s views of rights.

One study, (Dunhill, 2018) focused on children’s views when they attended a rights-respecting school and concluded this encouraged children to ‘practice, protect and promote the rights of others within their school’ and that they also considered their potential ‘not only in the school but also in their community and globally’ (Dunhill, 2018, p. 24).

4.7.5. Relationships
Relational factors (‘perceived social support’) were identified as important by Magelhaus (2018) as were ‘socio-cognitive variables’ (perceived benefits or perceived favouritism) in affecting perceptions of CYP (Magelhaus, 2018, p. 20).
It is difficult to separate out the relational and the school climate/ethos influences in Lo et al. (2015); for example, some of the features of the school with the more rights-respecting ethos include gaining views of pupils which may in turn help to build a positive relationship.

Khoury-Kassabri and Ben-Arieh (2009, p. 100) found teacher-student relationships had low correlations with children’s support of children’s rights.

4.7.6. Social context
In Munongi and Pillay’s study (2018), the impact of social context is also linked to the country in which the study is carried out. In this study, 92% of children showed an awareness of rights, the highest level from the studies, and the authors recognised this was in South Africa which ‘has a strong history of violation of human rights due to Apartheid, and this has influenced the government to help children to be more aware of their rights to promote social justice among its citizens’ (Munongi & Pillay, 2018, p. 288).

af-Ursin and Haanpää (2018) investigated a range of social factors and found those to have the greatest difference on rights outcomes (overall) were level of deprivation and home climate (and they identified school climate in this category, already classified above). They also found, with modest significance, children with immigrant backgrounds felt their rights were more respected by adults than children without immigrant backgrounds, and recognised this as needing further investigation. Khoury-Kassabri and Ben-Arieh (2009) identified the role of family factors, and Kosher and Ben-Arieh (2017) found that the more children reported their parents listened to them and treated them fairly, the more they were satisfied with their family life and with their life overall.
5. Discussion

5.1. Summary of findings

This review examines children’s views on children’s rights and identifies factors affecting these. Analysis of nine papers revealed the following themes: awareness of rights, value placed on (importance of) rights, impact of having/not having rights fulfilled, realisation and respect of rights, equality of rights, identifying and categorising of rights, and factors that may affect children’s views.

The UNCRC sets out to protect and promote children’s rights and yet many children who do not know about this, or about their rights more broadly. For example, in England approximately one quarter of children are aware of the UNCRC (Kosher & Ben-Arieh, 2017). Some children identify that many people generally are not children’s rights aware and identify this as a block to their rights being realised (Munongi & Pillay, (2018). Article 42 (United Nations, 1989) seeks to ensure all duty bearers know about children’s rights; if many children do not know about them, or feel adults know and/or respect them, how can they be truly protected, provided and promoted?

Children appear to value, to want to know and learn their rights, and to feel positive about them; this applies both to children who have received direct rights experience and education and those who have not (Hareket & Yel, 2017). Furthermore, children wished to continue to support the rights of all children in the school, when they had accessed a rights-respecting environment (Dunhill, 2018).

Children identified a negative impact on their psychosocial development when they did not fully access their rights whilst in residential care (Magelhaus, 2018), a specific focus within the UNCRC (Articles 20 and 21; UN,1989). Rights-respecting environments can have positive impacts upon adult-pupil relationships (Yan Lam Lo et al., 2015); furthermore,
pupils can use their own views and understanding as rights-holders to consider their own rights and the rights of others (Dunhill, 2018).

Children identified some rights, themes and principles with greater frequency than others, including beyond the provisions of the UNCRC. This includes identification of emotional support and resulting feelings e.g. of safety, and also of things they do not want not e.g. to be shouted at. The UNCRC details a rights framework across 54 articles (UN, 1989) which may be difficult for younger children to internalise; a clearer focus on the four guiding UNCRC “principles” may promote communication and embedding. Reduced specificity may allow rights which are important to children but which are not specifically identified by the UNCRC to be more readily captured, integrated and built upon.

This review found that national/cultural factors, social context, age, gender, relationships and school climate may impact on how children view their rights (cf. also Taylor et al., 2001). There were mixed findings, in relation to gender, with some identification of females being generally more supportive of children’s rights (Khoury-Kassabri & Ben-Arieh, 2009), although significant gender differences were not found in all the studies; see for example, Kosher and Ben-Arieh (2017).
5.2. Implications for theory and understanding

Figure 1 incorporates the findings presented following configurative synthesis of the papers included in the present review and develops these into a hierarchical progression of rights realisation. It sets out the need for the existence of children’s rights for children, in their lives and experiences as well as set out in the UNCRC, as a foundation for progression of children’s rights, towards full protection, promotion and provision. This requires adults (and other children) to be able to know and support children’s rights. Alongside this, children need to be safe, and to feel safe, to share their views.

Children want and need to know about their rights; this may be direct or indirect at an early stage, and dialogue and shared language facilitates this process and the following stages, as
they identify as rights holders and increase in their levels of knowledge, understanding, experience and participation. This may enable and empower children to utilise and uphold their rights and then potentially to be able to spread, shape, develop and build on children’s rights and their provision, protection and promotion. In theory, this can then help to further embed a strong rights foundation.

5.3. Implications for practice
In order to build the foundation needed for children’s rights to be realised; adults need to know about and uphold them. af Ursin and Haanpää (2018, p.1439) describe children’s participation as ‘meaningless’ if adults do not hear and respect their views. Programmes taking a child rights-based approach (CRBA) focus on developing capacities of adults and children (Munongi & Pillay, 2018) and Unicef UK has partnered with local government with the aim of embedding a CRBA into public services (UNICEF, 2014). Perhaps programmes such as the UK’s Rights Respecting Schools Award (RRSA) could increase their emphasis on reaching out and developing capacity through access to parents and community and outreach work with CYP in other schools. Increased emphasis at a statutory level may also be a way in which to create a catalyst for adult action and development in this area.

The increased focus on and drive towards greater participation of children in research and in practice has already been identified; further development of this is important, to adhere to the UNCRC and its principles, and to continue to increase understanding of how children view children’s rights and empower children to be able to influence and progress children’s rights at a general level.

It may be helpful to identify and develop new ways to focus on rights if current ways do not align with children’s views. For example, some rights are identified by children with a greater
frequency than others, and some previous research has used Maslow’s hierarchy as a way to classify rights; see for example Huus et al. (2015). If children do not view rights as all being equal, it is important to find out when and why this may be and what happens to children’s views about this as realisation of their rights progresses. It is also through participation and progression through the levels identified in Figure 1 (above) that rights identified by children which are outside the framework of the UNCRC can be understood and responded to.

The negative impact of psychosocial functioning when some rights are compromised (Magelhaus, 2018) suggests that working to support the upholding of rights may play an important role in meeting needs, supporting social, emotional and mental health and acting as a protective benefit. Educational psychologists are well-placed to support schools and families through provision of information about children’s rights and supporting schools to provide, promote and protect these, and to gain the views of pupils to better understand how this may be of maximum utility in order to lead to rights realisation.

5.4. Implications for future research

The importance of reviewing what research informs us about children’s views of children’s rights is identified, and the synthesised results help to gain understanding about these. Future research may develop understanding of the identified themes; for example, whether it is helpful to introduce children’s rights to children and adults who are unfamiliar with them through a focus on the four guiding principles to support awareness and understanding.

Further research may also support the development of participation as it is through further investigating the views of children, and continuing to access views at a general level, that greater understanding will be gained. For example, how do children find it most useful and
relevant to view their rights, and how may this change as progression is made towards rights realisation.

Future research could use a longitudinal approach, including what happens following input and exposure to a rights-respecting environment and how development may be sustained and transferred to new contexts. The model of progression identified in this review suggests that children move towards rights realisation, they may become more able to impact positively on the rights of others and on children’s rights more generally.

5.5. Limitations
It is recognised that, as a configurative review using an inductive process, albeit with reference to the UNCRC as a framework, the process of analysing and synthesising the data may incorporate bias or omissions. The nuanced nature of identifying papers is acknowledged, even within the specified inclusion criteria.

This research aimed to access children’s views about their rights at a broad or “meta” level. However, this may widen the likelihood that children’s interpretations of what they were asked about was different, depending on context, experience, and the framework used, which may in turn impact on their views.

The papers selected provide a snapshot of some children’s views over the last ten years and the resulting synthesis presents a broad picture over a variety of contexts. Whilst variation by context is acknowledged, it is also relevant and useful to note the consistency and strong thread of many identified themes.
6. References


Flitcroft, D., & Woods, K., “What does research tell high school teachers about student motivation for test performance?”, Pastoral Care in Education 2018 (36(2)), 112–125.


Magelhaus, E., “‘I always say what I think’: a rights-based approach of young people’s psychosocial functioning in residential care”, *Child Indicators Research* 2018 (351), 1-23.


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https://doi.org/10.1177/1474904115571800


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The Office of the High Commissioner for Human Rights, “Initiatives by partners to celebrate


UNICEF, “Children’s well-being from their own point of view”, 2012:


https://doi.org/10.1177/0143034313508878.

Paper Two: Creating and evaluating transition from primary to high school utilising children’s rights.

This paper has been prepared according to the author guidelines for Educational Psychology in Practice (see Appendix 2T)

Word Count: 5977 words (excluding references and abstract)
Creating and evaluating transition from primary to high school utilising children’s rights.

ABSTRACT

The United Nations Convention on the Rights of the Child (UNCRC) sets out a series of rights for children. Unicef has developed a Rights Respecting Schools Award (RRSA) through which schools can embed a whole-school approach to the UNCRC. This research used action research in an RRSA primary school to create and evaluate a rights-based transition process for a cohort of Year 6 pupils (10-11 years old). Data were collected from a questionnaire developed with pupils, a researcher diary, a staff focus group and a group interview with four pupils (11-12 years old) in their first term at high school following the rights-based transition. The utility of embedding rights in the transition process to support preparation and transfer of rights is identified, as is the importance of a visible rights framework to enable pupils to continue to promote and work towards rights realisation throughout transition and at their new setting.

Keywords: children’s rights, transition, school, children’s views, action research

Introduction

Children’s Rights

The United Nations Convention on the Rights of the Child (UNCRC) is an international treaty which sets out the civil, political, economic, social and cultural rights of all children, up to 18 years old, in 54 articles (Fairhall & Woods, under review; UNICEF, n.d.-b; United Nations, 1989). It is the most widely ratified international human rights treaty, with 196 state party signatories (United Nations, 2020; Woods & Bond, 2014). There is recognition of the fact that much progress has been made since the UK’s adoption of the UNCRC in 1992 but also that inequities remain, particularly for girls, children with disabilities, and children in disadvantaged and vulnerable situations (The Office of the High Commissioner for Human Rights, n.d.); schools have been identified specifically as advantageous sites for children’s
rights promotion (Urinboyev et al., 2016).

‘Rights Respecting’ Schools

In the UK, Unicef has developed a Rights Respecting School Award (RRSA) which aims to embed the UNCRC into schools through a whole-school approach (Fairhall, 2018; UNICEF, n.d.-b) and to “build the capacity of children and young people as rights-holders to claim their rights, and the capacity of adults as duty bearers to fulfil their obligations” (UNICEF, n.d.-b). The award has three levels: bronze (rights committed), silver (rights aware) and gold (rights respecting) (UNICEF, n.d.-a). On its website, UNICEF identifies that more than 1.7 million children in the UK attend a Rights Respecting School (RRS), with more than 5,000 schools working towards the award (UNICEF, n.d.-b).

To date, there is a small body of research focused on the impact of RRSs and this indicates a positive impact on engagement and self-esteem, and higher levels of perceived support from peers and teachers (Covell, 2010; Covell & Howe, 2010). Covell et al. (2011) suggested that rights education may offer a means to narrow the attainment gap between pupils experiencing social disadvantage and more advantaged peers.

There are reports evaluating the RRSA, pointing to the contribution of the rights, respect and responsibility (RRR) initiative in developing ‘educational resilience’ (Covell & Howe, 2011) and influencing ethos, relationships, inclusivity and well-being (Sebba & Robinson, 2010). In Unicef’s own impact report of the RRSA (UNICEF, 2016), based on headteacher views, many benefits are identified including on children’s respect for themselves and empowerment to support the rights of others.

The four key areas of impact Unicef identifies for children attending an RRS are on wellbeing, participation, relationships and self-esteem (UNICEF, n.d.-e). Whilst there is limited research available on children’s rights education (Ozmen et al., 2014), from a wider
perspective, a correlation has been identified between pupil voice and promotion of a democratic environment and effective teaching and learning (Urinboyev et al., 2016), between children’s subjective wellbeing and their perceptions of participation rights being respected in school (Lloyd & Emerson, 2017) and also a significant relationship between a positive and participatory school ethos and pupils’ self-reported school satisfaction and enjoyment (Brown, Croxford, & Minty, 2017; Lloyd, 2014).

**Children’s rights and school transition**

The process of transition from primary school to high school is a key point in children’s education, through which they benefit from support and preparation (Anderson et al., 2011). However, the impact of transition for children from an RRS primary school to a high school which may not utilise an explicit rights respecting approach is identified as an area for further research (Dunhill, 2018); notably, many more pupils access an RRS primary school than do an RRS secondary school (UNICEF, n.d.-d) meaning many pupils experience such a primary-secondary transition. In their evaluation of Unicef UK’s RRSA, Sebba and Robinson (2010) reported school staff concern about the impact of this school transition for pupils, although Covell and Howe (2011) found that the educational resilience built through an RRS primary may be effective for longer term adaptation.

Sebba and Robinson (2010) reported that, following this form of transition, pupils recognised differences including the relative lack of rights language and approaches, with some pupils identifying less observed rights-respecting behaviour and increased feelings of vulnerability (whether or not primary education had been rights respecting) alongside the powerful culture and larger size of high schools making it more challenging to have their voices heard. However, as identified in Fairhall (2018) they also found the majority of pupils felt that their RRS primary school experience had made a difference for them, and provided
values and understanding “resilient enough to withstand secondary school” (Sebba & Robinson, 2010, p. 34). Robinson (2014) identified some pupils who had attended an RRS primary school experienced some difficulties adjusting to their new environment, and found it disconcerting when they continued with their rights respecting approach and others did not.

Robinson (2014) also highlighted the importance of listening to the views of the whole school community, to develop greater understanding and be able to support all children to access their rights. This is key both in order to understand how to support children moving from an RRS to a non-RRS, and to ensure it is considered for all pupils, including those who may be vulnerable during transition, such as those identified by the Office of the High Commissioner: girls, children with disabilities and children in disadvantaged and vulnerable situations (The Office of the High Commissioner for Human Rights, n.d.). There are other groups also recognised as vulnerable; in a report for England’s Children’s Commissioner, Bright (2017) identified 32 different groups of vulnerable children. In transition specifically, research identifies particular groups, such as pupils with special education needs (SEN), who may find transition more challenging (Hughes et al., 2016). Bailey & Baines, (2003) identified that high levels of support put in place for pupils with SEN may increase the challenge for these pupils upon transition, when this support may no longer be available. If pupils are accessing support in school through the rights-respecting approach itself, it is important to consider how to utilise this in preparation for transition so that this does not become an additional barrier as pupils start secondary school, and may even be used to facilitate transition.

