Project Title: Safety in Schools: Exploring boys’ views About their own and girls’ safety.

Interview date, time, location: 25.11.2024, 10:50 -12:50, face-to-face.

Interviewer: I (“I”)

Interviewees: Participant 1 (“Owen”[[1]](#footnote-1)) Age: Year 10 boy

Participant 2 (“Theo”) Age: Year 10 boy

Participant 3 (“Ben”) Age: Year 10 boy

Participant 4 (“Sam”) Age: Year 10 boy

**INTRODUCTORY ACTIVITY**

NB: Introductory activity was not included in dataset.

I: OK, So what we're going to do then is we're going to start off. Oh, yeah, you keep those. That's fine. Actually, I'm going to put it that way so I can keep an eye on it. So we're going to start off with a warm up activity, which is going to involve using these post it notes. OK. So the first thing that I would like you to do and you've got a pen there is, I would like you on this colour post it note it's very, very tightly controlled, this activity, that one right, I would like you to write three things that describe your school and I would like you to put one thing on each post it note. OK.It can be like a word or a sentence, but I would like them to, each thing that you write to be on a different post it note OK.

P1: In general, like our school in general?

I: Yeah. And then on these post it notes, I would like you to write three things that describe being a year 10 boy. And again, I would like you to do one on each post it note, yeah?

P2: Honestly like because you have an assembly every Thursday, how would you say it's like the same…

P1: I don't know.

P2: Uniform?

P1: Sure. Uniform.

I: Like the same? Like routine?

P1: Routine, yeah, routine.

P2: All on one post-it note?

I: No, actually one on each post it note, no. Yeah. That's OK, don’t worry.

P2: Is it one word?

I: Yeah. One word, one word or a short sentence, whatever. However, whatever, you need to express what you want to say.

P1: Yeah. Well, I can tell you like, I can tell you so much about the school, but like, it's hard to do it, put it into three weeks.

I: It doesn't need to be a great work, so don't worry. Also, I'll probably ask you to if you can, if you want to explain it so you can just explain it afterwards anyway.

P1: Oh, what's the word? Naïve.

P3: What?

P1: How do you even spell that?

P2: NAIVE.

I: Yeah.

P3: What does it even mean?

P1: Like, like, unknowing? Kind of all, like, you go into situations kind of assuming that, you know, stuff but you don't really. Necessarily.

I: Once you finish, you can put them on each side under there.

P1: I’m trying to write stuff that’s different. I mean that’s not the same.

I: It doesn't have to be different. Don't worry.

P1: How do I describe that, like, they're kind of like, not, they don’t have a great connection with the kids, necessarily.

I: Like, oh, just put, teachers don't have a great connection with the kids. Is that what you meant? Teachers.

P1: Yeah, well just, in general, like a misunderstanding.

I: Yeah.

P1: I’m just going to put, don't get the kids.

I: Yeah, yeah, fine. OK. Are we ready? Put them here. And then we can see them.

P1: That sounds so wrong with the..(muffled)

I: Don't worry.

P3: I’ve put don’t always understand what children come from.

I: Yeah, good.

P3: They're like, yeah, right. Like, you’ll tell the teachers something and they just won't understand it at all.

I: OK, like?

P3: Like teachers can understand if you phrase it, but if you can’t property phrase it…

P1: It’s like, if say if you say to them like something like you did something wrong and you try to explain yourself and they're like, oh, well, I was once a 14-year-old too and then you're just like, well, you just, you still don't really get it.

I: I see, I see OK. OK. So we have got…routine. So I think you wrote that, didn't you? What do you mean by that then?

P2: It's the same thing every day. So same break time, same lunch time, same day for assembly. OK, so rarely ever a one off.

I: OK. Yeah. Yeah. So is that a good thing or a bad thing?

P2: It’s good and bad.

I: Uh, huh. Why is it good?

P2: It's good because it means I know what I'd be doing every day. It's also bad because then gets a bit boring.

I: A bit boring? Yeah. Does punctual what? What? Tell me more about that.

P1: They're sort of more, they're more strict on like, attendance than anything else. So even if you're not doing that much while you're attending, they're still, more harsh on actually being there than actually what you do there.

I: Oh, I see. I see. So like, yeah, kind of attendance and commitment. So I'm going to put that with routine because that's kind of similar sort of things like. Kind of showing up and getting on with it is important, I guess. OK. Strict on uniform who, does anyone want to tell me a bit about that, yeah.

P1: They are very strict on uniforms.

I: OK, so what kind of things?

P1: Like, we have to wear our blazer during the summer? You've all got your top buttons undone. Like they tell you to put them up but people always undo them and it really varies from teacher to teacher. Some are really care about uniform - like tuck your shirt, get your blazer and your jumper

P2: Like my science teachers for example,

P1: Or like maths teachers are like you have to wear your blazers, tuck your shirt in. But like some other teachers, it's like even if you've got your coat on, yeah, you're allowed to not have your blazer on or stuff like that.

P3: But other teachers are like, make sure you're not allowed to wear your coat in classrooms and stuff like

I: That um…do you like generally know what the? I don't know. I'm just wondering if it's a bit confusing. If you're not sure, like

P3: I don't get the point of it, like if they were in the same position as us, they wouldn’t want to be doing all these things.

P2: Yeah, it's horrible because it doesn't really affect our learning at all. Like me wearing a blazer doesn't make me learn better. Say for example you brought in like a hoodie or something that doesn't affect if you're going to do that or worse than school, it can do,

P1: I mean, it can do, but often for the better. Like oh, if you're, if you've got some like sensory issue or something and you want to wear a something you can't like, you can't cope in a blazer or…

P1: Yeah, comfort can be a massive part of learning and I just don't think they get that or care.

I: Ok, moving on. Naive. What is that? What do you mean by that?

P1: I mean like they sort of go into a situation assuming they really understand it and like, even though they don't necessarily get it, and I think they're kind of overconfident in the fact and their ability and they don't really understand, they can actually learn a lot from what the kids say. And…

I: OK, so do you think that kind of comes in with these ideas about the teachers not quite getting the kids?

P1: Yeah.

I: So that's like some of the ideas we were saying earlier about how they think that they understand what it's like to be 14 years old.

P1: Kind of on a bit of a high horse,

I: OK, and maybe don't always listen to you guys, do you think?

P1: Some teachers do it better than others? But often the teachers that do can't really do anything about it because they're teachers, not, that they're teachers, they're not in the high staff to make the big calls.

I: Yeah, I see what you mean. OK.

P3: Yeah, just like if we’ve got any issues, you can always go and go to someone.

I: Yeah. Good.

P3: Like they've got student support. And it's like, you can go there whenever you want. And you can go there, if you want and talk to someone there. And it's just helpful.

I: Yeah. Good. Good, good, good. OK. There are people around who can help and be supportive, brilliant. And finally the school values. What are the school values?

P1: I actually can't remember what they are…

P2/P3: Family. Ambition. Integrity. Respect. Yeah.

I: Oh, so it's FAIR. Yeah. Family, ambition,

P2/P3: integrity and respect.

I: Hmm. OK, what do you think about those?

P1: They don’t really stand for much like um, I think they're, I don't know how to describe what I mean, but we're expected to follow them, even if a teacher doesn't necessary respect or like us, if you know what I mean. It's quite one sided.

P2: And, yeah, I guess quite ironic.

I: Why do you think it's ironic?

P2: Well, if they're not respecting us and not showing respect then that’s not fair.

I: Yeah. Yeah.

P1: Like, they don't sometimes respect you. And then, like, you stand up for yourself or like, you'll retaliate by accident and say something to them and you'll get, like, an call or given a detention.

I: So it doesn't feel very two way?

