

**National Evaluation of On Track Phase Two**

**Young people, risk and protection:  
a major survey of primary schools in On Track areas**

**Appendices**

**National Evaluation of On Track Phase Two**

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**Appendix 1**

**The Primary School Questionnaire**

# CONFIDENTIAL

## Survey of Schools - 2004

### What this form is for

The school is taking part in a survey about children's lives, how you see yourselves, your school and how you live. A survey is lots of questions about you. Children in other schools are going to do the same survey, so all the surveys can be put together to see what children think. What children think is important and this will help the Government understand how they can help make life better for children.

We want to know what you think.

There are no right or wrong answers.

Please take your time and read each question carefully.

Answer by putting  in the box you choose.

d	d	m	m	y	y	
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Today's Date

## Section A: About You

<b>A1. How old are you today?</b>	7	8	9	10	11
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A2. Are you?</b>	A Boy	<input type="checkbox"/>	A Girl	<input type="checkbox"/>	
<b>A3. What year are you in at school?</b>	3	4	5	6	7
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A4. How would you describe yourself?</b>					
	(a) White	<input type="checkbox"/>			
	(b) Pakistani	<input type="checkbox"/>			
	(c) Chinese	<input type="checkbox"/>			
	(d) Indian	<input type="checkbox"/>			
	(e) Bangladeshi	<input type="checkbox"/>			
	(f) Black	<input type="checkbox"/>			
	(g) Mixed	<input type="checkbox"/>	Please write in .....		
	(h) Other	<input type="checkbox"/>	Please write in .....		
(i) I do not understand this question		<input type="checkbox"/>			

<b>A5. Who are the people who live with you?</b>				
You may <input checked="" type="checkbox"/> as many boxes as you need				
(a)	Mother	<input type="checkbox"/>		
(b)	Father	<input type="checkbox"/>		
(c)	Brother or brothers	<input type="checkbox"/>		
(d)	Sister or sisters	<input type="checkbox"/>		
(e)	Grandparent	<input type="checkbox"/>		
(f)	Stepmother	<input type="checkbox"/>		
(g)	Stepfather	<input type="checkbox"/>		
(h)	Living in a care home	<input type="checkbox"/>		
(i)	Other people	<input type="checkbox"/>	Please write in .....	
<b>A6. Which language do you speak at home?</b>				
(a)	Language you speak most often at home	..... ...		
(b)	Other languages you speak at home	..... ...		

## Section B: About your family

**B7. Can you tell us a bit about your family?**

	Yes	No
(a) When I'm not at home a grown up always knows where I am	<input type="checkbox"/>	<input type="checkbox"/>
(b) The grown ups in my home do lots of fun things with me	<input type="checkbox"/>	<input type="checkbox"/>
(c) When the grown ups in my home say no, they mean it	<input type="checkbox"/>	<input type="checkbox"/>
(d) Grown ups in my home often tell me they are proud of me	<input type="checkbox"/>	<input type="checkbox"/>
(e) Grown ups in my home are nice to each other	<input type="checkbox"/>	<input type="checkbox"/>
(f) Grown ups in my home chat with me a lot	<input type="checkbox"/>	<input type="checkbox"/>
(g) Grown ups in my home often read with me	<input type="checkbox"/>	<input type="checkbox"/>

**B8. Have any of your OLDER brothers or sisters:**

	Yes	No	I don't know	I don't have older brothers or sisters
(a) Been given a prize for being good or doing school work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Been sent home from school because they were naughty?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Been helpful to other people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Tried to steal something?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Been in trouble with the police?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section C: About where you live

<b>C9. Where do you live now?</b>						
(a)	In a caravan	<input type="checkbox"/>				
(b)	In a flat	<input type="checkbox"/>				
(c)	In a hostel	<input type="checkbox"/>				
(d)	In a house	<input type="checkbox"/>				
(e)	Somewhere else	<input type="checkbox"/> Please write in .....				
<b>C10. How many bedrooms are there in your home?</b>						
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 or more</i>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C11. Do you share your bedroom?</b>						
		Yes	<input type="checkbox"/>			
		No	<input type="checkbox"/>			
<b>C12. How many times have you moved since you were 5 years old?</b>						
Please <input checked="" type="checkbox"/> <u>one</u> box only						
		Never	Once	More than Once	I don't know	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**C13. Could you tell us about where you live?**

