**Focus group questions for educators  – Guidance notes**

Total time: around **1 hour**

***Intro (3 minutes)***

* Introduce names of staff running focus groups
* Introduce your organisation and the work it does
* Introduce project

We are doing research into new forms of bullying and harassment online, focusing on how children experience online bullying, how they talk to their friends or fall out with them online, and how they feel about telling someone when they need help. This will help us learn how we can help children who have upsetting experiences online.

For example:

* having nude/explicit photos of yourself forwarded on to others
* receiving unwanted sexual messages from others
* tagging someone in sexual pictures or posts
* using discriminatory language to comment on someone’s gender or sexual orientation

We also want to find out educators’ insights and opinions of how to support young people with these issues, the challenges educators face in doing this and what resources or support they need in order to help the young people they work with.

Our aim is to make sure that educator’s voices are heard so that you have a say in how schools, police and others in your community deal with these issues. We will be developing advice and resources for schools, as well as getting advice from young people on how we can encourage reporting of these issues. Your suggestions and ideas in this discussion will really be helping us to shape the resources we create. “

***Ground rules (3 minutes)***

* You do not have to speak if you don’t want to
* You don’t have to join in if you feel uncomfortable
* You can talk about your own experiences in school, but please don’t name any names. Eg. Use ‘a pupil’ or ‘a teacher’ for example.
* Allow everyone to speak and respect their opinions
* (*Explain that the focus group will be recorded*.) This is to help us remember what was said and write up notes later. Any comments you share will always remain anonymous. In the final copy of the resources we may choose to include some quotes from the focus groups simply recording underneath ‘teacher, \_\_\_\_\_ focus group. ’
* Everything you say is confidential. Please do not share what other people have said outside of this group, except if you are seeking advice from senior management.

***Feedback on language in general (1 minute)***

* During the discussion, please let us know if you think there are any particular words or phrases that children use to describe or talk about these issues.
* The focus of this discussion is how online bullying and harassment can overlap with unhealthy sexual behaviours, so terms like sexual harassment, sex and sexual behaviour, and different parts of male and female genitalia might be used. We will use the technical terms, but please feel free to use the words, or slang terms you normally use or hear.

***Warm up discussion (5 mins***) -– *These are suggestions to help educators feel comfortable in the group. You don’t need to ask all of these.*

* Ask group to introduce themselves and their role in school.
* If we turned the internet turned off tomorrow, what would you miss?

***Agree/disagree activity (10 minutes)***

*Split group into pairs/three’s.*

*Hand children would you rather cards, allow them 2-3 minutes to sort their sentences.*

Would you rather:

* Gaming or watching videos?
* Get all of your news from social medial or no news at all?
* Sharing things or liking things?
* Everyone see everything you do online, or no-one see anything?
* Spending 1 day a week online, or spend a little bit of time each day a week online?
* Teach online safety using set resources or make up everything by yourself?

*Make it clear there is no right or wrong answer.*

*Read aloud each statement and give staff opportunity to share and compare their views.*

***Scenario based discussion***

*Choose* ***2/3*** *out of the following scenarios. The questions are there to guide the conversation.*

***Topics covered: non-consensual taking and sharing of intimate images***

Anisa is 10. She is at her local gymnastics club. She is getting changed in the changing rooms when someone else takes a photo of her getting dressed. They send it around to other people they know, some of whom also go to the same school as Anisa, so it gets shared through her school friends as well as her gym friends.

