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

Interview date, time, location: 26.11.2024, 10.50-12.50, face-to-face.

Interviewer: AB (“I”)

Interviewees: Participant 1 (“Graeme”) Age: Year 10 boy

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

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

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

Introductory Activity cut as not included in dataset.

**SCENARIOS – start of dataset**

I: So what we're going to do now is we are going to discuss each of these scenarios. So just another reminder that we are not going to, well, we all know we're not going to name anyone’s names, don't we? And so I'm gonna give you the scenarios, and I'm gonna read them out, and then I'm going to give you, like, a minute or two to think about them. And you've got notebooks if you want to make notes, you can, but you don't have to. And then I will read them again and then we'll discuss. OK?

Sorry, the other thing I wanted to tell you, was the questions that I'm going to ask you just so that you know what to be thinking about. So, the questions I'm going to ask are going to be along the lines of how would a typical year 10 boy respond to this situation? How could this situation be made safer for girls or for boys? What action could be taken to make this situation safer for boys or girls, and what might the outcome of these actions be? OK, so have a little think for a minute and then we'll discuss, OK?

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 us she might want to cover up to avoid that kind of attention next time.

How would a typical year 10 boy respond to this situation do you think?

TREVOR: I think it depends what kind of year 10 boy.

STEVE: A typical one.

GRAEME: What is average though?

I: So, you can decide. What would a typical year 10 boy standing in the corridor think about this?

STEVE: Probably nothing

I: Probably nothing. OK, why do you think that?

STEVE: Well, it depends how short the skirt is cause you're in a school, so there's, you're not supposed to be dressed up revealing everything. It should be minimum halfway up your leg, maybe, at the shortest.

I: OK. Yeah.

STEVE: Yeah, if you're like, if you're yeah, if you're dressing in a certain way, you've got to be prepared for the comments that come with that.

STUART: Exactly.

STEVE: Actually, the average year 10 boy probably wouldn't, so, probably would laugh and …

STUART: Actually, it depends, like, what's it called? I don't think people should be commenting on it, but then at the same time, if, if like a girl's going out dressed like that, then she should be prepared to be facing those comments. I don't think it's right. But still people, the, people are going to say it anyway.

I: And you said it depends what their gesture is, did you?

GRAEME: Yeah. Because like you’re in your big GCSE year, get a grip, you’re making gestures, get to a lesson man. But yeah, kind of right?

I: And did you want to add anything to that, TREVOR?

TREVOR: Like you shouldn't be doing it, but like if you felt like, if it wasn't a really short skirt, then it probably wouldn't happen, so it's like it's not fully somebody’s…

STEVE: It’s like, there's always are reason, people aren't just going to say things…especially because obviously as we are maturing, people aren't going to say things, knowing that you can just report it and they can take it (muffled) …they’re not going to make it unless there's a reason. They're not going to say things, unless there’s a reason.

I (muffled)

STEVE: No, no, no. People, like wouldn't make comments unless there’s a reason, cos they’re not…

I: Ah, ok. So in what ways do you think that this situation, what kind of safety aspects are there, what, how might this situation make girls feel unsafe?

STEVE: It’s pretty, like, if you're getting comments like that, it’s a bit pervy, like it’s pretty weird, that's pretty dodgy. It might girls feel uncomfortable around that certain boy.

STUART: Or boys, just shouldn't say it

STEVE: Yeah, they shouldn't make comments.

GRAEME: It said gesture.

STEVE: No, no.

STUART: But like, you're turning into a man, right? Yeah. From like, that stuff’s like, just like, kid kiddy stuff.

STEVE: It’s just making people feel unsafe.

GRAEME: (laughing at STUART) What do you mean, ‘kiddy stuff’?

I: It’s just immature behaviour, is that what you mean?

STUART: Yeah, exactly like you should be…grow up.

