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

Interview date, time, location: 26.11.2024, 8:30 -10:30, face-to-face.

Interviewer: I (“I”)

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

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

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

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

Participant 5 (“Toby”) Age: Year 10 boy

**INTRODUCTORY ACTIVITY**

NB: Introductory activity was not included in dataset.

P used to for participants in introductory activity as this section was not included in the dataset. I: All right. What I would like you to do then on these post it note is if you take your pink post it notes I would like you to write down, I want you to write three things that describe your school. OK, so you're going to write one thing on each post it note so you can write like a short sentence. Or you can just write words. And then on the pink ones, I would like you to write three things that describe being a year 10 boy. Oh, sorry. Yeah, on the yellow one three things that describe your school. I'll write it down here. It's just what you think. So for example, I might think school is really fun, or I might think school is really boring.

CHARLIE: Wait does it have to be like positive?

I: No. It's your honest opinion.

ZANE: I’m gonna say engaging.

REID: How is this school engaging?

ZANE: Because we've got the army coming on Thursday, Reid.

REID: Oh, yeah.

P: Someone went right up to the army people when they were in school the other day and just saluted them.

I: Ok, so..

P: You’re supposed to do one on each.

I: Don't worry, it's alright. Yeah, you are supposed to do one on each one. Yeah. One thing on each.

P: Miss, what do you call it? A group of friends?

I: Just a group of friends. we don’t need to get too technical about this. Right. Come on, guys. We need to hurry up with this, please, 'cause, I don't want this to take all day…So we're just going to quickly talk about these. So, you've got the school values. This is something that I've learnt over the last few days, so. Family. Ambition. Integrity. Respect. What do you think of the school values?

CHARLIE: They're well kept,

REID: They're well, like, uh, yeah it’s good for the school.

I: OK, good. So can I put, would you say that where you said Family and fun guys, listen to me, where you've said family and fun, do they all kind of go under them the values or did anyone mean the school values as a whole? OK, yes. All right then. And those of you who said fun. That's really nice, does someone wants to tell me a bit more about that?

P: Engaging. Going on the Astros, just spending time with friends basically,

ZANE: Yeah so even though sometimes it can be really boring, there's other times where it can be fun.

I: It's really, really fun. Yeah. Really boring or really fun. OK, fair enough. What does plain mean? Who can tell me a bit more about plain?

P: It’s just repetitive. Yeah, every day, you know, so…

I: Do you mean like the routine or do you mean, like in lessons?

P: The lessons aren’t that interesting.

P: Businesses is, but like my English class isn't.

I: OK inclusive who wrote inclusive.

JUDE: I think they just try and include everyone in everything

CHARLIE: That goes onto our like fair values.

I: Ok. So they’re good at making sure that everyone is Ile to get involved in stuff they like. All right, then. So pretty positive overall actually about school. Yes, it's a bit boring, but there are lots of good things as well. That's lovely. So three things bout being a year 10 boy, lovely. There we go. Nice. I am gonna put fun, enjoyable and lovely altogether, is that OK? Does anyone want to tell me about any of those?

TOBY: Well, it's it's fun because we’ve got like this big group of friends, like thirty people, you know so there's always something to talk about.

I: OK, good. Nice. Good. So nice. Nice and sociable. Being a year 10 boy, that's good. How about, I'm going to put amazing on there. More freedom? Does someone want to tell me what you, I mean?

P: I said more freedom because this year, compared to all the other years we've been here, all the teachers are like letting us do our thing in class,

P: Some of them

P: :Like, it’s just revising a lot more, they’re not, you’re not actually learning new stuff.

I: OK, so you feel like you've got a bit more kind of autonomy, a bit more control over your learning. So ‘GCSE’s’, ‘new’, what do you mean by ‘new’? Ok, so I'm going to put ‘chilled out’ with ‘more freedom’ is that, is that out?

P: OK, yeah.

I: And then how About new? Does someone want to tell me about new

REID: Me! it's just different to what we've had in the past years,

I: OK, and you guys are enjoying that?

P: Yeah,

I: Ok, good. And there's sportie, what do we think about sports? Yeah.

P: We go to the Astro every break to play football.

I: OK. OK.

P: I wouldn't say our school team is any good.

P: Yeah. That's true. Yeah.

I: So that's a good thing. So were you not allowed on the astro up to this point?

