

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Carys Evans			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Faculty/School/Centre:	University of Wales Trinity Saint David
Campus:	Swansea
E-mail address:	2004241@student.uwtsd.ac.uk
Contact Telephone Number:	
For students:	
Student Number:	2004241
Programme of Study:	Early Years Education and Care
Director of Studies/Supervisor:	Jessica Pitman

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☒	NO	☐
					Date
If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in)		☒	Jessica Pitman	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
BERA Ethical Guidelines for Educational Research 2018	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	☐	NO	☐
Are you in receipt of a KESS scholarship?		YES	☐	NO	☐
Is your research externally funded		YES	☐	NO	☐
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not	YES	☐	NO	☐

	need to be answered.				
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☒

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	Reading for language, social and emotional development.		
Proposed start date:	01 October 2021	Proposed end date:	21 October 2021
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			
Purpose of Research Activity Bagret.B (1993) and Cullinan. B (1993) highlight that reading from a young age is important for stimulating a child's imagination, Reading can also develop a child's language and listening skills. Evidence shows that children who can read will have a better understanding of schooling and be more empathetic as they get older (Reese, E., Suggate, S. 2012). Cremin et al (2014) states that children will gain more confidence in communicating once their reading skills have developed. After researching how reading from a young age develops a child's language, social and emotional growth I propose conducting an observation of reviewing children who read often and children who do not's level of understanding, children's language skills and their social and emotional growth in a setting where children feel relaxed and comfortable identifying photographs and matching with vocabulary. (this box should expand as you type)			
Research Question Does reading from a young age affect a child's language, social and emotional development?			

(this box should expand as you type)

Aims of Research Activity

The aim of the research activity is to observe young children with their practitioners in a formal and informal environment during reading sessions to observe what language children can understand.

Converse with practitioners to understand children's abilities when reading a passage.

Converse with practitioners to understand children's knowledge of vocabulary.

(this box should expand as you type)

Objectives of Research Activity

To witness young children, partake in activities which test their knowledge and understanding of language.

Note observations and take recordings of the activities for a visual record.

Converse with the practitioners to discover their opinions on how reading affects a child's language development.

(this box should expand as you type)

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

Visits to the setting will be arranged to take into consideration with the parents and their children regarding consent to the study and other ethical issues outlined in BERA (2018). Prior to the study, consent forms containing information on what the study entails will be sent to parents, guardians and practitioners. Once the consent forms have been returned, the researcher will visit the setting regularly for the children to familiarise themselves with who the researcher is, this prevents them from shying away from the study and allows them to form a bond with the researcher building a level of trust between the children, researcher and practitioners. Children will be informed that any time they wish to withdraw from the study they can (BERA 2018).

Children between the ages of 4-5 will be split into groups with consideration of which children they are most comfortable around. This allows them to be as relaxed as possible, allowing them to reach their full potential during the study. The groups would try to be split equally into avid readers and those who read during school times only. Children will be asked to read a short book and will then be asked follow up questions about the book. The following week children will read the same book however this time the book will contain pictures and words. This time, as an alternative to having questions asked after they have read the book the children will identify pictures from the book to see if they can recall what happened in the story. This technique will show how much of a difference a picture book can make while a young child learns to read. Observations are important for practitioners to understand which children are above the level they should be, at the correct level they should be and those who are slightly behind. Observations will help the researcher to understand the children, what their interests are and what the child could need extra support with (Frankel, J., Hobart, C., 2002). One month after the first observations are complete the researcher will return to the setting and carry out the exact same study using the same

group of children; however, the books will be different. This will allow the researcher to observe whether the children have continued with their reading or still only read in a school setting. Each session will be recorded by the researcher with a small camera that the children will not notice, however they will be aware of it. The observations will also be written documents however, they will be stored in a secure setting when the study is not taking place. The researcher will return to the school setting every month for 4 months to observe whether reading has developed the children's language, social and emotional skills. The data collected from the study will be majorly qualitative data due to the data collected consisting of words and pictures from the children's memory and understanding. After a discussion with children, parents or guardians and practitioners a time scale for the observations to take place will be decided upon. This will be somewhere between 15-20 minutes, discussing timings with those who know the children's routines will prevent children from experiencing emotional distress and prevents overwhelming the practitioners who work in the setting (BERA, 2018). Choosing the correct time to observe is also crucial as it is important not to disrupt the children's routines causing further distress to the child and those around them (BERA, 2018).