This research aimed to develop, utilise and evaluate a rights-based transition to high school (Year 7) for a cohort of Year 6 pupils attending an RRS primary school accredited with a gold award, as pupils were not transferring to high schools with explicit consideration and embedding of children’s rights.
Methodology

Rationale

The research arises from a commission where primary staff had an interest in developing transition experiences for pupils moving from Year 6 to Year 7. This school, located in an urban setting, has an established rights-respecting environment, currently demonstrated through accreditation with a Rights-Respecting Schools Gold Award from Unicef.

The research questions were:

1. What is the utility of a rights-respecting approach prior to, during and after transition to high school?
2. How do pupils feel they can use rights to support planning for the transition process?
3. How do pupils feel they can use their rights-respecting approach to support their transition to high school?
4. What is the impact primary school staff identify on utilising rights in and for transition?

Research design

This research takes a critical realist view and was carried out as action research, using co-construction to create and utilise a rights-based school transition. Whilst the staff linked to this research identified children’s rights as a thread throughout the school, they identified that their existing transition did not utilise these explicitly. The rights-based transition was planned to enable gathering of all pupils’ views and to support preparation for their new setting. The study utilised the Research and Development in Organisations Approach (RADIO) (Timmins et al., 2003) and was cyclical and adaptive. Elliott’s revised version of Lewin’s model of action research (Elliott, 1991) was also utilised, which Bradbury (2005)
identified as allowing for newly identified issues to be recognised and incorporated into the next part of the research. This aimed to support greater participation of the stakeholders, which is an adaptation of the RADIO model suggested by Ashton (2009).

**Developing the rights-based transition process**

The entire Year 6 cohort took part in the rights-based transition. The staff involved were the two Year 6 teachers, the Special Educational Needs Co-ordinator (SENCo) and the Deputy Headteacher/RRS Co-ordinator.

A workshop was carried out with pupils in November of Year 6, to find out what they wanted from their transition preparation, what questions they had and their initial thoughts about how children’s rights may link to this process. This was led by staff who used pupils’ responses, and continued gathering and responding to these, to shape the transition process for the year.

A second workshop took place in March of Year 6 with a focus on supporting transition to a new setting through identification of a personal ‘rights kit’ and consideration of how this could be utilised. Again, this was led by staff and built on following the workshop, through enactment activities and further exploration.

**Research data gathering and analysis**

A researcher diary was kept throughout to help track the process and provide notes of key events for later reflection, to capture some additional data such as pupils’ verbal feedback, and to record some tentative interpretations and provisional analysis, all of which are identified as uses of a researcher diary by Gray (2004).
Towards the end of Year 6, a group of pupils worked with the researcher to develop a written questionnaire, to be administrated with pupils at the end of Year 6 (see appendix 2N). The goal of finding out pupils’ views about the utility of each stage of the rights-based transition was discussed and pupils worked with the researcher to create a questionnaire, designed to be completed anonymously. 31 pupils completed the evaluation questionnaire; 100% of the pupils who were invited to complete one opted to do so.

In July of Year 6, key staff accepted invitations to join a focus group to explore what they felt was the impact and utility of the rights-respecting transition (see appendix 2H). Informed consent was gained and staff interacted with one another as well as responding to questions from the researcher as facilitator, therefore yielding insights that may not otherwise have been gained (Cohen et al., 2018). In October of Year 7, four pupils took part in a group interview, to gather their thoughts and feedback on their transition once they had moved to their new setting (see Appendix C). Group interviews are identified as a useful method when interviewing children (Cohen et al., 2018) and strategies identified by Morrison (2013) to minimise power imbalance and put children at ease were considered. These pupils had all volunteered, and in addition to pupil assent, parent/carer consent was gained. This group comprised of two boys and two girls. During primary school, one pupil had accessed support with learning and social and emotional needs, and one pupil had accessed pastoral support. Whilst the group interview was structured, it also gave pupils opportunity to respond and build on one another’s contributions (Lewis, 1992). The researcher made some use of checking back within the interview to support correct understanding of responses.
The staff focus group and pupil interview were recorded and transcribed. Data from each were analysed through content analyses. The same process was followed for each: transcripts were read and recordings listened to several times to create a coding framework. Throughout the analysis, there was reference back to original data sources to try to stay close to these (Burnard, 1991); this was a recursive process, with adaptations made to the initial coding framework, similar to the procedure reported by Fletcher (2017). The data extraction summary tables were discussed with a University Supervisor to support credibility and trustworthiness. Data from the pupil questionnaire were also analysed through content analyses for the open questions and a scoring tally for the closed questions.

As only pupils moving to one high school were invited to the post-transition focus group, it was explained to all pupils that they had opportunity to give their feedback in other ways, including in class and through a written questionnaire at the end of Year 6. The researcher considered ways to try to mitigate any power imbalance, including making it explicit before all data collections that these were opportunities to share views openly, which fit with the rights-respecting ethos that staff and pupils were familiar with. An opt-out consent was used for the Year 6 pupils taking part in the rights-based transition and for their parents/carers. The transition included validation by staff who were aware of essential
elements they felt needed to be included. Ethical approval was gained from the host
University for the research.

**Findings**

**Pupil Questionnaire**

A copy of the questionnaire analysis is available in appendix 2Q. All 31 pupils completing a
questionnaire felt it had been helpful to share ideas, thoughts and questions. Pupils found the
rights-based transition process useful because they had their questions answered and gained
further knowledge and understanding about high school, they found out about classmates’
views, they were able to express their feelings e.g. “we got to talk about all our worries and
things we are excited about”, “it let you tell the teachers how you were feeling”, they became
more comfortable with the idea of transition e.g., “I felt more confident”, “I felt more
comfortable about my transition”, and because they found out about using rights in new
settings.

Pupils identified that the transition process could be improved by meeting and finding
out from high school teachers, pupils from Year 7/8 and further extending the opportunities
to focus on transition e.g. “if we had another session” and “by exploring more”.

27 pupils selected ‘yes’ that it was useful to develop a ‘rights basket’ to think about
using rights at high school and the remaining four selected ‘maybe’. Pupils thought it was
useful due to learning about the permanence and transfer of rights e.g. “I picked my answer
because the rights basket helped me think about taking my rights”, “we got to think about
how our rights still applied in high school”, feelings of being equipped and empowered by
this with comments such as “because it will help me make better decisions”, “because we
know what to do if we’re in a bad situation”, and “because I’m not as worried and I have
more knowledge and know more about using my rights”.
Three of the four pupils who answered ‘maybe’ explained their response; one recognised that they may not need the basket, one commented they “don’t know if they could use all the rights”, and one commented “because in primary and secondary school you always have to use the rights”.

**Researcher diary**

Children’s collected responses and ideas from their own rights baskets were shared with the researcher, audited on two occasions and discussed with staff. Children included some rights in their baskets, e.g. “my right to education”, “my right to relax and play”, specific examples of rights in action to support at high school e.g. “to get involved in lessons”, “to follow my own religion without not being accepted”, strategies linked to their understanding of rights such as “don’t give up if I don’t understand”, “tell a teacher if bullied”, and also examples of rights in a wider sense, as rights holders, protectors and promoters e.g. “to use my voice and speak about rights all across the world”, “rights make me feel confident for a brighter future”. A sample page of the researcher diary can be located in appendix 2V.

**Staff focus group**

14 semantic categories were identified (see Table 3). Staff comments are anonymous but identifiable to enable understanding of individual and shared views (see coding framework sample at appendix 2O).
### Table 3: Summary of group interview and focus group codes

<table>
<thead>
<tr>
<th>Staff focus group</th>
<th>Pupil group interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branching out - transferring understanding of rights to new contexts</td>
<td>Supportive relationships - old and new</td>
</tr>
<tr>
<td>Rights as a vehicle/thread to support new learning</td>
<td>Adjusting to new experiences.</td>
</tr>
<tr>
<td>Facilitates dialogue</td>
<td>Want time to settle as usual - to build familiarity with people and environment</td>
</tr>
<tr>
<td>Pupil voice/participation</td>
<td>Hearing from the experienced</td>
</tr>
<tr>
<td>(Recognition of) children not ready to think about transition</td>
<td>Sharing experiences with others</td>
</tr>
<tr>
<td>(Recognition and response to) anxieties about transition</td>
<td>Rights-respecting foundation/building a base in primary school (through rights-based transition) to support next steps</td>
</tr>
<tr>
<td>Supportive tool</td>
<td>Recognising rights in new setting even when not explicit</td>
</tr>
<tr>
<td>Need for rights (in some way) to be existing/visible within a setting</td>
<td>Transferring rights to new setting/context</td>
</tr>
<tr>
<td>Time to prepare</td>
<td>Upholding/utilising own rights</td>
</tr>
<tr>
<td>Simpler to plan with and make relevant to pupils</td>
<td>(Agency for) promotion and protection of rights</td>
</tr>
<tr>
<td>Consolidate and develop rights foundation</td>
<td>Need for visibility of rights and for others to know</td>
</tr>
<tr>
<td>External barriers</td>
<td>Future promotion and protection of rights</td>
</tr>
<tr>
<td>Importance of longer-term impact</td>
<td></td>
</tr>
</tbody>
</table>

- **Branching out - transferring understanding of rights to new contexts**

Staff identified the rights-based transition as providing an explicit opportunity for children to prepare to transfer and apply their rights in different contexts, including high school. They felt it was helpful for children to think about how they could use their rights as a tool to help them to navigate new situations/ transitions and to practise doing so in different scenarios, including recognition that some staff may not have the same rights understandings.

- **Rights as a vehicle/thread to support new learning**

Some staff saw that rights were used as a vehicle to introduce thinking about transition more widely; it was useful to use rights to focus discussions about forthcoming changes, rather than issuing directives about what to do/not do. One member of staff viewed rights as a thread which helped children to think about transition with empathy and more deeply;
another recognised that they had not previously thought about rights within transition, and that doing so gave a useful different perspective.

- Facilitates dialogue

Staff identified using a rights-based approach was a positive way to open discussion about transition. As the rights-based transition started early in Year 6, staff incorporated discussion about applying for high school, asking children if they had had those conversations at home, and finding these discussions were valuable. Staff recognised that after the workshops, some children still had questions which staff were able to work on in class.

- Pupil voice/participation

All staff recognised the increased participation of the children and role of pupil voice with the rights-based transition, in comparison to previously e.g. “I think it’s about them having some ownership around the transition as well that, you know, it’s not just something that’s done to them, it’s something that they participate in and they have their pupil voice in that process.”

They identified positive impact including that, as the children were taking a leading role in the development of the transition process, staff felt they were addressing the issues that really matter to them.

- (Recognition of) children not ready to think about transition

Staff identified that there are some children who ‘shut off’ whenever conversations about high school are started, as they are not ready to think about this and this was also the case for some children with the rights-based transition. They observed for two pupils, they did not see a positive impact on their behaviours, which staff felt was due to transition being “a scary thought” for them, but felt that they could then have important discussions and support these pupils.


- (Recognition and response to) anxieties about transition

Staff identified that some pupils demonstrated anxieties about transition and that the rights-based transition helped staff to think about what some children, described as ‘hard to reach’, needed to support them during transition. Staff felt able to identify these pupils, and carry out additional work and intervention with them to work on alleviating concerns in a familiar and supportive environment. For example, one member of staff identified the positive impact for one child, who demonstrated challenging behaviours including on a visit to their high school, being able to talk about their feelings regularly with a familiar school adult, and for one child who accessed specific SEMH support with a focus on high school transition.

- Supportive tool

Staff identified that through the transition preparation, children realised that they had tools they could continue to use, and that for pupils with SEN who they identified as vulnerable, pupils had a script(s) with ways to respond to given situations. Staff felt making this clear made it easier for pupils to make sense of how they could utilise their rights. One teacher felt children may feel “invisible” in their new school and so knowing they have their rights tools was important. The same teacher recognised that some pupils were confident about their transition and may not feel they need their rights, but that the preparation gave them something to fall back on if needed. One teacher commented that the overall rights-based transition process supported pupils’ levels of resilience.

- Need for rights (in some way) to be existing/visible within a setting

Staff identified that the rights-based transition process had its focus whilst children were still in their primary school and were concerned that in new settings where rights were not discussed or identified as important, children may forget and ultimately their rights could be
removed. They recognised the importance of children being able to use their voice, observing that in some schools, this was emphasised even if not through a rights perspective. One teacher felt that not having this could create an emotional struggle for all pupils.

- **Time to prepare**

Staff identified benefits to involving children in early discussions about transition. They observed that there were also opportunities to begin thinking about transferring rights earlier, such as in Year 5 when pupils start to visit a variety of high school settings.

- **Simpler to plan with and make relevant to pupils**

Staff felt that the rights-based transition made planning easier, because they could start from the children’s thoughts and questions and use these as a stimulus to tailor areas for focus and also to share ideas and create whole class solutions. They recognised that this would be different each year to create a bespoke response.

- **Consolidate and develop rights foundation**

Staff noted that pupils’ prior knowledge and understanding of rights acted as a facilitator to the rights-based transition, and also that this prompted children to think about, and enabled their understanding of, some rights which they did not tend to identify as often, such as the right to be kept safe, and to an education.

- **External barriers**

These included recognition that children may move to schools with issues such as high staff transience and difficulty supporting pupil voice.

Creating time in Year 6 for the rights-based transition alongside preparation for SATs and providing a broad and balanced curriculum was recognised as a barrier, as was the timing...
of the formal school places allocation. Staff identified that children can find it difficult to picture themselves at high school before they know where they will be going. An additional barrier linked to this was when children and their families go through an appeal process following the place allocation.

- Future promotion and protection of rights

Staff recognised that pupils who had experienced the rights-based transition process could come back to school to speak to Year 6s and share their experiences and reflections, and that this would give younger pupils the opportunity to speak to pupils who had been through the process, and also help teachers to further adapt their response. They identified that they could develop transition processes within school further, and share and work with other schools to demonstrate the utility of the rights-based transition.

- Importance of longer-term impact

Staff recognised it was important to look at the impact of the rights-based transition over a longer period of time and to hear from the Year 7 pupils following their transition to high school.

Pupil group interview

11 categories were identified and (a sample of) the coding framework is located in appendix 2P. Pupil comments are anonymous but separately identifiable. See Table 3 for a summary of the categories.

- Supportive relationships - old and new

Following transition, supportive relationships with pupils and teachers were important to pupils. This included some of the pupils going back to primary school to visit their former
teachers. Two pupils discussed their role in talking and being friendly to others and to help make friends.

- Adjusting to new experiences.

Pupils recognised changes including different subjects and new behaviour systems. One pupil identified this as an opportunity to change “everything around”. Pupils shared a range of feelings describing these as happy, excited, settled, a challenge and having some parts that were not expected.

- Want time to settle as usual - to build familiarity with people and environment

During their first days, all pupils wanted to get to know their new environment including the building, surroundings and pupils who would be in their classes. They enjoyed the trips that had taken place in the first few days, and one pupil linked these with team building, but felt they could have been delayed slightly.

- Hearing from the experienced

All pupils recognised value in hearing from high school teachers and older pupils prior to transition to help to explain about what to expect and prepare them, and in their Year 6 teachers hearing from high school teachers to help them to support pupils.

