UNIVERSITY OF SUSSEX

Research & Innovation Services
Research Ethics Integrity & Governance

GUIDANCE FOR CONDUCTING RESEARCH WITH CHILDREN (including within educational settings)

OVERVIEW AND PURPOSE

This document is intended to provide guidance to researchers in relation to:

a. what procedures should be used to obtain consent for primary data collection from children and young people in educational settings, and
b. when it is appropriate and acceptable for researchers to use "opt-in" or "opt-out" guardian/carer consent (guardian/carer permission) procedures for primary data collection from children and young people in educational settings.

This guidance standardises the principles and expectations that University Research Ethics Committees apply when reviewing proposals involving primary data collection from children and young people in educational settings and is provided in addition to the University of Sussex Research Ethics Policy, Code of Practice for Research and the Research Governance Standard Operating Procedures.

SCOPE

Ethical research practice is situated in context, and therefore the most ethically appropriate course of action in any given study will depend on factors including the age of participants, the nature of the study, the expectations of the school, as well as cultural considerations. All researchers are expected to comply with the ethical code of conduct for their own relevant professional body (e.g., Association of Social Anthropologists (ASA), British Educational Research Association (BERA), The British Psychological Society (BPS). Researcher must also comply with the University Code of Practice for Research and any funder requirements. Beyond these general principles, the guidance contained in this document is relevant for:

- primary data collection which directly involves children and young people aged under 18 years in formal educational settings;
- consent/permissions for those with parental responsibility (guardians/carers); and
- research conducted in the UK
- research conducted internationally where you have additionally sought guidance and assurance that you are adhering to country-specific laws and regulatory requirements.

Scope and definitions

The term "**formal educational settings**" refers to settings in the UK that are required to be registered with Ofsted as providers of childcare on non-domestic premises, primary schools, and secondary schools, and comparable institutions in other countries. For simplicity, these are referred to as '**Schools**' in this document and any relevant attachments.

This Research Ethics and Integrity Sub-Committee (REISC) guidance makes a distinction between

- participant **consent or assent** – which must come from the child
- **consent for the child's participation** – which must come from the parent/carer/guardian
- **permission** from the School, i.e. from the Head Teacher.

The term "**Head Teacher**" is used to refer to people in comparable positions with different titles.

HRA definition of consent and assent[i]

"Consent" is a legally defined decision given by someone who is competent, who has been adequately informed (and has adequate understanding), and who is free from undue influence enabling them to make a voluntary decision. The person can provide consent themselves (provided they are competent). Otherwise, someone else who is empowered by law can provide it (e.g. a parent in the case of children). A child who is not capable of giving consent alone can still be involved in the decision-making process with others who are able in law, to provide consent.

"Assent" is difficult to define and is used in diverse ways, e.g. compliance by a child as young as three, through to the active agreement of a young teenager etc. Assent is agreement given by a child / young person, or others who are not legally empowered to give consent. It is important to provide children / young people with information that matches their capacity when seeking assent.

Researchers applying for ethics approval or sponsorship approval from the University of Sussex are expected to adhere to this guidance, or to make a reasoned case for using alternative procedures, while taking account of factors with implications for the application of this guidance, including trans-national/local cultural contexts, ages of children/young people involved, and the nature of the research.

This guidance applies to all **researchers** undertaking research on behalf of the University including:

- Senior managers, officers, and directors, academic staff;
- Employees (whether permanent, fixed-term, temporary, or casual);
- Contract, seconded, and agency staff;
- Volunteers, apprentices, and interns;
- Others associated with (i.e. performing services for or on behalf of) the University (for example, agents and consultants); and
- Students

Opt-in guardian/carer consent

The Research Ethics and Integrity Sub-Committee (REISC) default position for research involving primary data collection from participants aged under 18 years in schools is that "**opt-in**" guardian/carer consent should be obtained, alongside assent/consent from the child.

"Opt-in" guardian/carer permission must be obtained if a child's participation:

(a) is likely to entail a risk of distress or discomfort (however moderate or transient);
(b) is sufficiently burdensome and/or intrusive that children are likely to need assistance from guardians/carers in deciding whether to take part; or
(c) is possible to be a cause of concern to guardians/carers

However, recognising that this is not appropriate in all circumstances, opt-in guardian/carer permission is expected, unless researchers can **justify** using alternative procedures. Regardless of the procedure used, all research applications must address procedures for obtaining consent from both guardians/carers *and* children and young people.