STEVE: Yeah, but equally, it's not like grow up, but it goes further than that cause if depends how short, if the skirt is like really short then that is that really dodgy on its own because you're in a school you've got 11 year olds, you've got like, so we’re in year 10, so that's like 3-4 years difference. You’ve gotta be considerate of everyone that's in the school.

I: How about are there any, anyways that this situation might make boys feel unsafe?

STUART: No, I don’t think so.

STEVE: If you’re the one making the gesture, then not really no.

GRAEME: Yeah, you were the aggressor, you’re the attacker.

STEVE: You should probably get isolation for that.

TREVOR: I mean, most boys probably don't want a school full of girls

STEVE: Dressed like that…

TREVOR: Yeah, who are too revealing…

STEVE: Yeah, like there’s too revealing.

TREVOR: Exactly like. You come here to learn. It’s a school, not a catwalk.

I: So, in terms of the action that could be taken, yeah, to make the situation safer, sounds like the main one of the main actions would be that girls can think about how they dress. That's one thing. Is there anything else that could?

STUART: I mean, boys should just keep their comments to themselves. I mean, I think everyone sees loads of stuff that they might not feel comfortable with or like something along that lines that they might not like or that they think is weird or something. But then at the end of the day, they don't comment on everything that they find unnormal so..

STEVE: Teachers probably should also discipline the boy because if they start again in school making comments like that, it's just a bit weird, bit dodgy.

GRAEME: Because there's also, like freedom of, you wanna dress how you wanna dress. They shouldn't really be talking about. They should probably sanction the boy, but if you're going to have uniform rules, that happens a lot here, the uniform rules are really strict for us, we’re sometimes not allowed to be let into lesson unless our shirts tucked in, our ties straight, blazers whatever.

STUART: It’s just a good standard, though

GRAEME: But some people have, like skirts that, you can't see, like I once asked someone, um, the teacher once asked someone, ‘where’s your skirt’ and she had to lift up her jumper to prove it was there. Like, what is the point, at that point? Like…

STEVE: Yeah.

I: But was she then told to sort it out?

STEVE: Which teacher?

I: No names thank you.

GRAEME: A certain biology teacher’s has had quite couple of these incidents, which has been reported for his handling of.

I: Well, I was gonna say, might there be any, might it be difficult sometimes for a teacher to challenge skirt length?

STEVE: It is definitely…

GRAEME: No, uh, sometimes he’s making the, uh, he is the problem, I’ll be real with you.

STEVE: I think there are better teachers to deal it.

GRAEME: Yeah, probably the female teachers…

I: Maybe sometimes it can be tricky for teachers to know how to deal with things, and I suppose tucking a shirt is a bit easier somehow.

STUART: I think only certain teachers should be able to deal with it, so like the safeguarding thing, I think if a normal teacher has a problem with a student’s like, how they're dressed, like in an inappropriate way, it, like safeguarding should deal with that.

I: Yeah, ok. Thank you. OK. So, we’ve talked about that and we talked about what could happen, so I suppose so we've said that there might it be that the boy would be disciplined more, kind of talked to, and it might be that the girl also might have a role to play here. And I suppose I'm thinking about what the kind of outcome would be, then I suppose the outcome of the situation would be if those actions were taken then everyone would be able to get on with their learning, does that sound right?

GRAEME: Yeah.

I: OK, right. Moving on then. You can put that one in the middle of the table to get it out of the way so we can focus on the next one.

Scenario 2: 46:40

Alright. 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. So, how do you think a typical year 10 boy would respond in that situation?

STEVE: I think they’d probably get involved with that.

(muffled as everyone contributes at once)

I: Hang on. So you think they'd get involved?

STEVE: Not no, not get involved, per se, but they wouldn't do anything to the boys that are saying that, they probably go and maybe partake in it once or twice, but it's, if they say it's a joke, the girls don't mind and it doesn't say here that the girls do mind so, other than that it doesn't really seem that deep, probably would think about it much.

I: OK.

STUART: Yeah, they might try to like fit, in by joining the other boys.

I: OK, so there might be a sort of peer pressure element?.