P1: Yeah, if you if you disrespect the teacher, you'll get a C3 and you'll get punished. But if a teacher disrespects you, there's not that much you can do about it. Because you could go to another teacher, but it's likely just to get disregarded 'cause it's seen as not that big of a deal or whatever, 'cause it's just yeah…

I: OK, right. Three things that on the pink papers, three things that describe being a year ten boy.

P2: What are you saying?

P1: I put pressure, you put easy (laughs).

P2: Well, I don’t really do much.

P3: I don't know how to say it, but it's just like… over, they over do it if that makes sense. They're, like, I can’t like put into words, they're over.

P1: Like they expect more, they expect more than you necessarily can give.

I: You mean that like high expectation?

P3: Yeah, high expectations.

I: But maybe sometimes too high.

P3: Yeah.

I: OK. Thank you. So we've got, being at 10, boy is important. What do you mean?

P3: It’s like they always tell you, saying that this is gonna, like, start the future. And it's like, if you don't do well this year, you're gonna fail next year.

I: OK, so that kind of goes with this as well, doesn't it? That kind of idea? And maybe it also goes with pressure as well? Does it? Yeah. Is that what?

P3: That's what I kind of mean. And they just like really over work it, as in like, they like make it out like such a big deal. But then you meet so many people, it's like, they just tell you that all your GCSEs just don't matter in life. Yeah, like you only need to pass science if you want to do something in science. You only need to pass maths if you're gonna be like accountant or an engineer. You only need to pass English if you're gonna go into writing and stuff like that. It's like everything you learn just goes to waste.. So you’ve basically spent the first half of your life just wasting it.

I: Ok, I see what you mean.

P3: Rather than them trying to force you to do stuff when you want to do other stuff.

P1: It's also like, like social pressure. To kind of like fit in, I mean, I mean people say just like just don't, but it's not quite that easy if you know what I mean. There will always be pressure, but yeah, kind of I did mean it in both ways. Yeah, that's pressure to achieve.

I: Yeah.

P3: Or pressure not to fail.

I: Yeah.

P1: Like if you do fail, it's like teachers are very hard on you as in like, even if they do like really well on something, they won't be like, so pat on your back. But if you failed they’d be straight on you.

I: So you felt like those kind of failures are almost given more attention than actually some of the successes.

P1: Yeah, 100%

I: Maybe because they kind of expect you to succeed anyway. So when you do, they don't really recognise it, but actually that could be flipped. Yeah? OK. And so simple and easy, should we put those two together?

P2: Yeah.

I: What? What's easy then About being a year 10 boys?

[Muffled]

I: Back to the routine. You know exactly what you need to do, where you need to be, and maybe that links…

[muffled]

I: Yeah, well, maybe that links again to the idea. ..

P3: It’s like getting into a habit

I:…like being in the right place is more important. You know, attending and kind of keep up with everything. It's more important.

P3: That's why I'm like, they start you off and it’s really easy really easy. It's like when you actually do the work, it's like so much easier. It was like, oh, when I was like, year 7 to 9, I was in, like, the habit of, like, mucking about. But now I’m like doing work, but when I actually do the work, I find that it’s actually quite easy. Yeah, until they start bringing like new stuff, stuff like that.

I: Good. OK, so hopefully it'll get more challenging as you go through into year 10 and 11, but for now, it kind of feels manageable. And yet it's still makes you feel very tired.

P2: Yeah. Well, we have to wake up at like 7 o’clock so that’s not great.

I: Yeah. Yeah, it is. Yeah. And it's a long day as well at school. And being expected to go from each subject and kind of give 100% in each subject is tough. It's a lot.

P3: Even though we finish earlier than other schools, I’d much rather like start like first. Like, get into school for like 9/10 o'clock and like, not leave school until like 4. Four to five. Yeah, because then you get those extra like hours in the morning.

I: Yeah, I think that it suits her teenage timetable much better, doesn't it? Actually. Starting later.

P1: Yeah. It kind of like almost hurts to get up. Like you wake up and it's just like, gosh, it's like when you're in your [muffled], you think it's a brilliant idea. Yeah, you’ll just like get up. And school's over. It's like lockdown all over again. Yeah. But it's like, you could get all your work done by, like, 10:00, but it's like…Because then it's such a big difference, like finishing from like 3:30. Yeah, or 3:00 to like, finishing, like 2:50. It's just a big difference. It's a lot of information to take in while also sleep deprived. Yeah, yeah.

I: Yeah, and I suppose the reason why you finish early is 'cause. You don't have very long breaks during the day as well.

P3: Well, that's what we got told when we first joined this. That's what like students wanted.

P1: Like on paper, it sounds great, but when you actually do it, sort of it kind of time just runs by.

P3: Yeah, it does feel like often the school day feels quite short and that can be a good thing, but at the same time I get home and it's sort of like. Then I have a lot of homework to do 'cause we're expected to do a bit more at home because we have that extra time. So it kind of adds up to actually, yeah, probably having more work than you would if we had it a longer school day.

I: OK. What does this say? Alienating. Oh, OK, tell me About that.

P1: It's sort of, you're not really, it’s very different about to year 9. Quite different to year 11 because year 11, you've got your exams coming up. Year 10 is sort of that weird middle ground where there's, you can't really relate to any other year. Yeah, I kind of separated from everyone. Everyone else.

P2: Well, you know Year 9, it’s just like basically its irrelevant. But, I mean, this is, this is like, it's because of this is so relevant. And it's so different because no one really understands, kind of the amount, because this is when they kind of cram everything into it. All of the info that you need to do your GCSEs so it's sort of like a lot.

I: I see you mean, whereas by the time you get to 11 in year 11 you’re kind of really focused on the exams and doing the revision and everything.

P2: And this year feels like a sudden change.

I: Yeah. Yeah. And it's true that year nine feels really different, doesn't it to year 10. And maybe that's also why you're feeling that kind of pressure. OK, so competitive.

P1: Oh, so kind of, there's a lot of competitive, competition to kind of succeed. I mean, that's how the whole like grading system is structured. It is literally your result is based off what your peers get, so you get a higher result if your peers do worse than you, which is sort of a bit odd, but.

I: Yeah, it’s a bit of an odd system, isn’t it. Ok, I think I will take a picture of those actually and then I'm gonna give you on the next post its. How are we doing for time? Alright. Right. So the next one? Oh yeah, can you get those two there? Yeah. Remind me what I said with these, so on these ones, if you can write. Oh, yeah. On your yellow ones, if you can write three things, one on each, that contribute to safety in school for year 10 boys. And on the blue ones, three things that do not contribute to safety.

P3: What do you mean by contribute?

I: Anything that helps to make the school a safer environment for you as a year 10 boy. Does that makes sense?

P3: I can't think of any. What did you put?

P1: Teachers at break time.

P2: It’s not like at break time, they don't really do much.

P3: They stand there and drink coffee, then they like whistle at people.

P1: You see people like piling with all of each other. There's a couple of a people who like hanging out on the grass there, who sort of just, they just fit, they don't, they don't try to hurt each other. They just sort of do random stuff

P3: They’re just like play fighting.

P1: Yeah, yeah.

P3: But then you'll see him, like, jump on top of each other and then there'll be a teacher, like leisurely strolling towards him, who’ll be like, stop it, stop it. Stop it.

P1: Yeah and they tell you to like get to lessons as well….

P3: Yeah, they care more about us getting to lesson than they do about people literally like jumping on each other. It's kind of weird .

P2: Because I don't remember who it was, but they, like, came over and they started like blowing the whistle. And because the bell goes..

P1: I guess they do. Sounds really like 1984 but I’ve put surveillance.

P2: Oh yeah, cameras. At break time, people do help. Just not very much.