P: Yeah, we were last year, the second-half of last year

P: We were allowed when the year Elevens

I: OK, so and GCSEs, how are you? So GCSE are you, it sounds like you guys are all feeling quite positive About GCSE.?

P: I’m predicted a \*.

P: What in everything?

P: Yeah, I'm on average.

P: I think I'm gonna do good apart from Spanish and computing,

I: Let's move on then. So on your, what I want you to do is on your next post it can you take the blue one please and write down three things that contribute to safety of year 10 boys in school, ok?

P: Contribute to safety?

I: Yeah

P: like the gates for me?

I: Yeah. Yeah. And then on the other one, I would like you to write three things that don't contribute to safety.

P: On the other post it notes?

**17:00**

I: Yeah. OK, so we've got safeguarding, safeguarding, so someone wants to tell me about what?

P: Yeah, I guess. Yeah. They just walk about and make sure you ain’t doing nothing wrong so…

I: So all of these things, how do teachers keep you safe?

P: They just like, they make sure we don't do anything out of line.

P: Yeah, like kill each other (laughing).

P: They keep us in order.

I: Ok, fine. And gates? Someone want to tell me about gates?

P: The gates around the school.

P: They keep us in…

P: And stop anyone from walking in.

I: OK, so the gates keep you safe because they keep people out?

P: Yeah and keep the right people in.

I: Friends, how do your friends keep you safe? Tell me About that.

P: Because maybe if you've got good friends, they’ll like tell you not to do something.

I: OK, good. So, there might be a sort of almost like, a positive - guys, please, thank you - and it might be almost a positive kind of peer pressure type thing. Any other ways that friends keep you safe?

P: Not telling you to do anything wrong.

**18:00**

I: Ok. So this is, things that not contribute to safety, isn't it? Yeah. OK, so, friends, how do friends not contribute to that?

P: I've put friends on both.

I: OK. Go on then.

P: If you have good friends, they can, like, stop you from doing stuff but if you have bad friends, they can encourage it.

I: Good idea and peer pressure, someone, does someone to tell me about peer pressure as well?

P: Oh, it's like when someone makes you do something you don't want to do it. Just to impress them.

I: OK. So that's similar to what we're saying about friends, isn't it? Your friends can kind of be a positive influence, but they might also be a negative influence. OK. Tell me about bullies then. What's the difference between, like, a bad friend and a bully?

P: If your friends with a bully and it’s just repetitive?

P: They’re just being mean to you.

P You might be friends with them, no?

P: Why would you be friend with a bully?

I: Guys. Listenwe need to be able to all give our responses and explain them without people then picking up and saying, why do you think that? OK, so we're going to have to just be a bit careful to be respectful of each other. Put your chair down please. And so, yeah, so you might…

P: You might be friends with a bully because like they might be saying mean stuff to you.

P: Yeah, it could be just banter.

P: Yeah, but they might think it’s banter but the person…it’s not banter to you

I: But I do to pick up on your point again, P. When you said about it being repetitive, so bullying being like a kind of cycle of behaviour and then that's also an interesting point, isn't it? Like the line between banter and bullying, which you know, so you could end up being friends with someone who does end up, you know, with… banter can go too far, I suppose is what I’m saying.

P: Yeah.

P: Yeah.

I: All right, then. Lack of CCTV, was that was that you for that one?

P: When they say they look at CCTV, they never seem to find anything.

I: Oh, OK. Yeah. The CCTV never seems to be in the right place at the right time when you need it sometimes. OK. What's what does this say?

P: Disputes.

I: Who put that?

P: Oh, that's me.

I: OK. What does that mean?

P: It's like people are having an argument, they like, sometimes they might, like, sit on the astro and clap (everyone laughs) And like, overreact about it, so that's just how it is and then they start arguing.

I: So sometimes arguments can go too far and then it can be getting…

P: And gets more people involved.

I: Yeah, ok, and some teachers. How can teachers sometimes…OK, let's listen then.

P: Some of them make you feel uncomfortable and it’s just like not nice.

