

ANNUAL REPORT 2020

CIRCY

CENTRE FOR INNOVATION AND RESEARCH
IN CHILDHOOD AND YOUTH



US

UNIVERSITY
OF SUSSEX

Front page image, '**A seagull named Bob**', is by Ted Hughes, aged 9, from Brighton. He said:
"A seagull has been visiting my back garden every day since March when the lockdown began. My bedroom window overlooks the garden. The seagull will wake me up in the morning with its loud squawk, I will then open my shutters and wave at it. I have named him Bob because I feel that we are friends now. I drew Bob on A2 paper with oil pastels."

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Welcome

The Centre for Innovation and Research in Childhood and Youth (CIRCY) is a pan-university research centre at the University of Sussex, with a membership that spans social sciences, arts, humanities, psychology, and professional fields including social work, law, education and health. Established in 2012, CIRCY's research is innovative, interdisciplinary and international in scope, and aims to reflect and address real world concerns whilst developing new academic understandings. Our diverse research and scholarship are united by a critical engagement with children and young people's lives in time and place, and a focus on the rights, voice and welfare of the child or young person at the centre of inquiry.

Over this academic year, 2019-2020, the Centre has continued to grow, increasing our membership across disciplines, establishing several major new projects, and building academic and public engagement locally, nationally and internationally. Considered together, the critical and multidisciplinary perspectives offered by CIRCY projects enrich understandings of childhood and youth within the fields of research, policy and practice. In this report, we do not seek to document the whole of CIRCY's work, but rather to highlight examples that help to convey the richness and variety of our activity, in seeking to understand – and make a difference to – the lives of children, young people and families. We also present significant 'spotlight' examples of our activity, including research projects, knowledge exchange activities, and doctoral research, as well as reflecting on the growing influence of CIRCY's work.

The advent of COVID-19 in the academic year 2019/2020 has posed new and unexpected practical and emotional challenges. Many staff and students have been struggling to find the time to engage properly with their research and knowledge exchange whilst also dealing with additional caring responsibilities, illness, bereavement, loss, the privations of lockdown, a move to online teaching, and other practical concerns. The emotional and social complexity of what we have all been experiencing and seeing around us has generated significant impact. And yet, in spite of all this, so much exciting work has still been going on, including new initiatives to learn more about the experience of children, young people, and families as they grapple with the current crisis.

Building from our visual projects in 2017 on 'Picturing the Future', 2018 on 'Picturing Kindness' and 2019 on "What Nature and the Environment Means to Me", we have this year invited children and young people to share images of their drawing and other art work on the theme of "Through my Window". These images, along with the young people's descriptions of their work, if they chose to provide captions, have illustrated this Annual Report. We want to thank all the children and young people from the UK and Chile that shared their art work with us illustrating their experiences in times of pandemic.

CIRCY LEADERSHIP

With the growth in membership and scope for CIRCY, we expanded our leadership in 2019-20. CIRCY is led by **Michelle Lefevre** (Social Work) with the support of co-directors **Rebecca Webb** (Education) and **Jo Moran-Ellis** (Sociology). This year we welcomed **Nehaal Bajwa** as Postgraduate Research assistant to support CIRCY alongside **Loreto Rodriguez**.



Pictures top to bottom, left to right:
Professor Michelle Lefevre, Dr Rebecca Webb,
Professor Jo Moran-Ellis,
Loreto Rodriguez, Nehaal Baajwa

'A través de mi ventana veo coraje' (Outside my window I see courage)
by Antonia Jordán Troncoso aged 14 from Santiago, Chile. Antonia said:
"The window I painted is the one in my room. It is not the same as the one in the drawing because my window has bars. I painted a window without bars since I miss freedom."



CIRCY'S INVOLVEMENT IN TEACHING AND LEARNING

CIRCY continues in its mission to provide a supportive and creative 'space to think with' for the academic community – building methodological capacity, opening up new interdisciplinary possibilities, and supporting the work of colleagues at all career stages. We have an active social media presence, with a Twitter feed and blog. This was the first year that students could register for a Childhood and Youth Studies PhD. Our taught courses (Childhood and Youth: Theory and Practice BA; Childhood and Youth Studies MA) continue to flourish. The Cathy Urwin Prize for Work on the MA with an Impact on Practice was awarded to Priscilla Uthaya Kumar for her dissertation '*Moral panic and childhood: Does moral panic shape the way children are socially constructed? The 1993 James Bulger case*'. The Barrie Thorne Prize for Best Overall Academic Achievement on the MA was awarded to Y.'Layo Afuape for her dissertation '*Youth offending: Effects of early intervention. A case study*'. The award for the highest dissertation for the BA went to Emma Ashley.

'The Covid War' by Indy Ludkin, aged 9, from Eastbourne. Indy told us: "*It's what I see in my world at the moment. I feel sad :(I am very angry about it.*"





"This picture shows that, as the days go by, we can see the outside is changing through this lockdown"
by Karelen Quilambaqui, aged 12, from London.

Spotlight on research

SONIC INTIMACY: REGGAE SOUND SYSTEMS, JUNGLE PIRATE RADIO AND GRIME YOUTUBE MUSIC VIDEOS

(INTRODUCTION TO BOOK)

Malcolm James, Senior Lecturer in Media and Cultural Studies

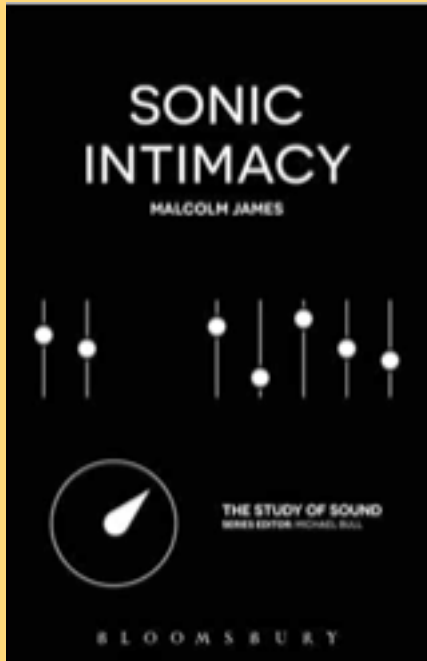
The excerpt below is from the introduction to my new book 'Sonic Intimacy: Reggae Sound Systems, Jungle Pirate Radio and Grime YouTube Music Videos'. The book explores what is at stake politically in the transformation of black diasporic sound cultures, focusing on three key constellations: the reggae sound systems of the 1970s, jungle pirate radio of the 1990s and grime YouTube music video from 2010. These sound cultures were the passions, concerns and modes of expression of (mostly but not exclusively) young men growing up in increasingly multi-ethnic and capitalised cities. As much as this is a story of politics, race and sound then, it is also one of youth and masculinity in late modernity.

In April 2017 I went to see Nadia Rose play at Village Underground in Shoreditch, London. I'd previously seen her videos on YouTube and was impressed by her affinity with the camera. I tried to buy a physical copy of her EP but it was only available on YouTube. It was later released on MP3. Wanting to support the artist, I paid to download the tracks. When I did I was then struck by what they lacked. I had come to know Nadia Rose and her music almost exclusively through YouTube. I was expecting the audio to reproduce its affects. It didn't.

In a third-year undergraduate class on post-colonial approaches to the city, I encouraged students to think about what these shifts might mean for music, and indeed for the alternative cultural and political registers of black diasporic sound culture. We went back through Debord, Benjamin, Adorno and Wynter thinking about the relationship between visual culture, capitalism and race, and then engaged with Gilroy, DuBois and Weheliye to engage the alternative relation of sound to modernity.

Back at Village Underground, Nadia Rose's Croydon crew had turned up, but the rest of the audience was only there on the back of the Skwod video. They didn't know the other tracks. Aloof and half-interested, as London crowds can be, they were draining, and Rose who is so confident on screen, has such proficiency in the medium of her generation, was perceptibly nervous. Granted this was a big gig but she also seemed unfamiliar with these live arts. A graduate of Brit School, clearly trained to a high level in video performance, her YouTube persona was not easily communicated to the crowd. The little gestures, flicks, facial movements that are caught on camera to such great effect, seemed lost in the physical distance between her body and the dead weight of the m el e. Her greatest moments of comfort appeared to come when her 'skwod' gathered on stage, evidently friends, and she could feel the intimate embrace of the cypher. Her other moment of comfort came as she psychically abandoned those assembled in front of her to live Snapchat from stage to a screen following, that she said gives her love.

This book's enquiry on the transformation of sonic intimacy and alternative cultural politics lies between this moment (the interface of black diasporic sound culture with social media) and two others: the reggae and dub sound systems of 1970s and 1980s and jungle pirate radio of 1990s. Half a century prior to Nadia Rose's appearance at Village Underground, hundreds of reggae and dub sound systems were producing their bass mediated demands in excess of the racist state of the moment (Gilroy 1987). As captured in Franco Rosso's film Bablylon, their low-end properties collected the dance floor and a largely black and working-class contingent, while providing the raw material to project an alternative imagination of Britain (Rosso 1981).



A decade or so later, hundreds of jungle pirate radio stations blasted rolling bass lines across British cities moving under the pressure of two decades of Tory rule. Between bedrooms and cars, working-class and multi-ethnic dialogues were sustained.

Between these three moments (reggae sound systems, jungle pirate radio and grime YouTube music videos) lies an important question about the transformation of alternative black diasporic sound culture in Britain. How did the bass-mediated demands of the reggae and dub sound system bleed into the fractured fervour of pirate radio in the 1990s and then into the hyper-linked intensities and immediacies of YouTube music videos from 2008 onwards? To what extent was the tactility and proximity of the sound system necessary for the kinds of alternative politics it generated against the racist state? How can these politics be evaluated in relation to an illegal radio infrastructure, dispersed, extensive and full charged with the agonism of John Major's Britain? And how should both be considered in relation to YouTube music videos corporate ownership, atomisation and digital screen intensities?

Our approach to research

In this section, we set out the underpinning conceptual concerns that link CIRCY's work across projects and disciplines, before going on to provide an indication of the variety of projects that characterise our approach. We start with our three research themes, which were established to inform and inspire our work, and build synergies, not to categorise or set boundaries between studies or thematic areas. We conceive of our themes as three underpinning concerns that intersect to inform the conceptualisation of childhood and youth across space and time:

- 'Good' childhoods? Everyday and (extra)ordinary lives
- Childhood publics/Public childhoods
- Understanding and supporting emotional lives

Of course, not all projects by CIRCY members engage with all of these concerns but as, they span substantive topics and disciplinary boundaries, they generate transdisciplinary space in which our work, collectively, builds critical understandings of childhood and youth. The Research Spotlights, which provide more detailed examples of our work, exemplify this.

'GOOD' CHILDHOODS? EVERYDAY AND (EXTRA)ORDINARY LIVES

This conceptual area encourages us to engage critically with normative assumptions about 'good' childhoods, and 'ordinary' (and conversely, 'extraordinary') lives. It reminds us to recognise the diverse and contingent meanings of childhood, as well as the ways in which global processes may cut across these in the expression of powerful ideas of what a 'good childhood' or an 'ordinary childhood' should or could be. Some research within this theme also considers categories of children and young people whose circumstances are 'extraordinary', placing them outside of normative ideals. Other areas of critical inquiry prompt us to consider the ways in which categorisations of vulnerability or difference may function as a dividing practice, neglecting the 'ordinary' aspects of 'extraordinary' lives, practices and relationships, and potentially adding to the stigmatisation and disadvantage that young people face.

Next page:

'Lockdown Black Lives Matter' by Sonny, aged 14, from London. Sonny told us: *"I watched the film and made this West Side Story set during lockdown. During the Black Lives Matter protest I added these Stevie Wonder lyrics from 'Living for the City'. They sound like I feel, and seemed right against the set of the city centre."*

CHILDHOOD PUBLICS/PUBLIC CHILDHOODS

In some contemporary work that focuses on childhood, children may be defined in ways that can seem individualised, isolating, or abstracting: the child at risk, the child at play, the child who needs educating. The phrase 'childhood publics' reminds us that children are never confined to the family, or even to the family and school. They are never outside of politics and history. They experience versions of public life that may be distinctive, in comparison to adults' experiences, not least in the ways they are shaped and controlled by adults. But public life is no less relevant, no less intense or formative, for children and young people than it is for adults. Now especially, in our digital age, children have access to a multitude of mediated public spheres; the child alone in their bedroom is, more often than not, participating in a childhood public. With these considerations in mind, our Childhood Publics/Public Childhoods theme acts to emphasize work that foregrounds and theorizes children's interaction with public life, reminding us to stay attuned to the rich range of questions that emerge from the formulation of childhood as always 'public' and publicly constructed.

Rebecca Webb (Education, CIRCY Co-director) and **Perpetua Kirby** (Education) were awarded an ESRC IAA grant in order to build on the research, impact and knowledge exchange work that they have been undertaking through Transform-in Education. In line with previous work they have undertaken with teachers through 'Pathways To Impact', Transform-in Education supports schools to think more broadly about the educational imperative of balancing uncertainty with conformity. The new project will engage teachers, and children and young people, with the idea of educational 'uncertainty' in order to explore the teaching of issues associated with climate change and global heating. Perpetua and Rebecca will be working with a range of experts and advisors: CIRCY/CTLR colleagues, including Dr John Parry through the Lewes Environment Education Strategy, and **Gillian Ruch**, to identify strategies for the integration of psychosocial practices into elements of what emerges. They will also share the project learning with an inter-disciplinary group of climate scientists/experts, including Dr Marie Claire Brisbois from SPRU and Prof. Ian Scoones (IDS) from the ESRC STEPS Centre, to initiate conversations about how they might facilitate the accessibility of their work in schools, to inform both their work and our future plans (including a future research application on climate education, uncertainty and schooling).



*I hope you hear
Inside my voice of sorrow
And that it motivates you
To make a better tomorrow
Stevie Wonder - Living for the City*

Spotlight on doctoral research

ILLUMINATING ADOPTIVE FAMILY PRACTICES AND DISPLAY IN INDIA

Sushri Sangita Puhan, Doctoral Researcher in
Social Work and Social Care

I am in the final year of my PhD and I am supervised by **Barry Luckock** and **Janet Boddy**. My research on adoptive family practice and display in India is an exploratory, ground-breaking study which aims to illuminate how and why people think, talk, and practice adoption in their everyday lives where adoption is largely unspoken. My research was conducted in the context of a changing socio-cultural environment, and a transitional legal process that has reframed the legal rights and developmental needs of the individual child and the duties of adoptive parents - as well as demanding radically new way of thinking and practising adoption.