P4: I guess they’re still helping.

I: Now do the blue ones as well.

P3: What were the blue ones?

I: What things do not contribute to safety, so anything that maybe makes the school feel less safe.

P3: There's always stuff in between. Like I say, there's a fight or something they'd always look into that. Or say there's just people mucking about and someone gets hurt. They'll look into that. But, when people like, I don't know how to explain it, when people are being more reckless, they look into it. But there’s always, like all these, all these, little things that they ignore.

I: Yeah. OK. Yeah.

P3: But I don't know how to phrase it, you know?

I: I know.

P1: I know what you mean.

I: You could say, like, small things get overlooked. Maybe?

P3: Yeah.

P2: We have the drills, don't we?

P3: Oh, yeah. Like fire drills, but that's... I feel like we’ve not done a lockdown one, one of those for ages.

P4: I feel like a lockdown one, that feels like the most relevant one to do at school.

P3: Yeah, we haven't. We haven't.

P1: We haven’t done a fire one for ages. We normally get one every half term, but we’ve only had one this year, I don't know why…

P2: It’s probably better than nothing though. So guess it’s still contributing…

P1: Yeah.

P1: I put ignorance, but I can't really think of …

P4: That's a good one.

P3: But, like they only look at CCTV if something happens.

P1: Yeah, like lack of perspective, actually. I guess that's kind of ignorance.

P2: Carelessness. Like if they're strolling over to see people having a fight.

P4: I know, like if they're on duty today, they always just talk to each other, like on the astro, you get like this group of teachers and they just stand there talking to each other.

I: So maybe not as proactive as you would like?

P1: So, if like if there's a fight and it's pretty, if its pretty like, both people are sort of to blame, they're going to like, they'll punish the one who has the least blood in their face.

P3: Pretty much, yeah.

P4: Like, that was a fight like the other week. And it was like the person who started it is in trouble, but like the person who like did the damage, as in like there was only a couple of punches, that like the other person's face is all mashed up. It's like he's now been told off for like, even though it's self-defence in a way. But I don’t know how to phrase it. Can I put, teachers going away with the fairies?

I: Yes, you can. So we've got and we've kind of been talking about, so people watching you at break is something that can contribute to safety, and cameras and CCTV are both on there as well. OK, so there's that whole sense of kind of being, people kind of watching and…

P3: It feels like you’re getting watched all the time…

P1: There are a lot, there are like loads, of cameras. I can see one even here if you just look out that window, there is a camera right there.

P3: It's like in a way, it’s like positive and a negative in a way.

P1: And like there's one down there.

P4: And it's like, in a way, it’s sort of like a prison. Obviously you're not supposed to do anything bad because like even if you want to or you go to do it, it's like there's no way you can do it.

I: Yeah. Yeah,

P4: It's like, so, like, heavily guarded. Overdone. It's like they do give off like that prison vibe.

P1: It's their kind of their attitude towards it is a bit like if you’ve got nothing to hide, , you've got nothing to fear, but it's kind of like, it doesn’t quite compute. There’s stuff that I like, even if it's not against the school rules, I'd sort of rather they didn't hear. Or.

I: Yeah, yeah. You don't want to be watched all the time. OK, that's interesting as well, because we've got punishment as something that keeps us safe and then unequal punishment as something that, which I guess maybe those, kind of go together, do they unequal punishment and victim blaming? So, punishment can kind of both keep us… what is ‘teachers getting away with the fairies’? Is that like also to do with kind of teachers misinterpreting situations? Or is it something else?

P4: I don't know. It's like whenever something happens, they just aren't with it if that makes sense. So, I don’t know, like, say, someone's talking to someone, they’ll always go to the person that’s last talking. And it's like, even if someone stands up for himself, they won't, like, take it in consideration. It'll be like they saw you talking or they saw you do it. So you've done it rather than like asking you.

P1: It’s not about the punishment fitting the crime, almost.

P4: Yeah.

P1: They just need someone to blame.

I: OK, so these things maybe all go together. Is that also, or carelessness is more about, I think when you were discussing, it was more about, like, not sometimes you wish that they were paying more attention when things are happening. Or maybe sometimes the attention is directed in the wrong place, perhaps. Yeah? OK.

P4: I get like with some teachers, I get reputation of like getting blamed for everything. Holding grudges. I don't know if that's one, like, literally all teachers have, like, one person that would, like, never get in trouble,

P1: But then they're not, they don't exactly hide the fact that they're biassed. It's kind of, I'm like, kind of weird.

P4: I don't mean it in, I don’t meant this in any way, but like all the teachers are really sexist. Like, girls can get away with whatever they want.

P1: A lot of the time. Yeah.

P4: And like. All the boys just get blamed for it.

P1: Or sometimes the boys get blamed for it, and then there's often of group of girls who get blamed for it, even though often the girls, kind of, they still do the stuff, they just get away with it more because they just do it like a bit quieter.

I: All right. Then let me just take a picture of that and then right. So if you want to charge up your biscuits or or get some water, sorry about the immature party children's cups, but that was just what I had at home. So yeah, help yourself. We'll have a quick break and then we'll move on to the discussion. Let me just see if I can read those pictures I've just taken.

P1: Also, when you have like situations like he was saying between those two kids. They don't really tell us much, but I know there's obviously limited information they can give us about it, but it does, but all it means is that rumours spread about what, like the punishment, or like who? Who got blamed, who went where. So even just like clarification or some information would really help, yeah.

I: Yeah. So that everyone can kind of see that things are being dealt with and that's about

P1: Yeah, then there’s about five stories, that get made.

P2: And they all merge into one that’s probably not true at all.

**SCENARIOS – start of dataset**

I: So we're going to move on to discussing the scenarios now. And what I'll do is I will give them to you and I will also read them aloud. So just to remind you, when we're talking about them not to use any names apart from the names of the people in the scenarios, that's fine. And the questions that I'm going to ask you, So what I did with the last group was I gave them out and then I gave them a couple of minutes to think about them. And that's why you've got notebooks, so that if you want to make a note or if when someone else is talking, you want to write a note.

So the questions I'm going to ask you are how would a typical year 10 boy respond to this situation?

How could this situation make girls and boys feel unsafe in school?

What action could be taken to make this situation safer for boys and girls who would take that action and what might the outcome of these actions be?

So just so you kind of know what you can be thinking about as we go and I've got 5 scenarios and yeah.

So here we go.

SCENARIO 1

Amy walks down the corridor wearing a short skirt. Raheem makes a sexual gesture at her and laughs as he walks past. Amy complains to the teacher in her next lesson. The teacher tells her she might want to cover up to avoid that kind of attention next time.

OK, so I'll just give you a little minute to think About that, and then we will discuss.

OK, I'm gonna read it one more time. Amy walks down the corridor wearing a short skirt. Raheem makes a sexual gesture at her and laughs as he walks past. Amy complains to the teacher in her next lesson. The teacher tells her she might want to cover up to avoid that kind of attention next time.

So. How do you think that a typical year teen boy would respond to this situation? So it might be a boy who sees that happening in the corridor, or it might be a boy who's in the next lesson, or it might be a boy who is friends with Amy, and Amy tells her About it later, so you can sort of think about whether those would be different.

P4: It all depends on like how close they are.

P1: And also depends on what she's wearing.

I: OK, so tell me a bit more about both of those things,

P4: As in like, obviously, it's not acceptable, but say she's like, wearing, like, a really, really short skirt. You'll get like that one boy that would, like, do it or stuff like that. Or like she's wearing like a shirt, which has, like, got the top two buttons undone, or something like that. You know, like someone will always make a comment or something like that. But then also it depends on like say, you get like, people who don't like her, are more likely to not support her. But people who like know her in a way, like friends or it’s like they’ll then support and then you get that one person that's just really, really close up. And then, but then there's also like two people, like two face what it's like. They're friends with the part… boy did it, but they're also friends of her.