STUART: Yeah.

GRAEME: Yeah. Deserves attention, I'll be real.

TREVOR: Yeah exactly

GRAEME: If we're gonna use derogatory for language to other people, that deserves attention if you decide to do that.

TREVOR: Yeah, if you’re a man should be treating women with respect.

STEVE: You tell ‘em (sarcastically).

TREVOR: Shut up Steve.

I: Everyone should be able to voice their opinions remember.

TREVOR: You should be treating women with respect as a man, but if you’re out there calling them the B word it’s a bit…

STEVE: Not respectful.

TREVOR: Exactly, it's not respectful at all, is it?

STEVE: Especially sluts is… a bit dodgy, especially as a year 10.

I: Why especially as a year 10?

GRAEME: It implies you've been with loads of men and as a 14 to 15 year old, what could you possibly be?

I: Ok, I see

TREVOR: Yeah, this generation is cooked for that stuff.

STEVE: Yeah, take the detention. Take the call home. And don't do it again really.

I: OK.

TREVOR: I think just get a grip,

STEVE: Yeah.

I: So, we just don't think that that's acceptable. Ok, in terms of safety, how do you think that girls would feel if they were in a school where guys were regularly using that kind of language?

STUART: Uncomfortable

STEVE: They’d think that’s gross

GRAEME: I think it sort of depends, like if it’s your close mate it's OK.

I: Ok, why’s that?

GRAEME: It's like, if it’s your close mate, you wouldn't mind as much.

STUART: It’s like me calling, like my friend, ‘good boy’ or something?

GRAEME: No? Like, if I say Stuart calls me a slut or a bitch, I wouldn't really mind.

I: Are you a woman in this situation?

GRAEME: No. But like, yeah, no. Yes. Yeah. I feel like, OK, I can sense it’s a joke. I wouldn't take it too much to heart. But if it’s like random people, I never talk to – like, bro?

I: Ok, so you think that the guys in this scenario, the guys who are saying it's just a joke and the girls don't mind…

GRAEME: You would check with the girls if they actually mind, because if you have certain level of friendship with someone, like saying something to a stranger is different to saying something like to a friend, yeah. I'd feel less comfortable if it was a random person compared to someone I know well.

I: And so what do you think, what action could be taken in this kind of situation to make it safer?

STEVE: I think harder sanctions if you want it to stop this.

I: mmhhm

STUART: Yeah, strickten up on things like that, I think. And then people won't do.

I: Yes.

STEVE: Make it clear that it's like not acceptable.

TREVOR: Yeah, yeah. Make it clear that you're not gonna tolerate that behaviour in school. Like give them like. I mean, if there's to say something that bad, say like maybe two days suspension, or something?

I: So you think that the teacher in this case doing the right thing?

STEVE: Oh yeah.

TREVOR: Oh, hundred percent

I: By kind of cracking down on it, and if it's sort of thing was happening in schools then? Maybe…

STEVE: I think context is…it sounds stupid, but context is necessary, cause if the, if it's a person, who, if it's a girl who's consistently rude to a certain group of boys, and is being passed around a lot, and that type of stuff, it's not valid, but it's an easy thing to just say to someone who is rude to you.

TREVOR: Some girls kind of ask for it.

STEVE: Yeah.

TREVOR: No, not like that. Like…

STEVE: But if you get a, if you go say, and in the span of two weeks, you get with like four or five guys, and especially if you're rude to someone, it's a bit dodgy. And if you're rude to them, they’re just going to clap back and say that.

TREVOR: And yeah, some girls think that they can get away with absolutely everything because they know that the school are like tough on boys and not as tough on girls and they use that as a chance to, well, an opportunity to do what they want really. Like some of them just go around punching you and then make out like you punch them and like it's just beggie behaviour really. And then some of them just scream at you, like, screaming and like just being loud in general, it’s just, and it’s just like why?

