

Homophobic bullying in secondary schools: a
cross age and gender analysis into young
people's views of name-calling.

By

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ABSTRACT

Research pertaining to homophobic name-calling has largely focused on prevalence rates and the negative long-term effects on Lesbian, Gay and Bisexual (LGB) populations without considering the intention behind the use of the language, leading to an assumption the language used in these incidents is intentionally homophobic. This small-scale exploratory study focused on gathering the cross age and gender perspectives of male and female young people in years 7 (age 11-12) and 10 (age 14-15) from one secondary school, to illuminate whether they perceive name-calling, involving the word 'gay' to be bullying, harmful and intentionally homophobic. The study adopted a qualitative approach to research methodology to gain a richer understanding of young people's perspectives, where single-sex focus groups were used to collect qualitative data, which were analysed through thematic analysis.

Key findings from the study suggest there is agreement over age and between genders that using the word 'gay' is not intentionally homophobic or harmful. The study also highlights that the intent of the language is complex and dependent upon a number of factors including: the relationship between the user and receiver; whether they are friends or not and how the words are said. The language can be used as a form of joking, social bonding, expressing opinions and perceived as a common discourse amongst young people where there is no associated implication to sexuality. Further implications for anti-bullying and Educational Psychology practice are discussed, with a focus on developing an understanding of the use and intent of name-calling in schools at systemic and socio-cultural levels.

DEDICATION

For Zachary, Persha, Emile, Poppy, Eden and Oscar

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A thought:

"Educators have done a good deal less than they might reasonably have been expected to do in explaining to young people the nature, the limitations, the huge potentialities for evil as well as good, of that greatest of all human inventions, language. Children should be taught that words are indispensable but can also be fatal." (Aldous Huxley, 1962).

Chapter 1: INTRODUCTION: Rationale, role and reason for thesis focus

This thesis is submitted as partial fulfillment of the academic requirement towards the completion of the Doctorate in Applied Educational and Child Psychology at the University of Birmingham. The choice of the thesis arose as a result of my experience of working as a Trainee Educational Psychologist (TEP) within a large Educational Psychology Service (EPS) in an East Midlands local authority. Within the authority, there is a distinct lack of Educational Psychology representation in the area of anti-bullying work and therefore a gap in the EPS delivery. I decided to focus on the theme of homophobic bullying because it is not given the same attention or acknowledgement in policy and guidance as other forms of bullying, Guasp, (2009) and Smith et al., (2012). Furthermore, as a previous teacher I have personal experience of schools' ineffectiveness in dealing with incidents involving homophobic language, and this experience is a motivator for me to conduct research into homophobic bullying. I have decided to focus on homophobic name-calling, as it is the most prevalent form of homophobic bullying, Hunt and Jenson, (2007) and Tippet et al., (2010) and more needs to be done to challenge it in schools.

Therefore, this small-scale exploratory study will focus on gathering the perspectives of young people in relation to name-calling within a secondary school, looking to see whether they perceive the use of the word 'gay' in name-calling to be intentionally homophobic and whether there are any discernable differences in opinions across different ages and between genders.

Research strategy

Following an initial scoping of relevant homophobic bullying literature from government guidance, national policy documents and Stonewall, a charity and political pressure group that campaigns to promote the rights of lesbian, gay and bisexual (LGB) people, I conducted a more thorough and comprehensive search strategy into homophobic name-calling in schools. Electronic databases and bibliographical search engines, such as Psych Info, Swetswise and BEI (British Educational Index) were accessed. Key word searches included homophobic name-calling in schools, homophobic bullying and gender differences, and homophobic bullying and age. Research that originated from the year 2000 to the present day, with a preference for the research that was conducted in the last five years was selected for the literature review for this study. From this process approximately 25 articles were chosen and the references from these articles were used to extrapolate further relevant research that had not been discovered through the original searches.

Research Context

The most prevalent form of homophobic bullying has been recognised as name-calling (Rivers, 2001a; Hunt and Jenson, 2007; Tippett et al., 2010, and Poteat and DiGiovanni, 2010). Therefore, this was an obvious influencing factor for me to focus on as an area to research. Following the review of literature across policy, legislation, guidance and research-based findings within homophobic bullying and homophobic name-calling in schools, there were some noticeable gaps within the area of homophobic bullying. Firstly, the majority of research within homophobic bullying and homophobic name-calling is documented from the perspective of LGB pupils, parents of LGB pupils or school staff. There is therefore, limited research that focuses on the perspectives of young people who are not self-identified as LGB. A further noticeable gap in the published literature was evidence relating to age and gender analyses surrounding homophobic name-calling. These gaps therefore became a focus for the present study.

Furthermore, the majority of literature within homophobic bullying research discusses and focuses on the LGB cohort and this acronym is used throughout the present study to ensure consistency and applicability to research associated with homophobic bullying and sexual diversity.

Consequently, the literature review directed and shaped the current investigation. Further documents were helpful in facilitating me to pursue young people as my sample. Anti-bullying government guidance documents, 'Stand up for us' (DfES,

2004) and 'Safe to Learn' (DCSF, 2007a) recommend giving pupils a 'voice' and enabling their participation within anti-bullying work. Moreover, Stonewall's 'challenging homophobic language' (2009) document, call for pupil participation to help understand the offensiveness of homophobic language towards the LGB population. Notwithstanding, Cowie and Jennifer (2008) suggest that 'researchers and practitioners' need to take into account the perspective of the young people if any anti-bullying work is to prove effective, and by including young people within this research I hope to gain a greater understanding of the use and intent of homophobic language at a level where it is operationalised.

Furthermore, homophobic bullying and identity-based bullying is of contemporary interest, as there have been recent developments in both policy and legislation that give support to anti-homophobic bullying practice. In April 2010, The Conservative Party announced new plans to do more to address homophobic bullying and homophobic language in schools (The Conservative Party, 2010). Additionally, The Equality Act (2010) has re-emphasized the legal context and unlawfulness of discriminating or treating someone less favourably on the grounds of sexual orientation and The White Paper: The Importance of Teaching (DfE, 2010b), acknowledges prejudiced-based bullying, such as homophobic bullying, is on the increase and more needs to be done to tackle it.

Following a thorough analysis of relevant contemporary literature, the research conducted by Stonewall, in 2007 and 2009 indicates that homophobic language is

'endemic' in schools. However, there appears to be a lack of clarity as to whether the name-calling used is a form of bullying or common discourse used without homophobic intent. It was this lack of clarity that was instrumental in shaping my own research questions for the present study.

Methodological Orientation

The present study adopted a qualitative approach to research methodology to gain a richer understanding of young people's perspectives regarding the use and intent of name-calling. Through this methodological orientation there was an intention to gather and explore the voice and subjective experience of the young people in relation to name-calling. This approach enabled me to focus on how young people interpret the phenomenon of name-calling and extrapolate young people's shared views, feelings and perceptions about the use of the name-calling in their school.

Single-sex focus groups were used to collect qualitative data, which was analysed through the use of a thematic analysis (Braun and Clarke, 2006) to look for differences and similarities in perspectives between gender and across age.

Structure of the thesis by chapter

Chapter 2: The Literature View

This chapter starts by introducing types of homophobic bullying to the reader. Homophobic bullying is then set in a socio-political context and government guidance and policies are introduced. There is a critical analysis of relevant contemporary

research in relation to homophobic name-calling within schools. Psychological theory underpinning the present study is then presented and applied to homophobic name-calling. Following this is an analysis of gender and age differences in relation to the topic. To complete this chapter, the present study's aims and research questions are introduced.

Chapter 3: Methodology

This chapter considers my own epistemological and ontological assumptions in relation to the present research and how they shaped my thinking and the choice of methods. The research questions are introduced, and the procedure of the data collection is shared with the reader. There is a comprehensive acknowledgement of ethical considerations, an introduction to thematic analysis and acknowledgement given to researcher reflexivity and positionality.

Chapter 4: Findings and Analysis

This chapter presents a rigorous staged summary of the young people's perspectives through the use of a thematic analysis. It presents both superordinate and subordinate themes from the whole data set extrapolated from four single-sex focus groups, drawing out themes across age and gender across the study's three main research questions.

Chapter 5: Discussion

There is a discussion of key findings by research question, which are linked to previous research and understandings associated to homophobic bullying and name-calling in schools. The implications for anti-bullying work and EP practice are then

introduced and addressed, limitations of the present study are identified and possible and potential future research are considered and introduced.

Chapter 6: Conclusion

This chapter provides a summary of the present research and develops the key messages that have arose from study

Chapter 2: LITERATURE REVIEW

Structure of the chapter

This chapter introduces the rationale for the present study's focus and why there is a need to discover young people's perceptions about the language used during incidents of name-calling in schools.

The chapter begins with a review of definitions of homophobic bullying found in contemporary literature. There is a brief, cogent presentation of guidance, policy and legislation that contextualises the topic within a social, historical and political context that has shaped and continues to shape anti-bullying work. Findings and key messages from contemporary research within the area of homophobic bullying and homophobic name-calling in schools are presented. A brief overview of social identity theory is given as a way to elucidate homophobic bullying. The chapter concludes with an evaluation of the gaps within extant research and how this has influenced the aims and questions of the present study.

Introduction to chapter: Rationale for the study.

To place the research within the current context, working as a Trainee Educational Psychologist (TEP) within a large East Midlands Local Authority for the last two years, there was noticeably no Educational Psychologist (EP) contribution to anti-homophobic work. The Authority had recently delivered a countywide prevention programme to tackle discrimination related to diversity and sexuality, and therefore my research is a timely addition to support this programme. The national picture regarding EP representation within this area is similar to my experience; there exists,

by and large limited EP involvement in anti-homophobic bullying work (BPS, 2006 and Cowie and Jennifer, 2008), yet the impact and effects of negative experiences in childhood and adolescence on emotional well being and mental health have been widely researched and documented over time (Parker and Asher, (1987), Rutter, (1996) and Alexander (2002).

Research that has focused on the impact of homophobic bullying has found both short-term and long-term effects on academic achievement, school attendance and mental health. Rivers (2000 and 2001a), conducted retrospective studies of LGB adults to ascertain their recollections of bullying experiences from time spent at school. Findings from the sample of 190 participants suggest that some experienced name-calling (82%), being teased (58%) and physically assaulted (17%) and the impact was long-term, where 50% reported contemplating self-harm and 40% made one or more suicide attempts. From the same studies, Rivers (2000 and 2001a) concluded that young people who experience homophobic bullying have higher levels of absenteeism and truancy in secondary school and are more likely drop out of education, similar findings have been reported by Hunt and Jensen (2007).

There are obvious limitations to Rivers' (2000 and 2001a) research. Namely the research was retrospective in nature and its participants may have had difficulty in accurately recalling events from years before. There is a suggestion by Neisser, (1982) that recollections are not simply reproductions of past personal experiences but are reconstructed by a person's schema of that situation or influenced by their

current understanding of the behaviour under investigation (Greenwald, 1980, in Rivers, 2001b). Moreover, the conclusions Rivers (2001a) postulates are correlational at best and reported in isolation from other possible contributing factors relative to why the adults may have attempted to self harm or commit suicide, as little is known or reported regarding other life events of those participating in the study. Furthermore, the research focuses on an adult LGB perspective and is only relevant to and representative of this cohort and not young people as such. Nevertheless, these studies indicate the need for further exploration and analysis into homophobic bullying to illuminate proactive ways to intervene and raise awareness of the effects it has on those affected. Research from the British Psychological Society (2006) suggests EPs are well placed to provide an understanding of the psychological impact and to lead developments in Local Authorities. This therefore, is a further motivator to research this complex area.

Defining Homophobic Bullying

Bullying within the school context has been recognised as a pervasive problem (Maunder and Tattersall, 2010). However, there is no universally accepted or agreed definition of what bullying means or methods to assess it (BPS, 2006). Despite the lack of agreement relating to a definition, bullying has been described as:

- Negative behaviours directed at an individual or groups which are intended to cause either physical, emotional or relational hurt or damage (Tippett et al., 2010).
- An act of harming that is deliberate (BPS, 2006).

- Harming that is usually repeated over time and involves a real or imagined imbalance of power where the victim feels relatively unable to defend himself or herself. (Tippett, et al., 2010).
- The aspects of intention, repetition and power imbalance identify bullying as a subset of aggression and distinguish it from one-off peers disagreements, aggression between equals or play fighting (Olweus and Limber, 2010).

Similarly, there is no agreed definition related to homophobic bullying. Although, there is general agreement regarding the key characteristics that constitute homophobic bullying (Cowie and Jennifer, 2008) which include:

- When individuals are singled out for their actual or perceived sexual orientation (Rivers, 2001a), for example, those thought to be, or who are LGB.
- Bullying against those for being different or whose life choices/interests do not conform to accepted (and expected) gendered norms, DfES, (2004) and Tippett et al., (2010) or
- Those who have gay friends or family (DCSF, 2007a), or where
- Bullying that is related to underlying sexist attitudes (DCSF, 2009).

Additionally, how bullying and in particular, homophobic bullying is defined has significant implications for how, as a phenomenon it is reported, researched and how findings are generalised to inform future practice. A study conducted by Naylor et al., (2006) in 51 UK secondary schools explored 255 teachers and 1820 year 7 and year 9 pupils' definitions of bullying using written questionnaire responses. Findings

indicated that there were noticeable discrepancies in defining bullying between teachers and pupils, where teachers mentioned social exclusion and power imbalances, and pupils' responses focused more on direct bullying, such as verbal and physical abuse. A further contention in anti-bullying research, according to Swearer et al., (2010) is that variations in methodologies make comparisons of findings between studies difficult to corroborate, as the choice of research methodology will inevitably influence the operational definition and findings obtained.

Types of Homophobic Bullying

Analogous to bullying research, homophobic bullying has been characterised by the following:

- Verbal abuse: including spreading rumours about someone's sexuality, such as that they are "gay" suggesting that someone or something is inferior, for example, "you're such a gay boy!" or "those trainers are so gay." Verbal abuse also includes name-calling that refers to sexual orientation, teasing or threatening.
- Physical abuse that includes hitting, kicking, sexual assault and threatening behaviour.
- Relational abuse: such as ignoring, leaving out or spreading rumours about a person, and/or people

Adapted from DCSF, (2007b).

Furthermore, like other forms of bullying, homophobic bullying can occur through electronic forms of communication in the form of cyber bullying, which can entail

spreading rumours and excluding others through text messaging, video and picture messaging. (Slonje and Smith, 2008 and DCSF, 2007b).

Another way to classify and understand bullying is to differentiate whether the bullying is indirect or direct:

- Direct: where the victim is aware of the bully and the bullying behaviour/s
- Indirect: where the bullying is conducted without the initial knowledge of the victim, which can include, spreading rumours, damaging belongings or offensive graffiti (Tippett, et al., 2010).

Guidance, policy and legislation: a response to homophobic bullying in schools. Placing anti-bullying within a social-political context

To gain a fuller understanding of the social-political contemporary context of homophobic bullying, it is crucial to appreciate how anti-bullying work in this area has been influenced and shaped by government guidance, policy and legislation.

Historically, a pivotal turning point in anti homophobic bullying was the repeal of the amendment of Section 28, of the Local Government Act (1988) in 2003. Prior to its repeal, this controversial amendment prohibited local authorities and schools in both England and Wales from 'intentionally' promoting homosexuality. According to Adams et al., (2004) between the time this amendment to the Act was introduced and the time it was repealed, it caused uncertainty in schools on how to deal with homophobic bullying, how to address issues related to sexual orientation and also served to reinforce the silence surrounding the already taboo subject. Since the

repeal there has been an eruption of guidance and policy written to advise schools on how to challenge and respond to homophobic bullying.

In 1999, it became a legal requirement for all schools to have an anti-bullying policy. However, it was not until 2000, that government anti-bullying guidance first focused on homophobic bullying when schools were issued with Don't Suffer in Silence (DfES, 2000) anti-bullying packs. This was the first government guidance produced to assist school staff in dealing with incidents of homophobia and marked a pivotal turning point in government anti-bullying policy and anti-discrimination related to sexual diversity.

In 2001, Warwick et al., were commissioned by the Terence Higgins Trust and Stonewall organisations; (both political activist groups that advocate LGB rights) to investigate how staff responded to homophobic bullying incidents. Findings from 307 survey questionnaire responses indicated 26% of school staff were aware of homophobic physical bullying occurring in their school and 83% of the sample were aware of incidents of homophobic verbal bullying and name calling. Overall, only 6% of the sample was aware of homophobic bullying being mentioned in their school's anti-bullying policy; suggesting that there was limited guidance on dealing with and implementing interventions in this area. Warwick et al., (2001) concluded that the most common reason given by staff for not responding to homophobic bullying was limited training and unclear policy.

On reflection the analysis and conclusions of this research need cautious appraisal, as it is questionable whether the organisations commissioned to undertake the research are unbiased due to their pro-LGB political aims. Nevertheless, this research did highlight the need to raise awareness of homophobic bullying in schools and devise further guidance and policy to challenge this form of bullying. In response to Warwick et al's., (2001) research, the then Labour government published good practice guidance, *Safe for All* (Warwick and Douglas, 2001) to tackle homophobic bullying in secondary schools. However, it was only available to schools that requested it, indicating that those schools who were proactive in their anti-bullying work would be more likely to access the materials and therefore, not all schools were approaching homophobic bullying as detailed in government guidance.

In response to the emergent policy and guidance on challenging homophobic bullying, Adams et al., (2004) conducted a study in 13 secondary schools to explore how homophobic bullying and sexuality were addressed in school's policy and curriculum. Findings indicated that sexual orientation was mentioned in two thirds of the Equal Opportunities policies but not mentioned in any anti-bullying policies. Staff also reported the need for further training in tackling issues surrounding sexuality and homophobia. Moreover, analysis of participant responses suggested that teachers were still unsure about Section 28 and how the legislation limited them with respect to their role and how to approach homophobic bullying; acknowledging that change was slow to implement after this repeal. Adams et al., (2004) concluded

that EP research into homophobic bullying was disappointing and more EP work and involvement was required in this area (p.267).

Continuing the growing trend of policy in this area, In 2004, as part of the National Healthy School Standards, the Department for Children, Schools and Families (DCSF) and Department for Health (DoH) jointly published 'Stand up for Us: Challenging Homophobia in Schools guidance.' This resource aimed to give consistent advice to schools on how to respond and challenge homophobia, and support young people who experienced homophobic bullying in schools. The focus of this guidance was to promote positive mental health and develop emotionally literate and inclusive whole school communities through developing policies, curriculum planning, staff development and giving pupils a voice in challenging and responding to homophobia. Findings from anti-bullying research (Hunt and Jenson, 2007), suggest that there was limited practical application and implementation of this advice in schools and more needed to be done in this area to ensure anti-bullying policy was consistently applied across schools.

A pivotal landmark in contemporary policy and legislation was the ratification of the Education and Inspections Act (2006). This endorsement signaled that schools were legally required to have an anti-bullying policy and had a legal duty to address and prevent all forms of bullying, including homophobic bullying; as detailed in the government guidance Safe to Learn: Embedding Anti-bullying Work (DCSF, 2007a). This guidance has recently been replaced by Preventing and Tackling Bullying (DfE,

2012), which was produced to aid schools in responding to bullying as part of their behaviour policy and help them to understand the legal responsibilities they are governed by in their anti-bullying work.

Additionally, at the time of writing this research, homophobic bullying is of contemporary interest, as there have been recent developments in both policy and legislation that gives strength to anti-homophobic practice. In 2010 the Department of Education published Tackling School Bullying (DfE, 2010a) guidance, where the key message stipulated that no form of bullying should be tolerated. The amendment of the Equality Act (2010) and Equality Duty (2010) sets out legislation with which schools are required to comply (DfE, 2012) and this has reemphasised the legal context and unlawfulness of discriminating or treating someone less favourably on the grounds of sexual orientation. The White paper: The Importance of Teaching (DfE, 2010b) reiterated and reinforced the need for head teachers to take a strong top-down stance against bullying, particularly prejudiced-based bullying such as homophobic bullying.

Regardless of the proactive changes in policy and legislation, the picture in practice gained from a recent content analysis and review of anti-bullying policies conducted by Smith et al (2012) indicates that under a quarter of 217 primary and secondary schools participating in their study mentioned homophobic bullying in their anti-bullying policy; findings that suggest there still appears to be a long way to go in addressing the significance of homophobic bullying and sexual prejudice in schools.

Research into homophobic bullying in schools

Much of government policy, guidance and legislation associated with homophobic bullying have been shaped by the preceding research conducted in this area.

In an early survey investigating homophobic bullying in schools conducted by Mason and Palmer (1996). It was reported that 48% of respondents had experienced violence and 90% had experienced name-calling due to their sexual orientation. The study that was funded by Stonewall, used a sample of 4200 volunteers who self-identified as LGB and who were recruited through advertisements placed in local and national press. On analysis, a distinctive critique of this study is the way in which participants were selected to partake, as it could be argued that those who became involved in the research were politically motivated to do so and therefore the findings are not representative and cannot be generalised further than the cohort involved in the study. For instance, they do not reflect the views or perspectives of young people who have experienced homophobic bullying and who are not self-identified as LGB. Therefore, gaining the perspectives of a broader cohort may illuminate how these experiences are perceived, especially from a heterosexual perspective, where the homophobic name-calling may not be internalised as a direct attack on the young person's identity. Furthermore, the majority of respondents in the Mason and Palmer's (1996) study were between the ages of 16 – 18, and overlooked most of the secondary school age range, where previous research (Boulton et al., 2002) has documented this as an age range where most homophobic bullying incidents have been reported to occur.

To counter this trend, Hunt and Jensen (2007) conducted a large-scale study on behalf of Stonewall that investigated the experiences of young LGB people in secondary schools. The study was presented as the 'school report' and findings were collated from a postal survey. 1145 self-identified LGB pupils completed the survey across the UK and key findings from this study suggested:

- 65% of LGB pupils experience 'direct' homophobic bullying in schools
- 97% of pupils hear homophobic remarks in school, such as "poof", "dyke", "queer" and "bender."
- Even if LGB pupils were not directly experiencing homophobic bullying in schools, they were learning in an environment where homophobic pejoratives are commonplace, as 98% of pupils reported hearing the phrases "that's so gay" or "you're so gay" in their school. Where 80% of the sample was reported to hear these phrases 'often' or 'frequently.'
- 30% of pupils reported adults were responsible for the bullying incidents in their school
- Of those bullied, 92% experienced verbal abuse, 41% physical abuse and 17% death threats
- 70% of pupils who experience bullying report that it has a negative impact on their school work
- 35% of LGB pupils reported that they did not feel safe or accepted in their school.

The report concluded that homophobic bullying is 'almost' at epidemic proportions in Britain's schools. However, a criticism of this assertion is that from surveying 1145 LGB pupil's perspectives, Stonewall has generalised the findings to the rest of the LGB school population in Britain. Further criticisms of this study are related to the ambiguity surrounding what 'direct' bullying entailed and what the measurements 'often' and 'frequently' referred to, as neither were clear from the findings of the study.

Following the 'school report', Stonewall conducted further research from a YouGov internet opinion poll which was published as the 'teachers' report.' The research surveyed a total of 2043 teachers and non-teaching staff from primary and secondary schools within the UK and asked them about their experiences of homophobic bullying of pupils within their schools (Guasp, 2009). The key findings from secondary school data indicated:

- Two in three school staff do not always respond to homophobic language
- 9 in 10 teachers reported children were subjected to homophobic bullying in their schools regardless of their sexual orientation, where boys who are academic and girls who are sporty also experience homophobic bullying and name calling
- School teachers reported that homophobic bullying is the second most frequent form of bullying after weight, and is three times more prevalent than racial bullying
- 95% of secondary school teachers hear "that's gay" or "you're so gay" in their schools

- Half of secondary teachers who do not always intervene in instances of homophobic language report that they did not believe pupils were being homophobic (Guasp, 2009, p.10)
- 46% of secondary teachers claimed homophobic language was just 'harmless banter.'

Within Guasp's (2009) study, homophobic language and name calling was reported as the most prevalent form of bullying by the majority of secondary school staff, and anecdotal evidence from the teachers indicate that the vast majority of staff do not see the language used during incidents of name calling as intentionally homophobic. As the following quotes taken from Stonewall's teacher report illustrate:

- "The expression 'gay' has nothing to do with sexuality, it is interchangeable with 'crap' or 'stupid.'" (West Midlands Teacher)
- "The (language) is not used in the anti-gay sense, instead it is a expression used when things are not right or different." (Teacher, independent school, Scotland).
- "Describing something as 'gay' is not homophobic bullying." (Teacher, independent school, South West of England).

(Adapted from Guasp, 2009).

In 2012 Stonewall (Guasp, 2012) conducted further research and published an amended 'School Report' as part of an evaluation into the developments of anti-

homophobic bullying work within schools. The study surveyed 1600 participants who were self-identified as LGB. Key findings that are relevant to the present study suggest:

- Homophobic bullying has fallen by 10% since 2007 but it still remains commonplace within Britain's secondary schools as 55% of LGB pupils experience bullying
- 96% of participants hear homophobic remarks in school
- 99% hear 'that's so gay' and 'you're so gay'
- 53% experience verbal abuse
- Males are more likely than females to experience homophobic bullying in school, 66% compared to 46%
- Girls are less likely to be involved in homophobic verbal abuse than boys

In evaluating the Stonewall research conducted by Hunt and Jenson (2007) and Guasp (2009) and (2012), it is clear that the research provides useful quantitative information from a LGB young person's and school staff perspective regarding homophobic bullying, however, provides very little qualitative evidence from the perspective of wider school populations, such as heterosexual or non self-identified LGB young people who experience homophobic bullying; cohorts where bullying incidents are largely operationalised.

A further criticism of Stonewall's research is the use of self-report questionnaires, where caution needs to be applied to the interpretation of these findings, as some

responses may not reflect the actual opinions of the respondents but be answered in a socially desirable way. There are other unanswered questions that stem from the Stonewall research, such as how the respondents to their surveys were recruited, as it is not clear from the research whether the cohort of schools were representative of the UK as a whole or a region, which makes the generalisability of the findings difficult to ascertain. Moreover, as previously stated, Stonewall's research needs to be viewed with cautious appraisal as they campaign for the rights of LGB individuals and as such their views may not reflect an impartial perspective.

On a positive note, Guasp's (2009) and (2012) research recognises that homophobic language can also affect others beyond the LGB cohort, and highlighted more needs to be done to challenge and prevent this form of homophobic bullying in the school environment; findings that corroborate with other studies that have researched homophobic bullying (Rivers, 2001a, Warwick et al., 2004 and Adams, et al., 2004).

Further research conducted by Rivers and Cowie (2007) indicated that LGB young people and adults are more likely to experience bullying at school than any other group. Findings from a 3-year retrospective questionnaire survey suggested that this group's bullying experiences are long-term and mostly committed by groups of peers. Additionally, findings from this study also indicated that name-calling was the most common form of homophobic bullying experienced by this cohort, findings that are echoed in a recent report written by Tippet et al., (2010) on behalf of the Equality and Human Rights Commission. However, as previously mentioned

homophobic name-calling is widespread within schools and not always aimed at just LGB or those who are perceived to be LGB. It could therefore be argued that LGB young people are more likely to find the name-calling more offensive than heterosexuals, and report it as personalised bullying, as it could be perceived as a direct attack on their identity. Therefore, further research is needed to illuminate and clarify the use and intent of name calling in schools, and this is where the discussion now turns.

Research into Homophobic name calling in schools

Homophobic name-calling refers to the terms of abuse that are often used towards LGB people, or those thought to be LGB (Guasp, 2009, p.2). Furthermore, these names are reported to be used to refer to something or someone as inferior or weak but without referring to actual or perceived sexual orientation (Plodel & Fartacek, 2009; Poteat and DiGiovanni, 2010 and McCormack, 2012). There is also research that suggests the name-calling is used as a form of banter, with no homophobic or harmful intent (Phoenix et al., 2003; Korobov, 2004 and Guasp, 2009). Consequently, there is a contention surrounding the use and intent of these name-calling incidents in schools.

Within the last 15 years, there has been an expansion in extant research documenting the use of homophobic name-calling in schools, most of which has originated from American or Australian samples, with noticeably less research being conducted from a UK perspective.

From this extant research, Poteat and Rivers (2010) surveyed over 250 American, 12-19 year-olds from one school to explore the use of homophobic name-calling in relation to different bullying roles. Key findings from the study suggested:

- Homophobic name-calling was significantly associated with multiple bullying roles and not just the primary perpetrator,
- The majority of the name-calling reported by young people was as content in aggressive episodes, and directed at other young people irrespective of their actual or perceived sexual orientation
- The intent of using this form of name-calling can be to antagonise and intentionally cause harm to others (p.168)

Findings also suggested that homophobic name-calling was used in situations other than those that were purposively antagonistic (p.170); although this claim was not elaborated on further. The findings do suggest that the use of homophobic language is common discourse and used beyond reflecting homophobic intent. In summary, Poteat and Rivers, (2010), concluded that there are multiple motivating factors for the use of the name-calling containing homophobic terms of abuse (p.171), including the expression of homophobic attitudes and attempting to gain dominance over others. Most notably the authors suggest this occurs regardless of sexual orientation of the victim or sexual minority attitudes of the aggressor (p.171). One major criticism of Poteat and Rivers' study stems from the methodology used, as the young people's responses were gathered through self-report measures, which included accounts from perpetrators regarding their use of homophobic name-calling.

Therefore the findings require cautious interpretation, as it is unlikely that incidents were reported accurately and honestly by all perpetrators throughout the study, anomalies which may have affected the overall conclusions reported.

Further research conducted by Thurlow in the UK in 2001 focused on gathering the type and prevalence of homophobic name-calling from a young person's perspective. In this study 377 adolescents aged 14-15 from 5 different secondary schools (4 of which were Welsh) were asked to list examples of all name-calling that they heard in their schools, in addition to indicating the names that they considered most offensive. Findings suggested 10% of the 6000 names heard by the young people were homophobic; the most commonly reported was 'gay' as an insult, which was reported 131 times. Analysis from the total data set indicated that homophobic terms were used less commonly than sexist terms, but more than racist insults. Furthermore, the young people who participated in the study also regarded homophobic terms of abuse as less serious and taboo than racial terms.

From the findings of his study, Thurlow (2001) proposed that young people do not regard homophobic language, such as 'gay' as offensive per se and they may not perceive the word 'gay' or similar words, to be homophobic in nature. As previously stated, the use of the word 'gay' as name-calling can be used to label something as inferior or undesirable, without directly intentionally carrying any homophobic connotations. Furthermore, it has been asserted (Poteat & Espelage, 2005, and McCormack, 2012) that not all homophobic name-calling is intentionally directed at

LGB pupils, as Duncan (1999) suggested names such as 'gay' and 'poof' are also used to refer to anything considered unmasculine, non-normative and 'uncool.'

Thurlow (2001) further suggests that there is an ambiguity relating to the use and intent of homophobic language as a form of bullying. As unlike other forms of name-calling, such as racist name-calling, using homophobic 'pejoratives' as those evidenced in his study, have a less clear and deliberate identified relation to their target (Thurlow, 2001, p.33) and as such can be directed at anyone irrespective of their perceived or actual sexual orientation. Likewise, there are a plethora of studies that have found evidence to support Thurlow's claims, where the name-calling is directed towards those who are perceived to be different (overweight, disabled or performing poorly at school) from the majority or deviating from gendered norms (Sweeting and West, 2001; Rivers and Noret, 2008 and Poteat and Rivers, 2010).

In his research, Thurlow (2001) raises some interesting and thought provoking ideas about the use and intent of the name-calling containing homophobic terms of abuse. However, much that is asserted in the study, bar the type and prevalence rates, is based on his own interpretation of what young peoples' views are regarding the intent of name-calling containing homophobic terms of abuse. Therefore, there appears a gap in extant research regarding young peoples' perceptions and viewpoints of what they think the use and intent of this type of name-calling entails and further exploration is needed to gather their beliefs.

Additionally, within extant research in the area of homophobic name-calling, there is considerable evidence that suggests homophobic terms of abuse are also directed toward those that do not conform to, or fit in normative gendered stereotypes of sexuality (Wilkinson and Pearson, 2009; Poteat and Espelage, 2005 and Pascoe, 2007). For example, young people who are acting in a non-masculine or non-feminine way, such as girls who are sporty or boys that are studious at school. A noteworthy study conducted in this area by Wilkinson and Pearson (2009) explored how hetero-normative cultures in American high schools stigmatise and marginalise same-sex attraction through daily interactions in practices such as football participation and religious attendance.

The term heteronormativity refers to an understanding that heterosexual values, behaviours and identities are the norm and upheld against other forms of sexual identities or behaviours (Butler, 1990 and Foucault, 1984). These norms are reflected in the social construction of gender dichotomies of masculine and feminine behaviours, where there are certain social values, roles and expectations of how each gender should act in different social institutions, including schools. As previously mentioned, heteronormativity is also thought to be played out and further influenced through homophobic name-calling towards those who deviate from normative gendered sexuality (Kehily, 2002 and Kosciw, et al., 2008) and not necessarily those who are attracted to the same sex (Pascoe, 2007). Likewise according to Poteat and DiGiovanni (2010) dominant masculine and heterosexist norms may contribute to the use of homophobic terms of abuse rather than their

homophobic attitudes towards sexual minorities, for example, the language becomes expected, accepted and commonplace in society. Poteat and Rivers, (2010) also suggest that social norms and gender stereotypes perpetuate homophobic name-calling. However, they suggest that the act of using the homophobic terms of abuse may be to stigmatise pupils irrespective of their actual sexual orientation, because according to them, sexual minorities remain a stigmatised and oppressed group in society and using these names carries a stigmatising insult (Poteat and Rivers, 2010, p.171).

There are further contentions regarding the use and intent of the name-calling containing homophobic terms of abuse. As previously mentioned the name-calling has been described as being banter or teasing, with no intentional reference to sexual orientation (Duncan, 1999; Thurlow, 2001; Phoenix, et al., 2003). In 1999, Crozier and Dimmick conducted a study to investigate the incidence of (generic) name calling in primary schools. The study was conducted using an anonymous questionnaire with a sample of 60 young people from years 5 and 6 in a Welsh school. The findings from the study suggested that the use and intent of name-calling is ambiguous and difficult to identify as a form of bullying because nicknames and teasing can have positive effects, like increasing social cohesion as well as negative effects, such as expression of aggression (p.506). Furthermore, Crozier and Dimmick (1999) also found that homophobic names were commonplace in their study and as such threaten a child's identity, which aligns with supporting findings from later research in this area (Poteat and Rivers, 2010). There are however, a

number of shortfalls within this study. First and foremost there was no indication how the sample was recruited for the study. A further criticism is that the sample was from one Welsh school and therefore it is difficult to generalise the findings beyond the participating school and cultural background. Additionally, the study was not specifically focused on homophobic name-calling but on name-calling in general.

To add further ambiguity to the use and intent of homophobic terms of abuse being used during incidents of name-calling, Rigby (2005) suggests that it is difficult to infer or label the language as 'bullying' because the use of such language does not enable the inference that the user is more powerful than the recipient or whether there is an intention to hurt (p.40); and this imbalance of power is a key characteristic in identifiable bullying incidents. Rigby (2005) further postulates that the words used in incidents of name-calling often lose their power to offend and become "noise" due to their common everyday occurrence.

Moreover, postulating whether or not there is homophobic intent when words such as 'gay' are used in incidents of name-calling, it is important to take account of the nature of the relationship between the giver and receiver for example, whether those involved are friends or self-identified as LGB. There is also a need to consider the motivation behind the use of the words, and the tone and intonation of the words used need to be accounted for when understanding the seriousness of intent or the accuracy of the accusation (Thurlow, 2001, p.35).

More recently, Anderson (2011) studied experiences of male athletes that were openly gay and found that they did not view the use of the word 'gay' as homophobic but perceived the word to have multiple meanings, where most of its use had no attribution to homosexuality or homophobia. Furthermore, McCormack (2012) in his longitudinal ethnographic study of 3 UK post-16 schools found that both gay and heterosexual young men use homosexually themed language, such as the use of 'gay' as a way of socially bonding with each other (p.116). Therefore, there appears an ambiguity surrounding the semantics of the use of the word 'gay' during incidents of name-calling.

To provide some clarity on defining language as homophobic, McCormack (2012, p.110) lists features that identify language used in incidents of name-calling as homophobic, these include:

- 1) It is said with pernicious intent,
- 2) It occurs within a homophobic environment,
- 3) It has a negative social effect,

One noticeable negative social effect of using homophobic terms of abuse is to divide and distance masculine and feminine identities and reinforce socially constructed in-group and out-group membership and a way to further understand this construction is through the application of evidence-based psychological theory.

Applying Psychology as a way to elucidate homophobic bullying

One way of understanding the phenomena of homophobic bullying is through the application of social identity theory (Tajfel and Turner, 1979). As a social psychological theory, social identity theory proposes that the membership of a peer group influences how a person behaves and more importantly shapes their identity. Tajfel (1982) argued that social interactions are not played out between individuals but through the norms and values held by the social groups to which we belong. We therefore, identify with those who behave in a similar way, or hold similar beliefs to our own and interact differently with those outside our own social group, in particular those who look or act dissimilar or hold different values from our own social group's values.

According to Tajfel and Turner (1979) there are three cognitive processes involved in constructing our own and others' social identity, which include:

- 1) Social categorisation: This concept proposes that in order for us to understand other people, we assign them into categories or groups and in doing so define their behaviour by reference to the norms of groups we or others belong to, for example heterosexual and homosexual.
- 2) Social identification: This concept implies that we espouse the identity of the group we have categorised ourselves as belonging to and in doing so conform to the norms and values of this group,
- 3) Social comparison: This concept suggests from the process of categorising and identifying ourselves within a group, we are inclined to compare our group (in-

group) to other groups (out-groups), therefore individuals are defined by the groups they belong to.

Adherence to an in-group's behaviour therefore, is likely to be greater when social identity reflects the in-group's norms, for example, an individual would be more likely to partake in bullying if they belong to a group with a culture of bullying (Jones et al, 2009). Additionally, the degree to which someone values their membership of a group further influences the intensity of their reaction to a group's norms and values, as Turner (1999) postulated a strong identity to a group is associated with a strong group norm adherence.

Furthermore, through the process of categorising (and comparing) people into in-groups and out-groups, social identity theory proposes that people are motivated to achieve and maintain a positive concept of themselves and to do this they perceive their own social group more positively than other groups. For example, we deem that our own group (in-group) is superior to other groups (out-groups) and negatively discriminate between these differences to enhance the image of our own group. Moreover, we typically like others that are in some way similar to ourselves more than we like dissimilar people and because we are exposed more to people in our own groups, this exposure and familiarity leads to liking. This process of social categorisation of in/out groups is understood to underlie the development of social norms, stereotyping and prejudice (Hayes, 2005, p.7).

Therefore, in the present study, social identity theory is one way to elucidate intergroup behaviour in relation to homophobic bullying and the use of homophobic terms of abuse. The theory can be applied to further enhance the understanding of how views are constructed around those that are perceived or categorised as different, whether in physical appearance or those that do not conform to the gendered masculine or feminine stereotypes or identities that have been collectively constructed within a particular society; cohorts that research has documented as being targets of homophobic terms of abuse (Sweeting and West, 2001; Rivers and Noret, 2008 and Poteat and Rivers, 2010). Furthermore, the theory also provides a way of understanding how the homophobic terms of abuse may be used during incidents of name-calling, especially if there is an acknowledged stigma attached to the discourse (Poteat and Rivers, 2010), where those who use this type of name-calling perceive their own social group more positively or superior than the targeted groups.

Despite its predictive and explanative scope, there is comparatively limited research that has applied social identity theory to the phenomenon of bullying. In their research, Jones et al., (2009) found in-group processes were pertinent to school bullying, where members of the same group support each other during bullying incidents. In 2005 Nesdale et al., found children's predisposition to exhibit ethnic prejudice was positively related to the extent to which they identified with their in-group norms and values. Additionally, in their study examining the effect of peer group norms on children's direct and indirect bullying intentions, Nesdale et al.,

(2008) found regardless of group norms, children's attitudes towards bullying were more positive and preferential towards the in-group than those perceived as an out-group and children's bullying intentions were greater when the in-group had a norm of out-group dislike. Consequently, the application of social identity theory may be a way in which to elucidate the complex social behaviours involved in homophobic bullying and decipher the intent behind using homophobic terms of abuse during incidents of name-calling, and as such will be applied in the present study.

Gaps within extant research

In reviewing the current research associated with homophobic language for the present study, there are noticeable gaps within the literature. Most notably there is limited evidence related to understanding non self-identified LGB young people's perspectives in relation to incidents of name-calling involving homophobic terms of abuse. Furthermore, there appears to be a shortfall of evidence documenting age and gender comparisons in this area, and what research is available in relation to cross age and gender analyses does not focus specifically on the area of homophobic name-calling, both these areas will now be discussed in turn.

To date, research conducted in the area of homophobic bullying has largely focused on gaining the perspectives of young people who are self-identified as LGB (Rivers, 2001a; Hunt and Jenson, 2007; Rivers and Cowie, 2007); LGB adults (Rivers, 2000; Rivers, 2001b); parents of LGB young people (Adams, et al, 2004) or school staff (Warwick, et al., 2001; Guasp, 2009). Consequently there is limited understanding and acknowledgement of views from young people from general school populations

or those that are not LGB regarding homophobic terms of abuse or name-calling. Furthermore, there is also limited research that focuses principally on homophobic terms of abuse with name-calling as the focus of investigation, particularly from UK samples. Current research that has been conducted has principally focused on documenting the type and prevalence of generic name-calling and as such is largely quantitative in focus. Moreover, most of the language discussed in current research is donated by or written from the researcher's perspective or interpretation and consequently may not present an accurate view of young people's perspectives.

There is a plethora of guidance focusing on anti-homophobic bullying that has advocated the need for further research from a young person's perspective. Stemming from 2001 with the 'Safe for All' programme (Warwick and Douglas), through to the Stand up for Us (2004) campaign, there have been recommendations to give young people a voice and include them in anti-homophobic bullying work; this sentiment was further reiterated by the British Psychological Society's working party on bullying in 2006. Cowie and Jennifer (2008) suggested researchers and practitioners need to take into account the perspective of the young person if anti-bullying work is to prove effective, and in doing so raise opportunities for young people to actively contribute to the participating school's anti-bullying work (p.128). Furthermore, the Stonewall (2009) 'challenging homophobic language' document calls for pupil participation to help understand the offensiveness of homophobic language. Therefore by including young people within the present study I hope to

illuminate the use and intent of homophobic language where it is operationalised at its grass roots.

Extant research documenting differences across age have focused primarily on generic bullying. In their longitudinal study, Pelligrini and Long (2002) found the frequency of bullying increases in year 7 and decreases later on in year 9 in secondary education; similar findings have also been found by Smith et al., (1999) and Boulton et al (2002), where as age increases bullying declines.

In a study conducted by Poteat and Rivers (2010) it was suggested that the use of homophobic language was associated with greater frequency of bullying for both males and females, i.e. the more bullying occurred the more homophobic language was used. However, overall males were reported to bully and use homophobic language more frequently than females and directed this language towards other males. According to Kimmel and Mahler (2003) a possible reason why homophobic language is more likely to be directed towards and used between males is because of the socially constructed connections of aggression, masculinity and homophobia. In support of this suggestion, Pascoe (2007); Plodel and Fartacek (2009) and Poteat and Rivers (2010) have postulated that males use homophobic language as a method to accentuate their heterosexuality and enforce gender normative behaviours. In contrast, Poteat and Rivers (2010) suggest homophobic epithets are also used as much by females as they are by males; however, a key criticism is that

their conclusions are grounded on correlational data and are therefore open to question.

In their study, Poteat and DiGiovanni (2010) found sexual prejudice and harmful intent were associated with homophobic language amongst boys. Their findings also suggested that boys who endorse higher levels of sexual prejudice also report using homophobic language more frequently, and there is evidence to suggest that boys who use homophobic language also tend to minimise the homophobic intent in using it (Korobov, 2004). Further findings highlighted by Poteat and DiGiovanni (2010) suggest boys may limit their use of homophobic language to blatant aggression or to assert their masculinity and dominance over other boys but are less likely to use it towards their friends (P.1131).

Conversely, findings related to females indicate that they use homophobic language less than males and when using the language they are less likely to direct it to their friends. Poteat and DiGiovanni (2010) suggest females may use the language to describe situations or objects (p.1130) or use it towards students who they know are sexual minorities (p.1131). Whilst Poteat and DiGiovanni's (2010) research illuminates interesting differences between genders use of homophobic language, their research is based on young people's self-reports that were quantified and then correlations were extrapolated from the data set. Their findings would have been further substantiated through the triangulation with other sources, such as teacher or parent reports, which in turn would have given them more rigour and credibility.

Regardless of these limitations, the research provides a useful foundation for further research to be conducted in this area.

There is also a plethora of research that has reported types of bullying enacted by each gender (Rivers 2001; Reid et al., 2004; Rigby, 2005 and DCFS, 2008) where females report more incidents of relational aggression or indirect bullying such as name-calling and males are found to be involved in more physical forms of bullying. However, Artz et al., (2008) found evidence to contradict this trend, where it was reported females were more likely to target males than other males with direct aggression. These findings imply bullying behaviours cannot be sorted neatly into gendered based categories, as there exists a complex relationship between age, gender and bullying roles (Artz et al., 2008).

Further research is therefore needed to clarify whether there are any differences (or similarities) in young people's perceptions over age and between genders in relation to name-calling incidents containing homophobic terms of abuse, for example, is this name-calling perceived to be bullying and intentionally homophobic and harmful by one gender or at a particular age? Overall, more qualitative research is needed to extrapolate young people's views on the use and intent of homophobic terms of abuse being used in incidents of name-calling.

Why further research into homophobic name-calling is needed

Following the critical appraisal of current research in the area of homophobic name-calling, it is evident that further explanatory research into homophobic name-calling is required. This further research is required to address the gaps in current research, clarify the contentions regarding the use and intent of the name-calling and further highlight the negative implications the use of the language has on LGB cohorts, others perceived to be LGB or those seen as behaving 'differently' from their gendered norms.

In evaluating the literature associated with homophobic name-calling in schools it is clear that there is a shortage of qualitative research related to homophobic name-calling from a heterosexual young person's perspective that reports their views in their words. By gathering the views of young people from the general school population there is an opportunity to gain valuable information about the use and intent of homophobic terms of abuse at a level where it is operationalised and concurrently an opportunity to advocate the 'voice' of the young person. Due to the contentions surrounding the use and intent of homophobic language, as documented in research, McCormack (2012) suggests there is a need to critically investigate the attitudes and interpretations of those using (and hearing) the language, and this study takes active steps to do that. Furthermore, there is limited contemporary research that details a cross age and gender analysis of homophobic naming calling and further research in this area may illuminate social and developmental features of name-calling that research has not previously found or reported.

From evaluating current research there also appears to be a lack of clarity and contention over whether the name-calling used is a form of homophobic bullying with harmful prejudicial intent or banter used without any homophobic intent. Therefore, further research is required to clarify these contentions emanating from previous research, and in doing so it makes sense to elucidate this contention at its grassroots where the name-calling is operationalised by obtaining young people's views.

Finally, and most importantly it is imperative to conduct further research into the use and intent of homophobic name-calling as previous research has documented the harmful implications the use of this name-calling has on LGB populations (and those not identified as LGB) (Duncan, 1999; Thurlow, 2001; Rivers, 2001a; Poteat and Espelage, 2007 and Stonewall, 2009).

The aims of present study

The aims of the present study are to explore and examine young people's perspectives concerning the intent of homophobic terms of abuse that are used during incidents of name-calling in a school. For example whether young people perceive the word 'gay' to be harmful and intentionally homophobic in nature, or banter used between friends with no intention to harm those it is directed towards. A further aim is looking to see whether there are any discernable differences in opinions across ages and between genders regarding the use and intent of this language during incidents of name-calling.

The present study's research questions

The present study explores the following main research questions:

What are young people's perceptions about the language used during incidents of name-calling in schools?

Are there any similarities or differences in young people's perceptions over age and between genders?

Three core questions were chosen to answer the main research questions and these included:

- 1) Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?
- 2) According to young people, why is this language used in school?
- 3) How is the name-calling received by the young person? (What do they feel about the name-calling?)

Chapter 3: METHODOLOGY

Introduction to the chapter

The following chapter provides justification for the chosen research methodology adopted in the present study. Research methods are linked to differing theoretical and philosophical viewpoints and the choice of selecting a method is therefore closely tied to how the researcher perceives social reality should be studied (Bryman, 2008). Furthermore, the choice of method is influenced by a number of criteria including the problem under investigation, a theory, or a question arising from personal experience; all of which are in some way connected and commensurate with the researcher's own ontological and epistemological worldviews. Silverman (2000) suggests methodology underpins an overarching research strategy. It is therefore paramount to provide a clear supporting rationale for the methodological decisions made in the present study and why these decisions were made. Therefore, this chapter will commence with a discussion of how my own ontological and epistemological perspective informed my choice of research questions, methods and data analysis. Attention will be given to the ethical considerations that were addressed during the planning and implementation stages of the research, and how any difficulties were resolved. There will be a descriptive and critical account of the procedure I followed during the present study. Finally, the chapter will close with a discussion on the threats to reliability and validity of data collected and an acknowledgement of the roles of researcher reflexivity and positionality.

Ontological and epistemological assumptions

Questions of method are secondary to questions of paradigm that guide a researcher in their line of inquiry (Guba and Lincoln, 1994) and different inquiry positions are associated with different kinds of knowledge (Stevenson and Cooper, 1997). Therefore, a choice of method will be determined by the ontological and epistemological orientations held by a researcher.

For the purposes of definition, ontology is concerned with the nature of reality, what exists and what can be known (Guba and Lincoln, 1994), whereas epistemology refers to how we know what we know, or the philosophy of knowledge and the methods of obtaining knowledge (Burr, 1995).

There are different forms of inquiry that emanate from different ontological and epistemological traditions to understand social reality (Guba and Lincoln, 1994). The most commonly drawn distinction lies between positivist and interpretivist traditions, (Thomas, 2009). Ontologically, positivism advocates a realist perspective, which states that the external world exists independently of perception and cognition. Reality can be discovered through the laws of the 'natural' sciences, where a single truth can be determined through observation and quantification. Epistemologically, positivism can discover knowledge through testing hypotheses and theories and is therefore deductive in nature. The social world can be studied objectively and the researcher is seen as an expert and is independent from the phenomenon under investigation. According to this paradigm the researcher is capable of studying the

phenomenon without influencing or being influenced by it (Guba and Lincoln, 1994). Instead threats to validity are eliminated through controlling and isolating of variables and adopting an objective ontological view of reality; only that what can be observed and measured can be known. The criterion for judging the quality of a positivist inquiry lies in its validity, reliability and generalisability (Guba and Lincoln, 1994, p.111).

Contrastingly, interpretivism advocates a relativist or constructionist perspective to ontology; an approach which the present study has adopted. According to this tradition, multiple and conflicting realities exist, therefore individuals hold different versions of what is knowledge, truth and reality (Guba and Lincoln, 1994, p.110) which are socially, culturally, historically and personally influenced (Gergen, 2001). Because there are individual versions of reality, they are seen as flexible or in a state of flux over differing times, culture and relationships (Stevens, 1996) and therefore are not seen as definitive, unlike the positivist position.

Epistemologically, interpretivism advocates that knowledge and meaning are derived from social processes and interpersonal relationships (Slife and Williams, 1995, p.77). As an approach it is concerned with people and the way they interrelate, what they think and how they construct their ideas about the world (Thomas, 2009). Meaning is constructed through shared experiences and is therefore inductive in nature. Within this position, subjectivity is central to knowing, where the researcher and object under investigation are interactively linked (Guba and Lincoln, 1994, p.

111); meaning is therefore co-constructed. The researcher has a central role in influencing the participant and the interpretation of findings (Coolican, 2004, p.225) and they use their own interests to help interpret and understand the views and behaviours of others. Interpretivism acknowledges this active role in knowledge production played by the researcher, rather than hiding behind a veil of objectivity as claimed by positivists (Stevenson and Cooper, 1995, p.160). The key aim is to seek meaning and understanding which is gathered through qualitative methodology. Within an interpretivist tradition the criteria for judging quality of an inquiry is through researcher transparency in terms of reflexivity and positionality (Guba and Lincoln, 1992).

Qualitative traditions within the present study

One paradigm that embraces an ontological and epistemological position that is congruent with my own is that of social constructionism, and within the present study it is adopted to conceptualise the meaning and aid the understanding of young people's perceptions of name-calling in a secondary school and whether this name calling is intentionally harmful or perceived as banter, with no homophobic intent.

Social constructionism is a qualitative social psychology approach that emphasises knowledge as constructed and sustained through social and cultural processes (Slife and Williams, 1995, p.77). Therefore, people actively construct their social world through talk, where common understandings, meanings or views are created and shared by people within a given society, and meanings about a phenomenon are

socially negotiated by people within a given culture (Gergen et al., 2008). Knowing occurs in relations between people and what we know and understand is the product of historical and social discourse (Slife and Williams, 1995, p.82). The social construction of reality is therefore an ongoing and dynamic process (Berger and Luckmann, 1967), which is produced and reproduced by people within a given culture. When people interact they do so with the understanding that their perspectives of reality are related and as they act upon this understanding their common knowledge of reality becomes reinforced (Gergen and Gergen, 2008).

Qualitative Methodology

In keeping with my own ontological and epistemological worldview, the present study adopts a qualitative approach to research methodology to gain a greater understanding of young people's perspectives regarding the use and intent of name-calling in a secondary school and whether there are any differences in perceptions over age and between gender. I consider a qualitative approach is appropriate for the study as I am interested in gathering and exploring the voice and subjective experience of the young people in relation to name-calling. This approach enables me to focus on how young people interpret the phenomenon of name-calling and extrapolate young people's shared views, feelings and perceptions about the use of the name-calling in their school. According to Hennink et al., (2011) qualitative research is suitable for examining sensitive topics within small-scale research, as the process of rapport building provides a comfortable atmosphere for participant disclosure; a position that would not have been possible using a traditional,

quantitative approach that sought objective and generalisable findings. During this study I was also interested in identifying themes that could lead to the development of theory rather than seeking to test, predict or confirm an existing theory. Operating within a qualitative framework enabled me to do this.

To broaden the definition of qualitative research it has been described as an approach that is:

- “Generally engaged with exploring, describing and interpreting social experiences of participants” (Smith, 2011, p.4.)
- “It emphasizes people’s lived experience, which are well suited for locating the meaning people place on events, processes and structures of their lives and for connecting these meanings to the social world around them” (Miles and Huberman, 1994, p.10)

Therefore, the combined definitions support the rationale for adopting a qualitative approach in the present study that seeks to elicit young people’s perspectives related to name-calling in the social context of a secondary school.

Research questions

The research questions reflect the epistemological position adopted in the present study, as they are open questions that seek to elicit qualitative responses from participants. The fundamental aim is to examine young people’s perceptions and gain a greater understanding of the use and intent of name-calling in their schools

and to see whether there is any discernable difference in opinions across different ages and between genders. This focus will be used to ascertain whether the young people perceive the use of the word 'gay' to be homophobic language and intentionally harmful and bullying or harmless banter with no significance to sexual orientation.

The word 'gay' was used as an example of homophobic language in the present study as it was the most commonly referred to and reported term in research (Thurlow, 2001; Hunt and Jensen, 2007; Guasp, 2009 and 2012). Additionally, during the introductory discussions with the young people, the term 'gay' was the most reported word used to describe this form of name-calling. It appeared that all the young people could associate with this word as an exemplar. Furthermore, the pupil consent forms used 'gay' as an example of possible homophobic terms of abuse (as they were shaped by research) and there was agreement from the young people within the focus groups that 'gay' was the most commonly used form of name-calling, and very few alternative words were mentioned. Therefore, the use of the word 'gay' in the present study was shaped by what terms were most popular and understandable at the time of research.

The research questions for this study are therefore partly shaped by relevant literature (Stonewall, 2008 and 2009) and motivated by my own interests as a researcher and young people's preliminary views. I am interested in eliciting young people's views, as there is limited published evidence that focuses on this area that

promotes the 'voice' of the non self-identified LGB young person in homophobic anti-bullying work.

The present study explores the following main research questions:

What are young people's perceptions about the language used during incidents of name-calling in schools?

Are there any similarities or differences in young people's perceptions over age and between genders?

Three core questions were chosen to answer the main research questions and these included:

- 1) Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?
- 2) According to young people, why is this language used in school?
- 3) How is the name-calling received by the young person? (What do they feel about the name-calling?)

The full range of research questions used for probing and further elaboration for this study can be found in appendix 20, which demonstrates the order of questioning during the data collection for each of the focus groups. All of these supplementary questions are connected to the main research questions and are displayed in table 1 below.