I: Could be tricky, couldn’t it?

P1: And if it's me, like if I was kind of a bystander or just in the lesson I heard her complaining, I'm unlikely to do anything really because I mean it's already happened. I wasn't necessarily involved. It's being it's been reported. So I would probably just shut up and get on with my work, but like, it's not her fault because she's obviously has the right to wear a short skirt. I don't know our school rules, but that's kind of irrelevant, but obviously Raheem, she has a right not to be discriminated against by Raheem. But, in a year 10 situation that is likely to what kind of attitude she's going to get from people like Raheem and there will always be people like Raheem. So I mean, it's not obviously she's not her fault, but the situation is, she has to understand that kind of thing will happen. I mean, it doesn't mean she shouldn't complain About it doesn't mean that she doesn't have any, like, right not to feel angry and upset About it. But it does happen. It will happen and at the current time, it will always.

I: Yeah. Yeah,

P1: But the teacher. That is just that's kind of unacceptable. They can't, they have to report that, they can't just go, that's victim blaming. You can’t blame Amy for something someone else did to her.

P4: Yeah, but she can't also drag it out. It's like she's told everyone once. It's like if someone says anything, she can then bring it up again. But it's not like she can bring it up like every thirty seconds, if that makes sense.

P1: Yeah. I mean,

P4: Then take the fact of like, she really caring about it, but it's like, if she says it once, and she looks upset from saying it, then people will understand it, but it's like when she repeats it like four or five times in a row, it's just like, in a way it just takes the meaning away from it.

I: OK, so, like what? I suppose, why might she? Why might someone repeat it then, do you think?

P4: More to try and get their way across, especially like people from like from, like my perspective, if it was like, someone going on about it over there, it would be like, I'll kind of just ignore them.

I: Yeah, sort of like loses its impact. Yeah. Whatever.

P4: Or like losing care away from it, if that makes sense.

I: Yeah. Were you going to say something?

P2: Yeah. If that happens, that's really important not do anything about it because it’s probably best not to get myself involved because I could get myself into trouble. Also, even if it hadn’t been reported yet, that's, if they obviously wouldn't care enough About it to report it.

I: OK, so the fact that she's reported it suggests that she did care. You know that it had an impact on her.

P2: That's everything you can really do, once it's been reported.

I: How about if we kind of think about feeling unsafe? How might that situation make girls feel unsafe? Do you think? And then we'll think about boys in a minute.

P3: Well, if I was a girl in that situation, like, not if I wasn't, if I was a different, if I wasn't Amy, I was a different girl, I would be like, well, that happened to her, that could happen to me, and I'd feel unsafe that the teacher has then disregarded that so...

P1: I’d feel like that's my, I have the right to feel safe in school, and it's just feels like some of the people who are meant to look after me and stop that kind of thing from happening, you've just said ‘get get on with your work. There’s nothing you can do about it. It's your fault.’

P4: So you could also report the teacher for that comment.

P3: Yeah, but then once you report it, it's not like the school would do anything about it. It's like the teachers have, like, a higher power, really.

I: What about that situation might be unsafe for boys. Do you think? Or is there anything?

P1: Well, I think it's important to realise that not all boys are like Rahim, so that if somebody like, yeah, people, I think it can be generalised. So instead of like, people will replace the story, like Raheem, with a boy. So then obviously then the heat gets taken off Rahim. So that's not OK. And then, like, boys get blamed in general, and it's sort of not ok

I: So there's kind of a danger that boys can get a bit of bad reputation from the things that a small number of boys do, maybe? Do you think that’s…?

P2/3: Yeah.

I: …something a typical year 10 boy might think that that is something that happens?

P4: And it's like obviously, we don't know what girls are thinking, but it makes us feel like, oh, so thinking that of them, so they're going to think of that of us, if that makes sense.

P1: Basically, it makes everyone make assumptions about each other.

I: OK.

P4: And it'd be like some someone you've not even spoken to and then you just make assumptions

I: So then say, that it might be their assumptions that come from the behaviour of a few might then reflect badly on all year 10 boys?

P1: Or, then a different girl with a similar length skirt might go past you in the corridor one day and accuse you, of like, doing something similar, even though you know you haven't. And it might be just because it's just like they might think it's funny or, yeah, that kind of attention.

I: So that false accusations sort of thing?

P1: That happens a lot.

I: Yeah? This kind of thing, or?

P3: No, not of this. Not this high a magnitude

P4: There's like people making false like accusations and stuff like that happens a lot.

I: OK. OK, So what do you think? What action could be taken to make this situation safer? For boys or safer for girls, and who do you think would take that action?

P2: School uniform code. Just make sure this skirts are long enough.

I: Mm hmm.

P2: And that's fine. No more comment.

I: OK, so that’s one action that could be taken.

P4: So just let us wear whatever we want rather than stick to like a uniform code.

I: Ok.

P4: Let us wear like, keep colours into it, but let us wear like joggers and jeans and any tops you want but not really bold colours to stand out.

P1: I mean if we wanted we could wear the things we like, we actually like wearing girls like wouldn't necessarily feel the need to customise their skirts to be a length that they think is cute or whatever without like, because if it because maybe that the skirt they want to wear as much longer than that. But they just think the only way they think they can make that that their school skirt more interesting

I: Yeah. Ok so perhaps it’s not a kind of shortening of skirts for like to look sexy or whatever. Maybe it's just a kind of rebellion, like the way you guys have got your top buttons undone?

P4: And not to like stand out, but like to fit in. Like you'll get like, really popular girls. And then like, you'll get, like people who are, like, kind of pushed to the side by, like, a popular group and they do it to fit in.

I: So there's some kind of peer pressure around that as well.

P4: It happens with boys as well, more around how to act.

I: Yeah, ok. And are there any other? So there's something around kind of uniform that might make this situation safer? Are there any other things that might help everyone to feel safer in this situation?

P1: Just having that one person to go and talk to.

I: Having someone to talk to about it?

P1: And like somebody who actually, you know, will deal with that. And making sure that people who are within the scene are, like, talked to and because obviously it's you need, say this happened, or Amy accused Raheem of doing this but he didn't, that could be far worse than it actually happening in the first place, because then Raheem has could have possibly be charged for a sexual crime and that's like the end of his life. If you know what I mean?

I: Yeah.

P1: So like having people actually talking to witnesses is so important because otherwise it just turns into a he said she said.

I: Yeah. So it's something about making sure that the story is kind of verified. And that that no one gets into trouble for things that haven't happened or that the right people get into the right amount of trouble for things that have happened as well,

P2: And then it comes back to like the security cameras.

I: Oh, tell me more about that?

P2: I don’t think you’re allowed to audio though.

P1: No, they are, because there’s definitely audio on them.

I: I suppose that if there’s a gesture. So you might be able to see a gesture?

P2: If there’s gesture, then you’d be able to see if on the CCTV and then they can confirm it or…

P1: Also make sure that Raheem actually intended it in that way because he might have made a gesture, but

P4: He could have been doing it to a mate on the other side.

P1: Obviously that's not OK because it's still a sexist gesture, but you don't know that he attempted to make the gesture she was suggesting, if you're, I mean.

I: OK, so she might have misinterpreted it. And also, I think, are you saying they might be..

P4: So say someone’s there [indicating with his hands] and she’s there and like say someone else like his friend, is all the way down on the other side, like the field or something, so he could be doing it over at him.