GRAEME: Yeah, punching is real, because, like, I put on the post-it note just not being able to do anything about it because if a girl starts punching you, it's different, because you can't fight them. You can't do anything about it. You've got ask them to stop, if they don't, hope someone else does something about it. You've kind of like, gotta take it, block a bit. What you really gonna do? You can’t hit a girl.

STEVE: Yeah, but I think that that should stay like that cos it’s legit.

GRAEME: Yeah, but like, then they can't hit us

STUART: Exactly.

GRAEME: Because I don’t know what to do in that situation.

I: Yeah, and funnily enough, my other research project that I'm doing is very much linked to that topic. And yeah, lots of boys feel the same, definitely. OK, so I think we can probably move on then, unless anyone's got anything else….what were you saying TREVOR because you were, were you agreeing?

TREVOR: Yeah… I’m ok.

Scenario 3: 53.33

I: Ok, All right, then 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 phone. 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 them the pictures.

STEVE: That's dodgy, that is. That’s illegal, right? That’s child porn.

GRAEME: That is not OK.

STUART: At this age, I just don’t think that we should really be doing this kind of stuff.

STEVE: Equally, if you get sent it, that's not your, that's not your fault. Like…

GRAEME: And you decided to save that to your camera roll and you just keep it there, right?

STEVE: Cause, cause, OK if your friend was to send you that, you wouldn't be, like, right, without sounding like a weirdo, I would record, like, record it, so that I can blast them for it, cause that is dodgy, that's a weird thing to do so I would keep it as evidence.

STUART: Really?

I: Ok, so you would want to take it out with your friend and say you know that's not OK.

GRAEME: And are you the boy or the girl in that situation?

STEVE: If I'm the boy and the girl is sending me that, I don't want to see that. Get it out my face…maybe I’d like, I'm screenshotting it, sending it to, not sending it to anyone…but I I'd probably like, not show a teacher…but, just that's just weird.

STUART: Keep it in your e-mail.

STEVE: Yeah, keep it for evidence but not for like that, it’s just, I don't know how to explain it but it’s just weird to be sending it at this age. Yeah, it's just dodgy.

I: How about the guy in this situation so…?

STUART: He could feel quite uncomfortable.

STEVE: Yeah.. well, he seems like he's bragging about it.

TREVOR: It seems like he’s a chill bloke

GRAEME: But how did he get hold of this?

STEVE: If he got sent it then…

GRAEME: I think I’d phrase it, but if they all sent it to him, then he must be like…

STUART: He must be like a highly rated bloke (laughing).

GRAEME: Nice. But if they all sent it to him, then maybe he feels uncomfortable?

STEVE: Maybe he's pressuring them into it. Maybe they haven’t consented to it.

GRAEME: He might have beaten them up.

I: OK, pressuring the girls into sending the images, is that what you’re thinking?

STUART: Oh yeah, maybe he’s like an abusive man.

GRAEME: I’m being serious, there’s… (muffled) story on that.

I: OK. And how do you think that if it, imagine, so it sounds like you're saying you don't think that's very likely to happen in your experience. However, if it did happen, how do you think that the other boys like, are there kind of any aspects of safety in that situation for the other boys?

TREVOR: I think if that happened and the boy had done completely nothing wrong, but then it got sent around, like not just because of him, like he's just sent it to one person and one person starts sending it around. I think the boy who sent it in the first place would be punished. Like, I don't know, …aaah, I don’t know because then that does sound like it is his fault, but then still.

STEVE: I think it's sending it around where it's becomes a problem because you don't have to send it around.

TREVOR: yeah

STEVE: I think in this one, to be fair, one of the boys accused him of lying. He's proving that he has it, but he could prove it in other ways. I think it’s a bit dodgy, everyone's impressed is a bit weird, but…

TREVOR: I think I think that if that was to happen in our year and like it got out everywhere and like sent to everyone and even if it wasn't the boy who got sent them, I think the girl wouldn't be in trouble at all. I don't think she would. I think she would be the one.

STEVE: Yes, she would

TREVOR: No, I don't think so. She wouldn't. She wouldn't.