Core Research Questions	Supplementary questions as found in Appendix 20
<p>1) Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?</p>	<ul style="list-style-type: none"> • Are the people using the names homophobic? • Do you think using the word 'gay', as name-calling is intentionally offensive and harmful? • Who is the name-calling offensive and harmful too? • Is there any name-calling that happens in school you think is homophobic? • Is the name-calling used by young people in schools seen as homophobic by other young people? • Do you think using words like 'gay' is a form of bullying?
<p>2) According to young people, why is this language used in school?</p>	<ul style="list-style-type: none"> • What is the purpose of the name-calling? • What is the name-calling used to refer to/why is it used? • What influences young people to use these words in school? • How do the views come about to use the word 'gay'?

3) How is the name-calling received by the young person? (What do they feel about the name-calling?)	<ul style="list-style-type: none"> What are your feelings about using the word 'gay' and/or similar words as name-calling?
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Table 1: Supplementary research questions used within the four focus groups

Research Design

To answer the research questions my research design consisted of using multiple focus groups as the method of data collection to gather the perspectives of young people. As the focus of the research was to investigate whether there were discernable differences between gender and across different ages, a mixed age and gender sample were selected. Overall, four separate focus groups were conducted using single sex samples over the secondary school years 7 (aged 11/12) and year 10 (year 14/15). Findings from these four focus groups were then analysed using thematic analysis (Braun and Clarke, 2006) to elicit key themes of similarities and differences in perspectives regarding the use and intent of name-calling.

Each component of the design will now be discussed in turn, starting with the focus groups and then sampling.

Research Method: Focus groups

Focus groups have been described as a semi-structured interview carried out in a group setting (Robson, 2002), a group discussion (Hennink et al., 2011) and a form of non-directive interviewing (Breen, 2006). The primary aim of a focus group

according to Liangputtong (2009) is to describe and understand meanings and interpretations of a group of people about a specific issue. Participant interpretations are gathered by a moderator, who asks a series of open-ended questions with the purpose of collecting qualitative data. The recommended group size for focus groups is ideally between 6 – 8, any fewer, it may be difficult to sustain discussion and gain a diversity of perspectives, any more, it limits the active involvement for all participants (Hennink, et al., 2011). Ideally a focus group should contain members who have an interest in the topic of discussion and who are able to give their point of view in the group (Lunt, 1998, p.46).

Hennink et al., (2011) suggest focus groups should contain a homogeneous sample of participants who share similar socio-demographic characteristics such as age and gender and within the present study each focus group was divided up according to these criterion. This homogeneity fosters open, productive discussion amongst participants (Hennink, et al., (2011). Moreover, recruiting strangers has its benefits as it affords greater anonymity, greater free discussion and more detailed information exchanged (Hennink, et al, 2011, p.151). In the present study I pursued non-familiar participants to reduce the likelihood of selecting individuals with similar viewpoints and risk reducing the diversity of perspectives. This was achieved by selecting pupils with differing predicted grades, as explained in the sampling section.

Research suggests a focus group's success depends on the moderator's skills in facilitating an interactive discussion and ensuring all participants are included in the

collaborative process (Hennink, et al., 2011). However, according to Parker and Tritter (2006) the moderator takes a peripheral role in interviewing with more emphasis placed on interrelational group dynamics, rather than the typical questioning seen in interviews. Traditionally, focus groups are audio or video recorded and then discussions are later transcribed.

I felt that this was an appropriate form of data collection to use in the present study. The focus groups were used to provide insights into young people's perceptions and understanding of the use and intent of name-calling in their school; it is therefore a sensitive subject area to discuss. However, there is evidence to suggest it is a less threatening method than other forms of interviewing (Lunt, 1998). There is a focus on development of knowledge within the group, where it is viewed as more naturalistic and conversational (Wilkinson, in Smith, 2011), than other methods, such as one-to-one interviewing. Additionally, a distinct advantage of using focus groups over one-to-one interviews, is gaining a larger sample in a shorter time frame and reducing the risk of socially desirable or 'don't know' responses. Focus group methodology also reflects my epistemological perspective that sense making is produced collaboratively (Wilkinson, in Smith, 2011) or through social interaction.

The most notable disadvantages of using focus groups are the reliability of participant responses as they may reflect a 'Deference Effect' (Bernard 2006), where participants may say what they think the moderator wants to hear rather than voicing their own opinion about an issue. Also, recording and transcription of

responses (Breen, 2006) and data analysis (Wilkinson, in Smith 2011) are time consuming. Additionally, group dynamics may impact on findings, for example, there may be a risk of group conformity or 'groupthink' where the majority agrees with the most popular view in the group rather than stating their own opinions on the issue (Lunt, 1998).

The sample

Participants were selected from one school within the local authority where I had previously worked as a Trainee Educational Psychologist (TEP). The participating school was a large comprehensive secondary school located within a town in the East Midlands with high levels of socio-economic deprivation.

For the present study 24 young people were requested to participate within 4 different focus group discussions. The school had responsibility for selecting the participants based on the criteria given by myself, which included equal numbers of male and female pupils in Year 7 and Year 10, ability to talk in a group and those with good attendance. In addition, to participants not knowing each other. Each focus group included the selection of 6 young people. Overall the focus groups consisted of:

- One group of year 7 females
- One group of year 7 males
- One group of year 10 females
- One group of year 10 males

The participants were from differing ethnic backgrounds, which included: White British (16), Asian (4) and Caribbean (4). Participants were selected using a purposive, non-probability sampling method. By using purposive sampling it removes any scope to make the findings generalisable beyond the current sample (Cohen et al., 2009, p.113.), as it does not represent a wider population, but represents itself or as Thomas (2009) suggests, the sample takes from the local experience and illuminates and influences the local experience (p.77). In the present qualitative study there was no intention to generalise the findings to a wider community beyond the one selected.

Predicted grades were also used as a selection criterion by the nominated school, where each focus group sample was chosen according to a spread and difference between grades. The decision to select participants via predicted grades was chosen to ensure that there was variance over the chosen sample, which would provide a cross section of the populations over each year group. Predicted grades were also a way in which to avoid having groups that contain friends with similar viewpoints about name-calling, as research suggests peers choose and keep friends who have similar academic attainment levels (Coie et al., 1982).

Ethical Considerations

According to Cohen et al. (2009) the planning of research is inescapably an ethical enterprise (p.49) and thinking about ethics should pervade all professional activity (BPS, 2009, P.6). Within the present study, I followed the guidance from the British

Psychological Society, Code of Ethics and Conduct (2009), The British Educational Research Association (BERA) Ethical Guidelines for Educational Research (2011) and the Health Professionals Council (HPC) Standards of Conduct, Performance and Ethics (2008).

The present study was also subject to the University of Birmingham ethical review (see appendix 14). Due to the nature of the research area and the intention to gain young people's voices in relation to homophobic name-calling, ethical clearance was not straightforward and I was required to submit a further response to my ethical review application (see appendix 15).

Gaining informed consent from parents and pupil assent to participate in this study was essential. As a psychologist I am directed to conduct research in accordance with the Code of Ethics and Conduct guidelines as stipulated by the British Psychological Society (BPS) (2009), in addition to the EPS working agreement with my local authority team, that signed parental consent be sought prior to working directly with young people. Furthermore, gaining consent and assent for a psychologist's involvement should be a transparent process (BPS, 2009) where both the rights of those participating and responsibilities of the psychologist are made clear throughout the research process.

Pupils' right to withdraw from the study was made explicit throughout the research (BPS, 2009). It was made clear from the onset that at any point during the study,

whether prior to, during or after the data had been collected they could withdraw and were not obligated to give a reason for their withdrawal, to ensure they had freedom of choice and did not feel as if they were under duress (BERA, 2011). Furthermore, at no point in the study was an attempt made to persuade pupils to continue with the study and no pupil signified a wish to withdraw from the current study. However, if this had been the case then the pupil's contribution to the study would not have been used.

Further ethical issues within the procedure that may have arisen during the study were considered and guidance on dealing with these situations were drafted and shared with the participating school's head teacher and staff who were involved in the study. This was prompted in an attempt to be proactive in reducing risk, following the BPS Code of Human Research Ethics (2010) that researchers should endeavor to identify and assess all possible risks and develop protocols for risk management as an integral part of the design of a project (p.13). Guidance was written in relation to procedures to follow if a pupil wished to discuss their sexuality (appendix 8), faith-based response (appendix 9), dealing with bullying disclosures (appendix 10, and responding to parents/cares concerns (appendix 11); all of which were located within the legal framework of discrimination law by following the Equality Act (2010) (see appendix 12).

Procedure of data collection: The pilot study

A secondary school where I worked as their link EP agreed to participate in the pilot study. I distributed letters to schools, parents and pupils to seek their consent and involvement (see appendices 1, 2 and 3). A full pilot study was conducted to check the relevance and applicability of my research questions and whether they were understandable to participants. The pilot consisted of a mixed gender sample from a vertical tutor group, with the inclusion of 6 pupils from year 7 to year 12. Findings indicated that the older pupils contributed more to discussions than the younger pupils, reinforcing my decision to use homogeneous groups in the main study.

Pupils were selected on the basis of being confident enough to speak in a group. One of the purposes of conducting a pilot study is to learn about my own effectiveness as a moderator, (Breen, 2006) and whether I needed to modify the level of involvement I had within the process. Parker and Tritter (2006) advocate a peripheral moderator role, and on reflection my role was more of a reciprocal one and therefore gave me an indication of how to adapt my approach and involvement in the main study.

Bryman (2008) suggests running a pilot is also helpful to identify any irrelevant questions that can be dropped from the study or whether they gather the appropriate information, need refinement or further ones added. Following the pilot study the main amendment made was the deletion of the introductory question as it was deemed too broad and developed talk that was not directly related to the overall

focus of the study. Furthermore, all pupils were aware what the study entailed, so I felt it was an unnecessary addition to the questions.

The Procedure

To gain access to the participants, I initially contacted the Head Teacher of the selected school by email to explain the focus of the study and enquire whether the topic area would be of interest to his school in helping them to develop their anti-bullying work. Through a series of email exchanges the Head Teacher agreed for his school to participate in the study. Once this agreement had been confirmed I forwarded a briefing letter to the Head Teacher (see appendix 4). This letter detailed the working title of the study, the purpose, methodology and practicalities that the school would be required to fulfill in order for the study to continue. One of the criteria that was required included recruiting participants for the study.

Once the school identified all potential participants for the study, parental consent was sought through the distribution of a briefing letter to parents and carers of the selected young people (see appendix 5). The next phase in gaining the young people's participation involved the distribution of a pupil information sheet and signing of an assent form (see appendix 6).

Following clearance of parental consent and pupil assent procedures and forms, I arranged a visit to the participating school to introduce myself and meet the selected pupils. Two meetings took place, one for each year group. The purpose of the meetings was to discuss the study in more detail and give pupils the opportunity to

ask questions they had in relation to their involvement. Some of the questions asked by the young people, focused on defining the terms of homophobic name-calling and the word 'gay' was used as an illustration of such name-calling, which was further discussed by the young people in both meetings. The word 'gay' was also used as an example of name-calling in the initial information sent to school, parents and young people (see appendices, 4, 5 and 6).

Additionally, the meetings were used to gain signed pupil assent (see appendix 6) and further discuss the ethical considerations within the study, such as confidentiality, anonymity, storage of information and their right to withdraw from the study. This information provided to participants was presented in a clear and understandable way (BPS, 2010) to ensure transparency and clarity was maintained in relation to their role within the study, and to retain my professional integrity (BPS, 2009), in addition to building a trusting relationship between the pupils and myself (BERA, 2011).

All four focus groups were conducted over the same week, in the same school. They were completed in a private room free from human traffic and involved the pupils, a member of school staff and myself. The additional member of staff was the school's Learning Mentor who was known to all participants. Their role and presence was to be on hand in case of any safeguarding issues but also as a familiar face. Participant feedback concerning the attendance of the Learning Mentor was positive.

The procedure for running each group was kept the same to ensure each participant received the same level of information regarding the study (see appendices 7 and 16). Prior to each focus group commencing, welcomes and introductions were made and pupils were seated at a table and allocated a number card, which other group members could see. A Dictaphone and omnidirectional microphone was positioned in the centre of the table to ensure all voices were heard and recorded. The purpose of the focus groups and study was again reiterated.

The HPC (2008) stipulates the requirement to respect confidentiality of service users. However, due to their collaborative nature, focus groups could not guarantee confidentiality, or anonymity. Anonymity was increased through assigning numbers to participants to code their responses, so no names were used. Moreover, no identifying information was attached to the audio recordings collected and consideration was given to further enhance confidentiality by selecting a private room that was not accessible to unauthorized personnel.

The full order of the focus group script is contained within appendix 16.

After the purpose of the study was reiterated, and my role within the focus group was made transparent, the group had the opportunity to agree some ground rules (see appendix 16), some of which were donated by myself to reinforce the importance of anonymity and a 'no names' policy, otherwise they were negotiated between the pupils. These ground rules helped to develop trust and rapport between

pupils and make the expectations of the discussion clear. It was also explained to pupils that anything said within the focus group discussion would remain confidential unless it breached safeguarding procedures and therefore the school's safeguarding policy and the schools' safeguarding representative would need to be consulted and appropriate steps followed.

Prior to the focus group commencing, recording equipment was tested to ensure all voices were picked up. The number cards placed in front of each pupil were again referred to; to ensure no names were used. In readiness for the data analysis, I highlighted that there were no right or wrong answers and that all pupils' views were of equal value. Open-ended questions were used to encourage the discussions to elicit rich, qualitative information (Wilkinson, in Smith, 2011). Some questions were used as probes, to clarify or amplify a point (Lunt, 1998). All focus groups were audio recorded with the consent of the pupils (see appendix 6), and later transcribed verbatim (see appendices: 21, 22, 23 and 24). To aid the sequence of transcribing the recorded conversations, I documented the order in which pupils' contributed to the discussion using a participant response sheet (see appendix 18). Each focus group was planned to last for approximately one-hour duration.

Following the completion of research questions, all pupils were thanked for their participation and given the opportunity to ask any further questions. I explained the next steps in the study were to transcribe and analyse their recorded responses. I ensured all pupils were aware of the storage and access procedures in relation to

their recorded discussions. The BPS stipulates that psychologists should record, process and store confidential information in a fashion designed to avoid inadvertent disclosure (p.11). This had previously been discussed and made available to all pupils during the questions and answers sessions and in writing in the Pupil Information Sheet (appendix 6). Further information shared included:

- That data would be stored securely in a locked cabinet in accordance with the rules stipulated in the Data Protection Act (2003).
- That no unauthorized persons could access the material
- That any information retained would not contain any identifiable information that could trace it back to them
- That information would be kept for a minimum of 10 years.

All participants were informed that following the completion of this research they would receive written or verbal feedback on the main findings arising from the present study, which would be free from any material that would otherwise identify their school or more importantly their identity.

Data analysis: Thematic Analysis

To ensure that the transcriptions of the focus groups were recorded consistently, and because I had first-hand experience of being involved in the discussions, I decided to transcribe all four focus group discussions. This process enabled me to gain a rich picture of the data set and contributed to the first step in conducting the data analysis.

Each of the four focus group transcripts were analysed using Braun and Clarke's (2006) thematic analysis approach. This was considered an appropriate mode of analysis, as it is perceived to be a flexible approach in analyzing qualitative data (Braun and Clarke (2006) and a tool to use across different methods (Boyatzis, 1998); rather than being tied to a particular theoretical framework or epistemological perspective. Additionally, the Braun and Clarke model of analysis was chosen over other potential models (Miles and Huberman, 1994 and Boyatzis, 1998) as it was developed for the purpose of psychological analysis and is therefore a fitting model for the current study.

Thematic analysis is a method for identifying and reporting patterns (themes) within data (Braun and Clarke, 2006, p.79). Although widely used, there is no clear agreement on how it is conducted. However, according to Braun and Clarke (2006) it is important that the theoretical position of the thematic analysis is made transparent. The theoretical position within the present study involves adoption of a constructionist and interpretivist approach, where meanings and experiences are a reflection of multiple voices that exist in society.

According to Braun and Clarke (2006) there are a number of key decisions to be made in determining what type of analysis a researcher conducts and how the data is analysed. For instance, themes can be identified using an inductive or deductive approach. For the purposes of this study a deductive approach was used, where the data gathered from the focus groups was coded, analysed and themes identified to

answer specific research questions that were influenced by my own theoretical interests. Braun and Clarke (2006) suggest this form of analysis extrapolates a less rich description of data than inductive or data-driven analysis, however, it can lead to a more detailed analysis of some aspect of the data (P.83).

Moreover, once the overall approach is confirmed the next key decision is to decide at what level the themes in the data will be identified. Braun and Clarke (2006) make the distinction between semantic and latent levels. The semantic level looks to extract a surface description across the entire data set not beyond the participants' words. In contrast, the latent level seeks to give a richer, more detailed account of a theme or group of themes within the data and an analysis at this level identifies the underlying assumptions and ideologies that are theorised as shaping the content of the data (Braun and Clarke, 2006, p.84.) Within the present study, the themes were identified at the semantic level, as the analysis focused on gaining a detailed account of a group of themes across the data set, which needed to remain as close and accurate portrayal of the young people's perspectives as possible.

There are, however, no hard-and-fast rules to these decisions and combinations are possible (Braun and Clarke, 2006, p.86). Braun and Clarke (2006) provide a guide to conducting a 6 phase thematic analysis, which can be applied flexibly to fit the research questions and data. This 6-phase analysis is illustrated in table 2 below.

Phase	Description of the process
Phase 1	Familiarizing yourself with your data: Transcribing data, reading and re-reading the data, noting down initial ideas.
Phase 2	Generating initial codes: coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code
Phase 3	Searching for themes: collating codes of potential themes, gathering all data relevant to each potential theme
Phase 4	Reviewing themes: checking if the themes work in relation to the coded extracts (level 1) and the entire data set (level 2, generating a thematic 'map' of the analysis
Phase 5	Defining and naming themes: Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme
Phase 6	Producing the report: The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back to the research question and literature and producing the findings.

Table 2: 6-phase thematic analysis approach after Braun and Clarke (2006, p.87).

Reliability and validity in qualitative research

The concepts of reliability and validity have been imported into applied social research from psychometrics (Thomas, 2009, p.105). These concepts are therefore

rooted in positivist and quantitative traditions; which present a difficulty within the present study. In the present study I would like to consider the need to focus on the 'quality' of the research rather than whether the research is reliable and/or valid.

The position of 'quality' in replacement of validity and reliability in qualitative research has been discussed by Smith (2011), following the growing dissatisfaction that qualitative research is continually being evaluated against the criteria used in quantitative research, which is both theoretically inappropriate and incompatible.

As a way of providing some criteria to assess the quality of qualitative psychological research, Yardley (2008) has devised some suggested guidelines and broad principles irrespective of the theoretical orientation of the qualitative study (Smith 2011) and a summary of these are presented in figure 1 below. These principles were applied throughout the planning, implementation and analysis of the current study.

Principle	Examples of the principle
Sensitivity to context	Can be established through: The researcher showing sensitivity to the socio-cultural milieu in which the study is situated The material obtained from the participants

	Showing empathy, putting the participants at ease and recognizing interactional difficulties
Commitment and Rigour	Can be established through: Attentiveness to participants during data collection Care during analysis Thoroughness of the study Selection of sample to match research question
Transparency and coherence	Can be established through: How clearly the stages of research process are described in the write up of the study The degree of fit between the research and underlying theoretical assumptions of the approach being implemented
Impact and importance	Can be established through: Whether the research tells the reader something interesting, important or useful

Table 3: 4 broad Principles for assessing the quality of qualitative research, after Yardley, (2011) cited in Smith (2011, p.180 – 183).

According to Thomas (2009) reliability in interpretative research is irrelevant (p.106), as interpretation is an individualistic and idiosyncratic phenomenon. Take for example this study, it is questionable that two individuals are likely to interpret the same focus group transcripts in the same way, and therefore replication and consistency are improbable when using the same data set.

When considering validity, Robson (2002) suggests the trustworthiness of findings from qualitative research has attracted much debate and criticism from researchers that favour the quantitative tradition of research design. Nevertheless, Maxwell (1992), (cited in Robson, 2002) presents a typology on reducing threats to validity in qualitative research. These include providing a complete and accurate documentation of the description of what is heard or seen within the data. According to Robson (2002) audio or video recording will reduce the threat to validity in qualitative research. The main threat to validity according to Maxwell (1992) is the researcher's subjective interpretation of the research findings and therefore, one-way of countering this threat is to continuously demonstrate the route how an interpretation was reached. In the present study this was demonstrated through the thorough and rigorous thematic analysis.

In consideration to the points raised above by (Yardley in Smith 2011) and the incompatible positioning of validity and reliability in qualitative research, there have been active steps taken by myself to ensure there is greater quality in this study by

acknowledging and reflecting on my own position and the influence I had in the co-construction of knowledge throughout the research process. Both concepts of reflexivity and positionality are discussed below.

Reflexivity

"Undertaking research in a reflexive way forces the consideration of both the philosophical aspects of research and the researcher's own assumptions about the world. Reflexivity requires the researcher actively to consider whether their own involvement has enhanced or detracted from the findings." (Stevenson and Cooper, 1997, p.160)

The interpretive approach acknowledges subjectivity of both the participants and the researcher and their role in the co-construction of reality (Hennink et al., 2011). Therefore, in applying an interpretative approach I also acknowledge that I bring my own subjective experiences, which influenced my response to the research process; overall I was immersed within the research process. This process of self-awareness and self-reflection of my role in influencing the research process is termed 'reflexivity.' Reflexivity attempts to bridge the divide between reality and the interpretation of reality by filling in the contextual factors, which influence the researcher's arrival at a certain construction (Stevenson and Cooper, 1997, p.160). As a researcher it provides an opportunity for me to be transparent about my role and the influence I have within the current study.

Reflexivity may be accomplished in various ways. Webb (1992) recommends the presentation of unedited chunks of data gathered from the research findings be available so the reader can scrutinize the researcher's conclusions. As part of the reflexive process within the current research I have ensured that all participant's responses that were audio recorded during the focus groups are included verbatim in the appendices 21, 22, 23 and 24 so my conclusions can be cross-referenced and further inspected. Furthermore, in keeping with the qualitative tradition I have attempted to incorporate reflexivity as an ongoing and iterative process throughout the transcription of this research project.

Positionality

Within the present study I had a central role in the interpretation and construction of knowledge extrapolated from the findings. I therefore was an active facilitator in the research process from inception to analysis and therefore my own subjective experiences, beliefs and values underpinned the process and resulting conclusions. By following and advocating an interpretivist paradigm for the present study, I also acknowledge that my involvement within the study has been a subjective one. The present study was chosen by me and reflects my personal interest in this area, within my current role as a TEP.

The findings therefore are a combination of both my own subjective interpretation, based on my understanding of what the findings imply through thematic analysis and participants' views. On reflection, I consider myself to be an active participant within

the study, as my role within the focus groups as a moderator was to encourage the participants to talk, through the questions I devised and asked. I shaped the focus group discussions, and my presence in the rooms where the focus groups occurred further influenced the findings. However, because I adopted an interpretive perspective, there is not an expectation to be objective in my study but instead accept and acknowledge the centrality of subjectivity (Thomas, 2009, p.76). Therefore, in acknowledging these idiosyncrasies, this is a strength of qualitative research and the current study.

Chapter 4: FINDINGS AND ANALYSIS

Introduction to the chapter

This chapter reports the findings and qualitative data analysis from the young people's perceptions across four separate focus groups using Braun and Clarke's (2006) model of thematic analysis. In conducting the analysis I was mindful of focusing on the quality of the research process as illustrated in the criteria positioned by Yardley (2011), with priority focusing on rigour, transparency and coherence throughout the analysis process.

Braun and Clark's (2006) model of thematic analysis was considered a suitable method of analysis to adopt over other methods of analysis, such as Miles and Huberman (1994) and Boyatzis (1998) as it is a flexible qualitative data analysis that was constructed specifically for the analysis of psychological research. Additionally, the chosen model is not tied to a specific epistemological worldview or specific theoretical perspective unlike other qualitative forms of analysis proposed by Miles and Huberman (1994) and Boyatzis (1998) and other forms of analysis, such as conversational analysis (Hutchby and Woofitt, 1998); grounded theory (Glaser, 1992) or IPA (Interpretive Phenomenological Analysis) (Smith and Osborn, 2003, in Smith 2011). Yet according to Braun and Clarke (2006) it remains compatible with both essentialist and constructionist paradigms within psychology (p.78).

To reiterate, the thematic analysis in this study focused on a deductive approach to analysis at the semantic level, where specific research questions were answered

through the analysis and interpretation of themes extrapolated from the entire data set that reflected the young person's views 'ad verbatim.' The analysis therefore was conducted in a way to ensure that the young people's views were preserved and representative of those involved in the research. Equally, it is acknowledged that by analysing the data gathered for the present study, I have undertaken the role as an active co-constructor of knowledge, meaning and understanding.

Research questions under analysis

The thematic analysis was used to explore and illuminate the key themes gathered from the findings of four separate focus groups to answer the following main research questions:

- 1) What are young people's perceptions about the language used during incidents of name-calling in schools?
- 2) Are there any similarities or differences in young people's perceptions over age and between genders?

These main research questions were explored through a series of open-ended core questions asked during the focus groups. These included:

- 1) Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?
- 2) According to young people, why is this language used in school?
- 3) How is the name-calling received by the young person? (What do they feel about the name-calling?)

For clarity of reference, the findings and emerging themes for each of the focus groups are presented and analysed separately under each of the 3 core research questions and then similarities and differences between themes over age and gender are presented for the whole data set.

Phase 1 (familiarization of data) through to phase 3 (searching for themes) of the thematic analysis for the female year 7 focus group is presented as an example of my analytical process in appendices 25, 26 and 27. During Phase 1 (appendix 25) I repeatedly read the transcriptions from the four focus groups to immerse myself in the depth and breadth of content and note down initial ideas for coding that could become themes. Furthermore, the written transcripts were checked against the audio recordings to ensure they accurately represented the young people's views ad verbatim.

In phase 2 (appendix 26) a systemic coding process was followed over the whole text for each of the focus groups transcriptions. This was a recursive and iterative process, which involved taking each focus group's findings and coding individual data extracts. Data extracts that were interesting and answered the core research questions were initially coded. Coded extracts were organised into meaningful groups (patterns) in readiness for the formation of themes.

In phase 3 (appendix 27) potential (and broad) themes were generated from the coded extracts in phase 2. Potential themes were identified based on their

occurrence and significance in answering the research questions, and individually analysed across each of the focus group transcriptions. Therefore, coded extracts that occurred regularly and had some similar features were grouped together as a theme. Coded extracts that were prevalent became main themes and other extracts that did not feature as often within each data set were assigned as subthemes; as long as they directly answered the research questions. Any unattached codes were filed as miscellaneous. A thematic map was generated to illustrate the interconnections between themes for each core research question.

The findings and analysis within this chapter commences at phase 4 of the thematic analysis for all participants, which focuses on reviewing themes (also found in appendix 28). The analysis proceeds through phase 5 (defining and naming themes) (also found in appendix 29) to the sixth phase, (producing the report) and is presented for each of the 3 core questions of this study and is supported by quotes from the young people's responses.

Phase 4: Reviewing Themes

Data sets from each of the four focus groups were analysed separately using the Braun and Clarke (2006) model of thematic analysis following the six phases detailed in table 1.

Phase 4 focuses on reviewing, revising and refining the themes from phase 3 and as such was conducted over 2 levels. Firstly, the themes were reviewed against the

coded extracts and secondly themes were reviewed over the entire data transcription for each focus group. This process was conducted to check that themes were not generated from a few vivid data extracts but developed through a thorough, inclusive and comprehensive coding process across the data set (Braun and Clarke, 2006, p.96) thus avoiding what Boyatzis (1998) terms an 'anecdotal approach.'

Furthermore, the themes that had been constructed within the individual focus group transcriptions were cross-referenced against the full data set and research questions for relevance and applicability. Throughout this process and in reviewing the coded extracts and full data set, selected themes were also checked against Patton's (1990) criteria for judging themes, as recommended by Braun and Clarke (2006, p.91). Therefore, themes were judged on their 'internal homogeneity' where the data within each theme should have a meaningful coherence and 'external homogeneity' where there is an aim to produce clear and identifiable distinctiveness between the themes across the chosen data set. An example of judging this dual criterion is presented in figure 1 below using the female year 7 coded extracts and accompanying themes from phases 3 and 4 of the thematic analysis.

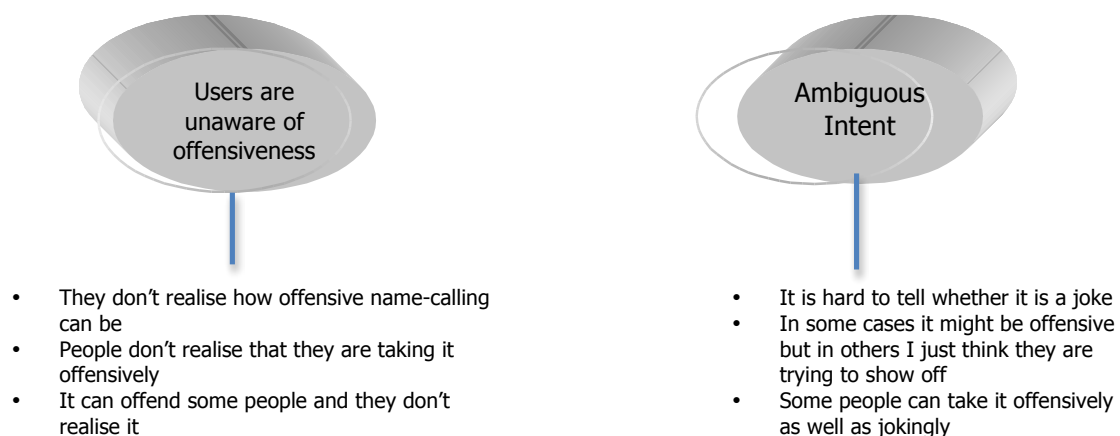


Figure 1: Example's of Patton's (1990) dual criteria for judging categories from data extracts in this study

Furthermore, as part of this refinement some themes and sub-themes from phase 3 were divided, deleted or collapsed and amalgamated to form new themes and sub-themes. This process is explained in greater detail in appendices 27 and 28.

Phase 4: Reviewed themes for year 7 female participants

Table 4: Question 1: *Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?*

Initial themes of phase 4 of the thematic analysis

Main Themes

- ❖ Users are unaware of meaning or offensiveness of name-calling
- ❖ The name-calling has an ambiguous intent
- ❖ The name-calling is bullying
- ❖ People can be offended by the name-calling

Subthemes

- Not bullying between friends
- Can be homophobic
- Name-calling is offensive to the recipient and others around the recipient

Reviewed themes for year 7 male participants

Table 5: Question 1: *Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?*

Initial themes of phase 4 of the thematic analysis

Main Themes

- ❖ Taken too seriously by sensitive people

Subthemes

- It could be homophobic
- It is bullying if repeated and the recipient is disliked
- Not intentionally harmful
- Not intended as homophobic
- Depends on how it is said
- Offensive to studious young people

Reviewed themes for year 10 female participants

Table 6: Question 1: *Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?*

Initial themes of phase 4 of the thematic analysis

Main Themes

- ❖ Not intentionally homophobic
- ❖ Could be offensive to gay people
- ❖ Depends who the recipient is
- ❖ Not intentionally harmful or bullying

Reviewed themes for year 10 male participants

Table 7: Question 1: *Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?*

Initial themes of phase 4 of the thematic analysis

Main Themes

- ❖ It depends who it is being said to/or around
- ❖ It could be perceived as homophobic/offensive
- ❖ It is not bullying

Subthemes

- It is not intended to be offensive
- It is not intended to be homophobic
- Its meaning is evolving
- It's offensive to insecure people
- Depends on how it is said
- Could be offensive to strangers

Reviewed themes for year 7 female participants

Table 8: Question 2: *According to young people, why is this language used in school?*

Initial themes of phase 4 of the thematic analysis

Main Themes

- ❖ Influenced by older people
- ❖ It is a common language

❖ Peer pressure
Subthemes <ul style="list-style-type: none"> • Used as a joke • Used as a joke with friends • To show off, impress friends and be popular • Be seen to be tougher • Being funny

Reviewed themes for year 7 male participants

Table 9: Question 2: *According to young people, why is this language used in school?*

Initial themes of phase 4 of the thematic analysis
Main Themes <ul style="list-style-type: none"> ❖ Used as a harmless joke with friends
Subthemes <ul style="list-style-type: none"> • Used as a way of expressing personal opinions • To look tougher • It is common/popular language • To imply something's not right/stupid • Messing about/mucking about

Reviewed themes for year 10 female participants

Table 10: Question 2: *According to young people, why is this language used in school?*

<u>Initial themes of phase 4 of the thematic analysis</u>
Main Themes <ul style="list-style-type: none">❖ Commonly used language❖ Used as a joke, banter or to have a laugh
Subthemes <ul style="list-style-type: none">• Habitual• Influenced by popular media

Reviewed themes for year 10 male participants

Table 11: Question 2: *According to young people, why is this language used in school?*

<u>Initial themes of phase 4 of the thematic analysis</u>
Main Themes <ul style="list-style-type: none">❖ Banter/joke between friends❖ Common/prevalent words
Subthemes <ul style="list-style-type: none">• No purpose why the language is used• Implies rubbish• To express an opinion or dislike• Influenced by popular media

Reviewed themes for year 7 female participants

Table 12: Question 3: *How is the name-calling received by the young person?*

(What do they feel about the name-calling?)

<u>Initial themes of phase 4 of the thematic analysis</u>
Main Themes <ul style="list-style-type: none">❖ Scared to intervene and worried about being bullied
Subthemes <ul style="list-style-type: none">• Upsetting

Reviewed themes for year 7 male participants

Table 13: Question 3: *How is the name-calling received by the young person?*

(What do they feel about the name-calling?)

<u>Initial themes of phase 4 of the thematic analysis</u>
Main Themes <ul style="list-style-type: none">❖ Not as serious as physical bullying
Subthemes <ul style="list-style-type: none">• Pathetic to use terms

Reviewed themes for year 10 female participants

Table 14: Question 3: *How is the name-calling received by the young person?*

(What do they feel about the name-calling?)

Initial themes of phase 4 of the thematic analysis

Main Themes

- ❖ It's not hurtful

Reviewed themes for year 10 male participants

Table 15: Question 3: *How is the name-calling received by the young person?*

(What do they feel about the name-calling?)

Initial themes of phase 4 of the thematic analysis

Main Themes

- ❖ Not perceived as offensive

Subthemes

- It is not hurtful

Phase 5: Defining and naming themes

Following a thorough and comprehensive review of the data at coded extracts and thematic levels in phase 4, the analysis focused on defining and refining the names of the existing main themes and subthemes, to ensure the data identified the 'essence' of what each theme entailed (Braun and Clarke, 2006, p. 92). This phase followed 3 steps:

Step 1: the coded extracts to each theme/subtheme were analysed and interpreted

Step 2: A sentence was written to summarise the meaning of each theme/subtheme

Step 3: the theme/subtheme was named as phase 4, re-named or redefined.

Findings from phase 5 of the thematic analysis for year 7 females:

Table 16: Question 1: *Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?*

Redefined and refined themes

Main Themes from phase 5

- ❖ Users are unaware of the meaning or offensiveness of name-calling
- ❖ There is ambiguity around its intent
- ❖ It is bullying if the recipient perceives it as such
- ❖ People can be offended by the name-calling regardless of its intent

Subthemes

- Can be homophobic bullying if not between friends
- Name-calling offends/affects a wider audience beyond the recipient

Findings from phase 5 of the thematic analysis for year 7 males:

Table 17: Question 1: *Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?*

Redefined and refined themes

Main Themes from phase 5

- ❖ Not intended as harmful or homophobic

Subthemes

- It's bullying if repeated and the recipient is disliked
- Taken too seriously by sensitive people
- Depends on how it is said

Findings from phase 5 of the thematic analysis for year 10 females:

Table 18: Question 1: *Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?*

Redefined and refined themes

Main Themes from phase 5

- ❖ Not intentionally homophobic
- ❖ It could be offensive to actual LGB people
- ❖ Depends on who the name-calling is said to
- ❖ Not intentionally harmful or bullying

Findings from phase 5 of the thematic analysis for year 10 males:

Table 19: Question 1: *Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?*

Redefined and refined themes

Main Themes from phase 5

- ❖ It depends on who it is being said to, or around
- ❖ Could be perceived as homophobic and offensive
- ❖ It is not bullying

Subthemes

- Not intended to be offensive
- Not intended as homophobic
- It is offensive to those who do not have a shared understanding of the language

- The meaning of the words have evolved

Findings from phase 5 of the thematic analysis for year 7 females:

Table 20: Question 2: *According to young people, why is this language used in school?*

Redefined and refined themes

Main Themes from phase 5

- ❖ Influenced by elders
- ❖ It is a shared/common language
- ❖ Peer pressure to sustain membership in the in-group

Subthemes from phase 5

- It could be joking
- Intended and used as a joke between friends
- To show off, impress friends and be popular
- To personify a tough image

Findings from phase 5 of the thematic analysis for year 7 males:

Table 21: Question 2: *According to young people, why is this language used in school?*

Redefined and refined themes

Main Themes from phase 5

- ❖ (Harmless) joke with friends

Subthemes from phase 5

- A way of expressing personal opinions
- To personify toughness
- It is a popular/common language
- Something is not right/stupid
- To mess/muck about

Findings from phase 5 of the thematic analysis for year 10 females:

Table 22: Question 2: *According to young people, why is this language used in school?*

Redefined and refined themes**Main Themes from phase 5**

- ❖ A commonly used language
- ❖ Used as joke, banter or laugh

Subthemes

- It's Habitual
- Influenced by popular media

Findings from phase 5 of the thematic analysis for year 10 males:

Table 23: Question 2: *According to young people, why is this language used in school?*

Redefined and refined themes**Main Themes from phase 5**

❖ It is banter/joke between friends
❖ They are common/prevalent words
Subthemes
<ul style="list-style-type: none"> • Implies rubbish • Used with versatility to express opinions/preferences • Influenced by popular media

Findings from phase 5 of the thematic analysis for year 7 females:

Table 24: Question 3: *How is the name-calling received by the young person? (What do they feel about the name-calling?)*

<u>Redefined and refined themes</u>
Main Themes from phase 5
❖ Scared to intervene and worried about being bullied
Subthemes from phase 5
<ul style="list-style-type: none"> • Upsetting to those involved

Findings from phase 5 of the thematic analysis for year 7 males:

Table 25: Question 3: *How is the name-calling received by the young person? (What do they feel about the name-calling?)*

<u>Redefined and refined themes</u>
Main Themes from phase 5
❖ Not as serious/harmful as physical bullying
Subthemes from phase 5

- Pathetic, if used intentionally to harm

Findings from phase 5 of the thematic analysis for year 10 females:

Table 26: Question 3: *How is the name-calling received by the young person? (What do they feel about the name-calling?)*

Redefined and refined themes

Main Themes from phase 5

- ❖ It's not hurtful

Findings from phase 5 of the thematic analysis for year 10 males:

Table 27: Question 3: *How is the name-calling received by the young person? (What do they feel about the name-calling?)*

Redefined and refined themes

Main Themes from phase 5

- ❖ Not offensive

Subthemes

- Not harmful

Phase 6: Producing the report

This section documents the final phase of the thematic analysis, and is presented as an overall summary of the findings.

Young people's responses to **question 1: Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?** indicate that there were similarities in views across age and gender in perspectives. Most notably the year 7 male group perceived the name-calling as neither intentionally harmful nor homophobic, as did the year 10 female group and the year 10 male group.

Findings from the year 7 males, suggested that the use of the word 'gay' as name-calling was not perceived as being said with homophobic intent, responses from this cohort included:

"It's not used like Lesbian or anything like that, they (the people using the language) don't mean it in that way" [Y7, M]

implying that the meaning behind the name-calling has no association to a person's sexuality.

The year 7 males also perceived the word 'gay' as a method of expressing dislike or stating an opinion about something that they do not like or agree with. The word 'gay' appears to be a commonly used and understood expression to describe these differences in opinion without the intention to denote homophobia, marginalise or degrade the recipient, as illustrated in the following quote:

"I think people use it to express their opinions about something else, so people, say someone doesn't like something that someone else does, they just call them 'gay' for liking that, they don't think it's gay they just want to express themselves with a different word." [Y7, M]

There was similar agreement found within the year 10 female's group that the name-calling was not used as intentionally homophobic, examples of these views included:

"To call someone 'gay' is just an insult, it's not homophobic in school."
[Y10, F]

"You don't use it (gay) as an offence against sexuality, you use it as an insult, 'cause it's a common insult." [Y10, F]

In analysing the year 10 female perspectives there is unanimous agreement amongst the cohort that there is no homophobic intent when the word 'gay' is used during incidents of name-calling. Instead the term is a generic and shared language that is commonly accepted and used between young people with no association to another's sexuality or sexual orientation or used with pernicious intent. Likewise the year 10 male group also perceived the name-calling as not intentionally homophobic, as illustrated below:

"I wouldn't say they mean to be homophobic." [Y10, M]

"People in our school will know what we're on about, we're not being homophobic." [Y10, M]

Through further analysis there was greater complexity and contrasting views regarding how the young people perceived the name-calling, as the year 7 females reported that it could be viewed as homophobic bullying if the name-calling occurred between those who were not friends, implying that the intent and way it is received may be dependent upon the relationship between the user and recipient.

Additionally, it was evident that the older pupils, year 10 females and males, construed and interpreted the use of name-calling at a deeper and more interactive level than the younger pupils in terms of its wider implications. Where there was an acknowledgement of the social ramifications of using the language, and although not intended to harm, bully or be homophobic it could still be interpreted by LGB people

as such. A prominent theme for the year 10 females was that the name-calling could be offensive to this cohort.

"Most people don't take offence to it anyway unless they are genuinely gay." [Y10, F]

"It's annoying if someone using it genuinely to insult someone 'cause of their sexuality, but other than that it doesn't really bother me." [Y10, F]

The year 10 males also reported that the name-calling could be perceived as homophobic and offensive to those that are actually 'gay' as it may be perceived as a direct attack on their identity:

"Some people like take it offensively, those that are probably gay." [Y10, M]

"If they are gay and you call them gay then they might find it offensive." [Y10, M]

Furthermore, the year 10 males agreed that if the young people using the language knew of another person's sexuality, then they would be less inclined to use the language directly or around them; implying there is no pernicious intent behind the name-calling when using terms such as 'gay'.

"Quite a lot of the time you don't know if someone's gay, 'cause they keep it to themselves, you don't know, and if you did know they were gay you wouldn't say it to them." [Y10, M]

The year 7 males reported that the name-calling could be perceived as bullying if the incident is repeated and the recipient is disliked:

"If you say the word gay and you're with your friends then it's just a harmless joke, but if do it to other people over and over again it would be offensive and bullying." [Y7, M]

From this quote, there appears to be a clearly defined perception of the name-calling intent between friends and non-friends, with the latter more likely to be perceived as bullying, especially if it is repeated or ongoing.

"Sometimes it can be bullying, depends if you really dislike that person, or if you don't talk to them much, if you really dislike that person and you say 'oh your so gay' and they get in your way or something, it can be a form of bullying." [Y7, M]

In contrast, there was a clear difference in opinion across different age groups, with the older pupils, year 10 males and females reporting that the name-calling was not a form of bullying. Findings suggest there are different ways of conceptualizing and defining what bullying entails over age. For instance, there is a shared belief that the language is rarely used in association with sexuality and is generally not viewed as an offensive term, as demonstrated in the following quotations:

"Fair enough we understand the meaning of what the word 'gay' means, that it's to do with sexuality and everything, but I don't think people our age would intentionally use that to hurt someone else, 'cause if you're going to use something to hurt someone else, you would use something more personal against them, rather than using a comment that you would use for everyone in general." [Y10, F]

Furthermore, the year 10 males reported similar views as the year 10 females regarding the name-calling. Through their use there is no intention to harm and the language itself is not seen as representative of the language used during bullying incidents. Instead, verbal bullying incidents would more likely involve personalised comments or swearing rather than a generic term like 'gay.' As illustrated in the following year 10 male quotations"

"You never really hear no one call someone gay as offensive." [Y10, M]

"You never hear someone say that you're gay in an argument, you just hear them swearing and stuff like that." [Y10, M]

A further theme that developed within the year 7 female group was that there is ambiguity surrounding the intent of using the word 'gay' as name-calling. There was a broad agreement that it was used to joke with friends (see question 2 analysis) but it was still difficult to interpret what the user intended, even when intended and used as a joke; this misinterpretation was widely reported by the year 7 females.

"I think it's hard to tell whether they are joking or not and sometimes they do take it offensively even if it is meant to be a joke." [Y7, F]

The male year 7 group reported that the way the name-calling was interpreted largely dependent upon how it was said to the recipient.

"It depends on the tone of voice, if it's like a harsh tone of voice it can be quite offensive." [Y7, M]

"If they say it like in a joking kind of tone of voice, you can kind of tell if it's a joke by the kind of voice." [Y7, M]

There were similarities in how the older cohorts from the year 10 female and male groups perceived the name-calling and whether it was seen as bullying, harmful or homophobic, as both groups reported that it depends on who the name-calling is said to or around. Although both groups had reported that there was no intention to bully, be harmful or homophobic when using the word 'gay' in name-calling, there was a clear theme emerging from both groups that the intention of the name-calling can be misinterpreted if said to or around others that are not friends, who are strangers, or those who do not share a common language or similar membership to their social group. The interpretation of the intent was also dependent upon the

personal characteristics of the recipient such as resiliency and confidence, which could influence how the name-calling is received, interpreted or perceived.

"It also depends on what sort of person you're saying it too, 'cause people can come out with quite smart comments can take it on the shoulders and say something back, whereas other people can just like wallow up and would take offence to it and won't bother saying anything back." [Y10, F]

Therefore, there is a complexity and variance in how the name-calling is received, perceived and interpreted and in determining whether it could be seen as bullying, or intentionally harmful or homophobic, as it is largely dependent upon the relationship between the users and recipient. Factors that were central to the year 10 male views.

"It depends on who you are, because, if you're secure with who you are, I don't think you would find it offensive, but people who haven't got the confidence to know who they are, it might offend them." [Y10, M]

"You never know what someone 's reaction going to be to it, among your friends you know they are going to just shrug it off, and think nothing of it but if you say it to someone you don't know, they could take it to heart and be really offended by it." [Y10, M]

From the year 10 male's views it was clear that it is difficult to judge how the name-calling will be interpreted and responded to when it is used around others that are not familiar to one another. There was also agreement within this group that if people are familiar and from the same friendship groups and originate from similar localities they are inclined to have a shared understanding of the semantics behind the discourse being used, limiting the misunderstanding surrounding the intent of the word 'gay' during name-calling incidents.

"I think it depends who your friends are as well, if you are a group of people who have grown up in a certain area and know what it means." [Y10, M]

Further themes were reported by the year 7 female group that supported previous themes, most specifically that although there appeared no intention to bully, be harmful or homophobic during incidents of name-calling there was still the possibility that it could be perceived as offensive. Although there was agreement that users were unaware of this offensiveness regardless of its intent; further reasoning that implies the name-calling is not used intentionally to harm others.

"Sometimes boys in our class say it more than the girls, and they say it in a more offensive way as well, and sometimes it's to specific people as well, who are cleverer ...and they don't realise how offensive name-calling can be." [Y7, F]

"Some people can take it the wrong way even if some people are messing about, and if other people around are listening and they mistake that being said to someone else and they think it is being said to them, then they can it offensively as well instead of jokingly." [Y7, F]

The year 7 females also reported that the name-calling could be offensive to a wider audience beyond the intended recipient.

"...And also it can be offensive to the people that know them, they can start getting bullied as well because of it, it can be offensive to parents and stuff, 'cause sometimes they might be offended by it as well, and offensive to their friends and family." [Y7, F]

"My friend's mum she's a lesbian, and her daughter gets picked on 'cause her mum being a lesbian." [Y7, F]

A discrete report from the year 7 female group, indicating that it is offensive to family members and can be used with homophobic intent when a person's sexual orientation or perceived sexual orientation is not heterosexual.

Furthermore, the year 10 females also reported that friends of gay people can also become offended and defensive when hearing language that could be perceived as

homophobic, even when it is not received or internalised in that manner by a gay person.

"I have a friend who goes to a different school and he is gay, but if someone says something remotely homophobic he doesn't think of it like that. He just doesn't care, but whereas his friends get dead defensive." [Y10, F]

There were contrasting gender perspectives taken by the year 7 males who perceived that only those who were sensitive and took the name-calling too seriously became offended.

"It's only when some people taking it to heart, they know what they are, they know whether they like the same gender or a different gender, they know that to themselves." [Y7, M]

There was a different perspective from the year 10 males who considered the name-calling as unintentionally offensive but more as joking or banter between those who know one another (this point is elaborated on further in question 2).

"I think it's just banter, rather than meant to be offensive." [Y10, M]

"The only time I see people using the word gay is with their mates, as banter or something, they don't say it to complete strangers or people they don't get along with, they just say it between their mates or like as an opinion not like something offensive." [Y10, M]

However, there was acknowledgement from the year 10 males that the name-calling could be offensive to those who do not have a shared understanding of the language used during these incidents, for example non-friends/strangers, there is greater ambiguity around its intent in these instances.

"It depends who you are saying to really, and how you say it, we say it to each other we don't mean it bad, but someone you don't know might take it proper offensive who I don't really talk to." [Y10, M]

The year 10 males also reported that the meaning of the word 'gay' has, over time, evolved, which may contribute to ambiguity/misinterpretation around the intent of the word when used during incidents of name-calling, as there exists a spectrum of possible meanings to the word 'gay.'

"Things have changed, like slang is used, some of the older people, like parents would have used different slang, but would have probably meant the same stuff." [Y10, M]

"Compared to what some people use it as, it's a different meaning for us, quite a lot of people think it has a different meaning." [Y10, M]

The language is not intended to be offensive,

"the development of the word gay, 'cause it used to mean happy, didn't it, so all of a sudden it meant homosexual, now it it's starting to change, now we are changing the word gay for opinions and stuff, like rubbish, if it's rubbish or not and stuff like that." [Y10, M]

There is evidence from the young people, that they view the meaning of the word has changed over time and may continue to keep changing over time. It appears that some socially constructed/popularized views of the meaning of the word 'gay' have stabilized, where as others have been re-constructed between younger generations, suggesting there may be a cultural lag in perceptions around the use and intent of the language used. For instance, the meaning of the word 'gay' is constantly changing, implying that it will be difficult to develop a shared understanding between people as there may be a spectrum of meanings and intent when using the words.

For **question 2: According to young people, why is this language used in school?** The findings from this question suggests that there were similarities in

perspectives why the word 'gay' was used in name-calling incidents as all four groups across age and gender agreed that it is used as it is seen as a shared or common language amongst young people as evidenced in the following quotes:

"I also think that people are using it because, it is just a word that so many people are using now." [Y7, F]

"It's just something that they've picked up on like, it's just one of those words you just like, it'll change in a little while or something, 'cause it's like clothes it'll go out of fashion and a new fashion will come in and it's just like the words." [Y7, M]

"Cause it's just something that just comes out, it's so commonly used." [Y10, F]

"It's just used as an insult, it's not homophobic in school, it's just used as an insult in general, it's just really common." [Y10, M]

The year 10 females also considered the word 'gay' as being a habitual part of language for the general young people's population.

"It's kind of a habit to say it in a way." [Y10, F]

"It's the first word that comes into your head." [Y10, F]

It is a word that has become so ingrained within young people's discursive practices.

"You forget you're saying it, sometimes you don't even know you're saying it, if you're talking in a middle of a sentence and you come out with the word 'gay'" [Y10, F]

The word is so common that it is used beyond name-calling and regularly used spontaneously as content within sentences with no direct focus on other people.

"It's just the most used word in school." [Y10, M]

"I don't think there's a reason why it's used, it's just a word that everyone uses." [Y10, M]

"It's a word that you hear people say, it's just a word that everyone uses."
[Y10, M]

"'Cause everyone uses it now, everyone will keep using it and they are not going to forget about it." [Y7, M]

In all four groups there was agreement that the language used in school was the result of other influences, however, there was variance in opinion over age what these influences entailed. The year 7 females considered the use of language to be influenced by older people, such as older pupils and members of their family and peer pressure as a way of sustaining one's membership within an in-group:

"Another thing that influences people to swear and say 'gay', if you are in a group of friends and someone says it, peer pressure, you would be scared if you don't speak like them or say it, say it's the top person in your group or something and if you don't say things that the person thinks is cool, you just start saying them so you don't get bullied yourself or get kicked out of the group." [Y7, F]

However, the older pupils agreed that the use of the words in schools was the result of influences from popular media, such as TV and music:

"I think a lot of the school children use it quite a lot 'cause there like channels on the TV, like Waterloo Road and that's like about teenagers in school and it's always trouble making and they always use the word 'gay' and words like that quite a lot, and I think more students catch it off them." [Y10, F]

Similarly the male year 10's reported:

"Sometimes you get it off TV shows, like south park, they use it quite a lot, so you see it on TV so you think if they say it then we can say it."
[Y10, M]

Young people's discourse is influenced and regulated by popular media, such as, TV role models and this acts as a license for young people to use it in their everyday language.

"People are watching TV and you come to school and use it, and other people think, yeah that's quite funny, I'm going to start saying that, so it sort of went around everyone." [Y10, M]

A prominent theme that was consistent across all groups was that the word 'gay' is used as a joke/banter between friends.

"it's something that you use with a few friends a lot, and you know they are saying it as a joke then I think you can easily tell what it is, that they mean it as a joke, especially if they are your best friend and they are saying it." [Y7, F]

Its intention is clearly understood and the closer people are to each other, the less ambiguous the intent is.

"My sister she calls her friend 'gay', because he is gay, but he knows they are joking." [Y7, F]

Friends who have gay friends will refer to them as 'gay' and it is seen as an acceptable joke or term to use, it is not perceived as harmful, bullying or homophobic.

"I think it's in gang, like friends, everyone just laughs, 'cause me and my friends are always doing that, but we're friends and we laugh about it." [Y7, M]

Between friends it is seen as a joke. The language has a shared and understood meaning between members of the same group that helps to sustain their ongoing group membership.

"It can make it funny, and that's what people say, or to make conversation or make a joke in the class, that's what people say." [Y10, F]

"Banter mostly, especially the boys." [Y10, F]

"It's mainly used as banter, like as a laugh." [Y10, F]

There is unanimous agreement that the language is not used to intentionally hurt other people.

"I think it's just banter, rather than meant to be offensive." [Y10, M]

"We don't class it as bullying, we just class it as banter." [Y10, M]

"One of my mates, would say it just a bit of banter and they don't take it to heart, they know it's a joke." [Y10, M]

"People use name-calling just for the crack, taking the mick out of each other, making it funny, just making people laugh, just in between your friends." [Y10, M]

The use of the language may be one way to bond the young people and their group together and help to distinguish the group norms, values or identity.

Further responses from the young people why they thought the language was used in school produced a mixed perspective. The year 7 females perceived the name-calling was used to show off, impress friends or be popular. But also agreed with the year 7 males that it is used to personify a tough image:

"I think it just makes them feel hard and tough, I think they want to make them selves feel big and strong." [Y7, F]

"When people try to do it they like try to do it they in front of their friends to make themselves more tough." [Y7, M]

There was general agreement, however, across the male participants that the language was also used as a means of expressing their opinions, for example for something they did not like or would not do and the words are used to imply that something is not right or rubbish.

"I think people use it to express their opinions about something else, so people, say someone doesn't like something that someone else does, they

just call them 'gay' for liking that, they don't think it's gay they just want to express themselves with a different word." [Y7, M]

In response to **Question 3: How is the name-calling received by the young people?** The young people's feelings about the name-calling did not produce any significant similarities or difference. Although there appeared a slight difference in perspective over age, where there was greater acknowledgement of the negative impact/implications of using the language by the younger pupils, whereas the older pupils feelings were associated more about what the name-calling and language was not, for example, it was not perceived as hurtful or harmful by both the males and females in year 10.

The year 7 females reported that it was upsetting to the recipient of name-calling and also themselves.

"When some people call other people gay and all that, and it kind of makes the person they have said it too, a bit upset, and how they've said it and why they've called them that." [Y7, F]

Furthermore, the year 7 males reported that they felt it was pathetic to use the language to intentionally harm others, but also perceived the language as less serious than physical bullying.

The year 7 females also reported that they were scared to intervene when they heard the name-calling and worried that they would be bullied if they did intervene or stick up for the recipient.

"It makes me feel uncomfortable as well, because I start to worry if they might turn on me as well." [Y7, F]

There was a noticeable difference in the older pupil's perspective and how they felt about the name-calling, as their answers contained comments that accentuated greater resilience in response to the name-calling, where the year 10 females did not perceive the language as hurtful.

"Name-calling is used quite a lot, but I don't think it's ever meant to hurt anyone, it's mainly used as banter, like as a laugh." [Y10, F]

"Most of the time, they just sit there and laugh about it, but we don't mean anything by it." [Y10, F]

Likewise, the year 10 males reported that the words used in name-calling were not personally offensive or harmful to themselves.