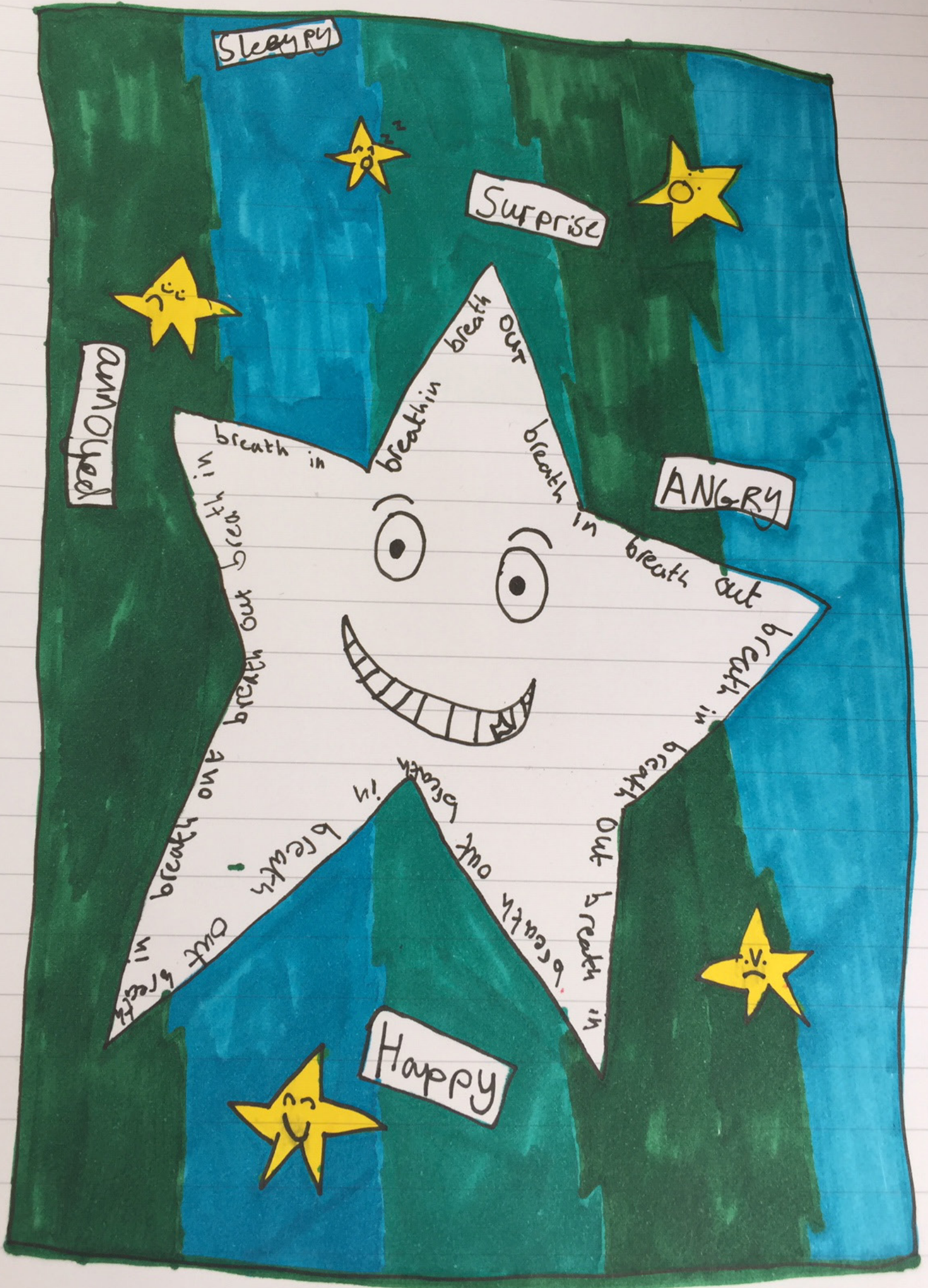
My work involves an in-depth narrative study with 18 participants including young adult adopted people, adoptive parents and social workers from five states in India. The research draws on a (psycho-)social narrative, which has been employed in family studies more generally but is yet to be employed to any great extent in adoption research itself. There is a detailed analytical focus on the ways adoptive parents and adopted children/young people narrate their daily experiences of 'practising' adoptive family life under conditions of contested and changing social and cultural norms. This gives voice to, and enables sense to be made of, the lived personal experience of committed social actors whose choice of family life is highly contested in the changing socio-cultural and political context of child welfare in India.

My work has involved significant public engagement to date, centring on a distinctive methodological approach. I set up a Facebook page exclusively to recruit research participants, as ethical considerations meant it was not possible to recruit adoptive parents or young adopted adults directly through

adoption agencies. This enabled me to recruit participants from primarily urban, professional, middle-class families and the page remains open to share the research progress. However, I noticed that the page generated a lot of interest among the general public - especially prospective adoptive parents from largely lower-middle-class sections of semi-urban areas. Through this, I learned that there is a dearth of accessible information about adoption, especially that which caters to the needs of people from wider demographic profiles. This Facebook page has already created an active space for public engagement beyond the research participants, showing both the demand and capacity for further impact activity. Through this established means, I now want to reach out to those people with whom I initially engaged in order to create an influence network, continuing to maintain relationships with them and engage in ongoing discussions. I am also in the process of creating an impact blog: a safe online forum for people to share adoption stories, experiences and narratives.

The research findings indicate that, in the absence of real-life experiences, the general public's understanding of adoptive family lives in India is informed by movies and television programmes. This is very different from people's lived experiences. As such, I believe social media platforms can be influential in reaching out to a larger audience and building better public understandings of adoption practices in India.

In March 2020, I received The *Kindness UK* Doctoral Conference Award and intended to present my research at the International Conference on Adoption Research (ICAR) 2020. However, the conference was postponed to July 2021 due to COVID 19. My research has also been endorsed for the University of Sussex's *Adam Weiler Doctoral Impact Award*. Recently, I secured second place in the 'Three Minute Thesis Presentation' at the University of Sussex's Doctoral School's *Festival of Doctoral Research* (15-19 June 2020).



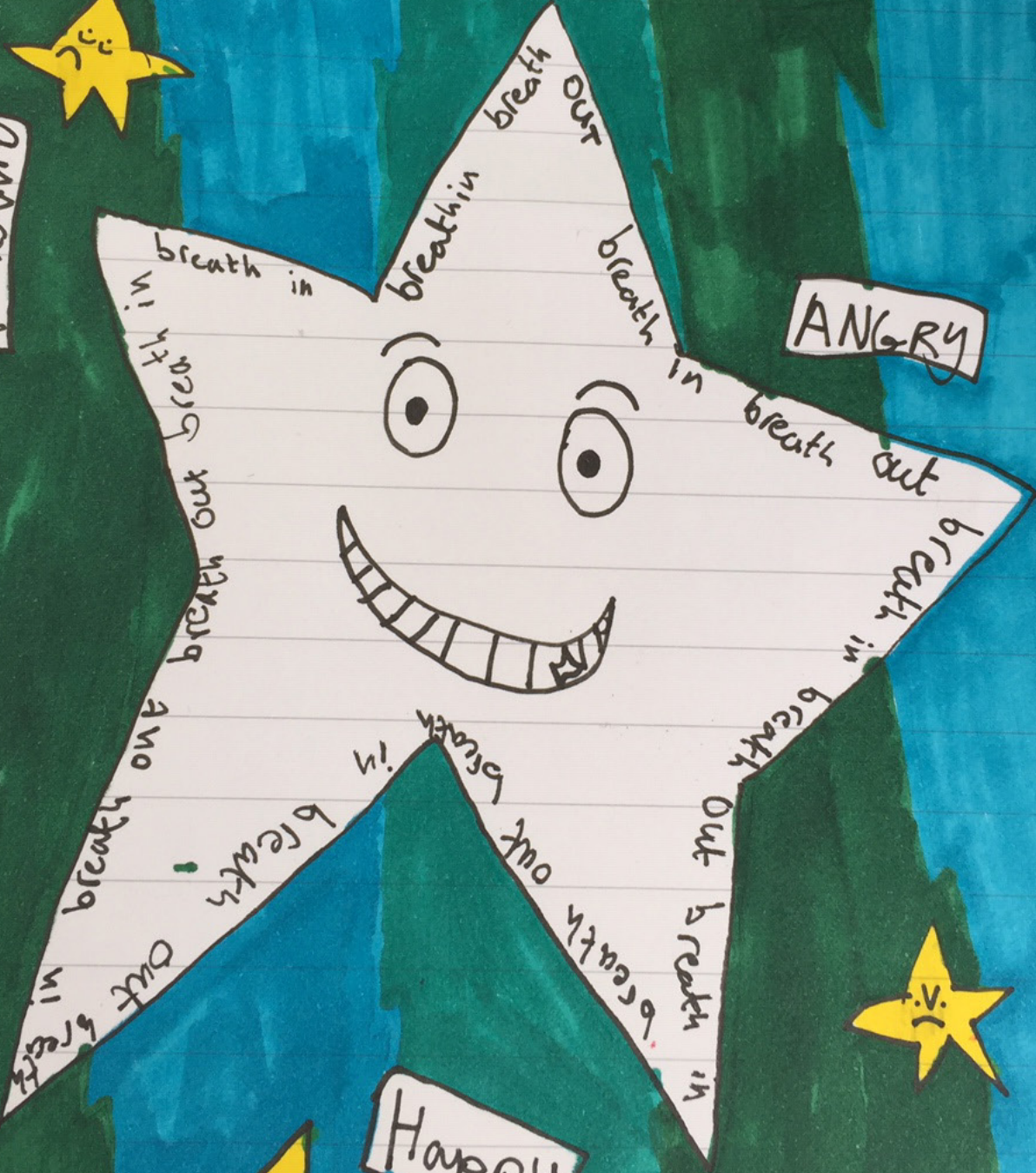
Sleepy

Surprise

ANGRY

Happy

amused



UNDERSTANDING AND SUPPORTING EMOTIONAL LIVES

The theme of Emotional Lives takes account of historical and cultural contingencies, reminding us to take account of the ways in which emotion expresses and confirms the materiality, relationality and sensuality of social lives. This theme is also concerned with the need to build practice and policy approaches that are emotionally engaged and which seek to build insight into emotional dynamics and development among children and young people and those working with and for them. As a whole, the theme of Emotional Lives prompts us to build critical thinking about established and taken-for-granted issues in childhood and youth – whether studying young people, policy or professional practice – by thinking through the lens of emotion and affective practice.

Nicola Yuill (Psychology) gained a research grant 2020 of £15,000 from NIHR ARC/Kent Surrey Sussex for the project “Zoom or Room and Covid-19: Effectiveness and Guidance for In-person versus Online Video Interaction Guidance (VIG) intervention sessions”. Nicola is also part of @playfirstuk a group of UK mental health experts advocating for children’s emotional wellbeing to be prioritised via play when lockdown is eased.

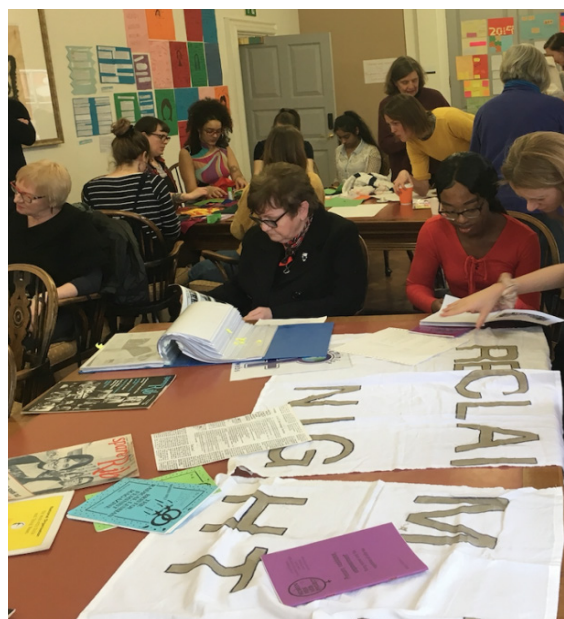
A new research collaboration by the University of Sussex (**Janet Boddy**, Social Work and Social Care) and NatCen Social Research for the Family Justice Observatory enables further development around this theme. Their research review will examine children’s family contact post-separation and its impact on their well-being and development. Encompassing contact with birth parents, siblings and other relatives the review will help build understanding of how family courts in England and Wales – in the domain of public law – can make evidence-informed decisions about contact arrangements in children’s best interests. See also Sushri’s spotlight on doctoral research.

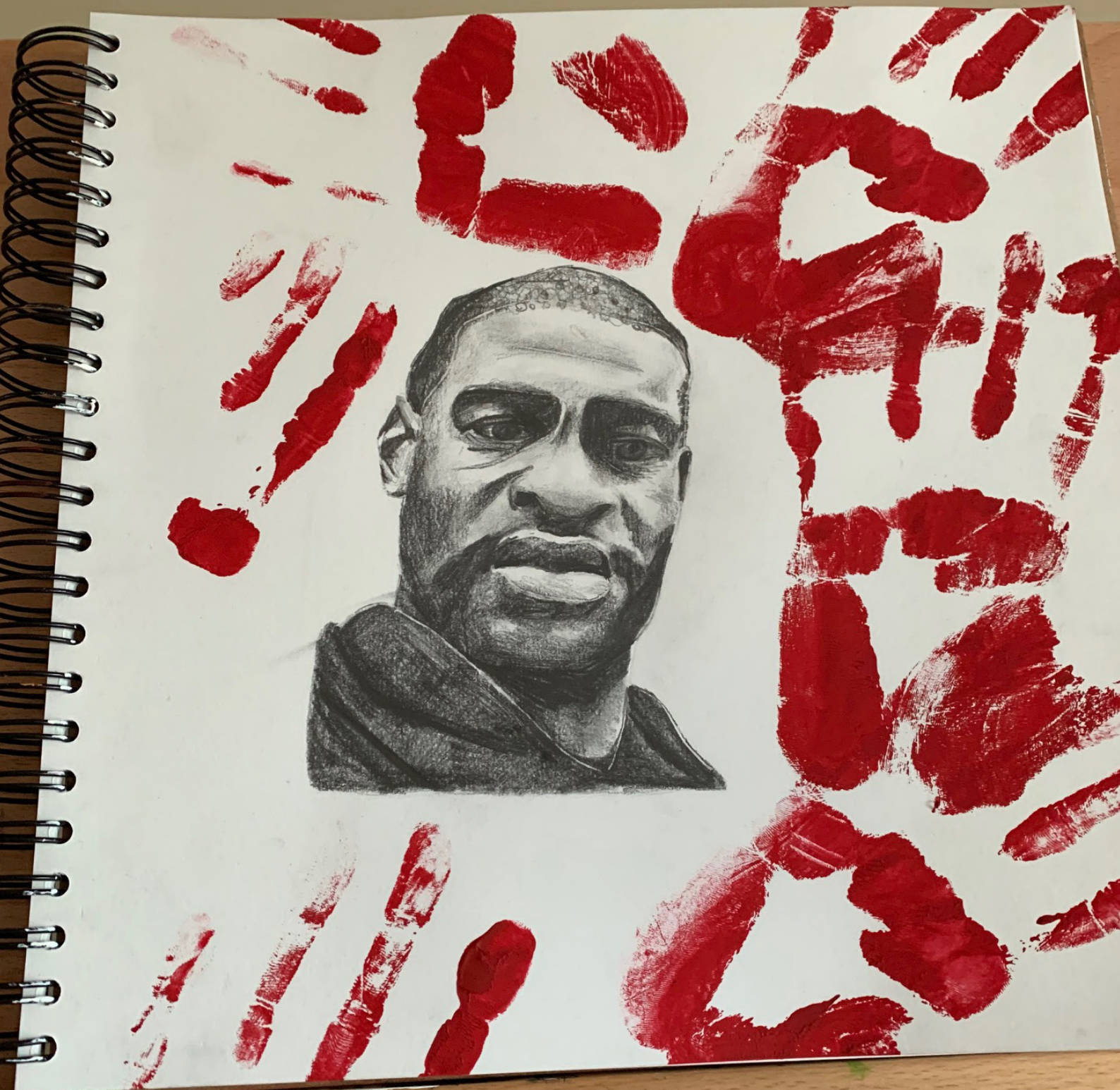
IMAGINATIVE METHODOLOGIES

Over the last eight years, CIRCY has built an international reputation for methodological excellence, engaging in international advisory work and collaborations. CIRCY has also provided a critical space in which to interrogate the meanings of methodological innovation across disciplines. Central to our work is the pursuit of imaginative methodologies – sometimes the search for new, innovative approaches, sometimes the reimagining and repurposing of traditional methods – which underpins our fundamental concern with keeping the child or young person at the centre of our thinking.