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

The early years settings which are stated in Section E. All settings based in Carmarthenshire County.

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☐
	YES	☐

If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☐	☒
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here: (this box should expand as you type)	☐	☒

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	Children aged 4-5. Roughly 20-30 children. (this box should expand as you type)
Who will the participants be?	Children aged 4-5 (this box should expand as you type)
How will you identify the participants?	The settings have been chosen and agreed to participate in the research. The practitioners in the setting will help to choose the children who will be involved. (this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
<i>(this box should expand as you type)</i>			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes



No



Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:

There is a risk that with the researcher present children or practitioners will experience emotional distress. This is due to the disruption of routine (Sutherland, 2014).

Children or practitioners may experience discomfort knowing they are being filmed. Knowing that the research is taking notes could impact on their mental and physical health (Frankel, J., Hobart, C., 2002).

Notes and recordings taken could become misplaced and be published outside of the research team reputation (National Day Nurseries Association, no date).

The researcher may act in a way which is unfitting or improper in an early years setting which could cause upset to children and practitioners present.

(this box should expand as you type)

How will you mitigate the Risk to Participant

The researcher will work with the practitioners and children to agree on an observation time and the duration of the observation. Signs of children experiencing emotional distress shows sign that they wish to withdraw and that will be respected. As the researcher will be familiar with an early year's setting it is important that correct mannerisms are used not to disrupt the routine of the young children (Harcourt, D. Perry, B. and Waller, T. 2011).

Requests not to be filmed or observed will be respected. The camera will not be visible to those involved however the participants will know that the recording is being taken (BERA 2018).

Data recorded will be stored in a secure room when the researcher is not present. Research will also be stored on university computers which contain firewalls and password access only.

Before research commences the researcher must discuss with practitioners about leader policies and procedures. This will ensure that the researcher fits into the setting and how it is run. The researcher is an early years student therefore will be aware of behaviour in an early years practice.

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Risk to Investigator:	How will you mitigate the Risk to Investigator:
Any documents collected throughout the duration of the study could become lost which would be a breach of data potentially tarnishing their reputation (National Day Nurseries Association, no date).	The researcher will have the documents locked in a room which only they hold the key to. Data will also be stored on a passworded computer which will also be saved into a UWTSD account.
The researcher could be at risk of breaching safeguarding issues leading to potential risk or harm to a child (UKEssays, 2018).	The researcher will have been informed of rules and regulations in place prior to entering the settings. The researcher will also have a full disclosure DBS.
The researcher could witness something which leads them to believe the child is being neglected causing anxiety (SOVA, no date)	The letters of consent which will be released to parents, guardians and practitioners will state that the study is private and confidential, however if they feel that a child is at potential risk or harm they will report accordingly.
<i>(this box should expand as you type)</i>	<i>(this box should expand as you type)</i>

University/institutional risks

For example: adverse publicity, financial loss, data protection

Risk to University:	How will you mitigate the Risk to University:
The researcher must keep documents confidential. Exposure of documents could lead to prosecution on student and potential harm to the University (National Day Nurseries Association, no date).	The documents will be secured in a locked room. All electronic files will be stored away on a UWTSD file on a passworded laptop. <i>(this box should expand as you type)</i>
<i>(this box should expand as you type)</i>	

Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What de-briefing and feedback will be provided to participants, how will this be done and when?

Reports shared from the research will be shared with those who participated. Staff, parents and guardians will be welcomed to a meeting to discuss what information was found and will have the opportunity to ask questions or obtain further information.

(this box should expand as you type)

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.

Parents or guardians and practitioners will receive letters of consent which they will have to sign. The letter includes what research is being conducted, what methods, time allocations and data protection. Included in the letter will be a date for a question-and-answer session for those parents and guardians to attend. The letter of consent requires a signature from parents or guardians and practitioners showing there is understanding of the research which will take place. Each letter contains the information on participants rights to withdrawal (BERA 2018)

No personal data will be collected which will also be stated in thus letter (NSPCC learning (2020).

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

The setting in which the research will take place will not be named in the research. The setting will not be identifiable. Recordings of research will not be published. Material will be confidential. Names of children and practitioners will be kept confidential. False names will be given to remain anonymous if any research is published (BERA 2018).