GRAEME: People’ll talk about it, they'll be like….

STUART: People’ll talk about it, but no one actually like cares.

TREVOR: Yeah, but they're, they're not gonna like, tell her off for sending it like.

STUART: It's stupid. They'll, they'll probably blast the guy for sending it around.

TREVOR: Exactly.

STUART: Which is what happened.

I: Do you disagree?

GRAEME: Hypothetically…

STUART: This isn’t gonna get out of here, don’t worry

GRAEME: Perhaps hypothetically, yeah the girl will have some comments made against her, but perhaps…

STEVE: But if you're sending that, so I'm assuming that this boy isn't they, they're not, they're not in a relationship, so it's just random. So that's you've done it to yourself really, sending in, in a girl's mind, if you're sending that to a boy, a teenage, boy, then you are, within minutes of them opening it, it’s already around the whole school, realistically.

I: So you’re saying that girls shouldn’t be doing it?

GRAEME: But guys shouldn’t be sharing it either.

I: What? What do you think, Stuart? Do you agree?

STUART: I agree. Like I think that you shouldn’t be doing that.

I: What shouldn’t be sending them or showing them.

STUART: Shouldn’t be sending them

GRAEME: Shouldn’t be showing them either, that’s got to be clear.

TREVOR: Even if the boy was to send it round, if you didn't send them in the first place, it wouldn't have happened.

STEVE: Yeah, but sending it around is a lot..

GRAEME: Yeah.

TREVOR: I know, but still that wouldn't happen if they didn't send it.

GRAEME: Yeah, you're right, but I still think there's, there's things…

I: Suppose this guy had asked the girls for the pictures,

TREVOR: I think he should get in trouble then, why you asking to see that? It’s stupid.

STEVE: No, but if they send it like like, OK, if you ask and they send it, that's dodgy, but still like.

TREVOR: Why would you ask though?

STEVE: Yeah, but sending it is still like, you still have to, like you have to…

TREVOR: Yeah, Consider all of the consequences.

STEVE: You have to, you have to look at the message, yeah, and decide to do it and press send. That's like three steps that you've consented to doing, unless obviously you're being forced, and in that case, it's a bit, but that's a different issue, but…other than that, it's like you consented to doing it, you've got to be able to just take the consequences of doing that, but just prefacing that, it is wrong to send it, like that's still sharing child porn and that is still.

I: What sending (muffled)

STEVE: To send it around, unless you're trying to out that person, which is still wrong, but not as bad I guess.

I: So, what do you think, we’ve talked a bit about how that situation could be made safer, we’ve kind of talked about potentially reporting it. Are there any other ways that a situation like that could be made safer, for either the girls or the boys involved.

STEVE: I think probably just not sending it, like there's, you can't really prevent it. You can tell the people to not send them and not send them around, but at the end of the day, they're not gonna listen.

TREVOR: They're not gonna listen to a teacher.

STEVE: Yes, teenage boys, it's teenagers as a whole. They're not, they're gonna want to do their own thing, and however bad that is, is they're still gonna wanna do their own thing. So I think the only way to prevent it is to probably, not even like have an assembly about it, but like, just make sure that people are aware that wherever you send on the internet stays on the internet. People have ways of saving what you've put on the internet, without you directly being notified of that because, I think the worst thing is probably being like leaked like that. It's gotta be a very, yeah, a hard thing to go through,

STUART: yeah.

I: OK, great. Anyone got anything else to say on that before we move onto the next one?

TREVOR: No

SCENARIO 4: 1:01

I: OK. Alright. Bob and Anika are your age and have been friends since primary school. Annika 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 Bob and Annika’s School, but he got her details through Snapchat.

OK. What do you think? How do you think it a typical year 10 boy would respond to that?

TREVOR: Probably be a bit weirded out.

GRAEME: Yeah.

STEVE: OK, if it's Bob's friend, I think Bob's friend from football, I think? Probably talk to him about it, be like, that's, that's a bit weird like, that's a bit dodgy.