Situations in which "opt-out" guardian/carer procedures may be permissible include:

- group testing/data collection on topics included on the standard school curriculum where individual participant data is not collected,
- usual school activities or class observation (such as that undertaken in the course of teachers' continuing professional development or similar), where individual participant data is not collected.

The University may approve the use of "opt-out" guardian/carer permission if:

- the Head Teacher must provide written confirmation that they have been fully informed about the research, have reviewed all materials/ questions/ anticipated topics to be used/covered, and confirms that these do not raise significant concerns about anticipated risks;
- this confirmation from the school is conveyed to students and guardians/carers on information sheets and consent/permission forms; and
- the information sheet for guardians/carers meets the criteria detailed in this guidance document.

Although the University is not in a position to direct individual schools' policies and practices, if the Research Ethics Committee (F-REC) concludes that "opt-in" guardian/carer permission should be obtained, then this approach should be used, even if schools express a preference for use of "opt-out" procedures. Whilst some schools (such as boarding schools) may act in *loco parentis*, the researcher should ensure that they understand the limits of such responsibilities and be aware that the Research Ethics Committee may consider parental consent necessary.
In all cases, school-children must be aware that data collected for the purpose of research will in no way impact on their grades.

If researchers are unsure as to whether "opt-out" guardian/carer permission procedures may be permissible, then they should contact the Chair of the relevant Research Ethics Committee (F-REC) or the Senior Research Integrity Officer prior to submitting their application for ethics approval.

Process of obtaining Informed Consent - Guardians/Carers

Parents/carers/guardians (and/or others with parental responsibility such as social workers on behalf of their local authority) should be provided with:

- Participant Information Sheet for adults - with a sufficiently detailed description of the study
- Participant Information Sheet for children
- Consent form for guardian/carer
- Consent/Assent form for children
- sufficient time to consider whether they want the child to take part
- clear and straightforward means for communicating with researchers in case of questions
- clear and straightforward means for communicating whether they consent for their child to be invited take part in the study (opt-in) or for the child *not* to take part (opt-out).
- Researchers must confirm that the procedures they propose to use for communication with guardians/carers are appropriate and acceptable for the school and are in line with standard means of communication used by the School and are GDPR-compliant.

Templates for adult information sheets and consent forms are available on the research governance webpages www.sussex.ac.uk/staff/research/governance/apply. Suggested templates and formats for children are also available but these are not prescriptive, and care should be given to ensure information is provided in an age-appropriate and capacity-appropriate way.
Due care should also be given to accommodate different cultural practices and contexts, and the researcher should describe and evidence this in their ethics application.
Suggested formats for children and young people's consent documentation are also available from the NHS/HRA. https://www.hra-decisiontools.org.uk/consent/examples.html.

Process of obtaining Informed Consent and ensuring children's ongoing informed consent.

Following initial agreement from the School Head Teacher to participate in the research, the School should provide parents/guardians with the information sheet and consent documentation.
The School should manage the administration of documenting consent from parents and guardians and share the signed consent sheets with researchers prior to the start of data collection. School staff and researchers should arrange a session with the children to explain the research project and to obtain consent/assent from the children.
Children should be asked to give initial consent/assent at the outset of the research and continued informed consent/assent throughout the research activities, in all but exceptional circumstances. Children should be encouraged to discuss their participation with their carer. To give informed consent, children must be provided with information that is:

- sufficiently detailed in terms of its description of proposed methods; and
- presented in terms that are appropriate for their age and level of understanding.

Depending on reading ability, the researcher may need to read the information sheet to or with the child, after which the child can respond verbally to the assent points.
When working with young children, consideration should be given to how continued consent monitored throughout the study. Children must be given:

- information about how to obtain independent help/advice related to making a decision about participation from people other than the researchers (e.g., from guardians/carers/teachers);
- sufficient time to make their own decision about participation; and
- clear means for communicating a desire not to take part or to withdraw from the research at any time (researchers should give examples of how this will be done).

Researchers must also identify signs that may indicate a child's unspoken desire to withdraw, such as non-engagement and changes in mood or body language, and explain how they will respond if children show signs of discomfort or reluctance to continue. If researchers do not usually work with children, advice should be taken about the expectations of those that they will be working with. If children have intellectual disabilities or impaired cognitive abilities, then it is important to be flexible and to devise ways of interacting that are appropriate to them to avoid the possibility of causing distress.