I: OK, so teachers can kind of go either way. If you've got a teacher who you've all got good relationship with, maybe that can be OK but it can go the other way. Great. Thank you. So we are going to have a quick break…

**SCENARIOS – start of dataset**

**SCENARIO 1**

**25:00**So we're gonna enter the serious part of the discussion. OK, I'm going to give you these scenarios. I'm going to give you one each on a piece of paper. And I'm also going to read them and then I'm going to give you a couple of minutes or like probably a minute to think About them. And then we're going to talk About them. The questions that I'm going to ask you, so you kind of know what to think About are: How would a typical year 10 boy respond to this situation? How could this situation make girls and boys feel unsafe in school? So, we'll think About it. Both of those things. What action could be taken to make this situation safer for girls or boys, and who would take that action? And then what might the outcome of these actions be? OK, so. So, I'm gonna read it. Amy walks down the corridor wearing a short skirt. Raheem makes a sexual gesture at her and laughs as she 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 just think About it for a minute…

Right. I'm going to read it one more time and then we're going to discuss. Amy walks down the corridor wearing a short skirt. Raheem makes a sexual gesture at her and laughs as she walks past 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 10 boy would respond to that situation? Let's start with REID.

REID: I was going to say that the teacher dealt with it wrong.

I: Why?

REID: Because she should have spoke to the boy about it.

I: OK. Why do you think that that would have been a preferable response?

REID: 'Cause it could resolve the situation and he could apologise.

I: OK. Yeah. So you think that there is a case for the boy to apologise and that maybe the teacher should have taken that up. OK, great. Shall we just go round first? Go ahead.

ZANE: You know, I agree with you on that one.

I: OK, so why do you think that it might have been important for the teacher to respond in a different way.

ZANE: Because if you're just saying cover up then it's not really fixing the issue, it's just preventing it again.

JUDE: Yeah.

I: OK. So there is a sense that you agree that if she covered up, that would prevent the problem next time.

ZANE: Yeah

CHARLIE: Wait, but is it based off what you would do or?

I: Well, what I'm interested in is what you think a typical year 10 boy would think about this situation.

CHARLIE: They’d probably just think that the boy that was doing it was a bit of a weirdo.

JUDE: But if the girl, like if she purposefully…

REID: It’s kind of self-bought.

JUDE: If she purposefully wore a short skirt, I meant, she kinda has to expect that.

CHARLIE: She’s asking for trouble

JUDE: Yeah, she’s asking for trouble.

CHARLIE: It was self-brought but it was weird and wrong from the boy.

REID: The boy shouldn’t have just done it.

I: If I can just summarise quickly, so there's a sense that the boy is in the wrong, he shouldn't have done that, that’s not an acceptable way to behave and that the teacher should have picked it up. But also, there is a bit of, like the girl who could potentially behave differently in, sort of, that situation next time. OK. So what could happen next time? We've said that the teacher could pick up more. Are there any other things that could make this situation…

TOBY: He could keep his thoughts to himself.

REID: Yeah

ZANE: Yeah,

JUDE: That’s what the teacher should have said…

CHARLIE: He could just leave it and not do anything. He could think it, but he doesn't need to say it.

I: Are there any ways that this situation could be unsafe for boys, for any boys involved in the situation?

TOBY: Yeah. If, if maybe they weren't doing it like, like as in, they were doing it to someone else and then the girl thought that they were doing it at her, and then he told and then the teacher told someone else, and then it escalated.

I: Oh, so maybe she misinterpreted the situation maybe?

TOBY: Yeah.

I: Maybe Raheem was doing it to someone over her shoulder?

TOBY: Yeah, like his mate or something.

I: And then how could that be a problem for the boy?

TOBY: Because if she tells the teacher and the teacher deals with it differently and tells someone higher up than her and the boy doesn't even know it's happening, then, by the time he realises, there's nothing he can do, because the girl explained her story so many times already.

I: That kind of misinterpreting of the situation that could end up being quite difficult for the boy, yeah? OK. So, I suppose does that have implications then for what the teacher should do? How the teacher should respond?

TOBY: Yeah, the teacher should have got both of them together and then made him…

ZANE: I think they should punish the guy

JUDE: If the girl did it on purpose, he should punish the girl and the boy.

CHARLIE: Isn’t there like a school protocol for like how the how the student is dressed.

JUDE: That’s what I mean.

CHARLIE: So, she's breaking it, so she should get punished as well.

I: OK, so she is actually breaking a school rule? OK. Then I suppose one thing we haven't really thought about is how might this situation make Amy feel unsafe, though?

CHARLIE: So, she might think that it was not a one-time thing, and then if he sees her or she sees him outside of school and she's dressed like that, then he might do it again and then it will escalate.

TOBY: She might think that all boys will do that…

ZANE: She might think that boys are talking about her behind her back.