"I wouldn't say a lot of people say it to mean it to be harmful, people just use it as a word." [Y10, M]

"I don't think anyone would take offence as they've been around it so much, they've got used to it." [Y10, M]

It is so commonplace within young people's repertoire that it is not taken offensively, as it is an accepted form of discourse used to express themselves. Although it has multiple uses, it is perceived by young people to not be offensive using or receiving the term 'gay.'

The main findings and analysis across all four groups and research questions are discussed in greater detail in the next chapter.

Chapter 5: DISCUSSION

Introduction to the chapter

This study focused on gaining young people's views about the language used during incidents of name calling in schools, with a specific focus on whether there were any differences in perceptions between genders and different ages. Findings extrapolated from four individual focus groups sought to augment the existing research base within this area (Guasp, 2012; Poteat and DiGiovanni, 2010; Poteat and Rivers, 2010, and Thurlow, 2001).

The structure of the chapter commences with a discussion of the key themes that arose from the present study across the three core research questions, where similarities and differences in perceptions are highlighted over age and between gender, and are set against and discussed in the context of research, existing theory and knowledge in the area of homophobic name-calling in schools. The discussion continues with a focus on highlighting the study's implications for anti-bullying work and Educational Psychology practice. The chapter closes with a reflective narrative that acknowledges and discusses the limitations of the present study and shares the possible and potential future research that may develop as a result of the study's findings.

Key findings by question

Question 1: Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?

The language is not intentionally homophobic

Key findings from the present study suggest that the majority of young people who participated in the study perceive the name-calling they hear in schools to not be intentionally homophobic or harmful in nature. Their views include their interpretations of other young people's use of the language, as well as their own use of the language and whether it is said to them. Most specifically there was agreement over age, between the year 10 male and female groups and between the males (year 7 and 10) who reported similar perspectives, although there was not overall agreement between the female cohorts.

The young people's views that the word 'gay' is not used as intentionally homophobic and is not used in association to (homo) sexuality or sexual orientation supports Duncan (1999); Thurlow (2001); Phoenix et al., (2003) and Anderson's (2011) research, where these scholars suggest the use and intent of the language is more wide ranging than labelling it as 'homophobic' or 'not homophobic.' Rather, this is an over simplification as the language can also have positive effects as well as negative connotations, for example, it can be used as banter, social teasing, social bonding and social identification between friends and peer group memberships. Furthermore, its interpretation also depends on those using the language, those hearing the language being used and not directly involved in the name-calling and the recipient's views, further considerations that need to be accounted for in deciding whether the language is or is not intentionally homophobic.

During this study there was additional evidence gathered from the young people's responses across both ages and gender that supported the view that 'gay' was not used in an intentionally homophobic way. This evidence included the older male and female groups reporting that if they were aware of, or in the company of someone self-identified as LGB then they would not use the word directly to, or around them, especially if they were not friends. Equally, there were also reports from some of the year 7 females that suggested some young people with 'gay' friends use the term 'gay' as a way of joking or bonding with their friends, which supports the experiences found by Anderson (2011) and McCormack (2012) that heterosexual and homosexual friends use homosexually themed language as a way of 'social bonding' and it is not perceived as homophobic, bullying or harmful. These findings further suggest the use of term 'gay' is not homophobic, especially when used between friendship groups, whether homosexual or heterosexual.

Overall, in this study the name-calling is perceived to be used without pernicious intent to degrade, discriminate or marginalise others and contradicts the findings of various Stonewall studies (Hunt and Jensen, 2007; and Guasp, 2009 and 2012). Further research conducted by Poteat and DiGiovanni (2010) and Poteat and Rivers (2010) suggest that phrases seen as 'homophobic', such as the use of the word 'gay' are common, shared and normalised forms of everyday discourse within peer group interactions and are unlikely therefore to be viewed as harmful or offensive by those using and receiving the words and this study adds further support to this claim.

Depends on the relationship between user and receiver whether it is perceived as homophobic

However, there was some variance in the young people's responses, as the year 7 female group reported there is a greater complexity in judging whether the use of the word 'gay' as name-calling could be labelled as homophobic or not. The interpretation of use and intent of the language is dependent upon the relationship between the user and receiver; most specifically it appears to depend on whether the individuals know one another or are friends, and it is considered more likely to be seen as homophobic bullying if it occurs between those who are not friends. These findings suggest that the intent behind the language becomes distorted if it occurs between those who are not familiar, part of the same group, or have a shared understanding of what the discourse implies. Overall, not knowing the other leads to further ambiguity about the intent and use of the language, as name-calling can have positive as well as negative effects (Crozier and Dimmick, 1999). Conversely, the use and intent is clearer if the people are known to each other, as it is more likely to be seen as a joke, not bullying, harmful or homophobic.

The views espoused by the year 7 females have similarities to conclusions made in research by Thurlow (2001) who suggested that to gain a greater and more accurate insight into the intent of words used in incidents of name-calling and bullying, it is important to take into consideration the nature of the relationship between the giver and receiver of the language, including whether they are friends or self-identified as LGB.

Language could be offensive to those self-identified as LGB

While the older male and female pupils reported that there was no homophobic intent behind the language, there was still an acknowledgement from these groups that the use of the word 'gay' in name-calling incidents or general discourse could be perceived to be homophobic and offensive to those young people who are self-identified as LGB; evidence that corroborates with Stonewall findings (Hunt and Jenson, 2007 and Guasp 2009 and 2012) and Rivers' (2000; 2001a and 2001b) conclusions.

The semantics of the language is changing

Interestingly, further evidence gathered from the present study raises questions about the homophobic intent of the word 'gay' during name-calling incidents. This evidence initially offered by the older males suggests that over time and between different generations there is an incongruence that has occurred, where the meaning of the word 'gay' has evolved. This evolution around the semantics of the word 'gay' has contributed to further ambiguity and misinterpretation around the intent of the words that are used during incidents of name-calling. Most specifically because over time the word 'gay' has accumulated a spectrum of definitions where the meaning of the language has changed over time and between cultures from 'happy' to 'homosexual' to 'rubbish.' It would appear that some socially constructed definitions have stabilized within society, whilst others are being re-constructed and shared between the younger generations, forming a 'cultural lag' (Ogburn, 1950). According

to Ogburn (1950) a 'cultural lag' occurs when two related variables become dissociated because their meanings change at different rates over time, implying, for the purposes of this study, that young people may today use the term 'gay' without consideration (or intent) of what it was previously used to convey. This is a worthy and thought-provoking conceptualisation to explain how and why the use of the word 'gay' is used to refer to objects, clothing or decisions made by others. It gives credence that the word is evolving as younger generations use it in their everyday discourse and apply it to a spectrum of uses as postulated by McCormack and Anderson (2010). Most significantly from the young persons' perspective, the contemporary use of the language appeared not to be used in association to sexuality or to transmit homophobia.

The language as a form of bullying

Other findings extrapolated from the present study highlight that the older male and female pupils do not consider the use of the word 'gay' during name-calling incidents to be a form of bullying, contradicting the conclusions made in Poteat and DiGiovanni's (2010) research that the language is used specifically as a form of bullying. In fact the young people in the present study reported that it was not a word that they heard being used in bullying incidents. Instead these would include swearing or more personalised comments not reference to the generic word 'gay.' However, there was a clear distinction between the younger pupils' perceptions, where the year 7 females reported that it could be perceived as bullying if the recipient perceives it as such, most notably, it could negatively affect a person's self-

concept and influence others to question the recipient's sexual orientation. Likewise, the year 7 males also reported that using the word 'gay' as name-calling could be perceived as bullying if it was repeated and the recipient was either disliked or not known to the other person.

It depends on who the name-calling is said to and how it is said

There was broad agreement between the older male and female pupils and between the older and younger males that to determine whether the name-calling was bullying or intentionally harmful, consideration needs to be given to how the words are said (tone and intonation). For example "*said in a harsh tone of voice*", whom the name-calling is aimed at (once again, taking into account the relationship between the giver and receiver) and who else is close by when the words are used, findings that Thurlow (2001) found in his study. Overall, the findings from the present study suggest that there is a greater complexity surrounding the intent and use of language in name-calling than proposed by the findings in Hunt and Jenson (2007); (Guasp 2009 and 2012) and Rivers (2000, 2001a and 2001b) research, and to interpret the language as 'homophobic' is an misrepresentation and over simplification.

The meaning behind the language is ambiguous

Finally, for question 1, the year 7 females reported that there was an 'ambiguity' around the intent and use of the word 'gay', due to its spectrum of meanings, as it could also be used as a joke between friends (this point is elaborated further in the

discussion for question 2) and as such users could be unaware of the offensiveness of using the language. Likewise the older male and female pupils felt that the use of the word 'gay' could be misinterpreted by those who are strangers or those who do not share a common language. Moreover, how the intent is received, interpreted or perceived is also dependent upon personal characteristics of the recipient, such as resilience and self-confidence, an important point made by Rivers and Cowie (2007) in their research.

Question 2: According to young people, why is this language used in school?

It is a shared, common language

A prominent theme reported by all four groups, across age and gender, was that the word 'gay' is used in school because over time it has become a shared common language that all young people identify with and most people use. It would appear from the young peoples' views that the word 'gay' has become so prevalent, popularized and normalised within their daily discursive practices that it is used above and beyond the purposes of name-calling. Although it has been asserted that the intention of using the word 'gay' is not meant to offend, harm or bully others, it could also be hypothesised that the word is used with such prevalence that it has lost its potency to offend and has become what Rigby (2005) describes as 'noise' due to its common everyday occurrence.

The language is used as a joke between friends

Likewise, there was congruence of opinion between the four groups that the word was used as a joke or banter between and directed at friends. This finding conflicts with those reported by Guasp (2012), on behalf of Stonewall, that the language is 'used as an insult against gay students.' Interestingly, according to young people within the present study the use of the language has no association to sexuality, no intention to harm but is a collectively understood language that is used within established friendship groups. These findings bear resemblance to those espoused by Anderson (2011) who suggest the use of the word 'gay' is used in friendship groups for pro-social means. McCormack (2012) also found 'homosexuality' themed language to be a regular occurrence within established friendship groups and he claims it bonds students together whilst simultaneously expunges negativity from the words used.

The findings also contradict those claimed by Poteat and Rivers (2010) who found the majority of name-calling to be associated to aggressive episodes that sought to antagonise or intentionally cause harm to others; neither of which were reported in the present study. Furthermore, Poteat and DiGiovanni (2010) suggested females are less likely to direct the language to their friends and more likely to use it towards those who they know are sexual minorities, and neither of these assertions have been supported in this research. In analysing the findings, opposites were found where females (and males) reported that they are less likely to use the language if

they are aware of sexual minorities and predominately use the language between their friends as a form of harmless joking.

The present study does however support the findings from Crozier and Dimmock (1999); Duncan, (1999); Thurlow, 2001: and Phoenix et al., (2003) studies that suggests friends continue to use the language as a form of joking within their peer groups.

Through further analysis, the language used within friendship groups can be understood and conceptualised with the application of Social Identity Theory (Tajfel and Turner, 1979). According to this theory the membership of the group influences an individual's behaviour and forms their identity. Social interactions are played out according to the norms and values of the group an individual belongs to and one way in which to identify and bond with others in the same membership group is to use the similar language or discursive practices. The ongoing use of these similar discursive practices reinforces and sustains an individual's identity and identification to the group, where commonly shared language is used, reproduced, accepted and circulated within and between groups of friends.

The language is used to personify toughness and masculinity

Further themes that developed from the young people suggested that the year 7 pupils felt the language was used within school to gain popularity or to personify a tough image within their peer group. Where both the year 7 females and males

reported that males use the language to look 'tough' and 'masculine.' To project an image that is masculine and tougher may lead the pupils to become more popular, as being tough is a quality that others see as appealing and this therefore reinforces the ongoing cyclic use of the language. These findings are similar to those advocated by Poteat and DiGiovanni (2010), who suggest boys use language as a way to assert their masculinity and establish dominance (p.1131). In this sense toughness may well equate to dominance.

The language is used to express an opinion or preference

A further theme from the findings was from a male only perspective, that the language is used in school as a way of expressing opinions or preferences. The year 7 and year 10 males reported that the word 'gay' can also be used in schools, by themselves and other males to show disagreement, displeasure or dissonance to other people's opinions. Once again the interpretation of the use of the word 'gay' during these instances was not associated to sexuality. These findings support those found by McCormack and Anderson, (2010) whereby the word 'gay' was found to be used as an expression of displeasure without intent to reflect or transmit Homophobia. These findings also have relevance to the evolving meaning of the word 'gay' that was discussed earlier.

The use of language is open to varied influences

Finally, there were dissimilarities in opinion reported between different ages regarding what they felt influenced them to use the language in school. Younger

pupils from year 7 reported that exposure to older role models at home and school modelled that it is acceptable for them to use similar language, implying that the language is socially constructed and passed down through society. Furthermore, they also reported that they were heavily influenced by peer pressure to adopt and use the language to ensure they retained their position within the peer group. Older male and female pupils suggested that exposure to popular media, most notably TV programmes aimed at young adults has an influence on the circulation and construction of their discursive practices. The language is popularised on TV and then copied/reconstructed by the young people during their interactions at school in their friendship groups, becoming a commonly accepted and used form of every day discourse. There is evidence (Barboza et al., 2009) that suggests bullying incidents increases among children that watch television, however, it is also pertinent to clarify this correlation depends on the type of programme watched and the attitude of the individual watching the programmes.

Question 3: How is the name-calling received by the young people?

The language is upsetting for the receiver

There was a clear divide in perspective over age following young people's responses in how they feel about the name-calling. In particular, year 7 females acknowledged and empathised that it may be upsetting for the recipient of the name-calling, suggesting this cohort feels that the words can be offensive to those it is aimed towards. They acknowledged that the name-calling is a subjective experience, and also that even though there was no intention to offend, it could still be construed as

offensive or 'bullying' by the receiver, supporting views espoused by Rivers et al., (2007).

Scared to intervene

The year 7 females also reported that they were 'scared' to intervene and 'worried' about being bullied themselves, so were compelled to continue using the word 'gay' to sustain their group membership and also deflect potential attention away from themselves. These are findings that are relevant to Postmes and Spears' (1998) research, who suggest, where discriminatory attitudes are perceived as a group norm, members of the same group will identify and participate with such behaviours to reinforce the norms of the group, theorising that also concurs with the social identification concept in Tajfel and Turner's, (1979) Social Identity Theory.

Not as serious as physical bullying

Further views reported by the year 7 males indicate that they feel name-calling is not as serious as physical bullying. Their reports suggest the focus of anti-bullying interventions should primarily be associated with reducing and preventing physical abuse as it presents as more of an inescapable and desperate situation for young people in comparison to name-calling. This cohort reported that they felt physical bullying can have significant negative social consequences for the 'victims', mentioning suicide as a primary example, where there appears a clear pernicious intent and also a clear power imbalance between user and recipient, which is not as

clearly identifiable in name-calling, as suggested by Thurlow (2001) and Rivers, (2011).

The language is not hurtful, offensive or harmful

Reports from the older male and female pupils suggest that they feel the name-calling was not hurtful, offensive or harmful when used generically in schools or when it was aimed at them personally. Moreover, the older pupils reported that they felt it was difficult to become hurt or offended over the word 'gay' when it was intended as an personal insult, as the language was used so commonly, it appeared to lose its power to offend (Rigby, 2005). Overall, this cohort displayed greater confidence and resilience in response to dealing with, or exposure to the language used in name-calling when compared to their younger peers. These findings suggest the language carries no negative social effects for this cohort (McCormack, 2012). Furthermore, the year 10 females, reiterated that there is no intent to use the word 'gay' in relation to sexuality, supporting the views of Pascoe in her 2007 study.

Implications for anti-bullying work

The findings of the present study have implications for anti-bullying work in schools. In particular, this study raises the notion that there are advantages in discovering the intent behind incidents of name-calling in schools in order to clarify whether they are a genuine homophobic bullying issue or concern.

Furthermore, the present study also highlights and adds further support to the evidence-base that there is a need to raise awareness to school populations,

communities and cultures that using the word 'gay' can be offensive to sexual minorities (and others that know them) even when there is an no deliberate intent to offend or harm by using this language.

Although the word 'gay' in the present study was not perceived to be used intentionally to bully, harm or be homophobic by the young people, there was also an acknowledgement from the Year 10 pupils that the word could still be offensive to LGB cohorts or their friends and family. Despite the myriad of terms for the word 'gay' reported in the present study, it still has sexual connotations and can still be internalised as a form of discrimination. Therefore, there is a need to challenge the use of the word 'gay' within schools.

Speaking from my own perspective, I still consider the use of the word 'gay' to be a homophobic word and carry homophobic connotations; the word is essentially related to sexuality. Therefore, the use of the word within school communities (and beyond) needs to be taken seriously as any other form of discrimination.

Schools and health professionals need to raise awareness to all, young and old, male and female that using the word 'gay' can be and is offensive and homophobic and can be internalised by those who are LGB as harmful, homophobic and bullying. There is a need to be proactive, responsive and responsible in countering homophobic terms of abuse and research suggests LGB pupils are less likely to be bullied in schools that respond quickly to homophobic bullying (Guasp, 2012).

For 'real change' to occur in countering homophobic bullying in schools there needs to be prevention and interventions focused at top-down and bottom-up within whole school communities, not just through policy and curriculum but at a level where the language is operationalised, with the young people. This study has highlighted the positive contributions young people can make in supporting anti-bullying research and further liaison with young people will need to occur to ensure anti-bullying initiatives reflect the views and behaviours of those involved in the bullying, not just in policy where it is invisible but active and visible in day-to-day interactions where young people can shape and take ownership of initiatives and interventions. Where issues are discussed and debated with young people and the resulting anti-bullying practice reflects their perspectives so proactive change can occur. In short, we need to have discussions about homophobia in school and what it entails to ensure it is appropriately understood and challenged by all.

Therefore, there is a need to sensitively intervene and raise awareness beyond the 'micro' or individual level, between 'bully' and 'victim' to focusing change at the 'macro' or whole school cultural level, through eco-systemic anti-bullying practice.

In associated research, Roffey (2000) and Cowie and Jennifer (2008) have advocated a whole school coordinated approach to challenging, preventing and reducing bullying that fosters opportunities for inclusion, tolerance of diversity and democracy that involves the whole school community, including: visible and active support from senior managers, parents, teachers and young people.

Inevitably, therefore, the culture and ethos of a school will influence what type of language is used in its community and will have a fundamental influence on the prevalence, intent and interpretation of the language used in schools. A useful model to aid the conceptualisation of homosexually themed language in schools (and assist in the analysis of the language used in this present study) has been devised by McCormack (2012).

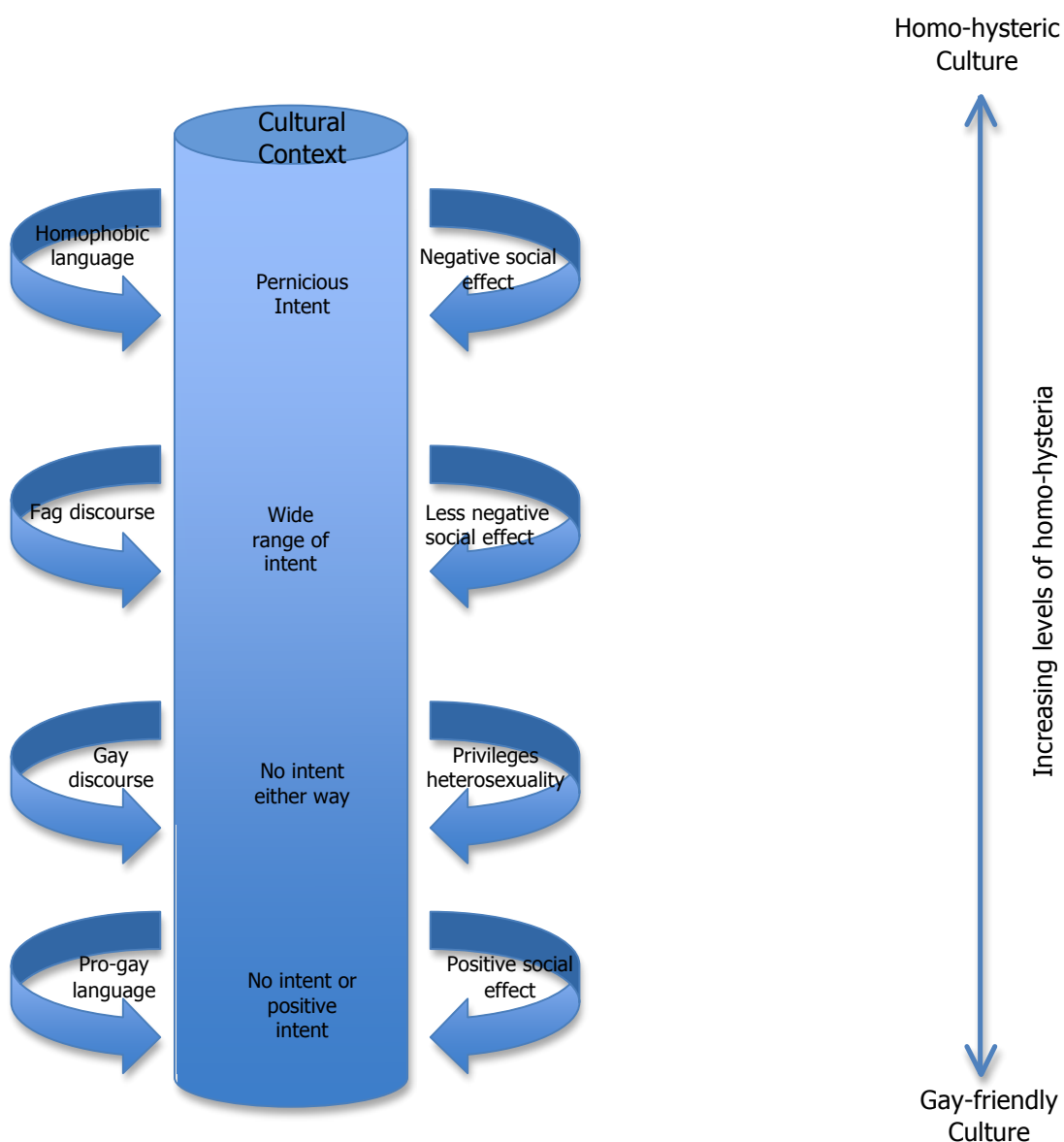


Figure 2: A model of homosexually themed language after McCormack, 2012, p.119.

McCormack's (2012) model helps to highlight the differences in meaning and effect of various forms of homosexually themed language used in schools. The content of the model is based on ideas from his own and others scholar's research (Pascoe, 2007; McCormack and Anderson, 2010 and Anderson, 2011). The model is not intended to be an exhaustive list of distinguishing the casual effects of language, as each individual incident will need to be assessed according to the facts that accompany it, however, the model places this form of language on a continuum and highlights the significance that there is variance in how name-calling is used and intended and its interpretation is dependent upon further analysis of the culture in which it occurs. As according to McCormack (2012) "*the social environment is pivotal for discerning the intent of language, how it is interpreted and the social effects it has*" (p.118) and these factors will depend on the school's culture and level of homo-hysteria. According to McCormack (2012), homo-hysteria determines the type of school culture, and in cultures where there is high homo-hysteria the same language has different effects.

To elucidate the model in more detail, McCormack (2012) positions cultural context at the heart of the model, as this is key to understanding and theorising types of homosexually themed language and why a whole-school approach to intervening with this subject has been advocated here. The following commentary explains the model in greater detail, from top downwards:

- Homophobic language is used in a high homo-hysteria culture where the language may be used to emphasise one's own heterosexual identity. The language used is homophobic in nature, used with pernicious intent and has negative social effects.
- Fag discourse is used in cultures that are slightly less homo-hysteria; there is less of a negative social effect than using homophobic language, because there is a wide range of intent. The culture will have gay pupils that have negative school experiences, and also pupils supporting gay rights and some pupils that use it to stigmatise homosexuality and use it with pernicious intent, where it will continue to have negative social effects. However, the intent of the language used is not always clear.
- Gay discourse, according to McCormack (2012, p.119) occurs to pupils who are concerned about being perceived as 'gay' and in settings of low homo-hysteria. Terms such as 'that's so gay' are perceived as expressions of dissatisfaction or frustration. Within these cultures there is no intent to harm people with the use of the language and the word 'gay' does not connote (homo) sexuality or homophobic references.
- Pro-gay language occurs in gay-friendly cultures, where pupils are not part of a homo-hysteria culture. There are positive interrelated relationships between homosexual and heterosexual pupils. Homosexually themed language is used in a way to socially bond friendship groups, or used with no intention.

Reflecting on McCormack's (2012) model, it provides a useful framework to judge words or phrases that contain a homosexual theme and it is noted that there will be some overlap to these typologies, and some exceptions. In relation to the findings from the present study, I suggest they lie somewhere in between 'fag discourse' and 'gay discourse' as there was a wide range of intent but also an 'ambiguity' around its intent between differing friendship groups, ages and gender. Furthermore, there were minimal reported negative social effects as a consequence of using the language as well no intent to harm others, and more specifically there was a strong agreement over age and gender from the young people that the word 'gay' does not represent (homo) sexuality, although it was acknowledged that it could be seen as offensive to LGBs.

A vitally important point to emphasis and not underplay from this model and for future research is the role of the culture of an organisation and how this shapes and influences the use, intent and interpretation of the language used where no two schools are likely to have similar experiences.

It is therefore, important for schools to focus on making their cultures friendly, supportive and tolerant places to be for adults and young people alike, where inclusion, diversity, and equal opportunities are championed and prejudice and discrimination are actively challenged throughout their organisation, in curriculum, policy, staff training and consistency in response to genuine homophobic incidents.

Overall, the anti-homophobic attitudes need to stem from top-down (and bottom-up) within a culture for active change to occur (Epstein, 1994).

To summarise, McCormack's (2012) model can be usefully applied to incidents of name-calling that occur in schools that contain homosexually themed language. It can act as a blueprint to determine and distinguish the intent of the name-calling incident, and its effect on the recipient/s. It also presents, as a starting point for schools to consider the type of environment and culture young people are exposed to and how this influences and shapes not only the use and intent but also the tolerance and acceptance of language used.

Emphasis also needs to be given to account for both age and gender differences in perspectives of what constitutes as bullying. Most specifically that younger children may perceive a greater ambiguity around what constitutes bullying and be open and susceptible to a wider range of influences for them to participate in bullying incidents. Furthermore, focus of interventions will also be beneficial in discussing the way language is used (said) and how the different audiences may understand and interpret this language, as different groups appear to have different shared languages that are not always clearly interpreted to imply the same message between giver and receiver. Overall, a clear message from the present study suggests that there is a need to raise awareness within schools that although there may be no 'intent' to use the word 'gay' in a harmful, or homophobic manner however, it still carries with it homophobic connotations and can still be offensive to

other people including those who are self-identified as LGB or their friends and family and therefore the use of the word needs to be challenged in schools through anti-bullying policy and practice. Furthermore, Educational Psychologists are also well positioned to help support these interventions.

Implications for Educational Psychology practice

Findings from the present study raise implications for Educational Psychology Service (EPS) practice. Primarily, juxtaposed to the previous section on developing anti-bullying work in this area, Educational Psychologists are well placed to support schools in developing more inclusive, tolerant and positive organisational cultures through the application of eco-systemic working practices and evidence-based applied psychology.

Educational Psychologists could make a difference to school identification, formulation and intervention in homophobic bullying and homophobic language incidents at both systemic and group levels, through:

- undertaking whole-school development work and conducting action research projects to look at how schools are operating as systems and gain a greater insight into how the interactions and inter-relationships are influenced by the school culture, including how the school culture influences the discursive practices of young people
- bespoke training courses for school staff, parents and young people that focus on issues of sexual diversity and prejudice within schools and wider communities,

and most specifically how the effect, intent and impact of language is influenced and interpreted by the context in which it is used

- providing staff advice on how to interpret and deal effectively with a homophobic name-calling incident, looking at the meaning and intent behind the language used, and challenging the use of the word 'gay,' as it can and does have homophobic connotations
- collaborative curriculum planning with staff and young people to promote equal opportunities, sexual diversity and tolerance of difference
- advice and participation on planning, running and monitoring anti-bullying steering groups that involve representatives from all sections of the school's community, including young people; self-identified as LGB or heterosexual, teachers, senior management, parents/carers, voluntary organisations and professional bodies including representation from LGB support groups and the Educational Psychology Service
- sharing evidence-based psychological research to aid the understanding of inter-group behaviour and how to reduce intergroup prejudice. In particular, through the presentation and application of Social Identity Theory (Tajfel and Turner, 1979) and Imagined Intergroup Contact (Turner and Crisp, 2010), research that suggests greater exposure to out-groups leads to greater tolerance (Allport, 1954)
- supporting schools to devise appropriate policies that reflect contemporary legislation and research, ensuring equality is at the heart of theoretical thinking in

school systems and that treat homophobic bullying, including the use of the word 'gay' during incidents of name calling on a par with other forms of bullying.

- collaboratively planning and implementing conciliation or mediation interventions in schools that focus on empowering the victim and raising the awareness of those committing the bullying, through restorative justice or the Support Group Method.
- EPSs to include specialist roles that focus on and promote equality, anti-discrimination and anti-oppressive practice that could aid schools, and other services to prevent and intervene in these areas

These proposals are hardly new, but develop and echo previous calls for greater Educational Psychology (EP) involvement in sexual minority matters, including: Comely, (1993); Imich et al., (2001); Adams et al., (2004) and more recently McIntyre, (2009) who argues EPs have a legal duty to promote equality of opportunity, as espoused in the British Psychological Society (2009) Professional Code of Ethics and Conduct and the Health Professional Council's (2008) Standards of Conduct, Performance and Ethics.

Overall, EPs could have an principal role in helping school's change their culture and (re) conceptualising sexuality and related discrimination, and there are working models in Leicestershire EPS (STANCE) (Harbour, 2007) that have been implemented successfully to provide models for other Local Authorities and EPSs to replicate.

Following on from the present study's foci, there is a requirement for a continued emphasis on gaining the 'voice' of the young person to ensure the interventions and support mechanisms that are adopted by schools are relevant to those experiencing the behaviours. Therefore, the continual, proactive involvement of young people in helping to shape and influence anti-bullying work will be a prerequisite if schools are to effectively challenge homophobic name-calling within the wider school climate.

Key limitations of the present study

As a reflective and reflexive practitioner, it is important to acknowledge several limitations that exist in the present study.

In using focus groups as a qualitative methodology to provide a forum for gaining the subjective experiences of the young people it was apparent that not all of the groups reflected all of the participant's views. Parker and Tritter (2006) argue that focus groups can represent the majority views at the expense of the minority's views, where individuals can dominate group discussions and also influence other participants' views.

On reflection, within the present study some pupils dominated the discussions, although this was most evident in the younger male and female focus groups. Certain members' views were sidelined or there was evidence of some group conformity, where some young people altered their initial opinions to correspond with more dominant and popular views in the group. Some participants did not

become involved in the discussion, whereas others did initially then their participation diminished as the time elapsed. It is questionable, therefore, whether all the focus groups were an accurate portrayal of the young people's views. However, Wilkinson, (in Smith, 2011) suggests this is an unavoidable feature of focus group methodology, and not even with the meticulous planning of devising and sharing ground rules regarding conduct can group influence be prevented.

A further limitation of the present study is the difficulty in accurately exploring and eliciting the young people's views regarding homophobic name calling. It needs to be acknowledged therefore, that although the present study reports the young people's views it cannot be ruled out that their responses during the focus groups were not answered in a socially desirable manner. There are no guarantees that the young people's responses reflect an accurate portrayal of their views, as mine or the other member of staff's presence may have influenced their responses. Furthermore, investigating homophobic bullying is a sensitive issue and reporting that one uses the name calling intentionally to be homophobic would also run the risk of being viewed negatively by others. However, with this limitation in mind, I do, on reflection, feel that the young people in this study answered the questions in an honest and open fashion.

Using the Braun and Clarke, (2006) six phase thematic analysis model provided a rigorous process through which to analyse the responses extrapolated from the focus group transcriptions, and on reflection was an applicable method of analysis for

identifying and reporting the patterns I found in the data. However, the process of selecting, reducing and redefining data (as detailed in phases 1 to 3, appendices 25, 26 and 27) and only accounting for prevalent or recurring themes, felt as if other pertinent information that was reported less was discarded and lost when it could have been used to support or contradict key points that had been uncovered across the whole data set. The process of only including prevalent narratives means that the data was reduced to averages and valuable 'one off' pieces of data regarding young people's perspectives were lost. As a researcher that set out to conduct a qualitative research study, I perceive this to be a limitation in the present study, especially so when advocating a sense of 'quality' over validity.

A key limitation of the present study stems from the sample used. Although the purpose of the research was to gain the young person's 'voice' further triangulation of their perspectives from parents, teachers and other practitioners' perspectives, would have enhanced the depth and breadth of the present study's findings and enriched the understanding of name-calling in schools and whether other groups perceived them to be bullying, harmful and/or homophobic in nature or something entirely different.

Furthermore, the present study's aim was to investigate young people's views of name-calling in schools and on reflection it needs to be acknowledged that in the study the term 'gay' has taken centre stage. Although other terms were referred to infrequently in the focus groups, the word 'gay' was discussed with the young people

as a possible example of homophobic name-calling during the introductory discussions that took place prior to the focus groups. Furthermore, the consent and assent letters sent to parents and the young people respectively contained the word 'gay' as a descriptor of name-calling, and the research questions posed to the young people asked about the use of the word 'gay.' Notwithstanding the young people also reported that this was the most commonly used and heard word in school, and as previously stated 'gay' is the most commonly cited term in contemporary literature associated to homophobic bullying and homophobic name-calling incidents. Therefore, in consideration of these facts I felt using the word 'gay' as an exemplar for homophobic name-calling was an appropriate term to use, but in doing so has narrowed the focus of what name-calling implies in the present study.

Due to the present study's status as a small-scale research project, it is unlikely that the findings can be generalised beyond the population that participated (Robson, 2002 and Thomas, 2009). For clarity, the findings reported for the present study were gained from one school, using a small sample of 24 participants that are unique to that school and as such it is unlikely that these findings would be replicable to a different sample within a different school. However, the present study does provide valuable evidence of the importance in accounting for: the intent of name-calling, the relationship between giver and receiver and the semantics of the words used.

Possible and potential future research

Overall, the present study has demonstrated the advantages of involving young people in anti-bullying work, where their views have provided useful insights into name-calling at a level where it is operationalised that no other cohort could have provided. There are however a number of areas that could be the focus of possible and potential future research to develop and enhance the understanding of homosexually themed language. These areas could include:

- conducting similar research to that presented in this study, but with a focus on differing geographical locations, such as a rural area, inner city, and area where a particular race or religion is populated. To investigate the role and influence of organisational culture, and wider cultural influences on pupils' perceptions of the use and intent of this form of language,
- further research to enhance understanding of how peer group membership influences the use and intent of the language, this could include observations or ethnographic studies to gain a greater appreciation of inter-group behaviours in relation to name-calling
- a content analysis of literature to investigate what words/phrases still retain homophobic connotations and whether the semantics of words have altered over time, with a focus of investigating whether there is variance of opinion over age, gender and sexual orientation
- conducting a similar study within a primary setting to gain the younger child views on the use and intent of name-calling

- investigating what criteria make words, language or name-calling homophobic and whether they correspond to, or contradict published research
- the triangulation of the existing study to incorporate parental, teachers and other practitioners' perspectives, such as Educational Psychologists, regarding whether the words expressed in name-calling incidents could be interpreted as bullying, harmful and homophobic, to gain a global perspective
- using different methodologies, such as questionnaires and online surveys to gather greater volumes of responses and views pertaining to the intent and use of language, so further comparable research can be made to the Stonewall work, ensuring the 'voice' of both heterosexual and homosexual populations is evidenced
- a challenge in researching sensitive issues lies in gaining accurate and honest views that are not influenced by researcher or response bias and/or social desirability effects. In relation to eliciting further participant views associated to homophobic name calling/language it may be necessary to employ a multi-method design that enables greater confidentiality and anonymity of the participant to be preserved in an attempt to gain both non-identifiable and more accurate views. For example, using indirect questions in surveys or online questionnaires.
- Overall, greater emphasis and attention needs be given to young people's views and the intent and use of name-calling in anti-bullying work and literature, this study marks a starting point in providing this information

Chapter 6: CONCLUSION

Contemporary research pertaining to homophobic name-calling has largely focused on prevalence rates and the negative long-term effects on LGB populations without considering the intention behind the use of the language, Rivers, (2000; 2001a and 2001b); Hunt and Jensen (2007) and Guasp (2009 and 2012). As a consequence, large proportions of extant research has assumed the language used during these name-calling incidents is intentionally homophobic.

This study sought to develop the research base by clarifying the intent of the language used during incidents of name-calling. Using qualitative methodology and analysis, the present study gathered the subjective 'voice' and perceptions of young people over different ages and between genders.

The findings from this small-scale study demonstrate that young people have valuable contributions to make to anti-bullying research and provide some useful insights into how name-calling incidents are conceptualised at their grassroots. Most significantly, the young people's reports suggest that there is a greater complexity surrounding the act of name-calling, and the meaning attributed to the associated language during such incidents than shared in published research, policy or guidance.

The young people's views in this study provide a starting point in helping educational professionals and practitioners to think flexibly and analytically about the intent of name-calling or use of language that is traditionally perceived to be either homosexually themed or homophobic. The findings suggest that both male and females and older and younger pupils perceive that there is no 'intention' to bully, harm or be homophobic when using the word 'gay' in name-calling incidents or in their everyday discursive practices.

Further findings from the present study provide valuable insights into homophobic bullying, name-calling and the corpus of anti-bullying research. Most significantly, it emphasises that it is important to consider how the words are said and the relationship between the 'giver' and 'receiver' of language, as this research has highlighted that homosexually themed language is used between friendship groups as a form of joking, social bonding, expressing opinions (males only) and perceived as a common discourse amongst young people in general, where there is no associated implication to sexuality or homophobia.

Additionally, findings suggest there can be greater ambiguity associated to the intent and meaning of the language when used between those who are not familiar or who may not share a common understanding regarding the semantics of the language. In short, when the 'giver' and 'receiver' do not know one another these incidents can be perceived as offensive and bullying by younger pupils; offensive to LGB pupils by females; and offensive to those who do not share a common language by older

pupils. Subsequently, there is much further research needed to illuminate this complex, sensitive and interesting area, and viable examples have been shared in the previous chapter.

There is a need in anti-bullying work to assess whether incidents of name-calling constitute homophobic bullying and to ensure greater clarity and accuracy in this decision making process there is a need to account for the use and intent, in addition to the meanings of the words used during these incidents. The present study has also highlighted the influence a school culture can have on the use, intent and interpretation of the language used, which signifies possibilities for educational professionals to engage in anti-bullying work at eco-systemic levels as advocated by Cowie and Jennifer (2008).

A pertinent point raised by the older males in this study, is that there has been a socio-cultural shift and the semantics of language is changing. For example, there now exists a 'spectrum' of definitions for the word 'gay', most of which reported here are believed to have no association to (homo) sexuality. Furthermore, findings from the present study suggest that the language is not used to 'single' people out for their actual or perceived sexual orientation and it is not used in association with sexuality. The young people in this study report that there is no intent to harm, or discriminate against sexual minorities, but the language (over time) has become part of their everyday discursive practices. However, it has also been acknowledged that the word 'gay' can be and still is offensive to LGB, their friends or strangers and can

also be perceived as homophobic as the word can still carry 'homophobic' connotations and therefore needs to be challenged using a whole school approach that advocates a top-down and bottom-up approach to raising awareness, developing tolerance for diversity and championing equality.

In conducting this research and connecting with the young people's views, I felt the young people in this study were relaxed when talking about issues surrounding sexuality and in comparison to my time at school are significantly more open and willing to discuss these issues. There appears greater tolerance and acceptance of sexual diversity than when I was growing up and this is evidenced in the young people's views where they actively use language as a mechanism with their LGB friends to bond their friendships. Similar acts 20 years ago would more than likely have been perceived as random acts of homophobia. This research therefore provides tentative evidence that perceptions are changing in the way school communities perceive sexual minorities and it is hoped that it helps to develop existing theory and help formulate new theories associated to understanding name-calling and bullying incidents, in addition to the construction of everyday discursive practices.

Ultimately, the findings from the present study raise further questions about how schools respond to incidents of name-calling and homophobic bullying. The findings suggest that there is greater complexity in defining whether an incident is or is not homophobic in nature, and due to this complexity there is a greater need than ever

to engage with those using the language and asking them about the meaning they attach to the words. Consequently, there is a requirement for schools to understand the attitudes and intent accompanying name-calling incidents in order to effectively challenge genuine homophobic themed language and incidents of homophobic bullying.

An after thought:

"Language serves as the currency through which ideas and social norms are (re) produced." (Kiesling, 2007).

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APPENDICES

Appendix 1:
Letter to Head: Pilot Study

Dear Head Teacher,

I am a Doctoral Trainee Educational Psychologist currently employed by xxxxxxxx Educational Psychology Service and based at the xxxxxxxx Centre in xxxxxxxx.

As part of my doctoral studies I am required to conduct a research study. The reason for my correspondence is to request your support in recruiting participants to pilot the study. The working title of my research is:

Homophobic bullying in secondary schools: a cross age and gender analysis into young people's views of name-calling.

The research will be an exploratory study that will focus on gathering the perspectives of young people in relation to name-calling in secondary schools, looking to see whether there are any discernable differences in opinions across different ages and between genders. This focus will be used to ascertain whether young people perceive name-calling within their schools to be homophobic i.e. terms such as "gay", "that's so gay" or harmless banter with no significance to sexual orientation and no intention to harm.

I am also undertaking this research as the use of homophobic language is an important area that is largely under-represented in anti-bullying policy and practice within schools.

Therefore, a key aim of this research is to gain the young people perspective on the use of homophobic language in schools to gain a greater understanding of its use and intent and to inform future anti-bullying policy.

The research involves running a focus group, which will include up to six young people. The focus groups will consist of either males or females from years 7 or 10. Parental consent and pupil assent will be sought prior to any participation in the research. The focus group will involve a discussion lasting approximately one hour. The discussion will focus on name-calling in secondary schools. I would like to use the focus groups to ascertain what young people's perceptions are around name-calling in secondary schools. A particular focus would be whether certain name-

calling in schools is homophobic in nature, what they think is the purpose and intent of the name-calling and whether the young people perceive the name-calling as a form of bullying and what influences young people to use this language as name-calling. All discussions would focus on general responses and would not entail personal recollections or stories. There will also be a no names policy. The pilot study will help me to sample the methodology and ensure the research questions will gather appropriate information to inform future anti-bullying work in this area.

Copies of the research questions are enclosed for your perusal

Due to the nature of the research, any participants chosen to become involved will need to be selected by the school/researcher.

It is intended that data collection during the focus group discussions will be gathered by audio recording and later transcribed. No names will be recorded or identified, as each participant will be assigned a number and referred to as this number during the focus group discussions.

All responses within the focus groups will remain strictly anonymous. Participants will not be required to disclose their name, other than on consent forms. These consent forms will be stored separately from data collected during the research, therefore, no one will be able to trace the information gathered back to the participants or your school. Furthermore, any individual participating in this research has the right to withdraw from the study whenever they wish; even after the data collection has taken place.

The information gathered from this study will be used for my University thesis. All responses from the study will be stored securely and kept in accordance with the University's regulations for data storage, where following the completion of the study there is a requirement that any data gathered will be preserved and accessible for ten years after the data has been collected. Only my supervisor, Dr Jane Leadbetter at the University of Birmingham and I will have access to responses.

There are certain practicalities required to ensure the research is conducted smoothly. These include the use of a private room to conduct the focus group, to ensure confidentiality is maintained. A member of school staff will need to be present during the focus group. Time will also be needed to meet the participants and explain the study, in addition to allocating one-hour per focus group. The research is scheduled to be conducted in November 2011.

This research has potential benefits for your school, as it would offer an opportunity to be involved in exploratory anti-bullying work, where findings could inform good practice in anti-bullying policy and feed into the Local Authority's anti-bullying agenda.

If these proposals are acceptable to you and you would like to receive further information or have an informal discussion regarding this research I am happy to be contacted on xxxxxxxxxxxx or xxxxxxxxxxxx between Monday and Thursday. Furthermore, my supervisor, Dr Jane Leadbetter can be contacted on [REDACTED]
[REDACTED]

The next stage would be to select six participants and gain parental consent for their child to participate within the study. I have prepared letters to gain parental consent and pupil assent to participate in the research and these are enclosed for your attention.

Thank you, your time is greatly valued and appreciated.

Yours Sincerely

Will Cross
Doctoral Trainee Educational Psychologist

Appendix 2: Letter to parents: Pilot Study

Dear Sir or Madam,

My name is Will Cross and I am a Doctoral Trainee Educational Psychologist currently employed by xxxxxxxx Educational Psychology Service and based at the xxxxxxxxxx Centre in xxxxxxxx.

As a Trainee Educational Psychologist my role involves working within schools with teaching staff and other professionals to help promote the learning and development of children.

As part of my training I am required to conduct a research study. Your child's school have kindly agreed to help me with the research and your child has been selected to take part in this study. However, in order for your child to take part in this study I require your signed consent. A form is enclosed at the foot of this letter for you to sign and return to your child's school.

The working title of my study is:

Homophobic bullying in secondary schools: a cross age and gender analysis into young people's views of name-calling.

The study will focus on gathering the views of young people in relation to name-calling in secondary schools, looking to see whether there are any differences in opinions across different ages and between genders, and whether the young people see the name-calling as homophobic. i.e. terms such as "gay", "that's so gay" or harmless banter with no meaning to sexual orientation and no intention to harm. The purpose of the study is also to explore what young people think is the purpose and intent of the name-calling and whether the young people perceive the name-calling as a form of bullying and what influences young people to use this language as name-calling.

I am also undertaking this study as the use of homophobic language is an important area that is largely under-represented in anti-bullying policy and practice within schools.

Therefore, a key aim of this research is to gain the young people viewpoint on the use of homophobic language in schools to gain a greater understanding of its use and intent and to inform future anti-bullying policy.

If your consent is given, your child's role within the study will involve taking part in a group discussion with five other young people of similar age and gender. This group discussion is scheduled for November 2011. The group discussion will last for about one hour and be undertaken in school time and on school premises in a private

room. The group will also include a member of school staff and myself. Before the group discussion starts the study will be explained to your child.

All discussions in the group would focus on general responses and would not involve personal accounts. No names will be used during the group discussions, so therefore your child's views will remain anonymous (nameless) and not be identifiable. The group discussions will be recorded with a Dictaphone and then later scribed. Each young person taking part in the study will be given a number and referred to this number during the group discussions.

Once your consent is given. I will also ask your child for their consent to become involved in this study. A copy of the form used to ask your child for their involvement in this study is enclosed for your attention.

Any information gathered from this study will not lead to the identification of a child, as no names will be collected for the study; therefore, no one will be able to trace the information gathered back to your child or their school. All information will be kept strictly anonymous. Anyone involved in the study has the right to withdraw at any point, even after the questions have been answered.

The information gathered from this study will be used for my University thesis. All responses from the study will be stored securely and kept in accordance with the University's regulations for data storage, where following the completion of the study there is a requirement that any data gathered will be preserved and accessible for ten years after the data has been collected. Only my supervisor, Dr Jane Leadbetter at the University of Birmingham and I will have access to your responses.

As previously mentioned, the study is scheduled to run in November 2011. The information gathered from this study will be written up for a doctoral thesis. The findings of this study could inform and develop your child's school's anti-bullying policy.

If you would like to receive further information or have an informal discussion regarding this study please contact me on xxxxxxxx between Monday and Thursday and I will be happy to talk to you. Furthermore, my supervisor, Dr Jane Leadbetter can be contacted on [REDACTED]

Please sign and return the slip below to agree to your child taking part in this study. Please return the slip no later than Friday the 4th of November 2011.

Thank you, your time is greatly valued and appreciated.

Yours Sincerely

Will Cross, Doctoral Trainee Educational Psychologist

Please return this slip no later than Friday the 4th of November 2011.

Child's name _____ Year group _____

Gender: ☐ Male, ☐ Female (please tick appropriate boxes)

☐ I give my consent for my child to take part in a group discussion about name-calling in schools

Signed _____ Parent/carer

Thank you, your time is greatly valued and appreciated.

Yours Sincerely

Will Cross, Doctoral Trainee Educational Psychologist

Appendix 3:
Pupil Information Sheet: Pilot Study



My name is Will Cross and I am a Trainee Educational Psychologist. My role involves working within schools with teachers and other professionals to help promote the learning and development of children.

I am currently involved in a study looking at pupils' views about name-calling in secondary schools. Your school have kindly agreed to help me with the study and you have been chosen to take part in this study. Your parent/s have given their consent for you to take part in this study. I am therefore writing to ask if you would like to take part in this study. The working title of my research is:

Homophobic bullying in secondary schools: a cross age and gender analysis into young people's views of name-calling.

The research will be a study that will focus on gathering the views of young people in relation to name-calling in secondary schools, looking to see whether there are any differences in opinions across different ages and between genders. This focus will be used to determine whether young people see name-calling within their schools to be homophobic i.e. terms such as "gay", "that's so gay" or harmless banter with no meaning to sexual orientation and no intention to harm.

I am also undertaking this study, as the use of homophobic language is an important area that is largely ignored in anti-bullying policy and practice within schools. Therefore, a key aim of this study is to gain the young people viewpoint on the use of homophobic language in schools to gain a greater understanding of its use and intent and to inform future anti-bullying policy.

Your role within the study would involve taking part in a group discussion with five other young people of similar age and gender. Before the group discussion starts you will have an opportunity to agree some ground rules as a group. This group discussion will happen in December 2011 and last for about one hour. This group discussion will happen in school time and on school premises in a private room. The group will also include a member of school staff and myself. Before the group discussion starts the study will be explained to you in more detail.

All responses in the group discussion will focus on general comments about name-calling in schools and will not involve any personal stories. No names will be used

during the group discussions, so your views and other pupils' views will remain private and not be traced back to you. Instead each pupil taking part in the group will be given a number and referred to this number during the group discussions. The group discussions will be audio recorded and written up by me.

The group discussion will focus on name-calling in secondary schools. I would like to use the focus group to determine what young people's perceptions are around name-calling in secondary schools. A particular focus would be whether certain name-calling in schools is homophobic in nature, what you think is the purpose and intent of the name-calling and whether you feel the name-calling is a form of bullying and what influences young people to use this language as name-calling. All discussions would focus on general responses and would not entail personal recollections or stories. There will also be a no names policy.

All information will be kept strictly anonymous (nameless). During the group discussion you may find some content offensive or discomforting. You have the right to leave the study at any point, even after the questions in the group discussion have been answered. You do not have to give a reason why you wish to leave the study.

The information gathered from this study will be used for my University thesis. All responses from the study will be stored securely and kept in accordance with the University's regulations for data storage, where following the completion of the study there is a requirement that any data gathered will be preserved and accessible for ten years after the data has been collected. Only my supervisor, Dr Jane Leadbetter at the University of Birmingham and I will have access to your responses from the group discussion.

If after taking part in the group discussions you feel you would like to talk to someone further about name-calling I will provide you with the contact details of a professional in your school who you can talk too privately. Also, if you decide that you wish to leave the study after your comments have been audio recorded, then your comments would not be used in the study.

Having read what the study is about and if you are willing to take part, please read, sign and return the enclosed consent form to your teacher. If you are not interested in taking part in this study please inform your teacher, so another pupil can be selected to take part in this study. Once you have signed this consent form you will receive a copy of these documents.

Before the group discussion takes place, there will be an opportunity for you to meet me and ask me some questions about the study. Also, afterwards, if you want to talk to me again I will be available. I look forward to meeting you.

If you would like to receive further information about this study please contact me on xxxxxxxx between Monday and Thursday and I will be happy to talk to you.

Thank you for your time, it is greatly valued and appreciated.

Yours Sincerely

Will Cross,
Doctoral Trainee Educational Psychologist

Pupil Consent Form

This is a consent form for pupils to sign if they wish to take part in a study about name-calling in schools.

Please sign and return this consent form below to agree to take part in this study.

Pupils name _____ Year group _____

Gender: ☐ Male, ☐ Female (please tick appropriate boxes)

I give my consent to take part in this study about name-calling in schools. I consent to the information being used as part of a thesis so long as the information remains anonymous (nameless) and disguised so that no identification can be made. I also understand that any record of my taking part in this study will be identified by number only.

- 1) I have been told that my participation in this study will involve me in a group discussion about name-calling in schools. I understand that this will take about an hour to complete
- 2) I have been told that the general aim of the study is to gather the views of pupils about name-calling in schools and whether the pupils see the name-calling as homophobic or harmless banter. A further aim is to see if there are different views across different age groups and between genders
- 3) I have been told that the information I provide will remain anonymous (nameless) and not be traced back to me, as no names will be used in the study.
- 4) I have been told that all information for this study will be stored securely and only Will Cross and his supervisors will have access to this information.
- 5) I have been told that I am free to leave the study at any time.

☐ I give my consent to take part in a group discussion about name-calling in schools

☐ I give my consent for my views to be audio recorded during the group discussion

Print Name: _____

Sign Name: _____

Date: _____

Appendix 4
Letter to Head Teacher

Name and address of HT and school

Dear Head Teacher,

I am a Doctoral Trainee Educational Psychologist currently employed by xxxxxxxxx Educational Psychology Service and based at the xxxxxxxxx Centre in xxxxxxxxx.

As part of my doctoral studies I am required to conduct a research study. The reason for my correspondence is to request your support in recruiting participants for the study. The working title of my research is:

Homophobic bullying in secondary schools: a cross age and gender analysis into young people's views of name-calling.

The research will be an exploratory study that will focus on gathering the perspectives of young people in relation to name-calling in secondary schools, looking to see whether there are any discernable differences in opinions across different ages and between genders. This focus will be used to ascertain whether young people perceive name-calling within their schools to be homophobic i.e. terms such as "gay", "that's so gay" or harmless banter with no significance to sexual orientation and no intention to harm.

I am also undertaking this research as the use of homophobic language is an important area that is largely under-represented in anti-bullying policy and practice within schools.

Therefore, a key aim of this research is to gain the young people perspective on the use of homophobic language in schools to gain a greater understanding of its use and intent and to inform future anti-bullying policy.

The research involves running four focus groups. Each focus group will include up to six young people. The focus groups will consist of, one group of year 7 females, one group of year 10 females, one group of year 7 males and finally, one group of year 10 males. Parental consent and pupil assent will be sought prior to any participation in the research. The focus group will involve a discussion lasting approximately one hour. The discussion will focus on name-calling in secondary schools. I would like to use the focus groups to ascertain what young people's perceptions are around name-calling in secondary schools. A particular focus would be whether certain name-calling in schools is homophobic in nature, what they think is the purpose and intent

of the name-calling and whether the young people perceive the name-calling as a form of bullying and what influences young people to use this language as name-calling. All discussions would focus on general responses and would not entail personal recollections or stories. There will also be a no names policy.

Copies of the research questions are enclosed for your perusal.

Due to the nature of the research, any participants chosen to become involved will need to be selected by the school/researcher. Therefore, using pupil's predicted grades as a selection method would ensure a cross-section of the year group's population and limit bias in the sample.

It is intended that data collection during the focus group discussions will be gathered by audio recording and later transcribed. No names will be recorded or identified, as each participant will be assigned a number and referred to as this number during the focus group discussions.

All responses within the focus groups will remain strictly anonymous. Participants will not be required to disclose their name, other than on consent forms. These consent forms will be stored separately from data collected during the research, therefore, no one will be able to trace the information gathered back to the participants or your school. Furthermore, any individual participating in this research has the right to withdraw from the study whenever they wish; even after the data collection has taken place.

The information gathered from this study will be used for my University thesis. All responses from the study will be stored securely and kept in accordance with the University's regulations for data storage, where following the completion of the study there is a requirement that any data gathered will be preserved and accessible for ten years after the data has been collected. Only my supervisor, Dr Jane Leadbetter at the University of Birmingham and I will have access to responses.

There are certain practicalities required to ensure the research is conducted smoothly. These include the use of a private room to conduct each of the focus groups, to ensure confidentiality is maintained. A member of school staff will need to be present during each of the focus groups. Time will also be needed to meet the participants and explain the study, in addition to allocating one-hour per focus group. The research is scheduled to be conducted in November 2011. Any findings and feedback from the study will be made available during the spring or summer term of 2012. This feedback will be in the form of a presentation and accompanying short report, which could inform and develop your school's anti-bullying policy.

This research has potential benefits for your school, as it would offer an opportunity to be involved in exploratory anti-bullying work, where findings could inform good practice in anti-bullying policy and feed into the Local Authority's anti-bullying agenda.