Age of children and consent

Under UK law, a person legally becomes an adult at the age of 18 years, however the Mental Capacity Act defines 'adult' as a person aged 16 years and older. If a child or young person has the capacity to consent/assent, they should be given the opportunity to do so, alongside parent/guardian consent.

Gillick competency [ii] is used by medical professionals to assess a child's capacity to consent to medical research or treatment. For any health-related research, researchers should be suitably qualified and trained in assessing capacity to consent. The principles of Gillick Competence are sometimes used in other settings (such as non-medical research). Where a child is considered to have capacity to consent, parent/guardian consent should also be obtained, particularly for sensitive research or research considered to be High Risk (unless an ethical justification is made and approved by the ethics committee).

Informed consent must always be obtained from those aged 16 years or older unless they are unable to consent for themselves. Parent/guardian consent should be obtained for young people aged 16+ in a School setting, unless the researcher argues the case that it is not appropriate for their particular research project and the F-REC approves as part of the application. Researchers should plan for a scenario in which parent and child consent differ.
For context, in England and Wales, the law allows a young person of 16 or 17 to consent to take part in research for themselves. However, parents can also consent for their children until they are aged 18. In Scotland, 16 year olds are deemed to have full legal capacity to consent for themselves.
Minors under the age of 18 have a legal right to safeguarding. While a researcher may gain the consent of a 16-year-old, safeguarding duties for persons under the age of 18 apply.

When conducting research involving children internationally, researchers should evidence adherence to local law relating to age of majority for children in that country.

Limits to Confidentiality – Duty of Care

Researchers will seek to respect participant confidentiality balanced with their duty of care as a professional bound by the ethical codes of their discipline and the current University of Sussex safeguarding guidance[iii].
In some instances, there will be legal requirements relating to specific legislation that can require individuals to hand over information to a public authority in defined circumstances, such as criminal disclosures involving harm to self or others or safeguarding concerns. Researchers should inform themselves or seek assistance in understanding what the implications may be, if working in areas that may lead to criminal or safeguarding disclosures that require breaking confidentiality to protect those who might be at risk of harm.

- As part of the consent process, researchers must inform participants and their guardians/carers, the circumstances that may lead to confidentiality being broken. Plans should be made so that researchers have support if faced with making decisions of this nature.
- Individual researchers should not have to make the decision to breach confidentiality on their own – systems should include provision for the researcher to consult a responsible person such as a Safeguarding Lead, Head Teacher, supervisor, project director, or another experienced researcher (and, if necessary, to make contact outside office hours). Contemporaneous notes on the circumstances and decision-making should be recorded and stored confidentially.
- Researchers should also familiarise themselves with, and adhere to, the School's safeguarding policies.

LEGISLATION AND GOOD PRACTICE – Reading List.

Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People: A Practical Handbook*, London: Sage

Boddy, J. & Oliver, C. (2010) *Research governance in children's services: the scope for new advice (Research report DFE-RR072). London:* Institute of Education, University of London. *available at:* http://dera.ioe.ac.uk/1946/

Association of Social Anthropologists of the UK and Commonwealth, 'Ethical Guidelines for Good Research Practice' (1999), https://www.theasa.org/downloads/ethics/Ethical_guidelines.pdf

British Educational Research Association, 'Ethical Guidelines for Educational Research' (2018) https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online

British Sociological Association, 'Statement of Ethical Practice' (2017) https://www.britsoc.co.uk/media/24310/bsa_statement_of_ethical_practice.pdf

British Psychological Society, 'Code of Ethics and Conduct' (2018) https://www.bps.org.uk/guideline/code-ethics-and-conduct
https://www.bps.org.uk/guideline/bps-code-human-research-ethics

British Psychological Society, 'Practice Guidelines (2017) https://explore.bps.org.uk/content/report-guideline/bpsrep.2017.inf115 (DOI: https://doi.org/10.53841/bpsrep.2017.inf115)

Review / Contacts / References	
Document:	This guidance document replaces the "Guidance for obtaining consent for research with child participants in schools" document v0.2: 01/10/2018
Date approved:	
Approving body:	Research Ethics and Integrity Sub-Committee (REISC) (rgoffice@sussex.ac.uk)
Last review date:	15/05/2025
Revision history:	v0.1: 24/10/2014 - N/A v0.2: 01/10/2018 - Reviewed and updated to reflect changes to data legislation and enhancements for increased clarity v0.3: July 2025 – Reviewed and updated in 2025
Next review date:	May 2027
Related internal policies, procedures, guidance:	Code of Practice for Research Research Governance Standard Operating Procedures
Lead contact / author:	Research Ethics Integrity & Governance Team (rgoffice@sussex.ac.uk)