REID: Yeah, that all boys will also do it as well and then she can’t trust anyone

ZANE: She could have worn her dress like that, like, not to impress, her skirt, like that to impress like people. She could have just worn it because she thought it looked good or something and then that will make her feel self-conscious and it'd be hard to trust anyone.

REID: Good point, ZANE.

I: Yeah. Yeah. I think that is a good point, because we've kind of talked about her dressing that way because she wants attention. But you know, ZANE, I think what ZANE’s saying is, what if that's just how she likes to dress?

ZANE: Yeah

I: And then you're making a point about how that's going to impact her trust and feelings about people. How about other girls? What do you think? For example, if someone comes into your classroom, you're sitting in a class, there's girls and boys in there and you hear someone, you hear someone saying, oh miss, you know, he did this while I was out in the corridor. And the teacher says...

JUDE: And then a lot of people who will overhear it and then be like, oh, this guy's so weird, we need to like beat him up.

I: OK. Yeah. So that's going to have an impact for that guy. But how do you think other girls might be feeling?

JUDE: They will feel like disgusted with the boy.

TOBY: They’ll feel like they wouldn’t be Ile to talk to him..

JUDE: They would tell like their friends about like so, and they’ll then want to protect them, because they didn’t do anything wrong.

I: They won't feel safe?

JUDE: Yeah, and if it's fake, then the rumour’s kind of out there, and people might have made, like, made nicknames for the boy.

TOBY: People could probably use it against him in the future.

I: And it's kind of difficult, then, once that name has got out and that reputation to pull it back, is that what you're?

TOBY: Yeah,

JUDE: yeah.

I: Great. All right then. Anyone got anything else that they want to say about that one? Right.

**Scenario 2**

**35:00**

Other boys at school regularly refer to girls as sluts or bitches. If anyone asks 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.

JUDE: That’s fair.

ZANE: It’s fair!

I: No, let's have one minute to think about it and then we'll talk about it. Think about why it's fair, if that’s what you think. I'm gonna read it one more time. Other boys at school 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. Right, what do you think?

JUDE: Alright, so I think well, if the boys call them that, it kind of just stays with them, like maybe for the rest of their lives and later on they might not like being called a slut. It's not fine to call them that anyways.

REID: I think even if the girls like it, I think the teacher’s in the right, because I don't think, you should be calling, like even if they like it, it's still wrong, because the words, especially in class, like in your own time, without like, people in your control or you're in their control, in class, then it’s still not all right, because people, like the public could be walking past, and then you hear them calling you that. And then, yeah…

I: OK, so it might reflect badly on school?

REID: Yeah.

ZANE: The teachers, I think the teacher that's got angry, is in the right, yeah, because like it isn’t right and it could, like, with some girls, they might not mind it - you still shouldn't call them it - but with some girls they might mind it.

I: So let's say that this happened in the corridor. How do you think that a typical year 10 boy hearing that would respond?

REID: Probably just laugh.

TOBY: If the girls were like, laughing about it as well, then I'll probably be like (laughs). If they weren't and they were like, oh, just leave me alone, why’s are they being so mean? Then I'd probably just give the geezer a dirty look.

I: OK? All right, so there's a sense that you would, like, monitor how the girl, how the girl’s kind of reacting.

TOBY: Yeah, yeah.

I: But you said that you thought that that a typical year ten boy will probably just kind of ignore it or laugh along. Tell me a bit more About that then.

CHARLIE: Don’t want to get involved.

I: Yeah. And why do you think you were agreeing?

JUDE: Yeah. You just don’t want to get involved in situations that are not yours to get involved in. If you’re not involved in it originally then don't, don't intervene.

I: OK. All right. So, from a kind of safety point of view…

ZANE: Oh, I’ve got one.

I: Oh, go on then.

ZANE: If it becomes a re-occurring thing then, they could get a more severe punishment.

REID: It's bullying, especially if the girls not liking it and it keeps happening then.

JUDE: It depends on your relationship with the girls that are being called that.

REID: That is also true.

JUDE: Because if it's, say, if you're really close with them and they're really not a slut, so then, if they're really not a slut so then, well, then it's just not funny, because they're just calling the girl something that they're not.

I: OK,

REID: But what if they actually are?

JUDE: Well, no one deserves to be called that in the first place.

REID: But what if they’d say that they are as well?

ZANE: Yeah. But what if this is a thing that you regularly call them.