- |     |   | Yes                      | No                       |
|-----|---|--------------------------|--------------------------|
| (a) | The streets near me are clean and tidy      | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) | I like living where I am                    | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) | The grown ups who live near me are friendly | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) | I feel safe when I play out                 | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) | There are safe places to play near my home  | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) | I have lots of friends                      | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) | I want to live somewhere else               | <input type="checkbox"/> | <input type="checkbox"/> |



## Section D: About your school life

### D14. What do you think about school?

		Yes	No
(a)	I like going to school	<input type="checkbox"/>	<input type="checkbox"/>
(b)	My teachers are kind to me	<input type="checkbox"/>	<input type="checkbox"/>
(c)	I feel safe in my school	<input type="checkbox"/>	<input type="checkbox"/>
(d)	When something goes wrong in school, I always tell the teacher	<input type="checkbox"/>	<input type="checkbox"/>
(e)	My teacher tells me when I'm doing well in my lessons	<input type="checkbox"/>	<input type="checkbox"/>
(f)	If I break school rules, I'll get into trouble	<input type="checkbox"/>	<input type="checkbox"/>

### D15. In this school year:

		Never	Once	More than Once
(a)	I have taken time off school without a grown up in my home or teachers knowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b)	I have been sent home from school for being naughty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c)	A grown up in my home has been to my school because I have been naughty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D16. How many times have you changed school since you were 5 years old?						
Please <input checked="" type="checkbox"/> <u>one</u> box only						
		Never	1	2	3 or more	I don't know
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D17. During the last week, another pupil:						
			Never	Once	More than Once	
(a)	Tried to kick me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b)	Tried to make me give them money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c)	Tried to hurt me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d)	Said they'd beat me up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e)	Tried to break something of mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(f)	Tried to hit me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Section E: About you and your friends

**E18.**

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| (a) I get angry easily at <b>school</b>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) I get angry easily at <b>home</b>                          | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) I like to have my own way, even if it gets me into trouble | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) I like being with my friends                               | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) My friends think I am naughty                              | <input type="checkbox"/> | <input type="checkbox"/> |

**E19.**

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| (a) Have you ever been given a prize at school for being good or doing good school work? | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Have you ever been helpful to other people?  | <input type="checkbox"/> | <input type="checkbox"/> |

**E20. Have any of your best friends ever:**

- |  | Yes                      | No                       | I don't know             |
|--|--------------------------|--------------------------|--------------------------|
| (a) Been given a prize at school for being good or doing good school work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Been sent home from school because they were naughty?                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Smoked cigarettes?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Been helpful to other people?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Tried to steal something?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Been in trouble with the police?                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**E21. How wrong is it for someone your age to:**

	Very wrong	A bit wrong	Not wrong
(a) Smoke cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Steal something from somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Steal something from a shop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Start a fight?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section F: After School

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**F22. What sort of things do you do in the evenings after school?**

		Yes	No	
(a)	Go to an after school club	<input type="checkbox"/>	<input type="checkbox"/>	
(b)	Go to a junior youth club	<input type="checkbox"/>	<input type="checkbox"/>	
(c)	Play a sport	<input type="checkbox"/>	<input type="checkbox"/>	
(d)	Go to brownies, cubs, scouts, guides	<input type="checkbox"/>	<input type="checkbox"/>	
(e)	Go swimming	<input type="checkbox"/>	<input type="checkbox"/>	
(f)	Go to a library (not to your school library)	<input type="checkbox"/>	<input type="checkbox"/>	
(g)	Do homework	<input type="checkbox"/>	<input type="checkbox"/>	
(h)	Read	<input type="checkbox"/>	<input type="checkbox"/>	
(i)	Watch TV	<input type="checkbox"/>	<input type="checkbox"/>	
(j)	Help around the home	<input type="checkbox"/>	<input type="checkbox"/>	
(k)	Play with computers at home	<input type="checkbox"/>	<input type="checkbox"/>	
(l)	Go to a friend's home	<input type="checkbox"/>	<input type="checkbox"/>	
(m)	Work (e.g. paper round, helping in a shop)	<input type="checkbox"/>	<input type="checkbox"/>	
(n)	Babysit	<input type="checkbox"/>	<input type="checkbox"/>	
(o)	Other	<input type="checkbox"/>	<input type="checkbox"/>	
	Please write in .....			