Regardless of discipline, our methodological approach depends on how we conceive of the child, and we challenge CIRCY researchers to imagine alternatives to reductive, static or objectifying lenses on childhood and youth. In this way, our emphasis on imaginative methodologies provides a distinctive conceptual space that connects our expertise in temporal research methods, in participatory approaches, in research ethics, in cross-national methodology, and in creative, digital, sensual and psychosocial approaches.

One such example is the project, ‘Reanimating data Building a community around an archive’. On International Women’s Day (6th March) a new archive (and creative work using it) were launched at the Central Reference Library in Manchester. This was the culmination of the ‘Reanimating Data Project: Experiments with people, places and archives’, funded by the ESRC’s Transformational Research programme. The project team includes **Rachel Thomson** and **Ester McGeeney** (Social Work and Social Care), **Sharon Webb** (Digital Humanities) and **Rosie Gahnstrom** (Childhood and Youth PhD), in collaboration with Niamh Moore at the University of Edinburgh. The team has been working with youth and community groups in Manchester on interviews with teenage girls talking about their lives, loves and ambitions in 1989. Experiments presented at the launch event included a theatre project with the Women’s Theatre Society of the University of Manchester, a queer reading of the archive by the young women’s group at the Proud Trust, and animations made by the Levenshulme Girls group exploring identity then and now – all captured in a film. To find out more about the day, the archive, the film and the project, [read the blog](#).





'George Floyd' by Abigail, aged 14, from Cheltenham

Spotlight on research

PLAYGROUNDS, A CULTURAL HISTORY

Ben Highmore, Professor of Cultural Studies, University of Sussex

I came across playgrounds as a research topic almost accidentally. I had done some historical work on bombing and bombsites during the Second World War because I was interested in the management of feelings during the blitz. When I was looking into that historical moment, I came across the writing of Lady Allen of Hurtwood who campaigned to turn bombsites into new 'junk playgrounds' for children of all ages. These eventually became adventure playgrounds, and in the 1950s and 60s they promised a new space of play for children of much older years than were accommodated by the standard playgrounds of sandpit, seesaw, swing and slide. The adventure playgrounds was going to be a space of permissibility, where the children were given the agency to take risks, to build and to burn (bonfires became such a feature of the adventure playgrounds in the 1950s that they had to be moderated, partly because they were using up too much wood, and partly because nearby residents complained about the smoke getting into the washing that was hanging out to dry in the locality). Lady Allen was a force to be reckoned with in the playground world: the saying that she is best remembered for is 'better a broken arm, than a broken spirit'. She went on to build a number of adventure playgrounds for children with disabilities and her ideas about playgrounds were taken up all over the world.

The second accident that started me thinking about playgrounds as a topic for a book was visiting an exhibition called Brutalist Playgrounds (I had just published a book on Brutalism). Some architects had

remade some of the concrete playgrounds that had been built as features of so-called Brutalist social housing in the 1960s and 70s. Instead of concrete they had used felt and foam and the children who visited the exhibition were allowed to treat it as a real playground (the exhibit was to-scale). They loved it. The exhibition was small, but it included a small selection of photographs that were particularly intriguing. When I was approached by a publisher who I had been keen to work with I knew that I wanted to write a book on the cultural history of playgrounds, and while it would mainly be UK-based and post-WWII I was also keen to get a bigger history of playgrounds across the world.

Last year (2019) I was awarded a small research grant by the British Academy and Leverhulme Trust to conduct archival research for the book. I visited Lady Allen's archives at Warwick, the Donne Buck archives at the V&A (he was an inspirational play leader and important in establishing playground safety guidelines), the museum of Play in Rochester, New York, and the wonderful Canadian Centre for Architecture in Montreal, to look at the archives of the landscape architect Cornelia Oberlander who is still alive and created more than 60 playgrounds across Canada and North America.

This research has allowed me to put together what I hope is a convincing research proposal for the AHRC which I submitted in February this year (fingers crossed). I think in recent months we have come to recognise the limitations of domestic and digital space for play. We have also come to recognise the dangers for children of growing up in a totally risk-averse culture. Perhaps the time of innovative, inspirational and adventurous playgrounds will come around again.

Spotlight on research

D IS FOR DUNCE

Hannah Field, Senior Lecturer School of English

My current book project is a cultural history of the dunce - the slow learner or 'dull' child - in Victorian Britain. Exploring for the first time the prevalence of dunces in Victorian literature, art, and material culture, the project will trace changing ideas about intellectual ability, hard work, failure, and the ethics and effectiveness of punishment. I have started by writing a chapter for the new Cambridge History of Children's Literature in English, which looks at the pairing of characters who are quick and slow to learn in classic children's books including *Tom Brown's Schooldays* (1857), *Alice's Adventures in Wonderland* (1865), and *A Little Princess* (1905). I argue that the dunce is an anti-figure of exceptionalism that also facilitates a consideration of child 'types', and the association between stereotypical characters and children's literature. The next part of the research will begin when I take up a 2020/21 fellowship at the Harry Ransom Center, University of Texas, where I'll be working with the Hartley Coleridge papers. Hartley was a famous child prodigy: he is the child addressed in many of his father Samuel Taylor Coleridge's poems, which were integral to shaping Romantic ideals of the child as having special knowledge, being close to nature, et cetera.

But in his adult life Hartley struggles to fulfil his (overdetermined) childhood potential—his biographer's phrase is 'splendid failure'—and often wrestles with this in his writings by adopting or exploring a dunce persona. I'm going to work with Hartley's papers in order to explore the links between Romantic child-worship and the cultural interest in dunce figures later in the century. In the larger project, I want to analyse how the ability to learn and not learn was constructed and policed at the birth of mass education in particular, with the project spanning from 1839, when the Committee of the Privy Council on Education was established, to the 1902 Education Act, which radically restructured British schooling. In the meantime, I'm also finding contemporary dunce references everywhere I go—from a 'dunce' tag that is often seen in Brighton graffiti, to a recent newspaper image which added dunce caps to Boris Johnson and Keir Starmer at PMQs. The dunce is alive and well, apparently.

April saw the publication of the special issue of research ('Imagined futures') of research exploring narrative sense-making and social action in the *International Journal of Social Research Methodology*. The special issue is one of the outcomes of **Rachel Thomson's** period as visiting Professor at VIVE – the Danish national Centre for Social Research. Building on a symposium held in Copenhagen in June 2018, the special issue explores how our ability to make futures depends in part on our ability to tell stories. The special issue includes rich examples of qualitative longitudinal research including work with young people including those facing cancer diagnoses, drug dependency and school exclusion.

VOICE AND EXPRESSION

One defining feature of many CIRCY projects is their aim of foregrounding children and young people's views and perspectives, particularly in respect of topics and issues which are of central concern to young people and are poorly understood by adults.

Loreto Rodriguez (Childhood and Youth PhD) participated as one of the researchers in the study 'Effects of the state of emergency and social crisis in children and young people'. This research was organised by the National Office of the Children's Commissioner and the Program of Interdisciplinary Studies in Childhood from the University of Chile. The study aimed to know how the Chilean civil unrest from October 2019 impacted on children and adolescents

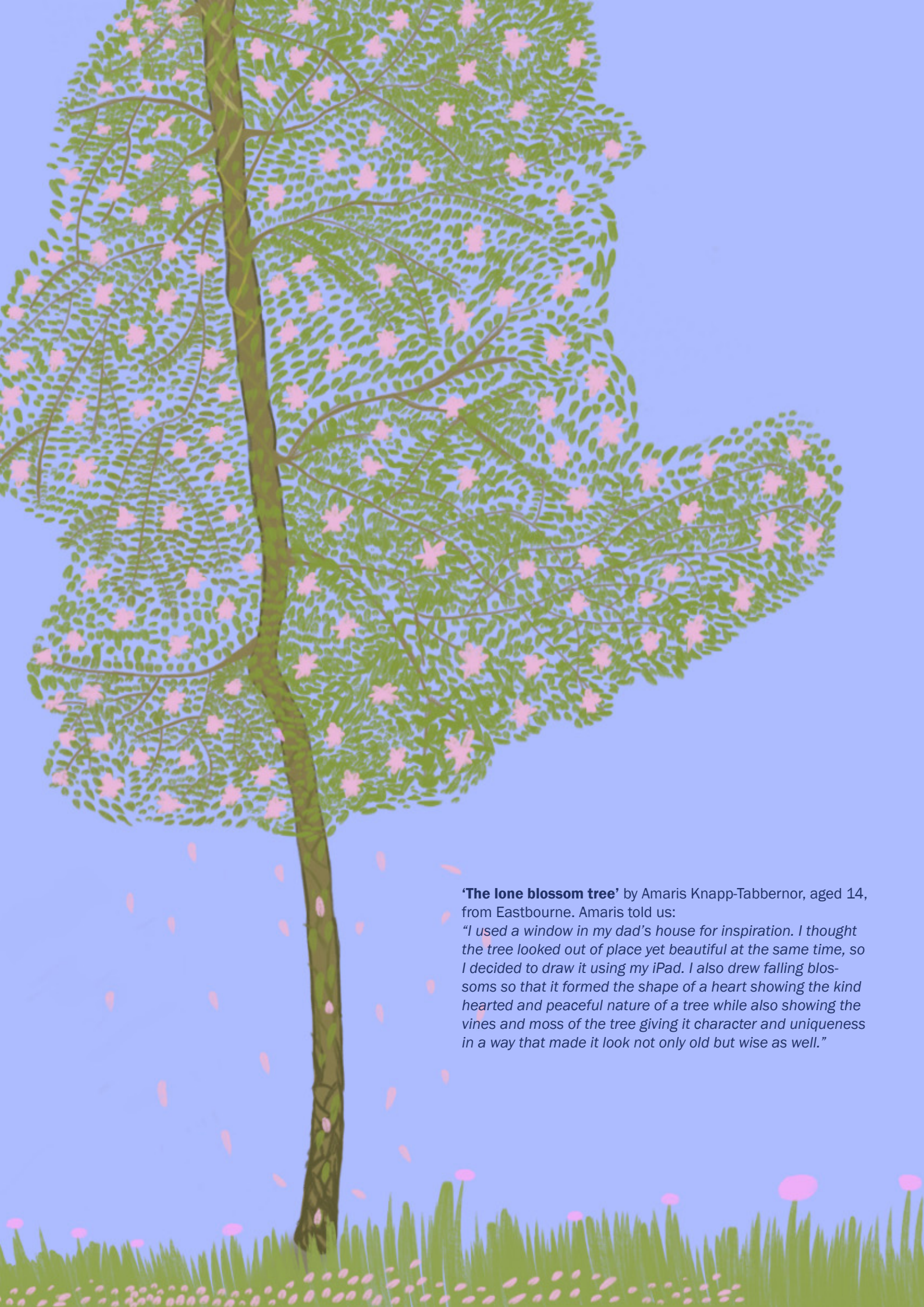
in Chile. The research allowed a space of inclusion and exchange of the opinions and voices of many children and adolescents from different regions of the country about how they experienced the civil unrest and the following social crisis.

REPRESENTING CHILDHOOD AND YOUTH

Many CIRCY projects seek to find new ways of understanding and representing children and young people. This might include new theorisations by the research team, creative and participative methodologies with young people, and/or researching services or systems which are innovative in this respect. One area of development over the past few years in CIRCY has been around young people's attitudes, views and experiences of sex, sexual consent, sexual abuse and sexual exploitation. CIRCY members have sought to trouble taken-for granted notions, stereotypes and practices in this field, so that services, interventions and public discourses are better informed by young people's varied experiences, views and preferences. Spotlights by **Dominic Dean** and **Hannah Field** offer good examples of this.

DEVELOPING POLICY AND SERVICES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES

CIRCY members continue to work on a range of interdisciplinary projects funded by the government and large NGOs to research services involved with children and young people, reflecting our concern with children's real world experiences.



'The lone blossom tree' by Amaris Knapp-Tabbemor, aged 14, from Eastbourne. Amaris told us:

"I used a window in my dad's house for inspiration. I thought the tree looked out of place yet beautiful at the same time, so I decided to draw it using my iPad. I also drew falling blossoms so that it formed the shape of a heart showing the kind hearted and peaceful nature of a tree while also showing the vines and moss of the tree giving it character and uniqueness in a way that made it look not only old but wise as well."