I: OK, Yeah. And again that comes back to the kind of, not getting into trouble for something that's taken out of context or that wasn't that wasn't quite what they meant, or something like that as well, OK. If that happened in the corridor, is there anything that anyone else like let's say it was a busy corridor. Is there anything that anyone else could have done do you think?

P1: Shamed Rahim for doing it because often if people like Raheem, if they have lots of mates, the mates will just default to defending him because ‘not Raheem, he wouldn't have done that’ even if they know he would have done something like that. It's because they feel like there is a like, they're in a bit of a clique or whatever.

I: Yeah. Yeah.

P4: Well, you get like the people. Like what P1 said, you'll get some people like who just say, Oh yeah, he did that. Rather than, not defending him, it'll be like…

I: the other way?

P4: …trying to like joke about but saying like, yeah, he did that, you know. And they’ll always talk about him…

P1: …or, because he did that, people just make up more things about him like he’s a paedo or whatever

P4: and it grows out of proportion.

I: Yeah. OK yeah. So yeah. There needs to be a lot of care around incidents like that making sure that to keep everyone safe you need to have a really accurate sense of what's happened?

P2: And then links back what P1 said about you need to get an accurate idea of what happened. Otherwise, rumours spread.

I: Oh yeah. So maybe some sort of wider follow up in the school maybe so that everyone kind of, well, I don't know what, would be the advantage of that kind of follow up?

P2: Then everybody's aware of what happened and aware what will happen if you do that and then it'll be reduced because obviously nobody wants the punishment.

I: Ok.

P1: They don't even have to name names just because people know.

I: Yeah.

P1: And if they don't and there's no harm in the first place.

I: But just a really clear kind of way of everyone being really clear, what is and isn't acceptable behaviour in future, I guess that would be…

P4: It’s like the teacher doesn't always have to get involved in like, stuff like this though as well. There’s like always a boundary of like stuff you can sort of like, on your own or with other children in the year, rather than getting the teachers involved. Like there's been, like many issues in our year, but it’s like, in a way, everyone talks About it, and that's like how the teacher finds out.

P1: But it's like always at the end, it was solved before they, before the person was punished and…

P4: …And then they basically got punished for no reason.

I: OK.

P4: So, it's like they've learned from their mistakes.

I: And then it’s been brought up again.

P4: Yeah, yeah, yeah.

SCENARIO 2

I: All right. OK, let's move on. To the next one. Right. Other boys at school regular regularly refer to girls as sluts or bitches. If anyone asks them about it, they say it's just a joke and the girls don't mind, but there is one teacher who gets really angry if they hear anyone using those words. They usually give the person who said it a detention and call their parents about it.

So, I suppose in this one, how would a typical year 10 boy respond? I suppose it's interesting to know how a typical year 10 boy would respond to hearing other people use those words and how they might respond to the teacher calling home, I guess if they use those words.

P1: I don't think many people in our year would say, would say anything like that. I mean there might be…

P3: If you like bring it back to year seven, it just takes one person to start it and no one knows what it means and then that's when everyone go round and talk about it.

I: OK that's interesting

P3: But when you get past like a certain age like nine to ten, you then like get hold of, like you know what it means and then like, like, you rarely hear like stuff like that getting said.

I: OK.

P3: And then if people do say it, it's always like that one person that says it, rather than like, say it’s in Year 7, and everyone just found out what swearing is and it's like just used all the time. It's like, even at our age now, it doesn't really get used. It was like we've gone past that point, if that makes sense.

I: Yeah.

P1: It does lose its meaning though, I'd say because people do use that kind of language in our year and like I mean, it's not common, but it is used. Often if it's said, it's kind of ignored rather than punished.

I: OK?

P1: So but I mean it's important, if people are saying that, to, to do something about it, because even if it doesn't, even if the girls don't necessarily care, or it doesn't have any meaning in the situation, if you went, if you got a job in 10 years and you said that there you get fired. So even if people don't, it doesn't mean one thing in this context, it does in others. And that's sort of important to get that across.

I: So there’s something there about kind of preparing students to understand how to kind of communicate and interact in a more adult environment?

P1: And even if that is usually used jokingly, it's still sort of, it'll still, it's still offensive.

I: Yeah.

P1: And you're still kind of under, underplaying the fact that you're just you're introducing sexist language in, just regular terms, and it's sort of treated as normal. And that's not right.

I: Do you think that, and that's really good to hear that you're not hearing that kind of language regularly in this school, do you think that that would be the same in all schools?

P1: No, I mean, because I mean, here we have girls at the school. So, if you said it someone like a girl would hear and then they'd be obviously upset

P4: and then they’ll tell their friends and all of a sudden you’ve got like every single girl in they year like on you.

P1: Yes.

P4: Like how it was it was…

I: There’s a good network of year 10 girls?

P1: But at a local all boys school, if you're using that kind of thing, everyone, no one's going to get this, really upset about it.

P4: And no one to stand up for each other

P1: Because there's no one there, there's no one who directly finds that offensive. So even if you like, even if you know it's not right, you'll probably just ignore it and go, oh, idiots or whatever, because there's no one who can directly be offended by that. But, that's disrespectful to women as a whole anyway, so it's still rights.

I: So let's say we were in a different school where boys were using that kind of language. How do you think that that might make girls feel unsafe?

P1: Well, they're being dehumanised.

P3: Objectified in a way.

P1: They're being reduced to terms rather than just their name,

P4: It’s like they’re just getting based off of what they look like.

P2: Also if it's overused then it eventually just lose it’s meaning as well.

I: Yeah, OK, are there any ways that that might make boys feel unsafe, do you think?

P1: Yeah, 'cause, I'd feel like I was surrounded by people who don't share any of, like, my views about women or anything and that sort of also that me if it's a minority of people not saying those words, then I feel like the idiot because like, you're that you're in the out group if you know what I mean, or like you don't understand what the words mean. Yeah, that could be even worse.

P4: It's people like saying all these words and it would be like you have no idea what they mean. And like, you can turn around and just say it and then like, they can get you reported and it'll be like…

I: So you could, repeat things that you hear other people say.

P4: You can't turn around and say, yeah, I said it, but what does it mean? But then, they’ll still put you in the blame for it, they'll just assume that you're trying to get away with it, even though some people…

P1: I wouldn't be surprised if some people in my year, genuinely didn't understand the kind of seriousness of what they're saying.

P2: It’s back, to like, to like the stereotype the rest of the boys as well, because it says other boys, which means that there are other boys that don't do it, and so they might think that they are doing it as well.

I: Oh, right, again, that thing of boys who aren't using that language, still being kind of seen as people who would use that language? So it kind of having a bad impact. Yeah, I see what you mean. And I suppose in terms of what could, what actions could make the situation safer, for in that situation, what? What sort of things do you think might make it safer?

P1: Education. Punishment. If, what I mean, well obviously education before punishment. So someone does say that, you say do you understand the kind of the connotations of that word, and if they go, yeah, sorry. I get it. And then they keep doing it. That's when you punish them.

I: OK. Yeah, I see what I mean.

P4: Understand the word. You say it once. Get told what it is. Say it twice and you get a warning. You say it three times and you get told off and then keep and it just escalate it from there.

P1: Yeah, obviously if there's repeat offenders and you punish them. But if there's, if it's just one, one. If someone says it one time then it's like don't say that again there's there will be consequences if you do say it again and make sure that people understand that although it's, although it's, not OK to say obviously under not understanding what you're saying is an actual issue and you shouldn't be punished for something you don't understand.