CHARLIE: I think if you actually are, yeah, then like your friend could probably say it to you. But they don’t need to repetitively say it to them. Yeah. Like they should have, like, as a good friend, probably, tell your friend if they are, kind of thing, you know?

I: All right. So if you're if let's say, the guy, the guy in this situation is one of your friends. Then you should have a word with them and say you know, that's actually not OK?

CHARLIE: But it's repetitive, so I don't think it is OK, but you can tell them once, or once or twice, but…like you could, won’t, change if you keep calling them it.

I: All right. Your friend won’t?

ZANE: It also might like, if they're not, it might make them think that they are, kind of thing.

I: How do you think that girls would feel in a school where boys were regularly using that language towards other girls or towards them?

JUDE: Uncomfortable or something, like, to not feel safe.

CHARLIE: I don't think they would be, feel unsafe, but they probably wouldn't have the most enjoyable time.

JUDE: They might not have any self-respect for them because if they're hearing that all the time, then they’re gonna, not think good of themselves. They might not do well in school.

TOBY: Yeah, they're gonna think they’re not worth anything.

I: OK. So you think it's going to impact on their self-esteem, but it's not necessarily, does everyone agree, that it's not going to be really a safety thing?

P: Yeah.

JUDE: Yeah, more of like a mental health thing.

TOBY: Mental well-being.

I: Ok. And so what action could be taken then? I mean, we've all said that we think that the teacher is doing the right thing

TOBY: Ban the word.

I: What else do you think?

ZANE: Yeah, but the words are banned aren’t they.

JUDE: If anybody in the in the school hears it then they should report it. And if it's a teacher, they should give it a…

ZANE: That's the thing now, though, isn't it?

JUDE: No, it's only the one teacher.

CHARLIE: It should be the Head of Year, the Head of Year should do it…

I: If the Head, what were you going to say?

CHARLIE: The Head of the Year should like make a meeting and then, like, inform the rest of the teachers.

I: So kind of get all of the teachers involved in, in being aware of that language and do something About it, OK? And so we think that calling their parents is probably a good idea, potentially escalating it, getting other teachers involved,

TOBY: And then if it becomes repetitive, then maybe a suspension.

JUDE: Yeah.

REID: Or no. Isolation

TOBY: But then you keep telling their parents at some point it might be the parents start to be the parent's fault as well.

I: OK.

REID: The parents might encourage the behaviour  
  
JUDE: The teachers need to, if they hear if they hear it, like report it. But I don't think, realistically, you can't really tell the students to, because, when they say, like report stuff you see, no one ever really does it have

JUDE: There’s only like one or two people that do, I think

I: Why do you think that is?

JUDE: Because it's you’re in school, it’s your own time…

ZANE: You normally just don’t want to tell on someone

I: Social stigma would that be? Telling a teacher, Oh, I heard that person say that, but you might…so it might be OK to have a word with a friend.

TOBY: What’s social stigma?

I: It's like a like something that you're not allowed to do in society, something society says you shouldn't do. So, it might be OK to have a quiet word with a friend kind of separately. Is that what you're saying?

TOBY: Yeah, but, no one's going to tell a teacher.

I: OK. Yeah, good. Thank you.

**Scenario 3**

**45:00**

So, let’s start the next one….It's break time and a group of boys who are your age are chatting in the playground. One of them asks 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 boy accuses him of lying. He takes out his iPhone and starts showing the other boys with pictures to prove it

CHARLIE: Wait, is this 10 different girls or one girl that's sending 10 pictures.

I: Well, it’s 10 images so could be either. OK, so have a minute to think about it. And then we can discuss…OK, I'm gonna read it again. It's break time and a group of boys your age are chatting in the playground. One of them asks 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.

CHARLIE: If they have the pictures, yeah, it's probably because like they've been sent them by the girl, no? So, like, in a way, it's wrong that they have them, but in a way, it's not their fault, but it is at the same time. But they don't need to, then, like, prove it and brag about it or anything you know?

I: OK, so if you have those pictures, which you probably shouldn't anyway, you should just keep them to yourself. OK,

JUDE: I agree with CHARLIE on that one. Like he shouldn’t have them the first place but even if he does have them, he shouldn't be showing them around and sharing them with everyone else, you should just keep it to yourself.

TOBY: Well basically I agree with them, so JUDE can go.