If these proposals are acceptable to you and you would like to receive further information or have an informal discussion regarding this research I am happy to be contacted on xxxxxxxxxx or xxxxxxxxxx between Monday and Thursday. Furthermore, my supervisor, Dr Jane Leadbetter can be contacted on [REDACTED]
[REDACTED]

The next stage would be to select the participants and gain parental consent for their child to participate within the study. I have prepared letters to gain parental consent and pupil assent to participate in the research and these are enclosed for your attention.

Thank you, your time is greatly valued and appreciated.

Yours Sincerely

Will Cross
Doctoral Trainee Educational Psychologist

Appendix 5
Parental consent form: Real Run

Dear Sir or Madam,

My name is Will Cross and I am a Doctoral Trainee Educational Psychologist currently employed by XXXXXXXXXX Educational Psychology Service and based at the Centre in

As a Trainee Educational Psychologist my role involves working within schools with teaching staff and other professionals to help promote the learning and development of children.

As part of my training I am required to conduct a research study. Your child's school have kindly agreed to help me with the research and your child has been selected to take part in this study. However, in order for your child to take part in this study I require your signed consent. A form is enclosed at the foot of this letter for you to sign and return to your child's school.

The working title of my study is:

Homophobic bullying in secondary schools: a cross age and gender analysis into young people's views of name-calling.

The study will focus on gathering the views of young people in relation to name-calling in secondary schools, looking to see whether there are any differences in opinions across different ages and between genders, and whether the young people see the name-calling as homophobic. i.e. terms such as "gay", "that's so gay" or harmless banter with no meaning to sexual orientation and no intention to harm. The purpose of the study is also to explore what young people think is the purpose and intent of the name-calling and whether the young people perceive the name-calling as a form of bullying and what influences young people to use this language as name-calling.

I am also undertaking this study as the use of homophobic language is an important area that is largely under-represented in anti-bullying policy and practice within schools.

Therefore, a key aim of this research is to gain the young people viewpoint on the use of homophobic language in schools to gain a greater understanding of its use and intent and to inform future anti-bullying policy.

If your consent is given, your child's role within the study will involve taking part in a group discussion with five other young people of similar age and gender. This group discussion is scheduled for November 2011. The group discussion will last for about

one hour and be undertaken in school time and on school premises in a private room. The group will also include a member of school staff and myself. Before the group discussion starts the study will be explained to your child.

All discussions in the group would focus on general responses and would not involve personal accounts. No names will be used during the group discussions, so therefore your child's views will remain anonymous (nameless) and not be identifiable. The group discussions will be recorded with a Dictaphone and then later scribed. Each young person taking part in the study will be given a number and referred to this number during the group discussions.

Once your consent is given. I will also ask your child for their consent to become involved in this study. A copy of the form used to ask your child for their involvement in this study is enclosed for your attention.

Any information gathered from this study will not lead to the identification of a child, as no names will be collected for the study; therefore, no one will be able to trace the information gathered back to your child or their school. All information will be kept strictly anonymous. Anyone involved in the study has the right to withdraw at any point, even after the questions have been answered.

The information gathered from this study will be used for my University thesis. All responses from the study will be stored securely and kept in accordance with the University's regulations for data storage, where following the completion of the study there is a requirement that any data gathered will be preserved and accessible for ten years after the data has been collected. Only my supervisor, Dr Jane Leadbetter at the University of Birmingham and I will have access to your responses.

As previously mentioned, the study is scheduled to run in November 2011. The information gathered from this study will be written up for a doctoral thesis. The findings of this study could inform and develop your child's school's anti-bullying policy.

If you would like to receive further information or have an informal discussion regarding this study please contact me on xxxxxxxxxx between Monday and Thursday and I will be happy to talk to you. Furthermore, my supervisor, Dr Jane Leadbetter can be contacted on [REDACTED]

Please sign and return the slip below to agree to your child taking part in this study. Please return the slip no later than Tuesday the 15th of November 2011.

Thank you, your time is greatly valued and appreciated.

Yours Sincerely

Will Cross, Doctoral Trainee Educational Psychologist

Please return this slip no later than Friday the 15th of November 2011.

Child's name _____ Year group _____

Gender: ☐ Male, ☐ Female (please tick appropriate boxes)

☐ I give my consent for my child to take part in a group discussion about name-calling in schools

Signed _____ Parent/carer

Thank you, your time is greatly valued and appreciated.

Yours Sincerely

Will Cross, Doctoral Trainee Educational Psychologist

Appendix 6
Pupil Information Sheet



My name is Will Cross and I am a Trainee Educational Psychologist. My role involves working within schools with teachers and other professionals to help promote the learning and development of children.

I am currently involved in a study looking at pupils' views about name-calling in secondary schools. Your school have kindly agreed to help me with the study and you have been chosen to take part in this study. Your parent/s have given their consent for you to take part in this study. I am therefore writing to ask if you would like to take part in this study. The working title of my research is:

Homophobic bullying in secondary schools: a cross age and gender analysis into young people's views of name-calling.

The research will be a study that will focus on gathering the views of young people in relation to name-calling in secondary schools, looking to see whether there are any differences in opinions across different ages and between genders. This focus will be used to determine whether young people see name-calling within their schools to be homophobic i.e. terms such as "gay", "that's so gay" or harmless banter with no meaning to sexual orientation and no intention to harm.

I am also undertaking this study, as the use of homophobic language is an important area that is largely ignored in anti-bullying policy and practice within schools. Therefore, a key aim of this study is to gain the young people viewpoint on the use of homophobic language in schools to gain a greater understanding of its use and intent and to inform future anti-bullying policy.

Your role within the study would involve taking part in a group discussion with five other young people of similar age and gender. Before the group discussion starts you will have an opportunity to agree some ground rules as a group. This group discussion will happen in December 2011 and last for about one hour. This group discussion will happen in school time and on school premises in a private room. The group will also include a member of school staff and myself. Before the group discussion starts the study will be explained to you in more detail.

All responses in the group discussion will focus on general comments about name-calling in schools and will not involve any personal stories. No names will be used during the group discussions, so your views and other pupils' views will remain private and not be traced back to you. Instead each pupil taking part in the group will be given a number and referred to this number during the group discussions. The group discussions will be audio recorded and written up by me.

The group discussion will focus on name-calling in secondary schools. I would like to use the focus group to determine what young people's perceptions are around name-calling in secondary schools. A particular focus would be whether certain name-calling in schools is homophobic in nature, what you think is the purpose and intent of the name-calling and whether you feel the name-calling is a form of bullying and what influences young people to use this language as name-calling. All discussions would focus on general responses and would not entail personal recollections or stories. There will also be a no names policy.

All information will be kept strictly anonymous (nameless). During the group discussion you may find some content offensive or discomforting. You have the right to leave the study at any point, even after the questions in the group discussion have been answered. You do not have to give a reason why you wish to leave the study.

The information gathered from this study will be used for my University thesis. All responses from the study will be stored securely and kept in accordance with the University's regulations for data storage, where following the completion of the study there is a requirement that any data gathered will be preserved and accessible for ten years after the data has been collected. Only my supervisor, Dr Jane Leadbetter at the University of Birmingham and I will have access to your responses from the group discussion.

If after taking part in the group discussions you feel you would like to talk to someone further about name-calling I will provide you with the contact details of a professional in your school who you can talk too privately. Also, if you decide that you wish to leave the study after your comments have been audio recorded, then your comments would not be used in the study.

Having read what the study is about and if you are willing to take part, please read, sign and return the enclosed consent form to your teacher. If you are not interested in taking part in this study please inform your teacher, so another pupil can be selected to take part in this study. Once you have signed this consent form you will receive a copy of these documents.

Before the group discussion takes place, there will be an opportunity for you to meet me and ask me some questions about the study. Also, afterwards, if you want to talk to me again I will be available. I look forward to meeting you.

If you would like to receive further information about this study please contact me on 0300 1261013 between Monday and Thursday and I will be happy to talk to you. Furthermore, my supervisor, Dr Jane Leadbetter can be contacted on [REDACTED]
[REDACTED]

Thank you for your time, it is greatly valued and appreciated.

Yours Sincerely

Will Cross,
Doctoral Trainee Educational Psychologist

Pupil Consent Form

This is a consent form for pupils to sign if they wish to take part in a study about name-calling in schools.

Please sign and return this consent form below to agree to take part in this study.

Pupils name _____ Year group _____

Gender: ☐ Male, ☐ Female (please tick appropriate boxes)

I give my consent to take part in this study about name-calling in schools. I consent to the information being used as part of a thesis so long as the information remains anonymous (nameless) and disguised so that no identification can be made. I also understand that any record of my taking part in this study will be identified by number only.

- 6) I have been told that my participation in this study will involve me in a group discussion about name-calling in schools. I understand that this will take about an hour to complete
- 7) I have been told that the general aim of the study is to gather the views of pupils about name-calling in schools and whether the pupils see the name-calling as homophobic or harmless banter. A further aim is to see if there are different views across different age groups and between genders
- 8) I have been told that the information I provide will remain anonymous (nameless) and not be traced back to me, as no names will be used in the study.
- 9) I have been told that all information for this study will be stored securely and only Will Cross and his supervisors will have access to this information.
- 10) I have been told that I am free to leave the study at any time.

☐ I give my consent to take part in a group discussion about name-calling in schools

☐ I give my consent for my views to be audio recorded during the group discussion

Print Name: _____

Sign Name: _____

Date: _____

Appendix 7 and 16
Script for the Focus group procedure/schedule/delivery
An exemplar.

1) Welcome and introductions

I will welcome the pupils into the room, and introduce the member of school staff and myself. Each pupil will be seated around a table and allocated a number.

Thank pupils for coming to the focus group

The Dictaphone and the microphone will be positioned in the centre of the table to ensure voices are recorded (this will be checked prior to the focus group commencing).

2) What focus group will entail

I will explain the order of the session, and that the group discussion will last about an hour. Prior to the questions being presented in the focus group, the purpose and topic of the research will be reiterated, ensuring all participants understand the research aims.

The working title of my study is:

Homophobic bullying in secondary schools: a cross age and gender analysis into young people's views of name-calling.

Ethical considerations pertaining to confidentiality, anonymity and rights to withdraw will be made explicit.

Practicalities: Private room, seating and the numbers on the table will be explained to the pupils, ensuring that prior to speaking they say their number so when transcribing them I can identify who has said what.

Ask pupils to talk loud and clearly to ensure the microphone picks up their comments.

3) Setting up group ground rules

Prior to questions being asked, ground rules will be established within the group. Ground rules will establish conduct around confidentiality and the requirement to keep information and discussions within the group. It will be explained to all participants within the focus group that anything said within the group will remain confidential unless the individual discloses something that puts them or others at risk of harm or is illegal. In this case the pupils would be informed that safeguarding procedures would need to be adhered to. The participating school's confidentiality and safeguarding policies would need to be consulted and appropriate steps followed.

Possible ground rules for the focus group may include:

- Confidentiality and anonymity – we will not be using any names today, so no names will be used in this group
- What is said in this room stays in this room (researchers and pupil's commitment).
- No personal comments or put downs
- One speaker at a time, ensuring all members of the group has an opportunity to

Speak if they want to. (Raise hand when you wish to speak).

- Importance of honesty
- Listen to each other, try not to interrupt each other
- Keep to time and move to next question when asked
- Be aware of others' and your own feelings in the group
- Acknowledge and respect that other people are entitled to their viewpoints

Although these are examples above, rules will be kept to a maximum of 5 and the group will be asked to devise them collaboratively to ensure they have some ownership over the boundaries within the group.

4) The research questions

All questions will be asked in this order, if we run out of time, I may have to move the conversation on to ensure all questions are asked and answered.

Introductory question: What types/examples of name-calling do you hear in school?

- Why do you think some people are called names like 'gay' in school?
- What is the purpose of the name-calling? (Intent: banter or harmful intent), (Why do people use these words for name-calling? why do you think this sort of name-calling occurs?)
- (What does it mean/imply), If these names are used are the people using the names homophobic? (Define homophobic – negative attitudes and feelings about someone's real or perceived sexual orientation).
- What are your feelings about using the word gay or similar words as name-calling? (How is it received by the YP?) – If this language is used in schools what's it like being on the end of it?
- Do you think using the word gay, or similar words as name-calling is intentionally offensive and harmful?
- Who is the name-calling offensive and harmful too? (Is the language intentionally used by YP to be homophobic in nature?)
- What is the word gay used to mean/refer too? Why is it used?
- Is there any other name-calling that happens in school you think is homophobic? Why are these examples homophobic?
- Is this kind of name-calling used by YP in schools seen as homophobic by other YP?
- Do you think using words such as gay (and other words donated) is a form of bullying? Even when friends do it? When said to a gay person?
- In your opinion, what influences YP to use these words/kind of language in schools? (Have you got to be seen to use it – culturally acceptable)
- How do the views come about to use the word gay?

5) Finishing and pupil questions

The session will be drawn to a close and pupils will be given an opportunity to ask me any questions they have.

6) Any follow up's

- If any pupils wish to discuss the content or outcome of the discussion groups there will be time allocated for the pupil to discuss this after the group has disbanded.
- If a pupil discloses a bullying incident, the disclosure will be treated respectfully and responsibly by referring to the schools anti-bullying policy (see appendix 10)
- If the concern is a faith-based response, guidance in responding to these concerns are detailed in appendix 9.
- If the young person raises an issue about their own sexuality or ambivalence to their sexuality, the procedure in appendix 8 will be followed.

7) Finally, all pupils will be thanked for their time and commitment during the study

Appendix 8

Guidance on Sexual Ambivalence

Procedure to follow if a young person expresses confusion/ambivalence about their own sexuality during, or as a result of the research

A potential risk in conducting this research is if a young person expresses confusion/ambivalence about their own sexuality during the research, if this occurs clear protocols will be followed to ensure the YP is fully supported and respected.

Prior to the research commencing the researcher will seek information on the protocols of supporting young person who are unclear about their sexuality from the LA Anti-bullying lead to ensure the appropriate procedure and protocol is adhered to. Furthermore, advice from the Lesbian, Gay and Bisexual (LGB) support group within the local area will be sought prior to research commencing to ensure support arrangements will be available.

Any decisions made regarding accessing supportive networks will be the young person's choice.

Key points for cases when a young person expresses confusion/ambivalence about their own sexuality

If a young person raises an issue that signifies they are ambivalent about their own sexuality during this research there will be procedures to support the young person to ensure they feel safe and secure to discuss their views and feelings. The young person will decide whom they wish to talk to.

From the initial conversation, the young person will be informed that they are not on their own and there are other people in school and outside school that can offer support and advice. It will be advocated that there is no right or wrong way to be, everybody is unique.

Any discussions will remain confidential, and only discussed with those whom the young person chooses, ensuring that the young person's best interests are met. They will not be pressured to discuss the issue and must feel safe to discuss it and when they wish to discuss it. The young person's needs and perspective will be respected throughout the process and they will receive support in school and be signposted to supportive external services who are experienced and proficient in supporting individuals to make this journey of self discovery.

Procedure of support when a young person expresses confusion/ambivalence about their own sexuality

All staff members need to be prepared for a student who may express ambivalence about their sexuality not only during this research but in general, and the following points may support such preparations:

- 1) Schools should communicate a message to LGB young people that they are valued equally; will be treated equally to other students, and that the school leadership will ensure their safety and support.
- 2) It is critical that a young LGB person discovering their sexual orientation feels supported and valued, regardless of whether or not they disclose their sexual orientation.
- 3) When a young person questions or affirms that they believe they are lesbian, gay or bisexual they are disclosing their sexual orientation and identity. It is important that this is not interpreted as a statement of engagement in sexual behaviour. However, the advice given in the Child Protection Guidelines relating to sexual activity applies to all students regardless of their sexual orientation.
- 4) Only if school authorities have legitimate cause for concern for the student's safety should engagement with the student's parents be made. Often a young person experiences intense fear of rejection by his/her family and consequently finds it easier to discuss this with others first. (GLEN, 2009).
- 5) A positive experience of discussing sexuality to others, where they are met with acceptance is critical to safeguarding the young person's mental health and well-being; it can also lessen the fear of the young person eventually disclosing to his/her family and friends (Mayock, et al, 2009)

Should a young person expresses confusion/ambivalence about their own sexuality as a result of this research the following may be implemented, depending on circumstance:

- 1) The young person views and opinions will remain confidential. Confidentiality will be retained through a private forum, private room and allocated staff for the young person to talk to.
- 2) Liaison with key staff in the school will be offered, should the young person require or request further support
- 3) No information will be shared to other staff and only information that puts the young person at risk will be disclosed, otherwise, the discussions will remain confidential.
- 4) The young person will also be signposted to external support groups, such as the local LGB group, should they wish for further experienced and supportive information
- 5) The young person will decide on how or whether the information is shared with others, including their parents, bar, if the information shared puts them at risk.

Appendix 9

Faith-based responses: A clear protocol

Focusing on homophobic language and highlighting the topic of homophobic name-calling in secondary schools may raise awareness of the issue and therefore some pupils or parents of different faiths may respond adversely to the research.

If these instances do occur, it will be made clear by the researcher that the purpose of raising the issue of homophobic name-calling in schools is not to promote homosexuality or LGBT issues but to raise awareness that will lead to the prevention of this form of bullying and feed into anti-bullying work. It will be acknowledged that this form of bullying is unacceptable.

It will be communicated that all pupils, regardless of their sexual orientation and religious following/beliefs can become victims of homophobic name-calling in schools, which should not be tolerated. It will also be made abundantly clear that the contemporary legislation, such as The Equality Act (2010), stipulates clearly that no one should be treated less favourably on the grounds of sexual orientation and this is a form of discrimination and therefore is not only immoral but also illegal. It is essentially a form of identity-based bullying/prejudicial bullying and therefore needs to be challenged, as does any other form of identity-based bullying, such as: gender, ethnicity, disability, age and religious following.

The equality and human rights commission (2010) report will be referred to: "no discrimination or identity based prejudice is acceptable."

Therefore, it is the law to recognize that all individuals, regardless of their gender, religious beliefs, age, ethnicity, disability and sexual orientation have a right to live a life free from discrimination, harassment and victimization.

The homophobic guidance published by Stonewall in 2007 clarifies when homophobic bullying, and name-calling occurs:

'Homophobic bullying occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transgender people.' The guidance identifies those who can experience homophobic bullying as:

- Young people who are lesbian, gay or bisexual (LGB).
- Young people who are **thought to be** lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay friends, or family, or their parents/carers are gay.
- Teachers, who may or may not be lesbian, gay or bisexual.

It will be stipulated, that if this language and name-calling goes unchallenged then there will be a perception that this form of prejudicial bullying is acceptable, when it should be treated on par with a sexist or racist incident, ensuring that the statutory rights of all individuals are made explicit, and highlighting the need to challenge homophobic name-calling in schools and promote tolerance of individual differences regardless of what these differences entail. Overall, schools' as communities have a legal obligation to ensure all of their pupils are free from discrimination and bullying. The school as a community advocates an environment free from prejudice.

The school's role

On religious or other grounds, some parents may be resistant to issues of sexual orientation being openly explored and heterosexist and homophobic attitudes and behaviours being challenged. The school will need to use opportunities to explore attitudes with these parents and carers whilst making school policy and sanctions for those who are homophobic clear.

Parents and carers who are lesbian, gay or bisexual will want to feel welcomed into the school and feel that their children are safe in school and learning in an environment which acknowledges their family situation.

In addition, some parents and carers of children and young people who have to deal with the emotional turmoil of their child being bullied may also have to come to terms with their child's sexual orientation at the same time.

For all these reasons, it is crucial that the school considers how best to give clear, unequivocal messages to parents/carers and to their local community concerning its policies and strategies in working towards maintaining a school environment which is inclusive of all sexual orientations. All of Us (2007)

This will include how to value different faith perspectives whilst ensuring clarity that prejudice of any kind is unacceptable within the school. A student using a faith-based reason to validate homophobic bullying should be challenged in the same way as for any other student – stating the school stance and developing empathetic understanding. Specific religious teaching may also be used to supplement this approach and faith community representatives may have a key role in challenging the pupil's understanding and actions. All of Us (2007)

If pupils use comment that their faith does not allow homosexuality, than a standard response is that all religions promote tolerance and respect for your fellow human beings or no religion condones bullying. You may have faith based opinions on homosexuality but it is how you express those opinions that matters.

Therefore the protocol for dealing with faith-based incidents should they arise will be:

- 1) To offer a personal response in school or over the phone

- 2) To explain the purposes of the research in more detail – emphasizing that the research aims are to support prevention not promotion of these issues
- 3) To discuss contemporary legislation, such as The Equality Act (2010) and how this applies to the issues I am raising and compare it to other forms of identity-based bullying
- 4) To refer to guidance and the participating school's Anti-Bullying Policy
- 5) To re-assert that those who do not wish to be involved in the study are free to abstain and have freedom of choice whether to share their views, it is therefore not compulsory to be involved in the research.
- 6) It will also be made explicit that any form of discrimination or prejudice needs to be challenged in schools and beyond, with a view to creating tolerance.

Refer to The Equality Act 2010
To accompany appendices 8, 9, 10 and 11

Appendix 10

Dealing with bullying disclosures

There is a possibility that discussing name-calling will lead to participants disclosing experiences of being bullied or bullying, therefore, the following measures will be in place to respond to such issues should they arise.

Procedure to deal with disclosure of bullying incidents

- 1) The researcher and the chosen designated member of staff within the school will provide support on an individual basis for any participant who has been affected by the discussion of the topic or contents of the study. For instance all YP will be offered the option of a debriefing session to ensure if there is a confidential, supportive and safe forum in which to discuss their concerns and to ensure the disclosure is treated respectfully and responsibly in line with the schools anti-bullying policy. Following this first port of call, the following measures will be implemented:
- 2) Information regarding any disclosed bullying incidents will be reported to the designated professional in the school, i.e. the anti-bullying lead.
- 3) Furthermore, if a participant discloses that they have been subjected to bullying then their participation in the study will be reviewed and procedures followed according to the school anti-bullying policy. This will be dependent on the time and extent of the incident and also depend on the young person's permission to pursue the incident. All participants, and this will be reiterated, have the right to withdraw at any time, without stating the reasons for their withdrawal.
- 4) If needed/requested the participant will be signposted to school counselling services.
- 5) Other people know to the young person, will be informed of the disclosure, pending whether they wish this information to be shared with other parties.

Throughout the process the school's anti-bullying procedures will be followed throughout, ensuring all reporting and monitoring procedures are followed accordingly.

An example of how a disclosure will be dealt with, should the case arise:

- 1) Any disclosure will follow the pupil reporting systems detailed in the school's anti-bullying policy. Pupils gain support from an adult they trust in school
- 2) All incidents will be reported and signposted to the designated staff member, such as the safeguarding or anti-bullying lead professional.
- 3) Disclosures will be dealt with following the recording and reporting procedures, ensuring responses are respectful and kept as confidential as possible. If anyone says anything that puts them at risk or is illegal it will be passed onto the safeguarding officer in the school.

- 4) Actions will be investigated taking account of the procedures in the school's anti-bullying policy
- 5) View to challenge bullying and bully behaviour – where monitoring and interventions will be implemented in accordance with the school's anti-bullying policy.
- 6) Support for the bullied young person will be put in place. The bullied young person will be offered support through the school's pastoral support process, where steps will be taken to support the young person and ensure they are emotionally and physically safe in school, and during journeys to and from home to school.

Refer to The Equality Act 2010
To accompany appendices 8, 9, 10 and 11

Appendix 11

Responding to Parents and carers concerns.

Difficulties may arise with parents, who are concerned that issues relating to homophobia and essentially sexuality are being discussed in schools. If any parent raises a concern the researcher will be happy to discuss the research in more detail. From the onset the nature of the research will be made explicit and the researcher's contact details will be made available to all stakeholders connected to the participating schools. In all correspondence it will be made explicit that the research is a study looking specifically at YP perceptions of the name calling that occurs in schools. All parents are welcome to view the research questions and prompts for the focus groups. A policy of transparency will be adopted throughout the research process to ensure all those involved or in some way connected to the schools in which the research is being conducted is aware of what the research will entail, this approach will be adopted in the hope that risk will be minimised.

Focusing on homophobic language and highlighting the topic of homophobic name-calling in secondary schools may raise awareness of the issue and therefore parents and carers may respond unfavorably to the research.

If these instances do occur, it will be made clear by the researcher that the purpose of raising the issue of homophobic name-calling in schools is not to promote homosexuality or LGB issues but to raise awareness that will lead to the prevention of this form of bullying and feed into anti-bullying work. It will be acknowledged that this form of bullying is unacceptable.

It will be communicated that all pupils, regardless of their sexual orientation can become victims of homophobic name-calling, which should not be tolerated. It will also be made abundantly clear that the contemporary legislation, such as The Equality Act (2010), stipulates clearly that no one should be treated less favourably on the grounds of sexual orientation and this is a form of discrimination and therefore is not only immoral but also illegal. It is essentially a form of identity-based bullying/prejudicial bullying and therefore needs to be challenged, as does any other form of identity-based bullying, such as: gender, ethnicity, disability, age and religious following.

The equality and human rights commission (2010) report will be referred to: "no discrimination or identity based prejudice is acceptable."

Therefore, it is the law to recognize that all individuals, regardless of their gender, religious beliefs, age, ethnicity, disability and sexual orientation have a right to live a life free from discrimination, harassment and victimization.

The homophobic guidance published by Stonewall in 2007 clarifies when homophobic bullying, and name-calling occurs:

‘Homophobic bullying occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transgender people.’ The guidance identifies those who can experience homophobic bullying as:

- Young people who are lesbian, gay or bisexual (LGB).
- Young people who are **thought to be** lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay friends, or family, or their parents/carers are gay.
- Teachers, who may or may not be lesbian, gay or bisexual.

It will be stipulated, that if this language and name-calling goes unchallenged then there will be a perception that this form of prejudicial bullying is acceptable, when it should be treated on par with a sexist or racist incident, ensuring that the statutory rights of all individuals are made explicit, and highlighting the need to challenge homophobic name-calling in schools and promote tolerance of individual differences regardless of what these differences entail. Overall, schools’ as communities have a legal obligation to ensure all of their pupils are free from discrimination and bullying. The school as a community advocates an environment free from prejudice.

The school’s role

In the case where some parents may be resistant to issues of sexual orientation being openly explored and heterosexist and homophobic attitudes and behaviours being challenged. The school will need to use opportunities to explore attitudes with these parents and carers whilst making school policy and sanctions for those who are homophobic clear.

1) Parents and carers who are lesbian, gay or bisexual will want to feel welcomed into the school and feel that their children are safe in school and learning in an environment which acknowledges their family situation.

2) In addition, some parents and carers of children and young people who have to deal with the emotional turmoil of their child being bullied may also have to come to terms with their child’s sexual orientation at the same time.

In the two numbered points above there may be parents who are LGB or whose children are LGB who require further explanation and support. This research is intended to highlight that homophobic name-calling is not to be tolerated in schools. If parents/carers have concerns they will be given the opportunity to discuss them with the anti-bullying lead and myself. I would welcome the opportunity to discuss the research in more detail, ensuring that the research aims are transparent and the intent impact of the research fully supports national and local anti-bullying guidance

and also legislation.

For all these reasons, it is crucial that the school considers how best to give clear, unequivocal messages to parents/carers and to their local community concerning its policies and strategies in working towards maintaining a school environment which is inclusive of all sexual orientations. All of Us (2007)

Therefore the protocol for dealing with concerns raised by parents and carers should they arise will be: (subject to agreement/consultation with participating schools)

Parents and carers who are lesbian, gay or bisexual will want to

- 1) To offer a personal response in school or over the phone
- 2) To explain the purposes of the research in more detail – emphasizing that the research aims are to support prevention not promotion of these issues
- 3) To discuss contemporary legislation, such as The Equality Act (2010) and how this applies to the issues I am raising and compare it to other forms of identity-based bullying
- 4) To refer to guidance and the participating school's Anti-Bullying Policy
- 5) To re-assert that those who do not wish to be involved in the study are free to abstain and have freedom of choice whether to share their views.
- 6) It will also be made explicit that any form of discrimination or prejudice needs to be challenged in schools and beyond, with a view to creating tolerance.

Refer to The Equality Act 2010
To accompany appendices 8, 9, 10 and 11

Appendix 12
The Equality Act 2010

12) Sexual orientation

Sexual orientation means a person's sexual orientation towards— (a) persons of the same sex, (b) persons of the opposite sex, or (c) persons of either sex.

In relation to the protected characteristic of sexual orientation— (a) a reference to a person who has a particular protected characteristic is

a reference to a person who is of a particular sexual orientation;

(b) a reference to persons who share a protected characteristic is a reference to persons who are of the same sexual orientation.

CHAPTER 2

PROHIBITED CONDUCT

Discrimination

13) Direct Discrimination

A person (A) discriminates against another (B) if, because of a protected characteristic, A treats B less favourably than A treats or would treat others.

If the protected characteristic is age, A does not discriminate against B if A can show A's treatment of B to be a proportionate means of achieving a legitimate aim.

19) indirect discrimination

A person (A) discriminates against another (B) if A applies to B a provision, criterion or practice which is discriminatory in relation to a relevant protected characteristic of B's.

For the purposes of subsection (1), a provision, criterion or practice is discriminatory in relation to a relevant protected characteristic of B's if—

(a) A applies, or would apply, it to persons with whom B does not share the characteristic,

(b) it puts, or would put, persons with whom B shares the characteristic at a particular disadvantage when compared with persons with whom B does not share it,

(c) it puts, or would put, B at that disadvantage, and

(d) A cannot show it to be a proportionate means of achieving a legitimate aim.

The relevant protected characteristics are— age;

disability; gender reassignment; marriage and civil partnership; race; religion or belief; sex; sexual orientation.

Sexual orientation discrimination is— (a) discrimination within section 13 because of sexual orientation; (b) discrimination within section 19 where the relevant protected characteristic is sexual orientation.

Other prohibited conduct

Harassment

A person (A) harasses another (B) if—¹⁴

Equality Act 2010 (c. 15) Part 2 — Equality: key concepts Chapter 2 — Prohibited conduct

(a) A engages in unwanted conduct related to a relevant protected characteristic, and

(b) the conduct has the purpose or effect of— (i) violating B's dignity, or

(ii) creating an intimidating, hostile, degrading, humiliating or offensive environment for B.

A also harasses B if— (a) A engages in unwanted conduct of a sexual nature, and (b) the conduct has the purpose or effect referred to in subsection (1)(b).

A also harasses B if— (a) A or another person engages in unwanted conduct of a sexual nature or

that is related to gender reassignment or sex,

(b) the conduct has the purpose or effect referred to in subsection (1)(b), and

(c) because of B's rejection of or submission to the conduct, A treats B less favourably than A would treat B if B had not rejected or submitted to the conduct.

In deciding whether conduct has the effect referred to in subsection (1)(b), each of the following must be taken into account—

(a) the perception of B; (b) the other circumstances of the case;

(c) whether it is reasonable for the conduct to have that effect.

The relevant protected characteristics are— age;

disability; gender reassignment; race; religion or belief; sex; sexual orientation.

Victimisation

A person (A) victimises another person (B) if A subjects B to a detriment because—

(a) B does a protected act, or (b) A believes that B has done, or may do, a protected act.

Each of the following is a protected act— (a) bringing proceedings under this Act; (b)

giving evidence or information in connection with proceedings under

this Act; (c) doing any other thing for the purposes of or in connection with this Act;

(d) making an allegation (whether or not express) that A or another person has contravened this Act.

Giving false evidence or information, or making a false allegation, is not a protected act if the evidence or information is given, or the allegation is made, in bad faith.

Equality Act 2010 (c. 15) Part 2 — Equality: key concepts Chapter 2 — Prohibited conduct

This section applies only where the person subjected to a detriment is an individual.

The reference to contravening this Act includes a reference to committing a breach of an equality clause or rule.

Appendix 13
**APPLIED EDUCATIONAL AND CHILD PSYCHOLOGY DOCTORATE
(AECPD)**

RESEARCH PROPOSAL FORM

(TO BE COMPLETED BY TEP)

Name: **Will Cross**

Date: **17/05/2011 amended 8/7/2011**

This form should be completed once the research area has been agreed with the Local Authority supervisor and university tutor. Completion of all parts of this form should be undertaken in approximately 2,000 words.

1. Preliminary Working Title of Thesis

This will be refined and revised as required as your research progresses.

- An investigation into young people's (YP's) perceptions of name calling in secondary schools: Homophobic intent or harmless banter?
- OR
- YP's perceptions of name calling across age and gender: Homophobic bullying (HB) or harmless banter.
- OR
- Homophobic bullying in secondary schools: a cross age and gender analysis into YP's views of name-calling.

2. The Focus of the Research

What are you going to research?

The research will be an exploratory study that will focus on gathering the perspectives of YP in relation to name-calling in secondary schools, looking to see whether there are any discernable differences in opinions across different ages and between genders. This focus will be used to ascertain whether YP perceive name-calling within their schools to be homophobic language i.e. terms such as "gay", "that's so gay" or harmless banter with no significance to sexual orientation and no intention to harm. Stonewall, the LGB charity have conducted surveys into homophobic language across schools and colleges within the UK and findings from two of their reports, Challenging homophobic language (2009) and The School Report (2007) indicate that homophobic language is endemic/commonplace in schools and is the most frequently reported form of HB. YP use H language everyday and this is not just aimed at those who are openly gay, but other's whose sexual orientation is perceived to be gay, or behave in a particular way.

There appears to a lack of clarity whether the name-calling used is a form of HB or common discourse used as an insult to something or someone but without referring to actual or perceived sexual orientation. Stonewall's publications stress the need to challenge the use of

homophobic language in schools, however, findings from their research suggest that the homophobic language is often dismissed by YP (and school staff) as harmless banter and said with no homophobic or harmful intent. Therefore, an aim of this research is to gain the YP perspective on the use of homophobic language in schools to gain a greater understanding of its use and intent. In addition to discovering why the language is used, whether the language is perceived by the YP as offensive and who it is offensive to and what influences the use of the language.

I am interested to understand YP's constructions/perceptions of homophobic language and whether the language used in schools is perceived as a form of HB – i.e. terms such as “gay”, “that’s so gay” or used with no homophobic or harmful intent, i.e. between friends as harmless banter. I am also interested to discover whether there is any difference of opinion between genders and age. For instance, how do YP's perceptions differ (if at all) over age, looking at a developmental perspective, and what differences exist (if any) between gender. What are the differences influences and intent and reasons for use between different ages and gender? How is the name-calling received by the YP? (What does it mean to those who it is aimed at)?

- YP's views will be explored and gathered from single-sex focus group methodology (6-8 participants in each group) 2 focus groups of year 10, (1 male and 1 female) and 2 focus groups of year 7 (1 male and 1 female). Sampling will be determined by looking at predicted grades of the pupils to reduce the likelihood of getting a biased sample and in order to ensure a range of achievement levels and a cross section of the school year population are chosen.
- The following areas will be explored:
 - YP perception of name calling in schools and whether Homophobic language/name-calling occurs in schools
 - Why Homophobic language/name-calling occurs? Why is it used?
 - What is the intention of name-calling?
 - If language/name-calling used is perceived as HB by YP
 - Who/what language is aimed at?
 - YP personal views of the use of Homophobic language/name-calling in schools and its impact – is the language/name-calling offensive (who to?)
 - What influences the use of Homophobic language/name-calling (why do YP use the terms)
 - How is the name-calling received by the YP?
- Findings from the study will be analysed through Thematic analysis (Braun and Clarke, 2006)
- Incorporating psychological theory such as Social Identity Theory (Tajfel, 1972) and Social Representations (Moscovici, 1976) as a way of explaining the use of Homophobic language
- Stigma around homosexuality, identity, in-group-out-group, discrimination, prejudice,

3. **Justification for the Research**

Why do you want to undertake this research? How does it relate to current LA/EPS priorities?

Why do you want to undertake this research?

- I want to undertake this research as HB and the use of homophobic language is an important area that is largely under-represented in anti-bullying policy and practice within schools
- There is currently a lack of acknowledgement regarding HB in school anti-bullying policies and also inconsistencies in how incidents are recorded or responded to. I have decided to

focus on homophobic language as it is the most prevalent form of HB, and in doing so, I may extract information that may help to reduce incidents of homophobic language in the participating schools and beyond (see section 9 of this proposal).

- By and large, HB is not given the same attention or acknowledgement as a form of bullying when compared to other bullying, such as racial bullying and racist name-calling, there is therefore a need to raise awareness regarding HB within schools at whole-school level (policy and practice).
- I have personal experience of school's ineffectiveness in dealing with incidents involving Homophobic language, this previous experience is a motivator for me to help facilitate change
- There is a distinct lack of national EP representation in the area of anti-HB work and in particular challenging homophobic language
- I want to access the YP's perspective to ensure that their views are known and heard, which could also contribute to future decision making processes within the school in relation to HB incidents, thus *increasing the prospect of creating an inclusive school ethos regardless of sexual orientation* (Safe for All, 2001).
- The majority of research into the use of homophobic language concentrates specially on prevalence and types of Homophobic language, from an adult perspective (school staff) or from LGB YP. This research will focus on the mainstream perspectives of YP to help elucidate further understanding why homophobic language is prevalent in secondary schools, looking specifically at its use and intent.
- There is also very little published research evidence that documents YP perceptions of homophobic name-calling over different ages and between gender. I therefore, wish to research whether there are discernable differences in YP views over age and whether there is a difference between genders.

How does it relate to current LA/EPs priorities?

- Supports the development plans and targets in the LA/EPs Children and Young People's Partnership, Anti-bullying Strategy, 2010 – 2013
- Bullying is one of the key priorities (NI69) 'Reducing instances of bullying' in the Children and Young People's Plan within the LA/EPs
- Focusing on HB fully supports the LA/EPs priorities in Hate Crime agenda within the LA/EPs
- Support the national agenda as described The Children's Act 2004 particularly Be Healthy and Stay Safe – ensuring children and young people are safe from bullying and discrimination.
- The Education and Inspections Act, 2006 – which encourages good behaviour and respect for others and in particular, highlights the prevention of all forms of bullying.
- The Equality Act 2010, sexual orientation.

4. **Key Research Questions**

What do you hope to find out from this research?

- To understand why verbal abuse/name calling is used in schools through asking questions to YP to illuminate what is going on when homophobic language is used, who is the language aimed at, what does the language mean to the YP, what are YP views of name-calling, what are YP views on why homophobic language is used in schools, is the language used homophobic in nature, and according to the YP, what influences YP decisions to use homophobic language.

- Gain valuable information regarding homophobic language at a level where it is operationalised (where it occurs and who it affects at grass roots) and to gain a greater understanding of why homophobic language is used and occurs in schools, from a YP perspective
 - To identify themes that may indicate why, where, when homophobic language occurs in school
- I would like to explore YP's views/perceptions on homophobic language in schools, to ascertain whether the language used is intentionally homophobic and offensive in nature, or whether language used has become a socially accepted (and constructed) form of discourse used by YP, which, is not necessarily related to actual or perceived sexual orientation and therefore, not intended deliberately to be offensive, abusive or harmful
 - I hope to find out what the language/name-calling used in schools means to YP, what they consider to be homophobic or harmless banter and where these views stem from (influences from external sources).
 - Questions are influenced and informed by literature and issues raised from previous research studies (Rivers, 2001, Stonewall publications, 2007, 2008 & 2009).

Possible main research question/s:

For focus groups

- 1) *What are YP perceptions of name calling in secondary schools?*
- 2) *Are there any differences in YP's perceptions of name-calling in schools, over age and between genders? (Do males and females have different opinions over name-calling? And are there different opinions over age?)*
- 2) *Is the name-calling used in schools perceived by YP to be (harmful and intentionally) homophobic in nature? (Use of homophobic language) Or Do YP consider the name-calling used in schools to be homophobic in nature? (I.e. is it intentionally used to be harmful?)*
- 3) *Why does homophobic name-calling occur in school? Why do the YP feel it is used? (What are the reasons/purpose for using the language?) (Intention). What does the language mean/imply?*
- 4) *According to YP, what constitutes homophobic language/name-calling? What are the criteria, if any? What makes name-calling homophobic?*
- 5) *Do YP think using this language is a form of bullying?*
- 6) *What influences YP to use homophobic language in schools?*

Sub-questions/prompts: (questions will be reworded for year 7's and year 10's)

Introductory question: What types/examples of name-calling do you hear in school?

- What do you consider of the word "gay?" (Or other names the group may have already donated).
- Do you hear the word 'gay' being used in name-calling in school? (Only ask if not previously mentioned)
- Why do you think some people are called 'gay' in school and others are called different names?
- What do you think the reasons are that YP get called these names?
- Why do you think these names are used, (Why do you think Homophobic language/name-calling occurs in schools)?
- What is the purpose of the language/name-calling? (Intent: banter or harmful intent),
- What does it mean/imply, are they homophobic? (Define homophobic). What do you know about the term homophobic?
- Do you think this name-calling is intentionally offensive and harmful? Who to? (Is the language intentionally used by YP to be homophobic in nature)?

- Can you think of any other names people use in schools that could be described as homophobic? Or Is there any other name-calling that occurs in school you think is homophobic?
- Is this kind of name-calling used by YP in schools seen as homophobic by other YP?
- So, is this language a form of bullying?
- Why are these examples homophobic, what makes them homophobic? How do you know they are homophobic?
- What influences YP to use Homophobic language in schools?
- How do the views come about? What is said? What are your feelings about the name-calling?

5. **What is Already Known About What You Propose to Research?**

Who are the key writers and what are the key texts you have identified so far? Which ideas have you found most helpful? How have they refined your thinking? For this initial exercise, focus on six to eight texts.

Key literature in relation to HB derives from Stonewall; the LGB charity, which has produced various guidance documents to help schools challenge HB, including the use of Homophobic language. In Stonewall's Teacher Report (2006) it was reported that HB is 3 times more prevalent than racial bullying in schools. In a further Stonewall report published in 2007, it was documented that the most prevalent form of HB was the use of homophobic name calling, in particular the use of the words "you're gay", and "that's so gay" was reported to be endemic and common everyday language in schools across the UK. School staff were reported hearing homophobic insults on a daily basis, however, these insults were not just aimed at LGBT pupils but also those perceived as gay, those that study too hard or those that appeared different from the majority. Further evidence documented by Rivers (2001) from a retrospective study of LGB adults reported that 85% men (129), 27 (69%) women of sample experienced stereotypical representations of homosexuality and name-calling, which was perpetrated by groups of peers rather than individuals.

Findings from Stonewall's (2007) School report which surveyed over 1500 LGB pupils in schools, reported that 97% of pupils frequently hear homophobic insults such as "poof, dyke, queer and bender" and 94% gay boys, 90% gay girls' experienced homophobic language and name calling as a result of their sexual orientation. The report documents some interesting findings including the claim that in schools where homophobic language is challenged, gay YP are 60% less likely not to have been bullied.

Stonewall's most recent report, Challenging Homophobic Language (2009) looks to provide guidance in creating an inclusive school culture where Homophobic language is not tolerated. This document was the most influential in helping me to refine my research focus and encouraged my thinking that homophobic language is not just targeted at LGB pupils but also others that do not necessarily fit into the perceived normality of the majority or stereotyped gender norms.

For this research I wanted to look at the wider societal influences that may encourage YP to use homophobic language in schools and there is some evidence that supports the notion that societal attitudes foster HB. Buston & Hart, (2001) and Warwick and Douglas (2001) suggest there is a need to address negative views of sexual orientation/prejudice found in society and change prevailing sexist cultural norms. These documents helped me to look at homophobic language as something that has, over time, become embedded in society and is played out in

different communities, including the school community. I wanted to discover the purpose of the language and whether the use of the language was an accepted and shared form of discourse for YP to show disdain to a LGB person or as having no harmful intent and not associated to the recipient's sexual orientation (harmless banter).

There is evidence that suggests YP may not be aware of the hurtful consequences of using homophobic language (Duncan, 1999; Thurlow, 2001). In particular Thurlow (2001) found that homophobic terms were rated by YP to be less taboo and offensive than racial abusive terms, which contradicts Stonewall findings.

Overall, the Stonewall resources have been informative and helped me to map out where the gaps and issues of contention lie within the area of HB and the use of homophobic language in schools. They were a starting point to enable me to clarify my research focus.

Furthermore, HB is of contemporary interest, where there have been recent developments in both policy and legislation that gives strength to anti-HB practice. In April 2010 George Osborne, pre-election, announced new plans to do more to address HB and homophobic language in schools, advocating tougher responses on homophobic bullying that gives Head Teacher's more power to permanently exclude bullies. However, my views are that YP need re-educating and made aware of the harmful effect of homophobic language, regardless of its intent; rather than shifting the problem of homophobia from schools into the community through excluding the perpetrators. The Equality Act 2010 has reemphasised the legal context and unlawfulness of discriminating or treating someone less favourably on the grounds of sexual orientation. The White paper: The Importance of Teaching 2010, acknowledges prejudiced based bullying such as HB is on the increase and more needs to be done to tackle it. Finally, a recent report written for the Equality and Human Rights Commission (2010) highlighted that identity based bullying, such as HB was on the increase, and the report suggested verbal bullying is still most common type of bullying associated to HB; echoing Stonewall's findings from 2007.

During my literature search, I noticed that a great deal of research within the area of reporting and documenting HB incidents looked largely at the perspective of the LGB pupil, or from staff perceptions within schools; a noticeable gap with HB literature centred on the mainstream YP perspective. Therefore, for this research I was interested in gaining the mainstream YP perspective to discover the use of homophobic language in schools. The following research was helpful in me deciding to pursue this cohort as my sample. Stand up for us (2004); Safe for All (2006) recommend giving pupils a voice, getting them actively involved in anti-bullying work as does Stonewall's Challenging Homophobic language (2009) document, which calls for pupil participation to help understand the offensiveness of homophobic language and get them involved in initiatives to tackle homophobic language. Cowie and Jennifer (2007) suggested that researchers and practitioners need to take into account the perspective of the YP if any anti-bullying work is to prove effective, and by including YP within my research I hope to illuminate homophobic language at its grass roots.

A further noticeable gap in the published literature was data relating to whether there are differences in YP's opinions and perceptions about homophobic name calling over age and between genders. For instance is there a particular age/stage that homophobic language becomes more prevalent? Does one gender use homophobic name calling more than the other? However, the research is not contemporary. In 2001 Thurlow found that males reported more homophobic pejoratives than girls, and boys rated them more seriously. Wang et al (2009) boys were involved in verbal bullying more than girls, girls, tend to be involved in relational bullying. Boulton et al (2002) found that verbal bullying was more prevalent in year 7 than year 9 but no significant sex differences emerged on these measures. Naylor et al (2006) found that much of

the gendered bullying and harassment was conducted within same-sex peer groups, with girls positioning other girls and boys positioning other boys as 'outsiders' and 'others', there was also a case of girls bullying 'failed males'. However, much of this research does not centre on homophobic name calling bar Thurlow's 2001 study. I therefore, believe this is a gap in current research and wish to explore whether there are differences in YP perceptions of homophobic name-calling across different ages and between genders.

6. What Approach and Method Will You Hope to Employ?

How will you carry out the research? What methodologies and methods will you seek to use? Why these and not others?

How will you carry out the research?

- I intend on implementing a constructionist approach to the research project, where the individual perceptions, beliefs and viewpoints of YP will be explored, shared and elaborated on during Focus Group methodology. It is hoped that the focus group will enable me to gather rich, qualitative data. This qualitative data will enable me to collect descriptive narratives/constructions and personal stories which should lead to a greater understanding of homophobic language in schools.
- Each focus group will be asked the same open and semi-structured questions regarding the use of homophobic language in secondary schools (questions will be rephrased for younger participants). Each focus group will contain the similar number of participants (6 – 8) with year 7 and 10 students. There will be 4 focus groups in total – 2 female only groups (1 year 7, 1 year 10), 2 male only groups (1 year 7, 1 year 10),
- Sessions will be recorded via audio and responses later transcribed and thematically analysed.
- Focus groups will include group rules (agreed between participants) ensuring a safe and confidential forum
- A member of the school staff will be present who the YP know (in a non-participant capacity), to ensure protocol is followed in the event of a disclosure or if confidentiality rules are breached. This member of staff/ and the researcher will be responsible for safeguarding the YP during and following the YP's participation in the study in liaison with myself

What methodologies and methods will you seek to use?

- Focus group methodology, where themes will be extrapolated using a thematic analysis approach.
- Following the extraction of themes from the focus group/thematic analysis to gather information regarding YP's perceptions of name-calling in secondary schools and the use of homophobic language.

Why these and not others?

- I wish to use a methodology that extrapolates feelings, thoughts, experiences and perceptions in relation to HB using an interpretivism/constructionist approach to gain a richer and deeper understanding of how homophobic language is perceived by YP and why homophobic language occurs within the schools from a YP perspective.
- Focus groups will generate richer discussion in relation to Homophobic language than individual interviews, because group members will build on ideas donated and discussed by other group members, rather than running the risk of receiving a "don't know" response from other forms of methodology. The in-depth synchronous discussions from the focus

groups can lead to issues being further probed, and non-verbal responses can be noted. Focus Group methodology and will also be quicker to administer than individual interviews.

- I also consider Focus group methodology a suitable and appropriate methodology for this research, to illuminate and extrapolate YP perceptions regarding homophobic language, as the information exchange and collection will be synchronous, and there will be opportunities for me to clarify perspectives and comments, encourage dialogue, whereas using an asynchronous methodology these opportunities will be missed.

7. What Timetable Will You Hope to Work To?

What do you need to do? How long will this take? What difficulties might you expect to meet? How might you plan for these?

To do	Duration	Difficulties	Plan of action
Complete proposal form	JULY	Research remit	
Complete ethic form	JULY	Sensitive issue may cause concern	
Gain ethical approval	Start of August – pilot in September	Sensitive issue may cause concern	
Devise questions for interview and focus groups	July		Need to read literature in more depth – prior to devising questions and foci of data collection
Devise consent forms etc	July		
Identify schools	July/August	Not gaining consent or identifying school who wishes to participate	
Identify participants	After ethical clearance September	Not gaining consent or identifying participants who wishes to participate	
Literature review	By end of August		
Find out about method	May		
Write method	By end of August		
Fieldwork (data collection)	September (Piloting study), October - November		
Analysis	November/December		
Discussion	December/January/February		
Conclusions	March		
Presentation/public domain briefing	February/March		

8. What Ethical Issues Might Your Research Entail? What Can You Do About Them?

Use the ethics form EC2 to help to complete this section

Issues might include informed consent, access, confidentiality, terms of involvement, withdrawal, status relationships, data ownership, thesis accessibility, etc.

- **Ethics form to follow:**
- Ethical implications will include approaching schools in relation to a sensitive issue, and gaining consent to work with YP within the school,
- Advertising and writing and sharing ethical considerations for young people
- Forging links with a key person in each school: recruiting young people within the school to participate within the research, ensuring all participants are briefed on focus and content of research – transparency of remit of study
- Gaining signed consent – from YP (assent) and parental consent
- Making confidentiality and anonymity explicit – data protection Act 1998
- Ethics, equality of opportunity, politics and values
- Making right to withdraw explicit – terms of involvement
- Setting up ground rules during focus groups – no names to be used
- Recording of conversations (audio and video) and ethical implications of this (e.g. if someone agrees to be recorded but later asks to withdraw from research, I will need to keep their contribution until the whole thread of information has been analysed, however, their contribution would not be used in the research)
- Collection and storage of data, coding of data to ensure anonymity, destruction of data
- Explanation of my role and purpose of research – being transparent
- Who will have access to the data – who will own the research – make this explicit
- Feedback at the end of the study – sharing findings – thesis accessibility (public domain briefing in lay-people's terms)
- Complaints procedure – LEA and University contacts – protocol will be shared during introductions
- Potential risks and benefits: disclosure of HB, or “coming out” within sessions, or after findings have been gathered
- Potential risk of accessing a faith-based response which is essentially anti-gay and also homophobic in nature.
- Offering Debriefing sessions to focus group participants
- Re: BPS and HPC code of ethics: referral to these documents will shape my research

9. To Whom and How Will You Report Your Findings?

For what purposes and in what forms? What do you hope will be its impact?

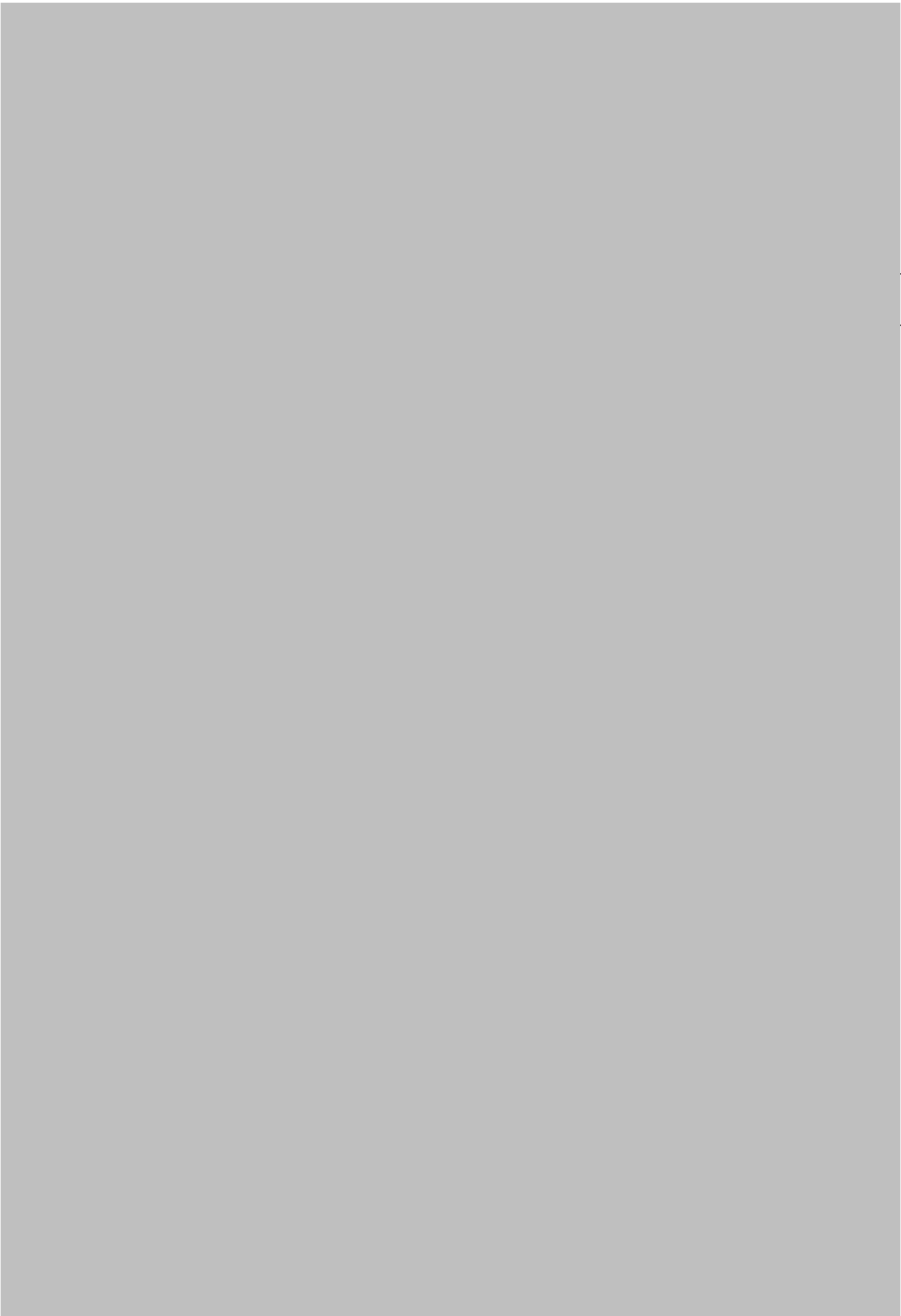
- The findings of the research will be shared with all stakeholders and participants connected the research. Furthermore, findings will be shared with school staff, including the lead for anti-bullying in each school and recommendations for future practice will be shared
- Information and findings from the research will be shared with the young people who participate within the research – this could be through a focus group forum or through a Powerpoint presentation which could form the focus of the public domain briefing
- Furthermore, regular progress and findings of the research will be shared with the PEP of the EPS periodically to ensure they are aware of any developments, through email and phone conversations
- I will develop this work alongside the county's anti-bullying lead who has experience of devising resources on prejudicial bullying, an EP with anti-bullying responsibilities and area manager for hate crime incidents.