* Does this sound like something that could potentially happen amongst your pupils? Why or why not? Any details or changes you would make?
* What would Anisa do next? Would she report this or tell anyone (parents, teachers?) Why/why not?
* What do you think stops young people from telling a teacher about this kind of issue?
* Apart from Anisa telling a teacher, how else might a member of staff find out about this?
* If you heard about this issue around school, but the pupil hadn’t come to you directly, what would you do next?
* If Anisa told a teacher about this, is there anything a teacher can do about this situation? What?
* What/how would a child tell you? (Directly/Skirt around issue/It’s about a ‘friend’?) How do children get the attention of a staff member?
* What type of victim and perpetrator characteristics are typically seen in these cases? (e.g., age, gender, backgrounds, level of education etc.)
* What would a school do about the image? How would Anisa be treated?
* Would anyone get disciplined for this? Is there a difference between the person who shared it first, and the other people who shared it on after (could be the whole school?)
* How can a school deal with an issue like this if it happens outside of school?
* What other challenges do school staff face when dealing with this sort of issue?
* What are schools doing already to tackle this kind of behaviour in schools?
* What would help you as an educator to talk to your pupils about this issue?
* If you delivered a lesson around this issue, would your pupils be responsive?
* What sort of resource/lesson/activities would you like to use to educate pupils about this issue?
* The aim of the resource we are making is to increase reporting of online sexual harassment. If a pupil came to you to report an issue like this, would you be confident in knowing how to deal with that situation? What other information would be helpful?

***Scenario 2 (10 minutes)***

***Topics covered: Sexual content (e.g pornography) shared to others without consent***

Ben is in Year (6/7 – choose same as group). A friend tells him about something they saw online which sounded very rude which showed pictures of older people without their clothes on. Later that evening, he gets a message from the same friend that has a link in it. He clicks the link and it takes him to a website that has more videos of people without clothes on.

* Does this sound like something that could potentially happen amongst your pupils? Why or why not? Any details or changes you would make?
* What would Ben do next? Would she report this or tell anyone (parents, teachers?) Why/why not?
* What do you think stops young people from telling a teacher about this kind of issue?
* Apart from Ben telling a teacher, how else might a member of staff find out about this?
* If you heard about this issue around school, but the pupil hadn’t come to you directly, what would you do next?
* If Anisa told a teacher about this, is there anything a teacher can do about this situation? What?
* What/how would a child tell you? (Directly/Skirt around issue/It’s about a ‘friend’?) How do children get the attention of a staff member?
* What type of victim and perpetrator characteristics are typically seen in these cases? (e.g., age, gender, backgrounds, level of education etc.)
* What would a school do about this? How would Ben be treated?
* Would anyone get disciplined for this? Is there a difference between the person who shared it first, and the other people who shared it on after (could be the whole school?)
* How can a school deal with an issue like this if it happens outside of school?
* What other challenges do school staff face when dealing with this sort of issue?
* What are schools doing already to tackle this kind of behaviour in schools?
* What is the current feeling amongst parents around schools tackling the issue of online pornography with Year5/6?
* What would help you as an educator to talk to your pupils about this issue?
* If you delivered a lesson around this issue, would your pupils be responsive?
* What sort of resource/lesson/activities would you like to use to educate pupils about this issue?
* The aim of the resource we are making is to increase reporting of online sexual harassment. If a pupil came to you to report an issue like this, would you be confident in knowing how to deal with that situation? What other information would be helpful?

***Scenario 3 (10 minutes)***

***Topics covered: homophobic comments and reactions to gender non- conforming behaviour***

Molly has Instagram and loves using it to take selfies of her and her friends. Molly has short hair, and sometimes people mistake her for a boy when they first meet her. She gets a few comments online on her photos that make fun of her for looking like a boy, and not being very ‘girly’.