THANK YOU VERY MUCH FOR FILLING OUT THIS FORM.

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**Appendix 2**

**The Ethical Protocol for Studies Involving  
Primary Data Collection**

## Ethical Protocol for studies involving primary data collection

### General principles

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The Policy Research Bureau (PRB) is an independent, not-for profit research centre specialising in applied social policy research in the area of children, young people and their families. We are a Department of The Dartington Hall Trust, a charity registered in England (No: 279756). Our mission is *to contribute to current theoretical, policy and practice debates in our field from an evidence-based, scientifically robust perspective*. We are committed to maintaining the highest standards of ethical research conduct in our work. This means we will not accept research commissions that do not meet the following criteria:

- Likely to enhance or deepen knowledge and understanding of social policy issues in general **and/or**
- Likely to produce information of use in improving the way services are designed, planned or delivered
- Methods to be used conform to generally accepted responsible, professional research practice and are not likely to do personal harm to any respondent. Where the subject of the research is sensitive and participating in a study may have emotional (or other) consequences for respondents, these have been thought through and taken account of in the design of the study. In addition, the likely benefits of the research are considered to justify any potential risk to respondents, and potential respondents are able to make a free and informed judgment about whether or not to take part
- Methods to be used conform to the highest possible standards of scientific rigour within the field of social research, including maintaining appropriate standards of objectivity and neutrality in the presentation of results.
- Commissioned by a reputable sponsor for non-commercial use (ie not commissioned for private gain)
- Open to scrutiny by our peers. This means our work is publicly and clearly attributed to us, and a balanced account of results from the study, approved by us, is intended to be put in the public domain in accessible form. The sponsor is committed to sharing the learning from the study with the wider practice, policy and scientific community

Our commitment to ethical research practice also means we will design and conduct work that strives to uphold the following key elements:

## 1. Confidentiality

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- 1.1 The data provided by individuals as part of a research study will be safeguarded by us. Except in specific circumstances to be agreed in advance<sup>1</sup>, the data will remain private and confidential to the research team (those individuals and organisations employed by or contracted with PRB to carry out the research), and will be used only for research purposes. Any exceptions will be clearly communicated to respondents in advance; see below, section on Informed Consent.
- 1.2 In general, unless agreed in advance, individuals providing data as part of a research study will never be personally identifiable in outputs (e.g. publications, presentations) arising from the study. Quantitative data will be presented in aggregated form that does not make it possible to distinguish the response of any individual respondent. Qualitative data (e.g. direct verbatim quotes and case histories) will always be reported in anonymised form, and where necessary disguised (e.g. locations, institutions, job titles).
- 1.3 All paper, computerised and taped data will be stored in accordance with the requirements of the Data Protection Act (1984).

### *Special issues for the On Track Schools Survey:*

*General:* This study requires the collection of some sensitive data about young people's personal circumstances and behaviour (e.g. we will ask young people to self-report on victimisation and perpetration in relation to antisocial behaviour, inside and outside school). We will do this by survey methods. To ensure that young people feel able to give an honest account of their experiences, we will undertake NOT to pass on any information that could identify individual young people back to schools or the sponsoring body. Results from the study will only be reported at the end of the study period, as part of the final report, and will be published in aggregate form.

*Survey:* The methods to be used for this part of the study will ensure that the data young people provide will only be seen by the PRB research team. In some cases to avoid duplication of effort the data will be shared with researchers from the community programme, Communities that Care (CtC). Like PRB, CtC fully complies with the requirements of the Data Protection Act. It is intended that a researcher will distribute questionnaires and supervise the completion of the forms within schools along the principles of 'exam' conditions (i.e. no conferring with other pupils). When young people have completed their questionnaire, the researcher will collect these and take them back to base for processing and analysis. No individual names or addresses will be written on these forms.

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<sup>1</sup> See section on Child Protection and Related Risks, below.