Spotlight on doctoral research

LISTENING TO CHILDREN AND YOUNG PEOPLE

May Nasrawy, Doctoral Researcher in
Social Work and Social Care

It has been said that “it’s not just about the ending, it’s about the journey”. As doctoral researchers nearing completion, we are constantly thinking about the implications and impact of our research, which of course is of fundamental importance. Yet, sometimes, we forget just how important our research journey is, and the ways in which we navigate our way through it all in order to arrive at our conclusions. As I approach the final stages of writing up my research study – which focuses on the everyday experiences of young people from the Arab/Palestinian minority in Jerusalem - there hasn’t been a day when children and young people’s stories haven’t changed me. They have worked on my ideas about voice; about listening; as both a researcher and a practitioner. This sense of change has not just impacted my research; it has changed me as a person. It has helped me see things from a different angle, not the lens I was using as a practitioner, nor the one I had presumed as a researcher. But this new lens is one that is none of them and all of them at the same time. It is one that has helped me not only to create new understandings, but new ways of seeing, of listening to and representing children and young people...and most importantly of ‘being’ in the world.

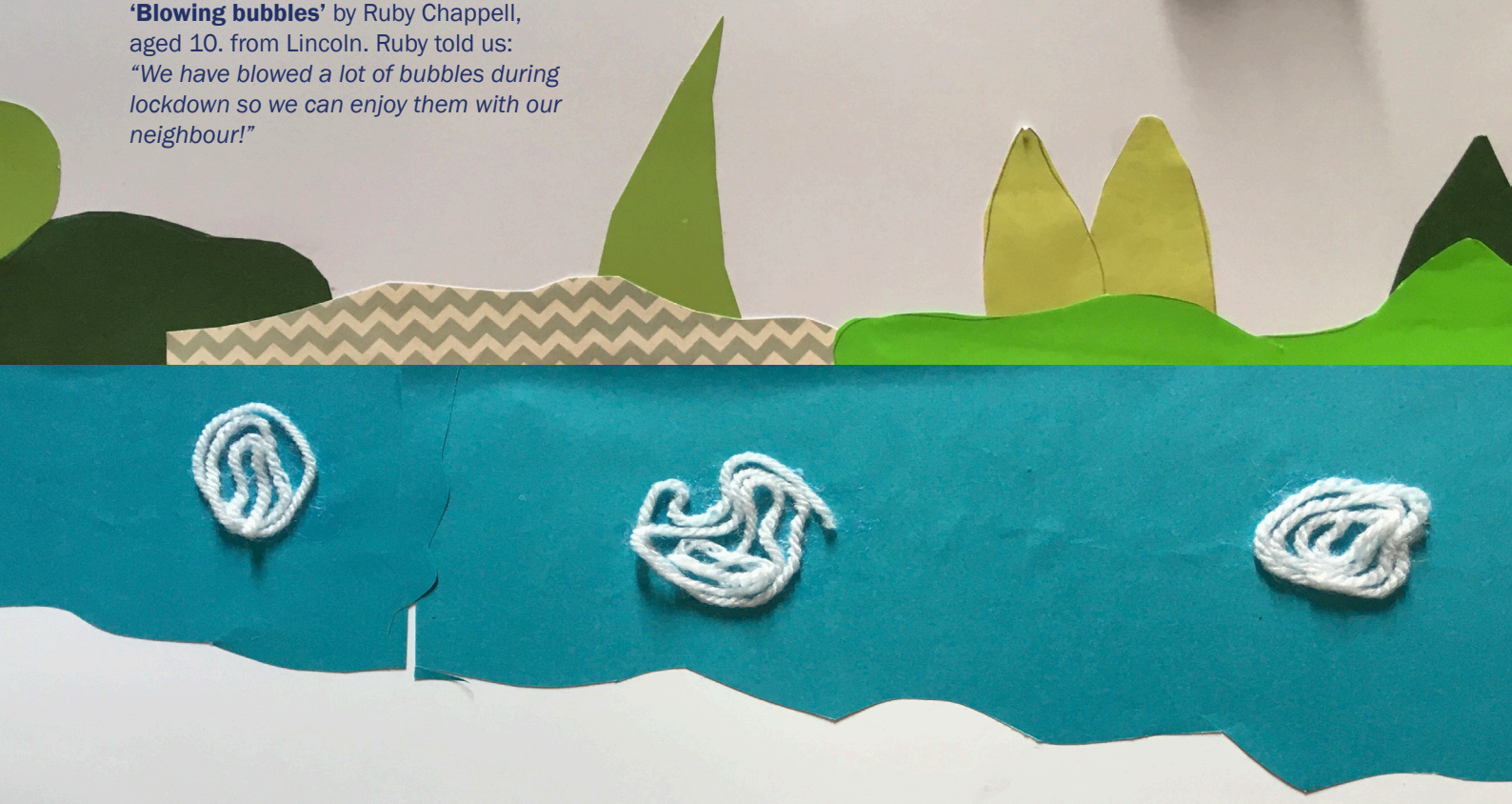
But going back to where it all started, this is the exact place at which I’d always hoped that I’d eventually arrive. I know now, more than ever before, that this is what has truly and constantly driven me to conduct my study. I wanted young people to have the opportunity to talk about things that are important to them, things

that affect them, as well as things they find challenging or rewarding. I wanted to understand what being well means to them and what it’s like to live and wake up to such complex realities. This, however, was not the only reason I was doing this study, I wanted to help create new ways of knowing, of understanding and of thinking about and perceiving children and young people, especially those who experience war and political conflict. Through using a qualitative design guided by a psychosocial approach, I have also come to want to challenge ideas about trauma and the medicalising of suffering, because I believe that in order to arrive at new understandings, we’ve got to ask difficult questions; we’ve got to challenge dominant and universal assumptions of political violence and trauma. But most of all, I wanted to help create a different picture of children and young people’s everyday lives and experiences in Jerusalem to counter an assumed image that is touted around the world. Being an insider researcher, I have also become interested in the impact that my own experiences have had, on how I have listened to, and interpreted, the experiences and stories of young people in my research.

Through my research journey, I have come to understand the importance of the methodology and methods we use, not only on the type of knowledge we create, but also on how we create it. The stories of my young participants would have not been able to come to light in the way they did, had I not used a variety of methods to facilitate and encourage communication, participation and inclusion. These included mental mapping which allowed me to explore notions of safety, and visual art (mainly drawing and photo sharing) which allowed me to grasp the essence of their experiences in ways that words could have never made possible.



'Blowing bubbles' by Ruby Chappell, aged 10, from Lincoln. Ruby told us: *"We have blown a lot of bubbles during lockdown so we can enjoy them with our neighbour!"*



'Outside my window' by Libby Chappell, aged 10, from Lincoln



Spotlight on research

CREATIVE DESTRUCTION: FEARS AND FETISHES OF CHILDREN AND THE FUTURE IN BRITAIN

Dominic Dean, *Research Quality and Impact*

My research explores how, in late twentieth and early 21st century Britain, the child and the youth are repeatedly figured as the subjects of a creative destruction of the future.

'Creative destruction': Splitting something complex – a nation, an institution, a community - to more simple fundamentals, in order for it to thrive; a destruction in the present that promises a renewed future. The idea re-emerges during crisis; commentators have called for using the unique conditions produced by Covid-19 to repair the global future. Joseph Schumpeter theorised 'creative destruction' from Marx's argument that periodic financial crises would eventually destroy capitalism; yet the phrase became gradually more associated with an allegedly sustaining function within capitalist innovation.

The child and the youth are associated with creative destruction because of their status as embodiments of the future in the present. As when Greta Thunberg calls on adult society to save the future by fundamentally restructuring the global economy, their authority to propose such creative destruction emerges from their youthful (to detractors, childish) clarity, ingenuousness, and energy.

In Britain, associations between children, youth, and creative destruction appear across recent cultural history. I argue that both the fetish and the mockery of the creatively destructive child avoid recognising their as an unknown figure, disruptively demanding time and space in the present, for the sake of a contested future. Alongside this evasion, a deeply anxious adult awareness of these implications emerges in the narratives of dangerous children and youth in British literature and culture since the post-war period:

Creative destruction – as apocalyptic cleansing:

In Rose Macaulay's *The World my Wilderness* (1950) children plot to destroy a liberal adult society in favour of a lawless yet fundamentalist alternative, whilst in Graham Greene's *The Destructors* (1954) another group of children threaten a more nihilistic destruction; in the same year William Golding's *Lord of the Flies* imagined children rebuilding a society on their own childishly-violent principles. Later, Stanley Kubrick's

1971 film adaptation of Anthony Burgess's *A Clockwork Orange* transformed post-war Britain's once-utopian landscapes into the sites of a youth gang's apocalyptic cleansing.

Creative destruction – as entrepreneurial young men:

Thatcherism reacted to the supposedly destructive youth cultures of the post-war era and 'progressive' 1960s with its alternative vision of creative destruction via the entrepreneurial male youth as central to national revival, as I have argued in a [Literature and History article](#).

Creative destruction – as decadence and dogma:

Children and youth are accused of the reckless, even nihilistic destruction of existing structures of gender identity and generational responsibility. (In *A Clockwork Orange*, Alex's genderfluid appearance and failure to grow into adult responsibility embody this.) Thatcherism accused the progressive and LGBT movements of 1960s and 70s Britain of encouraging exactly this; today, the phobia of children and youth who represent supposedly casual destruction of gender and generational norms endures in current battles over Trans and non-binary rights.

Creative destruction – in the Brexit era:

The post-Thatcherite Britain of neoliberal consensus, a source of a stable movement into the future for its proponents, became increasingly perceived by sections of the population as representing a destruction rather less creative than it promised, as conflicts over the future were intensified by economic globalisation, cultural change, and migration. This would eventually lead to Brexit, renewed intergenerational conflict, and reinvigorated fetishes and fears of the child and youth.

Alongside its fetishisation of childlike energy, optimism and aggression, today's Right intensifies fears of children and youth engaged in disturbing gender and generational responsibilities, along with national allegiance. Global crises of the future have produced new protest movements – themselves mocked as childish; yet alongside their radicalism, children and youth are vilified as hopelessly sheltered ('snowflakes') and as consumerist and individualist.

All this reflects a perpetual challenge: How, and on which terms, to make space for the unknown future as a present other, the child or youth? Are there terms on which a society might do so without either fearing or fetishising them? Certainly, Britain's failures to do so make a rich subject for research.

'Tree House' by Jak, aged 15, from Sussex



Spotlight on research

THE MAINTAINED NURSERY SCHOOL IN ENGLAND: LEGACIES AND A FUTURE?

Rebecca Webb, CIRCY Co-director

“The thing that really concerns me is that once maintained nursery schools have gone, that level of expertise and social service will also. It seems that there’s a sort of double quality to the MNS, which is constantly evolving, high level pedagogy and providing areas of expertise, like special needs, and so on. But also support for the family. There’s very specific expertise that’s going to go to waste...”
(Leader of a Maintained Nursery School)

In the Early Years, for children in socio-economically deprived neighbourhoods, those living in poverty, or those with additional needs, access to nursery school can be life-changing. This is not just because of the early start educationally that is available, but also because of the nature of Early Childhood Education and Care (ECEC) provision which brings together both care and learning.

In 2018/19, **Rebecca Webb**, with Carla Solvason and Samantha Sutton-Tsang (University of Worcester) were commissioned to undertake research by the Early Years campaign and network group, **TACTYC** in 2018-19. An [Occasional Paper](#) and [Final Report](#) were published in early 2020 and a peer-reviewed journal article on aspects of the research has just been published in [Children & Society](#). A keynote address to TACTYC conference in June 2020 highlighted the importance of “paying attention” to what practitioners have to say about their role and what the MNS can and does achieve for pre-school children and their families. Centrally, the commissioned research highlights the vital role that Maintained Nursery Schools (MNS) play in areas of social deprivation.

Many MNS were founded after the First World War when child and family health, particularly in large urban conurbations, was judged to be especially poor, and when women were required within the workforce. MNS numbers grew post Second World War. Within the last 30 years there has been a steady decline in their number from over 600 to just over 300 (primarily as a consequence of the competing, urgent demands for Local Authority funding).

Legally constituted in the same way as a statutory primary school in England, the MNS is required to have a head teacher (with an Early Years educational specialism); at least one other teacher with qualified teacher status (QTS); a devolved budget; and a

constituted board of governors. It is assessed and evaluated by OfSTED according to criteria that pertain to statutory schools. These differ from those applied by OfSTED to private, voluntary and independent (PVI) early years education and care settings. Indeed, a few MNSs which operate as both a state nursery (as part of broader Children’s Centres offering places for under-3s) and as a private childcare provider can find themselves subject to a regime of several different external inspection types. Against this challenging backdrop, an all party parliamentary group on nursery schools stated:

“Maintained Nursery Schools are the highest performing part of our education system. With the majority of nursery schools serving some of the most deprived communities, they achieve outstanding results. 98% of nursery schools are judged outstanding or good by Ofsted. Indeed, Ofsted rates 63% nursery schools outstanding and 35% are good. 65% of nursery school places are located in the 30% most deprived parts of England.”
(No Author, 2018:12)*

Our research drew on survey feedback from 115 practitioners, in-depth interviews with 21 leaders and 6 setting visits which together provided a wealth of data documenting practitioner’s views of their impact upon children most at ‘disadvantage’, their families and on PVIs. Practitioner accounts, read alongside a range of other recent research, demonstrated excellent pupil progress (with children entering the MNS, on the whole, well below any expected norms). Similarly, both sources showed specific expertise of the MNS in the area of Special Educational Needs and Disability, and English as an Additional Language. Also highlighted was the way the MNS shares knowledge and expertise with PVIs, especially through ongoing training. Overwhelmingly apparent in the data was the breadth and depth of day-to-day care shown by MNS staff to children and their families, at the same time as they provided highly effective educational opportunities for the children. All practitioner respondents gave accounts of their first line support to families, including the giving advice on: wider matters of access to child and maternal health; sources of welfare support; emergency services for domestic abuse; practical support for housing, and baby equipment). Accounts suggested that this was necessary to compensate for the disappearance of other social care structures (including Children’s Centres) and public services over the last 10 years, especially.