* Does this sound like something that could potentially happen amongst your pupils? Why or why not? Any details or changes you would make?
* What would Molly do next? Would she report this or tell anyone (parents, teachers?) Why/why not?
* What do you think stops young people from telling a teacher about this kind of issue?
* Apart from Molly telling a teacher, how else might a member of staff find out about this?
* If you heard about this issue around school, but the pupil hadn’t come to you directly, what would you do next?
* If Anisa told a teacher about this, is there anything a teacher can do about this situation? What?
* What/how would a child tell you? (Directly/Skirt around issue/It’s about a ‘friend’?) How do children get the attention of a staff member?
* What type of victim and perpetrator characteristics are typically seen in these cases? (e.g., age, gender, backgrounds, level of education etc.)
* What would a school do about this? How would Ben be treated?
* Would anyone get disciplined for this? Is there a difference between the person who shared it first, and the other people who shared it on after (could be the whole school?)
* How can a school deal with an issue like this if it happens outside of school?
* What other challenges do school staff face when dealing with this sort of issue?
* What are schools doing already to tackle this kind of behaviour in schools?
* What is the current feelings amongst parents around schools tackling the issue of gender stereotypes and identity based harassment?
* What would help you as an educator to talk to your pupils about this issue?
* If you delivered a lesson around this issue, would your pupils be responsive?
* What sort of resource/lesson/activities would you like to use to educate pupils about this issue?
* The aim of the resource we are making is to increase reporting of online sexual harassment. If a pupil came to you to report an issue like this, would you be confident in knowing how to deal with that situation? What other information would be helpful?

***Scenario 4***

***Topics covered: jokes of a sexual nature/pressuring someone for a sexual image of themselves.***

Jonas is in a group chat with his whole year group. He gets added to a smaller group chat by some other people in his year. He kind of knows them, but they are not really good friends. At first, he likes the attention. After a while, one person in the chat sends him a private message asking Jonas to send a picture of himself without his underwear on. It starts as a joke where they keep telling him they find him attractive, but he has a feeling they are not being serious. They keep asking Jonas for a photo and putting pressure on him to do it.

* Does this sound like something that could potentially happen amongst your pupils? Why or why not? Any details or changes you would make?
* What would Jonas do next? Would she report this or tell anyone (parents, teachers?) Why/why not?
* What do you think stops young people from telling a teacher about this kind of issue?
* Apart from Jonas telling a teacher, how else might a member of staff find out about this?
* If you heard about this issue around school, but the pupil hadn’t come to you directly, what would you do next?
* If Anisa told a teacher about this, is there anything a teacher can do about this situation? What?
* What/how would a child tell you? (Directly/Skirt around issue/It’s about a ‘friend’?) How do children get the attention of a staff member?
* What type of victim and perpetrator characteristics are typically seen in these cases? (e.g., age, gender, backgrounds, level of education etc.)
* What would a school do about this? How would Ben be treated?
* Would anyone get disciplined for this? Is there a difference between the person who shared it first, and the other people who shared it on after (could be the whole school?)
* How can a school deal with an issue like this if it happens outside of school?
* What other challenges do school staff face when dealing with this sort of issue?
* What are schools doing already to tackle this kind of behaviour in schools?
* What is the current feeling amongst parents about schools tackling the issue of nude images/pressure to send photos with this age group?
* What would help you as an educator to talk to your pupils about this issue?
* If you delivered a lesson around this issue, would your pupils be responsive?
* What sort of resource/lesson/activities would you like to use to educate pupils about this issue?
* The aim of the resource we are making is to increase reporting of online sexual harassment. If a pupil came to you to report an issue like this, would you be confident in knowing how to deal with that situation? What other information would be helpful?

***Debrief (5 minutes)***

* *Thank staff for their time and sharing their thoughts.*
* *Remind teachers to not share details with other people outside of the group. Remember the ground rules we agreed at the start.*
* Are there any issues we have not covered today that you think are important?
* *Share what we’ve learned and what we’ll take away*
* *Remind teachers of the recording taken.* This is to help us remember what was said and write up notes later. Comments shared will always remain anonymous. In the final copy of the resources we may choose to include some quotes from the focus groups simply recording underneath ‘teacher, \_\_\_\_\_\_ focus group. ‘ (edit as necessary)
* *Next steps*. Your feedback will be used to help us understand these issues in more depth and to help us create a resource that will help young people get through difficult experiences online, and to encourage people to report them.
* The resource will be ready to be trialled next year.
* If you’d like more information or guidance on anything we’ve discussed today, please do ask us or go to your senior management.
* Thank educators for their time. Any other questions?
* **HAND OUT DEBRIEFING SHEET (example included in supporting document *b. Consent forms for school research).***