I: Yeah, if we go back to what you, I think one of you, said about if that, it can be difficult if everyone is using that language kind of stand up and say, um how… What do you think might make it easier for boys in that situation to be Ile to stand up and say something? So let's say everyone in, most of the boys in year 10 are using that kind of language and there's like a group or, you know, a handful of you across the year who don't think that's OK, but you don't want to say anything in a corridor because if you do, you feel like you know you're gonna look…

P4: There's not much you really can do about it, to be honest. As in like you'll get like that one person to say it, and like they always get, like, made fun of, for like then saying that. And it'll be like the same group of people, like, just keep on. It's like they're just inventing new words as in like, you kind of just have to follow along, not copy them, but as in like some of the stuff, obviously can't search up. And that it would be too that it would be.

I: Yeah, yeah, So you're basically saying that if the if most boys are talking like that, it's really quite difficult for..

P1: It's quite really hard to avoid it. You know it's quite hard to stay out of it because you can't exactly, like, stand up, stand a box and go, guys, sorry, this isn’t ok, we should all stop, because not everyone's going to turn around and go, Oh, he's right there, let’s stop now.

I: Yeah, go on.

P2: People will follow the majority. So if you make sure there's the majority of people that don't say these words, around the people who do, they’ll follow along

I: And how do you think you can change that in schools?

P2: I don’t think you can.

I: You don't think you can?

P1: Education. Really, I mean. But. But to honest, it's almost like reactionary, just like I think you'll find 30 years ago it was cool to be like an anarchist or whatever. Yeah. To be like, really, like, cool with the left wing and stuff. But like, it's almost, like, flipped on its head because now we have all the information we have. Because now we're bombarded with information about like, gay rights and feminism, that kind of thing. So people immediately go. OK, well, if that's what the school are telling me is OK, I'm going to do the opposite.

I: Oh, right. So that kind of, yeah, trying to flip the narrative on its so the way of rebelling almost

P1:.Yeah. It's like, it's the same thing that happened. Just the opposite. Because everyone thinks that no one wants to be like the teachers. Everyone wants to..

I: OK. And I feel like you were going to say something.

P3: You just got to make sure the majority is doing the right thing because everybody's going to follow the majority.  
  
I: So it’s kind of trying to somehow get everyone on side

P3: If you like flip a few people at a time eventually there will be a majority.

P1: Also, if everyone's thinking in the right, then there's one person who thinks in the wrong. It's all because it's unusual, because it's kind of a foreign language, then everyone’s gonna laugh because they think it's funny, but then that means everyone starts doing it because they think it’s like funny to be sexist or…

P4: But I feel like if you take it back like 30 years or like back to like seventies, 80s people using these type of words because they won't actually understand what they mean. Because technology's got like a massive hit and it's like you can search up anything and it’ll come up with like an answer. And like back then, you only knew the words that you got taught and you would just hear about and it's like you won't be Ile to, like, search it up and like, find out, like, the real meaning.

P1: I think social media has been part in, like, the spreading of views like that would, like kind of like, I don't know what the word is kind of justify using those words because social media has become such a massive thing that if one be created like actually take Andrew Tate, he's the kind of person to use that kind of like language. And obviously he was popular. His demographic was like men between 13 and 25 or whatever. And we fall bang in the middle of that. So if one boy in the school watches that kind of thing, it's like the ten 30-40 more or watching that kind of thing. So it. Yeah, you're justified by people online. That's really hard for the school to actually control because they don't control your phone. They don’t have control over what you see online.

I: And I suppose as well maybe because of social media, not only are you Ile to watch those videos, but people can then put that language online. Which might, even if you're not in a school where people are using that language, it might start to become normalised because you see it online.

P4: On social media, like one person, can like slip up and say something they shouldn't, and it'd be like everywhere. And it's like, say for example, a footballer said something wrong, like they shouldn't have said it, like, literally blows up. And it'll be like… or say something they like said in retaliation when they're like younger, like, so I'm making fun of them being, like, saying, like, discriminative, like language, and they stand up for himself and say something back, like even to this day, like it gets brought up and it’s like

P1: Controversy,

I: Do you think that a typical year 10 boy worries about that?

P1: Yes.

P4: Yeah. But I mean, they get caught up in, like, say they get caught up in something their mate’s saying, and they post it online rather than like keeping it to themselves. They can then go get caught up in it and say, like, they actually make a name for themselves. And it's like they just get embarrassed rather than like…

P1: There's always like the racist kid or the sexist kid. It's sort of like it becomes a whole thing. It becomes someone's whole persona, and it becomes how they get attention. Like a while back there was a group chat that got leaked and one kid was just like saying the N word all the time.

P4: It was because he didn't know what it meant,

P1: Partly that, or he just…

I: Or that he didn't understand the impact of that word?

P1: It didn’t matter, like if you knew or not, it was the way he got attention and that if, you're feeling, if you feel left out, whatever he, even if it's negative attention it, he felt obviously felt like it was getting him friends or people thought it was funny. So if you have nowhere else to turn

I: But are you saying, then, that you might kind of get that reputation, to link back to your point, even if you know it wasn't, you know, even if there was something different going on, you might then get a reputation because of that and even if you sort of learn your lesson and grow and develop, you've still got that?

P4: You also see things online and like you saw the comment to people being discriminative and stuff like that. So then you feel like, oh, if they're doing it, I can do it as well. And then I just leave them to like, a massive chain of, like, yeah. And then it just all turns into, like, a massive circle.

I: Yeah. OK, interesting. Great, we better move on so we don’t run out of time.

SCENARIO 3:

OK, it's breaktime and a group of boys your age are chatting in the playground. One of them asked how many naked images of girls from school the others have on their phones. He says that he's got 10 and everyone is impressed. But one of the boys accuses him of lying. He takes out his phone and starts showing the other boys the pictures to prove it.

P1: They are just likely to laugh it off I think.

P3: Yeah,

P3: He'll go. Oh, that. Oh, I mean. Oh, you're disgusting. Or. Oh, that's funny or whatever. No one’s going to take that seriously.

P4: Like, it’ll get held against you for about like 3 months.

P1: What, having the images or what would be held against you or what would be it?

P1: Really depends.

P3: Probably just saying it in the 1st place. Yeah, it'll be like actually it's coming to like the point of proving it, that'll get held against you.

I: So you can get this… the other boys would…

P3: And it would, like get around like the entire school. Like say for example, my mate did it or like, we'd all just like, I don't know, like, just make a massive joke out of it in a way.

P1: But it wouldn't even really be.. It's not even really condemning it. It's more just like, say, oh, you're so sad or whatever it's like. But not even really seriously, the guy who just get, like, I would just get the piss taken out of him for a couple weeks and then it would all everyone forget about it and everyone would move on.

P3: And then like one day like a month later would get brought up again and then it'll be just so again,

I: So again, there's this idea of reputation. Reputations take a long time to form but take a long time to die. Right?

P3: At the same time, it would be like all the girls getting the hate of like who is involved and there was like there'll be a same as a boy where it's like multiple like a couple of weeks, they would get, like, they will like barely be like, they won't be Ile to stand people looking at them like and that.

P1: Also rumours will spread, like, if someone heard that after, oh, I heard he has a whole terabyte of it on his computer at home.

P4: Like it will turn into like it will be like something really small and it'll be like massive in like a week's time, it'd be like, OK, people will be like taking this tiny little, in a way like, an Ant, and like, turned into like, a giant.

I: The boys in the group this morning didn't think that this was very likely to happen.

P1: No, not really. Not as serious as this, but similar kind of things have happened like, similar things people have said.

P4: Yeah, like just rumours people have started. Yeah, like, nothing really concrete has been…no one's gone around showing people pictures of a naked woman. Put it that way.

I: OK, OK.

P4: It's stuff you hear from like other schools. So, but like, nothing like that type of level.

P2: Well, they would have had to send out in the first place. And no one knows how that's been sent out. So it could be blackmail or it just could be.