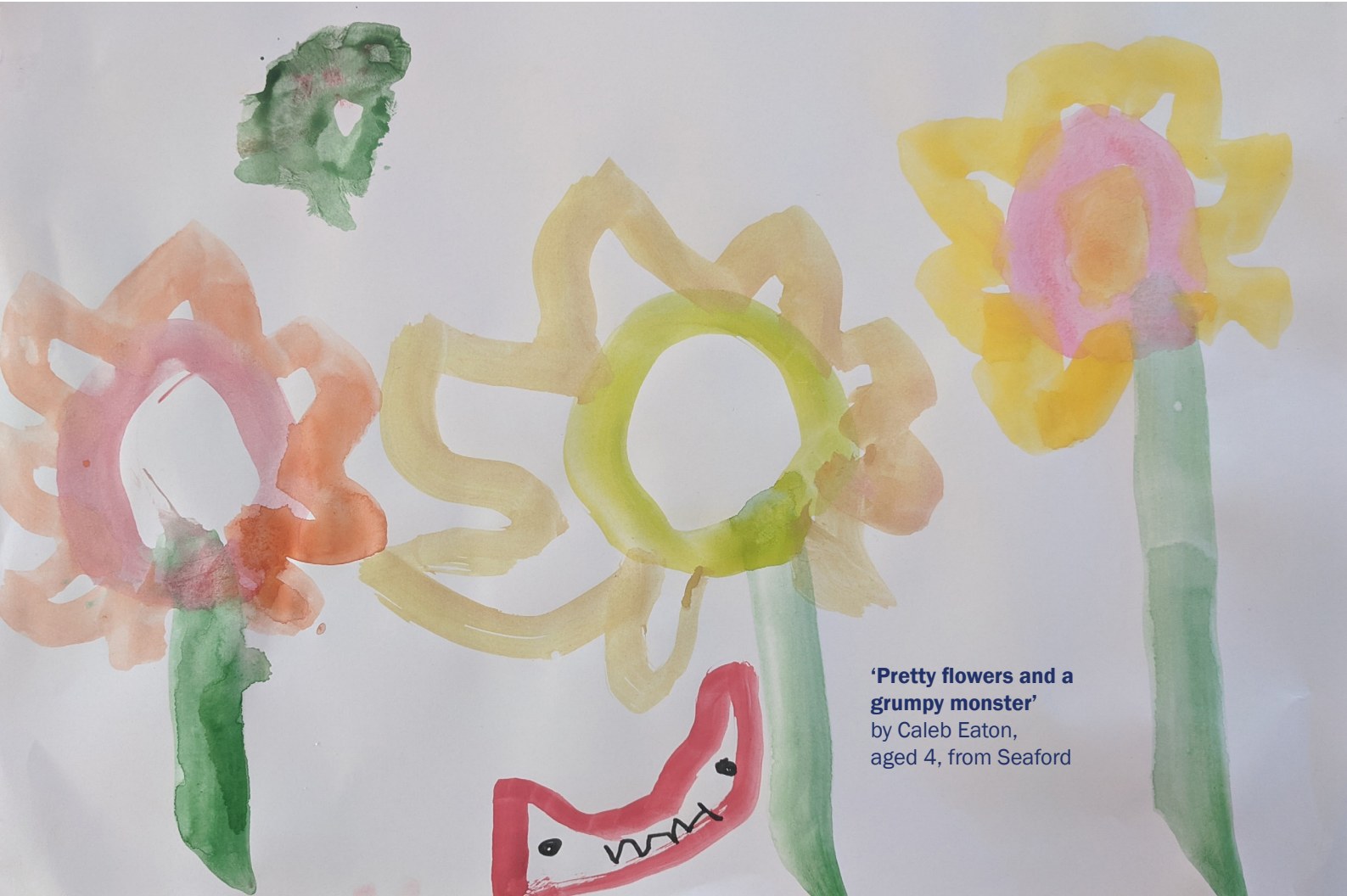
We also found that funding has been reduced continuously since 2010 to the point of the MNS is facing the constant spectre of closure; having made all possible cuts to the outgoings that they can.

Recommendations arising from this research included: central and local government paying renewed attention to the vital role of ALL early years settings in supporting early childhood education and care; an urgent need to address the fiscal crisis in the MNS (whilst acknowledging their value to community cohesion, family stability and child education and care); a recognition of the wealth of knowledge and expertise,

accumulated over time within the structure of the MNS; and a recognition of the innovative entrepreneurial capabilities developed by practitioners in the MNS to keep them open thus far, despite the challenging terrain in which they operate.

[*Early Education: The British Association for Early Childhood Education. 2018. All Party Parliamentary Group on Nursery Schools, Nursery and Reception - Classes Maintained Nursery Schools funding crisis Update](#)

November 2018 [accessed July 2 2020]



'Pretty flowers and a grumpy monster'

by Caleb Eaton,
aged 4, from Seaford

Spotlight on research related to policy and practice

INNOVATING TO ADDRESS COMPLEX SAFEGUARDING RISKS INVOLVING YOUNG PEOPLE

Michelle Lefevre and Kristi Hickle (Social Work and Social Care)

CIRCY members from a range of disciplines have been working together on a cluster of projects seeking to respond to the kind of complex extra-familial risks that young people can experience in their peer groups, localities, and other environments, both on- and off-line, such as child sexual exploitation, 'County Lines' criminal exploitation, serious youth violence, gang involvement and radicalisation.

We have recently completed a two-year evaluation of the implementation of an innovative approach to addressing risky environments in the London Borough of Hackney, developed by the University of Bedfordshire. Our evaluation of the 'Contextual Safeguarding' approach was funded by the Department for Education's Children's Social Care Innovation Programme. A bricolage of methods was used to capture the processes of innovation development in Hackney from a range of perspectives, and to determine whether there were any changes in young people's experiences and welfare outcomes as a result of the new approach.

Community mapping, focus groups, and standardised measures were conducted with young people to establish their sense of wellbeing and safety in the contexts within which they lived, worked and played. Case files, policy documentation and practice guidance were reviewed, and staff were surveyed to see how discourses about risk and safeguarding were changing.

Administrative data on service patterns and outcomes for children were compared with local authorities who were 'statistical neighbours' at several time points to determine the impact on referrals and service approaches. The findings are expected to inform future policy directions for local authority practice. The inter-disciplinary team was led by **Michelle Lefevre** working with colleagues from Social Work and Social Care (**Kristi Hickle** and **Tam Cane**), Psychology (**Robin Banerjee** and **Helen Drew**), and Economics (**Michael Barrow**). The Sussex team collaborated on the evaluation with the UK charity, Research in Practice.

Our collaborations around innovation with the University of Bedfordshire and Research in Practice led us to respond to a £2million call from the Economic and Social Research Council for projects that would develop new knowledge about the processes of innovation in social care. Currently there is limited understanding of the facilitators, capabilities and inhibitors of innovation in the social care context, and of particular stages in the innovation process (particularly what helps in embedding, scaling and spreading innovation). This means that best use may not be being made of the substantial public funding set aside for the sector. Our view was that innovation should best be studied in context so we selected as the focus for our proposal new ways that local authorities, networks and organisations are responding to complex safeguarding risks facing young people, by innovations in practice methods and systems based on the approaches of Contextual Safeguarding, Trauma-informed Practice, and Transitional Safeguarding.



We were successful in obtaining funding for a four-year study – The Innovate Project – which began in November 2019. In this first year we are mapping the field through a number of research reviews, a practice survey and interviews with key informants. Our two years of fieldwork will include six case studies of innovation from across the social care sector. We always intended to be innovative in our fieldwork methods, but this has become ever more pressing in the post-Covid society. We are currently exploring new ways of conducting ethnography remotely and considering how we might involve vulnerable and disengaged young people in exploring their involvement with services through digital means.

The Innovate Project is led by **Michelle Lefevre**, with **Kristi Hickle** and **Gillian Ruch** (Social Work and Social Care) acting as Co-Investigators. Other members of the Sussex team include **Carlie Goldsmith**, **Nathalie Huegler**, **Reima Ana Maglajlic** and **Jeri Damman** (all Social Work and Social Care) and methodological consultation comes from **Robin Banerjee** (psychology) and **Jo Moran-Ellis** (Sociology). Our collaborators are the Universities of Bedfordshire and Oxford, and the organisations Research in Practice, Innovation Unit, and Become. The project can be followed on twitter (@innovateproj) and by signing up for regular briefings on our website: www.innovateproject.co.uk.

While understandings of child sexual exploitation are now becoming more developed and sophisticated, child criminal exploitation is still relatively unexplored, with the majority of current research located within large conurbations. Michelle Lefevre, Kristi Hickle, and Rachel Larkin have worked together in partnership with East Sussex Children's Social Care to explore what criminal exploitation and County Lines drug dealing looks like in the coastal regions of the South East of England. The research involved a survey and

interviews of staff across the main agencies working in child protection (including the police, youth justice, education, mental health and sexual health), and interviews with young people and parents who had been caught up in criminal exploitation. Survey data were also gathered from Brighton and Hove and West Sussex. The research provided a rich picture of what criminal exploitation looks like locally, including the kind of community hotspots where young people are congregating without much police scrutiny, and where exploitative adults might then readily infiltrate. The study enabled young people and parents to convey their views of the professional response when they had been caught up in criminal exploitation, and surfaced professionals' views on interventions associated with engaging families and achieving more positive outcomes for young people.

Finally, **Kristi Hickle** is now beginning work on her three-year project funded by the Arts and Humanities Research Council - 'Imagining Resistance through Participatory Photography: Exploring Resistance in Young People Victimised by Interpersonal and Sexual Violence'. Kristi, as the Principal Investigator, is working with the University of Bedfordshire, a photographer and two London charities working with young people victimised by sexual and criminal exploitation.

We feel that a range of synergies – in methodologies, in theory, in practice-near understandings – are being woven within CIRCY and across our collaborative networks from these projects. Our primary commitment remains developing new knowledge for the field that is inclusive of young people and their families, is rights-centred, challenges oppressive and dichotomised thinking in practice, and enables young people to feel both safer and more empowered in their lives.



Knowledge exchange, partnerships and public engagement

CIRCY's work is fundamentally concerned with making a difference to children and young people's lives, a principle that applies across diverse disciplines through our efforts to build 'real world' understandings of lives in time and place. We aim to think beyond the academy, making our research visible and accessible, and engaging with research users – including researched groups – throughout the research process and beyond the lifetime of specific projects. Alongside 'traditional' academic activities such as dissemination and expert advisory work, we are strongly committed to building opportunities for mutual learning between researchers and others who have a stake in research process and outcomes (whether practitioners, policy makers, other academics, or children, young people and families). This strategy, of connecting research, knowledge exchange and public engagement through embedded partnership working, is illustrated by these examples and a number of our spotlights.

KNOWLEDGE EXCHANGE

Michelle Lefevre and **Jeri Damman** (Social Work and Social Care) worked with child and family lawyers in the Quality Circle, Kent and Sussex FLBA, and East and West Sussex Resolution to develop a survey inquiring into the experience of lawyers working in private law children cases in relation to Practice Direction 12J, which had been introduced to guide courts, CAFCASS and practitioners in cases that involve domestic abuse and/or coercive control. A draft report was produced in December and the group are exploring how to feedback findings to the judiciary and other interested parties.

In May, **Saul Becker** (Provost) filmed a short video for Brighton Carers Centre acknowledging the hard work done and challenges faced by the young carers of Brighton & Hove during the pandemic.

PUBLIC ENGAGEMENT AT HOME AND ABROAD

CIRCY members present regularly to policy makers and the practice field in the UK and engage across the globe to share learning and build impact from their research. The following are selected highlights from CIRCY researchers' collaborations, presentations and workshops from the last year – national and international.

IN THE UK

Liam Berriman (Social Work and Social Care) gave an invited talk on young people's digital inequalities at a cross-sector policy conference at Cumberland Lodge on 'Digital Inclusion: Bridging Divides' 14-15 November 2019. A report summarising the event's discussions will be launched by Cumberland Lodge at the Houses of Parliament later in 2020.

Paul Shuttleworth (Social Work and Social Care PhD), presented at Grandparents Plus to practitioners, professionals, carers and academics on 'What matters to children living in kinship care'.

Michelle Lefevre presented to a group of social work practitioners and managers in Lincoln on 'Promising approaches to address the criminal and sexual exploitation of young people'. The event was supported by the Centre for Social Work Practice and the British Association of Social Workers. The practice recommendations were developed through two earlier studies, conducted with colleagues at Sussex.

Perpetua Kirby (Education) and **Rebecca Webb** (Education) presented their work 'Rebalancing and broadening contemporary education to include a focus on both conformity and transformation' on a workshop organized by the British Educational Research Association (BERA) called on September at the University of Manchester.



'Lockdown paper flowers'
by Luke, aged 10, from London

Spotlight on knowledge exchange

TRANSFORM-IN EDUCATION

Rebecca Webb and Perpetua Kirby (Education)

We were recently introduced to the work of the Sardinian artist, Maria Lai, in relation to the power of metaphor as a connector between the life-worlds of children and adults. For Lai, her 60 years of work was inspired by threads: loose threads; inter-connecting threads; knotty threads; threads that apparently lead somewhere and stop and threads that never cease. The research and engagement work of [Transform-In Education](#) (TiE) pulls on, and 'worries away' at threads within the contemporaneous education and schooling systems within England predominantly, but that connect to, and have implications for, schooling and education systems in other parts of the UK and the wider world.

TiE aims at fostering conversations between all those implicated within researching and thinking about, enacting, and receiving schooling, in order to consider its purposes and to ask: 'what is schooling for in the twenty-first century?' This seems an especially urgent question in the light of the huge global challenges with which children and young people are faced and must engage throughout their lives, whether in terms of the effects of human-induced climate change, viral pandemics, digital and quantum technologies, or the power of global social movements.

TiE questions the historical precedence, and assumed superiority, of conforming forms of knowledge and attendant schooling identities. It asserts the value of more uncertain ways of knowing that allow for the possibilities of new ways of being. We characterise these TiE interests in the form of three models.

Two models make assumptions about epistemic ontologies of conformity: one model we call 'mastering knowledge' and the other 'discovering knowledge'. The third model stresses ideas of 'not-knowing', where working with uncertainty in pedagogy and practice are valued, emphasising the possibilities for transformations. Significantly, TiE champions an inter-dependence between the three models, where knowing and not-knowing are construed as multi-directional, enabling conforming and transforming pedagogies to proliferate threads – certainly those that are knotty, that break-off unexpectedly, and that twist and turn and re-appear in surprising forms and in unexpected places to enable children to cope with the complex demands of 21st century work and life.

We began the academic year with a workshop at [BERA](#) (the British Educational Research Association conference) in September 2019, where we examined the need to rebalance and broaden contemporary schooling to focus on both conformity and transformation. Participants were asked to use creative methods to respond in their own way to ideas of transforming pedagogies and practices. In November, we were invited to extend links between the [Child and Family Research Centre](#) (Finland) and CIRCY. We made short films based on TiE publications (see CIRCY publications 2019/2020) about the politics of children's participation as part of a new research/teaching initiative, [Qiva](#). We explore our [Finnish experience in a TiE blog](#).

We were granted an [ESRC IAA award](#) during the same period to work with schools local to Sussex University to focus our ideas more specifically within the realm of educational uncertainty in the context of climate change.

New research had highlighted children's concerns and anxieties about climate change, and teachers expressed not knowing how to respond to support pupil anxiety and to develop a curriculum that moved beyond scientific fact. We have been meeting regularly with local teachers. There has been something deeply affirming in having to work at establishing working relations within the community slowly over a longer period of time: outdoor workshops are now planned for teaching colleagues, in collaboration with the Sussex Wildlife Trust, with teachers from several different primary schools across Brighton for the autumn.