## **2. Sensitive issues**

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- 2.1 Much social policy research is concerned with especially sensitive issues (crime, child abuse, substance misuse etc). Moreover, almost any issue may be 'sensitive' to someone, and it can never be assumed that a topic will be innocuous to all research participants.
- 2.2 We will always consider what support can be offered to respondents in dealing with any potential emotional consequences arising from participating in a study. We will always ensure that all staff involved in data collection are adequately briefed / trained in how to deal with situations that have the potential to cause distress to respondents, including knowing how to behave sensitively towards respondents, understanding and communicating professional boundaries (ie that researchers are 'listeners', not therapists), how to assess whether interviews should be terminated etc.
- 2.3 In general, we will always consider how information can be made available to all respondents about places and people from whom they can get appropriate professional help and advice in dealing with any issues the research may raise. Often this may involve producing written leaflets about local and national helping agencies, which we leave with respondents after a data collection session.

### *Special issues for the On Track Schools Survey:*

We will ensure that all pupils who take part in the schools survey know who they can contact within or outside the school to discuss issues arising. We will discuss with each school before the survey starts how best to do this, depending on the provisions already existing in participating schools.

## **3. The right not to be excluded from research**

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- 3.1 Wherever possible, respondents should be given the opportunity to take part in a study for which they have been sampled. The right to take part in research is as important a principle as the right to decline.
- 3.2 Wherever feasible and practical, we will make efforts not to exclude respondents from taking part in a study for which they have been selected, for example for reasons of literacy, language, disability, or practical constraints. We will always try to anticipate these issues when designing a study, discuss them with funders, and make provision for them if we can.
- 3.3 However, it is often the case that sponsors cannot or will not meet the extra costs associated with accommodating the needs of special groups (for example, the costs of translating materials or providing interpreters). In addition, the timescale of the study sometimes makes it difficult to accommodate special arrangements for data collection. In these cases, it may not be possible to include everyone.

*Special issues for the On Track Schools Survey:*

We would like to ensure that all pupils who are eligible are able to take part in the schools survey. Where literacy or other issues make it impossible for a young person to self-complete a questionnaire, we are able to offer 'assisted completion' with the researcher providing confidential help during the main data collection session. We will discuss with schools any practical issues arising from this before carrying out the survey, and will take advice from school staff on who might need or want this kind of help, and how to offer it in a 'non-stigmatising' way.

## **4. Informed consent to participate in research**

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- 4.1 Ensuring that all potential research participants are in a position to give informed consent to take part in a research study is fundamental to the ethical conduct of social research.
- 4.2 The aim of informed consent is to empower research respondents to decide whether to participate or decline to participate from a position of knowledge and understanding of the relevant facts.
- 4.3 Before any research data are collected, all research participants in PRB studies (child or adult) will have explained to them in appropriate language, and will be asked to indicate that they understand:
- the purpose of the research in general
  - the intended uses of the specific information they provide
  - the identity of the funder on whose behalf the research is being carried out
  - the independent relationship of the researchers both to the funder and to the place in which they are being approached
  - the potential benefits of the study
  - any potential risks to participants
  - the fact that participation is voluntary
- 4.4 Some groups (e.g. very young children) may be considered unable to give informed consent to take part in research with full comprehension of all of the above. In addition, for all children below sixteen years old, the age at which young people can give consent in their own right to take part is a matter of debate. Where this is the case, someone else (e.g. a parent or carer) will be asked to give 'proxy' consent. However, *whether or not* parent/carers consent is sought, a *separate* opportunity for the child himself or herself to agree or decline to take part, taking into account age and cognitive ability, will always be provided by us. If a child declines to take part, this will take precedence over proxy consent given by a parent or carer.
- 4.5 A clear explanation of the position regarding confidentiality of research data for any given study is critical to informed consent. If there is any possibility that information disclosed as part of the research may be passed on to other

individuals in a way that could or would identify the source of the information, respondents must be told this. Respondents should be warned that accordingly, they may want to be cautious about what they reveal to the researchers.

- 4.6 Respondents should be free to decline to participate in the study (or any part of it) without fear of adverse consequences. We will always explain that participation is entirely voluntary, and that respondents can withdraw agreement to participate at any point.