[i] https://www.hra-decisiontools.org.uk/consent/principles-children.html
[ii] Gillick competence and Fraser guidelines | NSPCC Learning
[iii] https://www.sussex.ac.uk/safeguarding/

UNIVERSITY OF SUSSEX

PARTICIPANT INFORMATION SHEET FOR CHILDREN AGE 5 – 10 years

Study title **The title should be simple and self-explanatory to a child. **

Consider using photos, images or illustrations throughout the document to help engage with potential participants. Consult with the school or host organisation when preparing participant-facing material, to include what works well for the target audience

Who are you and where are you from?

Introduce yourself (consider including a photo)

Why is this project being done?

Explain 1) what research is and 2) what the project is about. What do we want to learn?

Explain what research is and explain the research question in simple terms

Suggested text:

"Research is a careful way to find out new facts, fix a problem or find the answer to a question.
You are being asked to take part in this research project. We will tell you about the project and you can think about it and let us know if you would like to take part. If you have any questions, please ask!

This project is about…"

Why have I been asked to take part?

You should explain how and why the child is being asked to take part and who else is being asked to take part. Explain that the parent or carer will also be asked to take part

Do I have to take part?

**You should explain that taking part in the research is entirely voluntary. For example, you could say: -

Suggested text: 'No, you do not have to take part, you can make up your own mind. If you agree to take part, we tell you about the project and ask you to read this sheet. We will ask you to sign your name to show you agree to take part. We will ask you to tell us that you agree to take part If you change your mind you can say 'no' later, *just tell a grown-up***

If your study involves the recruitment of pupils in a school setting you must explain that by choosing to either take part or not take part in the study will have no impact on their marks, assessments or future studies.

What will happen to me if I take part?

You should explain your methods of data collection, including what the child will be asked to do and how much time will be involved, when this will happen, will there be numerous visits etc. Explain if there will be any compensation for taking part (a gift etc)

What else might happen?

You should describe any disadvantages or 'costs' involved in taking part in the study, including the time involved, if there be any difficult questions etc.

Will the research help me?

You should outline any direct benefits for the individual and any other beneficial outcomes of the study, including furthering our understanding of the topic.

Will my information be kept private? Who will know about me taking part?

Explain WHO will have access to data, WHAT data will be anonymised/identifiable, HOW LONG you will keep the data, WHERE data will be stored. Consider whether safeguarding information should be provided.

Suggested text: "Only the people in the research team/me, the researcher will know you are taking part. I will not use your name or address when I am writing about the project. Instead I will use a number/code name/pretend name. I will keep your information safe in a locked cupboard /on a university computer with a password for X length of time. I will follow all the rules of my university and the law. If you tell me something that makes me worried about you or

someone else, then I will need to tell the teacher or a person in charge."

What should I do if I want to take part?

Explain exactly how the participant should provide their consent to participate in the study.

What will happen to the results of the research study?

**You should tell the individual what will happen to the results of the research. Will they be used in your dissertation or thesis? For what degree? Will they be published? How can they obtain a copy of the published research? How long will any data be retained after collection?
[If not defined by the funder or other relevant stakeholder, the University's Records Management Policy and Master Records Retention Schedule should be used for reference.] **

Suggested text: "I/We will write a report about the project and this might appear in scientific magazines or journals or scientific books. We might show the information to other researchers in presentations so they can learn about the research. It might help us to think of new ways that we can XYZ.
As applicable – I am a student at the University of Sussex and the results of the research project is part of my learning and will be used for my exams."

Who is organising and paying for the research?

You should explain that you are conducting the research as a student or member of staff at **University of Sussex and also provide the name of your School. You should also state the organisation that is funding the research (e.g. Economic and Social Research Council, Nuffield Foundation, Wellcome Trust, etc) if appropriate.**

Suggested text: This project is set up by the University of Sussex – Faculty/School/Dept and '**' funder is paying to do the research.

Who else has checked the project is ok to do?

**Suggested text: "A group of people at the university have checked that the project is safe and fair to do. If anything goes wrong, we will help to fix any problems. You can tell a trusted grown-up if you have any questions or worries. We have insurance in place in case anything goes wrong."

How can I find out more about this study?