And now TiE is awaiting the outcome of two research bids. The first bid is with the AHRC and engages with a current lack of clarity about how to address issues relating to climate change in primary schools in the UK. It considers how children can participate in enabling schools to become locations of community resilience through adapting to the effects of climate change. It integrates practices that embrace the uncertainties and complexities of climate change. The second is with the Spencer Foundation and focuses on ways in which the recent pandemic reveals an urgent need to reinvigorate the possibilities of transformative education with a focus on 'uncertainty'. We explore these ideas further in two blogs: [one posted at TiE](#) and [the other for BERA](#): both ask what this moment of pandemic uncertainty signals for the future of schooling and educational practices more widely.



'The view from my living room window'
by Ayla Marchant, aged 8, from Worthing



'After the rain' by Angie's grand-daughters.
Angie said:

"My two grand-daughters - aged 6 and 3 - created this picture in a puddle when they went outside after they had been inside watching the rain fall this weekend. They spent an hour completely immersed in a magical world of gathering petals, leaves, seeds and bits of bark that had fallen in the rain, and then sat watching it for a long time before asking me to take this picture. It felt like a completely pure moment of connection between humans and environment and I wondered if they would have been so naturally and happily drawn to this had they been at school all this time".

Nicola Yuill (Psychology) co-presented the work 'Synchronised Shared Spaces: Design Considerations for Tablet Technology' at the Interaction Design and Children Conference. She co-presented at the BPS Cognitive & Developmental Section Conference and at the Seattle Club Conference on intellectual and developmental disabilities (University College London) her work about the comprehensions regarding the Wiedemann-Steiner Syndrome (WSS).

THE INTERNATIONAL ARENA

Loreto Rodriguez (Childhood and Youth PhD) was invited to present her doctoral research at the 'Seminar of Doctoral Thesis and Research' at the Doctoral Program in Psychotherapy from the Catholic University of Chile.

Maria Moscati (Law) presented a paper at the AFIN Conference in Granada on Surrogacy, ARTs, Same-Sex Couples and Children's Rights in Italy.

Paul Shuttleworth (Social Work and Social Care PhD) presented at the International Association of Critical Realism Conference on 'Using children's valuations and critical realism to inform kinship care social work policy and practice'.

Saul Becker (Provost) gave the keynote address in the Inaugural Young Carers in Paris, France, on 'Children who Care: Research, policy and practice for young carers'.

Feylyn Lewis (Social Work and Social Care) gave a keynote speech for the End of Project Conference on young carers by Careum Research on November in Zurich, on 'The State of Young Carers in the USA'. Feylyn also gave a keynote speech for the Eurocarers' Interest Group on Carers in the European Parliament on September in Brussels, Belgium. She also participated in the EuroCarers Young Carers Research Working Group meeting at Italy in September. Feylyn linked with a number of groups internationally as an advisory member, including the Care4Dem Online Dementia Carer Support Group Program in Brussels, Belgium. As a member of the National Alliance for Caregiving Advisory Committee in Washington D.C., she

contributed to the Caregivers in the US 2020 Report and the Sandwich Generation Caregiver in the USA Report. In September, she will be part of the ME-WE project research consortium steering committee meeting in Brussels, Belgium.

A joint CIRCY/CSWIR visit to VID University, saw **Gillian Ruch, Michelle Lefevre, Liam Berriman and Jeri Damman** (all Social Work and Social Care) building research links with the PROBUF research group, which is developing critical, political and theoretical perspectives on welfare services with children, young people and families.



Gillian Ruch, Michelle Lefevre, Liam Berriman and Jeri Damman visiting VID University, Oslo in November

Rebecca Webb (Education) visited the University of Jyväskylä to link up with CIRCY-affiliated members there to contribute to a Department of Education project, funded by the Finnish government. The aim of 'OIVA' is to enhance the skills of education professionals and students with regard to the promotion of the equality of children and parents within multi-professional settings of Early Childhood Education and Care (ECEC) in the city, which is an area in central, eastern Finland. Perpetua and Rebecca were invited to present to colleagues from the Centre for Child and Family Studies about the work of CIRCY. They also made two short films to contribute to OIVA. These were about the politics of children's participation and Article 12 of the CRC in particular.

Spotlight on impact generation

GREAT OAKS FROM LITTLE ACORNS...

Nicola Yuill, Professor of Developmental Psychology, Director of Children & Technology Lab @chatlabuk and Jacqui Shepherd, Lecturer in Education, with the Autism Community Research Network Sussex (ACoRNS)

This autumn sees the launch of an exciting new way to connect stakeholders living, working and researching with autism. The Autism Community Research Network Sussex, or ACoRNS, is being launched as a sister organisation to @ACoRNSoton, a collaboration between Southampton researchers and local schools, colleges and nurseries, with an interest in researching and sharing good practice in education for children on the autism spectrum. ACoRNSoton was set up by **Sarah Parsons** (Education) and **Hanna Kovshoff** (Psychology) at the University of Southampton in 2017, and has already had a real influence on the lives of children, families and schools in the area. The new Sussex ACoRNS is funded by the Fast Track Engagement Fund, a University of Sussex ESRC IAA funding scheme.

ACoRNS Sussex is facilitated by **Nicola Yuill** (Chatlab, Psychology), and **Jacqui Shepherd** (Education) with a steering group of 12 stakeholders of autistic people, parents and autism practitioners from education, health and social care. Nicola said:

"We've got specific ambitions to develop based on the great model provided by Southampton and we work closely together. In particular, we want to incorporate health into our work. There are very different traditions and ways of talking in different services, and we want to be a bridge between them. There is a huge amount of work at education institutions across Sussex, and some fantastic practice in schools and clinics across the region, that we will showcase on our website, to act as a hub to connect people. Knowing that allow for the possibilities of new ways of being. We characterise these TiE interests in the form of three models. We've already linked up a local authority with a Virtual Reality project going on in a CAMHS service. I'm especially excited about working with the Time for Autism project, launching in 2021, which pairs medical students and a family with a young person on the autism spectrum: the families act as teachers for the students to help them gain real understanding of life with autism."

Jacqui runs a pioneering cross-disciplinary undergraduate module where students' final assessment is designing an educational environment

suitable for autistic learners. She is especially interested in developing her work on transitions large and small – between home and school, between one activity to another, from school to work life, and, most recently, the return to school after Covid-19 restrictions – something that is often a huge challenge in autism. A new study hearing children's own voices about what they find difficult in primary to secondary school transitions and what has worked is underway. Jacqui said:

"We are connecting up schools, professionals, parents and local authorities through this transition work and co-creating a good practice video guide. This will be for sharing with those groups to inform better practice to support autistic pupils (and other pupils) during anxious times such as transition to a large secondary school. A group of autistic pupils have created a storyboard to film a transitions video for new pupils. The ACoRNS network provides us with an excellent platform through which to both disseminate our research and to be responsive to community needs for autism research."

In particular, the Covid-19 events have raised crucial questions about the role, goals and design of education, and this will be the focus of the ACoRNS inaugural video conference. Nicola Yuill is part of a group of child mental health experts @playfirstuk, advocating for children's emotional wellbeing to be prioritised via play as restrictions are eased. The transitions being experienced by autistic children and their families are particularly challenging.

ACoRNS is being launched with a competition for children to design a logo for the new Acorn, with prizes for children and their schools. You can find details on twitter @acornsussex and on the website www.acorns-sussex.org.uk.



Highlights from CIRCY events this year

CIRCY hosts exciting and inclusive events throughout the year, including members' workshops, seminars, a reading group, and conferences. This year was specially challenging due to Covid-19 and the new ways of carrying out online seminars and events. Despite the difficulties faced as a result of the pandemic, we were delighted to host events online and in conjunction with other research centres across the University, in addition to solely CIRCY-hosted events.

For the first time this year, we ran 'Coffee and Collaboration Breakfast Meetings', which offered an opportunity for networking, and short presentations by CIRCY members on innovative aspects of their research. Colleagues presenting this year included **Malcolm James** (Media and Film), **Hannah Field** (English), **Fiona Courage** (Mass Observation Archive – Library), **Dominic Dean** (Research Quality and Impact), **Feylyn Lewis** and **Ester McGeeney** from Social Work and Social Care, and doctoral researchers **May Nasrawy**, **Nehaal Bajwa** and **Kathleen Bailey**. While the first two were face-to-face, accompanied by a nice array of pastries, the June event ran via Zoom and attracted our biggest audience ever, with attendees from as far afield as the US and Chile!

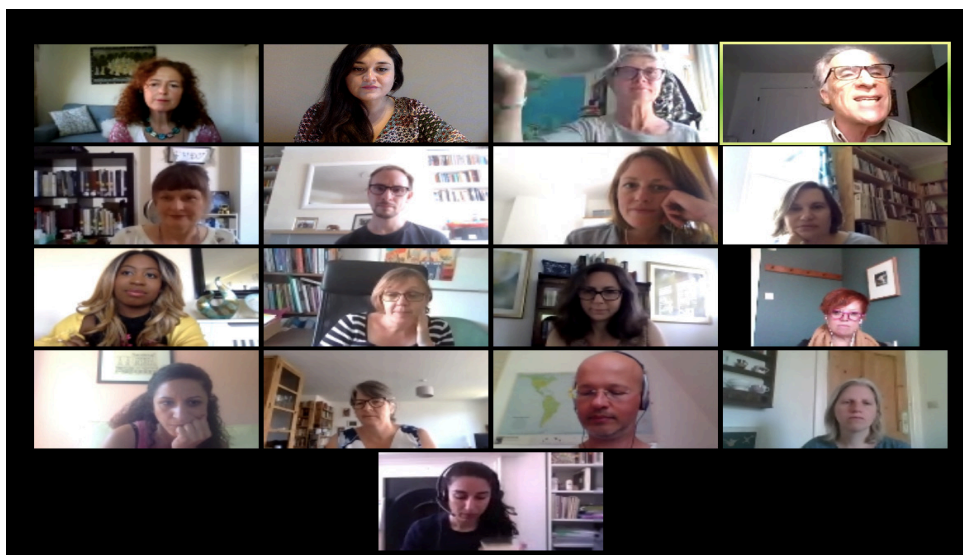
Three events were held in December 2019. At the 'Ideas in Action' workshop, CIRCY researchers were able to bring and share developing ideas on research proposals and books that were in formation so they could benefit from the interdisciplinary feedback by other CIRCY colleagues. A workshop at the Keep enabled participants to learn more about how to use

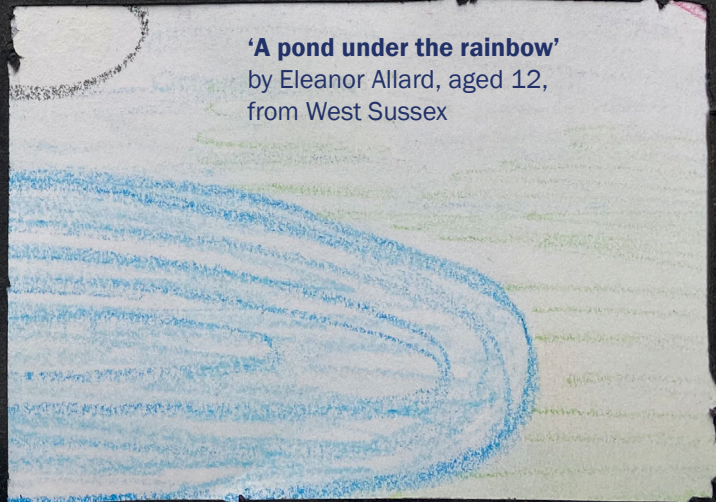
the Mass Observation Archive in research or teaching. Archive Officer **Kirsty Pattick**, supported by CIRCY steering group members **Fiona Courage** (Library) and **Liam Berriman** (Social Work and Social Care), demonstrated how the Archive can be accessed via the carefully curated online databases of directives, or through commissioning a new directive (usually for research purposes). The December reading group was led by **Dominic Dean** (Research Quality and Impact) on the topic of children and flight in John Masefield's classic 1935 children's novel, *The Box of Delights*. The book, and its place within 1930s children's literature, indicate the centrality of children to the air-mindedness of interwar literature and culture as a whole.

Two seminars were held:

'Making A Noise: How are children heard and not heard?' was organised and facilitated by CIRCY Co-Director, **Jo Moran-Ellis** (Sociology), and Steering group member, **Pam Thurschwell** (English) incorporating two panels of presenters - one on the theme 'Silencing and Speech in and out of the Classroom' and the other on 'The Politics of Children's Noise'.

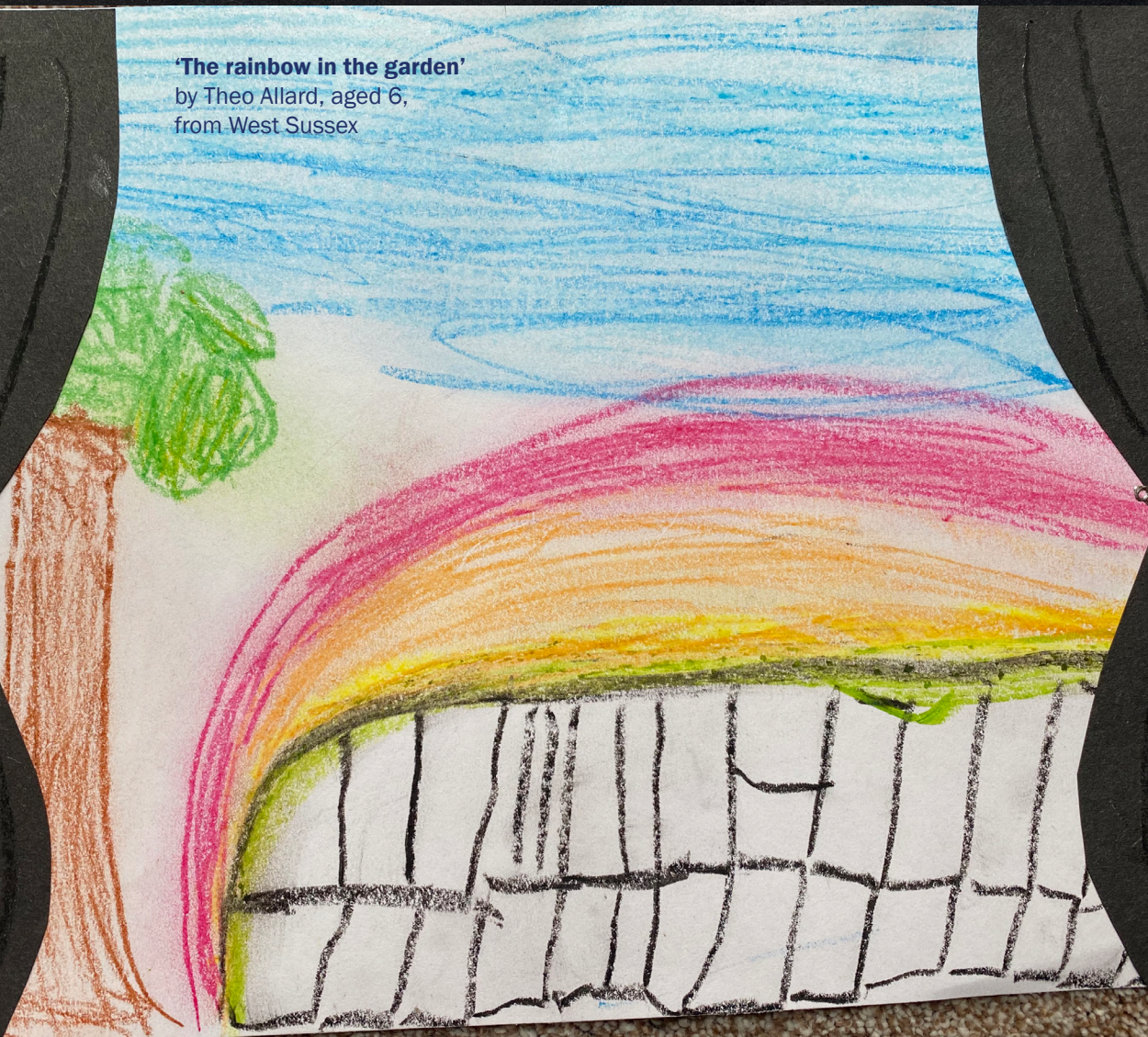
In June, Nikki Luke from the Rees Centre, University of Oxford, gave a Zoom seminar on the project 'The Shared Training and Assessment of Wellbeing (STRAWB)'. This had been an interdisciplinary collaboration between colleagues at the Universities of Oxford (Nikki Luke, Valerie Dunn) and Sussex (**Robin Banerjee**, **Helen Drew**).