- Sharing experiences with others

Pupils felt that if they were to speak to Year 6 pupils, they would make some of the differences clear e.g. the pupil who observed that behaviour systems were a key difference for him gave this as an example to share during transition preparation.
• Rights-respecting foundation/building a base in primary school (through rights-based transition) to support next steps

Pupils felt their transition had been helpful for them for a variety of reasons including getting used to the idea of going to high school, having some understanding that other pupils may not have had the same rights experience, being ready to use rights in high school and having their rights basket to support this. One pupil recognised the opportunity to try to learn more about rights at primary school, whilst this was an area of greater focus within the setting.

• Recognising rights in new setting even when not explicit

Pupils recognised the links to children’s rights such as when the importance of children’s voice was recognised, and also the idea of pupil champions and pastoral work such as counsellor work in school. One pupil recognised that the change in rights focus did not mean that rights were not in their future.

• Transferring rights to new setting/context

Pupils identified that their transition had prepared and supported them with an understanding of how they could transfer and use their rights in high school, particularly given that the new environment did not have an explicit rights respecting focus.

• Upholding/utilising own rights

Pupils recognised opportunities to utilise rights in high school and beyond, such as for when moving on to college or applying for jobs. Two pupils identified that rights could be used without this being explicit e.g. “I think that we use rights on a daily basis but we don’t really realise that we’re using it” and “Because we can still use our rights but they don’t know”.

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Pupils recognised that not all pupils had the same rights experience they had. Three of the pupils recognised a role for helping others with this e.g. “so it’s like kind of hard because...it’s kind of like...you have to...help the people around you also learn about their rights and how they can use it.” In addition to promoting rights with pupils and teachers at school, one pupil also identified the need to ensure awareness on an international level and for the future promotion and protection of rights. She saw individual benefits such as helping individuals to be “the person you want to be” and also to make children’s rights “a bigger thing”. Another pupil linked early rights understanding and learning to being able to inspire others later in life.

Need for visibility of rights and for others to know

Pupils felt rights to be extremely important, recognising far-reaching negative consequences without them, and that they are important even for the people who do not realise they are using them. One pupil recognised the need for support with this, “if they say, ‘Let’s not use it’ someone needs to like stand up and...like...” [interruption by A: “…and say we have to use them”]...“help us remember”.

Discussion

This research aimed to develop and evaluate a rights-based transition to high school for a cohort of pupils attending an RRS primary school, gathering the views of pupils and staff to support evaluation of the process. Previous research identifies that transition can be a difficult time for pupils (Neal et al., 2016; Sutherland et al., 2010; Zeedyk et al., 2003).
This research identifies a number of ways a rights-respecting approach to transition is useful, prior to, during and after transition to high school. The four key areas of impact Unicef identifies for children attending an RRS are on wellbeing, participation, relationships and self-esteem (UNICEF, n.d.-e). Taking staff and pupil perspectives and responses together, the rights-based transition supported well-being, participation and relationships at various stages; this is important due to the widely/previously recognised challenges of transition, and the number of pupils transferring from a RR primary school to a high school without an explicit RR environment. A rights-based transition may help to prepare and equip pupils for this change, to ensure that pupil voice and participation is integrated, and to support staff to create a bespoke, responsive transition. In addition, staff felt it enabled pupils to think about their transition more deeply, and opened up dialogue at home.

The preparation started early in Year 6, to allow time to co-construct the transition process and to respond to pupils. By the end of the year, many pupils identified that they would have liked to hear more from older pupils and from high school staff, and this was also an area highlighted by the Year 7 pupils following transition.

Staff identified that early recognition of pupils who did not feel ready and/or who felt anxious about moving on enabled them to offer support and timely mitigation of anxieties about transition, such as provision of regular one-to-one conversations about their feelings. In their questionnaires, pupils also recognised the relational and emotional utility of the transition.

Pupils and staff indicated that the development of the rights kit helped pupils to prepare for their new setting, including how this may be different, how they could transfer their rights, and how some situations could be dealt with using a tangible metaphorical artefact, which they named the ‘Rights Basket’, as a supportive tool. The fact that pupils considered individual rights and wider principles in their rights baskets in Year 6 and also at
the start of Year 7 can be linked to their progression to children’s rights realisation (Fairhall & Woods, under review).

For example, one pupil who took part in the Year 7 interview appeared to be utilising rights at the top of this model, for protection, promotion and provision of rights and, from the Year 6 questionnaire data it can be seen that some pupils also did so with their rights baskets. This links to Dunhill’s identification of pupils using rights in this way in their RRS (Dunhill, 2018) and extends it further by suggesting, that some pupils are able to do this in a new setting, possibly due to the educational resilience identified by Covell and Howe (2011).

However, pupils and staff identified the need for support to help them with this and that the continuing visibility/presence of rights facilitated this. One pupil felt that rights may become more embedded in his new setting through literal visibility such as visual displays on children’s rights. Some pupils also recognised that rights may have been present in their new setting, even with use of different language, such as an emphasis on pupil voice. These pupils did not appear to be feeling the invisibility that one teacher referred to, for pupils at high school. There is existing research indicating the impersonality of high schools (Graham et al., 2019), but in recent years there has been a greater emphasis on voice and participation of children and young people (CYP) across the age range (Brantefors & Quennerstedt, 2016; Lundy, 2012). In this case, the teacher concerned about invisibility also identified that some high schools without an explicit RR approach do focus on pupil voice and that it is schools where this is not the case where pupils may have particular difficulty.

**Implications for practice**

In the current research, children’s rights were embedded within daily practice in the RR primary school. However, these were not yet explicitly embedded into the transition preparation and this was a time where staff and pupils could work together to try to effect a
positive change on transition, whilst pupils were still in their familiar school environment. Staff identified that similar processes could be applied when pupils moved to new classes earlier in school, giving them greater familiarity with this rights-based transition and being able to refer back to previous successful transitions by the time pupils reach Year 6.

Given the frequent identification of further improving the rights-based transition process by hearing from “experts” i.e. Year 7/8 pupils and high school staff, which also aligns with previous research (Fairhall, 2018; Sutherland et al., 2010), this is something that could be further developed within the process. Where it is possible for RRSs, or other organisations championing children’s rights, such as Unicef, to reach out to high schools and Year 7/8 pupils, this may create opportunities to create greater visibility/understanding of rights for pupils in high school settings. It may also support the message from staff and pupils about the importance of being enabled to become champions and catalysts for change in order to move towards realisation of children’s rights.

In the current research, a one-page rights transition process infographic (see appendix 2R) was developed, and this was checked back with school staff, with resulting amendments made. This is a document that could be used again by school staff and also shared more widely.

Additionally, this could be used in EP practice to support transition work at an individual or group level and also more systemically to support school staff, and other groups working with CYP. Given the links to person-centred planning approaches and commitment to listening and responding to children’s views, also embedded as a core principle in the Code of Practice, the rights-based transition may be useful to support these more broadly, for example in Annual Reviews and changes in educational provision.
**Limitations**

This research was focused on one cohort of pupils in one school and only four pupils were interviewed post-transition, at the same high school, at the end of the first half-term. There was no post-transition information gathered from pupils moving to different schools or about the impact beyond the first half-term of Year 7. The pupils interviewed after transition had volunteered to do so, and therefore may have had stronger feelings about children’s rights. Additionally, following data collection, there were no opportunities for the researcher to further clarify interpretations with the participants.

The staff and pupils involved in the rights-based transition were familiar with embedding rights into learning and teaching and working at the RRSA gold award level, which may have made developing the rights-based transition easier than might be the case in some settings at an earlier stage of rights respecting development.

Whilst Year 6 pupils from the primary school moved on to a number of different schools, a large number of them moved to the high school involved in the research, which is why this school was approached. The fact that staff at this setting understood the purpose of the research and supported the gaining of pupil views could suggest that this was a school interested and focused on enabling pupil voice and participation.

**Implications for future research**

It is important to find out more about the pupils’ perspectives of the longer-term impact of the rights-based transition, and transition from RRS more generally, including beyond the first term of Year 7. This could be through a longitudinal cohort study following a group of children transitioning to secondary school from more or less RR developed primary settings.
Future research could monitor the impact of the rights-based transition in different settings and access the views of high school teachers, to find out more about ways to enable pupils to experience successful transition, and to support pupils who are working towards rights realisation such as through enabling a ‘rights club’, information sharing linking rights to current school practice, and creating peer support for younger pupils with slightly older peers.

Conclusion

In this research, embedding rights in the transition process supported relevant preparation for pupils and the crucial transfer of rights to a new setting, where rights may not be explicitly evidenced, enabling pupils to develop some understanding and identify useful and transferable skills and knowledge. Some pupils recognised ways in which their rights were respected without the same rights language being expressed, although the clear visibility of rights through an explicit framework is identified as useful and supportive by staff and pupils to empower pupils and support their agency to continue on their rights journey.

References


Paper Three: The dissemination of evidence to professional practice

Word Count: 4591 words (excluding references)
The dissemination of evidence to professional practice

Introduction

This paper considers the concepts of evidence-based practice and practice-based evidence and links these with the role of the educational psychologist (EP). It provides an overview of research and evidence on effective dissemination and moves on to consider the significance and implications of findings from the first two papers at individual, organisational and professional levels. Finally, a strategy for promoting and evaluating the dissemination and impact of this research is identified.

Section A: Evidence-based practice (EBP) and practice-based evidence (PBE)

Evidence-based practice in psychology (EBPP) has been defined by the American Psychological Association (2006, p. 273) as “the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences”. The purpose of this is to promote effective application of psychological practice through assessment, formulation, therapeutic relationship, and intervention (APA, 2006). In addition, Rosenberg and Donald (1995) identified that using an evidence-based approach has a number of advantages including enabling professionals to continue to upgrade their knowledge base, to support critical understanding of research methods and subsequently use of data, and providing a framework for group problem-solving and teaching.

It is a standard professional requirement of the Health and Care Professions Council (HCPC) to “be able to engage in evidence-based and evidence-informed practice, evaluate practice systematically and participate in audit procedures” (Health and Care Professions Council, 2015, p.12) and Dunsmuir and Kratochwill (2013) identified the prevalence of EBP across a range of professions, including psychology. This privilege of EBP may have developed for a number of reasons, including being a way to seek answers or guidance about
the effectiveness of programs and approaches (Prendergast, 2011) and also linked to greater professional accountability and transparency (Fook, 2004).

The focus on EBP developed from the field of medicine (Frederickson, 2002) and this was described by Sackett, Rosenberg, Gray, Haynes and Richardson (1996, p. 71) as the “conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients”. The APA (2006) recognised the link between their definition and that of the Institute of Medicine, and in terms of how EBP is established and evaluated. Frederickson (2002) described the traditional hierarchy of evidence, with several systematic reviews of randomised controlled trials (RCTs) at the top (1), followed by systematic review of randomised controlled trials (2), randomised controlled trials (3), quasi-experimental trials (4), case control and cohort studies (5), expert consensus opinion (6), and individual opinion (7) at the bottom of the hierarchy.

The understanding of RCTs as the ‘gold standard’ of evidence is clinically well-established (Sullivan, 2011; Fox, 2003) and Bower and Gilbody (2010) emphasised the functions of control, comparison and randomisation using RCTs. However, Frederickson (2002) pointed out concerns that a tight adherence to the traditional hierarchy of evidence could undervalue new and developing interventions where the evidence base is still building. Bower and Gilbody (2010) gave the example of the domination of CBT as a psychological therapy being due partly due to the evidence of its effectiveness, and partly due to the fact that few alternatives have been subjects of randomised evaluations. It has also been identified that different research methods have different merits, including recognition that qualitative research may be useful to describe individual, lived experiences of people. (American Psychological Association, 2006; Frederickson, 2002) and Bower and Gilbody (2010) identified that RCTs are not the most appropriate methodology for understanding change achieved through psychological therapies.
The current training programme for EPs, and the HCPC standards of proficiency for psychologists, require EPs to “be able to use professional and research skills in work with service users based on a scientist-practitioner and reflective-practitioner model that incorporates a cycle of assessment, formulation, intervention and evaluation” (HCPC, 2015). Woods, McArdle and Tabassum (2014) linked to the requirement of health and social care practitioners to adhere to principles of EBP with the provision of safe and effective intervention for clients. They also recognised that interventions and tools have been developed to support this, for example, the Sutton Trust, and NHS Evidence, and also the Cochrane Library (Fox, 2003). However, this does not make judgements about linking evidence and research simple, especially when considering the limited implementation of research findings in real world contexts (Kennedy & Monsen, 2016) and also when considering what constitutes reliable evidence and best research. Being able to judge research quality is identified as a key professional skill by Fox (2003), as is the necessity for guidance on interpreting research reports.

It may be that EPs are well-positioned to support this guidance to educational professionals not only on account of HCPC requirements, but also since 2006 EP initial professional training has changed from a masters to a three-year doctoral training route, which places a greater emphasis on the use of research (Frederickson, 2013). When Burnham (2013) interviewed a group of EPs, he found EPs to place an emphasis on the utility and social value of their practice, including some focus on creating change, and that they regarded this as more important than congruence with a recognised evidence base; however this was prior to the change in EPs’ initial professional training, which may have impacted on EP viewpoints on EBP. Fox (2003) also identified the role of EP epistemology; EPs work in real-world contexts where every situation is different and if they view their evidence base as experience, then how this develops into professional practice is important to consider.
Kennedy and Monsen (2016) suggested that whilst EBP can be perceived as use of the best available research evidence for applied practice, that greater focus on how to integrate research evidence with practitioner expertise and preferences of a client could take place. Frederickson (2002, p. 102) suggested that what is needed is to ‘raise the profile of EPs as both users of research and doing research’. Indeed, whilst the BPS Quality Standards (British Psychological Society, 2019) emphasise an evidence-based approach, this is alongside recognition of action research as a way to improve outcomes and make a difference to lives of children and young people (CYP) and their families.

McMillan and Morley (2010) identified the need for data that is rigorous and relevant and that Barkham and Mellor-Clark (2010) identified these as the defining features of practice-based evidence (PBE). PBE can utilise trialling of innovative techniques in real-life contexts, supporting and developing the existing research and evidence base (Barkham et al., 2010). As EPs may work in areas where there is a lack of an established base but support is needed for children and young people, this approach may offer a way to work with scientific rigour in a real-world context, and as such be able to offer a complementary approach to current hierarchical understandings of EBP (Barkham & Mellor-Clark, 2003).

Section B: An overview on the effective dissemination of research and research impact.

Wilson, Petticrew, Calnan and Nazareth (2010, p. 2) defined dissemination as:

a planned process that involves consideration of target audiences and the settings in which research findings are to be received and, where appropriate, communicating and interacting with wider policy and health service audiences in ways that will facilitate research uptake in decision-making processes and practice.

Crosswaite and Curtice (1994) also identified the active nature of dissemination, as a planned and deliberate process. Planning for effective dissemination includes considerations such as the main message, the purpose, the target group/audience and how it is best to reach
them, and what the dissemination aims to achieve (Marin-Gonzalez, Malmusi, Camprubi, & Borrell, 2017). Brownson, Eyler, Harris, Moore and Tabak (2018) identified the need to conduct dissemination in a range of ways, taking the message, source and channel into account.