JUDE: So, I think it depends on how big the group of boys are. So, if it's just two or three, it's still not good. But say it was a big group of boys, and everyone's got them then, then the girls might think, why did I do that? And like they might like, think low of themselves and they might regret it,

I: OK.

REID: I think if the girl sent them to the boy, and they're in, like, a relationship, then it's fine and it's only him with it.

CHARLIE: Yeah but he’s still showing them to people.

REID: Yeah, but if they, they stop being in a relationship or break up and then he sends them to everyone out of, like, spite, then the girl will regret it.

CHARLIE: I think the biggest thing is the showing other people.

*Agreement around the table*

CHARLIE: Like it's wrong for the girl to send them in the 1st place…

ZANE: It’s wrong for all of them.

REID: If the girl asks for you to delete them, you probably should because the school will probably get involved with it, if you don't.

ZANE: It's also with, like girls, digital footprint, so if she’s trying to get a job later along then then I don't know, her employer or a boss finds like out, that when she was young, she sent naked pictures of her to other boys.

REID: How young are we talking?

I: Your age, so year 10.

ZANE: So then then it might not look good on her, so then she might not be able to get any jobs.

I: OK, so we're saying that, the boy shouldn't be showing them around. In terms of kind of what could be done then about this situation, what do you think could be done to make it safer, do you think?

ZANE: I think that, well, the school should ask the boys to delete all the photos.

TOBY: But I don't reckon the girl would want to tell the school though.

I: Why not?

TOBY: Because she's in a position where she's, she's clearly sent them, like they're not going to have gone to a window and taken a picture of them.

REID: Or it could have….

I: So why then would she not want to tell school, do you think?

TOBY: Because like..

ZANE: It's embarrassing.

TOBY: Yeah, and isn’t there like an age limit, isn’t there? And she's underage.

JUDE: She might get into trouble for telling the school there.

TOBY: She should confront the boy because…

ZANE: It doesn’t even sound like she knows

REID: I feel like she should do it when all of his mates are there and bring loads of her friends as well and when they are all there they’ll be like ‘delete ‘em, delete’ and then he’ll be…

I: Why do you think that she should do it when all of his friends are there?

JUDE: Embarrass him.

REID: Yeah, to make him feel more awkward.

ZANE: I don’t know I…

I: And do you think that this is something that a typical year boy would be embarrassed about?

Participants: Yeah, yeah,

CHARLIE: Yeah, if the girl was to confront him. I think the guy would be…

ZANE: I don't know if she should do it like around the whole group, because if she knows that they've all seen it, she'd probably feel like a bit…

ZANE: They might not see her in the same way as they did before.

I: Who wouldn’t, the guy?

ZANE: If everyone in the school knew about it.

I: How do you think it would make those girls feel to find out that those photos have been shared?

ZANE: Because the other one, it was just talking about it, but this one, if she kept sending them, after everyone has found out…

I: Ok, so you do think that there is a bit of an issue basically with the fact that these people have sent them in the first place.

ZANE: So, I think they would be a bit embarrassed but I think at some point, like they, they sent them themselves they have to just come to a…. I can't think what the phrase is, but they have to get to grips with it.

CHARLIE: They have to realise that they’re making their own downfall.

I: What do you think? You look very pensive, so I'm just….

JUDE: I do agree.

I: Yeah? OK. All right. And then in terms, so what could be done they could, they could confront them, they could maybe tell a teacher, but that might be embarrassing. How about um, how about for the boy in this situation?

CHARLIE: What did he do?

I: Well, firstly, what aspects of safety are there for the boys?

CHARLIE: Well, I don't think that unsafe…well, unless the teachers ask to go through their phones unexpectedly.

ZANE: But, if he's sent them out, then he's in the wrong.

CHARLIE & 4: Yeah,

ZANE: But if he's just like, if he's just been sent them by the girl…

I: But then I suppose he is showing them to people.

JUDE: Yeah.

REID: But if he’s just been sent them then it's not his fault at all, unless he’s like dating her.

I: So if he’s just got them on his phone, it’s not his fault. But if he shows them to people?

ZANE: Yeah, the girl willingly sent it to him, she didn't send it to everyone else, she sent it just for him.

JUDE: If he, like, saved the phone to his camera roll or something, then it would have been his fault. But if it's just like in the chat and then, like he didn't, and he didn't show it, then it's like it's not his fault, because if you got sent in it, then you can't do anything about it.

ZANE: Seems everyone's sort of in the wrong somehow.