'A pond under the rainbow'
by Eleanor Allard, aged 12,
from West Sussex

'The rainbow in the garden'
by Theo Allard, aged 6,
from West Sussex



CIRCY ONLINE

This year the CIRCY blog has been particularly active. [Do take a look!](#)

- 'Oiva, Maternity Boxes and the Snow-filled Sound of Silence' by **Rebecca Webb** (Education)
- 'Socio-political Crisis in Chile: Childhood and Youth Agencies and Citizenships towards a New Constitution' by **Loreto Rodriguez** (Childhood and Youth PhD)
- 'Nature as Good – an ECEC product and practice' by **Kathleen Bailey** (Education PhD)
- 'Some reflections on what it means, and how it feels, to talk to children and young people in an arab/palestinian minority community' by **May Nasrawy** (Social Work and Social Care PhD)
- 'Creative destruction: fears and fetishes of children and the future in late modern britain' by **Dominic Dean** (Research Quality and Impact).

Our Twitter feed [@SussexCIRCY](#) continues to be active, highlighting our research and activities.

Specific projects also have their own blogs and social media activity, including: [Everyday Childhoods](#); **Lucy Robinson's History blog; the [TRANSFORM-iN EDUCATION blog](#) and [The Innovate Project](#) website and blog.**

CIRCY IN THE PRESS

Feylyn Lewis published an opinion article on the Huffington Post in April on the coronavirus pandemic and young carers '[Young Carers Are Struggling Immensely During Coronavirus And There Is No Support](#)'.

University of Sussex Provost, **Saul Becker**, gave a short interview in May for BBC, regarding the challenges faced by young carers during the pandemic (aired on 8 June BBC news)

The Daily Mail published an article based on the research from University of Sussex researchers **Danielle Evans, Darya Gaysinaand** and **Andy Field** on their research findings. The research addresses how '[Children with just one university-educated parent are the equivalent of a school year ahead from those from less qualified families](#)'.

Awards and recognition

Janet Boddy (Education) has been recognised for her outstanding work by being elected as a Fellow of the Academy of Social Sciences. Janet is a Professor of Child, Youth & Family Studies. Her research focuses on family lives and services that impact on children and families. She also has a long-standing interest in research ethics and governance. Janet is one of the former CIRCY directors.



Kathleen Bailey (CIRCY Doctoral Researcher) was awarded £200 for her reflection paper '*Nature as 'good' - an early childhood education and care product and practice*' which was published on the TACTYC website (the Association for Professional Early Years Development). In the paper, Kathleen explores why 'nature' seems to be assumed as inherently and unproblematically 'good', especially in children's education, and whether this conception of 'good nature' aligns with notions of environmental sustainability. Kathleen has now produced [a blog for the CIRCY website on this](#). Kathleen's paper is based on her doctoral research '*Wondering with children whilst constructing 'nature': A dissonance of global warming and the global economic market*', which is supervised by CIRCY members **Rebecca Webb** and **Janet Boddy**. Kathleen's ethnographic fieldwork, using arts-based methods with pre-school children, is planned to take place over a scholastic year starting September 2020.



The CIRCY doctoral community

CIRCY's postgraduate research community continues to go from strength to strength. We remain strongly committed to building a thriving doctoral community, and continue to offer methodological workshops and work-in-progress seminars. For example, **Paul Shuttleworth** (Social Work and Social Care PhD) presented on '*What matters to children living in kinship care - Using children's valuations and critical realism to inform kinship care social work policy and practice*'. This year we instituted a new doctoral researchers network, and hosted the first two meetings to share knowledge and support. These were co-facilitated by **Michelle Lefevre** (CIRCY Director) and the two CIRCY postgraduate research assistants, **Loreto Rodriguez** and **Nehaal Bajwa**. Topics for discussion have included the important ethical and practical issues to bear in mind in fieldwork with children and young people. We encourage all doctoral researchers with an interest in research that has children, childhood and youth at the centre to make contact and join our network!

The concern to offer children a range of ways in which they can express their views and concerns is reflected by the community arts approach of our annual picture event. In 2019 our focus had been nature and the environment due to the recognition of the role children and young people were starting to play in bringing environmental activism to the fore. The spotlight on Kathleen Bailey's doctoral research reflects how work beyond the verbal can be so important.

CURRENT DOCTORAL RESEARCHERS

Kathleen Bailey (Education)

Working title: 'Wondering with children whilst constructing 'nature': a dissonance of global warming and the global economic market'
Supervisors: Rebecca Webb and Janet Boddy (both Education)

Nehaal Bajwa (Social Work and Social Care)

Working title: 'Narratives and practices of fathering and family life in Lahore, Pakistan'
Supervisors: Janet Boddy (Education) and Maya Unnithan (Global Studies)

Leethen Bartholomew (Social Work and Social Care)

Working title: 'Accusations of child spirit possession and witchcraft: Experiences and outcomes for non-accused children within the same family network'
Supervisors: Elaine Sharland and Russell Whiting (both Social Work and Social Care)

Jimena Bernal (Childhood and Youth)

Working title: 'The musicality of children's interactions with each other and with adults'
Supervisor: Robin Banerjee (Psychology)

Marie Claire Burt (Institute of Development Studies)

Working title: 'Mentorship in poverty alleviation programs: Evidence from Paraguay'
Supervisors: Keetie Roelen (IDS) and Janet Boddy (Education)

Paul Dugmore (Social Work and Social Care)

Title: 'Acknowledging and bearing emotions: A study into child and family social work practice'
Supervisors: Gillian Ruch and Michelle Lefevre (both Social Work and Social Care)

Claire Durrant (Social Work and Social Care)

Working title: 'An exploration of the identity construction and emotional well-being of young people with severe dyslexic difficulties'
Supervisors: Tish Marrable and Rachel Thomson (both Social Work and Social Care)

Owen Emerson (History)

Working title: 'Childhood and the emotion of corporal punishment 1938-1986'
Supervisors: Claire Langhamer and Lucy Robinson (both History)

Rosie Gahnstrom (Childhood and Youth)

Working title: 'Rereading young women's sexual health and histories: 1990 - 2020'
Supervisors: Rachel Thomson (Social Work and Social Care) and Lucy Robinson (History)

Fawzia Haeri Mazanderani (Education)
Working title: 'A map without direction?' The experiences, perceptions and practices of previously disadvantaged youth navigating post-school opportunities in South Africa'
Supervisors: Barbara Crossouard and John Pryor (both Education)

Jenny Hewitt (Social Work and Social Care)
Working title: 'How do UK young adults' experience civic and political engagement in their everyday lives?'
Supervisors: Janet Boddy (Education) and Liam Berriman (Social Work and Social Care)

Anna Hutchings (Social Work and Social Care)
Working title: 'Let's Talk about Sex': Conversations with Female Social Workers and Young Male Clients'
Supervisors: Michelle Lefevre and Kristine Hickle (both Social Work and Social Care).

Evelyn Keryova (Social Work and Social Care)
Working title: 'Critical thinking of young people: the case of YouTube'
Supervisors: Liam Berriman and Rachel Thomson (both Social Work and Social Care)

Katherine Kruger (English)
Working title: 'Child's play, toys and pure games: Revising the romantic child in Henry James, Elizabeth Bowen and Don DeLillo'
Supervisor: Pam Thurschwell (English)

May Nasrawy (Social Work and Social Care)
Working title: 'How do young Arab Jerusalemites experience wellbeing? Exploring the experiences of young Arab Jerusalemites in relation to wellbeing and the role of informal art-based spaces and extracurricular activities'
Supervisors: Reima Maglajlic and Charles Watters (both Social Work and Social Care)

Hayley Preston-Smith (Education)
Working title: 'Exploration of early years practitioners' conceptualisations of the term 'quality interactions' with young children'
Supervisors: Rebecca Webb and Jo Westbrook (both Education)

Amy Lynch (Social Work and Social Care)
Working title: 'Exploring empathy in child and family social work'
Supervisors: Gillian Ruch and Michelle Lefevre (both Social Work and Social Care)

Manuel Cruz Martinez (Education/Sussex Humanities Lab)
Working title: 'The capabilities of video games to explore history'
Supervisors: Liam Berriman (Digital Humanities), Kate Howland (Informatics), Simon Thompson (Education)

Sushri Sangita Puhan (Social Work and Social Care)
Working title: 'Sense of self and belongingness of Indian born adopted adolescents in India'
Supervisors: Barry Luckcock (Social Work and Social Care) and Janet Boddy (Education)

Daniella Rabino (Education)
Working title: 'Rural Youth in the Island's Shadows: Reimagining Sustainability in Madagascar'
Supervisors: Mairead Dunne and Rebecca Webb (both Education)

Deborah Rees (English)
Working title: 'Narratives of Isolation: Space, Place, and the Solitary Child in late-nineteenth century Art and Literature'
Supervisors: Lindsay Smith and Hannah Field (both English)

Loreto Rodriguez (Childhood and Youth)
Working title: 'Exploring the puzzle? Narrative understandings of the experience of psychotherapy following sexual abuse for young children in Chile'
Supervisors: Janet Boddy (Education), Michelle Lefevre (Social Work and Social Care)

Paul Shuttleworth (Social Work and Social Care)
Working title: 'A critical analysis of kinship care for policy and practice'
Supervisors: Barry Luckcock, Russell Whiting (both Social Work and Social Care)

Roma Thomas (Social Work and Social Care)
Working title: 'Doing Boy Work? Young masculine subjectivities and professional practice'
Supervisors: Kristine Hickle, Gillian Ruch (both Social Work and Social Care)

Elle Whitcroft (English)

Working title: 'How race, childhood, and dreams are visually performed in children's early comics in early twentieth century newspapers'

Supervisors: Hannah Field and Pam Thurschwell (both English)

Julia Winstone (Sociology)

Working title: 'Understanding Restorative Justice with Children in Practice'

Supervisors: Jo Moran-Ellis and Paul McGuinness (both Sociology)

COMPLETED THIS YEAR

Tracey Fuller

Title: "'Can I trust you?'" Ethics considerations for secondary school counsellors in information sharing and multi-professional working'

Supervisors: Janet Boddy (Education) and Michelle Levefre (Social Work and Social Care)

Paul Dugmore

Title: 'Acknowledging and bearing emotions: A study into child and family social work'

Supervisors: Gillian Ruch and Michelle Levefre (both Social Work and Social Care)

Manuel Cruz Martínez

Title: 'Exploring the potential of video games to engage with deconstructionist history'

Supervisors: Liam Berriman (Digital Humanities), Kate Howland (Informatics), Simon Thompson (Education)

Next page:

**'A veces me aburro pero también me relajo'
(Sometimes I get bored, but I also get relaxed)**

by María Pía Rodríguez Lira, aged 13,
from San Fernando, Chile.



Coffee TIME...



QUIERO COLEGIO



CHILL

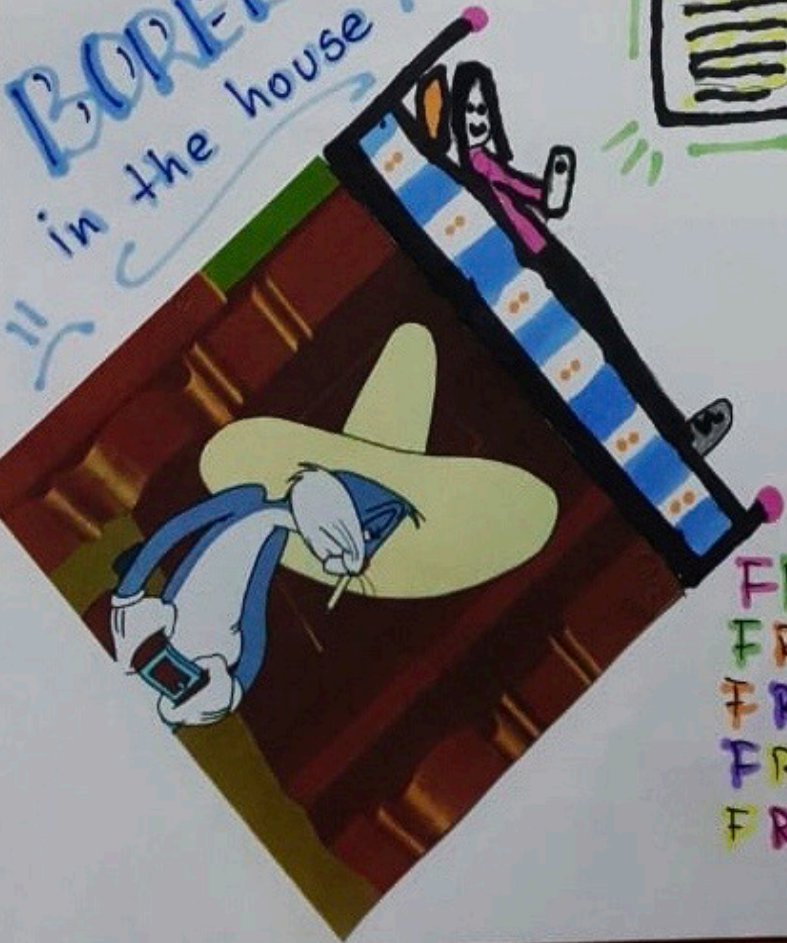
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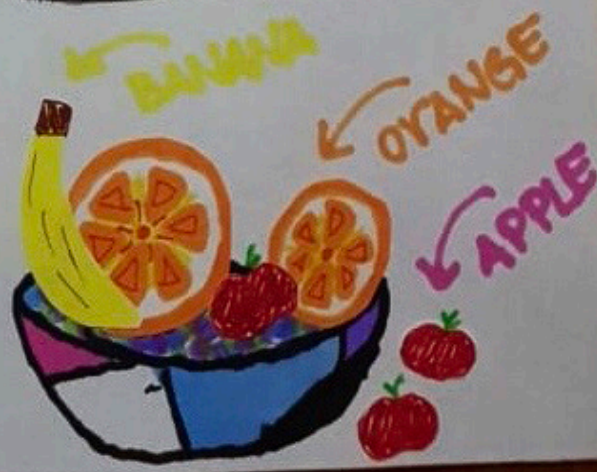
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BORED in the house



FRUIT!
FRUIT!
FRUIT!
FRUIT!
FRUIT!