Harmsworth and Turpin (2000) suggested the utility of considering dissemination in three ways. The first is dissemination for awareness, which they identified as useful when it is helpful for audiences/groups to have an awareness of particular research but who do not require a detailed knowledge of this. They recognised that building awareness may help with dissemination at both local and community levels and that developing awareness may be a more informal process. For example, in the context of the research carried out in Paper 1, this could support an increased awareness of the presence (or lack of) of children’s rights in different contexts and environments, or enable professionals with a connection and a link to others with an interest in children’s rights to increase their awareness of this research through information at an informal level.

Second, Harmsworth and Turpin (2000) consider dissemination for understanding, targeted at groups who may be able to benefit from the research being disseminated, and for whom a deeper understanding will be useful. At this level, the research in both Paper 1 and Paper 2 may develop understanding for professionals/researchers working in similar areas and add to their knowledge base.

Third, Harmsworth and Turpin (2000) consider dissemination for action, referring to a resulting change of practice from the research dissemination. This is targeted at groups/audiences who are directly involved in the area connected to the research and/or who can support and influence organisational change. This group will need a thorough level of knowledge and understanding. Harmsworth and Turpin (2000) identify that when groups/audience engage at this level, they will be likely to have passed through each of the
stages in turn. For example, with the rights-based school transition from the research described in Paper 2, the staff at the school, who have been involved in co-construction of the research process, are the group who are most likely to be the first group to engage with the research at this level. This could also be the case for professionals such as staff in RRSA schools who want to develop their transition procedures, or who are working to support embedding of children’s rights in different capacities.

This links with the view taken by Edwards (2015), who identified research dissemination as an important ‘first step’ towards practice change, and also towards knowledge exchange, therefore indicating a two-way process of dissemination. Indeed, strengthening links between researchers and practice settings is identified as a way to strengthen dissemination links and increase the effectiveness of transfer (King, Hawe, & Wise, 1998; McVay, Stamatakis, Jacobs, Tabak, & Brownson, 2016). King et al. (1998) identified that this may be useful at both organisational and individual levels, and pointed to how this two-way process often works effectively to support participatory action research and resulting action and change. The nature of the research may affect how the research is best disseminated to different groups. For example, in the research described in Paper 2, the co-produced process may be relevant and usable for school practitioners, whilst in other forums, dissemination may need to start from a different point to enable greater understanding of its utility.

There can be a disconnection between what research has demonstrated to be most effective and the interventions that are most utilised (McVay et al., 2016) and it is important to consider, and further research, how to disseminate most effectively (Bowen et al., 2009). Additionally, McVay et al. (2016) identified the importance of decreasing the barriers to dissemination that researchers experience. These barriers may include high costs, differing expectations of the research from different groups, the lengthy timescales of the research
process, and communication blockers, including structural and physical barriers (Crosswaite & Curtice, 1994). For teachers, accessibility, cost-effectiveness and professional learning and development may enable use of EBP whereas ineffective professional learning, the challenge of moving from controlled research to the reality of professional practice, and mistrust of research with a strong preference for relying on personal experiences are likely barriers (Foster, 2014); identifying the right time for dissemination is also key (King et al., 1998).

In a systematic scoping review, Wilson et al. (2010) identified 33 United Kingdom (UK) frameworks that can be used to guide dissemination planning and identified a large amount of convergence between them. They identified a general recognition of the importance of context and interaction in these and also suggested that greater use of a theoretically informed approach and more systematic frameworks in planning of dissemination may be a helpful way to develop dissemination further, including at an earlier stage of the research process.

Dissemination can take place in many different ways, and is often tailored to specific settings or groups (McVay et al., 2016). Publication in academic journals and conference presentation (and reports to funders) are identified as two of the most utilised methods of research dissemination (McVay et al., 2016; Wilson, Petticrew, Calnan, & Nazareth, 2015). Publication in academic journals may be a way to connect with a wide audience and ensure access is available on a permanent basis (Edwards, 2015); however this relies on the intended audience being one likely to engage with research disseminated using this platform. This method may create academic impact e.g. measured through number of citations of a publication; the social impact to non-academic beneficiaries may require additional or different methods. Conference presentation may enable targeted dissemination within a relatively short time-frame, but the audience may be narrow; however this may be an appropriate way to develop targeted messages for stakeholders for effective knowledge
exchange (Edwards, 2015), and whilst it was not one of the top three methods utilised, McVay et al. (2016) found this to be the route that public health researchers thought had the greatest impact, and it may be an effective way to create social impact.

Chen, Diaz, Lucas & Rosenthal (2010) identified the role of dissemination beyond scientific publication in community-based participatory research, in contributing to meaningful changes in practice and building community capacity, and this also links back to the importance of strong links and a two-way dissemination process. This may include use of a range of more innovative approaches such as face-to-face approaches, online communication, and informative videos as utilised by Marín-González, Malmusi, Camprubi and Borrell (2017). Whilst use of the internet and social media have impacted greatly on how knowledge is produced, accessed and disseminated, these often may not allow for two-way communication (Cooper, 2014). It is important to consider how to integrate what is already known about effective dissemination when developing new approaches to it, including linking to the needs and communication approaches of audiences and adopters (Brownson et al., 2018).

**Section C: A summary of research implications at different levels**

The first two sections of this paper recognise the role of EBP and PBE, linking these with the role of the EP, and of effective dissemination of research in supporting development of professional practice. In order to develop an effective plan for the research described in Paper 1 and Paper 2, it is important to consider and identify key implications for practice, including recognition of the main messages (Marin-Gonzalez et al., 2017). These are considered at three levels: at the research site, at an organisational level and at a professional level.
Research implications at the research site

The research reported in Paper 2 utilised action research with primary school staff and pupils, and there are direct implications for school staff, who are involved each year in the transition preparation process from Year 6 to Year 7. As key staff including two Year 6 teachers, the school SENCo and the Deputy Head/Children’s Rights Leader were involved in the construction and carrying out of the rights-based transition, this is likely to have impacted on their awareness and understanding. It may assist staff to embed children’s rights in the transition process and to be able to respond to pupils’ views and create bespoke rights-based transition packages in response to these, therefore building capacity and leading to practice change beyond the duration of the research process. Some staff at this research site are involved in training staff from other schools in becoming rights-respecting schools through Unicef’s rights-respecting school award (RRSA), and sharing of their transition process to other schools involved in RRSA training may create impact and further effects beyond the research site. This could also be the case if practice is shared through links such as local cluster groups and interest groups.

Targeted dissemination of the progression to children’s rights realisation from Paper 1 with key school staff involved in the action research for Paper 2 may give them an awareness of this, which may be helpful as staff are supporting pupils to transition to high schools utilising the rights-based transition. This may also lead to a deeper, more integrated understanding of the utility of developing pupils’ understanding that not all pupils and staff have the children’s rights experience and knowledge that they have had in their rights-respecting school (RRS) and lead to the embedding of this point within the rights-based transition.

Sharing information about the rights-based transition with high school staff who facilitated the Year 7 group interview when they visit/are visited by primary school
staff/pupils as part of the transition process may give high school staff an initial awareness of the rights-based transition, particularly if the rights-based transition becomes an embedded part of school practice.

**Research implications at organisational levels**

The rights-based transition may be disseminated more widely than to the key school staff in the research school through targeted dissemination to other staff and to governors, and over time, to new staff coming to work in Year 6. The rights-based transition principles could be used to develop transition procedures at other points through school, which staff identified as a useful point for development during the staff focus group as part of the research gathering in Paper 2.

High school staff beyond those involved in the facilitation of the Year 7 data gathering may become aware of the rights-based transition from school visits to/by Year 6 pupils/staff. This could be further disseminated to high school staff who may wish to develop their Y6/7 transition process, levels of pupil participating and/or to develop their RRS approach for pupils. This may depend on school culture and on management approaches, in addition to the need for this dissemination to be accessible for high school staff (Foster, 2014). For high school staff with strong and supported interest, this could move from awareness to understanding and even to practice change (Harmsworth & Turpin, 2000), producing secondary effects of the primary dissemination activity.

In the local authority (LA) where the researcher currently works, developing transition from Year 6 to year 7 is a current area of focus, including facilitation by the educational psychology service (EPS) of a transition project involving a number of schools in the LA. Disseminating information about the rights-based transition from Paper 2 to the schools involved may lead to an awareness in the first instance, and potentially to a deeper understanding of children’s rights in transition, and possibly to further development of their
existing transition procedures, linked to core principles of children’s rights. The rights-based transition process could be utilised again in another RRSA school and this process further researched and investigated, which could influence policy and practice change.

Disseminating findings from Paper 1 and Paper 2 to the EPS team where the researcher works may impact on team members at different levels, increasing awareness of children’s rights in transition for some EPs and leading to a deeper understanding for others. As EPs are well placed to support school staff in provision, protection and promotion of rights, this may be useful to support EPs in guiding and supporting school staff to embed a children’s rights approach to transition, for school systems, for annual reviews and for individual CYP.

**Research implications at professional levels.**

Paper 1 has many direct implications for practice, policy and research for those developing rights-based programmes and working to embed and support realising of children’s rights. At a broad level, Paper 1 suggests consideration of whether the UNCRC has got children’s rights right for children; a need is identified for greater participation of children in children’s rights development and in research exploring their views, such as how these may change as their rights progression develops and whether they feel the UNCRC captures rights as they would like, in a way they can best access and understand.

For organisations such as Unicef that work to realise children’s rights, there are implications for practice including the identification of the importance of outreach work beyond schools, so as to access parents and members of the community to develop their awareness of children’s rights in the first instance, and over time to develop their understanding, which may support action for change in the longer term.
A hierarchical model to children’s rights realisation is proposed by the researcher in paper one (Fairhall & Woods, under review) and this may be a cogent addition to understanding of the development of rights realisation which could be used to make sense of where children are in their access and understanding of children’s rights and to identify effective supportive tools and strategies to enable and empower them to reach the next stage, or for maintenance if they are at the highest stage. This could a useful addition to any professional body, group or charity working to realise children’s rights and also to children’s rights researchers.

Paper 2 has implications for practice for supporting a rights-based transition, and these are particularly relevant for Unicef and the RRSA. Targeted dissemination to groups such as Unicef, who are well placed to support schools using their RRSA initiative to develop a rights-based approach to transition may lead to action for change. Dissemination of the rights-based transition as a recursive and ongoing process may be useful for children’s rights organisations, and the utility of this approach beyond transition could also be investigated.

Section D: A strategy for the promotion and evaluation of the dissemination and impact of this research

The researcher has used the framework identified by Harmsworth and Turpin (2000) to develop considerations about effective dissemination of the research reported in Papers 1 and 2 above, in addition to the range of important considerations identified above in section 4 of this paper, such as the main message, the target group, how best to reach them and what the dissemination aims to achieve.

The methods identified for dissemination include submission of Paper 1 and Paper 2 to academic journals. Conference presentation, for each paper, is also identified as a useful method of dissemination, at an international conference for Paper 1, given the international interest in children’s rights, and at a regional level for Paper 2. This is due to the fact the
RRSA is UK based, and also to in consideration of the financial and time implications for the researcher.

Presentation to EPS team members where the researcher works, and to key school staff who have demonstrated an interest in developing transition from Year 6 to Year 7 is another method identified to create useful dissemination. A 1-page infographic of the rights-based transition process has been developed (see appendix 2R), to exemplify the rights-based transition, which was co-constructed with key school staff. The development of this as a simple and clear 1-page document was in response to staff feedback about the need for the process to be clear and simple to follow for staff when the research process is complete so as to support dissemination of the rights-based transition.

It is planned to target Unicef specifically, given their RRSA focus and to disseminate the research findings and the 1-page infographic of the rights-based transition process as they may lead to action for change and greater use of children’s rights in the transition process.

It is also planned to disseminate to the research site school at staff/governor meetings/INSET in order to support increased awareness that may also move on to deeper understanding and action for change through embedding of a rights-based transition. It could also be shared with staff from other schools when information and practice is shared at cluster group meetings, and potentially when school staff are visited by other school staff as part of RRSA training and development. Table 4 below summarises the outlined research dissemination plan.

Table 4: Research dissemination plan

<table>
<thead>
<tr>
<th>Paper</th>
<th>Intended Level</th>
<th>Target audience(s)</th>
<th>What</th>
<th>How</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Increased awareness</td>
<td>Children’s rights researchers, organisations, policy makers.</td>
<td>Progression to children’s rights realisation Need for broad and fundamental</td>
<td>Journal publication Conference presentation:</td>
<td>Article will be read: can check numbers looking and if being cited on Google Scholar and Scopus.</td>
</tr>
<tr>
<td>Paper 1</td>
<td>Raise awareness (Deeper understanding and links to practice change through Paper 2 and rights-based transition)</td>
<td>Professionals with interest in children’s rights</td>
<td>consideration of children’s rights within and beyond UNCRC</td>
<td>international level, possibly International School Psychology Association (ISP)</td>
<td>The rights-based transition will include embedding work to support pupil understanding of their context, knowledge and experience and that this may not be the same for all pupils. This will still be being used in two years.</td>
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<tr>
<td><strong>Paper 2</strong></td>
<td>Raised awareness</td>
<td>EPs Children’s rights organisations Unicef Professionals with interest in children’s rights and/or transition</td>
<td>A rights-based approach to transition using a recursive and responsive process to support some pupils for school transition</td>
<td>Journal publication Conference presentation: local level (logistical, cost effective, build capacity)</td>
<td>Article will be read: can check numbers looking and if being cited on Google Scholar and Scopus</td>
</tr>
<tr>
<td><strong>Paper 2</strong></td>
<td>Raised awareness and possibly moving through to practice change</td>
<td>Researcher EPS School staff engaged in Transition project in Researcher LA</td>
<td>A rights-based approach to transition using a recursive and responsive process to support some pupils for school transition.</td>
<td>Presentation including sharing 1 page infographic: EPS meetings, Transition Project meetings, SENCo forum</td>
<td>Increased awareness of children’s rights in LA Some schools in LA planning for children’s rights in transitions: systemic, annual review, individuals Further research of rights-based transition e.g. carrying out in a different setting</td>
</tr>
<tr>
<td><strong>Paper 2</strong></td>
<td>Practice change</td>
<td>Unicef (linked to RRSA)</td>
<td>Rights can be integrated into transition to prepare and support some pupils.</td>
<td>Targeted messages for stakeholders: email contact initially, leading to presentation</td>
<td>Unicef RRSA will recognise the importance of rights in transition and may use the 1-page infographic to support this.</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Practice change</td>
<td>Staff at research site (involved in research)</td>
<td>A rights-based approach to transition using a recursive and responsive process to support some pupils for school transition</td>
<td>2-way process to develop 1-page infographic. Provision of 1-pg infographic. Working with staff involved in research to disseminate to wider school staff and governors.</td>
<td>The rights-based transition will be used and embedded in school and this will still be being used in two years.</td>
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</table>

**Conclusion**

The dissemination of the findings from Paper 1 could support developing awareness, understanding and action for change linked to children’s views of children’s rights, and also further research, for those who are placed to promote and develop this.