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	X	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
Recordings could be used to identify originals <i>(this box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	X
If YES, provide a description of the special category data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☒	☐
University computers?	☒	☐
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
"Cloud" storage or websites?	☐	☒

Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
All data stored will be on a passworded and firewalled computer. Children will be given false names in order to hide their identity.		
<i>(this box should expand as you type)</i>		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
<i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
The researcher- Carys Evans The professor-Jessica Pitman		
<i>(this box should expand as you type)</i>		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
The researcher- Carys Evans The professor-Jessica Pitman		
<i>(this box should expand as you type)</i>		
Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
Stored for up to three years on a University computer which will be passworded and have a firewall. There will also be virus protection. Any data stored will be deleted after three years		

(this box should expand as you type)

Please indicate if your data will be stored in the UWTSD Research Data Repository (see <https://researchdata.uwtsd.ac.uk/>). If so please explain. *(Most relevant to academic staff)*

(this box should expand as you type)

Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:	Carys Evans	Date: 23/10/2021
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For STUDENT Submissions:

Director of Studies/Supervisor:	Jessica Pitman	Date: 23/10/2021
Signature:		

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
<http://www.uwtsd.ac.uk/academic-office/>

Bagret, B. Cullinan, B., (1993) *Helping Your Child Learn to Read*. Diane Publishing.

British Educational Research Association [BERA] (2018) Ethical Guidelines for Educational Research, fourth edition, London. <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018> (Accessed 14 October)

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Collier, E. (2019) *Why is Reading so Important for Children*. Available at: <https://www.highspeedtraining.co.uk/hub/why-is-reading-important-for-children/> (Accessed 14 October 2021)

Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, K., (2014) *Building communities of engaged readers*. Taylor and Francis.

Frankel, J., Hobart, C., (2002) *A Practical Guide to childcare and Educational Placements*. Cheltenham.

Harcourt, D. Perry, B. and Waller, T. (2011) *Researching Young Children's Perspectives: Debating Ethics and Dilemma of Educational Research with children*. London: Routledge.

Horst, J.S. Houston-Price, C., (2016) *An Open Book: What and How Young Children Learn from Picture and Story books*.
http://docspecialeducation.weebly.com/uploads/2/1/8/6/21866818/ppvt4_brochure.pdf
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John, A. (2013) *More Scientific Evidence That Reading is Good for You*. Available at: <https://www.theatlantic.com/national/archive/2013/07/more-evidence-reading-good-you/313575/> (Accessed 14 October 2021)

Lambert, M.D, (2015) *Reading Picture Books with Children: How to Shake Up Storytime and Get Kids Talking about what they see*. Charlesbridge.

Lysaker, J.T (2019) *Before Words: Wordless picture nooks and the development of reading in young children*. (Accessed 14 October 2021)

National Day Nurseries Association (no date) *General Data Protection Regulation (GDPR) for nurseries*. Available at: https://www.ndna.org.uk/NDNA/Need_to_know/UK_Knowledge_Hub/GDPR_nurseries.aspx accessed 15 October)

NSPCC learning (2020) *Research with children: ethics, safety and avoiding harm*. Available at: <https://learning.nspcc.org.uk/research-resources/briefings/research-with-children-ethics-safety-avoiding-harm#article-top> (Accessed 14 October)

Reese, E. Suggate, S., (2012) *Contemporary Dates in Childhood Education and Development*. London: Routledge.

SOVA (no date) *Skills for Care Endorsed Training from Protrainings*. Available at: <https://www.prosafeguarding.co.uk/training/video/barriers-to-reporting-abuse> (Accessed 15 October 2021)

Sutherland, A. (2014) *How Instability Affects Kids*. Available at: <https://ifstudies.org/blog/how-instability-affects-kids> (Accessed: 14 October 2021).

The University of Melbourne (no date) *Reading to Young Children: A Head-Start in Life*. Available at: <https://www.education.vic.gov.au/documents/about/research/readtoyoungchild.pdf> (Accessed: 14 October 2021).

UKEssays (2018) *Child Protection Investigation Units Children And Young People Essay*. [online]. Available at: <https://www.ukessays.com/essays/young-people/child-protection-investigation-units-children-and-young-people-essay.php?vref=1> (Accessed 15 October 2021).