Spotlight on doctoral research

SKETCHING A CONCEPTUAL FRAMEWORK TO CAPTURE AN 'ETHIC OF SUSTAINABILITY'

Kathleen Bailey, Doctoral Researcher in
Education and Early Years Outdoors Practitioner

Literature about sustainability suggests that there is a dissonance between the need to mitigate Global Warming for humanitarian and planetary ends, and societal and survival demands on humans to participate in a Global Economic Market. It is the effects of these two 'entities' on children's understandings of nature and sustainability that my research captures. The purpose of the research is to use it to propose an Early Years curriculum that supports sustainable practice and provides guidance for practitioners, that is also mindful of the diverse social worlds of children. In formulating a methodology and a research design in line with the my post-qualitative approach I take to my research, I have turned to 'sketching', as a means of making sense of and visualizing the 3-dimensional complexity of some of the ideas that most excite and resonate with me at any one time.

I share a few of these here as a means to make more readily knowable the conceptual ideas with which I am working. Underpinning my methodology is feminist physicist Karen Barad's (2007) concept of diffraction. This applies the scientific concept to knowledge production. Barad proposes that when entities meet, they intra-act and in doing so create patterns that might be 'read'. I use this idea alongside Timothy Morton's (2013, p.37) concept of Global Warming as a 'hyperobject' – a "massively distributed entit[y] that might be thought and computed but not directly touched or seen". I have extended this usage beyond Global warming to apply it also to the Global Economic Market. This allows me to suggest Global Warming and the Global Economic Market as hyperobjects that might meet with, and diffract, through the child.

Then the Covid-19 pandemic erupted and seemed to disrupt the sustainability dissonance I had evoked. I went back and extended Morton's 'hyperobject' conceptualization, applying it to Covid-19 and to the Second World War: both my own observations and other media representations resonate with languages and behaviours that the pandemic and the World War appear to have in common.

To make further sense of this revised macropolitical dimension in my methodology I turned to cosmologist Sean Carroll's (2017) notion of a Dynamical Quantum Mechanical Description (DQMD), from which Space emerges, and which seemed to speak to ideas towards which I was groping. Carroll premises a DQMD on the precept that "two particles can have a relationship between them, even if they are very far away". By "reverse engineering" or labelling what is known about Space bodies, highlighting their near and far connections, he suggests we might understand something of the entanglement of Space relationships or 'Space' (ibid). I sketched out Carroll's ideas and was able to make a connection between them and the qualitative practices of theming and coding with which I would be concerned. Sketching enabled me to label hyperobjects within the DQMD and to visualise them as multiple independent entities that we live within simultaneously. By merging the theories of diffraction, hyperobjects and DQMD, I found that I was profoundly altering my conception of nature. Previously, I had perceived nature as an entity that might diffract through the child, rather like another hyperobject. However, I now have a sense of the child as experiencing a DQMD of hyperobjects from which their constructions of nature emerge through their intra-actions with humans, other species, matter, discourses etc. This is a more complex relationship than I had previously imagined.

I then considered how an idea of 'ethics' might also be thought of as emerging from a DQMD and directly related to the inter-actions that shape them (Christians, 2018). Therefore an 'ethic of sustainability' might be said to emerge from a community within a DQMD. Thus, by placing my research with children in an ever-evolving community Forest School project (with which I am engaged) I might capture an 'ethic of sustainability' as it emerges. In short, my methods will involve art-making with children and an exhibition of their art, presenting this as a story of the creation of an ethic of sustainability as told by children, to their wider community who will be invited to respond to what they see, feel, and sense. I may well then draw upon the emerging community ethic as a way of questioning the UK Early Years Curriculum, suggesting ways that it should be adapted in response to my research findings.



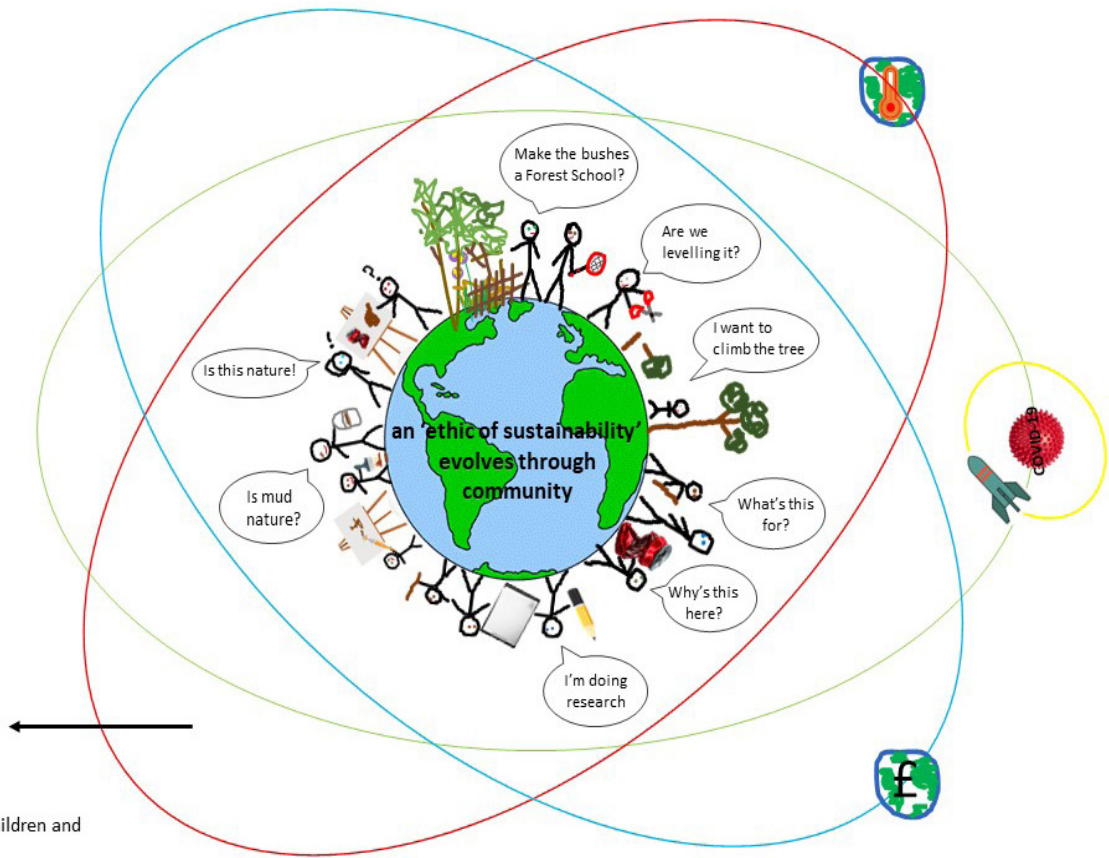
Early Years Education and Care

How does the UK Early Years curriculum respond to one community in the SE of England's 'ethic of sustainability'?

Final stage of Analysis



A creation story as told through the art of children and perceived by adults.



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Dean, D. (2019) 'Violent authenticity: the politics of objects and images in *Ishiguro*'. *Textual Practice*, DOI: 10.1080/0950236X.2019.1651762

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Leaney, S. & **Webb, R.** (2020) '[Representation as Politics: the possibilities of a feminist ethic in ethnographic research](#)', *Ethnography and Education*.

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Østergaard, J. and **Thomson, R.** (2020) 'Thinking through cases: articulating variable and narrative logics on a longitudinal analysis of drug use and school drop out'. *International Journal of Social Research Methodology*, 23 (4). pp. 423-436.

Parsons, S., **Yuill, N.**, Good, J., & Brosnan, M. (2020). 'Whose agenda? Who knows best? Whose voice? 'Co-creating a technology research roadmap with autism stakeholders'. *Disability & Society*, 35(2), 201-234.

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Verver, S. H., Vervloed, M. P., **Yuill, N.**, & Steenbergen, B. (2019) 'Playful learning with sound augmented toys: comparing children with and without visual impairment'. *Journal of Computer Assisted Learning*. pp. 1-13.

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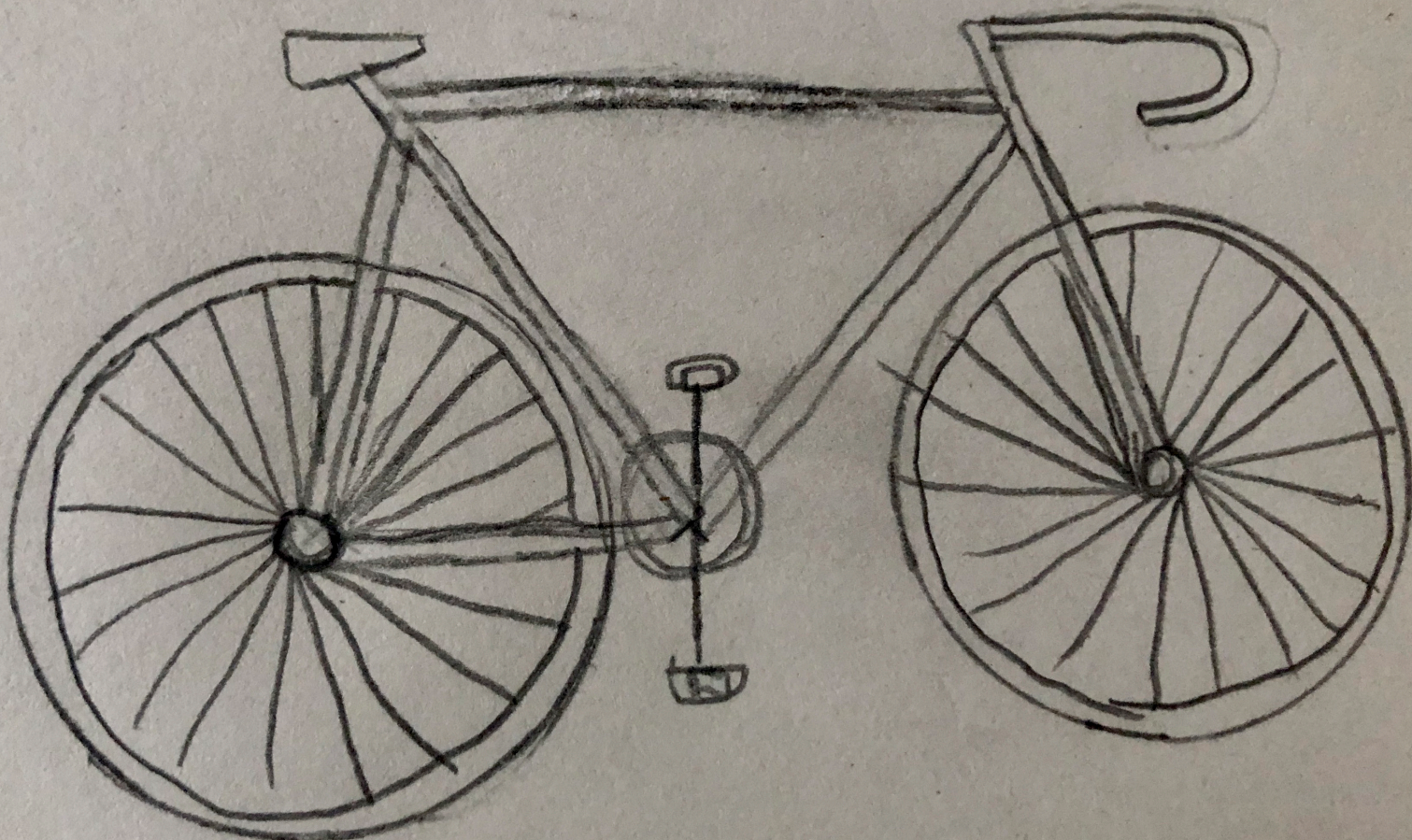
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'**Socially distant bike rides**' by Jack Hickle, aged 9, from Brighton. Jack said:

"When I look out my window I miss going to school and seeing my friends.

My bike has been important to me because riding my bike is a way to get out of the house and see my friends for socially distant bike ride play dates"



CIRCY people

- **Robin Banerjee** (Psychology, CIRCY Steering Group)
- Jamie Barnes (Sociology)
- **Hester Barron** (History, CIRCY Steering Group)
- **Saul Becker** (University of Sussex Provost, CIRCY Steering Group, Social Work and Social Care)
- Liam Berriman (Social Work and Social Care)
- **Janet Boddy** (Education, CIRCY Steering Group)
- Philip Bremner (Law)
- Jo Bridgeman (Law)
- Rachel Burr (Social Work and Social Care, Education)
- Marie Claire Burt Wolf (Development Studies)
- Tam Cane (Social Work and Social Care)
- Georgina Christou (Anthropology)
- Fiona Clements (Law)
- Jessica Louise Cotney (Psychology)
- Fiona Courage (Mass Observation Archive/Library)
- Jeri Damman (Social Work and Social Care)
- Gabrielle Daoust (International Relations)
- Richard Dickens (Economics)
- Helen Drew (Psychology)
- Owen Emmerson (History)
- Bobbie Farsides (Brighton and Sussex Medical School)
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LOCATION

The Centre for Innovation and Research in Childhood and Youth (CIRCY) is located within the School of Education and Social Work which is based in Essex House on the University of Sussex campus. The University is situated on a modern campus on the edge of the South Downs National Park near the lively seaside city of Brighton. London is one hour away by train, and there is easy access to Gatwick and Heathrow airports.

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