*Special issues for the On Track Schools Survey:*

(1) Since the data will be collected from young people under the age of sixteen, we will ask head teachers to give permission for this to go ahead on the basis that they had the "duty of care" for children whilst at school. Heads will be able to review the survey questionnaire and are most welcome to discuss in as much detail as they like the procedures to be used to collect, process, analyse and report the data from the study. (2) In addition, the researchers will provide young people and their parents with an information leaflet about the schools survey. We will provide this to schools in advance of data collection. Parents will be asked to contact the school if they actively do not wish their child to be invited to participate in the study. Young people will also be told before data collection commences in a classroom 'briefing session' led by the researcher that they do not have to take part in the study. They will also be told how to decline to answer any of the individual questions that form part of the survey, simply by skipping over them to the next question.

## **5. Child protection and related risk issues**

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- 5.1 The procedures for responding to the uncovering of information with child protection or other grave implications will vary from one study to the next. The appropriate protocol will be agreed in advance with sponsors (and, where relevant) the appropriate ethical committees for each individual study, taking into account each study's particular objectives and circumstances.
- 5.2 In general, it is our preference to offer confidentiality to research respondents, and we undertake NOT to pass on information to any party outside the research team unless the respondent agrees/requests it. This is for two reasons: (1) to ensure that respondents are not exposed against their wishes to risks as a direct result of taking part in a study, and (2) in order to maximise the reliability and validity of information collected. There are some subjects that are so sensitive that it would be scientifically questionable (and therefore unethical) to research them without protecting respondents from the consequences of disclosure.
- 5.3 However, in some studies it may be thought desirable or necessary to break confidentiality in certain given circumstances. Some sponsors may have a responsibility to request that research data giving serious 'cause for concern' about the safety of a vulnerable individual should be passed to a qualified professional from the appropriate 'helping' agency. If this forms part of the agreed protocol of a study, it is of paramount importance that research

respondents understand their information may not be kept confidential *before* any data collection begins. In addition, in the event that confidentiality may have to be broken, we will make every effort to inform the respondent concerned before passing on any information. The circumstances under which confidentiality may be broken, and the person to act as contact point will be agreed with the relevant authorities before data collection starts.

- 5.4 In general, because of the potential to invalidate an entire research study, breaching confidentiality should only be considered in the most serious of circumstances, such as in cases of fresh disclosures of sexual abuse, serious physical abuse or neglect, serious self-harm or suicide risk, etc. We may sometimes advise that it may be better not to carry out the research at all than to attempt to collect data under seriously compromised conditions.
- 5.5 However, if respondents disclose seriously worrying personal circumstances to researchers in the course of a research interview, the researcher will always satisfy themselves (by asking directly) that the respondent knows where he or she can access appropriate advice and support. With young or vulnerable respondents, PRB research staff would always encourage people to find someone trusted to talk to in these cases. Information leaflets may be utilised (see above, Sensitive Issues)
- 5.6 In general, staff at independent research centres are not bound by law to report suspected child abuse, should they uncover this as part of their work. The same applies to evidence of other illegal activities (e.g. offending, substance misuse). However, in rare cases it has been known for research data to be subpoenaed by the police as part of criminal investigations.

## **6. Safety of researchers, and professional conduct**

- 6.1 PRB takes the personal safety of its researchers very seriously. Though it is not possible to conduct empirical social policy research in an entirely 'risk free' environment, we take all possible measures to ensure that researchers do not unnecessarily place themselves in conditions of risk.
- 6.2 PRB researchers work in teams and inform each other of their whereabouts during working hours. They call in to confirm personal safety after interviews are completed, especially after data collection sessions in non-public situations (e.g. depth interviews taking place in respondents' own homes).
- 6.3 We will not continue with research activities where our researchers are placed in obvious physical danger either by the behaviour of research participants or because of the risky nature of research locations.
- 6.4 Research staff are responsible for acting with regard to their own personal safety when out in the field. They should also have regard to the safety of research respondents. They should ensure that they do not carelessly put

themselves, or respondents, in dangerous or potentially compromising situations.

- 6.5 It is PRB's intention to ensure that all research staff involved in direct data collection with young people are 'cleared' for this work using the Disclosure process operated by the Criminal Records Bureau.<sup>2</sup>

## **7. Ownership of research data**

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- 7.1 In general, and unless specified in the contract between PRB and the research sponsor, ownership of aggregated datasets will remain with PRB.

- 7.2 Once data are 'captured' (e.g. on paper, on computer, on tape etc), respondents have the right to withdraw their own individual data at any point up until the results are placed in the public domain (e.g. through publication).