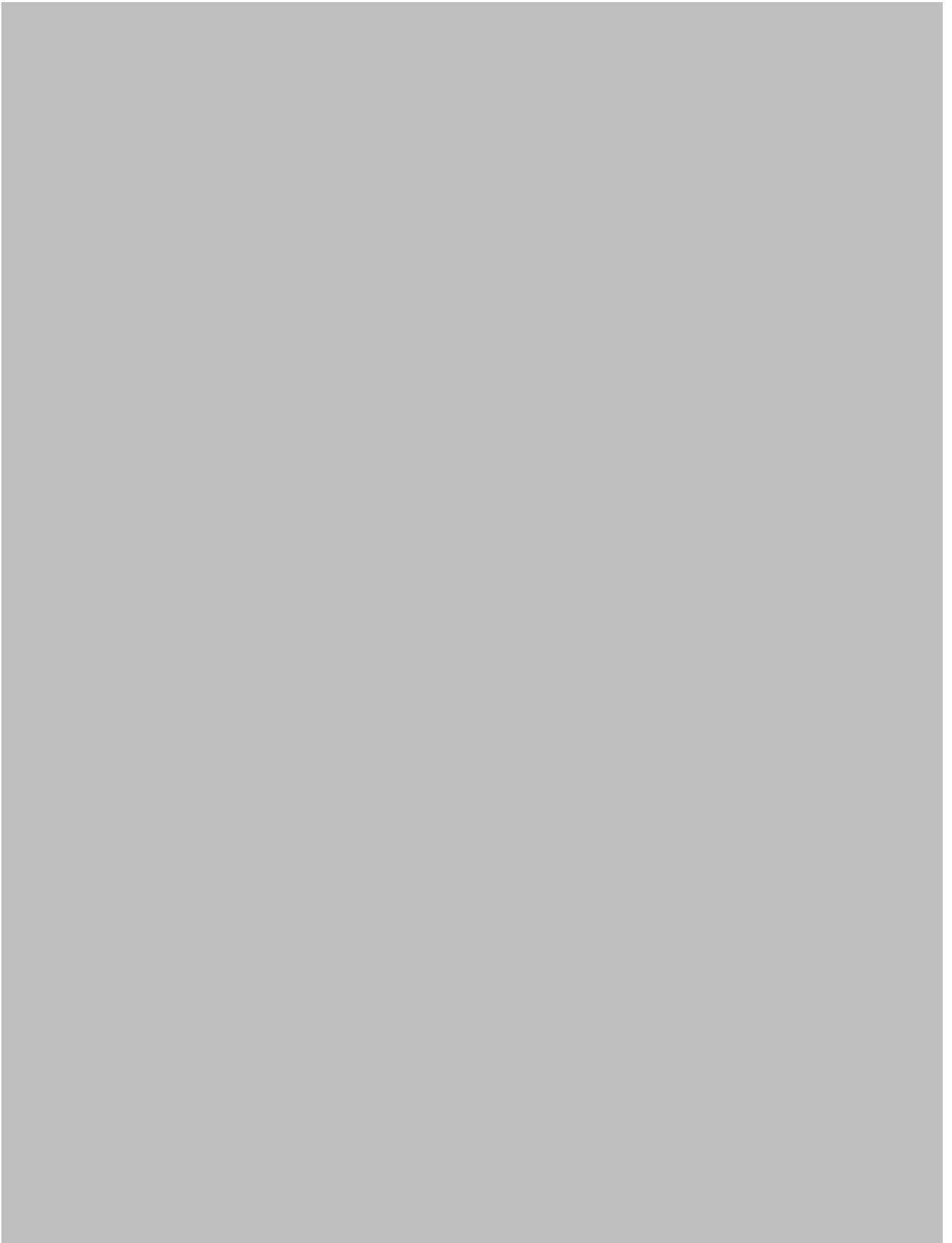
Purpose and impact

- Intention is to gather information from YP that can be used to support AB whole-school work into challenging homophobic language
- Themes (from thematic analysis) will be explored/extrapolated from YP responses that will elucidate/highlight where specific support can be given
 - In curriculum
 - Policy
 - Locations in school (time & place)
 - Staff training
 - Pupil support
- To identify key themes in YP views of homophobic Language, which in turn, could be used to devise suitable & focused interventions to challenge homophobic language in schools (research suggests homophobic language goes largely unchallenged, and most HB is verbal (name-calling) but can escalate into physical assault if not challenged (Safe for All: best practice guide)
- To find practical ways to contribute to the development of services to challenge homophobic language in schools
- To promote YP's voice and enable YP to be active participants in Anti HB work
- To provide guidance on how practice in challenging homophobic language might be improved in the school environment
- There is an intention to use the information from this research to inform anti-HB work and ways in which homophobic language can be addressed in schools.
- Research suggests that in schools where homophobic language is challenged – LGB YP are 60% less likely not to experience bullying (School report, Stonewall, 2007)
- I also hope to discover new knowledge that will build on the existing literature and theory base within homophobic bullying in relation to age and gender.

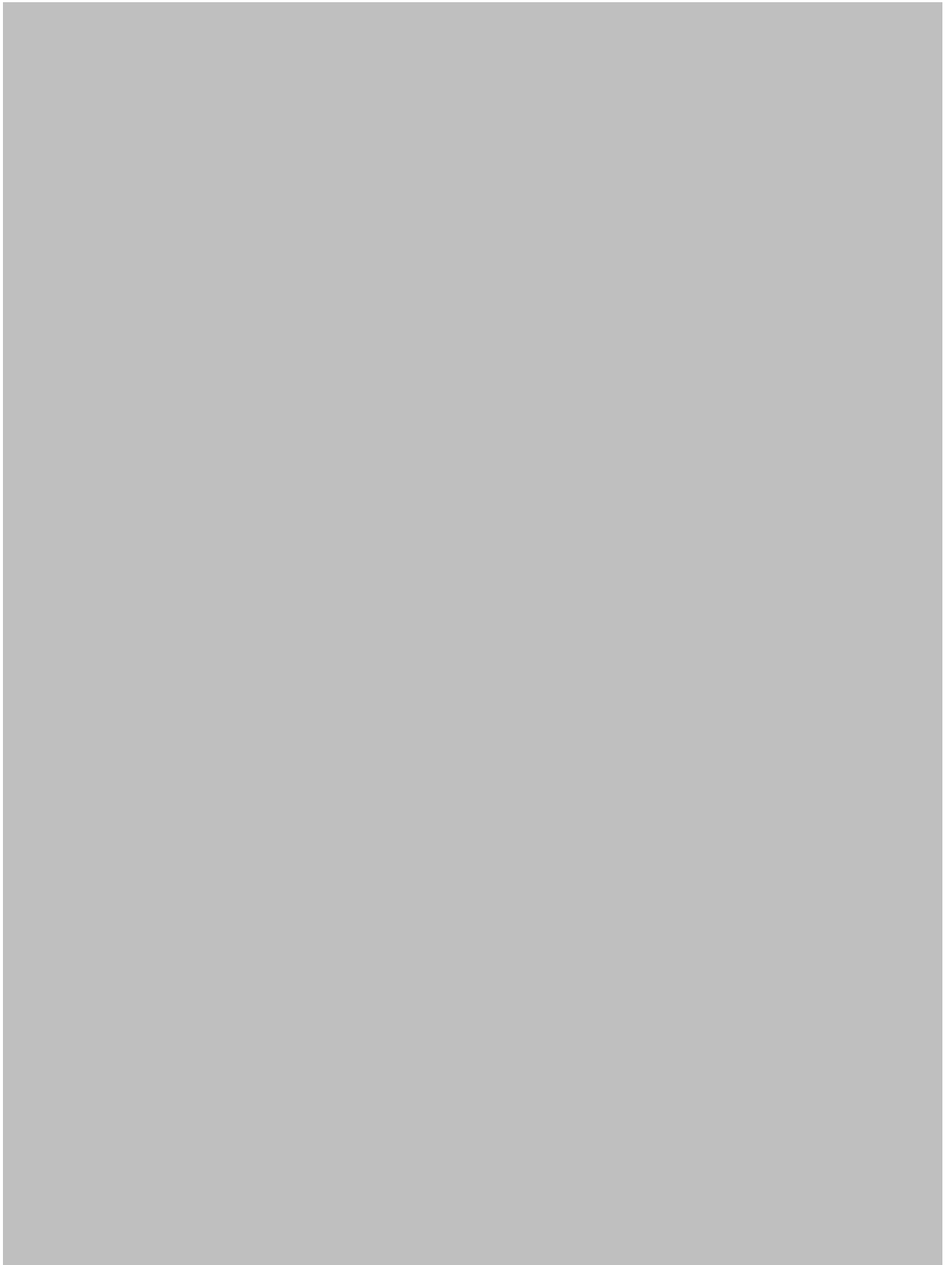
APPENDIX 14

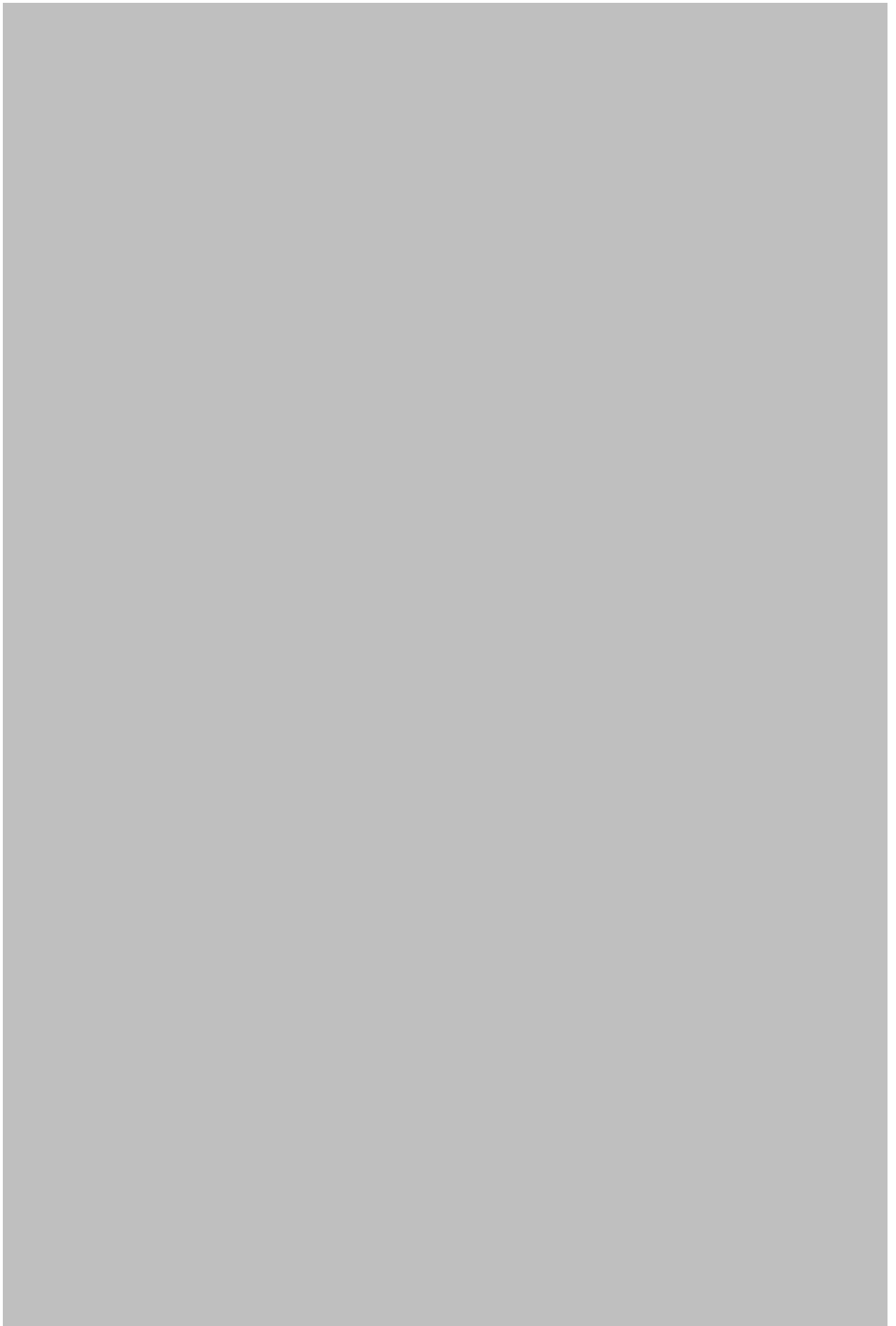


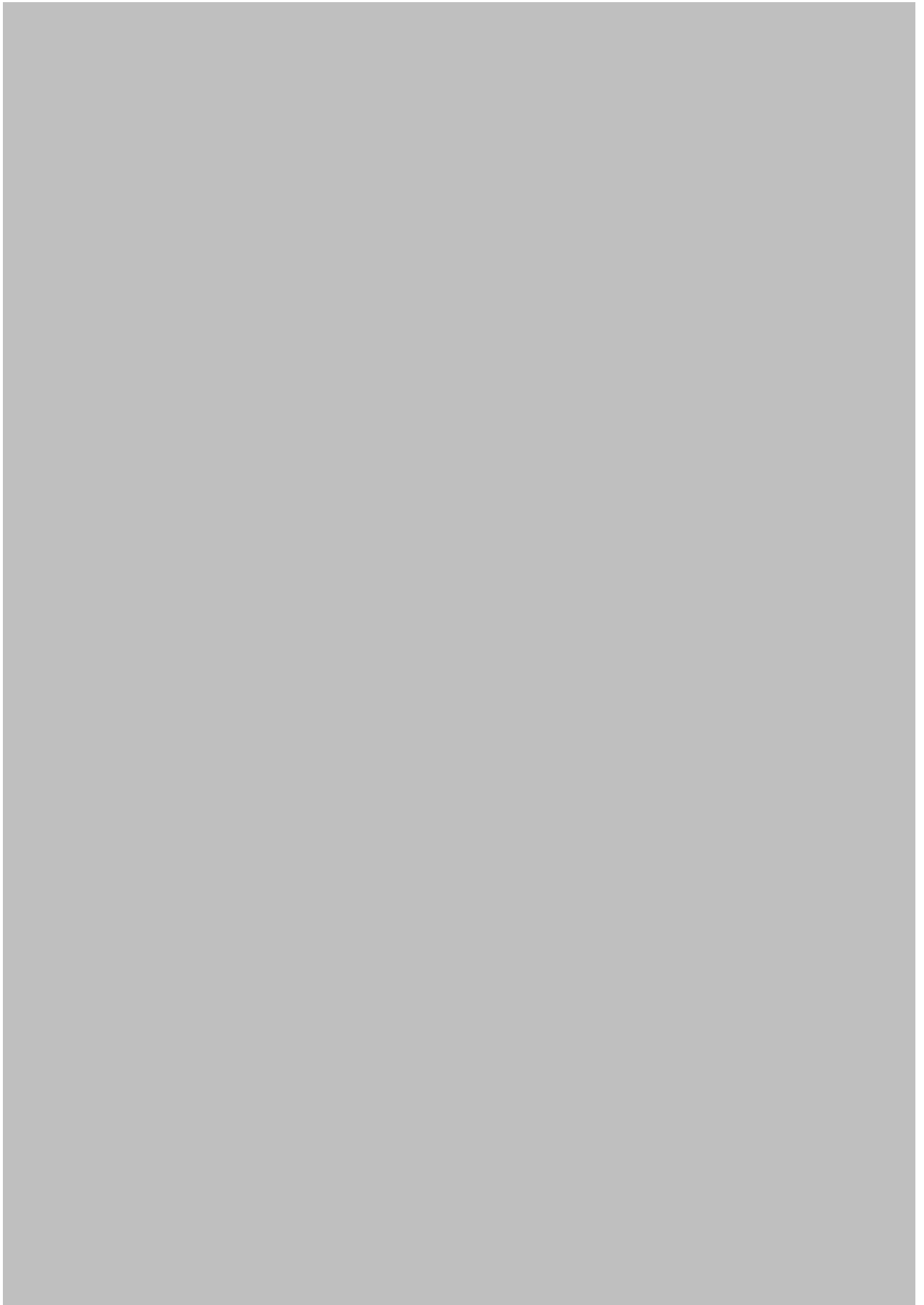


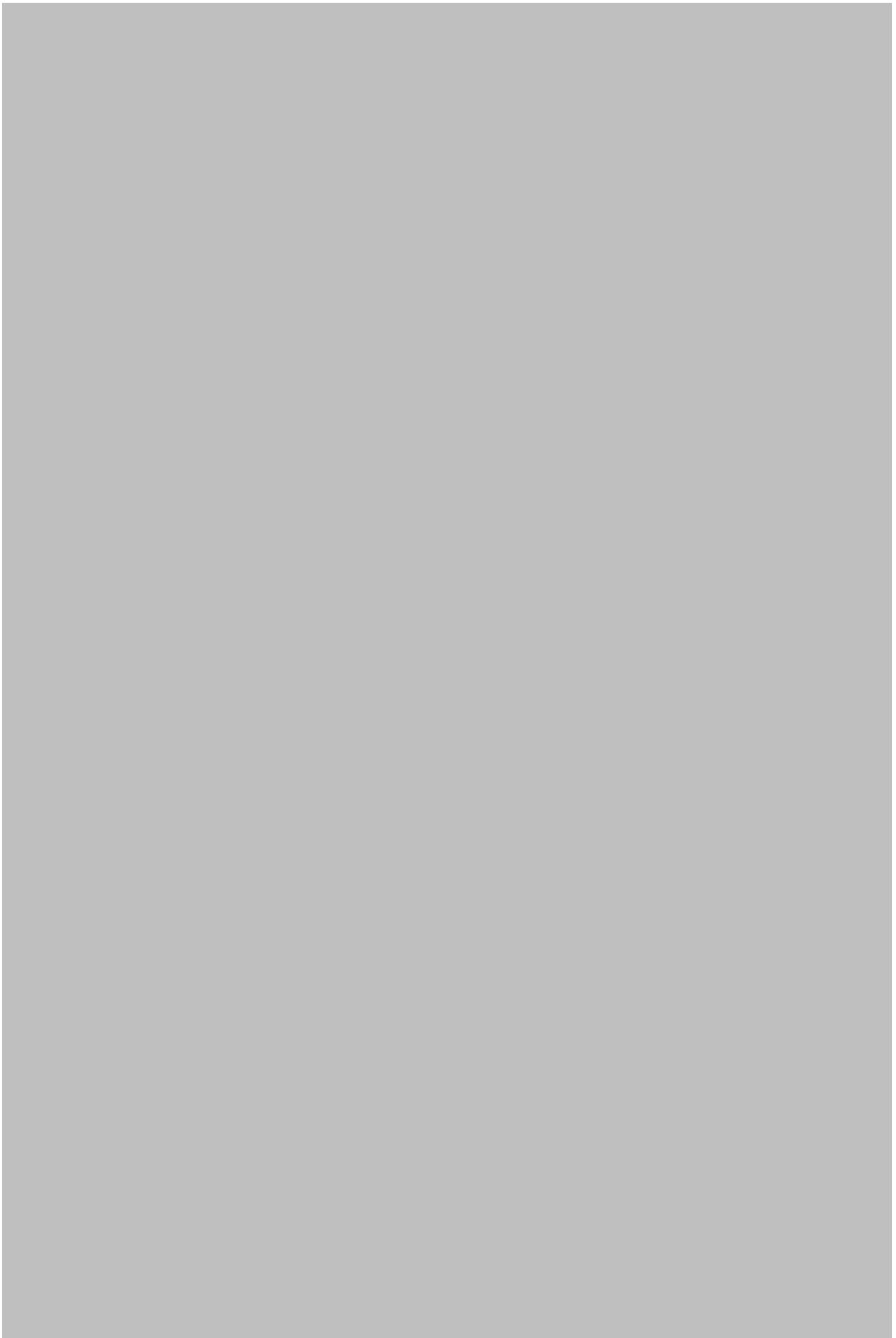




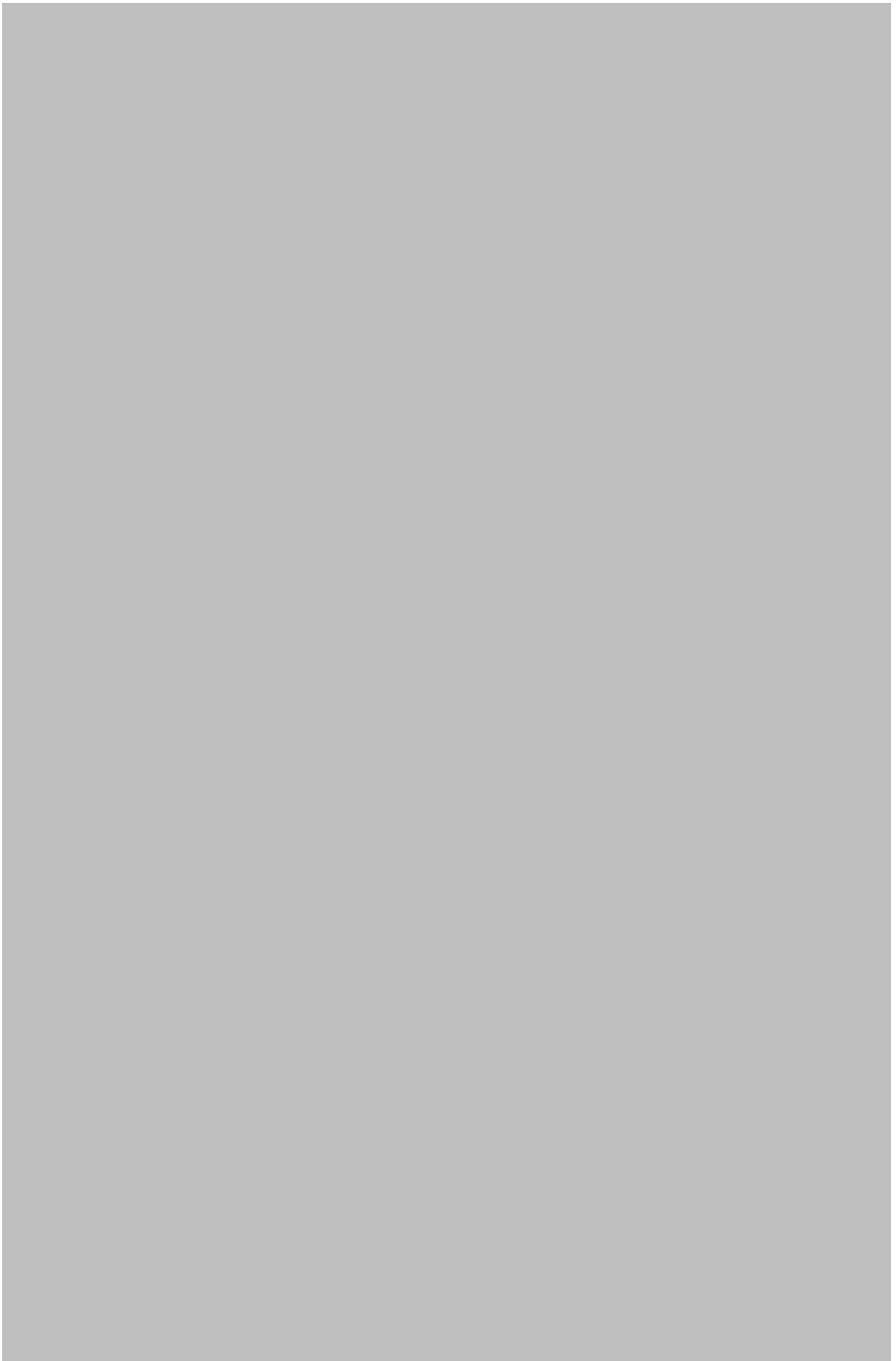


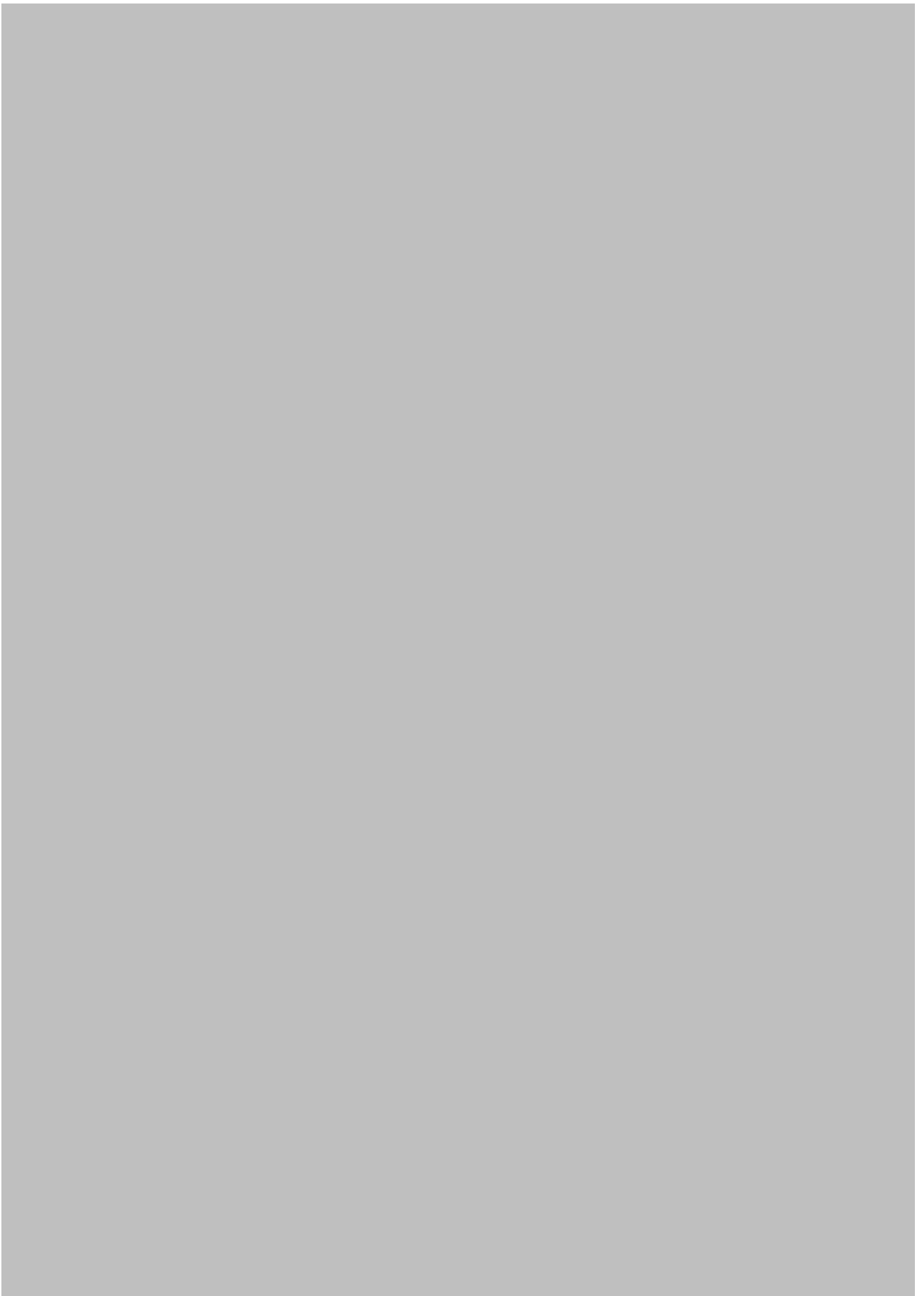


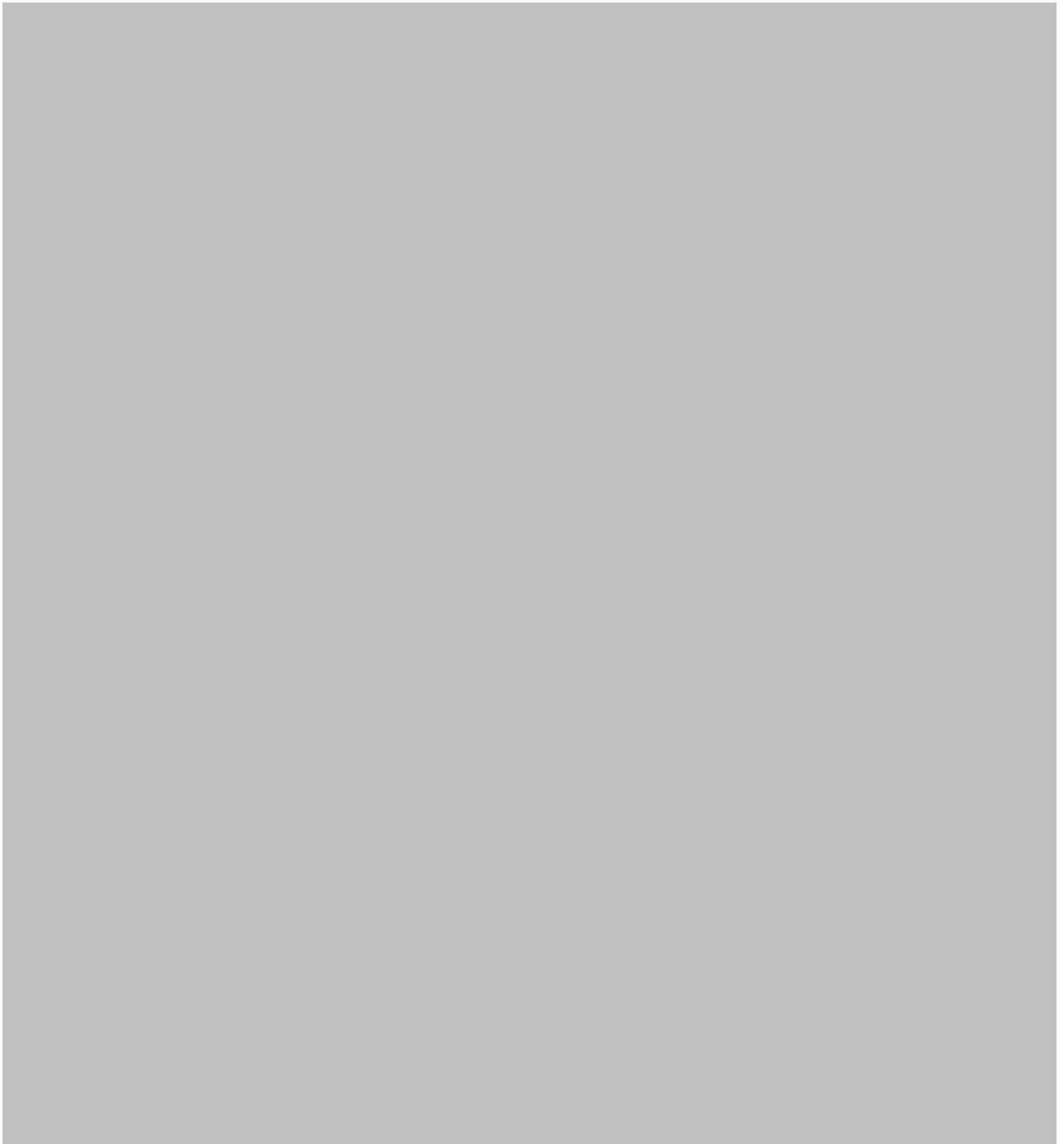


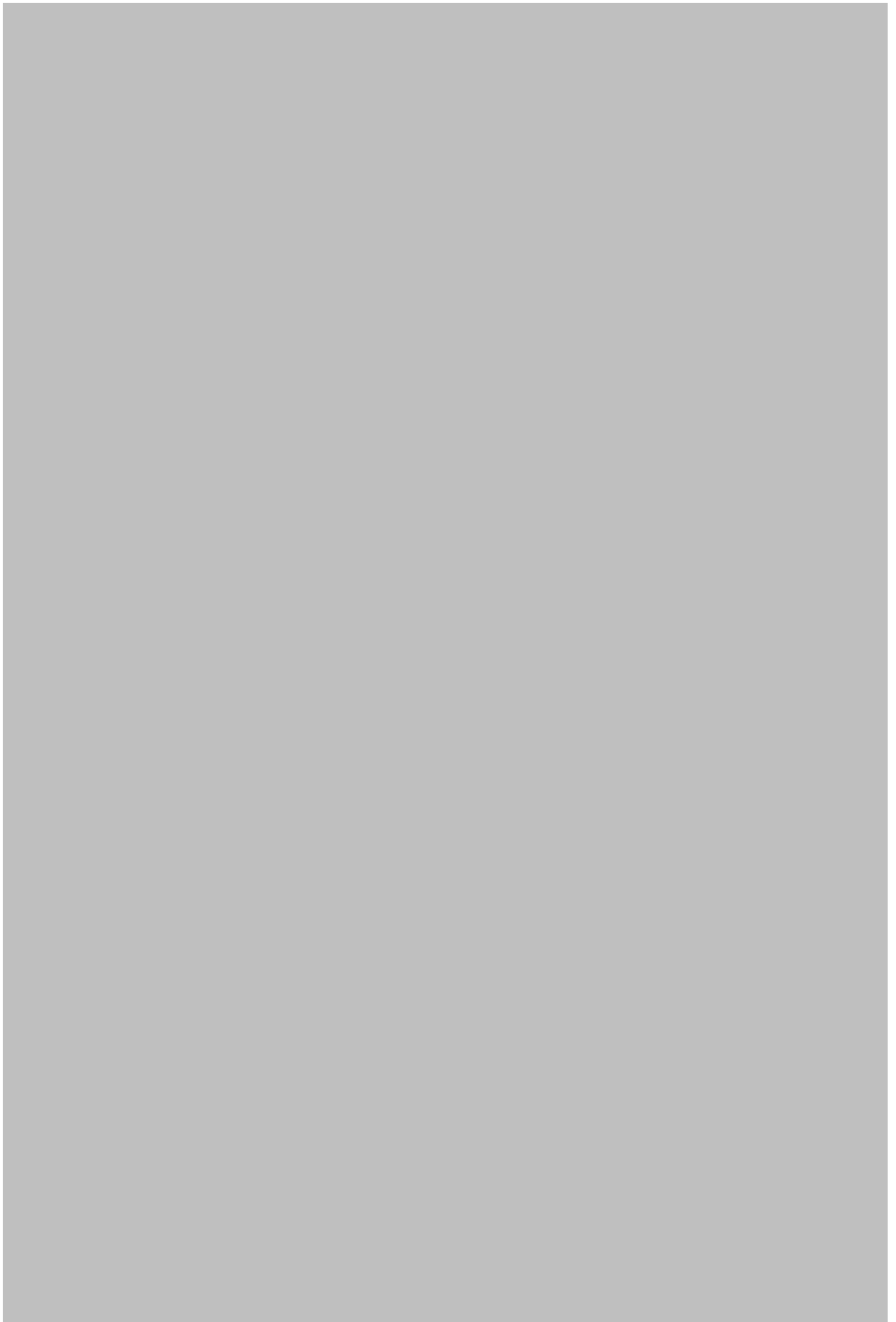


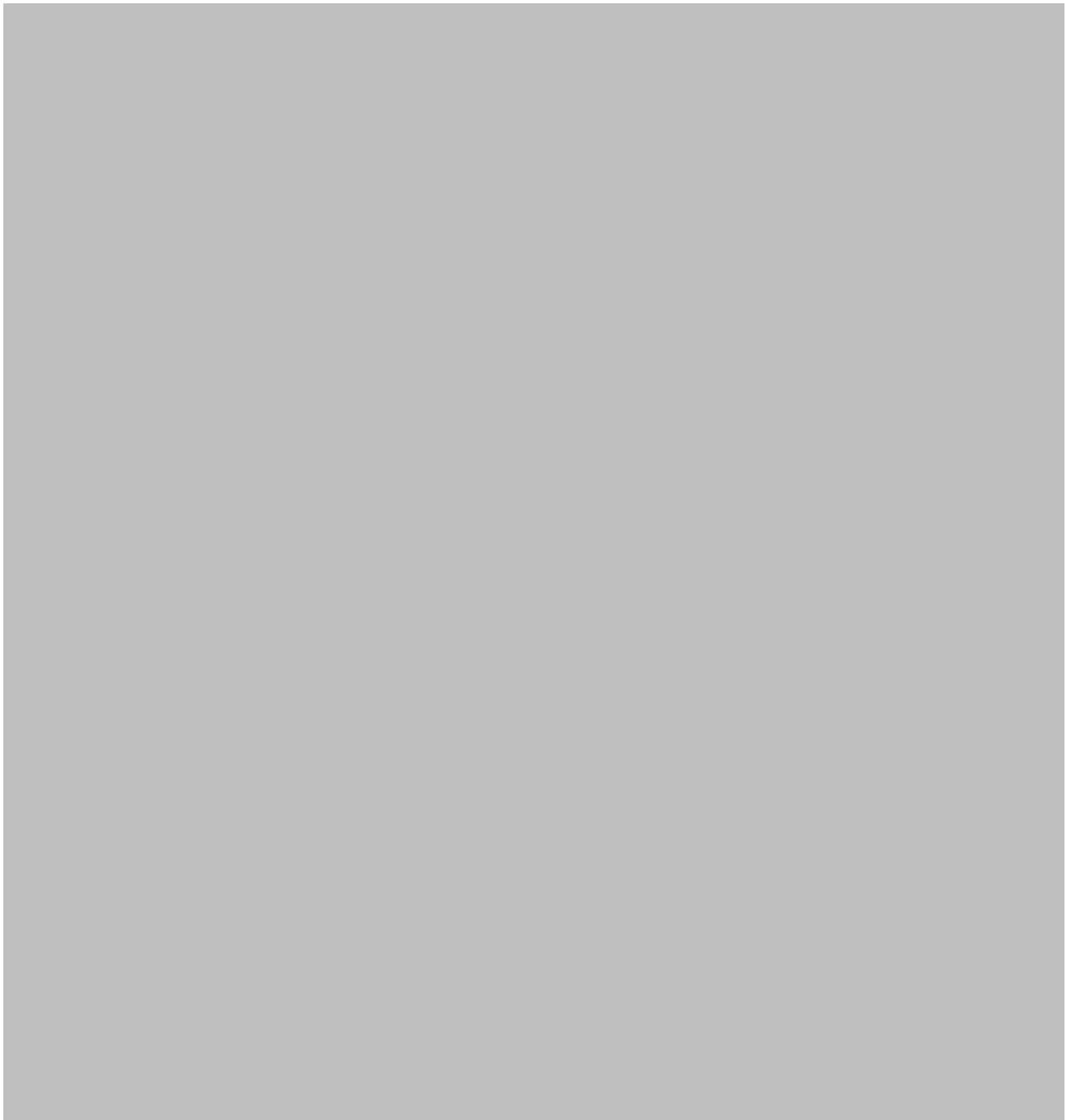












20. CHECKLIST

Please mark if the study involves any of the following:

- Vulnerable groups, such as children and young people aged under 18 years, those with learning disability, or cognitive impairments ☒
- Research that induces or results in or causes anxiety, stress, pain or physical discomfort, or poses a risk of harm to participants (which is more than is expected from everyday life) ☐
- Risk to the personal safety of the researcher ☐
- Deception or research that is conducted without full and informed consent of the participants at time study is carried out ☐
- Administration of a chemical agent or vaccines or other substances (including vitamins or food substances) to human participants. ☐
- Production and/or use of genetically modified plants or microbes ☐
- Results that may have an adverse impact on the environment or food safety ☐
- Results that may be used to develop chemical or biological weapons ☐

Please check that the following documents are attached to your application.

	ATTACHED	NOT APPLICABLE
Recruitment advertisement - letter to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Participant information sheet – letter to parents/YP	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Consent form – Letter to parents and YP	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Questionnaire – Questions for focus group	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interview Schedule -	<input checked="" type="checkbox"/>	<input type="checkbox"/>

21. DECLARATION BY APPLICANTS

I submit this application on the basis that the information it contains is confidential and will be used by the University of Birmingham for the purposes of ethical review and monitoring of the research project described herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any other purpose without my prior consent.

I declare that:

- The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- I undertake to abide by University Code of Conduct for Research (<http://www.ppd.bham.ac.uk/policy/cop/code8.htm>) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines.

- I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer.
- I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer.

Name of Principal investigator/project

Dr Jane Leadbetter

Date:

28/7/2011

Please now save your completed form, print a copy for your records, and then email a copy to the Research Ethics Officer, at [REDACTED] As noted above, please do not submit a paper copy.

Pilot Questions Appendix 17

Main research Questions:

- 1) What are YP perceptions about the language used during incidents of name calling in schools? Are there any differences in YP's perceptions over age and between genders?
- 2) Is the name-calling used in schools perceived by YP to be (harmful and intentionally) homophobic in nature?
- 3) According to YP, what constitutes homophobic language/name-calling? What are the criteria, if any? omit
- 4) According to YP perceptions, Why does this language occur in school? (Banter or harmful intent)
- 5) How is the name-calling received by the YP?

Introductory question: What types/examples of name-calling do you hear in school?

Questions to elicit information to answer main questions

- 1) What do you consider of the word "gay?" (Or other names the group may have already donated). Then introduce focus –let's remember why we are here, it's about homophobic language, what is it and what does it mean?
- 1) Do you hear the word 'gay' being used in name-calling in school? (Only ask if not previously mentioned)
- 1) Why do you think some people are called 'gay' in school and others are called different names? (Maybe don't donate words)
- 4) What do you think the reasons are that YP get called these names? Why do you think these names are used, (Why do you think Homophobic language/name-calling occurs in schools)?
- 2) What is the purpose of the language/name-calling? (Intent: banter or harmful intent), (Why do people use these words for name-calling?)
- 3) What does it mean/imply, if these names are used are the people using the names homophobic? (Define homophobic – negative attitudes and feelings about someone's real or perceived sexual orientation). What do you know about the term homophobic?
- 5) What are your feelings about the name-calling? (How is it received by the YP?) – If this language is used in schools what's it like being on the end of it?
- 2) Do you think this name-calling is intentionally offensive and harmful? Who to? (Is the language intentionally used by YP to be homophobic in nature)?
- 3) Can you think of any other names people use in schools that could be described as homophobic? Or Is there any other name-calling that occurs in school you think is homophobic?
- 2) Is this kind of name-calling used by YP in schools seen as homophobic by other YP?
- 2) So, is this language a form of bullying?

Supplementary questions (still in original order)

- 3) Going back to the examples of name-calling you have mentioned - Why are these examples homophobic, what makes them homophobic? How do you know they are homophobic?

- 4) What influences YP to use Homophobic language in schools? (Have you got to be seen to use it – culturally acceptable)
- 4) How do the views come about?

Other possible questions – influence from ethical review form

- What are your views about the language used in name-calling in schools?
- Do you think the name-calling is meant to be harmful?- Is it homophobic in nature, if so why and if not, why not?
- In your opinion what makes name-calling homophobic?
- Why do you think this sort of name-calling occurs?
- What are your feelings about the name-calling in schools?

Appendix 18

[illegible]

Appendix 19

Pilot Study Focus Group Transcription

Key Numbers 1 – 6 = Pupils

M = moderator

<u>Speaker</u>	<u>Speaker's response – Ad verbatim</u>
M	The first question I'm going to ask you today is, What types or examples of name-calling do you hear in your school?
5	Gay
All	Laughing
6	Don't you mean homophobic
5	No, I hear gay
All	Laughing
6	Do you mean like, the looks of people, or just in general name-calling or do you mean like, how it's like broken down into different categories, sort of thing
M	Not necessarily categories, just examples of what you probably hear, I mean feel safe that you can say the things, it's about you know, it's a real thing of what do you hear in schools, what kind of name-calling do you hear?
5	What like....
6	I really don't want to say, cause Miss is in the room (vice-principal)
1	I'm not bothered, you hear tramp, uh, loads of stuff really
2	Stuff about people's hair and what they do with their self and what sort of earrings that are wearing
5	If somebody's got spots or they are greasy, they'll just take the mick out of them
All	Laughing
3	You hear a lot of people calling people fat and things
5	Ah, quite a lot of people, if you fall out with them, they'll call you something like a dick
6	This feels really uncomfortable – laughing
5	There's actually loads
1	Yeah, there is loads, I don't want to sit here ranting and raving and cursing people
5	Yeah
M	That's understandable
6	Everything to be honest, anything you can think of, it just comes out
5	If you go in a mood with somebody, you're going to say anything really aren't you, sometimes it comes out worse than what you'd expect it to come out
All	Laughing
1	I was thinking really, in this school cause it just goes round so

	much literally, just everywhere people don't really take that much notice of it, like...
6	It depends, it depends on what year your in, whether you take offence, it depends who does it, like as in their age and obviously not, the understanding of both people, mmm, what I say , what group of people, what circle of friends you've got, where you live , how you were brought up and the sort of clothes you wear, anything to be honest.
5	And like if you actually are, may be gay and then they like might use the term gay on you, but then you're not actually gay. But whereas you might be and people think that you are and might actually be gay, you might take that more offensively than if someone was to call me gay, I wouldn't take it offensively, cause I know I'm not and then somebody might be gay, and take it quite offensively
6	Do you mean like someone who is in the closest
1	A closest
5	Yeah, someone who is actually gay... but like everyone, people are inspiring words from films, do you know what I mean like, all wastemen and all this, is coming from a film and used around like, It's being used around school and they just, you just wouldn't believe half the words that are said
All	Laughing
1	Batty boy
5 and 6	Laughing
1	I think the most common one is probably gay one's aren't they
5	Yeah, it's just like, quick and simple
1	Yeah, you're gay
pause
1	the 'mum' one makes me laugh, it's like you can have the biggest insult ever and they'll go, so's your mum, and everyone will go ohhhh
6	laughing
1	Even though they have absolutely no knowledge whatsoever of your mother and your family in any way, shape or form
5	No offence, yeah, but if somebody was to say that yeah, and that you don't actually know that your mum might have like, they might know that nobody else knows that their mum has something bad with them, she might have even passed away or she has cancer or something and somebody spills that out. Sometimes even when they know that somebody's mum's got a problem and they are having an argument with you, cause you say it so many times, it just spills out and once you've said it you're like, you just can't believe you've said it and then like, you've just offended them so badly.
1	It happens, it happens, he's got a point
2	There's quite a lot of swearing in the school

M	OK, thank you very much. Right so we've already said you hear the word gay being used as name-calling in schools, why do you think some people are called gay then in the school and others are called different names
5	They might look a bit queer, they might just be different to everyone else like, they have their own...like...everyone...might play football and someone might be playing Lego or something, so you think they are the odd one out, or like someone is like hanging around a lot of boys and they're the one that hangs around a group of girls
6	Stereotyping
5	Yeah
1	You know it's funny right, I'm not going to name names or anything, but I was in the park the other day, yeah, right and one of my friends was upset, so I go over and I start talking to her and one of her friends goes, 'are you gay and I go 'me', she goes 'yeah' and I go 'no why' and goes 'you seem so compassionate' and I was like, 'cause I'm like compassionate I have to be gay?' – it doesn't make a lot of sense. But yeah it comes from like, if like you said, if someone is different and you just can't be bothered to think of anything else, it's like, oh it's gay, or oh you're so gay and it's just really take advantage of what you see
2	Sometimes it's people who are different to them and they don't like the way that they are different and they call them names
6	Oh, I've heard about that, I've heard it somewhere, it's like their jealous of the other person and they want to make fun of the other person because they're insecure about themselves
1	Yeah
5	Yeah, you might actually be gay yourself but just to show that you're not gay you say it about somebody else, you get you backed up with people
1	Like in Topic Thunder (Film)
All	Laughing
1	It's true, the black guy in Topic Thunder he, they are always like, come on you're gay and he's like, no, no, I'm not gay, you're gay...it's true don't laugh
All	Laughing
5	I've never seen that film but..
1	It's a good film
M	So we've kind of touched on these bits already, but what do you think we are the reasons young people get called all these names, why gay, why these names?
5	It's probably easy to offend them by saying this, like saying something like a big word you can just use something and they would take it quite offensively
6	If they know the person that they are actually calling names too, if they know them they know exactly what to say to hurt them

5	Yeah
1	It's pure laziness really, if like you want to insult someone, you're not going to go to the fuss of saying you incompetent bafoon, you can just go, oh you're gay, it's just cause it's shorter, and we are lazy people, it's just easier to just call them gay
6	Laughing
1	Even if they're like, not gay or look gay or act gay just say it cause it's shorter
5	And you hear it around, so that it's like
1	Yeah
5	If you hear people saying it you just repeat it don't you, it's just like 'mum' when you say your little sister's gonna copy the words you say, so don't say the bad words and it's true...laughing...it is cause, if I was to say something, my little sister would repeat it and like if I hear around school calling each other 'gay' it just comes out when you're annoyed with somebody else, not always gay (the word) but other words as well
1	It's not always used in a malicious manner though, it can like sometimes be used like, oh stop being gay, like having a mess around, but then again, like I said earlier it comes to like friends groups and stuff
6	I say it, I honestly say it, but I don't say it when I'm being serious and my friends know I'm joking around, so it's like people, some people would not know when to stop and they keep like pushing on it
1	I used to, but, it's really awkward cause I had a mate right, and I used to for ages and ages right, and go like 'gay', like when I was in year 7 and 8, till you go round his house and meet his gay brother and it's like..
6	Oh
1	So now I've floored it into my brain to not, kind of call anyone gay or stuff cause it's like
6	A bit awkward
1	Yeah
3	But people say things, because of the way they look and they know how you're gonna react, so they just gonna keep going on, and it's hard not to react
1	Yeah, if you get agitated they're going just keep going cause it's like what they're doing it for sometimes, en it, they just want a reaction they want to spice life up a bit
2	I think it's cause people know where other people's weak spots are, when they are trying to be mean to someone, you're not going to say something that not's going to hurt them, they would say something that is going to hurt them instead
M	What's the purpose of the language then?... or the name-calling, that's used then?
1	It has various purposes doesn't it, it can

5	Yeah generally just to annoy them
1	It can be just as a joke, it can be to annoy them, it can be, sometimes it could be, I'm not saying it goes on often, but it could literally be out of pure like maliciousness, so like it could
5	...be to hurt them, yeah
1	It could actually be you're gay, please get upset and react, kind of thing, or it could be, oh you're gay, messing around kind of thing. So it can vary really, the purpose depending on who is using it and in what sense
2	They do it for like, you can hear people saying it in the corridors, so if someone bumps into you in the corridor, usually it's just a reaction, well not many people say it as a reaction, it could be that they just hit you around the shoulder, but most of the time you have a bad reaction to it and it's not meaning it, you just say it [gay]
M	If these names are used, are the people using the names homophobic?
6	Not necessarily
5	Cause a lot of people use it don't they, cause like if there's a lot of long range of people using the word gay and it can come from anybody but some people might try to be homophobic, but like, it's just like. It comes out, it's just natural, it's just a natural reaction, if you are a football player and the football comes to you, you are going to try to stop it, but like, whereas like it just spills out, whereas like, somebody calls you something you're just going to say it and then it comes out
1	It's not always, some people are genuinely homophobic, because everyone says it these days, it's like you can't really tell, unless you actually know the person and you know like the thought of being around someone that is gay makes them uncomfortable, then you wouldn't really know
6	I know a person that's homophobic and he is really homophobic, he thinks it's all wrong, you are not allowed to be homophobic at all (GAY) but he will never name call somebody, because he believes in it, he hates it, so he will never name call. So it just depends on the actual person that's saying it and if they actually understand properly or if it's just a norm to them
1	Yeah
2	Most people really don't know what it means, so they just think it's something simple, but then they don't realise that they actually could hurt them that much
M	So what do you know about the term homophobic then?
1	It's to do with being uncomfortable or stereotyping, having a certain feeling towards someone that's gay basically, isn't it, but homophobic, I know phobic is scared isn't it, so like phobia, yeah. It could mean like you're uncomfortable being around them or the idea makes you so uncomfortable you start being a bit hostile

	towards them and stuff, and like I don't see it personally, I don't see it much but I know it goes on and like, yeah, it's being hostile really isn't it.
6	I don't actually know anyone who's gay
1	I do
6	I seriously don't, I really want a gay best friend.. I can honestly say because, I know I'm sort of stereotyping a little bit, but I've seen it, cause, I have know gays when I was younger, like my mum's friends but, in the certain relationship there was one lady that was really skinny but she was tall, and the other lady was short and fat and one looks feminine and the other looks masculine..so it's like a normal, a male and female relationship, but they've both got the same bits, if that makes any sense? Like there's one looks like a male, but one actually looks like a female
5	So they've got their roles
6	Yeah, it's like certain roles within a relationship
M	So what are your feelings about the name-calling, say for instance, we've said the word gay, what are your feelings towards using gay as name-calling?
5	I don't take it offensively, but like if I was gay I would take it offensively, but like you hear it so many times, it's just expected, like if your ever gonna argue with someone, the words you come up with when they are gonna argue with you, you know what they're gonna call you, like I if I was gay, I would take it offensively, but honestly its just, I just don't any more, cause people call it you all the time.
1	I don't really believe that it's that much of an issue, here anyway, I don't know about outside [the school], but here, it's not really that much of an issue
6	It doesn't really bother me at all, until I see a child crying about it, cause I know with some of the year 7's, obviously still now they're new to the school and the new children joining the school, like say today, it does bug me cause it doesn't necessarily, mean gay children are getting bullied, they're taking it offensively cause they don't really know what to do. If they go to a teacher, most of the time nothing gets done about it, because there's not much you can do
5	It's got to be worse in year 7, cause you're just coming from a primary school being the top people
6	Yeah
5	And like you're kind of in control, you can call someone else gay and get away with it cause you're like the top person and you come to this school and I'm in year 9 now, so I'm in the middle, and when you come along and join in year 7, you just like starting reception class again at primary school, there isn't a lot of name-calling but there is, it's completely different when you move
3	I really don't like it, I've just gone through a horrible time of being

6	bullied and it needs to get sorted out in this school It just doesn't get sorted out properly that the thing, cause the teacher's don't exactly know what to do, say if somebody gets bullied right, and the person bullying gets told off, the teacher can tell them off but they'll still do it, nothing actually really gets done about it
3	I've got an advantage cause my mum works here, but like one of my friends if she gets bullied, she can't, it doesn't get sorted, but with me, cause my mum works here, it gets sorted really fast
4	I think its different here than in primary school, cause in primary school most of the time, everybody knows one another and there's only a few years, but in this school it's massive and you can't really do anything about it cause there's so many people
5	I'd understand if somebody was to keep calling me gay, cause it would get on my nerves eventually, like constantly, but saying the same word over and over again, would just annoy me, at first I would just take it offensively, cause they're just trying to get my attention, but then to keep saying it I would take offence in the end
4	I think as well, if they start laughing when the person is being called gay, they will just carry on doing it, then that's when it steps over the line
6	It's like they get a thrill out of making someone feel upset, someone feel bad because of what the other person has done
M	So do you think this name-calling or the words that we've been using today, such as gay and things like that are intentionally offensive and harmful?
1	sometimes
3	they can be
1	90% of the time, cause it's so common,
6	well, I don't know it all depends
5	even if you do get bullied and keep getting called gay, you won't take it offensively all the time, cause you're being bullied, if you're being bullied and people are calling you gay, there's worse words, like you're gonna take it in sometimes, but you're just gonna learn to ignore it eventually
1	Like you said earlier , you sometimes call people gay but it is not malicious, you're only doing it when you're messing around
6	Yeah, it depends on the tone of the voice whether you can understand, like
1	But, like you said you're only doing with your little ring of mates right, which know you're joking, they know you're not serious and that you're not trying to offend them, if one of them got offended, just say in a scenario, you'd probably apologise and obviously it isn't like, that's not always the case is it?
6	no
1	sometimes it's like..