There is very little research on children’s rights in transition from primary school to high school and dissemination of the findings from the research reported in Paper 2 may support development at each stage of dissemination identified by Harmsworth and Turpin (2000) linked to rights-based school transitions and also help some pupils to prepare for citizenship in a new setting that may not have the same explicit rights-respecting environment as they experienced at primary school.
References


Appendices
Appendix 1a: Review framework for qualitative evaluation/investigation research

D.Ed.Ch.Psychol. 2017
Review framework for qualitative evaluation/ investigation research

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Score</th>
<th>R1</th>
<th>R2</th>
<th>Agree %</th>
<th>R1</th>
<th>R2</th>
<th>Agree %</th>
<th>Comment</th>
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<td>Appropriateness of the research design</td>
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<tr>
<td>e.g. rationale vis-à-vis aims, links to previous approaches, limitations</td>
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<td>e.g. description, justification; attrition evaluated</td>
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<td>Well executed data collection</td>
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<td>1</td>
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<td>e.g. clear details of who, what, how; effect of methods on data quality</td>
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<td>Analysis close to the data</td>
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<tr>
<td>e.g. researcher can evaluate fit between categories/ themes and data.</td>
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<td>Evidence of explicit reflexivity</td>
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<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>e.g. impact of researcher, limitations, data validation (e.g. inter-coder validation), researcher philosophy/ stance evaluated.</td>
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### Appendix 1a: Review framework for qualitative evaluation/investigation research

<table>
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<tr>
<th>Comprehensiveness of documentation</th>
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<tr>
<td><em>e.g. schedules, transcripts, thematic maps, paper trail for external audit</em></td>
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<tr>
<td><strong>Negative case analysis, <em>e.g.</em> contrasts/ contradictions/ outliers within data; categories/ themes as dimensional; diversity of perspectives.</strong></td>
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<tr>
<td><strong>Clarity and coherence of the reporting</strong></td>
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<tr>
<td><em>e.g. clear structure, clear account linked to aims, key points highlighted</em></td>
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<tr>
<td><strong>Evidence of researcher-participant negotiation of meanings, <em>e.g.</em> member checking, empower participants.</strong></td>
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<tr>
<td><strong>Emergent theory related to the problem, <em>e.g.</em> abstraction from categories/ themes to model/ explanation.</strong></td>
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<tr>
<td><strong>Valid and transferable conclusions</strong></td>
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<tr>
<td><em>e.g. contextualised findings; limitations of scope identified.</em></td>
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<tr>
<td><strong>Evidence of attention to ethical issues</strong></td>
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<tr>
<td><em>e.g. presentation, sensitivity, minimising harm, feedback</em></td>
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</table>
Appendix 1a: Review framework for qualitative evaluation/investigation research

<table>
<thead>
<tr>
<th>Total</th>
<th>Max 14</th>
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<th>Mean % agree</th>
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References


### Appendix 1b: Review framework for quantitative investigation

**D.Ed.Ch.Psychol. 2017**

Review framework for quantitative investigation research

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<tr>
<th>Criterion</th>
<th>Score</th>
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<th>R2</th>
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<td><em>e.g. multiple measures used; context of measurement recorded (e.g. when at school vs at home)</em></td>
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<td><em>e.g. soundness of administration</em></td>
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<td>Reduction of bias within participant recruitment/</td>
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### Appendix 1b: Review framework for quantitative investigation

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<tr>
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<th>Population subgroup data collected</th>
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#### Data analysis

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<th>Time trends identified</th>
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<td><em>e.g. year on year changes</em></td>
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<tr>
<th>Geographic considerations</th>
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<td><em>e.g. regional or subgroup analyses</em></td>
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<thead>
<tr>
<th>Appropriate statistical analyses (descriptive or inferential)</th>
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<tr>
<th>Multi-level or inter-group analyses present</th>
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<tbody>
<tr>
<td><em>e.g. comparison between participant groups by</em></td>
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</table>
### Appendix 1b: Review framework for quantitative investigation

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<th>relevant location or characteristics</th>
<th>Data interpretation</th>
<th>Limitations of the research considered in relation to initial aims</th>
<th>Implications of findings linked to rationale of research question</th>
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<td>Limitations of the research considered in relation to initial aims</td>
<td>Implications of findings linked to rationale of research question</td>
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<tr>
<td></td>
<td>e.g. benchmarked/ justified evaluation of found quantitative facts</td>
<td>e.g. critique of method; generalizability estimate</td>
<td>e.g. implications for theory, practice or future research</td>
<td>Mean % agree</td>
</tr>
<tr>
<td></td>
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<td>1 0</td>
<td>1 0</td>
<td>Mean % agree</td>
</tr>
</tbody>
</table>

**References**


Appendix 1c: Author guidelines for The International Journal of Children’s Rights

The International Journal of Children’s Rights
brill.com/chil

Instructions for Authors

Scope

Focusing both on critical leadership and practical policy development, the articles in the preeminent International Journal of Children’s Rights (CHIL) reflect the perspectives of a broad range of disciplines and contribute to a greater understanding of children’s rights and their impact on the concept and development of childhood. The journal deploys the insights and methodologies of all relevant disciplines, including law, legal and political theory, psychology, psychiatry, educational theory, sociology, social administration and social work, health, social anthropology, economics, theology, and history to further children’s rights in all parts of the world.

Ethical and Legal Conditions

Please note that submission of an article for publication in any of Brill’s journals implies that you have read and agreed to Brill’s Ethical and Legal Conditions. The Ethical and Legal Conditions can be found here: brill.com/downloads/conditions.pdf.

Online Submission

CHIL now uses an online submission system to facilitate an efficient selection and peer-review process for all concerned. Authors should submit their manuscript online via the Editorial Manager (EM) online submission system at editorialmanager.com/chil. First-time users of EM need to register first. Go to the website and click on the “Register Now” link in the login menu. Enter the information requested. When you register, select e-mail as your preferred method of contact. Upon successful registration, you will receive an e-mail message containing your Username and Password. If you should forget your Username and Password, click on the “Send Username/Password” link in the login section, and enter your first name, last name and email address exactly as you had entered it when you registered. Your access codes will then be e-mailed to you.

Prior to submission, authors are encouraged to read the “Instructions for Authors”. When submitting via the website, you will be guided stepwise through the creation and uploading of the various files. A revised document is uploaded the same way as the initial submission. The system automatically generates an electronic (PDF) file, which is then used for reviewing purposes. All correspondence, including the editor’s request for revision and final decision, is sent by e-mail.

Double-blinded Peer-review

CHIL uses a double-blind peer review system, which means that manuscript author(s) do not know who the reviewers are, and that reviewers do not know the names of the author(s). When you submit your article via Editorial Manager, you will be asked to submit a separate title page which includes the full title of the manuscript plus the names and complete contact details of all authors. This page will not be
Instructions for Authors

accessible to the referees. All other files (manuscript, figures, tables, etc.) should not contain any information concerning author names, institutions, etc. The names of these files and the document properties should also be anonymized. Book Reviews need not be anonymized: the name and address of the author should be added in the first submission.

Contact Address
For any questions or problems relating to your manuscript please contact the Editors:
L.Landy@staffs.ac.uk; Stafford@liverpool.ac.uk. For technical questions about Editorial Manager, authors can also contact the Brill EM Support Department at: ems@brill.com.

Submission Requirements

Language
Manuscripts should be written in British English. Spelling should be consistent throughout.

Manuscript Structure

Articles must be typed, double-spaced throughout, allowing good margins.

Abstract and Keywords
On the first page of the manuscript after the title and author's name and affiliation, articles should include a short abstract, consisting of only one paragraph (100-150 words) as well as 3-10 keywords.

Headings
All headings should be flush left and should be numbered:
1. First Level Headings Are in Bold
1.1 Second Level Headings Are Bold Italic
1.1.1 Third Level Headings Are Roman

Quotations
Always use single quotation marks (") for relatively short direct quotations.
Longer quotations should be presented as a separate block of text, indented on the left, preceded and followed by a blank line, and printed in characters of normal size; such longer quotations are not enclosed in quotation marks.
Double quotation marks (""") are reserved for single words, concepts or short phrases that are not a quotation. Quotation marks should always precede punctuation marks.
Instructions for Authors

Footnotes
Footnotes should be kept to an absolute minimum. The journal uses in-text references and a reference list (see below).

References

In Text References
In-text references should be cited by giving the author's name, year of publication (Jones, 1998) and specific page numbers after a direct quotation. In-text lists of references should be given in chronological order.

Reference List
All references should be listed at the end of the article in a reference list. All citations in the manuscript must appear in the reference list, and all references must be cited in text. References should be arranged alphabetically by author, and chronologically for each author. Publications for the same author appearing in a single year should use a, b, etc. Please add a DOI whenever possible. References should conform to the following style:

Book

Book Chapter

Single Author Article

Multi-Author Article
Where there are two authors the citation should follow the single author style. Where there are more than two authors, the reference within the text should be cited as Jones et al. and the year of publication, but in the reference list the names of all authors should be included.

References to Cases, Legislation, etc.
These should conform to the correct citation style of the relevant country and should be included in brackets within the text.

(Gillach v West Norfolk and Wisbech A.H.A. [1985] AC 122)
Publication

Proofs
Upon acceptance, a PDF of the article proofs will be sent to authors by e-mail to check carefully for factual and typographic errors. Authors are responsible for checking these proofs and are strongly urged to make use of the Comment & Markup toolbar to note their corrections directly on the proofs. At this stage in the production process only minor corrections are allowed. Alterations to the original manuscript at this stage will result in considerable delay in publication and, therefore, are not accepted unless charged to the author. Proofs should be returned promptly.

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An evaluation of transition from primary to high school utilising children’s rights

Headteacher Participant Information Sheet (PIS)

This PIS should be read in conjunction with The University privacy notice

It is planned to invite some members of school staff to take part in a research study as part of a doctoral study focusing on children’s rights in transition to high school. The research will be carried out by a Trainee Educational Psychologist, forming part of a course on the Doctorate in Educational and Child Psychology. Before you decide whether to agree, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you consent for this research to take place in school. Thank you for taking the time to read this.

Who will conduct the research?

Nicola Fairhall
Manchester Institute of Education
School of Environment, Education and Development
University of Manchester
Oxford Road, Manchester, M13 9PL

What is the purpose of the research?

The purpose is to implement and evaluate a rights-based transition, which impacts on all stages of the transition process and supports pupils’ preparation for their new settings.

Why have members of my school staff been chosen?

They have been chosen as they are involved in preparing pupils for transition to high school and they work in a school with a rights-respecting ethos. Additionally they have presented a research commission to students on the Doctorate in Educational and Child Psychology at the University of Manchester. School staff involved in transition will be invited to take part and only staff who give consent will be included.

Why have pupils from school been chosen?

Year 6 pupils have been selected as they will prepare for transition to high school in the next academic year (2018-2019) and they are pupils in a school with a rights-respecting ethos. Additionally they have helped to present a research commission to students on the Doctorate in Educational and Child Psychology at the University of Manchester. Pupils and parents/carers will be informed of the transition provision this year and they will be able to opt out of the research element of this if they wish, although the transition preparation will still go ahead. It is planned to
send a letter out to parents/carers to inform them that a project is taking place and this letter will be shared with you and school staff before being sent out.

**What would I be asked to do if I took part?**

You will be asked to give consent for research to go ahead with staff and pupils from your school. Staff would be asked to take part in the rights-based transition research which will involve pupils from Year 6. This is planned to involve 3 workshops, and research team meetings to prepare for and review these.

**What will happen to my personal information?**

In order to undertake the research project we will need to collect the following personal information from you and invited members of your staff:

- name
- job title and place of work

With agreement from you, research gathered through a researcher diary and from outcomes of transition workshops will be analysed. Later in the research process, pupils will be invited to complete anonymous questionnaires about their transition process and members of staff involved in the research will be invited to take part in a staff group interview. This data will be written up as part of a research project, and may be used to inform further research in this area.

Only the research team will have access to this information.

We are collecting and storing this personal information in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 which legislate to protect your personal information. The legal basis upon which we are using your personal information is “public interest task” and “for research purposes” if sensitive information is collected. For more information about the way we process your personal information and comply with data protection law please see our [Privacy Notice for Research Participants](#).

The University of Manchester, as Data Controller for this project, takes responsibility for the protection of the personal information that this study is collecting about you. In order to comply with the legal obligations to protect your personal data the University has safeguards in place such as policies and procedures. All researchers are appropriately trained and your data will be looked after in the following way:

The study team at the University of Manchester will have access to your personal identifiable information, that is data which could identify you, but they will anonymise it as soon as practical. However your consent form will be kept securely by the researcher and retained for 5 years.

You have a number of rights under data protection law regarding your personal information. For example you can request a copy of the information we hold about you, including audio recordings. This is known as a Subject Access Request. If you would like to know more about your different rights, please consult our [privacy notice for research](#) and if you wish to contact us about your data protection rights, please email [dataprotection@manchester.ac.uk](mailto:dataprotection@manchester.ac.uk) or write to The Information Governance Office, Christie Building, University of Manchester, Oxford Road, M13 9PL. at the University and we will guide you through the process of exercising your rights.
Appendix 2a: Headteacher Participant Information Sheet

You also have a right to complain to the Information Commissioner’s Office, Tel 0303 123 1113

Will my participation in the study be confidential?

Your participation in the study will be kept confidential to the study team and those with access to your personal information as listed above. If any data is emailed to the researcher’s University email address, it will then be transferred to the secure University computer network as soon as is practical and it will be kept securely by the University for 5 years.

The researcher’s supervisor will be aware that the research is taking place.

In the event that any safeguarding issues arise, such as concerns about your safety or the safety of others, school and local authority policies will be followed. In this case, the researcher’s University Supervisor will be informed.

Steps will be taken to ensure confidentiality; pseudonyms/participant identification will be used and only the researcher and her supervisor will know the links to the actual participants. Individuals will not be able to be readily identified in the data reporting.

The exception to this will be if participant teachers wish to be identified within any associated academic publications, for which permission would be sought separately.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to agree to take part. If you do decide to give consent, you will be given this information sheet to keep and be asked to sign a consent form. If you decide to give consent to take part, you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove data from the project once it has been anonymised and forms part of the dataset. This does not affect your data protection rights.

Will my data be used for future research?

Data may be used to inform future research but will not be directly provided to other researchers.

Will I be paid for participating in the research?

There is no paid compensation for taking part in this research.

What is the duration of the research?

The research will be taking over place over the course of the rights-based transition preparation. This will take place over the course of the school year 2018-2019 with 3 workshops, and staff meetings to prepare for these and to review these.

Where will the research be conducted?

The research will be conducted on the school site, at times agreed to be convenient for all those taking part. The dates will be shared with you prior to it going ahead.
Will the outcomes of the research be published?

It is possible that this research could be published; if this is the case your name will not be published and nor will the school name or any other personal details. The possible exception to this would be in the case of co-production with the possibility of co-authorship, which would identify the school site and potentially participants within it for which appropriate confidentiality considerations would be made (e.g. omission of personal identifiers), and for which permission would be sought separately.

You will be provided with feedback summarising the main findings.

Who has reviewed the research project?

This project has been reviewed by the University of Manchester Research Ethics Committee and ethical consent was gained on 8th October 2018.

What if I want to make a complaint?

Minor complaints

If you have a minor complaint, then you need to contact the researcher(s) in the first instance.

Researcher: Nicola Fairhall  nicola.fairhall@postgrad.manchester.ac.uk
Supervisor: Kevin Woods  kevin.a.woods@manchester.ac.uk
Tel: 0161 275 3509

Formal Complaints

If you wish to make a formal complaint or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact :

The Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

What Do I Do Now?