STUART: Yeah, I think Bob should tell his mate that he's in the wrong.

STEVE: Yeah. Tell him to just delete it, don’t talk about it again, don't talk to her again. Just back her up really.

GRAEME: Yeah. If you're Bob you’ve got to tell your mate, Like relaaax.

STUART: Yeah, chill.

GRAEME: Like, what you're, what you’re doing could potentially be illegal.

STUART: Yeah, point out that it’s wrong.

GRAEME: Never talk of it again. Never speak to her again because, like, you're, you're taking the piss now.

STEVE: It’s just the, the main thing with those things, is that people need to be aware that just cause Bob sent it, doesn't mean she guaranteed to send it back, so it's like kind of weird bit dodgy to be something.

I: Bob's friend sent it, didn't he?

GRAEME: Oh, yeah, yeah. Bob’s friend. He's not, he's not guaranteed to, he's probably not gonna get back, so if you're asking that, it's weird and it’s staying on the internet, so you gotta make sure it's like, don't do it first of all, but then anything that's on the internet will stay on the internet, so if you're asking someone to do that, it’s wrong.

STUART: Exactly. That, like your job as well, like, if you're going to, if you're going to a…um…like a job interview, Obviously they can see, like, things that you didn't know about, so I just think it's actually, it's completely not worth sending.

I: Ok, How do you think do you think that there, is any way, that that situation might make Aneeka feel unsafe,

STEVE: yes.

I: OK.

GRAEME: She's, she's met a random guy.

I: She hasn’t even met him

STUART: She feels as if she's a target like.

GRAEME: Yeah, this random guy added her on snap,

TREVOR: Loose game (laughing)

STUART: Loose game is crazy! (laughing)

GRAEME: Sent a naked picture of himself and gone, your turn, that's that would make me feel pretty unsafe if I'm a girl. I'll be real. I haven’t met him, he doesn’t know me and I don’t know him.

I: OK. So, we think that that would make Annika feel quite, kind of uncomfortable and potentially unsafe.

GRAEME: Yeah. But he doesn't even know what doesn't know what she likes. He just wants to use her.

I: Yeah. OK. What do you think then could be done in this situation to make everyone feel safer? So, we said that Bob could talk to his friend.

TREVOR: She could block him and yeah, because obviously then he's gone. And then speak to Bob about it and tell him to sort his friend out, mentally. And then, even, and then, if it's like not just that, and it's been like multiple times, then I think she could report it, and Bob can help her report it

I: OK, so you think that if it just happens once, you probably wouldn’t report it?

TREVOR: No, you still would, but then I mean, I don't know why you'd be that bothered, like, yeah, you don't really want to be seeing that, but still.

I: So, you think just probably blocking it and…

TREVOR: Yeah, I think blocking it and moving on, I mean it's not big of a deal, I guess. I mean this, the generation that we live in, that's the kind of stuff that happens and it's not right, but it's yeah, you’ve got to just walk past it.

STEVE: Yeah, especially if she’s avoiding it like, he’s asked you, you don't know him, he doesn’t go to your school. Don't do anything, just block him. Let your friend know that it's a bit dodgy, let Bob know it's a bit dodgy.

I: Then your friend can just pick it up and do something about it?

STEVE: At the end of the day, I mean, as long as she doesn’t send anything back, it’s a bit weird to ask for it, but there's not really much need for any further actions?

I: OK. All right. Good. Anything else?

SCENARIO 5: 1:06

Ok, 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 were just playing around’ Everyone laughs and moves on.

GRAEME: That is…that’s awful.

TREVOR: That’s completely unacceptable

I: Whose behaviour is unacceptable?

TREVOR: James’.

I: OK, why?

TREVOR: Because he's lent over her flipped her skirt up. It’s just not ok.

I: OK.

TREVOR: And then when the teachers come over, he’s also just lied to them and like, tried to make it seem all OK.

I: OK. Does everyone agree with that?