5	if you call somebody gay, like it's just one word, but I wouldn't count that as offensive, but if someone was to call me like you're a gay prick or something, saying it like you're taking it on a bit more and like they're using more words and putting more tone of voice on, like you said to make it seem they are more angry about it, that's when it offends you cause one word is still not the same word, but they're adding more words to it, and they're being serious about it.
M	So who is it harmful to then?
3	People who have been bullied constantly through school, like I have been bullied through primary school and then in year 7 and 8, it was proper bad then in year 9, calmed down a bit and it's just started. So people who have been bullied through the whole of their school life, it would be upsetting for them
5	And it starts with people not wanting to go to school and wanting to stay at home like you could pull a sicky because you don't want to go and face the people just calling you words
3	And sometimes it can get physical as well, they can really hurt you and things
1	Like, say like this friend of mine were to start bullying him like calling him gay and stuff he might get offended, not because of him but because of his brother. So if people start to say oh you're gay, and like putting out an aura that gay is a bad thing, then he might think, that's an insult more to his brother and because it's family and he is close that might upset him more than like if it was just oh you're gay, and he didn't have a gay brother. He would take it and say I'm not gay, but my brother is, it that wrong, that's what starts upsetting people sometimes you know. I think sometimes it's not them, it's family, so like 5 said earlier, if somebody said something about your mum, if it was me, my mum she's well off in Sweden with some rich bloke, she's alright, but if she wasn't, like she was ill, like terminal cancer, saying ya mum would be out of order and you'd get offended, so it depends on the situation really
5	Even so though if she's out of the country, you still would be upset about it, cause you don't see her
1	Buy yeah, I see what you mean... (long pause)
5	I was just gonna say like if somebody calls you gay, it can cause people to retaliate after a while, so you might be getting bullied but you think I can't take anymore, just you might have family who say just stick up for you, they've got like a background just to show them who you are and what you're made of and then like you can be in a lot of fights and things, cause you genuinely retaliate, you've had enough, you think it in your head, call it me one more time and I'm going to kill you, it causes a lot of grief, like there's one group here and another group over there who have got their own clothes [style of clothes, there's no actual, there's no

	big bond in the school, everyone just in their own little groups and stuff.
3	You try not to say things, when you're being bullied, I've tried so hard to not stand up in lessons and say 'just leave me alone, I'm not all of these things' I'll try to change the way I am but then you've got to think they are just going to carry on doing it, even if you've done that
6	If one person starts doing it, other people will join in as well (group think)
3	They get their friends involved as well
6	Yeah, which is the biggest thing, other people joining in and then if you retaliate you tend to get in more trouble than them because you have fought back on your own behalf
1	It tends to be more severe as well if you retaliate cause if someone's bullying you, she's like yeah and their mates join in, yeah we're having a good time, you won't be, but we are, but you kind of... it builds up and up and would result in you being more severe and you retaliate back, but like if I sat here calling number 5 gay repeatedly over and over again, the first time it would be like what are you doing, he'd keep going, it wouldn't just take enough, oh I've had enough, you're gay as well, it would be more severe than that, that's why they had enough you're gay as well it would be more severe than that, that's why they tend to get in more trouble, that's when it starts to get aggressive and violent and fights start.
5	And if you retaliate that are going to keep on doing it afterwards, they know they are getting too you now, it's like it's getting quite serious, they're not going to like shout in lessons, they will whisper it to people to grab attention that they are talking about you and they want you to retaliate more, they are just trying to make a laugh out of you – going all mental
2	I think most of the time as well, it is the people with more friends that are the one's that are bullies than people who don't have many friends, they are the one's who aren't bullied, never really the other way around
1	Sometimes, but sometimes you can have no friends because they are bullies, so it works both ways doesn't it
2	Mmmmmmmm [in agreement]
1	But I see what you mean it is like more popular people that are more confident and, if you're more confident you tend to bully. Oh it's not really going to have any consequences on me I've got more friends to stick up for me, you know, If they start bullying back I've got more friends to get involved and stuff.
5	Even if you don't have any friends, cause you're a bully, you collect friends, cause they like..
1	Cause they don't want to get bullied
5	Yeah, cause they like the fact that they are going to take the mick

	out of someone else and it kind of puts them in with a chance of not being bullied cause they're with the top person
M	Well that leads into my next question, can you think of any other names people use in schools that could be described as homophobic?
1	Fag, gay, that's about it
5	Queer
1	Queer that's it that's the ? vocab for you, that's about it, isn't it?
6	Lesbian
5	I actually don't hear that, that often, cause if you're a lesbian you're technically called gay anyway aren't you, and people call you gay anyway
1	Yeah, but there doesn't seem to be a stereotype over a lesbian, if the boys are like messing around or whatever, you're gay and like no I'm not if a girl was saying it to another girl, you're a lesbian, they would say what are you doing?
6	Do you know why, because for a male it's bad being gay, most of the time more feminine and people take the mick out of them as they are not masculine anymore they are feminine
1	Yeah
5	Yeah and if you were to move from a school like ?, to this school, because you were being bullied, people would say, like you came from a lesbian school, you're a lesbian, do you know what I mean, it's typical, that's what they say, there's no boys at that school
1	Yeah, I like there's a difference concept, it's like how do I put it, gay just sounds more (clicking fingers) like somebody you'd call someone if I called someone a lesbian, she be like, yeah you're a lesbian, it would be like, I'm sorry what!
5	It's cause too many people use the term gay
1	But gay is like, oh you're gay, they would be like, no I'm not, it's the same thing, just different words and like it has a big effect
M	Do you think, it's like number 5 just said, do you think it's because the people kind of understand the use of the word gay or know the word gay
3	Cause gay is used quite a lot in this school, if someone went up to you and said, oh you're a lesbian, you would be like, oh what have they just said to me, but cause gay is always used in this school, it's like one of those words that everybody used every single day, you know instantly, you know what they've just said to you
2	Most of the time actually people don't know what it means and say it, anything, they could not know what it means and say it, and they don't know how it is going to harm that person
5	Like even if you're playing a sport or something and they are not getting involved or they are not doing as well as could be, they'll say, you're gay man, what are you doing, or they'll be like, hurry up get on with it, stop being an idiot and all this, they'll use the

	word, to convince you to do something, like peer pressure, like well you're gay then, you're not going to do it. Do you know what I mean, things like that, like if you're not doing something in the end, what cause you're scared, cuz you're gay, it's just used so often, like someone's in the toilet and they are washing their hands, what you doing in here you're gay, do you know what I mean, like it is so often you hear it
1	I think it's like, everybody knows what it means as well, cause so often like you said, say I was to walk outside and get into an argument, not that I would, but yeah, If I was and I went like you're a heterosexual, they'd kind of take offence, well they wouldn't take offence, they'd start arguing back even though they don't know what it means. They don't understand, they assume it's a bad thing, so like, but with gay, cause everyone knows what it is, it's like, that's why it is used more commonly. If I was to go like, oh, you homosexual they'd be like, is that gay or straight, they wouldn't know. Next time you get into an argument, say yeah, well you're a heterosexual and watch them get like..
5	Confused about it
1	Yeah, they'd be like what?
M	So are we saying them, the word gay is used in a form maybe to, uh
5	It's understandable
M	It's understandable OK, is it used as a different kind of word, to mean something different do you think
3	Probably
1	Anything negative that's done, or any kind of negative feelings you have towards someone can be conveyed through the word gay
5	Yeah, definitely it's just like to grab their attention
1	It's like, gay to them is a homosexual man or woman obviously, if like, I was to say to someone oh you're a homosexual man it wouldn't make a lot of sense, cause it's not a negative thing, but if you were to say gay, it's negative, like the meaning around the word is negative, even though it means actually the same thing. I think like, even if like, even if you're not, some people say it and they don't mean to literally say, oh like you fancy men they literally mean it as an insult, so like instead of they say, oh you're gay, they don't mean, oh you fancy mean. I saw you with a bloke at the weekend, it's more like, oh I'm just annoyed so I'm just going to take it out on you by using the word gay
5	Yeah, and also say if you're joining in year 7, and people are calling you gay, like you can't really decide at that age, I wouldn't think, to be honest, to be actually gay. So there's no actual meaning of it, to call them gay. I think they are just using it as a word, cause you can't openly be gay at that age of 11 or 12.... I think it has to be around the year 9 or 10 if you think you've got feelings for other people of your same sex

1	But even like, if you think, say you're 11, and say like you see TV shows and stuff like that, oh guys and girls and if you have little wonders, I know it sounds strange, even if you had little wonders and like you come to school in year 7 and it's like you're gay and it's like that might put pressure on you, especially at such a young age, like you said it's not until year 10, that you fully like, but if you're coming up to year 10 and you're constantly getting oh you're gay, you're this, you're that you might actually turn out gay then, that's gonna put a lot of pressure on you coming up to year 10....worried about it, your clothes, whatever, so it does have an effect on some people, but cause it's used so commonly, again it isn't really, it doesn't well yeah
3	You get worried about telling people things, like I get worried about telling my friends about my second cousin or my aunty or something like that, because they are in hospital. I f a bully over hears it they're gonna say it, so you tell a friend a secret and then a bully is next to you and they hear it they're just gonna use that on you, just gonna keep on constantly saying it and they are not going to stop until you react to them, if they want a reaction from it.
5	I have someone in my family, she's a lady and she's gay, but I don't take it offensively if someone was to call me gay, it's the same with like, at my dinner table my little brother has his friends around, they're all calling each other gay, my mum actually takes it offensively, cause it's her sister, but I don't see it as offensive and I know she'll get angry cause of that, but like she's married, I'm happy for her. I think the term gay is just used like in the wrong way completely, like half the people in primary schools where you start hearing name calling, that's the main word you'll learn cause you hear it around, it's so easy, it's understandable, it's not a long word, it's easy to learn, it's easy to understand, people like, they just use it in the wrong way I think
1	Even if you were to go to a really sophisticated school, let's say it was the school of literature and they use big old words and huge big dictionaries, I guarantee you they wouldn't be like, oh come on get you're act together you homosexual, they'll still use gay, it can be, in most contexts, it can still be the easiest word to use, even if you understand what homophobia is, you would still use the word gay
5	It's simple
1	You're gay, everybody understands it, kind of thing, it's become conventional hasn't it, I know it sounds strange , it's become useful
3	It's an everyday word
1	It's just an easy word
3	It's like someone saying hello to someone they use that every single day and then people call people gay every single day, so it's

5	a daily word that they use My little brother's in year 3, and he comes home and calls me gay, that obviously came from school or somebody from my family, but it's just like at that age they would not know what homophobic was or anything like that, but they just pick up these words cause they're just easy to understand and you literally do hear it every day
3	And they're at a young age as well, so whatever is said they think it's right, like my cousin, if my brother called me gay, my cousin instantly picks that up and says it back, because she's at a young age that she automatically thinks it's the right thing to say, and it's not
5	And when it annoys you, they'll carry on using it, if they fall out with you, cause they realise, well they're getting offended about this that at such a young age their understanding sometimes but they are not understanding others, so they carry on calling you it
M	So is this kind of name-calling then used by young people in schools seen as homophobic by other young people?
1	No, because other young people probably don't even know what being homophobic is, like it depends, if it is in primary school phase, I'm pretty sure, 99% of the time, they won't understand what and if they do understand what homosexual is, they won't understand what the whole....
5	I wasn't 100% certain before I came to this meeting, it had to be explained to me, now I understand it, I'm not going to go out and call somebody it, cause like, they won't understand it, it's just so much easier to say gay and like, that's the easiest way of understanding it and they're like, when you hear that word and come out with it, it's just not a word you'd do, cause you don't hear it everyday, you don't see it on TV, oh you're homophobic, but TV you'll hear it, on other things, you'll hear in the newspaper, thingy comes openly out gay, like somebody popular, he is now open, he is seen with this man and you see the word gay and that's ...you would not see the word homophobic
1	Yeah
3	Like people get things off TV, like if say, someone is with somebody and they were gay, then people automatically like gay, if someone went with a boy and they were going on but they were seen with a girl they would automatically think they were gay
1	Does anyone watch Eastenders, you know there's a gay couple in Eastenders
6	Oh, Saied and Christian
1	See that's the thing, don't even know their names, but to me they're literally the gay couple, I've been forced to watch Eastenders a couple of times and everybody else that I like pretty much know a couple of their names, but when it comes to those two, I don't like to admit it, but to me they are literally the gay

	couple
5	Christian's the man
6	Yeah
1	Yeah the really bulky one
5	Yeah
1	To me he's just the big guy, I always remember Christian, I don't know why
5	Yeah, you just know him as that
1	He's so portrayed, so specially as the gay guy
3	But constant as well
1	There isn't a set on there where he isn't just being a normal person, like without any sexuality involved, its constantly to do with Saied or ben, gay trying to kiss him
5	Yeah
1	It's just constantly like, and it's not how lives are lived, by homosexual people, yeah they're gay but life isn't constantly like gay things, they do work, they do normal things but they're never portrayed in TV as doing stuff like that. Say like a serial killer on Eastenders they'd obviously be portrayed as a killer but also portrayed as living different parts of their life as well, but with Saied and Christian it's just like oh he's Indian and he's gay, which is wrong in their culture
5	Yeah, the family disrespects it
1	And it's always to do with gay and while it's Eastenders this is how they live life, but with Christian it's like, oh it's how he lives life as a gay person, which is why I relate to him as just the gay person
5	It's the same with like Ben, isn't it really cause his dad hate's gays and if I was Ben I'd feel so much pressure coming from your father being so violent and his father knowing he's gay. He's got a lot of pressure on him to like, am I going to come out gay, I've come out now, it took a lot of guts to come out but you had the pressure from your father so long that you could come out like last year, but cause of the pressure, I think like peer pressure comes into the word gay, pressure comes into like coming out being gay, other things like that really
1	It can be quite scary though can't it? Say you were gay and your family has stereotypical views of gays and gay was viewed as a negative thing, you'd be like , should I come out, should I not, I don't want to hide it, but my parents might think badly of me, sounds silly but at a young age, it is quite believable. What effect is this going to have on my sibling, is my brother going to get picked on cause he has a gay brother, it amounts to a lot of pressure if you are actually gay
6	But you won't know if you're gay though, that is one thing I do not agree with, you will not know that you're gay unless you, till you've lived your life a bit

1	My friend
6	Till you've had, partners from both sexes, you will not know, it's like I know somebody who said he was bisexual at the age of 14, how can you know that you're actually bisexual
1	If you've been with a boy and girl
6	Exactly, you will not know unless you've had a partner with both people and he's never had a partner before in his life, you do not know
1	In that respect, I suppose, but one of my friends, she has a brother and he's openly gay at 13, and I thought , no
6	No, you can't be, you don't understand it all
1	But then she said, his first kiss was with a boy and he has a boyfriend at 13, what's going on that not, the worst thing is someone is comfortable that they are gay and they are confident in it and they know for sure than you know just let them really, even if you don't possibly believe that, no you're too young to be gay, if they're happy
6	If they are as young as 13, they have obviously been influences in to being gay
1	Yeah, but that's not, even if they have they're happy with it, then why not just leave them to it really, you could argue there's no way you're gay, but like no, no, if they're confident in it and they're like I'm gay, so you might just live with it and leave them
6	But you don't actually know at 13
1	I know you don't know
3	You just have to be there to support them
1	Yeah, just support them
6	Yeah
1	They have to find it out for themselves, if they are not gay and turn out to be straight, you can't convince them of that, you know, cause you're just as bad at the person who influence's them aren't you
5	Also though, I know somebody who said they were pansexual
6	What's pansexual?
5	And he didn't actually know the proper meaning for it, it's where you are bisexual, but you go for a man in how they look, it's on their personality but to be honest I found that really bad, I thought there was a lot of attention in it, cause he was like, wears black clothes and all this and dyes his hair and stud like that. But the fact is he said he was this but like and it just doesn't sound right at that age to say you're pansexual and I personally thought it was for attention and then he said that somebody had done it with him, but he said he was overly drunk, really badly, so I found that as an excuse, I just think he's looking for a lot of attention
3	Sometimes they do use it as attention
5	Yeah and even if you're being bullied and people are saying that you're gay, and you say yeah I'm gay, it kind of stops there and

	they're kind of like, he's just said that he's actually gay, but they will carry on saying it. You think it's all stopped now, cause you told them that you're gay even though I'm not, and then like it gets even worse after that, but like to say that you're something that you're not it annoys me. The fact that you at the age of 13 or 14 and you say something that you're not and then people actually at that stage in an older life, it kind of would offend them, using that as an excuse
3	But say that you're in year 7 and they were calling you gay and you said that you were gay, and you're not you've got to keep that reputation all throughout school, so you don't get bullied again
5	I understand that, but I think you'll still get bullied even if you say you are gay, I think you would
6	A guy I know who said he was bisexual, he said he was bisexual for years right and at the end of year 11 last year, I was like have you had a boyfriend than and he was like no, I'm not even bisexual, he pretended to be bisexual for 2 years, nobody took the mick out of him at school
1	But if you think about it, it's like ...who's seen that video of that women on the train going crazy about black people and polish and that, you look at racism yeah, it's a white boy and a black person and they're like, the white boy wouldn't be racist to the black person, cause the black person will take offence to it, so if you were to say oh you're gay in a negative way to a gay person, you know that they'd be more inclined to take offence
6	Yeah
1	So say I was gay and like number 5 called me gay and I went to the teacher about it them, the punishment would be a lot harsher cause I'm actually gay, than if I wasn't gay and I went oh number 5 called me gay, they'd be like number 5 stop it or...I think it is a temptation to pretend for a while and then you wouldn't get picked on
3	But then it depends on who you've got in the school that knows you, obviously I've got my mum in the school and mum's friends who work here, when I was bullied last week, I would always go to them cause I know they could support me
5	They're closer to you than a normal teacher
3	Yeah, it's like they've come round my house for lunch, gone places with them, I know them like my family friends, but say like I didn't know them I'd be quite scared to go and tell them what they'd been saying to me, but since I know them I', quite happy to go and tell them that Like I'm sad and they've upset me and things like that, like one of the teacher brought me in here the other day and I was telling them all these things I was feeling about myself, that I didn't want to tell my mum, so it's kind of like you have to have that support in school, with your form tutor and things like that
6	But you also need a stranger that you trust because...

5	Yeah, in life you wouldn't have people to trust that way, you wouldn't have the chances you wouldn't want to go to a stranger cause you've had the time to go to somebody close
6	Personally, I find it best to, I can tell a stranger so many things, personal things, that I cannot tell my best friend
1	Yeah
6	Cause, they won't know me, they won't judge me
1	Exactly
3	Yeah exactly
1	It's like, I have a friend who won't talk to anyone and then like he's like I'm going to see a psychiatrist, I'm like you don't trust people who have been in your life for 10 years, you don't talk to your mum, but you'll talk to a psychiatrist and he's like, yeah cause I'll never see them again
6	Yeah
1	So in that respect, I suppose if you said something about yourself to someone you know and they are like, they judged you or saw it in a negative way, that would affect you and it would kind of keep going, if it was a psychiatrist and say I'd like to rip teddy bears up for fun or something, she'd be like he's a bit of a weirdo, but I wouldn't have to see her again, but if it was somebody at school, they would be like that weird teddy bear ripper, you know it carry on and probably influence me in a negative way, but it's a stranger you wouldn't be that bothered, so I feel that's why people would prefer to speak to a stranger than their family
5	Yeah, cause their jobs to try and like help you and try and be on your side or it might just be a natural thing, their point on it is like, they are going to help you go through it, if you were to go to your mum or something, they'd be like I'll try to help you but you're a bit weird. But their job is to stick by you and try to help you
3	It's like when I was bullied my dad sort of said, oh just them they'll stop, but I kind of feel if I hit them I'll get into more trouble than what they would, so I can't really do that. If somebody is saying you've got to do something to stop them from bullying you, you're gonna do it, it's like when my mum was bullied, she said , oh I stood up in class and said everyone just leave me alone and just walked out of class and they left her alone. But when I did that in year 7 they carried on and they just didn't stop, so it depends on who is bullying you
M	That leads in nicely to the next question, we've mentioned words like gay and things like that do you think their language is a form of bullying?
3	Can be
1	Can be yeah
5	Cause the majority of it
2	Most of the time it is, yeah, but

5	Cause the majority of the people in the school will use that word, I reckon only like maybe sometimes a quarter of those people are actually trying to be offensive
4	It's when it steps over the line, and when they are just not taking it seriously, but they still find it funny but you're not actually laughing
3	It's when you start to really get upset about it, they say write it on a piece of paper and tear it up or set it on fire or do something to get all your feelings out but sometimes that's just not enough, so they start to take it out on you and kind of things like that
5	People might bully other people because somebody in their family is gay and they want to show that they are not gay, or not even close to that by calling someone else it, it's like the way of saying it, or I'm gonna bully you cause I don't want to get bullied and I'm going to get my own way, they don't actually mean it offensively at all, they just keep saying it
3	They feel that if they say it to you then you're not going to bully them back but sometimes, say number 5 said something to number 1 or number 1 said something to number 6, or something like that, then number 6 is going to react or retaliate back to number 1, so it's just going to keep going and it's not going to stop
M	So just going back to the examples of name-calling you mentioned before why are these examples homophobic, or are they homophobic? Could they be seen to be homophobic?
3	They could, but sometimes they could be seen as a joke
1	They could always be seen as homophobic if people tried hard enough, If I said to number 6 you're gay and we're the best of buddies and we we're both laughing and that and someone walking past might be like, wow, he just used gay and think, in theory you really could see that as homophobic, personally I wouldn't cause it's just a bit of a joke and jest and on one's getting Hurt, you know we're both laughing, but by someone else that could still be seen as homophobic kind of way of treating someone. Strip it down to the bare minimums it is technically, take all the feelings and stuff out of it, you saying gay in a negative way to somebody else is being slightly homophobic whether they mean it or not, it's still going to be seen as homophobic, so like it is influenced a lot by the situation but I think personally, just strip it down it is most of the time homophobic
6	Depends on the person personally, depends on what mood I'm in, depends on how you take things and how I take things, If I was in a happy mood and somebody turned round and said, oh you're gay, just like shouted at me, you're gay, I'd just look at them and turn around and walk away. If I was in a different mood, say I was in a completely opposite mood, I'd retaliate and have a go at them and push but it all depends on situations and where you are, who it is, if they know you, and how well they know you, the age group

5	and what mood's you both in and the meaning behind it
3	Or if something had happened at home before you came to school and it puts you in a bad mood all day
M	Or if there's something like that happened years ago and it's the anniversary or something and they go and start having a go about you or something then you're going to get upset, cause it's the anniversary of something, say your friend died or something then you're just going to react to something or retaliate back to them because you're not in a good mood
3	So what influences young people to use this kind of language in schools, what kind of influences...
1	Films
3	Peer pressure
5	People that are older
2	Makes them look good, makes them look bigger than what they actually are
1	Just generally around school, cause if a year 7 heard a year 9 saying something to someone else, they might think that because that person is older than them its good to do that and you're allowed to do it
6	Kind of like negative role modeling, basically
3	Influences from people who are a lot older than you
1	Makes you feel good about yourself
3	Which most of the time is only necessary if you're feeling insecure, like if you're a confident person, that there's one thing that you're not really comfortable with like yourself, you tend to go out and make other people feel bad about themselves, cause it makes you feel like you're better, but like if you're a person who tends to be happy with who you are, you don't tend to be as down grading to other people, cause you don't really see it as necessarily.
5	I don't like the way I look cause of my weight, but then again, like you say, somebody else started having a go at me cause, they didn't like the way they were, than I wouldn't say anything back to them, I would just go and tell the teacher or I would keep it to myself and not say anything cause I didn't want to make them or myself upset or anything like that
1	But everyone's who they are, do you know what I mean, you got different people, you've got to respect yourself you are who you are, if your family is like from a different culture or something it's not like you're going to come out with English, you are going to be, who you are going to be, if your family is like really tall and skinny you're gonna come out really tall and slim, it's likes genes if your family are quiet big people you're going to follow up after them, you know what I mean, it happens, you can't really help who you are that's who you are, and we should respect that
1	Yeah, it's not like you can choose what you're like when you're

	born, you can't just pop out and go, I like my nose yo have to, people should just accept people for who they are
3	Exactly
1	If you don't like it, it's none of your business to get in their life, everyone has stress at some point in their life, so I think like, it's not really your place to give them more stress if that makes sense
5	Yeah
1	They've got enough of it already
3	People trying to say you're fat, then you are trying to change the way you look, because they're saying that kind of thing you can get seriously ill by saying it, unless you go to a certain diet and you're doing it properly, if you just starve yourself of eating then you're going to become anorexic and be seriously ill, but if you do a diet like weight watchers it can help you with what you look like and it won't like make you ill or anything
6	Although most bullies are bullies because of their childhood growing up or their background at home
5 and 3	Yeah
3	That's true
6	They get bullied, or say get hot by their parents or stuff like that, they have a bad time growing up, they won't say anything to their friends they will take it out on everyone else around them at school, cause they can't tell anyone else what's happening to them
1	Has anyone seen the film called let me in
5	No
6	Don't you mean let the right one in
1	No, let me in, it's the one with the little vampire girl, there's this guy who is getting bullied, and later in the film you see it, he's looking around the corner and he see's his brother coming along and his brother is bullying him in exactly the same way as the first person, so the like the bullies only bullying because his older brother does it to him and treats him in a negative way and takes that stress and anger out by doing it to somebody else, so I think it is very rare that a bully will come out of nowhere. I think most of the time, 90% of the time it's got to be started somewhere else, earlier in their life or from somebody else
6	Most of the time it starts at home
1	Yeah, most of the time it starts at home with family conflict at home
6	Brothers and sisters
1	I don't think it could, I mean, I don't know how but I don't think it ever really just, someone wakes up and say, I really want to make people feel bad today, it doesn't really happen like that. It's kike my brother's put me in a bad mood so I'm going to be more moody and have a go at everyone
3	But like, even if your brother said, like this morning my brother said something that upset m, but then I don't go and take it out on

	my friends or anything like that . Then if somebody else who was a bull, their brother may have made them in a mood, then they would go and take it out on people, so it depends in what kind of person they are, and what's happened really
M	So we kind of said what influences young people to use this kind of language. How do you think the views come about originally then, how do these views come about.
6	Your parents, if I was 4 and I'd been in nursery and I'd come home and I called my little sister gay, my mum would turn around and tell me off and say no, that's wrong, that's not nice
3	It depends if the parent told them off, say number 1 was horrible to their baby sister, and your mum says, go and sit on the naughty step for 5 minutes that they don't say anything to you that it was bad, you're just going to keep on saying it, say number 6's mum, oh that's really naughty, your favourite toy is going to be taken away from you or you can't watch TV tonight, you're going to have your dinner and go to bed, it is going to influence on what you'll say in the future, so it depends on how the parents are going to react
1	I walked in one day singing a Rick Astley song, we're no strangers to love (singing it and clicking his fingers), I just walked in singing that, cause it's a good song. I'm not going to tell a lie, my dad said stop singing that son, it's a gay song, I said dad how can a song be gay and he goes what do you mean? I go, dad how can a song be a man that wants sexual interaction with another man that makes no sense at all. He said, oh you know what I mean, I said, no I don't know what you mean, please elaborate, so it can sometimes come from the parents as well
6	Doesn't gay mean happy?
3	Yeah
1	Gay can mean happy it used to
6	It can mean happy, it's just stereotyped
1	It used to mean happy, but I think now, I don't know whether it is official or not but I don't think it means that anymore, cause it's like so many people have made it literally how it is
2	I think sometimes people say things and other people know what the actual meaning for it is and then they just say the actual meaning back and the other person's like what are you talking about, no I didn't mean that I was trying to insult you but you're taking it good
1	Yeah, like heterosexual
3	You can get bullied on what kind of music you like, I like JLS, my brother calls them gay LS and it's like...
6	[Laughing,] I'm sorry for laughing
1	that's good
3	he starts having a go at me cause of the music I like. But then I have a go at him cause he likes Tenacious D and rock music, then

	he's not going to be offended cause that's what he like. I get offended quite easily with things so but he kind of like keeps bullying me on what kind of things he likes
5	even if though, your parents were to say so a really bad word, when you get older you understand, like she didn't like the fact that I was calling her that, if I really want to get on her nerves I'll go and call her it, I can understand if you have all these things taken away, but if you really do get annoyed and then someone is saying oh that's a really bad word, you might come out with the word, you might say it's a really bad word but to annoy them you would call it them
1	yeah, so you'd be fuelled on that no one likes it say
5	yeah, they react
1	yeah, so say someone called you a word and you would say stop it that's annoying, you would think ah, so it's working it's fuelling him on, I want to annoy him some more
5	yeah
1	you might take it oh I'm getting on his nerves, so I should probably stop now
3	I told my brother that he was adopted, I know it sounds rude, but he was really annoying me and then he goes and tells my mum and then my mum took my laptop and mobile phone away from and then I didn't say it again
	me
1	you can't just say you're adopted
3	he was annoying me, so I told him he was adopted
1	I might use that in my sister when she's annoying me
6	My friend turned around on her brother and said well you're not actually part of this family, my mum found you in a skip, so much worse
1	Skip that's terrible, door step
6	Depends on what you say, depends on how you get punished
3	My brother takes the mick out of me cause of my weight and things and then my dada will say, just ignore him, but I can't ignore him, cause I'm getting it all from other kids saying it at school and my brother's saying it as well, so I can't really ignore it. But then if my brother also said to me, that you're really pretty and I love you I'd be freaked out, cause I'm not used to him saying nice things, It depends on how the parents are getting involved
2	I think anything could make you want to say it because like you said, you had been told it was a bad word you would use it, but then again even if you had been told it was a bad word you'd still use it. Everything is influencing you today.
M	Has anyone else got any other comments that they'd like to make about how the views come about and how they are influenced
3	Watching films and things, listening to certain music like tenacious D is quite violent and then JLS is not it's quiet subtle and

	nice music, but then another band like Metallica it's quite heavy metal and got bad language in it and everything, so they kind of influence it.
1	Adding onto that, say you were to listen to Metallica and you go to the concert and you're the biggest Metallica fan, but you say you like JLS or Mister leaf, you'd be I want to see Aerosmith at the weekend, they'd stop and turn around and say, you did what. I thin you would feel pressured to hide it. So like your brother might actually have a little thing for JLS, that's why he's like JLS suck and then when you leave the house, he'll go into his room and listen to JLS and as soon as you come home he'll turn it off and hide it, you can do it just to fit in, you can change how you
5	Also in JLS, isn't there someone who's gay?
3	No
5	There is someone who's gay
1	I swear one of them is gay
5	But anyway, if there is someone gay who is quite popular and famous, people look up to them and don't say he's gay and all this, so many fans and if he was a normal person, people might take offence that he's gay, oh you're gay mate. But because he's up the ranks people look up to him, cause he's got all this money and stuff
1	Yeah, and people not so famous start to see him as an idol, like you're gay, well so is the gay JLS or whatever
5	Yeah
1	So it's like you know
M	Has anybody else got anything else to add....I'm going to stop then.

Appendix 20

Main research Questions:

What are YP perceptions about the language used during incidents of name calling in schools? Are there any differences in YP's perceptions over age and between genders?

- 1) Is the name-calling used in schools perceived by YP to be (harmful and intentionally) homophobic in nature?*
- 2) According to YP perceptions, why does this language occur in school? (Banter or harmful intent)*
- 3) How is the name-calling received by the YP?*
- 4) What influences YP to use the language?*

Questions to elicit information to answer main questions

Introduce study: This study will focus on gathering the views of young people in relation to name-calling in secondary schools. This focus will be used to determine whether young people see name-calling within their schools to be homophobic i.e. terms such as "gay", "that's so gay"

Homophobic is a term used to refer to a range of negative feelings towards people who are gay or lesbian or perceived to be gay or lesbian.

- Why do you think some people are called names like 'gay' in school?
- What is the purpose of the name-calling? (Intent: banter or harmful intent), (Why do people use these words for name-calling? why do you think this sort of name-calling occurs?)
- (What does it mean/imply), If these names are used are the people using the names homophobic? (Define homophobic – negative attitudes and feelings about someone's real or perceived sexual orientation).
- What are your feelings about using the word gay or similar words as name-calling? (How is it received by the YP?) – If this language is used in schools what's it like being on the end of it?
- Do you think using the word gay, or similar words as name-calling is intentionally offensive and harmful?
- Who is the name-calling offensive and harmful too? (Is the language intentionally used by YP to be homophobic in nature)?
- What is the word gay used to mean/refer too? Why is it used?
- Is there any other name-calling that happens in school you think is homophobic? Why are these examples homophobic?
- Is this kind of name-calling used by YP in schools seen as homophobic by other YP?
- Do you think using words such as gay (and other words donated) is a form of bullying? Even when friends do it? When said to a gay person?
- In your opinion, what influences YP to use these words/kind of language in schools? (Have you got to be seen to use it – culturally acceptable)
- How do the views come about to use the word gay?

Appendix 21

Focus Group Transcription for year 7 females:

Key Numbers 1 – 6 = Pupils

M = moderator

*Prior to the focus group commencing, the purpose of the study was reiterated and homophobic name-calling was defined and examples discussed with the participants for all 4 focus groups. Moreover, during the introduction to the study the most common word referred and related to by young people was 'gay' as a (possible) example of homophobic bullying and this therefore was used to provide an 'example' in the questions during the focus groups. Furthermore, the initial information sent to schools, parents and young people also used this as an example to define homophobic name-calling and research stipulates this word or variants of this word as the most prevalent and common form of perceived and reported homophobic name-calling. Notwithstanding, participants were also asked their views on other words that may be homophobic and these are represented in the conversations.

Speaker	Participant response – ad verbatim
M	Why do you think some people are called names like '*gay' in school?
6	Mm, like some people call people gay for, if they're mucking about and, someone, it was quite a while back, someone kept calling me gay cause I was doing something
M	Can you tell me more about that
6	Err, it was, err, we were sitting around a table drawing, and someone, I can't remember who it was, and they started calling me gay
1	I think some people do it like, to try and show off and think they are clever and stuff, and it can offend some people and they don't really realise it, but sometimes they mean to offend other people and make fun of them and stuff
M	So any other reasons why you think some people are called names like gay or similar names in schools, from your experiences?
1	Sometimes it's because of the way how clever someone is and what they think and their opinions, how they behave and what they look like and also how popular someone is as well, or what they wear
M	In your opinion what do you think is the purpose of the name-calling? (Big pauses) – for example, what is the purpose of using gay or similar words as name-calling?
1	I think it can make people feel tougher, like people who are saying gay, but really it doesn't make them feel much better, in my opinion, mmmm, doesn't really show that they are special, just cause they use the word

M	Just remember there is no right or wrong answers, I'm just looking for your views, and don't be scared to say them, it's a nice, safe place for you to say it. What's the purpose of using gay or similar words as name-calling
2	I don't think there is a purpose of it, I think it just makes them feel hard and tough, I think they want to make them selves feel big and strong, cause they are not very nice people
1	I think the same thing
M	If these names are used, are the people using the names homophobic?
1	I think in some cases it might be, but in others, I just think they are trying to show off and just... like, 'cause sometimes you say things and you are being a bit contrary and not being nice, I don't think I like it when people are mean and contrary, it just doesn't seem right
M	When you say contrary what do you mean?
1	When they say something, like, that it is wrong to stand somewhere and they go and stand there, and they are not following what they just told someone else to do
M	What are your feelings then, about using the word gay or similar words as name-calling?
6	I don't think people should be allowed to use it in schools, 'cause when some people call other people gay and all that, and it's kind of makes the person they have said it too, a bit upset, and how they've said it and why they've called them that
1	It makes me feel uncomfortable as well, because I start to worry if they might turn on me as well, sometimes it's my friends that are saying it, and sometimes it is said as a joke but it can also offend people, I think it should be banned or something to try and stop it from carrying on
5	When people call someone gay, I don't see why they do it, cause they wouldn't like it if someone else called them gay, and it just like, makes me feel like they are doing something really stupid cause they wouldn't like it back
M	Anyone else, how they feel when they hear the word gay or similar words as name-calling, how do you feel?
1	I don't feel comfortable, I don't really know how to explain it, it isn't a nice feeling, it's not, it's kind of, brings you down
M	Number one mentioned earlier that she hears her friends saying gay, would you say that is a common thing that you hear your friends saying it between one another
6	Yeah
1	I don't know why I find it, sometimes boys in our class say it more than the girls, and they say it in a more offensive way as well, and sometimes it's to specific people as well, who are cleverer and they don't really think about what they are saying and they just say things like "have a bath" and they don't realise how offensive name-

	calling can be
M	Does anyone else hear their friends saying it,
All	Yeah
M	Do you think that using the word 'gay', or similar words, as name-calling is intentionally offensive and harmful? Are the people saying it, intentionally trying to hurt someone by saying the words?
2	I think they could be, but sometimes they just do it as a joke, but most people don't take it as a joke, but they take it offensively, and people don't realise that they are taking it offensively
4	I agree
	Long pause
M	So is it offensive then to use words like gay as name-calling?
1	I think it is offensive, because it's just not a pleasant word and I don't really like hearing it, and all the other bullying words that are similar to it, it doesn't really make me feel comfortable and for some reason it doesn't really make me feel as safe as I would be if they weren't saying it. I also think that it's a form of bullying and stuff and it can upset people
6	Some of my friends, they muck about calling each other gay, and afterwards they start laughing and all that
M	As a joke
6	Yeah
M	How do you know when it's a joke when someone is calling you words like gay?
1	I think, mmm, you can tell that it is a joke sometimes by the way they say it, but I think really, a lot of the time you can't but when you're with your friends and stuff, and it's something that you use with a few friends a lot, and you know they are saying it as a joke then I think you can easily tell what it is, that they mean it as a joke, especially if they are your best friend and they are saying it. You can usually tell if it's been after a fall out, you probably assume that it was offensive, but if it's not then they just having a laugh and you can just assume that it is just a joke and you can take it that way
5	I don't think saying the word gay is a joke, even if you mean to say it as a joke it can still upset someone, so I don't think you can say it as a joke
2	I think it's hard to tell whether they are joking or not and sometimes they do take it offensively even if it is meant to be a joke
M	Anyone else got any opinions
6	As number 2 said, it is hard to tell whether it is a joke, if some people take it offensively they always say – oh you can't take a joke and then it makes them even more upset cause they're saying that you can't take a joke
1	I agree
M	Do you think there's a feeling that other young people might think, well I'm only saying it to joke, you don't need to get upset, do you think other people think that way?

1	Yeah, I think some people will think that way but others will take it quite seriously especially if they are called it a lot, also if there's young people then they'll start using the words, get out of hand I think, it depends I think
6	Someone in my class, everybody always makes fun of him, they keep calling him gay and being horrible to him and it's not really nice and everyone always tells on him and everyone always tells on him and he gets told off a lot
1	I was sitting, mmm, when that happened like number 6 said, when someone on the end of extreme bullying and you try to help them, you get worried that they will start on you as well, that you'll start getting called it because you're helping them and stuff
6	Like number 1 just said, I tried to help him, but everyone kept saying I go out with him and stuff like that and started being horrible to me
5	Like number 6 said, if you see one of your friends or anyone being bullied, it's hard to stick up for them in case they come to you and start calling you names
M	Next question, who's the name-calling offensive and harmful to?
5	To the person it is being said too, because, if people are calling them gay it doesn't make them feel very nice and it's offensive too them
6	Like number 5 said, and it sometimes hurts the people around the person who is receiving the name-calling
1	I agree with number 2, and also it can be offensive to the people that know them, they can start getting bullying as well because of it, it can be offensive to parents and stuff, cause sometimes they might be offended by it as well, and offensive to their friends and family
6	Like number 1 said, my friends mum she's a lesbian, and her daughter gets picked on cause her mum being a lesbian
M	Number 6 and 5 mentioned that it's offensive to these people, but why are the words offensive to people?
4	Cause some people can take it the wrong way even if some people are messing about, and if other people around are listening and they mistake that being said to someone else and they think it is being said to them, then they can it offensively as well instead of jokingly
1	I think it's offensive to them cause, take number 6's case, someone's mum, it can be offensive to their child and stuff 'cause they their mum's different and because they are different, and because of that everyone thinks it's wrong, I don't think they should be too worried about it, 'cause it hasn't got anything to do with the people who are calling them names, it's not affecting their lives, so I think it's just silly that they are calling them names, when they can't help it, no one can help it it's their opinion
5	I agree with number one ...

M	What is the word gay used to mean then, what does it mean?
5	There's lots of different meanings, some people make up their own meanings to it, but, and then they go to say it to people and the people don't know the meaning that they are on about, but most people know the meaning of gay as being gay
6	Some people say it means happy, some people say it means gorgeous attractive and young and some people take it in that you love another boy or girl
1	Yeah, I agree, it's the same gender, I think some people take different views, 'cause the original view of gay was happy, but now it it's just a bit offensive now, cause people have changed it
4	Sometimes other people are told to do something or sit next to a certain person, they think it is stupid so they say gay as well, or if they didn't like something and they had to do something then they would say it was gay as well
M	Number 1 just mentioned that the original meaning of gay used to mean happy but its been changed to an offensive form now, why do you think it's changed?
1	I think people have just changed it and they've decided to use it as an offensive term to make themselves feel tougher and to feel that if they're being put down, it will mean that they will be liked better and more popular, they have changed it to and everyone has evolved it
M	We spoke about what gay is used for but why is it and other similar words used in schools do you think?
1	I think, because the people who say it think they can mess about and they don't realise it's offensive, and cause they're growing up they can use it more, and it's more suitable as well
4	Sometimes, 'cause kids and teenagers are growing up, sometimes when they fall out with each other they will call each other names because they don't like the other person. But if they were friends they wouldn't call each other that.
6	I think, in schools, the word gay should be banned, if people are using it a lot and people are getting upset.
M	So if the schools said, right we are going to ban the word gay, do you think the children would listen and stop using it?
6	Some children would and others wouldn't
1	I think sometimes when people make rules like that, some people think well I'll just use it for a joke, and then it starts back up again and it gets a bit out of hand, and they break the rules deliberately cause they think it's clever and it offends people. So if it's made into a rule then it might not stop it, it might stop in some cases but not in all cases
M	Is there any other name-calling that happens in schools that you think is homophobic?
6	It is gay, but people always go like, I don't like you, you're gay and stuff like that

M	Are there any other words that you hear?
5	There are people that say other words that mean gay like, the other day I heard someone call someone a homosexual, which means gay, and I hear people say that to other people quite a lot
1	I don't feel comfortable saying it but, some people call people prostitutes, and they call them, swear words as well like ...cunt, call people bitch and things like that and it can be offensive to people
M	This is a safe place to say what you think, so don't feel comfortable by it; it is about your views that are important.
M	Do you think the words that mentioned that people are using are they meant to offend someone because they think that the other person is gay or thought to be gay, why are people using this word why?
6	I think it is sometimes, cause, some people like when they fall out, when they get annoyed with each other they call each other gay, I heard someone the other day call someone a slag, then I heard, apparently they were also calling each other gay and all that
1	I also think that people are using it because, it is just a word that so many people are using now, and they think that because they are using it, it will make them a lot more popular, when really it's not, sometimes I think they are trying to make friends and they think it is funny and they are trying to impress their mates, and I think that their mates who are not comfortable with it may start using it as peer pressure so that they don't get bullied as well
6	Like number 1 said, some people think that it is funny, like if you have just moved to a different school, they think it is smart and funny to call people different names to get friends
4	When the older kids say the word gay and call other people names, little kids who hear them, as younger kids look up to older kids so they would think that they are cool saying it, so they would start saying it to make themselves look cool when they don't
5	When some people call other people gay, you don't see people going up to people calling them gay on their own, they are normally with loads of friends, like number 1 said they say it to impress their friends
2	I agree with number 5
1	I agree as well, in some cases in films as well you see it, where there's someone like a ring leader and the others are only with them because they don't really want to get bullied, so they go and they start doing it as well, and they get dragged into it, they can't stop using it cause they've got used to it, and it just carries on from there and it's not very nice, to the people who are around them and people who hear it as well, it's not nice
6	I agree with number 1, sometimes, in films you see a lot of people in a group and they are being horrible to 1 or 2 people, and then it ends up like the person that was being horrible, ends up helping the people who were being picked on and they end up getting

	picked on
1	I agree, it kind of goes around in a circle, cause they make friends and they regret it cause they are going to get picked on
M	Anything else to say?
M	The kind of name calling, like using gay, is it seen as homophobic by other people?
1	I think, there's a couple of boys in our class, and they pick on one specific person and it's mainly one person calling them names and the other person thinks it's funny, and I don't think they other person realizes that, he probably knows what it means, but he doesn't realise how offensive it can be, cause he thinks it's a joke and it's his mate, he offends him but doesn't realise it.
M	Do you think that his friend gets offended by that?
1	I think he gets, I don't really know, cause sometimes, when I used to sit next to them he sometimes seemed a bit unsure and other times he kind of thought it was quite funny, so sometimes it was 2 different attitudes
4	Sometimes if people call other people gay they would think it was funny, but someone called them gay they would think it was offensive, so it's being hypocritical, they wouldn't like it if someone said to them that they could still go around and say it to whoever they what
M	Why do you think people get offended by this word? What is offensive about the word gay or similar words?
6	If someone got called gay, it makes you feel like, people are basically bullying you and it doesn't make you feel good about yourself and people see you as gay and you're not gay, it could like just hurt people
1	I think it's wrong cause, they might get offended by it, they might think it's wrong that someone loves the same gender, that they don't say anything cause they know that it'll offend them. But when they are called it, they don't like it because they know what it means, also for some reason it doesn't sound like a pleasant or nice word. I know how it used to be happy but, it doesn't sound nice
5	I don't agree, I think in primary schools, the word gay and swearing should be banned, because in my primary school, there was always people who think they are hard, this boy who is now YEAR 5, he always used to swear and everything, and he kept making my brother, in year 3, saying it to him, my brother comes home now saying, calling me gay and fatty and all stuff like that
1	I think if younger kids speak like number 6 said, I think it's like their parents at home and what their environments like at home and if it's bad then they will come to school saying horrible words and bullying gays
6	I agree, cause I think that I know someone that's in nursery where I sometimes go and help my mum cause she works there, he was swearing at everyone and bullying them, it was just a bit weird to

	see someone who is 3. It doesn't make me feel comfortable, 'cause I worry about what will happen to future kids who are gonna go through this at a higher, cause it will probably evolve more, cause swearing is getting more popular, more people are swearing and using the term gay as a swear word
5	If someone's family was, something bad had happened they might get angry about it thinking that it's their fault, and when they go to school and they see someone that they know, they might take their anger out on them, so they get angry with other people when it's not their fault
4	When, I was, my opinion is like, people, teenagers and children, shouldn't swear until they are over 18, cause some children get it off their older brothers or sisters who swear and they carry on swearing at other people and get into really bad trouble
1	I think that as well, but I also think even when they are 18, I don't think they should be swearing cause it can affect the younger people and upset them, and make them feel comfortable cause I know when I go some places I hear a lot of swearing and it doesn't make me feel comfortable and my mum and little sister doesn't look comfortable with it either
6	My mum swears but not as much as some other people swear, like teenager cause they swear a lot, but my mum doesn't swear a lot
5	Cause I have a little sister in year 5, I go and pick her up every day from school, when I walk through the school gates I can hear all the different parents who have year one's who are swearing to their mates, and like number 1 said it doesn't make you feel very comfortable, because it's teaching these younger people to swear and they'll start bullying other people
2	I agree with number 5, cause even if you're 18 and you swear and children pick it up, as the year's go on, everyone's going to start swearing and no one's going to be able to stop it then
M	Are gay or similar words, swear words then in your opinion?
6	I wouldn't say it is, because some people don't like the word they take it really offensively
5	I wouldn't call it a swear word cause it is not as bad as what you can be called as a swear words, it doesn't mean it's the right word or a pleasant word to use
4	It's not really a swear word, but it's not a very nice word, there are other words that kind of mean the same but don't sound as bad when you say them, and there are words that you can say that sound worse, it's not really a swear word it's just not something very nice to say
1	I think it should be classed as a swear word, but it's not like a major swear word, I don't think, lots of people have got used to it, I think now, for younger generations it's not classed as much of a swear word but for adults it will be classed as a swear word cause they wouldn't have used that. I still think it should be classed as a swear

	word but I don't think in my opinion it is not a major swear word as others, it is not as offensive
6	I agree, like number 1 said, I think parents would see it as a swear word and I also think that they wouldn't want their children to be using that word either, even though it's not really a swear word, I don't see it as a swear word
5	If my mum heard me calling someone gay, she wouldn't be happy with me, she would ask me why I said it and tell me not to say it again. But other children if their parents were around and they say it to other people their parents wouldn't really care and they would let them get on with it
4 and 6, and 1	I agree
M	Is the word gay a bad thing then?
5	I think it is quite a bad word to use, because, it is not nice, it hurts people and it, and sometimes when you call someone gay it can make someone want to change their lifestyle, so they wouldn't get bullied
2	I agree with number 5, if you call someone gay you are offending them and they might get upset, so I would class that as a bad word
M	Gay as a word, yeah, but take for instance if someone was gay, or being gay, is that a bad thing?
1	I don't think so; cause people should really feel free, and have their own opinions and if they want to love someone from the same gender then that's ok. Just because it's unusual, well it's not unusual, there are quite a lot of people who are gay or lesbian, but I think that just because it's unusual it shouldn't really be used as an offensive term, it shouldn't
5	I agree with number 1, my older sister has got 3 friends who are boys who are gay and if that's the way that they want to be there's nothing wrong with it, you can't tell other people how they can run their life
6	I agree with number 5, cause, that's just how they are
2	I agree too, that's just their lifestyle and that's how they want to live and we can't change that
1	Yeah, I think it should be free choice about lifestyle, it's one of the human rights, that's their opinion and no one really, it's not affecting other people it shouldn't really affect them
M	So do you think using words such as gay or similar words are a form of bullying?
5	I think it is a form of bullying, cause if someone gets called it loads of times, everyday then that's bullying cause it's going on every day and it's just horrible to use
1	Yeah, I think it should be classed as a form of bullying because a lot of, like number 5 said, it can be offensive to people and it can also affect them and other people as well who are around and who know them and it will just get out of hand.

M	Does anyone else have any opinions about whether using word such as gay or similar words as name-calling is a form of bullying?
4	I agree with number 1, cause it can be a form of bullying if you keep saying it over and over again, and it can be a form of bullying if you say it once cause it can harm that person and it might change the way that they are, so that people don't call them gay and don't bully them, but if people keep saying it over and over again then one day someone will get really annoyed with it and try and put a stop to it but won't be able to cause they have been saying it for so long
3	I don't think gay should be used for some words, if say a person loves the same gender, I don't think it should be used as that word because as it makes them sound different but they are not, and it also brings up an extra excuse to bully someone.
M	Do you think the word gay or using similar words is a form of bullying?
1	Yeah, I think it is, cause people can take it the wrong way, like number 3 and 4 said, it's just not really pleasant because they are different and it makes them feel even more different
M	If we think about it as being a word for bullying, do you think people actually understand the meaning behind the word gay?
4	Some people might not know what it means, but if everyone else is saying it around them, they don't want to be left out on their own, they would say it as well, whether they know what it means or not, if they actually found out what it means they would probably stop saying it to people, because they would realise how bad it was
1	I think, that some cases they won't know what it means, others will know when they are deliberately bullying them, like there is a couple of bullies in my class and I don't think they realise how offensive it can be, and that some people know the person they are saying it to, probably does know the true meaning but they might assume that they don't cause they don't use it, so that's why they call them it, cause they think it will be funny, and if they know it, then it can really be offensive to them, especially if it's a girl being called named – it's just, I don't know
5	And like, even if someone doesn't know what it means and they are calling someone it, if they hear older people saying it, like parents or people in the street, they, and then kids go and say it at school it will make them feel tough even if they don't know what it means, they don't know what it means, or how much they are upsetting someone and how offensive it is
4	If someone was getting called gay as well and they went home and told their parents and their family and the parents went into the school to talk to the teacher about it, the teacher probably wouldn't know it was going on, but when they try to talk to the person who was bullying they would deny it and the teacher would probably think that they the kid was telling a lie, but then if they actually seen it themselves they would know that person was getting

1	bullied I also think that sometimes they don't know the meaning and they are just saying it, and then when they are asked if they what it means and they don't know it, then that can get you into a lot of trouble, cause if you don't know the meaning of the word you are calling to someone then you don't really know how offensive it can be, therefore you don't know how much trouble you are going to get in or how upset they are going to be about it
5	Like what number 4 said, when kids get bullied they don't rush to tell anyone because, they are scared that if they tell on them it'll just get worse, so for loads of pupils who are being bullied being called gay and all that, but not many people know unless they see it for themselves
6	I agree with number 5
M	Some of you said that using the word gay, as name-calling could be a form of bullying. What about people using gay between friends is that a form of bullying then?
4	It still can be, cause if they weren't telling the actually person that they thought they were gay, but if one of their friends thought that it wasn't right that they were calling them that and then they went and told the person that they were talking about, they could get angry and they could start calling the people bullying them gay and it would get worse and worse and then it wouldn't stop
5	Like number 4 said, if they are saying it in a group, it probably is still bullying because if they are talking about somebody, calling someone else gay that's not in the group, it is still bullying even though they are not saying it to their face, they are still calling them gay and it still is bullying
1	Yeah, I agree with number 5, and it can get out of control, especially if, that person who is being called gay, there's a couple of people in my class and I'm a friends with someone who some people who are bullying, and I think cause sometimes I feel uncomfortable that they are bullying her and I think that it can, especially because I am friends with other people they don't like her and I don't really know want to say around them, and I don't want to upset them, so I have to juggle it, cause I don't know what to say
4	My friend she's got pure ginger hair, me and my friend we don't mind and it's like when we are walking through school to get to our lessons, the older people and people in my year as well, they always shout things at her, and she doesn't really care but it still isn't very nice to say it to her
M	So going back to the use of the word gay or similar words as a form of bullying, we said even with friends, it could be seen as bullying, what if people say gay to someone they know is gay, is that a form of bullying?
5	Well yes, because if somebody is gay and they are being called gay, actually I don't know if it would be bullying, 'cause my sister she

	calls her friend gay, because he is gay, but he knows they are joking, cause she is, but if they are not, but if you don't know whether they are joking or not, like if it is not your friend, then it is bullying, cause it still probably going to make them want to change who they are
2	I think that it can be bullying, but if you are gay then that's just your right and if people call you gay you might get offended by that and think that you're different, but that's just your way of life, I would say that is bullying
M	Asked to repeat question) – do you think using the word gay is a form of bullying to gay people?
4	In some ways it can be and others it can't, like if you know a person really well and you are close to them then it probably wouldn't be a form of bullying, even if they are gay, but sometimes if you don't know them really well they then they can take it the wrong way, even if they are gay or not they wouldn't probably still wouldn't want loads of people to know or people to keep repeating it to them because it would start to get annoying and they probably would start to get upset about it
1	I think if someone managed to find out and they kept calling them gay, then more people start calling it, cause they found out. It would be a really bad form of bullying, but if it's like number 2 and 4 said, if it's with friends it's not really a form of bullying, because they know that they are joking. I think it would be OK because as long as you know they are joking about it, you just know they are doing it and you are happy with it, then it's not a form a bullying
5	But if you don't really know someone and they are not your friend, and they call you gay, I don't think you would know if they are joking or not as they are not going to walk up to you and say this is a joke by the way you're gay. They won't do that, they'll say you're gay and then start laughing and you won't know whether they are laughing because it is a joke or because they are laughing at you or what they just said
2	I agree with number 5
M	In your opinion what influences young people to use these words In schools? What is the influence?
4	Older people and adults, sometimes it probably is not very common, sometimes you can hear it on the TV or see it on a website or something, and they would think oh what does that mean? And if they just felt that other people are saying it, why shouldn't I say it and then when they know what it means or not, they would still say it, and if they found out what it means they would probably regret what they has said
1	They could also be mucking around, like say they are doing a dictionary activity and they found it and they decided that they thought it would be funny to call other people it. They didn't deliberately find it, but it could have been an accidental find and

M	though tit would be funny to call people it Anybody else got any views on what kind of influences people to use these words in schools
6	My mum watches Jeremy Kyle and a lot of time it's about people with disabilities and gay people. Like there was a girl one time who was with her boyfriend who split up with him and got together with a girl and they kept having arguments because she dumped him for her.
1	Yeah, I agree I think it can be from some TV shows like that, and just things where there's been cases like that and they have decided that because it's been on TV like that then it's OK to say in school, and it's just got a bit out of control cause they use it as a word to bully
5	I don't really think shows like that really help because it is telling you, loads of people that watch the telly about their life and the personal stuff that has happened, and it can like number 1 said, the words that they say on the TV, like gay and all that and lesbian, younger kids that watch that, can think that is on TV and it's right to say it
1	Yeah, I agree there is one TV programme, a court and the people go to court and it's a bit, it's kind of a bit uncomfortable. You hear all the different cases, the term gay doesn't always come up in it, but it might do, and things like that, where people are trying to sort out their problems on TV, they might as well do it in private and get it over and done with
6	I thought judge Judy was to do with money
1	Yeah, sometimes, I don't know whether it is that programme
5	Like on the Jeremy Kyle show, my mum doesn't really like my younger sister, because she is only 9, watching that because it has all these words and shouting in it, and I don't see why parents should let their children watch it if it's got words in it that they don't understand on it
4	If people are splitting up and having arguments as well, they don't need to put it on TV it's not really going to benefit anyone else, other people can learn those words and see what other people are doing, and think that's cool and they would copy them they would regret what they have done as well and regret watching that programme because it's made them think what everybody else is doing, they have got to do as well, because it makes them fit in as well
1	I agree, my mum doesn't let me watch some programmes on TV, like Eastenders and Hollyoaks because she doesn't know what will be on it, she doesn't like all the shouting, she watches it but doesn't really like us watching it cause of all the shouting
5	But with Eastenders and coronation street and all that, there's not really, even on Hollyoaks there are actually gay people in it, they don't use terms like that, like gay and all that, It's just the shouting,

	shouting everyday words, it's not shouting horrible things or swearing in it
6	There's arguing in it but not swearing in it or stuff like that, sometimes cat and Alfie they kind of fight a lot but they always make up and don't stay, one time Alfie moved out and they missed each other, so they moved back in together and started running a pub
M	How do the views come about to use words like gay?
1	I think peer pressure as well, can start it off, and I think sometimes I don't know it might be younger kids as well, which you don't usually assume that's the cause. Sometimes people younger than you they might be in the same year or couple of years younger than you and they are using it and you could feel uncomfortable about it and that could influence some of your friends to use the word if they haven't already started using the word.
5	Another thing that influences people to swear and say gay, if you are in a group of friends and someone says it, like number 1 said what it could be like, peer pressure, you would be scared if you don't speak like them or say it, say it's the top person in your group or something and if you don't say things that the person thinks is cool, you just start saying them so you don't get bullied yourself or get kicked out of the group.....they start saying it, they say it at home and they've got younger brothers and sisters that start saying it and it's like a big circle...
M	As anyone else got any opinions on how the views come about to use these words?
M	No, are we all right
M	So my final question I want to ask today, have you got anything else you want to say about name-calling in schools?
5	The word gay, you find that it is used a lot often than lesbian, even though lesbian is the term for girls, like gay is used the most common, people, sometimes you hear someone calling someone a lessie, but it's not said as much
1	Yeah, I agree and also you hear a lot of swear words, people calling the other person names, and it just makes you kind of think, how often you even hear it, and how you will feel uncomfortable
6	It's like number 1 said, you always hear people saying unpleasant names to people but they don't really like it, someone always get picked on in my class and they always get called unpleasant names. It is not very nice, cause every one makes fun of him; it's not very nice. People in our class, those people get sent out, the teacher always got to go out of the class to sort them out and everyone starts shouting at him especially the boys, like there's always one who draws attention to himself, when the teacher is out of the class room he stands up and shouts and throws pens at the whiteboard and he hits people, and they all shout at him saying things like you're gay, stop it stop throwing you're gay and they call him a

	tramp and saying that he eats play dough cause he hasn't got any money to buy any food
4	Some people if they are in their groups of friends, and the main person in their group is going around bullying someone, the other friends used to go along with it but secretly they feel sorry for the person getting bullied and in the end they turned against their best mate and they go and help the person who was being bullied and end up friends with them, they are still bullying but not in a bad way they are just saying it so they don't get bullied themselves
2	I agree with that
1	So do I
M	Has anyone else got anything else to say
1	Yes there's someone in my class and they try to make fun of her name, they try to break it up, and the second part of her name they say to make sound rude
6	It's like my friend, people keep calling him weird names, they are calling him gay and different names like that and it's not very nice, cause he gets upset over it, and then this boy always, the one who's getting picked on always calls him his surname, and he always ends up getting into trouble.