I: So when so when an image does get leaked, there's kind of no one really knows how it was…

P2: Stories form around it

P4: There's always a back story to it.

I: Yeah. Mm hmm.

P1: It’s taken our context or something.

P2: Taken out of context, nobody knows what really happened…

P1: In the context of if it involves a naked picture. But like, often there is even I think they'd be some, like the school would be surprised at how much things could not be someone's fault if you know what I mean.

I: So what do you mean?

P1: But like, if someone had a picture like that on their phone there's a huge, like, 100% chance there's some sort of back story behind that, and it's not necessarily, it's not actually the kids fault or whatever, like, yeah, it's someone's worded something badly or…

P4: You can have, like, a setting phone on your phone for like WhatsApp where, like, someone can send a photo and it'll go straight into camera, so it could just be like someone's maybe, sent it on a group chat or something and it gets loaded into their camera roll

I: OK, so we're thinking about how boys can get into trouble for having images like that on their phone. Is that what we're…? Yeah, that's what we're thinking.

P4: And then from like that like it might not click down right to the bottom, sort of like reading it all, and then you won't know. And then, like, all of a sudden, there could be, like, a random phone check at school, or like you get pulled out for someone else and they go through your phone and then someone sees it and you get pulled up for it.

P2: Because you get that little grey area on whatsapp then you just skip to the bottom, but you might not get it all.

P4: Yeah

I: OK. Yeah, I see what you mean. What about from a kind of girl's perspective, then? To do with like images getting leaked or passed around or whatever.

P2: What do you mean like of them or?

I: Yeah, so I suppose or even if girls know…

P1: What, like a boy has something on his phone?

I: Yeah. And they know that images are being leaked.

P1: It depends who the boy is, because like if it's a really popular boy, they'll be like, ‘Oh, that's so gross.’ And then everyone will move on with life. But if it's some random kid, it's actually quite likely that people will blow it right out of proportion like, ‘oh, you're so weird.’

P4: You'll get. like, you get, like…

P1: It becomes your reputation. You're the kid with porn on his phone and then that’ll just be a thing.

P4: Yeah. And you’ll get, like, two separate groups. Like you get people who have, their own little friend group but they know everyone, but not necessarily people know them. But like, you get people in the bigger friend groups, they know everyone. Yeah, they may not be liked by everyone, but they know everyone and they probably, if that's something that happens to them, even with the girls, when that type of stuff happens as well, like you get like a group of, popular girls, everyone looks up to and knows them and you get the girls who copy them and stuff like that and they might be thinking, oh, if they do it, or guessing they do it or something like that.

P1: Like make assumptions.

I: Yeah, OK. And what do you think, if you're a girl and you an image that you sent to someone is being shared around the school, what do you think you can do about?

P1: I don’t know, I honestly, I wouldn't know what to do. I'd be like, I wouldn't want to tell my parents because that's really embarrassing. I wouldn't want to tell the school because I'd be scared to get in trouble. But also it depends if you think you'd…

P4: You’d just be quiet, try and be quiet and just try and see if it dies down,

P1: Or you’d try and like beat it to the punch and try and somehow create a something like, create a story About how it got out

P4: Yeah, like it's not real, it's or like…

P2: We tried this AI, or like…

P4: Yeah

I: AI

P2: Yeah, deep fake

P4: People can just say, like, no, that's not me, they’ve got it off online.

I: OK.

P4: Then there would be like a phase of, people would just choose a side to pick on. If more people lean towards, ‘oh, she’s just saying that to get out of it’, then it will all just get basically restart again and it'll be like loads of different he said, she said stuff and phrases will get put into each other's mouths and stuff like that,

P2: So you shouldn't have sent it in the first place.

P4: We don't know how it's got out.

P1: Yeah, I mean, but it'll be like, if they did send it, it's likely that someone pressured them into sending it anyway.

P2: And if they've been pushed into it, then they should have reported.

P1: But also, apart from anything else, the person they’ve sent it to is officially criminal because it's a child.

P2: Yeah, that's a child. We can't. We can't.

P4: They could both be children,

P1: But yeah, that's still it's still, I think sending any porn at all to anyone under the age of 18 is still illegal.

I: Yeah. OK, great. Yeah. Good. Let’s move on because we don't run out of time.

SCENARIO 4

Right. This one. Yeah. This one's actually a little bit similar, but slightly different. So Bob and Anika are your age, and have been friends since primary school. Anika tells Bob that she has received a naked picture from one of Bob's friends from football. He asked her to send a naked picture back. She has never met him. He doesn't go to Bob and Anika's school, but he got her details through Snapchat.

P1: I think in this situation, the girl would just report it.

I: Does that make sense?

P2: Yeah, it's just a bit confusing. Out of the..I think it’s just a bit surprising.

I: So you think it's surprising?

P1: That has never happened in our year at school.

P2: Yeah

P1: We would like, that's kind of thing that everyone would know about. And also I feel like most boys, are not confident enough to even do that in the first place.

P2: It’s very surprising. There’s no way that would happen.

P4: But also, you don't know how it all started. Like it could be like a dare.

P3: Yeah. Or, like, she's the one that asked him. Or like, you do it I’ll do it, like that type of stuff. And then, like…

I: But she's never met him. So I suppose we can assume that maybe…

P4: You don't even know if he actually plays for Bob's football team. Unless you check with him beforehand. But then, you’re saying how he's got her details? Whether it's just quick add or if he actually finds her like good looking or something like that, and like he's trying to start like a conversation.

P1: Either way…

I: Do you think that if girls in this school had received unwanted images from boys that they would tell you that you? That you would know about it?

P1: Yeah.

P2: Yeah,

P4: It depends if they like you or not.

P1: If they like them back? I mean, for the most part, I'd assume the girl would be like, ‘Oh my God, what the hell?’ And then probably screenshot it and send it to a friend.

P4: And then once they’ve sent it to one girl, it'll be like going to like every girl.

P1: Like it will likely spread, spread like wildfire around the kids and then finally make its way to a teacher or an adult who will, then everything will get reported.

I: Do you think that adults would find out about him?

P1: Yeah. 100 percent.

I: Do you think that there's any reason why girls might not tell people if they had received an image?

P3: They might be embarrassed

P2: If they know they know the person and they don't want them to get in trouble.

P4: Or it could be like they actually like them, they just found it weird.

I: But if it was from someone that they didn't know, is there any reason why they might..

P1: Because they could be scared. Because obviously that's definitely a form of…they are just trying to manipulate you, if they're just doing that. Or, there's pressure, now to send one back, for the most part, though I do think girls would just report it or…

I: OK

P2: Bob is sort of, Bob's at fault. If he did give him her details because he really needs to check with her first. And also Bob, if he wasn't told that his friend was gonna send a picture like that, it’s also the guys’ fault who messaged that,

I: OK, so the guys’ fault. In terms of kind of what could be done in a situation like this to make it safer, what do you think about it?

P2: Report it.

I: OK. Reporting it. So who should report it do you think?

P1: Aneeka, well and Bob. If Bob finds out through Anika he should report it cos he knows. But if Anika doesn't feel like she can report it and tells Bob, Bob's, then an accomplice if he doesn't say anything because it's his kind of responsibility to look after people.

P4: I think it all depends because Bob could be like best mates with that person. And it would be like, but she could be like Bob's best friend. Yeah, like Bob could be, like, stuck in the middle of it. Like he knows it's, wrong from him but he also knows it's, wrong for him to backstab him in a way.

P1: I still think there's a line, though. I think if I were Bob, I would still, if this was you, for example, who did it, not saying you'd do that, but I would still, I think I don't think I could live with myself if I didn't report that, because that's so, so… [uncomfortable laugh] odd.