Suggested text: "You can talk to your mum/dad/grown-up and the researcher to find out more about the project and ask any questions.

Thank you!

Thank you for taking time to learn about this research project.

Date

The information sheet should be dated. Include the title, version number and date AND ethics reference in the footer of this document

UNIVERSITY OF SUSSEX

PARTICIPANT INFORMATION SHEET FOR YOUNG PEOPLE AGE 11 – 15 years

Study title **The title should be simple and self-explanatory to a young person.[1]**

Consider using images or illustrations to better engage with the reader and ensure that the language used is age appropriate.

INVITATION PARAGRAPH

This should explain that the individual is being asked to take part in a research study. The following is an example of how this may be phrased:

Suggested text: *'You are being invited to take part in a research study. You can decide if you want to take part or not. We will explain why the research is being done and what we will ask you to do. Please take time to read this information carefully. You may wish to talk to your parent/carer or ask more questions before you decide* to take part.'

Why is this project being done?

Explain the background and the aim of the study in lay terms. You should say how long the study will run and outline the overall design of the study.

Suggested text: 'This project is about…'

Why have I been asked to take part?

You should explain how and why the young person is being asked to take part, who else is being asked to take part and how many in total. Explain that the parent or carer will also be asked to take agree to the young person taking part

Do I have to take part?

**You should explain that taking part in the research is entirely voluntary. For example, you could say: -

Suggested text: 'It is up to you to decide if you want to take part. If you do want to take part, you will be given this information sheet to keep and be asked to sign an assent form. Your parent or carer will also be asked to give their permission by signing a consent form. If you both decide to take part, you are still free to withdraw at any time

and without giving a reason. If you want us to take out your information, please let us know by "X Date/timeframe".

If your study involves the recruitment of pupils in a school setting you must explain that by choosing to either take part or not take part in the study will have no impact on their marks, assessments or future studies.

What will happen to me if I take part?

You should explain your methods of data collection, including what the young person will be asked to do and how much time will be involved, when this will happen, will there be numerous visits etc. Explain if there will be any compensation for taking part (a gift card etc)

What are the possible disadvantages of taking part?

You should describe any disadvantages or 'costs' involved in taking part in the study, including the time involved, if there be any difficult questions, sensitive topics etc.

What are the possible benefits for me of taking part?

You should outline any/if any direct benefits for the individual and any other beneficial outcomes of the study, including furthering our understanding of the topic.

Will my information be kept confidential?

Suggested text points: "WHO will have access to data, WHAT personal data will be collected and HOW. Personal information, such as consent forms will be stored separately from research information. Research information will be stored in pseudo-anonymised format, e.g. 'researchers will replace any information that could identify you with a code name or number'. HOW LONG you will keep the data, WHERE data will be stored (ie. secure University of Sussex computer systems). In the final reports, all your information will be anonymised, so no one will be able to identify you. SAFEGUARDING: If you tell me something that makes me worried about you or someone else, then this may need to be shared with people who can help. If you want to know more about how the University of Sussex uses your information, you can visit the website.

What should I do if I want to take part?

Explain exactly how the participant should provide their assent to participate in the study.

What will happen to the results of the research study?

**You should tell the young person what will happen to the results of the research. Will they be used in your dissertation or thesis? For what degree? Will they be published and presented at conferences? How can they obtain a copy of the results or the published research? How long will any data be retained after collection?

[If not defined by the funder or other relevant stakeholder, the University's Records Management Policy and Master Records Retention Schedule should be used for reference.] **

Suggested text: "I/We will write a report about the project and this might appear in scientific or journals or scientific books. I/We might present the information to other researchers at conferences so they can learn about the research. The research may be used to help people decide on policy changes or to improve services.
As applicable – I am a student at the University of Sussex and the results of the research project will form part of my thesis/dissertation for my Master/PhD degree."

Who is organising and paying for the research?

You should explain that you are conducting the research as a student or member of staff at **University of Sussex and also provide the name of your School. You should also state the organisation that is funding the research (e.g. Economic and Social Research Council, Nuffield Foundation, Wellcome Trust, etc) if applicable.**

Who has approved this study?