Appendix 22

Focus Group Transcription for year 7 males:

Key Numbers 1 – 6 = Pupils

M = moderator

*Prior to the focus group commencing, the purpose of the study was reiterated and homophobic name-calling was defined and examples discussed with the participants for all 4 focus groups. Moreover, during the introduction to the study the most common word referred and related to by young people was 'gay' as a (possible) example of homophobic bullying and this therefore was used to provide an 'example' in the questions during the focus groups. Furthermore, the initial information sent to schools, parents and young people also used this as an example to define homophobic name-calling and research stipulates this word or variants of this word as the most prevalent and common form of perceived and reported homophobic name-calling. Notwithstanding, participants were also asked their views on other words that may be homophobic and these are represented in the conversations.

<u>Speaker</u>	<u>Participant response – ad verbatim</u>
<u>M</u>	Why do you think some people are called names like gay in schools?
<u>3</u>	I don't know
<u>1</u>	I think it's because people have different opinions of other people and 'cause they think that they do something that they don't like – they think they can get just away with calling you with what ever they want
<u>5</u>	I think if it's like, close friends, like, you just muck around, you know it won't harm you or anything, or cousins, or any relatives, it's just a ongoing joke between you, that's alright 'cause it doesn't affect anyone, but when it's like hurting someone I think its pathetic
<u>4</u>	I think like, when people try to do it they like try to do it they in front of their friends to make themselves more tough and popular and stuff like that
<u>5</u>	I agree with that
<u>2</u>	1 agree with number 1
<u>M</u>	All right brilliant – so some people are called gay in schools and, so what is the purpose of the name-calling? Why do people use that, as a name or similar words, why do people use gay as a word in name-calling
<u>5</u>	It's just something that they've picked up on like, it'll cut out, just like, when they hear something like, your cousins, it's just one of those words you just like, it'll change in a little while or something, 'cause it's like clothes it'll go out of fashion and a new fashion will

	come in and it's just like the words
<u>1</u>	I agree with number 5
<u>2</u>	I agree with number 5 too
<u>M</u>	You can disagree as well, it's your opinion I'm interested in – What's the purpose of the name calling though, what purpose does it serve using the words like gay, as name calling what do you think?
<u>1</u>	The purpose is to make fun of them but without using a swear word, so if they are near a teacher they won't get told off for using bad language, so they use word instead, but in my opinion I do count that as homophobic – a word that isn't supposed to be used
<u>2</u>	I agree with number 1
<u>M</u>	Do you think we have covered that question, anymore on purposes, or has anyone got any more to say on that
<u>5</u>	Mmmm I don't think it's like trying to harm anyone, I think it's like your friends and your just having a joke with them, I think if it's like a proper bullying thing like, where they start pushing you about with it and like yeah I think that's bullying
<u>M</u>	If these names are used, the word gay, are the people using the words homophobic –
<u>5</u>	No, not as in like, lesbian or anything or anything like that – it just like, they don't mean it in that way
<u>1</u>	It depends on the way your using it, if your using it like with your friends it's probably just a joke, like number 5 said earlier, but if you use it with someone that they do it to over and over again and they show signs that they really don't like that person then I think it is homophobic
<u>5</u>	I think that's pathetic, if they don't like them then I think they should just leave them alone or stay away from them
<u>M</u>	Rather than calling them names
<u>5</u>	Mmm and making things worse
<u>M</u>	Does any one else have any other feelings or opinions on whether they think it's homophobic
<u>3</u>	I kinda think it is, but I think sometimes it just is messing around, but I think sometimes you need to be careful who your saying it around
<u>5</u>	or you're saying it too
<u>M</u>	What are your feelings about using or hearing the word gay or similar words as name-calling, what are your feelings about it?
<u>5</u>	I think it's in gang, like friends, everyone just laughs and has a like, cause me and my friends are always doing that, but were friends and we laugh about it
<u>1</u>	People do it with friends to look like tough, because it sounds, well some people it sounds like a tough word, but it's not really it's pathetic when you use it in that way to people like that you don't like, it's just pathetic
<u>2</u>	I think it's just mean because if you do it to someone for no reason,

<u>5</u>	then it's just mean and bullying and all that
<u>5</u>	It's not like that at all, like with my friends, we say it to each other for a laugh and none of us count it as bullying unless like, the one person that says it first and no one likes any actual caller on people, really they don't like him, 'cause he acts like that
<u>4</u>	I think it is stupid how people do that, I think it's pathetic and stupid, that should just leave people alone
M	Do you think using the word gay, or similar words used as name-calling are intentionally offensive and harmful?
<u>5</u>	No
<u>2</u>	No
<u>3</u>	No
<u>5</u>	It's only when Some people taking it to heart, they know what they are, they know whether they like the same gender or a different gender, they know that to themselves
<u>4</u>	I think it is a bit offensive to some people, but if you know a part of that person, then if you say it, its not as offensive
<u>5</u>	Like a close friend, like you know them really well, and they like you know it, and they know it, you're calling them gay and you know they are not because it is an ongoing joke between you that you both call each other
<u>4</u>	I agree with number 5
<u>1</u>	It depends on the tone of voice, if is like a harsh tone of voice it can be quite offensive
<u>3</u>	I agree with number 1
M	Getting back to the word gay and when it's being used, how do you know when it's being used as a joke then?
<u>1</u>	Like I said before the tone of voice, if they say it like a joking kind of tone of voice, you can kind of tell if it's a joke by the kind of voice
<u>5</u>	You don't have to tell by the tone of voice if it's your friend, you know them well so you don't have to judge them by the tone of voice or anything
<u>4</u>	I think people can notice, if someone says oh that's so gay, like they know that they're messing around, it's just another way of saying that's not right or something like that
<u>5</u>	In a funny and jokey way between you
M	Who is the name-calling offensive and harmful too? Do you think it could be harmful and offensive to anyone?
<u>5</u>	I think people take it too seriously
<u>4</u>	I think it can be offensive if someone like, who likes to get on with their work and some people are calling them oh you're so gay and nerdy and stuff like that, people find that offensive 'cause they just want to get on with their work
<u>1</u>	I agree with number 4
<u>3</u>	I agree with number 4 as well
<u>5</u>	It's not like nerdy, it's like it's yourself, and you can still like

	football, and basketball and sports, it's just like you and, but we're kids at the moment and we don't know any better, we're growing up and we are finding out things on own in life and people are helping us growing up and that, 'cause we are only in the middle of growing up
<u>1</u>	I agree with number 5
<u>2</u>	It would be offensive if 2 people or the person was sensitive or they enjoyed getting on with their work
<u>4</u>	If someone likes football, like most people do, like, then someone likes another sport like cricket they could say oh that's so gay we don't like anything
<u>5</u>	It's just like your personal opinion
<u>4</u>	Yeah, it's like everyone's unique in their own way
<u>5</u>	Then like, when you say your personal opinion, I'm really close to my football, and my friend really likes rugby, and I went I'm not keen on that, and I started playing that in PE and said that's really good, it's just your personal opinion, but like cricket I really don't like and when I say that to people and they like it, they take it to heart and I'm like it's just my personal opinion and I just don't like it and I don't think it's any good, it's just my personal opinion.
<u>M</u>	It's interesting that you said, number 5, you mentioned that it's growing up, do you think using part of using the word gay is one of things or part of growing up as well
<u>5</u>	I think everyone does it, it's like not offensive, it's not harming or affecting them, I think that the only type of bullying that needs to concentrated on is the physical and the, that, but like name-calling is, I used to a lot of it in primary school, not me, we used to speak about it and discuss it, and I think name-calling is just with friends and that, I don't think it should be concentrating on that much, I think the physical bullying
<u>M</u>	You see physical bullying as more serious than name calling
<u>5</u>	Yeah
<u>M</u>	If I'm wrong tell me I'm wrong
<u>3</u>	I agree with number 5
<u>1</u>	I disagree with number 5, 'cause, it really depends if you're sensitive or not, 'cause I get called names quite a lot and I also get physically bullied as well, so I think we should focus on them both equally
<u>5</u>	I think physical bullying is worse, I know name calling is bad, but like, physical bullying and that, that puts people to suicide and like suicide decisions – which it does, it's sad, I watched a video on u-tube the other day, like a little cartoon, and the boy was starting first day at senior school and he went school and he was getting bullied on the bus, in class, getting paper thrown at him, he thought he was nothing and that night he went back home and when his mum and dad thought he was asleep he went out the door, went to school, and he had like a rope, and he actually

	hanged himself, that's why I think physical bullying is more important than name calling, cause name calling is not that effective, it's never been that much effective on me, if I have been called anything, the only thing that annoys me and I don't take it to heart and people start hitting me or they just, it happens to a lot of people
<u>4</u>	I agree with number 5, because if you do physical bullying, like punching people and stuff like that, it can hurt you more, and you just think that you're nothing, just at one time, I know that name-calling can hurt you as well but you can live with it, or some people can live with it, but physically bullying it hurts you and you just want to run away or something
<u>5</u>	Calling names, you can go to someone and get them to sort it out, you can do something about it, but when you're getting physical bullying you try and hide it so much, like say if you were getting hit and you were getting loads of bruises, and getting more everyday, you would put more clothes on everyday, like shirts, and people would get really curious and you would get really nervous, which I think is really bad, 'cause I think you should be able to talk to people about it
<u>1</u>	I agree with number 5
<u>2</u>	I agree with number 5
<u>M</u>	So, going back to the word gay, what is the word gay used to mean or refer to in schools, why do people use it?
<u>5</u>	Harmless joke
<u>4</u>	I think they mean to use it as a joke
<u>2</u>	I think people mean to use it like as – something so stupid, it's just not right, not gender, they don't mean it that it's not
<u>5</u>	Not right as in mucking around
<u>4</u>	Some people like, mean it as in, someone says, that's so gay and your wearing something and your gay, it's something stupid, that you can joke about it
<u>5</u>	It's like I support Liverpool and Jack supports Spurs and it's like mates and we like each other and when we say the team is gay, it's just a joke
<u>2</u>	If you say the word gay and you're with your friends then it's just a harmless joke, but if do it to other people then it would be over and over again it would be offensive and bullying
<u>1</u>	I think people use it to express their opinions about something else, so people, say someone doesn't like something that someone else does, they just call them gay for liking that, they don't think it's gay they just want to express themselves with a different word
<u>M</u>	Why do you think it's used in school though?
<u>1</u>	I think it's used to impress their friends
<u>5</u>	I disagree with number 1, I don't think it is used to impress your friends, I think if you want to impress your friends that's like something to do with your friends and try to get close to them, I

	don't think name-calling has got anything to do with impressing your friends
<u>3</u>	I agree with number 5
<u>4</u>	I agree with number 5
<u>5</u>	I think if your friends don't think of you as impressive then why are they your friend, if someone was your friend you would think well of them, they shouldn't have to make you think well of them
<u>4</u>	Yeah, I agree with number 5, 'cause you don't need to impress your friends by bullying someone, you can impress them by showing off a few tricks with football or something like that, there's no need to start bullying someone
<u>1</u>	I agree with number 4
<u>M</u>	You are focusing on the positive things, it's interesting stuff, In your opinion is being gay a bad thing?
<u>3</u>	I don't think it is a bad thing, it is what someone is, 'cause it is them, 'cause they can be whatever they want to be
<u>1</u>	I agree with number 3
<u>5</u>	You can be however you want to be
<u>2</u>	If your doing it with your friends it's just a joke, but if your doing it and other people are doing it constantly then it's mean
<u>M</u>	Is there any other name-calling that happens in schools that you think could be homophobic (re-defined)
<u>1</u>	I heard someone call someone a homo, a homo
<u>5</u>	Homo
<u>1</u>	A homo
<u>5</u>	It's just the same
<u>3</u>	I've never heard that
<u>1</u>	I've heard it a lot
<u>M</u>	So there are other words, names being used, specific name calling You've heard words homo, is it said like the word gay, between friends, or is it is said in a manner where it could be seen as homophobic
<u>1</u>	I don't really know
<u>4</u>	I've never heard that word in school
<u>5</u>	Nor have I
<u>M</u>	Is this kind of name-calling used by YP in schools seen as homophobic by other YP?
<u>3</u>	It could be, it depends what they think
<u>4</u>	'Cause it's seen as bullying people a lot more, there are a lot more people like different people and stuff like that, so people like use these words, they don't actually mean it, but some people may take it offensive because they are gay
<u>5</u>	I've got to admit as you come up from primary school to senior school, it's a lot of people, it's all about trying to get know, basically who's on top, like trying to get like if you have someone who's on top, like team captains, like every season your manager says, whoever does best is the captain, and everyone loses cleans your

<u>M</u>	shoe, it's like that, it's like a fight to be at the top Any more opinions on that question So, is gay – using the word gay is that a swear word?
<u>5</u>	No
<u>4</u>	Some people see it as, but it depends really on what they think it means, if you mean it as, 2 boys love each other or something like that then it could be offensive, but some pupils don't think it's a swear word, I don't think it's a swear word
<u>3</u>	I agree with number 4
<u>5</u>	I think it's what you think the word, if you've got a young child and they pick up on what adults and teenagers say, and if you try and block that out of the house and block it out around them, then probably to them it is, but to me I don't think it is, I think it is a harmless joke that people take too seriously
<u>1</u>	I agree with number 5
<u>M</u>	Do you think using the word such as gay or similar words is a form of bullying?
<u>3</u>	It can be, depends on what
<u>1</u>	I agree with number 3
<u>M</u>	It depends, so when does it become bullying, so when using a word gay would become bullying?
<u>3</u>	If you say it, I think number 1 said it, if you use it in a bad tone and if you carry on and say it every day
<u>5</u>	Sometimes, it just gets a bit old and you get sick of it, you're not taking it as bullying it's just a bit annoying you hear it everyday oh it's just getting a bit old now
<u>3</u>	I agree with number 5
<u>M</u>	So by the sound of it, it gets used a lot, is that what you're saying
<u>All</u>	Yeah
<u>M</u>	So going back to the question, do you think using the word gay as name-calling is a form of bullying, if you do it with your friends is that bullying
<u>All</u>	No
<u>M</u>	So if you carried on, saying it in a particular tone or carried on saying it, would your friends see it as bullying between yourself
<u>5</u>	Not between your friends, because it's your friends I don't think so any way 'cause it's just your friends and you're with each other everyday, go to the same school, youth club, between you it's just your personal joke, as friends
<u>3 and 1</u>	I agree with number 5
<u>M</u>	Is using the word gay, is it a form of bullying to gay people, if it's being said to gay people?
<u>5</u>	I don't think it is, it's, because they don't really take it to heart, it's the truth, it's not a lie, it's not making fun of anyone, it's who they are
<u>3</u>	I agree with number 5
<u>1</u>	I agree with number 5 as well

<u>4</u>	Sometimes it can be bullying, depends if you really dislike that person, or if you you don't talk to them much, it doesn't mean that it is not a form of bullying, if you really dislike that person and you say oh your so gay and they get in your way or something, it can be a form of bullying
<u>2</u>	I agree with number 3
<u>M</u>	In your opinion what influences YP to use these words in name-calling in school, what's the influence there?
<u>1</u>	Probably people around you, like older than you, 6 th formers and people like that
<u>M</u>	Why are YP using these words where do the influences come from?
<u>3</u>	I think like number 1 said, it's like older people saying it
<u>5</u>	Or comedians on TV, but that is like comedy not bullying
<u>M</u>	Are there any other ways that you feel the use of the word gay has been influenced by anything else?
<u>4</u>	Some people think being gay is stupid or something, so by saying your so gay, you're so stupid, you get influenced by that
<u>M</u>	It's one of those words that's used a lot, thinking back to the word gay, how do the views come about to use the word gay
<u>5</u>	I think it's been around for years, but being so young we haven't understood the words, and know we are older we understand it, so I think that's how it came about
<u>4</u>	I think it'll be an ongoing word, for every year 7
<u>1</u>	I agree with number 5
<u>5</u>	The year 7's that will come up soon will probably use it 'cause it's a new word to them and then it will die out when we go to year 8 or something
<u>M</u>	The fact that you're year 7, it's an opportunity for me to ask, was it a word you heard a lot in primary school
<u>5</u>	No
<u>1</u>	Yeah
<u>3</u>	Not as much as this school now
<u>5</u>	But then again I had a really small primary school, very small school, much smaller than this, this is so big, it's probably the size of the playing fields
<u>M</u>	Do you think that makes a difference, you hearing words like gay, cause there's more people your more likely to hear it
<u>All</u>	Yeah
<u>5</u>	There's about 5000 kids in this school
<u>1</u>	I went to 2 primary school, in my 1 st primary school didn't hear it, but in my 2 nd primary school I heard it a lot
<u>M</u>	Thinking back to it being used in primary school, what was the meaning behind using it in primary school
<u>5</u>	Nothing, I don't think bullying was really in primary school, I think it's in senior school, I never had bullying in primary school, there's no bullying in primary school

<u>M</u>	Is there anything else you want to say about name-calling in schools?
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Appendix 23

Focus Group Transcription for year 10 females:

Key Numbers 1 – 6 = Pupils

M = moderator

*Prior to the focus group commencing, the purpose of the study was reiterated and homophobic name-calling was defined and examples discussed with the participants for all 4 focus groups. Moreover, during the introduction to the study the most common word referred and related to by young people was 'gay' as a (possible) example of homophobic bullying and this therefore was used to provide an 'example' in the questions during the focus groups. Furthermore, the initial information sent to schools, parents and young people also used this as an example to define homophobic name-calling and research stipulates this word or variants of this word as the most prevalent and common form of perceived and reported homophobic name-calling. Notwithstanding, participants were also asked their views on other words that may be homophobic and these are represented in the conversations.

Speaker	Participant Response – ad verbatim
M	Why do you think some people are called names like gay in schools?
2	'Cause it's just something that just comes out, it's so commonly used Big pause
M	There's no right or wrong answers, I 'm just looking for your views – so why do you think some people are called these names in school
5	It's just used as an insult, it's not homophobic in school, it's just used as an insult in general, it's just really common
M	Any other views, remember it's a group discussion,
2	Talk people
M	What are other people's opinions about it, I've heard from people that it's common. It happens a lot, but what have you got to say about it
2	I don't really think about the meaning behind it when you say it, it's just something you say, you don't really think they could take offence from it 'cause of their sexuality
5	You don't use it as an offence against sexuality, you use it as an insult, 'cause it's so common insult
M	What do think the purpose of using the words as name-calling, what purpose does it serve?
2	I don't know, it doesn't really have a purpose, it's just something that is said gay, if you get called, if someone says like you're gay, you say shut up
1	Most people don't take offence to it anyway unless they are

2	genuinely
1	Gay
	Yeah gay or lesbian, I could say it to anybody in here now, well apart from the teachers, and they wouldn't take offence to it, it's just something that you, it's just a word that everyone just uses nowadays, it's just a common word that people use
M	That's an interesting point that number 1 made, when talking about people's perceptions here, even if you called an adult gay, do you think they would be offended by that?
2	They take more offence than the kids do, yeah
5	Yeah
1	I say it quite a lot but I think, but I get away with quite a lot of cheek, so that's why I get away with it, I'm very cheeky
2	Just a bit
M	Why these names, why are they used do you think?
2	Because you can say that without people taking offence, but if you said something else people could take offence to it and take it the wrong way, so if you said to someone oh you're gay, they wouldn't make a big deal out of it, if you call them something else they could make a big argument or something like that
1	It's like there was a phase when everyone used to say 'ya mum',
All	Laughter
1	It used to be ...
2	'Ya mum'
1	You're gay, 'ya mum', it used to be that, and now everyone uses you're gay, because, I think it's just, it's not more polite but it's less hurtful cause it's not about your parents, it's about you and most children can
5	Accept it and take it
1	Take it, yeah
M	Remember, there's no right or wrong answers, If these names are used are the people using the names homophobic
2 and 3	No
2	I'm really against homophobics, but I call my friends gay sometimes, it just comes out, I don't necessarily think about what I'm saying, I'm against homophobics
3 and 1	Yeah
1	Yeah not everyone says it is a homophobic
5	It depends on the context, if you mean it to insult someone for actually being gay, then that's homophobic, but people do it commonly I don't think that counts as being homophobic
M	Has anyone else got any thoughts on that?
	What are your feelings about using these words, such as gay and other names as name-calling?
2	Don't know what to say
M	Are you bothered by it, do you feel angry about it, what do you feel?

2	It's annoying if someone using it genuinely to insult someone 'cause of their sexuality, but other than that it doesn't really bother me, like if I sitting in the classroom and number 1 was annoying someone and they turned around to her and said shut up you're gay, it wouldn't really bother anyone, but if was someone was sitting there and saying they were gay and they had feelings for the same sex, and someone said shut up you're gay, then that's offensive, do you get me?
1	Yeah, I can see why they would take offence to that
M	How do you feel when you hear the word gay or other words?
1	It's used too much, that you can't really do much about it, it's sad
2	Yeah, that is true, that is used a lot, like you said
1	It's one of those words that people like, you just, most children go through a stage when they say something like that, like I said 'ya mum', like loads of people went through a stage when they said 'pure', they said 'pure' in every sentence, and I think it's just one of those things, I think it will go, yeah it will go and something else will come, I think it's just a phase that most children go through and say
3	You make us sound like about 4 – children
1	Teenagers
M	Do you think it's teenagers that use the word mostly
2	Yeah, in certain in secondary schools more than primary
5	Yeah
1	But saying that my little brother says it quite a lot too
2	It could be said quite a lot in primary school they don't really have really hurtful insults at that age do they, they don't know what they're saying
1	Yeah I suppose
M	You probably think that teenagers understand the meaning behind it, but younger children probably don't
2	Yeah
1	I don't think it affects, it obviously must affect some gay people like teenagers, but I don't really think it does affect most of them, 'cause you're only a teenager you don't really know if you're going to be straight, or anything when you're older, you don't really know what you are
2	But people that are gay could disagree with you, 'cause they could strongly believe that they are gay at this age, and they could disagree with you
1	Yeah, I know, you're right
2	A girl in our year, who's bi, she takes offence at quite a lot of things
All	Laughter
2	We're not allowed to say names
M	You saying people used to say the words pure, do you think that the name-calling such as gay is a word that being used 'cause it's

	fashionable to say things like that
2	I never thought of the word gay as a fashion trend
1	I think it's like, obviously it's not funny to say it, but I think it is quite funny to say it
2	Depends on who you're saying it to
1	Say is I was saying it to number 2, like, if you don't speak proper English and say, yo you're gay
All	Laughter
1	It can make it funny, and that's what people say, or to make conversation or make a joke in the class, that's what people say
2	Doesn't that remind you of the ginger haired guy in our class, he says it quite a lot, not just that, just little things, he'll say little things to get laughs out of people, some people might use it to do that
1	And it's not even funny sometimes
2	He sits there and he's like, 'ya gay' and nobody laughs, he tries to be funny and it's not, like some people try too hard to be funny, so some people might use it like that
M	Do you think using the word gay, or similar words as name-calling is intentionally offensive and harmful?
2	Most of the time no, but in some cases people can mean it to hurt people's feelings, actually being mean to them because of their sexuality, most of the time it's not used like that though
3	I don't think it's meant like that for people in secondary school
M	Do you want to say a bit more about that?
3	Fair enough we understand the meaning of what the word gay means, that it's to do with sexuality and everything, but I don't think people our age would intentionally use that to hurt someone else, 'cause if gonna use something to hurt someone else, you would use something more personal against them, rather than using a comment that you would use for everyone in general
M	What's other people's thinking about this, there are 6 people in the room, what are other people's opinions on it. Is it intentionally offensive and hurtful to use the word words like gay as name calling?
3 and 4	No
3	Not in a horrible way, but I think it's most of the time, they just sit there and laugh about it, but we don't mean anything by it
M	You say it between your friends, it's not hurtful, so therefore is it a joke
All	Yeah
M	How can you tell it's a joke?
3	I don't really know, sort of like the way you say it, 'cause if you're saying it really nastily, they would be like, 'whatever' and all that and they would take it offensively, but then if you're saying it in a jokey way, like smiling and everything, everyone would know that you're joking and that you don't really mean it

1	It also depends on what sort of person you're saying it too, 'cause people can come out with quite smart comments can take it on the shoulders and say something back, whereas other people can just like wallow up and would take offence to it and won't bother saying anything back
2	Like if I said it to number 1, she wouldn't care, she would bite back, but if you said it to number 6, she's not that type of person to bite back like number 1 would, I don't know how number 6 would take it, if I said to number 1, oh you're gay, she would probably laugh and say yeah and say so's you're mum, or something like that, but if I said it to number 6, I don't know how she would reply, I think she would stay quite and take offence
M	You did mention earlier that it sometimes depends on the context of when you use the name-calling and who uses it, but who's the name-calling offensive and harmful to in those times, who could it be offensive too?
1	Actual gay people - laughter
2	Or lesbians and bisexuals
All	Yeah in agreement
2	'Cause bisexuals can take it offensively as much as gay people do
M	You mentioned earlier about adults, saying, if you call an adult gay they are going to get offended as well, do you think that's the usual thing, that older people see the word gay as offensive
2	I think it's kind of similar, to what it is to kids, it depends on their personality and how they would take things, 'cause they would probably think you're being rude, that you're a rude teenager
1	Yeah, it also depends on, I can say it to my mum and get away with it, and I can say it to quite a lot of teachers and get away with it, but someone that hasn't heard the word a lot and doesn't know it gets used as much as it does, actually can take offence to it
M	This is a question we've touched on all ready, but I'd like to broaden it out a bit. What is the word gay used to refer too then? What does it mean, why is it used?
1	As an insult
2	I think it depends on where you live, has a big impact on what it means, for instance, someone from C went somewhere like another town and said it, they might take it completely the wrong way, whereas if someone from another town came to C, and said it to one of us, we've heard it so much that it doesn't affect us at all, but if we went to another town and they have an insult like - I don't know
1	An insult that can be harsh like gay, but isn't to them in their town, and they come to our town and say something to us and we could take it quiet offensively
2	'Cause we don't know how they use it in their town
1	Yeah, and we don't know how they use the sort of words and language and the way it's used, like we do here

M	But why these words, like gay
All	Laughter
M	You've kinda of said it is an insult but sometimes you said it is not intentionally insulting
2	It's kind of a habit to say it in a way
3	It's the first word that comes into your head
2	If you're thinking of calling someone something without intentionally meaning to hurt them, it's the first word that pops into our head, 'you're gay', it doesn't really sound that bad
M	Why do you think it's used in schools then?
2	Banter mostly, especially the boys
3	Yeah they use it the most, boys use it the most 'cause of banter
M	You think boys probably use it more? Would you agree with that?
All	Yeah
M	Is there any other name-calling that happens in schools that you think could be homophobic?
1	Any other names
M	Yeah any other names that are homophobic?
	You said earlier, that possibly gay people could find being called gay offensive, are there any other words that you hear in secondary school that you think that could be offensive to someone as well, that be seen as homophobic in your views
2	No, 'cause I don't really think about whether things are meant to be homophobic or not, I think if you were to sit there and listen to everything that someone was saying for the day you would probably pick out words that could be homophobic, but because you don't deliberately sit there to listen for it you don't really notice
M	Is the kind of name-calling used by young people in schools seen as homophobic by other young people?
5	No, most of the time it's not, 'cause it's so commonly used they don't think of it as homophobic
2	I have a friend who goes to a different school and he is gay, but if someone says something remotely homophobic he doesn't think of it like that. He just doesn't care, but whereas his friends get dead defensive and he gets homophobic, so it can work both ways, people of that kind of sexuality could say that doesn't bother me but their friends that are straight, could say why are you insulting my friend kind of thing
M	Anyone got any more views on that?
M	Do you think using words such as gay or similar words are a form of bullying?
2	No
3 and 5	No
M	Why is it not a form of bullying then, if it can be used as an insult?
2	I suppose it could be bullying then, but that's like saying everyone's a bully and 'cause I don't know one person who hasn't

	said the word gay against another person before, so it's like I don't know
M	What about using the word gay as a form of bullying if it's between friends would it be seen as a form of friends then?
1	Between friendship groups
M	Yeah, you're doing it between your friends
1	No, no, they would just take it as a laugh and a joke and take it on the chin
M	We've already said that using the word could be offensive to gay people, but do young people think being gay is a bad thing?
2	I think it's accepted more than it used to be
M	People are using the word gay to refer to things, sometimes as an insult, is it because people use the word gay because they feel that being gay itself is a bad thing so I'll use the word gay as an insult? PAUSE – SILENCE
M	I'm wondering where the language comes from, why gay, why that word, it's so interesting - pause – what do you think? – there's no right or wrong answer
1	I think a lot of the school children use it quite a lot 'cause there like channels on the TV, like Waterloo Road and that's like about teenagers in school and it's always trouble making and they always use the word gay and words like that quite a lot, and I think more students catch it off them
2	They are influenced by it
1	Yeah, they come to school the next day and start saying it to people to think that they are bringing up a new word and something like that
2	I agree with number 1, 'cause it's not just words like gay, if you watch any programme, the words influence what you say, like TOWIE, everyone say stuff off them, it's like number 1 said, or Waterloo Road if they say something on that, 'cause it's like a big thing with people in our school as they tend to watch it, it's on a Wednesday night, so people will come in to school on a Thursday and say everything that's been said on a TV show and like it sticks
M	In your opinion, what influences young people to use the word gay in schools? Are there any other things apart from TV?
2	I think it depends on the way you're brought up as well, if you're brought up and your parents like, if people were to use the word gay, intentionally to hurt someone, 'cause they're homophobic, it could depend on your parents as well, 'cause if you, your dad is really homophobic and he walks past someone and says 'oh you're gay' to an actual gay person it could rub off on you
M	So TV programmes, what you're exposed to when you're younger, can you think of anything else that influences young people's views to use the word gay?
1	I don't know
3	It could be maybe like, when people like eminen and rappers and

	that, they sometimes use hurtful words like it's a joke and all that, but other people say it all the time, it's quite catching and they use it on other people
M	Do you think that would influence young people that they hear something in music that they think I'll start using that
1	Yeah, 'cause if it's the sort of music you enjoy and listen too quite a lot, then you'll obviously gonna get the words stuck in your head, when you keep playing the song you get the words stuck in your head, so you know it, so you are gonna hear words that you are gonna want to use and you start using them
M	How do these views come about to use the word gay?
2	Can I ask you a question
M	You can ask me afterwards, I can't influence your opinion
2	I want to ask you now, you won't influence our opinion, if I was to ask you what was the insult when you were at school, did people use the word gay when you were younger
M	Not as much as now,
2	Did they only use it hurt someone?
M	No, it would be in reference to someone's sexuality, I didn't hear it a great deal when I was in school,
1	Did your children ever say it a lot
M	No not really
1	At you, 'cause I say it quite a lot to my mum, shut up you're gay, but she does not take it offensively, it's just something that you generally come out with
2	You forget you're saying it, sometimes you don't even know you're saying it, if you're talking in a middle of a sentence and you come out with the word 'gay', and then the sentence you said gay, if you would sit down and think about how many times you've said it, for someone our age and at our school, think how many times you've said it you probably be shocked the amount you said it, 'cause you don't realise how much you do it
1	When I say it, I don't intend to purposely hurt somebody, sometimes I walk down the corridors from English to Maths and go to every single person that I pass and say 'you're gay', in their face, I will say it in their face, I say it to some teachers sometimes, I don't know, it's just funny, I don't (laughing) intentionally try to hurt their ..laughing
M	You said you don't intend what?
1	To hurt their feelings, unless someone was gay and I said it to them, and they grabbed me by the neck and put me against the wall, then obviously I would say sorry, it's just something that you say as a laugh and a joke, and maybe get told off by a teacher by saying it, it's just something to do when you're walking down the corridor or sitting around
M	People are obviously feeling comfortable saying it, it's a time filler, it's become so common place

1	It's like the word 'like', a lot of people use the word 'like' in most of their sentences, I noticed number 2 says it all the time
2	Everyone has their different habits
1	Like what, like
2	Shut up,like shut up for example, you can tell people to shut up all the time but they won't take offence to it, like if someone is annoying you and you say shut up
1	It's like TOWIE, the only way is Essex, a TV programme and they go 'shut up', and most people now, most girls say it, just for the pure crack of it, and I don't see then taking offence to it, they actually enjoy most people saying it, 'cause they always on telly saying it,I'm going to dig myself in a hole for saying this,
1	Say it, it's confidential
2	It don't matter, laughing
M	If you've got something to say it say it
M	My last question I wanted to ask was, have you got anything else you want to say about name-calling in secondary schools?
2	Homophobic name-calling?
M	Anything about name-calling in schools
2	Name-calling is used quite a lot, but I don't think it's ever meant to hurt anyone, but you do get your bullies, they will deliberately sit there and try to hurt someone. But it's mainly used as banter, like as a laugh, so if you're bored in a lesson, then say 'shut up' and you get into an argument, but not a full-blown, not a full-blown argument – 'just shut up.'
1	There's a gay pupil in this school, and there is and I don't know, but there is people that I know, I haven't ever said it to them, but even when I have said it to boys that are like, you know when someone looks it and you think 'oh no gay', even when you say it to someone, I have never seen them ever take offence to it, since I said it, since I've been at this school, I've never seen someone break down and cry
2	I have, there's a sixth former in this school
1	Yeah, but people just said it to them
2	No someone at break, in September, someone was taking the pee out of him, like, look at the way he dressed, you can tell you're gay, and everything, and he's like gay, and he started crying and everything and genuinely took offence to it, 'cause they were being quite rude with some of the stuff they were saying
1	Exactly, but if you just say you're gay, he obviously has taken more
2	It depends on the meaning behind it
1	Yeah
2	How much in depth you go, say if you say, oh look at what he's wearing, you say you're gay, just as, you're gay, I know it's not offensive, but if you go into depth about
1	What you look like and how you react to other boys, then it's

M	gonna start getting offensive and start making people really upset Last chance, anything else you want to say about name-calling in schools?
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Appendix 24

Focus Group Transcription for year 10 males:

Key Numbers 1 – 6 = Pupils

M = moderator

*Prior to the focus group commencing, the purpose of the study was reiterated and homophobic name-calling was defined and examples discussed with the participants for all 4 focus groups. Moreover, during the introduction to the study the most common word referred and related to by young people was 'gay' as a (possible) example of homophobic bullying and this therefore was used to provide an 'example' in the questions during the focus groups. Furthermore, the initial information sent to schools, parents and young people also used this as an example to define homophobic name-calling and research stipulates this word or variants of this word as the most prevalent and common form of perceived and reported homophobic name-calling. Notwithstanding, participants were also asked their views on other words that may be homophobic and these are represented in the conversations.

Speaker	Participant response – ad verbatim
M	Why do you think some people are called names like gay in schools?
2	I think it's just banter, rather than meant to be offensive
All	Laughter
M	Any other thoughts, Why do you think some people are called names like gay in schools?
4	It depends on what mates you have, 'cause some mates don't call each other that, others do have mates like that and it's used like in banter
M	Any other thoughts, remember it's a group discussion and everyone's views is really important Inaudible talk ...
M	Why do you think some people are called gay or similar names in schools? why?
1	It's just the most used word in school
2	I don't think there's a reason why, it's just a word that everyone uses
5	Just one of those words
2	Yeah
M	What's the purpose of the language, what's the purpose of using words like gay as name-calling?
2	I don't think it has a purpose, just a word that people use to fill up a sentence to be honest
4	Some people say that's so gay and stuff, and basically using the word instead of rubbish or something like that
2	Mmm, I agree

3	I agree too
M	If these names are used, are the people using the names, are these people homophobic that are using these terms
2	I wouldn't say they mean to be homophobic, but it can be seen as homophobic
4	Some people aren't part of our school hearing us say that but they'll think we are homophobic or something, but people in our school will know what we're on about, we're not being homophobic
2	It's not just our school though, everyone does it
M	You said it depends, what do you mean it depends,
6	Depends who you are saying it to really, some people like take it offensively
3	Those that are probably gay
5	It depends on how you say it to the person, like if you say it in a conversation, they might not see it as offensive, unlike if you kind of shout it in an argument, maybe
M	Why these names though?
2	You say something
4	Things have changed, like slang is used, been changed since different times, some of the older people, like parents would have used different slang, but would have probably meant the same stuff
M	Do you mean, the word that you used there, you said slang, you do mean that there is a different intent on using the word gay then
4 and all	Yeah
4	Definitely, like compared to what some people use it as, it's a different meaning for us, quite a lot of people think it has a different meaning
M	What would it mean then, using that word (gay)?
3	Maybe they're weird or something
M	So the word could mean weird, weird in what way, the way people look or what they are doing, what do you mean?
2	What they are doing
4	Sometimes they behave around people, but it depends what context you mean we say it in, sometimes we do say it to our mates as a joke, and sometimes we say it about our opinion on something
1	Sometimes your out with friends, and if a teacher says you can't go out side, then you say that's gay
M	In that instance, it's a good example, but what does it mean saying that word
2	I think it's just a cover up word for rubbish or shit
1	Not fair
M	What are your feelings about using the words gay or similar words as name-calling?
4	If you're going to call someone names like that, you should call

	them something else instead, 'cause people will think that you're stupid or something if you use it as an insult
M	What are your feelings about the word gay as name calling, not necessarily you using it, but if you hear it, what are your feelings?
2	I wouldn't say it is offensive
1	Not offensive, I don't think it would hurt someone
4	Depends on who you are though
2	Yeah, it depends on who you are, because, if you're secure with who you are, I don't think you would find it offensive, but people who haven't got the confidence to know who they are, it might offend them
6	(Nodding in agreement)
M	What about if someone is called gay, how do you think they feel about being called that name?
3	They wouldn't feel anything, 'cause they probably get called it all the time and hear it all the time
6	It depends who you are saying it to, they might go home and might feel like they are gay, you don't know, someone might not know them so much and say he's gay, and he might actually be gay, you don't really know do you
2	So, they could find it offensive
6	It depends who it is
4	The only time I see people using the word gay is with their mates, as banter or something, they don't say it to complete strangers or people they don't get along with, they just say it between their mates or like as an opinion not like something offensive
M	Do you think using the word gay, or similar words as name-calling is intentionally offensive and harmful?
2	I wouldn't say a lot of people say it to mean it to be harmful, people just use it as a word, I don't know why
6	It's a word that you hear people say, it's just a word that everyone uses
2	I don't think a lot of people mean it to be offensive but it can come across that way
M	Anybody else got any feelings on that, or do they think it's using the word like gay is intentionally offensive
4	Nay, the development of the word gay, 'cause it used to mean happy, didn't it, so all of a sudden it meant homosexual, now it's starting to change, now we are changing the word gay for opinions and stuff, like rubbish, if it's rubbish or not and stuff like that
M	Tell me if I am wrong, the meaning of the word gay has changed over time
4	Yeah, it's evolving into different stuff, each time
M	So you said, it depends on over the name-calling is intentionally offensive and harmful. So if it was offensive and harmful who would it be offensive and harmful to? Or when maybe

2	I think it would be offensive to people who are insecure, so they wouldn't know whether to take it as a joke or offensively
4	Yeah
M	Any other thoughts on that, anyone got a different opinion? Or are you in agreement with that?
All	YEAH
M	We've touched on this a little bit already, What is the word gay used to mean or refer to? From your perspectives and views what does that word actually mean when you hear it being used
2	It has quite a few meanings
1	Boring, rubbish
2	Like is someone comes into school wearing a jacket that you don't like, you say that's gay, you just do it, because you don't like it
4	It's used as a negative word, it used in negative ways, like crap and rubbish and things like that
1	I think it's said more now, because you can't swear in front of teachers will tell you off, but you can say that 'cause it's not a swear word
M	That's an interesting point, is using the word gay a swear word
1, 2, 4	No
M	But it could be offensive to some people, but it's not a swear word maybe?
2	Yeah
M	What do you think makes it not a swear word then?
4	'Cause when you think of swear words you think of words like fuck and shit and stuff and you never really think of the word gay, 'cause most adults use the word gay for loads of stuff so you think, it's not a swear word so we can use it
1	'Cause people are actually gay, that's why we use it
M	So you think there's an association being someone being gay and using the word gay
1	Yeah I do
M	Why is gay used in schools? From your views and opinions
2	I think just within your group of friends it's just a put down
4	You just say it really, I don't know,
6	The word came out of nowhere, everyone started using it randomly, at some point, 'cause everyone uses it now, everyone will keep using it and they are not going to forget about it
M	So would you say it has become like a fashion thing?
All	Yeah
4	It's become a bit of a fashion between people
2	Yeah
M	We've spoken about the word gay a lot, and I donated that from the start and you knew we were going to talk about that from the start, is there any other name-calling that happens in school that could be seen as homophobic
4	Not really, I think the only word we use is gay

2	Some people use bender, queer
4, 6, 1	Yeah, oh yeah
M	You're saying these words, but do you think that they would be seen by young people as homophobic?
4	No, they would be seen like, calling people, it's basically just banter
2	I don't think with young people that it would be seen as offensive, but maybe in an older group, people might look at it as... lost my train of thought...people might see it as offensive in an older group
M	In an older group?
2	Yeah, like adults
4	Sometimes you get it off TV shows, like south park, they use it quite a lot, so you see it on TV so you think if they say it then we can say it
4	Other TV shows, like in-betweens, they use like bumder and stuff like that, so people just use that 'cause they take stuff off the TV shows, it's just basically copying them
6	It makes them sound cool
4	Yeah, 'cause everyone watches them, everyone watches them you know what you're on about, so if you said bumder to them, they know what you mean, but they act like what you on about, it's in-betweens so.
M	Is this kind of name-calling used by YP in schools seen as homophobic by other YP? We've mentioned that it might be seen differently by adults, but do you think it's seen as homophobic by other YP at all?
4	No, 'cause no people round our area don't seem to, I don't any other people from other areas, but I don't think it would be seen as homophobic
6	It depends who you are saying to really, and how you say it, we say it to each other we don't mean it bad, but someone you don't know might take it proper offensive who I don't really talk to, that's it
2	You never know what someone 's reaction going to be to it, among your friends you know they are going to just shrug it off, and think nothing of it but if you say it to someone you don't know, they could take it to heart and be really offended by it
M	So possibly there may be a stranger that over hears it, how do you think they would react about hearing it?
6	Probably think are they talking to me or something and get upset, and why don't you want to talk to us no more, or something like that
M	Why do you think that would be, that if someone was called something like the word gay and someone would get upset about it, why do you think they would get upset about it though?
4	Maybe they know someone who is gay, or they are gay

6	Or some part of their family is gay and they don't want to really tell no one or something like that
5	They might be used to the word, so they might not used for
4	Sometimes when new people move here, they have words that we don't understand, so if they hear us they might think were are homophobic
M	Do you think that using words such as gay or other words that you mentioned is a form of bullying then?
4	I don't see that, I see different names, but when you see people bullying you see them using different names, instead of like homophobic words,
6	You never really hear no one call someone gay as offensive
4	Yeah
6	It's like Oh you're fat, or something like that, it's never gay
4	You never hear someone that your gay in an argument, you just hear them swearing and stuff like that
6	Yeah
3	It depends if they are, like if you call someone fat and they are actually fat then they might find it offensive and if they are gay and you call them gay then they might find it offensive
M	Do you think that it's actually a form of bullying, actually using that word on it's own
6, 4 and 1	No, not really
4	If some people act camp and something, and they say they are gay to them or something, cause they act camp but they might not be gay, so
M	Do you think using the word gay is a form of bullying, even if used between friends
3	No
2	I don't think it's bullying if it's with your friends
4	We don't class it as bullying, we just class it as banter
2	Yeah we laugh about it
4	The wrong people might think you're bullying, but they don't know it's your mate, and so they might take it a different way but with your mate you know it's a bit of banter or something
M	Do you think it's known between friends then, that it's seen as a bit of a joke
4	Yeah, one of my mates, would say it just a bit of banter and they don't take it to heart, they know it's a joke
M	Do you think using the word gay is a form of bullying, is it to gay people, using that word to someone who maybe is gay, do you think it would be offensive to them
2	Yeah
4	Yeah but, quite a lot of the time you don't know if someone's gay, 'cause they don't tell people something, so they keep it to themselves, you don't know, and if you did know they were gay you wouldn't say it to them, 'cause, I don't know, you wouldn't say

	it to them
2	I don't think anyone our age would admit that they were gay, 'cause they would get bullied for it, by certain people, so I suppose you never really know who's going to be offended by using the word gay
M	Is it a risky thing then to use the word gay
4	Not between your mates, but if it's with someone you don't know then it's a bit risky, if it's a stranger, if you meet a stranger you don't say it to them 'cause you don't want to get off on the wrong foot or something
1	It usually just comes out when your with your friends and you don't know what you're saying you just do it
M	We spoke about the word gay evolving and changing over time, the meaning of the word's changed a lot, how do you see the word gay, what does it mean to you, what does it define
2	I suppose it depends on the way you use it, if you see someone doing something and say that's gay, you use it, I'd say it as, I wouldn't do it, and I don't like the way he's acting or something, but there are lots of different ways you could use it, you could use it to call someone gay and try to be offensive to them, but I don't think a lot of people would take offence to it though
4	Yeah, I don't think anyone would take offence as they've been around it so much, they've got used to it, I don't think girls use it as much as boys, boys say it as a joking around, girls probably don't say that to each other
M	Depends, the word has been linked to homosexual, do you think being gay is a bad thing?
4	I think it's their choice, if they want to be, it's their choice, there's nothing you can do to stop them, so let it be
M	Any other thoughts
1 and 2	Agree with number 4
M	What I'm getting at, is the word gay, and the meanings we have spoken about, it's seen as an offensive thing, I'm wondering how that word has been associated with other things, like rubbish, and I'm wondering how you think that the word gay has become to be associated with these meanings really
4	I thought it might be off TV or something, 'cause people copy what people say off TV, and when we see some programmes they say it like that, so we sort of take it off that
2	I agree
M	In your opinion what influences YP to use these words in schools?
2	People are watching TV and you come to school and use it, and other people think, yeah that's quite funny, I'm going to start saying that, so it sort of went around everyone
4	Like most people watch in-betweens, like I don't really know who hasn't and they say it and stuff like that, and in south park and stuff, people always say it, so you sort of copy it off them,

	sometimes you get it off older people you know and they use it and they get you to use it and it goes on
M	Any other thoughts on influences of using the word gay in schools
4	May be video games sometimes, I know it sound stupid but that there's a GTA game called Ballard of gay Tony and so people do it in a joking way in games and stuff
1	People sometimes do it to show off
5	I think it depends who your friends are as well, if you are a group of people who have grown up in a certain area and know what it means, then some people might know
4	In C people know, in K they probably won't know it and stuff, if you say it to someone from K they might think you saying it in a different way rather than what you're actually meaning to say
2	I thought the word was used widely, rather than just C
4	Some people in K don't even know about it or anything or don't even say it, so
M	What about other kinds of influences? Could there be any others
2	I think TV is an influence, and makes an big influence on the word and why people use it, people who are a couple of years older than us use it and we think it is OK to use it
M	Do you think that the word gay has become almost a socially acceptable word to use then
2	In some cases, yeah
M	How do these views come about then, using the word gay?
4	It's like on some shows, people around our age, they do it in a way, that we do it, like in a bit of banter, and 'cause you see them doing a bit of banter, you and your mates do the banter, just use that as a bit of banter as well.
2	I agree
M	Any thing else you would like to say about name-calling in schools?
2	I don't think people use it offensively, mostly used as banter and yeah
6	People use name-calling just for the crack, taking the mick out of each other, making it funny, just making people laugh, just in between your friends
4	People around our age, we see it as acceptable to say it, some other people will think that we shouldn't be saying that
2	Yeah
M	Anything else?

Appendix 25

Findings from year 7 female focus groups

Phase 1 of the thematic analysis:

During the first phase of the thematic analysis I repeatedly read the transcriptions from each of the 4 focus groups to immerse myself in both the depth and breadth of the transcription's content and to pick out and note down initial ideas for coding that could become themes. Furthermore, Braun and Clarke (2006) recommend that the writing up of the analysis is an integral part of the analytic process and should begin in phase one and continue through the entire analysis process (p.86), and this approach was taken for the purposes of this study. Furthermore, at this stage I also compared the written transcripts against the audio recording to ensure that they accurately represented the young people's views ad verbatim.

On completion of the first phase of the thematic analysis the following was extrapolated from the young people's responses as initial ideas:

1) Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?

- Used as a joke: Friends are saying it as a joke but can offend people p2:6
- Link to why used and question 2, **(this area of the question formed evidence for question 2 later on in the analysis, but was originally listed under this question due to the ambiguity in this group's perception of name-calling).**
- (Depends who it is said between) used as a joke p3:1, used as a joke between friends, my friends muck about and call each other gay and laugh p3:4, (link to question 2, overlap). It's something that you use with a few friends a lot and you know they are saying it as a joke, especially if they are your best friend and they are saying it p3:6. You can tell if it's been after a fall out that is was offensive but if it's not they are just having a laugh, it's just a joke and you can take it that way p3:6
- if they were friends they wouldn't call each other that p5:4.
- Name-calling between friends can be bullying: p10:8, if they are saying it in a group, it probably is still bullying because if they are talking about somebody, calling someone else gay that's not in the group, it is still bullying even though they are not saying it to their face, they are still calling them gay and it still is bullying p11:1 & p11:2 - it can get out of control, especially if, that person who is being called gay,
- The Impact of name-calling on gay people: don't know if you could say that was bullying, cause my sister she calls her friend gay, because he is gay, but he knows they are joking p11:4, p11:7 (know joking as friends), not really a form of bullying between friends (difficult to know, depends on whether they are joking or not and then there is dilemma of deciphering whether it is joking or not, including the way in which it is said). Between friends it is not bullying p11:4, p11:7 – Re: McCormack). But if not know whether joking, or not friends then it is

bullying P11:4. Can be bullying p11:5. Depends, not bullying if you are close to the person even if they are gay, but if you don't know the other person it could be, as they could take it the wrong way (ambiguity around intent) P11:6, Yes it could be bullying if people know the other person is gay and they keep calling them gay p11:7. Ambiguous intent if they are not your friend, difficult to know whether they are or not joking p12:1, p12:2

- Not a joke but offensive: saying the word gay is not a joke, even if it is said as a joke it can still upset someone – so I don't think you can say it as a joke, p3:7
- (not aware it is offensive to others, said without realization of it's offensiveness) It can offend people and those using the language don't realise it p.1:3, p2:10, p3:1, p.3:2, p3:8, p10:2, p10:3 (most people don't take the name-calling as a joke), p4:8 people can take it the wrong way even if some people are messing about (unintentionally harmful). – p3:8, p3:9 it's hard to tell whether it's a joke or not, as it is taken offensively even if it is meant to be a joke (difficult to know if intentionally harmful or banter, = ambiguity of intent). P3:9, p3:10 – hard to tell whether a joke. Taken more seriously if they are called it a lot p3:11. (more offensive if used repeatedly).
- Pressure to accept the name-calling/language as a joke – p3:9, p3:10 If some people take it offensively they are told by their peers that they can't take a joke (peer pressure – in-group)
- Sometimes language is used to intentionally offend others: making fun of others p.1:3, offensive as not pleasant words p.3:3 (can be purposely offensive to the recipient) – links to question 2. P10:2 some deliberately bully others
- Offensive to recipient p4:4, p4:5, p8:11 and it hurts the people around the person who is receiving the name-calling. p4:6, p9:8 also offensive to people who know them, they can get bullied as well because of it. It can be offensive to parents, friends and family p4:6, p4:9 p4:7 (can be homophobic) = my friend gets picked on cause her mum is a lesbian. Offensive for being different p4:9, p4:10. Offensive to passersby may think name-calling is intended for them p4:8.
- May be homophobic – uncertainty/ambiguity – some cases it might be p2:3, p3:1, p7:4, p7:6 (in others they are trying to show off p2:3, joke, p3:1– links to question 2. NOT CLEAR THIS GROUP UNDERSTOOD TERM HOMOPHOBIC
- Wrong to use the language as gay people may get offended by it, they (the person using the language) might think it's wrong that someone love the same gender, that they don't say anything cause they know that it'll offend them. P7:4
- Bad word to use, hurts people p8:11, p9:1 can make them want to change their lifestyle so they don't get bullied p8:11, p9:9 - it might change the way they are. P11:4
- Similar to other bullying words p3:3, p4:1, offensive and a form of bullying and it can upset people, p3:3. (Attack on their social identity?). Being called 'gay' is bullying: if someone got called 'gay' it makes you feel like people are basically bullying you p7:3. Form of bullying if someone gets called it loads of times everyday (repetition) p9:7, p9:9 Should be classed as a form of bullying as offensive to lots of people and affect them and other people around them (psychologically), p9:8. Shouldn't be used as it's an excuse to bully someone p9:10. Is a form of bullying makes people feel even more different p9.11.

- Some people using the language don't know what it means: p10:1, if they actually found out what it means they would probably stop saying it to people, because they would realise how bad it was, p10:1, p10:2 - I think, that some cases they won't know what it means, p.10.3 - if they don't know what it means, they don't know what it means, or how much they are upsetting someone and how offensive it is. I also think that sometimes they don't know the meaning and they are just saying it, and then when they are asked if they know what it means and they don't know it, p10:5 then that can get you into a lot of trouble, cause if you don't know the meaning of the word you are calling to someone then you don't really know how offensive it can be p10:5
- Depends on how they've said it p2:5, p2:10, p3:6 (emphasis and swearing) (how they say it links to whether it is perceived or can be perceived as a joke) and it is said a lot between friends p3:6, (what are the connotations of the word for the young people, a laugh and not intentionally harmful between friends). (It maybe to do with the relationship between those using it and the way it is said that changes its intention).

Summary of initial ideas:

The language can be used as a joke but still is offensive to the recipient, their friends and family. Even when said as a joke and between friends it can still be offensive. Those using the language are unaware of its offensiveness. There is a mixed intent and use and it is complex (not straight forward). It is a form of bullying and upsetting to those it is aimed at and those hearing it. Not intentionally said as harmful the majority of the time but people find it offensive. There is ambiguity surrounding the intent of the name-calling, as the young people find it difficult to know whether the use of the name-calling is intentionally harmful or banter, although this is clearer amongst friends and can also be deduced/inferred from the way in which the name-calling is said. There is peer pressure to use the language amongst groups.

2) According to young people, why is this language used in school?