I: Or maybe do you think that, Bob might, is there, is there anything that Bob could do other than just reporting it out

P4: Probably just stay out of the way.

I: Mm hmm

P1: But as soon as he's…

P4: Don't like go spreading it to like everyone.

P1: The thing he shouldn't do, is go and spread it around people his age 'cause like you'll just get, because that's when rumour spread and stuff and that that's when it's obviously awful, but so yeah, definitely he should just go to a trusted adult.

P2: He shouldn’t leave it either, though, because otherwise that could go out of proportion. He should either talk to…

P4: No, but if they leave it and she just blocks him or like he like, but he just, she just blocks him rather, then like…

P1: But you're ignoring a sex crime then and then that makes you a criminal.

P2: It could get worse.

P1: Yeah, but if I witness someone raping someone, if I didn't report that I'd be a criminal. It's still the same thing happens. It stands the same. If I were Bob and I found out and didn't report it. I would then be I could be punished for that because I've still, I've, I haven't reported sexual abuse.

I: What do you think?

P4: [defensively] I don't know.

I: Hmm, it’s tricky.

P4: I don't know, I just got lost.

I: Yeah, I suppose…

P2: It's a matter you can't really do privately because of how bad it is.

P4: Yeah, you want to keep it private, but you can't keep it private.

I: You feel like you have to do something?

P4: Yeah, you'll be embarrassed, even, if it’s like one of your mates. Like say, it's one of my mates, like that, I wouldn't want to go round telling everyone, but it feels like you then hold that responsibility, because then it’s like, ‘oh, but you're they’re mate.’ And it's like, ‘did you know about this all along?’

I: It's actually put you in quite a difficult position then, hasn't it? Because you're stuck between what you know you should do and..

P4: Bringing them two back into it, like, saying how he said he'll back him up and like he would end up saying it. But he would then always hold that grudge of like, wanting to wish that he didn't say it.

I: Yeah, that it could impact on the friendship?

P4: Yeah. And he's like, have I really just lost a friendship?

I: But then I suppose, do you want to be friends with Aneeka? Tricky, tricky, one.

SCENARIO 5

Alright. We're going to move on to the last one. Helen is standing with a group of male and female friends at lunch. Everyone is joking around, and one of the boys, James, leans over and flips her skirt up so everyone can see her underwear. She was wearing shorts and laughs it off. A teacher comes over and asks what's going on. James says ‘nothing Miss, we're just playing around.’ Everyone laughs and moves on. How do you think that a typical year, 10 boy would respond to that situation?

P2: He would definitely get the piss taken out of him.

I: The boy would?

P4: No, the boy who did it. I reckon would get pressured, as in, like, getting a proper talking to you by, like…

P2: His mates.

P4: …as in like squared up to you by people.

I: Yeah? The other people in the group?

P4: Other people in the year. I feel like he would then get kicked out from his friend group 'cause, that's just wrong.

I: OK.

P1: Again, I just don't think it would happen. Yeah, like, I really cannot imagine anyone in our year doing that. It's like…there's no one stupid enough to do that, within out group or within the year because it's just like, it's clearly like this is black and white, good or bad, I feel like there's no….

I: OK. So you feel like that's a real sort of line that you just wouldn't basically, interfere with anyone else's uniform like that.

P4: No, it's not just the fact of that, it’s just like teaching them to know their rights. It's like, I don't know how to explain it, it's like even if you don't have like that, much like in your head and like, understand that much, there's always a boundary that you know of. Unless you're like, I don't know, really easy manipulated and like someone can, like, turn around and say, oh, go and do that, I dare you.

I: You don’t think someone would even do it as a joke .

P4: Or like something that's really easy like…able to, I don't know how to explain it, not manipulative, but like someone like someone who's really manipulative, said it to them.

I: Yeah, so what you mean, so if it was kind of like a dare or a joke?

P4: Or like a person, whose not, in a really big friend group and the most popular guy in the school goes up to them and says, oh, if you do this, you can become a popular kid, right? But it's still all these is, like, so hard to say because, they're so random. And it's like, so nothing like that's ever happened at our school.

P1: Yeah, I mean that I think I can think of like one time when something like this might have happened in our year group, you know what I mean, don't you?

P4: I think so, just recently?

P1: Fairly but like, it was one-on-one and it was more a misinterpretation of the situation rather than a deliberate malicious like yeah. And that sort of, he got, like, the guy, got absolutely, like, he got kicked out his friend group, people stopped talking to him, he's basically got no friends, that kind of thing.

P4: But the thing is he's deserved it, in a way, because he made-up a lie over something so little and then, like that was the thing he did it, and then said it was a lie, and it's kind of like, he double bluffed you. And then he's turned around a week later and said it was all true. So you kick one person out of the friend group…

P1: And it was kind of like, what else have you lied about?

P4: …And you like kick one person out of the friend group for one thing, and then you like have a proper go at them for saying what they said, and they are now saying it's not true and it's like, then what are you suppose to do, when you're like stuck in the middle of it? And then it’s back to the other one [previous scenario?] and it's like a repeat…

P1: Oh, no, I'm talking about XX, like, the other thing like…

I: Remember, no names or details please.

P4: Oh, yeah, no I'm on about the most recent one, the one the one before this one. The one where…

P1: Oh, yeah.

I: OK, so suppose if this did happen. What do you think would be how? Why might a girl feel unsafe if that did happen?

P3: If it happened to them? Well, it's like being stuck in the middle of like…

P1: Well, if you were friends with the girl it happened to, you'd probably try and support her and be like, ‘oh, my God. I'm so sorry. That's horrible.’

P2: And you can’t report it because she’s like..

P1: But unless there’s evidence of it, then you can’t report it, because I mean, obviously it's horrible. But there's no physical, no one's been, there's no bruise that way. There's no proof so it's really hard to verify…

P4: It’s just taking someone's word for it.

I: Do you think that the teacher then does the right thing?

P1: But does the teacher see that?

I: Yes.

P4: The teacher might not know, the teacher might not have seen enough of the picture.

P1: That's never really a joke. If I was a teacher, I would never take that as ‘oh it’s just kids being kids’ because the kids literally

P2: But if you have seen that, you report it as a teacher.

P4: If I'm a teacher or someone like that, I'm pulling them straight over and like saying, ‘oi, that’s not on, you’re coming with me now.’

I: So you think that the teachers should be doing more really

P2: Definitely.

P1: Because there’s no way that that girl wouldn't feel uncomfortable from that, even if they're wearing shorts, that doesn't really matter. They’ve still attempted to lift someone’s skirt up.

P4: Or even if they're in like some sort of like relationship like the boy, who did it to like the girl it would be like, well, that’s still not on.

P1: Yeah, they're underage. And it's in a public situation.

P2: Also, she didn't reply to the teacher. James did so. So, I think maybe, that’s not what she actually felt. Maybe she was just laughing.

P1: Yeah, it'd be awkward for her no matter what.

I: So, do you think that it would have been very easy for her to do anything other than laugh and move on?

P2: No probably not.

P1: Yeah, well, it depends, it depends how her people around like, yeah, act, because if everyone else starts laughing and starts saying oh that's so funny, even if you felt uncomfortable, that's quite hard to say to speak out and go, guys I’m sorry but I don't think that's funny.

I: So again, it's that kind of sense the peer pressure, peer pressure and like it's quite difficult to stand up against that, isn't it, really?

P4: Yeah, and wanting to follow people.

P2: Yeah

I: Yeah, wanting not wanting to stand now, wanting to kind of be part of what's going on. Yeah. OK, great. Good. Thank you so much. That's brilliant. So we're finished with the scenarios and I can finish the recording as well.

1. All names have been changed to protect participants’ anonymity. [↑](#footnote-ref-1)