The research has been reviewed and approved by the [University of Sussex Business School F-REC / Faculty of Social Sciences F-REC / Media, Arts and Humanities F-REC / SEM F-REC: Science, Engineering and Technology] to ensure it is fair and ethical - [or for taught students] through the Faculty of [*insert your Faculty name here*] ethics review process. The ethical review number of the study is (e.g. 2025-XXX)**

If you have any questions about the project

If you have any concerns about this project please talk to your parent or carer or teacher or the researcher:
Add your name and UoS email
You may also contact my supervisor - Dr/Prof name and UoS email
or the Chair of the
University of Sussex Business School F-REC (frec-usbs@sussex.ac.uk)
Faculty of Social Sciences F-REC (frec-ss@sussex.ac.uk)
Media, Arts and Humanities F-REC (frec-mah@sussex.ac.uk)
SEM F-REC: Science, Engineering and Technology (frecsemset@sussex.ac.uk)

Insurance

The University of Sussex has insurance in place to cover its responsibilities for this research.

Thank you

Thank you for taking time to read the information sheet and thinking about taking part.

Date

The information sheet should be dated. The title, version number and date should also feature in the footer of this document

UNIVERSITY OF SUSSEX

ASSENT FORM FOR CHILDREN (AGE 5-10 years)

Title of Project: **<Insert Title>**
Name of Researcher and School: **<Insert Name and Dept>**
C-REC Ref no: **<Insert ER no.>**

Researcher guidance – suggested points - please amend/delete consent points as appropriate **Please tick box 'Yes' if you agree or 'No' if you don't agree**		
Have we explained what will happen well enough?	☐ YES	☐ NO
I agree to talk to the researcher and answer questions	☐ YES	☐ NO
I agree to being recorded by the researcher	☐ YES	☐ NO
I agree to take part in the workshop	☐ YES	☐ NO
I agree that the researcher can sit with me and look at what I'm doing	☐ YES	☐ NO
I agree to share my pictures and drawings with the researcher	☐ YES	☐ NO
I understand my information will be kept private	☐ YES	☐ NO
I understand that if I tell a researcher that I, or someone I know, needs help, that the researcher will talk to me about this and may have to tell another grown-up.	☐ YES	☐ NO
I understand I can stop taking part at any time, I just need to tell an adult. No one will mind.	☐ YES	☐ NO
I know who to ask if I have any questions.	☐ YES	☐ NO

I want to take part in the project	☐ **YES**	☐ **NO**

Child Name:	
Signature	
Date:	

Researcher Name:	
Researcher Signature	
Date:	

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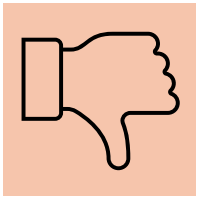
ASSENT FORM FOR YOUNG PEOPLE AGE 11 – 15 years

Title of Project: <Insert Title>
Name of Researcher and School: <Insert Name and Dept>
C-REC Ref no: <Insert ER no.>

Please tick the box if you agree *Researcher – please amend/delete/add to suggested points below, as applicable*		
I agree to talk to the researcher and answer questions I agree to being (audio/video-) recorded by the researcher I agree to being (audio/video-) recorded by the researcher using Teams or Zoom I agree to take part in a workshop/group discussion with other people I agree that the researcher can observe me during class I agree to share my pictures and drawings with the researcher	☐ **YES**	☐ **NO**
I understand that I will be given a copy of the [XYZ] to approve before being included in the write-up of the research.	☐ **YES**	☐ **NO**
I agree to have my name included in the research	☐ **YES**	☐ **NO**
I understand that my School will be named in the research	☐ **YES**	☐ **NO**

I understand that the name of my town will be included in the research	☐ YES	☐ NO
[Focus Groups/Workshops] I understand that if I am in a group discussion with other people, it is not always possible to keep my information private.	☐ YES	☐ NO
I understand what the project is about. I have read the information sheet, or someone has read it with me. I know I can ask questions at any time.	☐ YES	☐ NO
I understand my information will be kept private and nothing I say will link to me in the research reports written by the researcher.	☐ YES	☐ NO
I understand that my personal information will be managed carefully in line with Data Protection laws and University of Sussex policies.	☐ YES	☐ NO
I understand that if I tell a researcher that I, or someone I know, is at risk of harm, that the researcher will talk to me about this and may have to ask the relevant authority to help.	☐ YES	☐ NO
I understand I can stop taking part at any time, and no one will mind. If I want my information to be removed, I understand I can ask the researcher up until X DATE.	☐ YES	☐ NO
I agree to take part in this University of Sussex project	☐ YES	☐ NO

Name:	
Signature	
Date:	

Researcher Name:	

Researcher Signature	
Date:	

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