If you have any queries about the study, then please contact the researcher or her supervisor using the details above. If you are happy for research to go ahead, please complete the consent form attached and return to school. Staff will only be included if agreement is gained from you both.

This Project Has Been Approved by the University of Manchester’s Research Ethics Committee
[ERM reference: 2018-4956-7191]
An evaluation of transition from primary to high school utilising children’s rights

Headteacher Consent Form

If you are happy to consent for staff to participate in this research, please complete and sign the consent form below.

You are welcome to contact me by email and/or to arrange to speak to me in person:

nicola.fairhall@postgrad.manchester.ac.uk

<table>
<thead>
<tr>
<th>Activities</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I confirm that I have read the attached information sheet (Version 2, Date 10/2018) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.</td>
<td></td>
</tr>
<tr>
<td>2 I understand that participation in the study is voluntary. I understand that all participants are free to withdraw at any time without giving a reason and without detriment to themselves. I understand that it will not be possible to remove data from the project once it has been anonymised and forms part of the data set.</td>
<td></td>
</tr>
<tr>
<td>I agree to consent for research in school to go ahead on this basis</td>
<td></td>
</tr>
<tr>
<td>3 I agree that any data collected may be published in anonymous form in academic books, reports or journals</td>
<td></td>
</tr>
<tr>
<td>4 I agree that the researchers may retain my name and school name in order to provide them with a summary of findings for this study.</td>
<td></td>
</tr>
<tr>
<td>5 I understand that in the instance of any safeguarding issues arising during this research process, then school and local authority policies will be followed by the researcher, in which case the researcher will be obliged to break confidentiality.</td>
<td></td>
</tr>
<tr>
<td>6 I give permission for the researcher to be in school working with the teachers on their transition preparation provision.</td>
<td></td>
</tr>
</tbody>
</table>
Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the Privacy Notice for Research Participants.

If you have any questions at any time, please contact me using the following email: nicola.fairhall@postgrad.manchester.ac.uk

Member of staff name and role: ____________________________________________________________

_________________________________________              ________________________
Member of staff name and role: __________________________________________________________________

Signature                                      Date

_________________________________________              ________________________
Name of the person taking consent   Signature                                           Date

[Please keep one copy of this consent form and return the other copy to the researcher (in the envelope provided). This second copy will be kept securely for 5 years.]
An evaluation of transition from primary to high school utilising children’s rights

Participant Information Sheet (PIS)

This PIS should be read in conjunction with The University privacy notice.

You are being invited to take part in a research study as part of a doctoral study focusing on children’s rights in transition to high school. The research will be carried out by a Trainee Educational Psychologist, forming part of a course on the Doctorate in Educational and Child Psychology. Before you decide whether to agree to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

Who will conduct the research?

Nicola Fairhall
Manchester Institute of Education
School of Environment, Education and Development
University of Manchester
Oxford Road, Manchester, M13 9PL

What is the purpose of the research?

The purpose is to implement and evaluate a rights-based transition, which impacts on all stages of the transition process and supports pupils’ preparation for their new settings.

Why have I been chosen?

You have been chosen as you are a member of staff who has been involved in the rights-based transition project.

What would I be asked to do if I took part?

You would be asked to take part in the rights-based transition research. Other members of staff who have also been involved in the project or who are involved in the transition process are also invited to take part in the same research.

What will happen to my personal information?

In order to undertake the research project we will need to collect the following personal information:
Appendix 2c: Staff participant information sheet for rights-based transition

- name
- job title and place of work

With agreement from you, research gathered through the researcher diary and from outcomes of transition workshops will be analysed. It will be written up as part of a research project, and may be used to inform further research in this area.

Only the research team will have access to this information.

We are collecting and storing this personal information in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 which legislate to protect your personal information. The legal basis upon which we are using your personal information is “public interest task” and “for research purposes” if sensitive information is collected. For more information about the way we process your personal information and comply with data protection law please see our Privacy Notice for Research Participants.

The University of Manchester, as Data Controller for this project, takes responsibility for the protection of the personal information that this study is collecting about you. In order to comply with the legal obligations to protect your personal data the University has safeguards in place such as policies and procedures. All researchers are appropriately trained and your data will be looked after in the following way:

The study team at the University of Manchester will have access to your personal identifiable information, that is data which could identify you, but they will anonymise it as soon as practical. However your consent form will be kept securely by the researcher and retained for 5 years.

You have a number of rights under data protection law regarding your personal information. For example you can request a copy of the information we hold about you, including audio recordings. This is known as a Subject Access Request. If you would like to know more about your different rights, please consult our privacy notice for research and if you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, University of Manchester, Oxford Road, M13 9PL. at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the Information Commissioner’s Office, Tel 0303 123 1113

Will my participation in the study be confidential?

Your participation in the study will be kept confidential to the study team and those with access to your personal information as listed above. If any data is emailed to the researcher’s University email address, it will then be transferred to the secure University computer network as soon as is practical and it will be kept securely by the University for 5 years.

The researcher’s supervisor will be aware that the research is taking place.

In the event that any safeguarding issues arise, such as concerns about your safety of the safety of others, school and local authority policies will be followed.
Appendix 2c: Staff participant information sheet for rights-based transition

Steps will be taken to ensure confidentiality; pseudonyms/participant identification will be used and only the researcher and her supervisor will know the links to the actual participants. Individuals will not be able to be readily identified in the data reporting.

The exception to this will be if participant teachers wish to be identified within any associated academic publications, for which permission would be sought separately.

**What happens if I do not want to take part or if I change my mind?**

It is up to you to decide whether or not to agree to take part. If you do decide to give consent to take part, you will be given this information sheet to keep and be asked to sign a consent form. If you decide to give consent to take part, you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised and forms part of the dataset as we will not be able to identify your specific data. This does not affect your data protection rights.

**Will my data be used for future research?**

Data may be used to inform future research but will not be directly provided to other researchers.

**Will I be paid for participating in the research?**

There is no paid compensation for taking part in this research.

**What is the duration of the research?**

The research will be taking over place over the course of the rights-based transition preparation. This will take place over the course of the school year 2018-2019 with workshops, and staff meetings to prepare for these and to review these.

**Where will the research be conducted?**

The research will be conducted on the school site, at times agreed to be convenient for all those taking part. The dates will be shared with you prior to it going ahead.

**Will the outcomes of the research be published?**

It is possible that this research could be published; if this is the case your name will not be published and nor will the school name or any other personal details. The possible exception to this would be in the case of co-production with the possibility of co-authorship, which would identify the school site and potentially participants within it for which appropriate confidentiality considerations would be made (e.g. omission of personal identifiers), and for which permission would be sought separately.

You will be provided with feedback summarising the main findings.

**Who has reviewed the research project?**

This project has been reviewed by the University of Manchester Research Ethics Committee and ethical consent was gained on 8 October 2018.
Appendix 2c: Staff participant information sheet for rights-based transition

What if I want to make a complaint?

Minor complaints

If you have a minor complaint, then you need to contact the researcher(s) in the first instance.

Researcher: Nicola Fairhall        nicola.fairhall@postgrad.manchester.ac.uk
Supervisor: Kevin Woods          kevin.a.woods@manchester.ac.uk
                        Tel: 0161 275 3509

Formal Complaints

If you wish to make a formal complaint or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact:

The Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

What Do I Do Now?

If you have any queries about the study, then please contact the researcher or her supervisor using the details above. If you are happy to give permission for your child to take part in the study, please complete the consent form attached and return to school. Your child will only be included if agreement is gained from you both.

This Project Has Been Approved by the University of Manchester’s Research Ethics Committee
[ERM reference: 2018-4956-7191]
An evaluation of transition from primary to high school utilising children’s rights

Consent Form

If you are happy to participate please complete and sign the consent form below.

If you would like to talk to me in person, I will also be available in school on the date of our planned meeting and you are welcome to contact me by email: Nicola.Fairhall@postgrad.manchester.ac.uk

<table>
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<td>I understand that participation in the study is voluntary. I understand that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis</td>
</tr>
<tr>
<td>3</td>
<td>I agree that any data collected may be published in anonymous form in academic books, reports or journals</td>
</tr>
<tr>
<td>4</td>
<td>I agree that the researchers may retain my name and school name in order to provide them with a summary of findings for this study.</td>
</tr>
<tr>
<td>5</td>
<td>I understand that there may be instances where during the course of the research, information is revealed which means that the researchers will be obliged to break confidentiality and this has been explained in more detail in the information sheet.</td>
</tr>
</tbody>
</table>
I agree to take part in this study

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the Privacy Notice for Research Participants.

If you have any questions at any time, please contact me using the following email: nicola.fairhall@postgrad.manchester.ac.uk

Member of staff name and role: ______________________________________________

____________________________________
Signature  Date

Name of the person taking consent  Signature  Date

[Please keep one copy of this consent form and return the other copy to the researcher (in the envelope provided). This second copy will be kept securely for 5 years.]
Dear Parent/Carer,

As you know, this is the last year of primary school for the Year 6 pupils. During Year 6, pupils take part in a variety of activities at school to help to prepare them for their transition to their high school next September. This year, school staff are planning to work on linking this transition process to the school’s ongoing work and approach using children’s rights.

I am a Trainee Educational Psychologist, training at the University of Manchester, and have an interest in the transition process. As part of this year’s transition preparation, school staff have invited me to work alongside pupils and staff in preparing for transition with a focus on children’s rights. This means that I will plan to visit school regularly over the year, including spending some time with the Year 6 pupils, working alongside their usual teachers, when they are working on transition preparation. This is planned to be teacher-led work, asking pupils how they feel they would like to prepare for their coming transition and supporting pupils using their ideas.

I plan to use this transition preparation for my thesis research, which focuses on using children’s rights to support transition, and is due to be completed in 2020. I will not name or identify any individual children in this research. This would involve keeping an anonymous record of the ideas the pupils have, and their responses to the transition preparation work with their teachers.

If you are happy for your child to be included in this transition research, you do not need to take any further action. You can review this decision at any time; please let me know if you change your mind.

If you would like to meet with me or ask any further questions about this process, I will be available before school and immediately after school drop-off on INSERT DATE. Additionally, please feel free to contact me at any point by email: nicola.fairhall@postgrad.manchester.ac.uk

If you do not wish for your child to be included in this research, please inform me by letting name school staff know or contacting me directly. If this is the case, they will still take part in school’s transition preparation, but will not be included in the research process. This would mean that their ideas and responses would not be collected for research purposes. It would not affect the transition preparation led by teachers in any way. This decision is entirely up to you.

Many thanks,

Nicola Fairhall, Trainee Educational Psychologist
Appendix 2f: Staff information sheet for focus group

An evaluation of transition from primary to high school utilising children’s rights

Participant Information Sheet (PIS)

This PIS should be read in conjunction with The University privacy notice.

You are being invited to take part in a research study as part of a doctoral study focusing on children’s rights in transition to high school. The research will be carried out by a Trainee Educational Psychologist, forming part of a course on the Doctorate in Educational and Child Psychology. Before you decide whether to agree to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

Who will conduct the research?

Nicola Fairhall
Manchester Institute of Education
School of Environment, Education and Development
University of Manchester
Oxford Road, Manchester, M13 9PL

What is the purpose of the research?

The purpose is to find out about the impact school staff identify on utilising rights in and for transition following a rights-based transition project.

Why have I been chosen?

You have been chosen as you are a member of staff who has been involved in the rights-based transition project.

What would I be asked to do if I took part?

You would be asked to take part in a group interview with a Trainee Educational Psychologist at the end of the transition preparation project. Other members of staff who have also been involved in the project are also invited to take part in the same research.

What will happen to my personal information?

In order to undertake the research project we will need to collect the following personal information:
Appendix 2f: Staff information sheet for focus group

- name
- job title and place of work

With agreement from you, the group interview will be audio-recorded and then transcribed and analysed. It will be written up as part of a research project, and may be used to inform further research in this area.

Only the research team will have access to this information.

We are collecting and storing this personal information in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 which legislate to protect your personal information. The legal basis upon which we are using your personal information is “public interest task” and “for research purposes” if sensitive information is collected. For more information about the way we process your personal information and comply with data protection law please see our Privacy Notice for Research Participants.

The University of Manchester, as Data Controller for this project, takes responsibility for the protection of the personal information that this study is collecting about you. In order to comply with the legal obligations to protect your personal data the University has safeguards in place such as policies and procedures. All researchers are appropriately trained and your data will be looked after in the following way:

The study team at the University of Manchester will have access to your personal identifiable information, that is data which could identify you, but they will anonymise it as soon as practical. However your consent form will be kept securely by the researcher and retained for 5 years.

Audio-recorded data will be recorded on a University recording device and transferred to the secure University computer network as soon as practical. It will then be deleted from the recording device. Transcription services may be used to transcribe the data. In this case, a transcriber experienced in transcribing University research will be used, and data will be emailed to a secure site using password protection.

You have a number of rights under data protection law regarding your personal information. For example you can request a copy of the information we hold about you, including audio recordings. This is known as a Subject Access Request. If you would like to know more about your different rights, please consult our privacy notice for research and if you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, University of Manchester, Oxford Road, M13 9PL. at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the Information Commissioner’s Office, Tel 0303 123 1113

Will my participation in the study be confidential?

Your participation in the study will be kept confidential to the study team and those with access to your personal information as listed above.

When it is transcribed, any identifying details such as names or places will be anonymised. Transcription services may be used to transcribe the data. In this case, a transcriber who has signed
the Confidentiality Agreement and is experienced in transcribing University research will be used, and transcribed data will be password protected and anonymised. Personal information will not be inserted in the final transcript. When it is emailed to the researcher’s University email address, it will then be transferred to the secure University computer network as soon as is practical and it will be kept securely by the University for 5 years.

As the interview will be planned to take place on the school site, some school staff will be aware you are taking place in the study. The interview itself will take place in a safe, comfortable space where talking will not be overheard. The researcher’s supervisor will be aware that the research is taking place.

In the event that any safeguarding issues arise, such as concerns about your safety of the safety of others, school and local authority policies will be followed.

Steps will be taken to ensure confidentiality; pseudonyms/participant identification will be used and only the researcher and her supervisor will know the links to the actual participants. Individuals will not be able to be readily identified in the data reporting.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to agree to take part. If you do decide to give permission to take part, you will be given this information sheet to keep and be asked to sign a consent form. If you decide to give consent to take part, you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised and forms part of the dataset as we will not be able to identify your specific data. This does not affect your data protection rights.

If you do not wish to have the focus group/interviews recorded, you will still be able to complete an anonymous questionnaire if you wish. If consent is given for recording to take place, this can be stopped at any time. Participants should be comfortable with the recording process at all times.

Will my data be used for future research?

Data from the focus group/interview may be used to inform future research but will not be directly provided to other researchers.

Will I be paid for participating in the research?

There is no paid compensation for taking part in this research.

What is the duration of the research?

The group interview with the researcher will be approximately 30-40 minutes long.

Where will the research be conducted?

The research will be conducted on the school site, at a time agreed to be convenient for all those taking part. The date will be shared with you prior to it going ahead.
Appendix 2f: Staff information sheet for focus group

Will the outcomes of the research be published?

It is possible that this research could be published; if this is the case your name will not be published and nor will the school name or any other personal details. The possible exception to this would be in the case of co-production with the possibility of co-authorship, which would identify the school site and potentially participants within it for which appropriate confidentiality considerations would be made (e.g. omission of personal identifiers), and for which permission would be sought separately.