REID: Yes.

ZANE: Yeah.

CHARLIE: Because the boy that asked him, the boy that was like doubting him like, he could....

TOBY: He probably wanted just wanted to see, you know?

REID: Yeah.

I: Yeah, that's interesting.

TOBY: Because he was like, oh prove it, show me. prove it.

REID: It’s a bit beggy though.

ZANE: And it's illegal.

REID: Yeah. It’s a freak of nature.

JUDE: Yeah, it's like child yeah, porn and stuff.

I: OK. Yeah. So that's the rest of the group also have some responsibility there because they've asked for the proof.

[one of the group members, TOBY, leaves for a doctor’s appointment]

**Scenario 4**

**59:00**

I: Ok, let’s move on. Bob and Anika are your age, friend since primary school, Anika tells Bob that she has received a naked picture from one of Bob's friends from football. He has asked her to send a naked picture back. She has never met him. He doesn't go to Anika and Bob's school, but he got her details through snapchat. Ok…

CHARLIE: I think she should just leave it! Oh sorry, it’s your turn.

REID: I think Anika should block him because she's never met him, unless she wants to meet him, and properly see what he looks like, not just a picture….And then if they meet up and they really like each other and he's still asking, then if she really wants to, then I would, then she should

JUDE: She should?!

CHARLIE: I think it depends what she's kind of into, you know, like, if she wants to then meet him first, like I don't think he should send a picture, like especially not if she hasn't met him and like he's just, like, sent her a picture. Like I think I'd be, if I was in her situation, I'd probably be a bit weirded out.

JUDE: yeah

CHARLIE: And I’d probably just, kind of just leave it, not message him.

I: What do you think?

ZANE: I think I’d just block the guy,

I: Ok, and do you agreed… how do you think that the situation is going to make Aneeka feel uncomfortable?

ZANE: Uncomfortable, because if it…wait, did he say did she say she's friends with Bob?

I: She's friends with Bob, but Bob didn’t send the image.

ZANE: So yeah, if they’re friends… if they're friends and then Bob is still, he's still talking to his friend, and then, they go out and then Bob's friend is there, then it'll be quite awkward. So I would just block him.

JUDE: Well, I agree with ZANE, but like what CHARLIE said, first, I kind of disagree with it because like, he shouldn't, he shouldn't, she shouldn't, if I was a girl. I wouldn't go out with the person that asked me like that.

REID: Well, it depends what she's into.

I: OK, OK. Wait a minute. Let’s hear from JUDE, what did you want to say?

JUDE: Because I would say if it's like a safeguarding issue, so I wouldn’t, I would block the person and I just wouldn’t talk to them and I wouldn’t talk to Bob either because he suggested to send photos to the boy.

I: No, it doesn’t say if he wanted her to send a picture. It was the friend.

CHARLIE: So if I was the girl, it'd probably be a bit uncomfortable, but it's one of those things I think…

REID: You’d get over it.

CHARLIE: You’d probIly just laugh at it, kind of thing. Like, yeah, like he's never met her and there’s just this random guy sending her pictures of him.

REID: Yes!

I: So you don't think she would necessarily think that it was such a big deal, do you agree REID?

REID: I feel like I'd just block her and then...

I: Just block it and move on?

REID: Yeah. Because it's one of those things that will be like I've never met this guy and he's just sent me a naked picture. And I would just be like, all right. And then block him.

CHARLIE: Yeah.

I: OK. Is there anything do you think that could be done About this situation?

REID: No, not really. Just block him.

I: OK.

ZANE: I guess she could get Bob to do something

I: OK. What could Bob do then?

ZANE: Have a chat with his friend and say that’s not acceptable.

JUDE: Confront him About it.

ZANE: Say it’s a bit weird.

I: So Bob might have a word to his friend. Uh, huh? Anything else that anyone can do here or not really?

CHARLIE: Just block him, and move on.

REID: Yeah,

JUDE: yeah.

ZANE: Tell him, tell him to grow up and then block him.

JUDE: No, I wouldn't even message him.

ZANE: Yeah, like get a grip mate!

JUDE: I wouldn't even message him, I’d just instant block.

REID: I’d be like, so what does it look like?

ZANE: What are you doing?

**SCENARIO 5**

**1:03**

I: Ok, let’s move on…

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 his skirt up so everyone can see her underwear

Participants: What?

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.

REID: What? Who would do that?!