GRAEME: Yeah.

STEVE: It says she laughs it off, but she might have been like…

STUART: She might have not felt comfortable.

STEVE: She might have felt pressured into laughing. That’s like…like lifting up someone’s skirt is like really weird.

STUART: It might be hard to admit like you didn't like it.

I: Yeah, it could be difficult

GRAEME: That’s going too far for a joke because, when you’re borderline assaulting someone for laughs…

TREVOR: Exactly. That's so yeah, Literally assault, well yeah, I don't know. But like, I don’t get how that is a joke like, revealing someone’s private parts. It's just not a joke

STEVE: (laughs)

TREVOR: Shut up STEVE

I: So in terms of, how do you think a situation like that might, might have an impact on how safe or otherwise the girls in that like group felt.

STEVE: They might feel like unsafe. Like it's, he’s made it seem like it’s all OK and laughed it off and that is not acceptable.

I: So back to that kind of idea, that other, I guess, other girls in the group might by extension be thinking oh, if that did happen to me. I would just have to laugh along as well, you know, coming back to the point of it being difficult to stand up in that situation and say that's not OK.

GRAEME: And if the boys say nothing, to kind of prevent it and then, like the girl saying nothing, the boys say nothing, people might think it's acceptable behaviour, when it's not.

I: Ok, so everyone gets sucked into it? It's, if no one says anything, then everyone kind of takes it as being OK. And that could be a problem for next time. How about how the teacher responds?

STEVE: I feel like, it was good like initiative to go up to see what's going on, but like if you see that, saying nothing, we was playing around, and moving on from that, is a bit questionable if you ask me.

I: So, in some senses it’s good that the teachers noticed and come up, but it might not be, maybe they don't do enough?

STEVE: Yeah, they definitely could do more.

I: So how then do you think that the situation like that could be, what action could be taken to make it safer?

STUART: I think obviously if a teacher sees that, they shouldn't just report it, they should immediately go over and tell who, which pupil or whatever it is, to go with them and for them to be put into, like the behaviour room or whatever. And then…

I: Even if everyone says it’s just a joke?

STEVE: It's not a joke though, it’s not funny.

STUART: Yeah. It's like, that's like physically punching someone and then and saying it's a joke, but that's just not a joke.

STEVE: There’s limits, and especially if it’s like a sexual thing like that. That’s just dodgy. That’s just, don’t do that. That's probably like a, you’ve got to speak to the parents about it at that point, cause if they're doing that, you you don't know if it's the first time or if done it several times before, you don't know that. So. Yeah, you gotta talk to the girl about it as well.

STUART: Yeah.

I: So, what would you, why would uou be talking to the girl? What would you be saying to her?

STEVE: You should just check that she’s alright.

STUART: Yeah, she might not feel comfortable around the group.

STEVE: I would just tell her, really try and drill it into that it's not alright, that it's not alright and to be honest about it, cause if like any sign of her not liking it, even if it's, ‘I don't mind it’, that's still not a sign.

I: So what I think you're picking up on there is that it might be more difficult than you might think for her to say that it's not OK…

STEVE: Yeah.

I: …So some care would have to be taken maybe?

STEVE: Like, maybe she doesn't want James to get in trouble about it.

I: Yeah, and I suppose does the fact that, would it make a difference if they are kind of a friendship group?

STUART: No, it shouldn’t make a difference.

TREVOR: It's like it's better than if some random guy was to walk past you and lift up your skirt. That is just immediate gone.

STUART: Yeah, both is. If it’s your friend or not, like, it's still not right like you're still sexually assaulting someone. Like one of my friends is female, if I was to do that, it's completely wrong. No one should do that.

GRAEME: Yeah.

I: Oh, do you agree, TREVOR? Yeah. I know you’ve been nodding so I’d assumed that you agree but I just wanted to give you the chance to disagree If you wanted to. OK, great. And anything else anyone wanted to say about that? Ok, I’m going to stop the recording, then brilliant.