You will be provided with feedback summarising the main findings.

Who has reviewed the research project?

This project has been reviewed by the University of Manchester Research Ethics Committee and ethical consent was gained on

What if I want to make a complaint?

Minor complaints

If you have a minor complaint, then you need to contact the researcher(s) in the first instance.

Researcher: Nicola Fairhall  nicola.fairhall@postgrad.manchester.ac.uk
Supervisor: Kevin Woods  kevin.a.woods@manchester.ac.uk
Tel: 0161 275 3509

Formal Complaints

If you wish to make a formal complaint or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact:

The Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

What Do I Do Now?

If you have any queries about the study, then please contact the researcher or her supervisor using the details above. If you are happy to give consent to take part in the study, please complete the consent form attached and return to school. You will only be included if agreement is gained from you both.

This Project Has Been Approved by the University of Manchester’s Research Ethics Committee
[ERM reference: 2018-4956-7191]
An evaluation of transition from primary to high school utilising children’s rights

**Staff Consent Form**

If you are happy to consent for staff to participate in this research, please complete and sign the consent form below.

You are welcome to contact me by email and/or to arrange to speak to me in person:

nicola.fairhall@postgrad.manchester.ac.uk

<table>
<thead>
<tr>
<th>Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I confirm that I have read the attached information sheet (Version 1, Date 06/2018) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.</td>
</tr>
<tr>
<td>2</td>
<td>I understand that participation in the study is voluntary and that I am free to withdraw at any time and without detriment to myself. I understand that it will not be possible to remove data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis.</td>
</tr>
<tr>
<td>3</td>
<td>I agree to the interview being audio recorded.</td>
</tr>
<tr>
<td>4</td>
<td>I agree that any data collected may be published in anonymous form in academic books, reports or journals</td>
</tr>
<tr>
<td>5</td>
<td>I agree that the researchers may retain my name in order to provide me with a summary of findings for this study.</td>
</tr>
<tr>
<td>6</td>
<td>I understand that there may be instances where during the course of the research, information is revealed which means that the researchers will be obliged to break confidentiality and this has been explained in more detail in the information sheet.</td>
</tr>
<tr>
<td>7</td>
<td>I agree to take part in this study.</td>
</tr>
</tbody>
</table>
Appendix 2g: Staff consent form for focus group

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the Privacy Notice for Research Participants.

If you have any questions at any time, please contact me using the following email: nicola.fairhall@postgrad.manchester.ac.uk

Member of staff name and role: ______________________________________________________

_________________________________________  ________________________
Signature  Date

_________________________________________  ________________________
Name of the person taking consent  Signature  Date

[Please keep one copy of this consent form and return the other copy to the researcher (in the envelope provided). This second copy will be kept securely for 5 years.]
Appendix 2h: Plan for staff focus group

Plan for group interview with staff

What do you think was the impact of utilising children’s rights to support planning for the transition process? (workshop 1)

- How was it different?
- Do you think it made a difference to pupil response/engagement?
- Did it impact on different groups within the cohort? How?
- Does it facilitate the transition process? Why/How?
- Does it create any barriers to the transition process? Why/How?

What do you think is the impact of supporting pupils to use their rights-respecting approach in their new environment? (rights basket/workshop1)

- How was it different?
- Do you think it made a difference to pupil response/engagement during the transition process?
- Did it impact on different groups within the cohort? How?
- Does it facilitate the transition process? Why/How?
- Does it create any barriers to the transition process? Why/How?
- What, if any, impact do you think this will have in the longer-term, as pupils start Y7?

Do you plan to incorporate this approach into the next year of transition? Why/Why not?

- What additional support does it offer?
- What are the facilitators (to incorporation of the approach)?
- What are the barriers (to incorporation of the approach)?

How would you choose to develop the rights transition further/differently?

Do you have further comments/reflections to add about the rights transition?
An evaluation of transition from primary to high school utilising children’s rights

Participant Information Sheet (PIS)

This PIS should be read in conjunction with The University privacy notice

Your child is being invited to take part in a research study as part of a doctoral study focusing on children’s rights in transition to high school. The research will be carried out by a Trainee Educational Psychologist, forming part of a course on the Doctorate in Educational and Child Psychology. Before you decide whether to agree for them to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to consent for your child to take part. Thank you for taking the time to read this.

Who will conduct the research?

Nicola Fairhall
Manchester Institute of Education
School of Environment, Education and Development
University of Manchester
Oxford Road, Manchester, M13 9PL

What is the purpose of the research?

The purpose is to find out about Year 7 pupils’ perceptions about their move to high school, following a transition with a focus on children’s rights. This includes how they felt prepared during the transition process and whether they think their learning about rights continues to have an impact on them.

Why has my child been chosen?

Your child has been chosen as they are a Year 7 pupil (from September 2019) who has recently made the transition to high school from a primary school which has focused on using children’s rights in transition. Some pupils are now being invited to take part in a focus group. Not all pupils will be invited to take part due to the time available to the researcher; pupils invited have volunteered, and been chosen to represent varied groups, and staff from their primary school have worked with me and staff at their high school to select pupils.
Appendix 2i: Parental Information Sheet for pupil group interview

What would my child be asked to do if they took part?

Your child would be asked to take part in a focus group with a Trainee Educational Psychologist in Autumn Term 2019, talking about their experience of transition to high school, how they felt prepared for this and their view about the role of children’s rights in this.

What will happen to my and my child’s personal information?

In order to undertake the research project we will need to collect the following personal information/data about your child:

- name
- high school name
- parent/guardian name (for consent form)
- any specific support received in primary school

With agreement from you and your child, the focus group will be audio-recorded and then transcribed and analysed. This will be written up as part of a research project, and may be used to inform further research in this area.

Only the research team will have access to this information.

We are collecting and storing this personal information in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 which legislate to protect personal information. The legal basis upon which we are using this personal information is “public interest task” and “for research purposes” if sensitive information is collected. For more information about the way we process personal information and comply with data protection law please see our Privacy Notice for Research Participants.

The University of Manchester, as Data Controller for this project, takes responsibility for the protection of the personal information that this study is collecting about your child. In order to comply with the legal obligations to protect this personal data the University has safeguards in place such as policies and procedures. All researchers are appropriately trained and your and your child’s data will be looked after in the following way:

The study team at the University of Manchester will have access to the personal identifiable information, that is data which could identify your child, but they will anonymise it as soon as practical. However your consent form will be kept securely by the researcher and retained for 5 years.

Audio-recorded data will be recorded on a University recording device and transferred to the secure University computer network as soon as practical. It will then be deleted from the recording device. Transcription services may be used to transcribe the data. In this case, a transcriber experienced in transcribing University research will be used, and data will be emailed to a secure site using password protection.

You and your child have a number of rights under data protection law regarding your and your child’s personal information. For example you can request a copy of the information we hold about your child, including audio recordings. This is known as a Subject Access Request. If you would like to
know more about your different rights, please consult our privacy notice for research and if you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, University of Manchester, Oxford Road, M13 9PL. at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the Information Commissioner’s Office, Tel 0303 123 1113

**Will my child’s participation in the study be confidential?**

Your child’s participation in the study will be kept confidential to the study team and those with access to your child’s personal information as listed above.

When it is transcribed, any identifying details such as names or places will be anonymised. Transcription services may be used to transcribe the data. In this case, a transcriber who has signed the Confidentiality Agreement and is experienced in transcribing University research will be used, and transcribed data will be password protected and anonymised. Personal information will not be inserted in the final transcript. When it is emailed to the researcher’s University email address, it will then be transferred to the secure University computer network as soon as is practical and it will be kept securely by the University for 5 years.

As the focus group is planned to take place on the school site during the school day, some school staff will be aware your child is taking place in the study. School staff may help to identify pupils who have taken part in a rights-focused transition and help to select pupils. The focus group itself will take place in a safe, comfortable space where pupils will not be overheard. The researcher’s supervisor will be aware that the research is taking place.

In the event that any safeguarding issues arise, such as concerns about your child’s safety or the safety of others, school and local authority policies will be followed and school staff will be informed.

Steps will be taken to ensure confidentiality; pseudonyms/participant identification will be used when transcribing and analysing data and only the researcher and her supervisor will know the links to the actual participants. Individuals will not be able to be readily identified in the data reporting. Pupils taking part in the focus group will be asked at the start not to repeat or talk about what other pupils say in the focus group once it has finished.

**What happens if my child does not want to take part or if they change their mind?**

It is up to you to decide whether or not to agree for your child to take part. If you do decide to give permission for your child to take part, you will be given this information sheet to keep and be asked to sign a consent form. Your child will be asked to sign an assent form. If you decide to give consent to take part, you or your child are both still free to withdraw at any time without giving a reason and without detriment to yourself or to your child. However, it will not be possible to remove your data from the project once it has been anonymised and forms part of the dataset as we will not be able to identify your child’s specific data. This does not affect your or your child’s data protection rights.

If you or your child do not wish for them to take part in a recorded focus group, they will still be able to complete an anonymous questionnaire if they wish. If consent is given for recording to take place, this can be stopped at any time and your child will be given a card that they can show if they wish to stop to make this as simple as possible. Participants should be comfortable with the recording
process at all times. If your child withdraws partway through the research, the input they have already provided will not be withdrawn as it will not be possible to remove their contribution from the recording. Therefore their data may still be transcribed and anonymised.

**Will my child’s data be used for future research?**

Data from the focus group may be used to inform future research but will not be directly provided to other researchers.

**Will my child be paid for participating in the research?**

There is no paid compensation for taking part in this research.

**What is the duration of the research?**

The focus group with the researcher will be approximately 30 minutes long.

**Where will the research be conducted?**

The research will be conducted at your child’s high school, within the school day, at a convenient time which is also agreed by school staff. The date will be shared with you prior to it going ahead.

**Will the outcomes of the research be published?**

It is possible that this research could be published; if this is the case your child’s name will not be published and nor will their school name or any other personal details. The possible exception to this would be if primary school staff wish for the name of the primary school to be identified in the research. In this case, we would ensure that the publication does not identify your child in any way.

Pupils will be provided with feedback informing them of the main findings.

**Disclosure and Barring Service (DBS) Check**

The researcher has undergone and is in possession of a full DBS check and has worked with children for many years.

**Who has reviewed the research project?**

This project has been reviewed by the University of Manchester Research Ethics Committee and ethical consent was gained on

**What if I want to make a complaint?**

**Minor complaints**

If you have a minor complaint, then you need to contact the researcher(s) in the first instance.

**Researcher: Nicola Fairhall**

nicola.fairhall@postgrad.manchester.ac.uk

**Supervisor: Kevin Woods**

kevin.a.woods@manchester.ac.uk
Appendix 2i: Parental Information Sheet for pupil group interview

Tel: 0161 275 3509

**Formal Complaints**

If you wish to make a formal complaint or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact:

The Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

**What Do I Do Now?**

If you have any queries about the study, then please contact the researcher or her supervisor using the details above. If you are happy to give permission for your child to take part in the study, please complete the consent form attached and return to school. Your child will only be included if agreement is gained from you both.

**This Project Has Been Approved by the University of Manchester’s Research Ethics Committee**

[ERM reference: 2018-4956-7191]
An evaluation of transition from primary to high school utilising children’s rights

Parent/Guardian Consent Form

If you are happy for your child to participate please complete and sign the consent form below.

If you would like to talk to me in person, I will also be available in school, on the morning of the research, prior to it taking place. I will let you know this date in advance.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Initials</th>
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<tbody>
<tr>
<td>1 I confirm that I have read the attached information sheet (Version 1, Date 06/2018) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.</td>
<td></td>
</tr>
<tr>
<td>2 I understand that participation in the study is voluntary. I understand that I am free to withdraw my child at any time without giving a reason and without detriment to myself or to them. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree that my child can take part on this basis</td>
<td></td>
</tr>
<tr>
<td>3 I agree to the focus group being audio-recorded.</td>
<td></td>
</tr>
<tr>
<td>4 I agree that any data collected may be published in anonymous form in academic books, reports or journals</td>
<td></td>
</tr>
<tr>
<td>5 I agree that the researchers may retain my child’s name and school name in order to provide them with a summary of findings for this study.</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 2j: Parent/Guardian consent for pupil group interview

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>I understand that there may be instances where during the course of the <strong>focus group</strong> information is revealed which means that the researchers will be obliged to break confidentiality and this has been explained in more detail in the information sheet.</td>
</tr>
<tr>
<td>7</td>
<td>I agree for my child to take part in this study</td>
</tr>
<tr>
<td>8</td>
<td>I am parent/guardian (please delete as appropriate) for the child named below.</td>
</tr>
</tbody>
</table>

**Data Protection**

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the [Privacy Notice for Research Participants](mailto:nicola.fairhall@postgrad.manchester.ac.uk).

If you have any questions at any time, please contact me using the following email: **nicola.fairhall@postgrad.manchester.ac.uk**

Child name: ________________________________________________________________

________________________            ________________________  
Name of Parent/Guardian             Signature                   Date

________________________            ________________________  
Name of the person taking consent_Signature                      Date

[Please keep one copy of this consent form and return the other copy to your child’s school (in the envelope provided). This second copy will be passed to the researcher and will be kept securely for 5 years).]
Looking at Transition to High School Using Children’s Rights

Who I am

Hi, my name is Nicola Fairhall and it is part of my job to find out about schools and pupils like you at the University of Manchester.

Would you like to help me with my work about using children’s rights to prepare for the move to high school? You don’t have to if you don’t want to.

What am I doing?

I am carrying out a focus group with some of the pupils who have been involved in using children’s rights to prepare for their transition when in Year 6.

I’m not inviting everyone who was involved in this in Year 6 as I don’t have enough time, so your teachers have helped me to find different pupils to invite.

What you would be asked to do?

If you want to help, I will ask you to:

- Meet with me and a couple of other pupils one day at school, at a time you and your teachers agree
  (I would let you know this date in advance)
- Answer some questions about your transition
  (These would be about the preparation and how it has gone so far)
- Share your thought about using children’s rights for transition to Year 7
  - I will ask to audio-record our focus group together
Appendix 2k: Pupil information sheet for group interview

Would that be ok?

- If you decide you would like to take part, you can still change your mind at any time

Who gets to see your answers?

I will need to know your name, school name, year group and if you have had any special help in primary school. Only I will know this.

I will keep your answers safe by making sure that no one else sees them other than me and I will keep your name off my work.

I will use your answers and answers from other pupils to think more about transition using children’s rights. I will let you and your teachers know what I find out, but your name will not be on any of this information.

I will ask other pupils also taking part in the focus group not to talk about your answers once it is finished.

I will keep your answers for 5 years and then I will destroy them.

If you want to know more, please ask your mum, dad or the person who looks after you as I have given them a lot of extra information about this.

What Do you Do Now?

If you have any questions please ask me, your mum, dad or the person that looks after you.

Let me know if you would like to take part.

Your mum, dad or the person who looks after you would also need to agree for you to take part.