I: ZANE has not had an opportunity to start. So, let's hear from him.

ZANE: I think that’s just a bit weird. Like, alright, she's got shorts on, but she might not have had shorts on. It's just, just a bit weird, Like, don't do that.

I: OK. So, you think that’s something that guys just shouldn’t be doing at all.

CHARLIE: He definitely should not have done it in this situation, but like, maybe if he was like, if they were like together.

ZANE: No, even then.

CHARLIE: No, no, no. If they were together, on their own….

REID: At their house and he asked her…

ZANE: (sarcastically) Can I flip your skirt up?!

CHARLIE: It would still would have been weird but like…

ZANE: But in this situation, it is completely wrong.

I: So, what you’re doing is your imagining a situation where it could be ok?

CHARLIE: Yeah, there’s some ways,

REID: It wouldn’t be as bad

CHARLIE: Where it wouldn’t be ok, but there's situations where it wouldn’t be as bad.

ZANE: But not with other people, at school, at lunch. When everyone's out there.

JUDE: Yeah, that's a bit weird.

ZANE: And the teacher comes up, and…

CHARLIE: I think it's the wrong reaction from the girl.

REID: Yeah, that’s it.

I: OK. So what

JUDE: I think she might think it's fine because, like, everyone's around her and, like, peer pressure and stuff and that's why she's laughing it off. But really, she might not like it because everyone’s joking about it.

ZANE: Yeah. Because sometimes people would say like, like XX say he get he got like,

I: No name please.

ZANE: Oh, yeah, my bad. You didn't hear that. Ok, someone we know someone.

REID: John Doe.

ZANE: And he and he usually gets like not bullied, but like they can mic out of a bit. And he usually just laughs it off like it's nothing. But I feel like in reality, he doesn't really like it.

I: So, in this sort of situation it is not always easy to say, Hey, don't do that. You might have to just sort of run with it,

CHARLIE: But even if she was fine with it, then she’s let, everyone in that group now thinks that it's fine to do that, to at least this girl, and then that might make her feel unsafe later kind of thing.

REID: Yeah. Lower her values.

CHARLIE: Yeah.

I: In what way, might this kind of be a situation that creates a safety problem for boys? Do you think is there any way?

CHARLIE: I think if they try to do it back to them, as like retaliation.

REID: What? Like up the trousers?

CHARLIE: But they might do, I don’t know, something else, that might put the boy in an uncomfortable position.

I: Ok, so there could be some sort of way that a girl might retaliate.

CHARLIE: Yeah, I think if they do it to a girl then they, like because this was, they didn't ask, they just did it kind of thing and maybe like say theoretically REID did it to a girl and I was like, and if I was close with another girl in the same kind of closeness, as REID with this girl, and I just did it to them thinking, oh, she'll laugh off as well. Kind of thing, and then she doesn't.

I: So other guys might think it's OK because they've seen that person do it and get away with it.

CHARLIE: Yeah, I mean, I don't think anyone would, but that is possibility.

I: How do you think that other girls watching that situation are going to feel?

JUDE: That's… bit weird.

ZANE: Yeah, say one girl starts laughing and the other girls might think, oh it’s funny, so they'll start laughing as well, but when it's done to her and everyone's laughing at her, she might not like it.

REID: Yeah. People take it differently

ZANE: Yeah, it's about perspective.

REID: Yeah.

I: So what then do you think can be done in a situation like this? Make it safer?

CHARLIE: CCTV yeah,

REID: Yeah. CCTV.

JUDE: Yeah

CHARLIE: I’m not sure though. Because, I mean, I don't think they’d check it, but I think the teacher…

I: Why do you think they wouldn't check it for this?

ZANE: Because she acted like she didn't mind it, but if she went up to the teacher and was like, oh, this happened at lunch. Can you check CCTV to, so you believe me…

CHARLIE: But the teacher one duty should actually be like, watching instead of waiting for a reaction which is like, that's the thing with most teachers, they wait for a reaction. Or they only hear that what happens after, kind of thing.

JUDE: Yeah.

CHARLIE: So they come over in the reaction. And they don't see what actually happens.

I: So maybe if teachers were a bit more kind of proactive, maybe that would be…

CHARLIE: Yeah

I: Make it a bit easier. OK, great. I'm going to stop the recording. Or has anyone got anything else they want to say About that one before I stop the recording?

1. All names changed to protect participant’s anonymity. [↑](#footnote-ref-1)