- 7.3 PRB supports the principle of facilitating further scientific enquiry (e.g. peer scrutiny and secondary analysis of research results for non-commercial purposes) through the depositing of completed anonymised datasets in approved national archives such as those maintained by the Economic and Social Research Council. Sometimes this is a condition of research funding. Where this is the case, this should be explained to respondents before data collection begins. Archives operate strict rules about who may have access to the anonymised data (ie *bona fide* researchers only).

- 7.4 In some studies, samples of respondents may be followed up over time. Where we (or our sponsors) intend to re-contact respondents to take part in future waves of data collection or in future research studies, we will always try to seek respondents' prior permission.

- 7.5 Except for approved research data archives, we will never pass research data or information about research participants to anyone outside PRB unless we have respondents' express permission to do so.

### *Special issues for the On Track Schools Survey:*

In the case of the schools survey, where there is an overlap between On Track and the community programme, Communities that Care (CtC), data will be shared between PRB and CtC. Ownership of the full aggregated dataset will remain with PRB. Where sharing arrangements apply, schools and children will be informed before the survey commences.

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<sup>2</sup> In progress at present.

## **8. Data protection**

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- 8.1 PRB is registered under the Data Protection Act (1984), registration number: X4274004. We undertake to observe approved practice in this regard.
- 8.2 The Act requires that master lists of names and addresses to be held securely and separately from other data files. Only members of the research team will know how to link individual information provided by respondents to information that can identify who the respondents are.
- 8.3 In general, we keep all raw data for at least three years after a study has finished. Before we destroy any archived data, we will inform the sponsor of that study.

## **9. Other Ethical Codes and Guidelines observed by PRB**

- 9.1 PRB observes the Ethical Guidelines (2002) of the Social Research Association.
- 9.2 In addition, some staff may observe guidelines and codes for research produced by professional associations to whom they belong as individual research practitioners, including the British Sociological and British Psychological Associations.
- 9.3 PRB is currently engaged in a project to develop internationally validated guidelines for ethical research practice with children and young people with a group of like-minded research centres from both developed and developing countries.

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**Appendix 3**

**Information Sheet for Children  
and Young People**



2a Tabernacle Street  
London  
EC2A 4LU  
Tel. 020 7256 6300  
Fax. 020 7256 6360  
Email. [admin@prb.org.uk](mailto:admin@prb.org.uk)



## **Information for Children and Young People**

Thank you for your help in filling out the survey  
Here are some useful telephone numbers and  
interesting websites

National Evaluation of On Track Phase Two



## Useful Telephone Numbers



### Children's Express

A news agency run by and for children and young people

☎ 078 577

### Article 12



A children's rights organisation run by and for young people

☎ England and Wales 020 7843 6026  
Scotland 05 78

Web England and Wales [www.article.com](http://www.article.com)  
Scotland [www.article.org](http://www.article.org)

### Youth 2 Youth



Y Y is a confidential telephone and e-mail helpline service run by young people for young people. They will call you back so you can speak to them for free

☎ 088 6675

email [help@youth2youth.co.uk](mailto:help@youth2youth.co.uk)

### Anti bullying campaign

For young people who are being bullied at school or anywhere else

☎ 078 446

open Mon-Fri 9am-5pm

### ChildLine



A confidential helpline for children and young people in trouble or danger. Open 4 hours a day, every day. No problem is too big or too small. All calls are free and do not show up on any phone bill

☎ 0800 1111

Web [www.childline.org.uk](http://www.childline.org.uk)

### NSPCC



A confidential helpline if you are worried or unhappy. Calls are free and won't show up on a phone bill, unless you call on a mobile phone. Call any time, day or night

☎ 0800 8005

Web [www.nspcc.org.uk](http://www.nspcc.org.uk)

## Interesting Websites



[www.bbc.co.uk/kicking](http://www.bbc.co.uk/kicking)

The website for Live and Kicking magaz

[www.citv.co.uk](http://www.citv.co.uk)

The website for Children's ITV

[www.bbc.co.uk/education](http://www.bbc.co.uk/education)

Everything you need to know about education

[www.aol.co.uk/channels/kids](http://www.aol.co.uk/channels/kids)

AOL's own search engine to help you find what you are looking for

[www.ajkids.com](http://www.ajkids.com)

Ask Jeeves search engine for young people