Thank you for reading this!
Pupil Assent Form

An Evaluation of Transition from Primary to High School Using Children’s Rights

<table>
<thead>
<tr>
<th>I understand that it is my choice to take part in this study and I do not have to choose to do so.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand my name will not be used</td>
</tr>
<tr>
<td>I know that I can stop taking part at any time</td>
</tr>
<tr>
<td>I am happy to take part in a focus group about my move to high school from my primary school</td>
</tr>
<tr>
<td>I understand that the focus group will be audio-recorded</td>
</tr>
</tbody>
</table>

Name: ______________________________  Date: ___________________

Signature: _____________________________
Appendix 2m: Plan for pupil group interview

Plan

In a slot before interview/focus groups:
- Be available to speak to any parents and children who would prefer to do so prior to the interview/focus groups and sharing email address for questions.

Prior to meeting with children:
- Establish venue and set up seating (*around perpendicular sides of a table with recorder on table)*
- Have all paperwork present
- Set up recorder
- Have water available

During semi-structured interview/focus groups:
- (Re)introduction and thanks for giving up time
- Explain purpose- finding about experiences of transition especially thinking about children’s rights
- **Review consent/assent and withdrawal procedure.** Explain about recording but will be anonymous. Use script; careful wording to ensure children do not feel they need to reply in particular ways- link to right to give opinion (article 12)
- Opportunity for questions
- Ice-breaker game
- **TOWARDS END OF GAME, ASK PUPIL(S) IF OK TO START RECORDING AND START RECORDING IF PERMISSION GIVEN.**
Appendix 2m: Plan for pupil group interview

BEGIN INTERVIEW/FOCUS GROUP:

You moved to your high school in September. That move, that you made in September, is often called transition. The transition process includes the time preparing last year, when you were in year 6, as well as starting your new school and settling in to it.

1. How do you feel about your transition?
   - Prompt: How has it gone?
   - Did you feel prepared? How?
   - How do you feel now?

1. Tell me about any parts you feel went well
   - Prompt: What helped you?/Why?/How?

2. Tell me about any parts you feel did not go well?
   - Prompt: Why?/How?

3. Your primary school focused on children’s rights and tried to use rights to help prepare you for transition. Did that support you? How did that help you or support you?
   - PROMPTS: Can you tell me about a particular time/example?
   - PROMPTS: Did it help you to feel prepared for some if the changes at high school?

4. Has that been useful now you are at your new school?
   - PROMPTS: Has this made a difference to your move to your new school? How?

5. Are there other ways you would suggest to make the transition process better?
   - PROMPT: For preparing, for getting started, for as you settle in?
   - PROMPT: If you were offering advice to someone from your old school who is in Year 6, how do you think they can make their transition go well?
   - PROMPT: If you could give a message to a teacher from your old primary school about how to help you, or other pupils prepare for transition even more, what would it be?

6. Do you think knowing about your rights approach and learning at primary school is useful for your new school?
   - PROMPTS: How/when is it useful
Appendix 2m: Plan for pupil group interview

7. Do you think your Year 6 preparation helped you to be able to use rights even when the school approach is different?
   - PROMPT: Tell me more about that
   - PROMPT: Is that always the case?/Are there times when that is not the case?

8. Do you think it (your work on rights at primary school) will make a difference in the future? (How?)
   - PROMPTS: What about later in the year
   - PROMPT: What about when you move up through high school or even further?
   - PROMPT: What about your life out of school?

9. Is there anything else you’d like to add about how you feel being at a rights-respecting primary school has affected your transition or could affect your time at high school?

STOP RECORDING HERE

- De-brief
- Thank you for sharing your thoughts, ideas and views
- Do you have any questions?
Appendix 2n: Pupil written questionnaire

These questions are about transition. Please answer honestly.

We had basics workshops with and we did work in class too.

1A Was it helpful to share ideas, thoughts and questions?
   [ ] Yes [ ] or [ ] NO [ ] Please try your answer.

1B It was useful because...

1C How do you think it would be better?

2A Was it useful to develop your rights basics to think about using your rights at High School?
   [ ] Yes [ ] or [ ] NO [ ] or [ ] Maybe [ ]

2B Why would you pick your answer?

2C Please add any comments below

Thank you for filling in this questionnaire honestly.

I. If you would like to please tell us how you felt about the questionnaire.
   ☺ ☻ ☹ - Please Shade in ☻
Appendix 2o: Coding framework sample for staff focus group

| Rights as a vehicle/thread to support new learning | P4: And I think it sort of opened up that wider thought for them around transition because obviously it’s not something they tend to think about that early on in the year, so it was kind of using the rights as a vehicle to introduce transition.  

P2: I think the right to be kept safe is like...is the you know, is the big one that is one of the big differences between kind of primary and secondary because I think there’s...there’s...you know, because of the size difference in primary compared to secondary and with a lot of them who will be making their own way to school...and back on public transport or you know, walking kind of through parks or...along the street and amongst children from other high schools, that’s something that I think that...you know, has been...you know, important to discuss because there are scenarios and situations that will arise and they need to...maybe have had an initial kind of discussion to talk about. And I think with...you know, with a vehicle, as you said, of rights to talk about that has been quite useful.  

P2: But also, you know, I think within that ____________ [00:01:38] children want addressing, we...I think...you know, we’re trying to put it through kind of a...a rights sort of perspective as oppose to...just this, you know, in this situation you do this and not because you do this because you need to make sure that you kind of stay safe from harm or...you know, all those.  

P1: I think the rights respecting agenda is like everything that...it’s not rights respecting agenda doesn’t drive, it’s there to...it’s the thread throughout, so the transition process has always been there but what it has had is a little bit more rigor in terms of the foundations that...the children can empathise more, ____________ [00:12:22] more, think about relate more, so it’s...  

P2: And I think it gives the transition a bit of a different focus and a different perspective, which I think is...you know, which is...which is really useful that I don’t think we’ve kind of considered before, because I think it’s a...it’s another tool or another element that...whilst we use it a lot in school we haven’t really thought about or used it in terms of transition, so in that sense...giving it...giving transition that different perspective has been useful. | 5 |
### Facilitates dialogue

| P2: ...I think it’s hard...I think it’s a hard one to tell because I think...I think within...within...the kind of transition process, the focus has kind of been on, you know, on being in primary school and then...all of a sudden you begin to talk about high school, I think they kind of think, ‘Oh...gosh, we are going to high school...’ that being said though I think as...you know, as X said, it was...it was a good way to kind of open that discussion about the, you know, the transition process and get them...and get them kind of, you know, thinking about...you know, that transition...that transition process. In that sense it was a nice...it was a nice way because...usually when...because we did it kind of...we started the transition earlier on in the year...this year, I think they’ve kind of seen it as something you do at the end of the year once you get your SATS out the way and you’re obviously at the end of primary school and you start doing your visits...and...it was a nice way to start kind of opening that discussion, having that dialogue with the children. |
| P4: Kind of around just basically parents applying for the high school place, that we’re having the conversations...that parents who necessarily wouldn’t see it as a priority or forget or whatever that the children are having a conversation, you know, we kind of incorporated that in, that make sure your parents have applied, have you spoken to your parents about high school place, so that’s kind of given that that extra value around that as well. |
| P2: I think it’s been...I think it’s been a different response or engagement, usually when we do kind of high school transition we...you know, organise it with, you know, with the high schools. As P1 said...there isn’t much kind of...there hasn’t been much say in the past...from what...you know, what children want and you know, rights haven’t been used as a vehicle and...we...you know, XXXX give us lots of books with things that you know...they need to be kind of aware of...for all...you know, which is used as a bit of a stimulus kind of for...for discussion for things that they may or may not have...you know, have thought about... |
| P3: Yeah because I mean if...with the workshops it’s obviously left some of the children with questions that we’ve then been able to answer in class so I suppose that’s been helpful. |
### Hearing from the experienced

- **B**: I guess by involving...like before doing it, like probably speaking to someone...speaking to someone that is in high school and experiencing it and then asking them like...questions and like what we’re doing now, asking them like how they feel, what they’ve been doing and stuff and then use that to like...tell like the Year 6s and Year 5s, like...how...like how...so they can be like...and so they know what they’re headed for.
- **C**: Maybe they could speak to someone who’s like in Year 7 and they could like have an idea of what high school could be like so then they have like...yeah, they have an idea of what high school could be like or...the people they might see there, just so then they’re kind of like prepared so when they’re in high school they’re not like...completely clueless.
- **D**: And maybe they should like contact schools and like people that used to go to like...their old primary school and they’d be like...they might like do a speech in front of the class or something...and...tell them what it was like and what you should do...and what you should try.
- **A**: Well Mr X [Year 7 Pastoral Leader] could go to the school and tell the teacher what to do.
- **B**: Probably for like the Year 6 teachers probably...for example, like us...when we’re going to like...for the Year 6 teacher to speak to someone that is in high school that they know well, like our teachers that were in Year 6...like we can speak to them, so they can teach like the Year 6s and tell them and prepare them for...when they come like...here or different other high schools.
- **C**: It was helpful because like...if there was anything in our mind that like we...we didn’t really know about high school...we could ask people who did go...who are in high school or experienced high school so we could like...so they could answer our questions and stuff.
- **C**: Yeah, I was like prepared because like I was...because I was already...obviously I was talking to people who had already experienced high school...and they told me how it’s like and stuff, so...I’ve been like...I guess preparing but...some of the things were a bit different to what I thought it was going to be.

### (A way to support) transferring rights to new setting/context

- **D**: It [rights basket] told us the rights we should take to high school and use in high school.
- **C**: Yeah, it told us some of the rights that we would like use in high school, but also like some of the rights that we...basically just use in high school.
- **C**: I guess because we’ve kind of had like an idea of what like...how we should use our rights in high school
- **B**: Yes because as X [participant] said...now we’re not like learning about rights....like in primary school we learned about rights like pretty much every single day or if we didn’t learn about it we would like include the rights, but here we’re like...as soon as we came here...we like...haven’t like...practised any rights or been taught about any rights so...the fact that we learned our rights in school and learned...
them is useful for us coming here, so like...if like...our rights have been taken away we can still use them like...yeah...something like that.
D: I think yes because if we use our rights in high school [00:17:26] someone and when we came in transition...we used our rights to relax and play and...have a voice and...some people have got to like champion stuff and got awarded.
C: Yeah, it did support me, but like in primary school...we did a lot of assemblies and a lot of work on like rights and stuff...but once I came into high school we didn’t have any of that, so it was good to be prepared during primary school so that I could take it into high school.
Appendix 2q: Summary from Pupil Questionnaire

Summary from 31 pupil questionnaires:

- At the end of Year 6, all pupils completing a questionnaire felt it had been helpful to share ideas, thoughts and questions about transition.

- The reasons pupils gave for how they found the process useful were:
  - they had their questions answered and gained further knowledge and understanding about high school
  - they found out about classmates’ views
  - they were able to recognise and express their feelings e.g. ‘we got to talk about all our worries and things we are excited about’, ‘it let you tell the teachers how you were feeling’
  - they became more comfortable with the idea of transition e.g., ‘I felt more confident’, ‘I felt more comfortable about my transition’
  - they found out about using rights in new settings.

- The ways pupils identified that the transition process could be better were:
  - meeting and finding out from high school teachers and high school pupils from Year 7 and Year 8 (this was identified in 9 different comments)
  - further extending the times and opportunities to focus on transition e.g. ‘if we had another session’, ‘by exploring more’.

- 27 pupils answered ‘yes’ to whether it was useful to develop a rights basket to think about using rights at high school and the remaining 4 answered ‘maybe’. No pupils thought it was not useful.

- The reasons pupils gave for why they thought it was useful were:
  - learning about the permanence and transfer of rights e.g. ‘I picked my answer because the rights basket helped me think about taking my rights’, ‘we got to think about how our rights still applied in high school’.
  - feelings of being equipped and empowered by this with comments such as ‘because it will help me make better decisions’, ‘because it makes me feel respectful’, ‘because we know what to do if were in a bad situation’, ‘because I’m not as worried and I have more knowledge and know more about using my rights’

- Three of the pupils who answered ‘maybe’ explained their response:
  - one recognised that they may not need the rights basket
  - one commented that they ‘don’t know if they could use all the rights’.
  - one commented ‘because in primary and secondary school you always have to use the rights’

- 23 pupils indicated the happy face to indicate how they found the questionnaire, 4 indicated the neutral face and the remaining 4 did not opt to answer this question.
A rights-based transition from PRIMARY to HIGH SCHOOL

1. Prior to YEAR 6
   - Use opportunities to become familiar with high school environments in Year 5.
   - Learn about Children's Rights and put them into practice (through RBRA).
   - Experience of transitions such as moving to new classes.

2. SUPPORT
   - Year 5

3. Year 7
   - Continued support, reflection, and response over the year
   - Should discuss and support linked to children's responses

4. WORKSHOP 1
   - Access pupils' views about transitions, thoughts, suggestions, feelings, questions, ideas.
   - What tools, skills, and knowledge can you use to guide pupils?

5. WORKSHOP 2
   - Think about, name and identify rights kit
   - How can others who do not share the same understanding learn about the rights for Year 5 pupils?
   - Parental consent: new children?

Authors names:
Appendix 2t: Author guidelines for Educational Psychology in Practice

Dear Mrs Nicola Fairhall, Prof Kevin Woods,

Final Title: An evaluation of transition from primary to high school utilising children's rights

I write to thank you for submitting the final version of your document for your project to the Committee on 02/10/2018 18:57. I am pleased to confirm a favourable ethical opinion for the above research on the basis described in the application form and supporting documentation as submitted and approved by the Committee.

Please see below for a table of the titles, version numbers and dates of all the final approved documents for your project:

<table>
<thead>
<tr>
<th>Document Type</th>
<th>File Name</th>
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<th>Version</th>
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Appendix 2t: Author guidelines for Educational Psychology in Practice

| Consent Form | B headteacher consent form for staff to be involved in rights based transition | 29/09/2018 |
| Participant Information Sheet | A headteacher participant information sheet for rights based transition | 29/09/2018 |
| Participant Information Sheet | C staff participant information sheet for rights based transition | 29/09/2018 |
| Participant Information Sheet | F staff participant information sheet for group interviews | 29/09/2018 |
| Participant Information Sheet | J updated participant information sheet for interviews | 29/09/2018 |
| Participant Information Sheet | K participant info sheet for pupil focus group | 29/09/2018 |
| Consent Form | L parent consent form for interview | 29/09/2018 |
| Consent Form | P parent consent form for focus group | 29/09/2018 |
| Additional Data | Ethical responses | 02/10/2018 |

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You should note that in accordance with University policy, any data carrying personal identities must be encrypted when not held on a secure university computer or stored securely in a location which is accessible only to those involved with the research.

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1. Amendments
2. Threats and adverse events

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Yours sincerely,

[Signature]

Dr. K. Rowlands

Environment, Education and Development School PGR
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Contents

- About the Journal
- Peer Review
- Preparing Your Paper
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  - Formatting and Templates
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Appendix 2t: Author guidelines for Educational Psychology in Practice

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- Brief Report
- Research Note
- Practice Article
- Article Reflecting on Practice

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Updated 17-05-2018
Appendix 2u: Research GANTT chart

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1: Creative collection- eg, display of rights and ch/staff ideas about transition or vice versa

Use ideas from creative collection and workshop to start rights transition resource- ideas how to take forward?
I've got the learning from Primary r you need to take it with you to keep your learning at high school.

What could be in the R-basket?

- it could be articles
- most imp. ones
- Are we talking them all
- Staff could give all R
- If now, when, why

I can est. taking all (imp. to know, understand)

Children lead what little can staff support, talk about the how to make extra support