- The language/name-calling is used as a means of 'mucking about', p1:1, p3:4 some pupils do it to show off p1:3 & p2:3, done by who think they are clever p1:3, mess about and don't realise it's offensive p5.3 (not intentionally offensive) (Link question 1 ideas about JOKES HERE)
- It's more suitable (in comparison/alternative to swearing) p5:3. Not a swear word but offensive p8:4, p8:5 - it is not as bad as what you can be called as a swear words, p8:6 - It's not really a swear word, but it's not a very nice word, there are other words that kind of mean the same but don't sound as bad when you say them, and there are words that you can say that sound worse, it's not really a swear word it's just not something very nice to say. P8:8 it's not really a swear word, I don't see it as a swear word
- Using the term gay as a swear word p7:7, p8:7 should be classed as a swear word, but it's not like a major swear word (not as offensive), - for adults not

children it is classed as a swear word p8:7. P8:8 – agree parents may see it as a swear word

- Used as part of growing up, p5:3, p5:4.
- Said to specific people: seen as clever (academically related not masculine), p1:4, p2:10 how they behave, what they look like, including what they wear (appearance), what they think and their opinions and also how popular someone is p1:4
- Make people feel tougher p1:5, p2:1, p10:3 they want to make themselves feel big and strong cause they are not very nice people p.2:1, p2:2 (agreement). An offensive term to make those using it feel tougher, liked better and more popular p5:2. P6:2 and trying to impress their friends p6:2, p6:3, p6:5 and p6:6 and p6:7 (said in a group not individually) (in a group with friends using the word “gay” to impress their friends. p6:8 people in a group horrible to 1 or 2 people
- LINK TO QUESTION 3 Peer pressure: p13:8, 13:9 being in a group using the language, scared if you don’t speak like them – (want to fit in, be cool, part of the group, so you don’t get bullied by the group or kicked out of the group (social identity theory - in-group conformity). Friends in the group go along with bullying p14:4 – links to influence (they say it at home and their younger brothers/sisters start saying it) p13:9
- To be funny p6:2, p6:3, p10:2
- Boys say it more than girls and in a more offensive way p2:10, (really offensive if it’s a girl being called names (p10:2).
- Used when people fall out with each other or when they don’t like a person p5:4, p6:1
- Used as a word to mean stupid – “they think it is stupid so they say gay as well. P5:1, or if they don’t like something and they had to do something then they would say it was gay. P5:1
- Used as it’s a common word “it’s a word that so many people are using now” p6:2, common word used by different ages p6:4. Some people might not know what it means, but if everyone else is saying it around them, they don’t want to be left out on their own, they would say it as well, whether they know what it means or not, p.10:1 (keeping in with the in-group)
- Influenced by older kids p6:4, p7:9, p7:10, p8:2, p8:3, p10:3 (parents or older people) (swearing equates to bullying/can lead to bullying) films p6:7 – ring leader, other’s are scared and don’t want to get bullied so they join in as well (re:question 3 – fear of reprisal) – agreement, influenced by family/home – if bad environment at home (exposed to lots of swearing) go to school and bully gays p7:6, p7:7 – they might take their anger out on other people – displacement p7:8, not prevented by other parents, don’t care if their children are using the words p8:9, agreed by 3 pupils p8:10.
- Used because they are different: p9:10, makes them feel more different p9:11, P11:5 – (out-group) link these comments to SIT. Altering their identity
- Name-calling is prevalent p14:2, p14:3

Summary of initial ideas:

There are multiple reasons why the language is used within school, according to the year 7 females; it is not just to offend, but also as a means of banter (joking) and to show off in front of their friends, and therefore it is sometimes not intentionally used to offend others. The name-calling is largely seen as an alternative to swearing. The name-calling is also aimed at a broad spectrum of people, such as those seen as clever, popular or based on appearance. Young people use it to appear tougher/clever in front of their peers.

3) How is the name-calling received by the young person? (What do they feel about the name-calling?)

- Should not be allowed to be used in schools as it makes the person it is said too upset p.2:5, (upsets others) I think it should be banned to stop it carrying on p2:6, p5:5, p7:5
- Feel uncomfortable (even when not aimed at them) p2:6, p2:8, p3:3, p7:7 (don't like hearing it) because I worry they may turn on me p2:6, p4:1, p4:2, p4:3, p11:2 (fear of reprisal) friends use it as peer pressure, so they don't get bullied p6:2- p4:1 if you try and help them you get worried that they will start on you as well. P4:3: it's hard to stick up for them in case they come to you and start calling you names (worried they may become the recipient of the name-calling), doesn't make me feel safe p3:3. Not a nice feeling it brings you down p2:8, p7:4, not pleasant words . 11:2 can be difficult to judge when the language is used between friends, don't know what to say (trying to please the group) – peer pressure – link to question 2 peer pressure
- If someone got called gay, it makes you feel like, people are basically bullying you and it doesn't make you feel good about yourself and people see you as gay and you're not gay, it could like just hurt people p7:3 (link to 'bullying' in question 1). (gay is bullying, impact on the person's social identity).
- Don't see why people do it p2:7
- They are doing something really stupid, p2:7
- They wouldn't like it if someone called them the names p2:7, when they are called it, they don't like it because they know what it means p7:4
- Scared of telling someone name-calling is occurring: when kids get bullied they don't rush to tell anyone because, they are scared that if they tell on them it'll just get worse, (links to reprisal) so for loads of pupils who are being bullied being called gay and all that, p10:6 & p10:7

Summary of initial ideas:

The young people feel it can be offensive when directed at their peers or themselves and feel uncomfortable hearing the language used. They would like to intervene and not get involved with the name-calling but fear a reprisal from their peers or in-groups. Some year 7 females feel the words used in name-calling (gay) should be banned from being used in school.

Appendix 26

Findings from year 7 female focus groups

Phase 2 of the thematic analysis: (will form appendix 26)

From the process of familiarising myself with the data and producing the initial ideas in phase 1, the following initial codes were generated from the data. The coding occurred in a systematic way where features and content I found interesting and contributed to answering the core research questions formed the basis of the analysis. The coding was conducted as a recursive and iterative process.

The coding is structured under each of the 3 core research questions and organised into meaningful groups (in readiness for formation of themes) and presented in a tables below. Therefore, each coded area was grouped together on the basis of data extracts that formed repeated patterns across the data set for each of the focus groups. Initially the codes were identified and then data extracts were matched that demonstrated evidence of that code, following the process as stipulated by Braun and Clarke (2006, p. 89).

Furthermore, through the ongoing process of coding there is a expectation during this phase of analysis to code for as many potential themes as possible, hence the reason there are voluminous examples enclosed. The data extracts chosen for the coding have purposively remained inclusive to the surrounding text where they were drawn from, in order that they remain contextualized and more understandable to the interpretative and critical eye. Finally, there is overlap with some of the data extracts as they are coded in more than one area, under different headings.

Interesting features of the data set from the female year 7 focus group, collated for research question 1: Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?

Data Extract	Coded for
They don't realise how offensive name-calling can be p2:10	1) People using the language during incidents of name-calling are unaware of its offensiveness (link to question 2, Why it is used).
People don't realise that they are taking it offensively p3:1 & p3:2 agreement	2) People using the language during incidents of name-calling are unaware of its offensiveness (link to question 2, Why it is used).
it can offend some people and they don't really realise it p1:3	3) People using the language during incidents of name-calling are unaware of its

	offensiveness (link to question 2, Why it is used).
I think it's hard to tell whether they are joking or not and sometimes they do take it offensively even if it is meant to be a joke p3:8	4) The intent of the name-calling is ambiguous: to offend or to joke (Difficult to tell whether it is a joke or not) 5) The intent can be misinterpreted
Some people can take it the wrong way even if some people are messing about, and if other people around are listening and they mistake that being said to someone else and they think it is being said to them, then they can it offensively as well instead of jokingly p4:8	6) The intent of the name-calling is ambiguous: to offend or to joke (Difficult to tell whether it is a joke or not) 7) The name calling can be unintentionally offensive
I think some people will think that way but others will take it quite seriously especially if they are called it a lot p3:11	8) The name-calling is taken more seriously and can be more offensive if repeatedly used 9) The intent of the name-calling is ambiguous: to offend or to joke (Difficult to tell whether it is a joke or not)
there's a couple of boys in our class, and they pick on one specific person and it's mainly one person calling them names and the other person thinks it's funny, and I don't think they other person realizes that, he probably knows what it means, but he doesn't realise how offensive it can be, cause he thinks it's a joke and it's his mate, he offends him but doesn't realise it. P6:10	10) The intent of the name-calling is ambiguous: to offend or to joke (Difficult to tell whether it is a joke or not) 11) The name calling is unintentionally offensive 12) The intent can be misinterpreted
Some people might not know what it means, but if everyone else is saying it around them, they don't want to be left out on their own, they would say it as well, whether they know what it means or not, if they actually found out what it means they would probably stop saying it to people, because they would realise how bad it was p10:1	13) Some people using the language don't know what it means but use it because it is so common 14) People use the name-calling so they don't feel left out of their group
I think, that some cases they won't know what it means p10:2	15) Some people using the language don't know what it means
And like, even if someone doesn't know what it means and they are calling someone it, if they hear older people saying it, like parents or people in the street, they, and then kids go and say it at school it will make them feel tough even if they don't know what it means, they don't know what it means, or how much they are upsetting someone and how offensive it is p10:3	16) Some people using the language don't know what it means but use it because it is so common 17) When people use the language name-calling they may influence other people to use the language

	<p>18) People use the language to make them feel tough</p> <p>19) People using the language during incidents of name-calling are unaware of its offensiveness (link to question 2, Why it is used).</p>
<p>I also think that sometimes they don't know the meaning and they are just saying it, and then when they are asked if they know what it means and they don't know it, then that can get you into a lot of trouble, cause if you don't know the meaning of the word you are calling to someone then you don't really know how offensive it can be, therefore you don't know how much trouble you are going to get in or how upset they are going to be about it, p10:5</p> <p>Query (if they don't know what it means, how can it be intentionally harmful or homophobic?)</p>	<p>20) Some people using the language don't know what it means</p> <p>21) You can get into trouble if you use words you don't know the meaning of</p> <p>22) People using the language during incidents of name-calling are unaware of its offensiveness (link to question 2, Why it is used).</p>
<p>In some cases it might be homophobic p2:3 but in others I just think they are trying to show off p2:3</p>	<p>23) The Language used in name-calling could be homophobic but there is an ambiguity surrounding its intent (intentionally harmful or banter)</p> <p>24) In some cases people use the names to show off</p>
<p>I think they could be (trying to be intentionally offensive and be hurtful), but sometimes they just do it as a joke, but most people don't take it as a joke, but they take it offensively, p3:1 and p3:2 agreement</p>	<p>25) The Language used in name-calling could be homophobic but there is an ambiguity surrounding its intent (intentionally harmful or banter)</p> <p>26) In some cases they use the names as a joke Formed response to question 2</p> <p>27) People using the language during incidents of name-calling are unaware of its offensiveness (link to question 2, Why it is used).</p> <p>28) The intent can be misinterpreted</p>
<p>it is hard to tell whether it is a joke p3:9 & 3:10 agreement</p>	<p>29) The Language used in name-calling could be homophobic but there is an ambiguity</p>

	<p>surrounding its intent (intentionally harmful or banter)</p> <p>30) The intent can be misinterpreted</p>
I think it's wrong cause, they might get offended by it, they might think it's wrong that someone loves the same gender, that they don't say anything cause they know that it'll offend them. But when they are called it, they don't like it because they know what it means, p7:4	<p>31) People might get offended by the name-calling</p> <p>32) They might think it's wrong to love the same gender</p>
If some people take it offensively they always say – oh you can't take a joke and then it makes them even more upset cause they're saying that you can't take a joke p3:9 & p3:10 agreement	33) There is pressure to accept the name-calling as a joke
It kind of makes the person they have said it too, a bit upset, and how they've said it and why they've called them that p2:5	34) the name-calling upsets those it is aimed towards
Sometimes boys in our class say it more than the girls, and they say it in a more offensive way as well, p2:10	35) boys use the name-calling more than girls and in a more offensive way
you can tell that it is a joke (or not) sometimes by the way they say it p3:6	36) Depends on how it is said (emphasis and swearing) (how they say it) (links to whether it is perceived as a joke).
it's something that you use with a few friends a lot, and you know they are saying it as a joke then I think you can easily tell what it is, that they mean it as a joke, especially if they are your best friend and they are saying it. P3:6	<p>37) The name-calling is used as a joke between friends</p> <p>Formed response to question 2</p>
sometimes it's my friends that are saying it, and sometimes it is said as a joke but it can also offend people p2:6	<p>38) The name-calling is used as a joke between friends</p> <p>Formed response to question 2</p> <p>39) The name-calling can offend others even when it is used/intended as a joke</p>
my sister she calls her friend gay, because he is gay, but he knows they are joking, cause she is, p11:4	<p>40) The name-calling is used as a joke between friends</p> <p>Formed response to question 2</p>
if it's with friends it's not really a form of bullying, because they know that they are joking. I think it would be OK because as long as you know they are joking about it, you just know they are doing it and you are happy with it, then it's not a form a bullying p11:7	<p>41) The name-calling is used as a joke between friends</p> <p>Formed response to question 2</p> <p>42) The name-calling is not bullying if it's between friends</p>
I don't think saying the word gay is a joke, even if you mean to say it as a joke it can still upset someone, so I don't think you can say it as a joke p3:7	43) The language used during incidents of name-calling can not be seen as a joke
Sometimes they mean to offend other people and make	44) The name-calling can

fun of them and stuff p1:3	intentionally be used to offend and make fun of other people
I think it is offensive, because it's just not a pleasant word p3:3	45) It is offensive as they are unpleasant words
Others will know when they are deliberately bullying them p10:2	46) People know when it is deliberately intended to be bullying
Name-calling is offensive to the person it is being said too, because, if people are calling them gay it doesn't make them feel very nice and it's offensive too them p4:4	47) Language can be offensive to and upset the recipient
It sometimes hurts the people around the person who is receiving the name-calling p4:4	48) the name-calling can hurt/ people around the recipient
also it can be offensive to the people that know them, they can start getting bullying as well because of it, it can be offensive to parents and stuff, 'cause sometimes they might be offended by it as well, and offensive to their friends and family p4:6	49) the name-calling can hurt/be offensive to the friends and family of those it is aimed at
it can be offensive to people and it can also affect them and other people as well who are around and who know them and it will just get out of hand. P9:8	50) the name-calling can hurt/be offensive to people who know the recipient 51) it can get out of hand
my friends mum she's a lesbian, and her daughter gets picked on cause her mum being a lesbian p4:7 &	52) getting picked on because a family member is gay (homophobic intent)
if other people around are listening and they mistake that being said to someone else and they think it is being said to them, then they can it offensively as well p4:8	53) it can be offensive to passersby's who may think the name-calling is intended for them
some people don't like the word they take it really offensively p8:4	54) the Language is not liked and taken offensively
but if you don't know whether they are joking or not, like if it is not your friend, then it is bullying, p11:4	55) Ambiguous intent – difficult to know the intention of the name-calling 56) if the name-calling is between friends then it isn't bullying
if you know a person really well and you are close to them then it probably wouldn't be a form of bullying, even if they are gay, but sometimes if you don't know them really well they then they can take it the wrong way, even if they are gay p11:6	57) if the name-calling is between friends then it isn't bullying 58) Depends who it is said between: It's not bullying if you are close to the person, but could be if you don't know the other person (ambiguity around intent)
But if you don't really know someone and they are not your friend, and they call you gay, I don't think you would know if they are joking or not p12:1 & agreement p12:2	59) Ambiguous intent – difficult to know the intention of the name-calling
I think it is offensive, because it's just not a pleasant word and I don't really like hearing it, and all the other bullying words that are similar to it, p3:3	60) The language used during incidents of name-calling is a form of bullying and offensive

	61) not pleasant words
I also think that it's a form of bullying and stuff and it can upset people p3:3	62) The language used during incidents of name-calling is a form of bullying and offensive 63) The name-calling can upset people
I think that it can be bullying, but if you are gay then that's just your right and if people call you gay you might get offended by that and think that you're different, but that's just your way of life, I would say that is bullying p11:5	64) The language used during incidents of name-calling is a form of bullying and offensive 65) being called names can lead to feelings of difference (in-group/out-group) (homophobic intent)
if they are saying it in a group, it probably is still bullying because if they are talking about somebody, calling someone else gay that's not in the group, it is still bullying even though they are not saying it to their face, they are still calling them gay and it still is bullying p11:1	66) Name-calling between friends can be bullying if it is in a group or behind the recipient's back
Yeah, I agree with number 5, and it can get out of control, especially if, that person who is being called gay, p11:2	67) Name-calling between friends can be bullying if it is in a group or behind the recipient's back
if somebody is gay and they are being called gay... if you don't know whether they are joking or not, like if it is not your friend, then it is bullying, cause it still probably going to make them want to change who they are p11:4	68) Calling a gay person 'gay' is bullying if you are not their friend or if the intent is unclear 69) The intent can be misinterpreted 70) calling a gay person names may make them want to change who they are
I think if someone managed to find out and they kept calling them gay, then more people start calling it, cause they found out. It would be a really bad form of bullying p11:7	71) if someone found out someone was gay then the name-calling could escalate
I think that it can be bullying, but if you are gay then that's just your right and if people call you gay you might get offended by that and think that you're different, but that's just your way of life, I would say that is bullying p11:5	72) Calling a gay person 'gay' is bullying 73) being called names can lead to feelings of difference (in-group/out-group)
Sometimes when you call someone gay it can make someone then want to change their lifestyle, so they wouldn't get bullied p8:11	74) the name-calling can make people want to change their lifestyle so they don't get bullied (altering their social identity to fit into the norm?)
I agree with number 5, if you call someone gay you are offending them and they might get upset, so I would class that as a bad word p9:1	75) calling someone 'gay' is offensive 76) gay is a bad word
it can harm that person and it might change the way that they are p9:9	77) the name-calling can make people want to change their lifestyle so they don't get bullied (altering their social identity to fit into the norm?)

	78) being called names is offensive, upsetting and harmful to the recipient
I don't really like hearing it, and all the other bullying words that are similar to it, it doesn't really make me feel comfortable and for some reason it doesn't really make me feel as safe as I would be if they weren't saying it. I also think that it's a form of bullying and stuff and it can upset people p3:3	79) This name-calling is a form of bullying 80) it doesn't make me feel comfortable 81) it doesn't make me feel safe (link to question 3) 82) being called names is offensive, upsetting and harmful to the recipient
If someone got called gay, it makes you feel like, people are basically bullying you and it doesn't make you feel good about yourself and people see you as gay and you're not gay, it could like just hurt people p7:3	83) Being called 'gay' feels like people are bullying you and it is hurtful 84) you don't feel good about yourself
I think it is a form of bullying, 'cause if someone gets called it loads of times, everyday then that's bullying cause it's going on every day and it's just horrible to use p9:7	85) This name-calling is a form of bullying 86) if it goes on everyday then it is bullying (if repeated)
Yeah, I think it should be classed as a form of bullying because a lot of, like number 5 said, it can be offensive to people and it can also affect them and other people as well who are around and who know them and it will just get out of hand. P9:8	87) t should be classed as a form of bullying as it is offensive to lots of people (Stonewall) 88) it can (psychologically) affect people 89) it can get out of hand 90) the name-calling can hurt/ people around the recipient
it can be a form of bullying if you keep saying it over and over again, and it can be a form of bullying if you say it once cause it can harm that person and it might change the way that they are, p9:9	91) if it goes on everyday then it is bullying (if repeated) 92) the name-calling is harmful 93) the name-calling may lead people to change the way that they are (altering their social identity)
I don't think gay should be used for some words, if say a person loves the same gender, I don't think it should be used as that word because as it makes them sound different but they are not, and it also brings up an extra excuse to bully someone. P9:10	94) the word 'gay' should not be used to for gay people as can be an excuse to bully someone 95) the word 'gay' makes gay people feel even more different (in-group/out-group).
I think it is (bullying), cause people can take it the wrong way, it's just not really pleasant because they are different and it makes them feel even more different p9:11	96) This name-calling is a form of bullying 97) The intent of the name-calling is ambiguous: to offend or to joke (Difficult to tell whether it is a joke or

	not) 98) it makes gay people feel even more different (in-group/out-group).
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Interesting features of the data set from the female year 7 focus group, collated for research question 2: According to young people, why is this language used in school?

Data Extract (and its position in the transcription)	Coded for
Like some people call people gay for, if they're mucking about p1.1	99) Name-calling is used to muck about
Some of my friends, they muck about calling each other gay, and afterwards they start laughing and all that p3.4 LINK JOKES HERE FROM Question:1	100) Said between friends as a way to muck about
I think some people do it like, to try and show off and think they are clever and stuff, and it can offend some people and they don't really realise it, but sometimes they mean to offend other people and make fun of them and stuff p1.3	101) Used as a way to show-off 102) Those using the words don't realise it's offensive (not intentionally harmful/offensive) 103) sometimes used intentionally to be offensive 104) a way of making fun of others
I just think they are trying to show off p2:3	105) used as a way to show-off
I think, because the people who say it think they can mess about and they don't realise it's offensive p5:3	106) those using the words don't realise it's offensive (not intentionally harmful/offensive) 107) mess/muck about
Sometimes it's because of the way how clever someone is and what they think and their opinions, how they behave and what they look like and also how popular someone is as well, or what they wear p1:4	108) used/said to specific people due to individual differences including academically related, their behaviour and their appearance
they've decided to use it as an offensive term to make themselves feel tougher and to feel that if they're being put down, it will mean that they will be liked better and more popular p5:2	109) said to appear tougher in front of their peers 110) used intentionally to offend 111) Said to be more popular
I think it just makes them feel hard and tough, I think they want to make them selves feel big and strong, cause they are not very nice people p2:1, & agreement p2:2	112) said to appear tougher in front of their peers

I think it can make people feel tougher, like people who are saying gay p1:5	113) said to appear tougher in front of their peers
it will mean that they will be liked better and more popular p5:2	114) said to be more popular
they think that because they are using it, it will make them a lot more popular, when really it's not, sometimes I think they are trying to make friends and they think it is funny and they are trying to impress their mates p6:2	115) said to be more popular 116) said in a group to impress their mates 117) used to make more friends (using a common language) that is seen as funny
they think it is smart and funny to call people different names to get friends p6:3	118) used to make more friends (using a common language) that is seen as funny
sometimes, in films you see a lot of people in a group and they are being horrible to 1 or 2 people p6:8	119) Keeping with the in-group (SIT)/Used as part of a group
When some people call other people gay, you don't see people going up to people calling them gay on their own, they are normally with loads of friends, like number 1 said they say it to impress their friends p6:5 & p6:6 agreement	120) said in a group to impress their mates 121) Keeping with the in-group (SIT)/Used as part of a group
I think that their mates who are not comfortable with it may start using it as peer pressure so that they don't get bullied as well p6:2 (peer pressure)	122) Some people are pressured into using the language by their peers/friends for fear of being bullied themselves (fear of reprisal) link to question 3: feelings?
in some cases in films as well you see it, where there's someone like a ring leader and the others are only with them because they don't really want to get bullied, so they go and they start doing it as well, and they get dragged into it, they can't stop using it cause they've got used to it, and it just carries on from there and it's not very nice, to the people who are around them and people who hear it as well, it's not nice p6:7	123) Some people are pressured into using the language by their peers/friends for fear of being bullied themselves (fear of reprisal) link to question 3: feelings?
Some people might not know what it means, but if everyone else is saying it around them, they don't want to be left out on their own, they would say it as well, whether they know what it means or not p10:1 (links to Q:1)	124) it is used as a common language and a way of keeping in with a group
I think peer pressure as well, can start it off, p13:8	125) Some people are pressured into using the language by their peers/friends
Some people if they are in their groups of friends, and the main person in their group is going around bullying someone, the other friends used to go along with it but secretly they feel sorry for the person getting bullied p14:4	126) some people are pressured into using the language by their peers/friends for fear of being bullied themselves

	(fear of reprisal) 127) it is used as a common language and a way of keeping in with a group
if you are in a group of friends and someone says it, like number 1 said what it could be like, peer pressure, you would be scared if you don't speak like them or say it, say it's the top person in your group or something and if you don't say things that the person thinks is cool, you just start saying them so you don't get bullied yourself or get kicked out of the group.....they start saying it, they say it at home and they've got younger brothers and sisters that start saying it and it's like a big circle p13:9	128) some people are pressured into using the language by their peers/friends for fear of being bullied themselves (fear of reprisal) Fear of reprisal/peer pressure link to question 3: feelings? 129) it is used as a common language and a way of keeping in with a group 130) can encourage wider influences in its use
They think it is funny p6:2	131) Those using the language think it is funny to call people these names
Some people think that it is funny, like if you have just moved to a different school, they think it is smart and funny to call people different names to get friends p6:3	132) Those using the language think it is funny to call people these names
That's why they call them it, cause they think it will be funny p10:2	133) Those using the language think it is funny to call people these names
When the older kids say the word gay and call other people names, little kids who hear them, as younger kids look up to older kids so they would think that they are cool saying it, so they would start saying it to make themselves look cool when they don't p6:4	134) Older people influence younger children to use the language 135) used to make themselves look cool
Some children get it off their older brothers or sisters who swear and they carry on swearing at other people p7:9	136) Older people influence younger children to use the language
it's teaching these younger people to swear and they'll start bullying other people p8:2	137) Older people influence younger children to use the language 138) Swearing may lead to bullying behaviour
even if you're 18 and you swear and children pick it up, p8:3	139) Older people influence younger children to use the language
if they hear older people saying it, like parents or people in the street, they, and then kids go and say it at school p10:3	140) Older people influence younger children to use the language
I think it's like their parents at home and what their environments like at home and if it's bad then they will come to school saying horrible words and bullying gays	141) Older people influence younger children to use the

p7:6	language 142) Bad environment at home may lead to name-calling and bullying behaviour
they start saying it, they say it at home and they've got younger brothers and sisters that start saying it and it's like a big circle p13:9	143) Bad environment at home may lead to name-calling and bullying behaviour 144) Older people influence younger children to use the language
Some people don't like the word they take it really offensively p8:4	145) The language can be offensive link to Question 1
it is not as bad as what you can be called as a swear word, it doesn't mean it's the right word or a pleasant word to use p8:5	146) the language can be offensive – move to Q:1 147) words such as gay are seen as less offensive than swear words
there are other words that kind of mean the same but don't sound as bad when you say them, and there are words that you can say that sound worse, it's not really a swear word it's just not something very nice to say p8:6	148) words such as gay are seen as less offensive than swear words 149) The language used is not swearing (therefore more likely to be tolerated by others).
it's not really a swear word, I don't see it as a swear word p8:8	150) The language used is not swearing (therefore more likely to be tolerated by others).
more people are swearing and using the term gay as a swear word p7:7	151) Using terms such as 'gay' is perceived as swearing
I think it should be classed as a swear word, but it's not like a major swear word, and I still think it should be classed as a swear word but I don't think in my opinion it is not a major swear word as others, it is not as offensive p8:7	152) Gay should be classed as a swear word
sometimes when they fall out with each other they will call each other names because they don't like the other person p5:4	153) Used when people fall out with each other
I think it is sometimes, cause, some people like when they fall out, when they get annoyed with each other they call each other gay p6:1	154) Used when people fall out with each other
Sometimes other people are told to do something or sit next to a certain person, they think it is stupid so they say gay as well, or if they didn't like something and they had to do something then they would say it was gay as well p5:1	155) Used to imply something is stupid
I also think that people are using it because, it is just a word that so many people are using now p6:2	156) Used as a common word or well known word
Some people might not know what it means, but if everyone else is saying it around them, they don't want to	157) Used as a common word or well known word

be left out on their own, they would say it as well, whether they know what it means or not p10:1	158) it is used as a common language and a way of keeping in with a group whether it's meaning is known/understood or not
lots of people have got used to it p8:7	159) Used as a common word or well known word

Interesting features of the data set from the female year 7 focus group, collated for research question 3: How is the name-calling received by the young person? (What do they feel about the name-calling?)

Data Extract	Coded for
in some cases in films as well you see it, where there's someone like a ring leader and the others are only with them because they don't really want to get bullied, so they go and they start doing it as well, and they get dragged into it, they can't stop using it cause they've got used to it, and it just carries on from there and it's not very nice, to the people who are around them and people who hear it as well, it's not nice p6:7	160) some people are pressured into using the language by their peers/friends for fear of being bullied themselves (fear of reprisal) Fear of reprisal/peer pressure link to question 2: why used? 161) The language is offensive to those who hear it
when kids get bullied they don't rush to tell anyone because, they are scared that if they tell on them it'll just get worse, so for loads of pupils who are being bullied being called gay and all that, p10:6	162) Scared of telling someone the name-calling/bullying is occurring
I don't think people should be allowed to use it in schools, 'cause when some people call other people gay and all that, and it's kind of makes the person they have said it too, a bit upset p2:5	163) using language like 'gay' Shouldn't be allowed, it should be banned from schools 164) The language upsets others
I think, in schools, the word gay should be banned, if people are using it a lot and people are getting upset. P5:5	165) The language used should be banned from schools 166) The language upsets others
I think it should be banned or something to try and stop it from carrying on p2:6	167) The language used should be banned from schools
I think in primary schools, the word gay and swearing should be banned p7:5	168) The language used should be banned from schools
It makes me feel uncomfortable as well, because I start to worry if they might turn on me as well p2:6	169) Hearing the language used in name-calling incidents makes the young people feel uncomfortable - even when not aimed at them

	170) Worried of being bullied themselves (fear of reprisal) (link to question 2 here)
I don't feel comfortable, I don't really know how to explain it, it isn't a nice feeling, it's not, it's kind of, brings you down p2:8	171) Hearing the language used in name-calling incidents makes the young people feel uncomfortable - even when not aimed at them 172) Brings the person down
it doesn't really make me feel comfortable and for some reason it doesn't really make me feel as safe as I would be if they weren't saying it. P3:3	173) Hearing the language used in name-calling incidents makes the young people feel uncomfortable - even when not aimed at them 174) Feeling unsafe
when someone on the end of extreme bullying and you try to help them, you get worried that they will start on you as well, that you'll start getting called it because you're helping them and stuff p4:1	175) Scared to intervene for fear of reprisal 176) Worried of being bullied themselves (fear of reprisal) (link to question 2 here)
if you see one of your friends or anyone being bullied, it's hard to stick up for them in case they come to you and start calling you names p4:3	177) Scared to intervene for fear of reprisal 178) Worried of being bullied themselves (fear of reprisal)
If someone got called gay, it makes you feel like, people are basically bullying you and it doesn't make you feel good about yourself and people see you as gay and you're not gay, it could like just hurt people P7:3	179) Being called 'gay' feels like being bullied 180) doesn't make you feel good about yourself (identity) 181) the name-calling impacts on the person's social identity LINK to Q1
I think that their mates who are not comfortable with it may start using it as peer pressure so that they don't get bullied as well p6:2	182) some people are pressured into using the language by their peers/friends for fear of being bullied themselves (fear of reprisal) Fear of reprisal/peer pressure link to question 2: why used?
you try to help them, you get worried that they will start on you as well, that you'll start getting called it because you're helping them and stuff p4:1	183) reluctant to defend those who are being called names for worry of becoming the recipient to name-calling
if you see one of your friends or anyone being bullied, it's hard to stick up for them in case they come to you and start calling you names p4:3	184) reluctant to defend those who are being called names for worry of becoming the recipient to name-calling

<p>there's a couple of people in my class and I'm a friends with someone who some people who are bullying, and I think cause sometimes I feel uncomfortable that they are bullying her and I think that it can, especially because I am friends with other people they don't like her and I don't really know want to say around them, and I don't want to upset them, so I have to juggle it, cause I don't know what to say p. 11:2</p>	<p>185)it a way of keeping in with a group 186) reluctant to defend those who are being called names for worry of becoming the recipient to name-calling</p>
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Appendix 27

Phase 3 of thematic analysis for year 7 Females.

The purpose of the third phase is to search for potential themes from the coded extracts of phase 2. The data extracts from phase 2 were sorted/grouped into potential themes based on their content and occurrence across the data set of the female year 7 focus group transcriptions. The resulting themes are fairly broad at this stage of the analysis and becomes more refined in phase 4 of the analysis.

The process of phase 3 was conducted as follows:

- 1) I repeatedly read through the coded extracts from phase 2
- 2) I made a constant comparison of codes and recorded their occurrence and significance to answering the research questions in the data
- 3) From the recording and re-reading of data extracts main and sub themes started to emerge from the data set
- 4) As the analysis continued links between themes became apparent
- 5) All data extracts from each question were assigned themes as shown in the table below, not including responses/extracts containing one discreet response
- 6) Coded extracts were formed into themes based on prevalence and pertinence to the research question, those that fulfilled these criteria were assigned as main themes
- 7) Any connecting or supporting codes that did not feature as prevalent within the data set were assigned as subthemes
- 8) Throughout the analysis in this phase, similar themes were amalgamated together
- 9) Any unattached codes were filed as miscellaneous
- 10) Some coded extracts that were more applicable and relevant were assigned to answer other questions, such as the use of the language and the feelings and as such were not used to answer question 1; whether the young people perceived the name-calling to be bullying, harmful, and intentionally homophobic in nature.

The processes followed for this phase are presented firstly in a table below, which illustrates how all similar codes/data extracts were collated together to form potential main themes and subthemes within the data. After this process the data was presented as a thematic map to illustrate the potential interconnections between main-themes and sub-themes.

Phase 3 for research question 1: Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?

Coded data extracts	Themes (main and sub)
They don't realise how offensive name-calling can be p2:10 People don't realise that they are taking it offensively p3:1 & p3:2 agreement	(Main theme) Users are unaware of how offensive the name-calling is

<p>it can offend some people and they don't really realise it p1:3</p> <p>I also think that sometimes they don't know the meaning and they are just saying it, and then when they are asked if they know what it means and they don't know it, then that can get you into a lot of trouble, cause if you don't know the meaning of the word you are calling to someone then you don't really know how offensive it can be, therefore you don't know how much trouble you are going to get in or how upset they are going to be about it, p10:5</p> <p>And like, even if someone doesn't know what it means and they are calling someone it, if they hear older people saying it, like parents or people in the street, they, and then kids go and say it at school it will make them feel tough even if they don't know what it means, they don't know what it means, or how much they are upsetting someone and how offensive it is p10:3</p> <p>sometimes it's my friends that are saying it, and sometimes it is said as a joke but it can also offend people p2:6</p> <p>I think, because the people who say it think they can mess about and they don't realise it's offensive, p5.3</p> <p>I think, there's a couple of boys in our class, and they pick on one specific person and it's mainly one person calling them names and the other person thinks it's funny, and I don't think they other person realizes that, he probably knows what it means, but he doesn't realise how offensive it can be, cause he thinks it's a joke and it's his mate, he offends him but doesn't realise it. P6.10</p> <p>I think, that some cases they won't know what it means, others will know when they are deliberately bullying them, like there is a couple of bullies in my class and I don't think they realise how offensive it can be p10.2</p>	
<p>Some people might not know what it means, but if everyone else is saying it around them, they don't want to be left out on their own, they would say it as well, whether they know what it means or not, if they actually found out what it means they would probably stop saying it to people, because they would realise how bad it was p10:1</p> <p>I think, that some cases they won't know what it means p10:2</p> <p>And like, even if someone doesn't know what it means and they are calling someone it, if they hear older people saying it, like parents or people in the street, they, and then kids go and say it at school it will make them feel tough even if they don't know what it means, they don't know what it means, or how much they are upsetting someone and how offensive it is p10:3</p> <p>I also think that sometimes they don't know the meaning and they are just saying it, and then when they are asked if they know what it means and they don't know it, then that can get you into a lot of trouble, cause if you don't know the meaning of the word you are calling to someone then you don't really know how offensive it can be, therefore you don't know how much trouble you are going to get in or how upset they are going to be about it, p10:5</p>	<p>(sub-theme) People using the language don't know what it means</p>

<p>Some people can take it the wrong way even if some people are messing about, and if other people around are listening and they mistake that being said to someone else and they think it is being said to them, then they can it offensively as well instead of jokingly p4:8</p> <p>here's a couple of boys in our class, and they pick on one specific person and it's mainly one person calling them names and the other person thinks it's funny, and I don't think they other person realizes that, he probably knows what it means, but he doesn't realise how offensive it can be, cause he thinks it's a joke and it's his mate, he offends him but doesn't realise it. P6:10</p>	<p>(sub-theme) Unintentionally offensive</p>
<p>I think it's hard to tell whether they are joking or not and sometimes they do take it offensively even if it is meant to be a joke p3:8</p> <p>Some people can take it the wrong way even if some people are messing about, and if other people around are listening and they mistake that being said to someone else and they think it is being said to them, then they can it offensively as well instead of jokingly p4:8</p> <p>there's a couple of boys in our class, and they pick on one specific person and it's mainly one person calling them names and the other person thinks it's funny, and I don't think they other person realizes that, he probably knows what it means, but he doesn't realise how offensive it can be, cause he thinks it's a joke and it's his mate, he offends him but doesn't realise it. P6:10</p> <p>In some cases it might be homophobic p2:3 but in others I just think they are trying to show off p2:3</p> <p>I think they could be (trying to be intentionally offensive and be hurtful), but sometimes they just do it as a joke, but most people don't take it as a joke, but they take it offensively, p3:1 and p3:2 agreement</p> <p>it is hard to tell whether it is a joke p3:9 & 3:10 agreement but if you don't know whether they are joking or not, like if it is not your friend, then it is bullying, p11:4</p> <p>But if you don't really know someone and they are not your friend, and they call you gay, I don't think you would know if they are joking or not as they are not going to walk up to you and say this is a joke by the way you're gay. They won't do that, they'll say you're gay and then start laughing and you won't know whether they are laughing because it is a joke or because they are laughing at you or what they just said p12.1</p> <p>I agree with number 5, p12.2</p>	<p>(Main theme) Ambiguous intent</p>
<p>I think it's hard to tell whether they are joking or not and sometimes they do take it offensively even if it is meant to be a joke p3:8</p> <p>there's a couple of boys in our class, and they pick on one specific person and it's mainly one person calling them names and the other person thinks it's funny, and I don't think they other person realizes that, he probably knows what it means, but he doesn't realise how offensive it can be, cause he thinks it's a joke and it's his mate, he offends him but doesn't realise it. P6:10</p>	<p>(sub-theme) The intent can be misinterpreted</p>

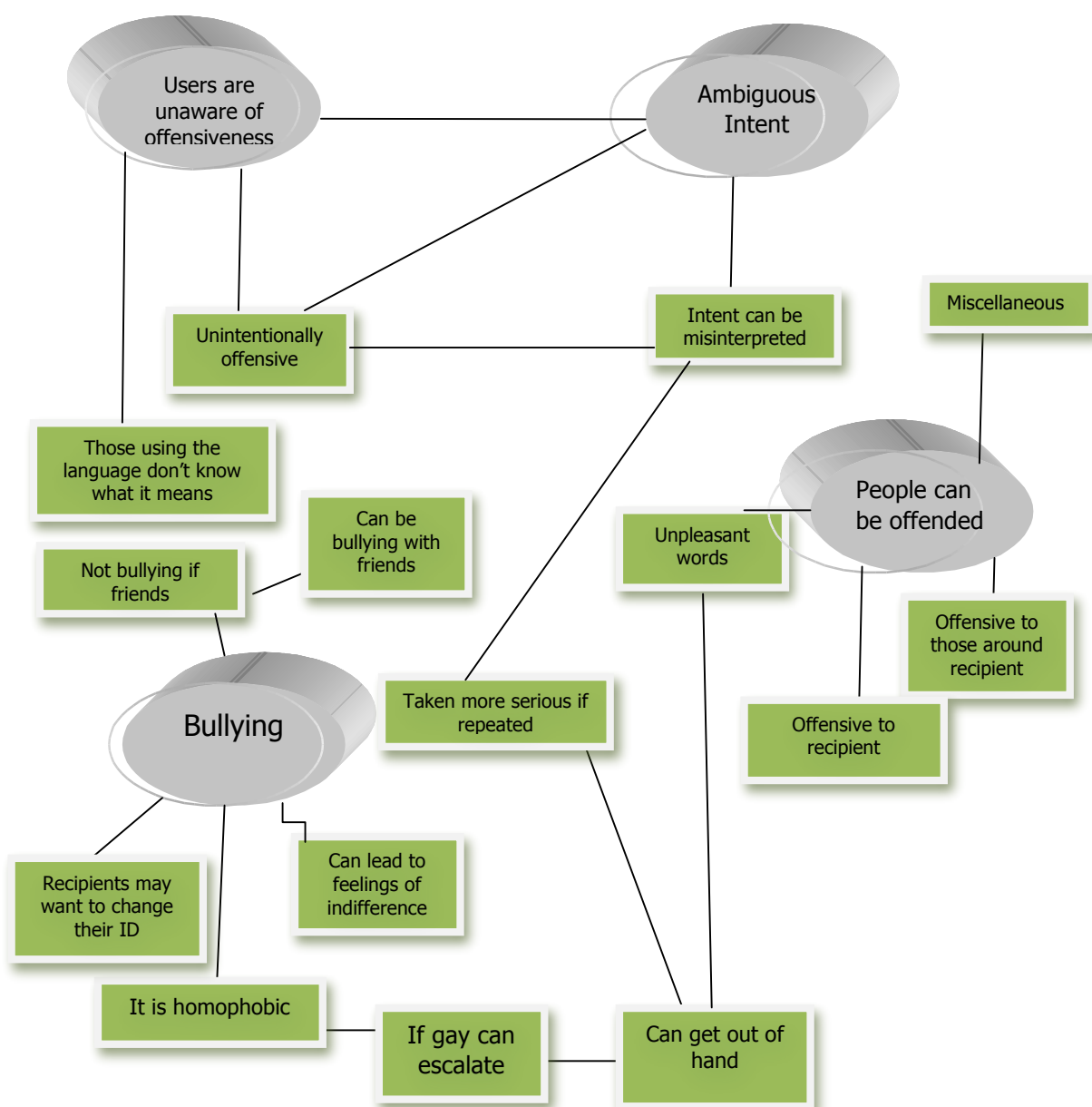
<p>I think they could be (trying to be intentionally offensive and be hurtful), but sometimes they just do it as a joke, but most people don't take it as a joke, but they take it offensively, p3:1 and p3:2 agreement</p> <p>it is hard to tell whether it is a joke p3:9 & 3:10 agreement</p> <p>if somebody is gay and they are being called gay... if you don't know whether they are joking or not, like if it is not your friend, then it is bullying, cause it still probably going to make them want to change who they are p11:4</p>	
<p>Others will know when they are deliberately bullying them p10:2</p> <p>I think that it can be bullying, but if you are gay then that's just your right and if people call you gay you might get offended by that and think that you're different, but that's just your way of life, I would say that is bullying p11:5</p> <p>I don't really like hearing it, and all the other bullying words that are similar to it, it doesn't really make me feel comfortable and for some reason it doesn't really make me feel as safe as I would be if they weren't saying it. I also think that it's a form of bullying and stuff and it can upset people p3:3</p> <p>If someone got called gay, it makes you feel like, people are basically bullying you and it doesn't make you feel good about yourself and people see you as gay and you're not gay, it could like just hurt people p7:3</p> <p>I think it is a form of bullying, 'cause if someone gets called it loads of times, everyday then that's bullying cause it's going on every day and it's just horrible to use p9:7</p> <p>Yeah, I think it should be classed as a form of bullying because a lot of, like number 5 said, it can be offensive to people and it can also affect them and other people as well who are around and who know them and it will just get out of hand. P9:8</p> <p>I think it is (bullying), cause people can take it the wrong way, it's just not really pleasant because they are different and it makes them feel even more different p9:11</p>	<p>(Main theme) Bullying</p>
<p>if it's with friends it's not really a form of bullying, because they know that they are joking. I think it would be OK because as long as you know they are joking about it, you just know they are doing it and you are happy with it, then it's not a form a bullying p11:7</p> <p>but if you don't know whether they are joking or not, like if it is not your friend, then it is bullying, p11:4</p> <p>if you know a person really well and you are close to them then it probably wouldn't be a form of bullying, even if they are gay, but sometimes if you don't know them really well they then they can take it the wrong way, even if they are gay p11:6</p>	<p>(sub-theme) Not bullying between friends</p>
<p>if they are saying it in a group, it probably is still bullying because if they are talking about somebody, calling someone else gay that's not in the group, it is still bullying even though they are not saying it to their face, they are still calling them gay and it still is bullying p11:1</p> <p>Yeah, I agree with number 5, and it can get out of control, especially if, that person who is being called gay, p11:2</p>	<p>(sub-theme) Can be bullying between friends (in a group)</p>

<p>I think that it can be bullying, but if you are gay then that's just your right and if people call you gay you might get offended by that and think that you're different, but that's just your way of life, I would say that is bullying p11:5</p> <p>I don't think gay should be used for some words, if say a person loves the same gender, I don't think it should be used as that word because as it makes them sound different but they are not, and it also brings up an extra excuse to bully someone. P9:10</p> <p>I think it is (bullying), cause people can take it the wrong way, it's just not really pleasant because they are different and it makes them feel even more different p9:11</p>	<p>(sub-theme) Can lead to feelings of indifference</p>
<p>if somebody is gay and they are being called gay... if you don't know whether they are joking or not, like if it is not your friend, then it is bullying, cause it still probably going to make them want to change who they are p11:4</p> <p>I think that it can be bullying, but if you are gay then that's just your right and if people call you gay you might get offended by that and think that you're different, but that's just your way of life, I would say that is bullying p11:5</p> <p>Sometimes when you call someone gay it can make someone them want to change their lifestyle, so they wouldn't get bullied p8:11</p> <p>it can be a form of bullying if you keep saying it over and over again, and it can be a form of bullying if you say it once cause it can harm that person and it might change the way that they are, p9:9</p>	<p>(sub-theme) May make people want to change their identity</p>
<p>I think that it can be bullying, but if you are gay then that's just your right and if people call you gay you might get offended by that and think that you're different, but that's just your way of life, I would say that is bullying p11:5</p> <p>my friends mum she's a lesbian, and her daughter gets picked on cause her mum being a lesbian p4:7</p> <p>Yes it is bullying, if somebody is gay and they are being called gay, actually I don't know if it would be bullying, 'cause my sister she calls her friend gay, because he is gay, but he knows they are joking, cause she is, but if they are not, but if you don't know whether they are joking or not, like if it is not your friend, then it is bullying, cause it still probably going to make them want to change who they are p11:4</p> <p>In some ways it can be (homophobic) and others it can't, like if you know a person really well and you are close to them then it probably wouldn't be a form of bullying, even if they are gay, but sometimes if you don't know them really well they then they can take it the wrong way, even if they are gay or not they wouldn't probably still wouldn't want loads of people to know or people to keep repeating it to them because it would start to get annoying and they probably would start to get upset about it p11.7</p>	<p>(sub-theme) It is homophobic</p>
<p>I think if someone managed to find out and they kept calling them gay, then more people start calling it, cause they found out. It would be a really bad form of bullying p11:7</p> <p>I don't think gay should be used for some words, if say a</p>	<p>(sub-theme) If Gay can escalate</p>

person loves the same gender, I don't think it should be used as that word because as it makes them sound different but they are not, and it also brings up an extra excuse to bully someone. P9:10	
I think it is a form of bullying, 'cause if someone gets called it loads of times, everyday then that's bullying cause it's going on every day and it's just horrible to use p9:7 it can be offensive to people and it can also affect them and other people as well who are around and who know them and it will just get out of hand. P9:8	(sub-theme) Can get out of hand
I think some people will think that way but others will take it quite seriously especially if they are called it a lot p3:11 I think it is a form of bullying, 'cause if someone gets called it loads of times, everyday then that's bullying cause it's going on every day and it's just horrible to use p9:7 it can be a form of bullying if you keep saying it over and over again, and it can be a form of bullying if you say it once cause it can harm that person and it might change the way that they are, p9:9	(sub-theme) More serious if repeated
I think it's wrong cause, they might get offended by it, they might think it's wrong that someone loves the same gender, that they don't say anything cause they know that it'll offend them. But when they are called it, they don't like it because they know what it means, p7:4 It kind of makes the person they have said it too, a bit upset, and how they've said it and why they've called them that p2:5 some people don't like the word they take it really offensively p8:4 I also think that it's a form of bullying and stuff and it can upset people p3:3 I agree with number 5, if you call someone gay you are offending them and they might get upset, so I would class that as a bad word p9:1 sometimes boys in our class say it more than the girls, and they say it in a more offensive way as well, and sometimes it's to specific people as well, p2.10 most people don't take it as a joke, but they take it offensively, p3.1 I agree, p3.2 Cause some people can take it the wrong way even if some people are messing about, and if other people around are listening and they mistake that being said to someone else and they think it is being said to them, then they can it offensively as well instead of jokingly p4.8 I think it's (the name-calling) offensive to them cause, take number 6's case, someone's mum, it can be offensive to their child and stuff 'cause they their mum's different p.4.9 I don't think they other person realizes that, he probably knows what it means, but he doesn't realise how offensive it can be, cause he thinks it's a joke and it's his mate, he offends him but doesn't realise it. P6.10 it can be offensive to people and it can also affect them p.9.8	(Main theme) People can be offended by the name-calling
it can harm that person and it might change the way that	(sub-theme) Offensive to

<p>they are p9:9 I don't really like hearing it, and all the other bullying words that are similar to it, it doesn't really make me feel comfortable and for some reason it doesn't really make me feel as safe as I would be if they weren't saying it. I also think that it's a form of bullying and stuff and it can upset people p3:3 Name-calling is offensive to the person it is being said too, because, if people are calling them gay it doesn't make them feel very nice and it's offensive too them p4:4</p>	<p>recipient</p>
<p>it sometimes hurts the people around the person who is receiving the name-calling, p4:5 also it can be offensive to the people that know them, they can start getting bullying as well because of it, it can be offensive to parents and stuff, 'cause sometimes they might be offended by it as well, and offensive to their friends and family p4:6 my friends mum she's a lesbian, and her daughter gets picked on cause her mum being a lesbian, p4:7 if other people around are listening and they mistake that being said to someone else and they think it is being said to them, then they can it offensively as well p4:8 Yeah, I think it should be classed as a form of bullying because a lot of, like number 5 said, it can be offensive to people and it can also affect them and other people as well who are around and who know them and it will just get out of hand. P9:8</p>	<p>(sub-theme) Offensive to people around recipient</p>
<p>I think it is offensive, because it's just not a pleasant word and I don't really like hearing it, and all the other bullying words that are similar to it, p3:3 I agree with number 5, if you call someone gay you are offending them and they might get upset, so I would class that as a bad word p9:1</p>	<p>(sub-theme) Unpleasant words</p>
<p>I don't really like hearing it, and all the other bullying words that are similar to it, it doesn't really make me feel comfortable and for some reason it doesn't really make me feel as safe as I would be if they weren't saying it. I also think that it's a form of bullying and stuff and it can upset people p3:3 If someone got called gay, it makes you feel like, people are basically bullying you and it doesn't make you feel good about yourself and people see you as gay and you're not gay, it could like just hurt people p7:3 Yeah, I think it should be classed as a form of bullying because a lot of, like number 5 said, it can be offensive to people and it can also affect them and other people as well who are around and who know them and it will just get out of hand. P9:8 it can be a form of bullying if you keep saying it over and over again, and it can be a form of bullying if you say it once cause it can harm that person and it might change the way that they are, p9:9</p>	<p>(sub-theme) Miscellaneous</p>

Phase 3: The initial thematic map for question 1:
Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?



Phase 3 for research question 2: According to young people, why is this language used in school?

Coded data extracts	Themes (main and sub)
<p>it is not as bad as what you can be called as a swear word, it doesn't mean it's the right word or a pleasant word to use p8:5</p> <p>there are other words that kind of mean the same but don't sound as bad when you say them, and there are words that you can say that sound worse, it's not really a swear word it's just not something very nice to say p8:6</p> <p>it's not really a swear word, I don't see it as a swear word p8:8</p> <p>I think it should be classed as a swear word, but it's not like a major swear word, and I still think it should be classed as a swear word but I don't think in my opinion it is not a major swear word as others, it is not as offensive p8:7</p>	(main theme) Tolerated more than swearing
<p>Some people don't like the word they take it really offensively p8:4</p> <p>it is not as bad as what you can be called as a swear word, it doesn't mean it's the right word or a pleasant word to use p8:5</p>	(Sub-theme) It is offensive
<p>more people are swearing and using the term gay as a swear word p7:7</p> <p>I think it should be classed as a swear word, but it's not like a major swear word, and I still think it should be classed as a swear word but I don't think in my opinion it is not a major swear word as others, it is not as offensive p8:7</p>	(Sub-theme) it is swearing
<p>sometimes they mean to offend other people and make fun of them and stuff p1.3</p> <p>they've decided to use it as an offensive term to make themselves feel tougher and to feel that if they're being put down, it will mean that they will be liked better and more popular p5:2</p>	(Sub-theme) Intentionally offensive
<p>Sometimes other people are told to do something or sit next to a certain person, they think it is stupid so they say gay as well, or if they didn't like something and they had to do something then they would say it was gay as well p5:1</p>	(Sub-theme) Implies stupid
<p>sometimes they mean to offend other people and make fun of them and stuff p1.3</p>	(Sub-theme) To make fun of others
<p>sometimes when they fall out with each other they will call each other names because they don't like the other person p5:4</p> <p>I think it is sometimes, cause, some people like when they fall out, when they get annoyed with each other they call each other gay p6:1</p>	(Sub-theme) Used when people fall out
<p>even when they are 18, I don't think they should be swearing cause it can affect the younger people and upset them, p.7.10</p> <p>they start saying it, they say it at home and they've got younger brothers and sisters that start saying it and it's like a big circle p13:9</p>	(Main theme) Influenced by elders

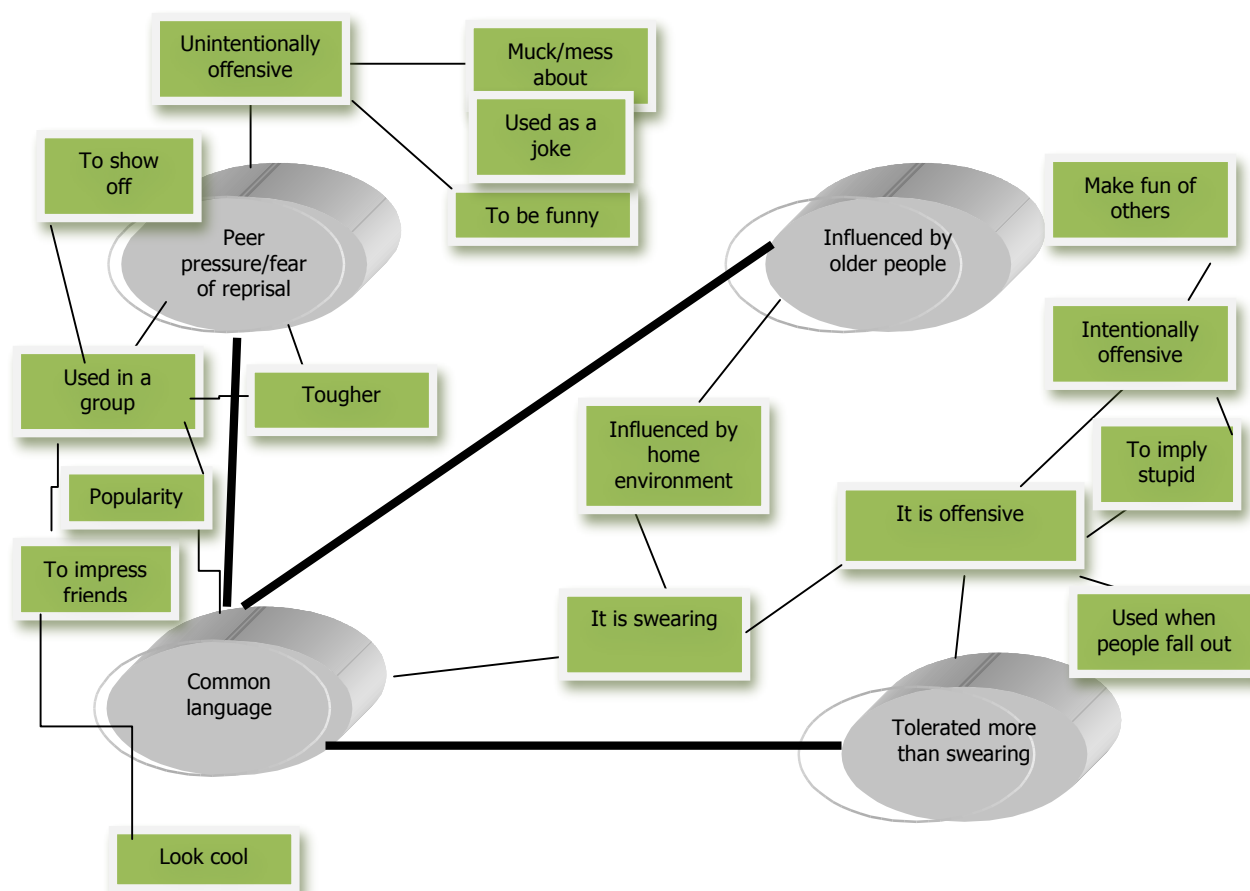
<p>When the older kids say the word gay and call other people names, little kids who hear them, as younger kids look up to older kids so they would think that they are cool saying it, so they would start saying it to make themselves look cool when they don't p6:4</p> <p>Some children get it off their older brothers or sisters who swear and they carry on swearing at other people p7:9</p> <p>it's teaching these younger people to swear and they'll start bullying other people p8:2</p> <p>even if you're 18 and you swear and children pick it up, p8:3</p> <p>if they hear older people saying it, like parents or people in the street, they, and then kids go and say it at school p10:3</p> <p>I think it's like their parents at home and what their environments like at home and if it's bad then they will come to school saying horrible words and bullying gays p7:6</p> <p>they start saying it, they say it at home and they've got younger brothers and sisters that start saying it and it's like a big circle p13:9</p> <p>Older people and adults, p12.3</p>	
<p>I think it's like their parents at home and what their environments like at home and if it's bad then they will come to school saying horrible words and bullying gays p7:6</p> <p>they start saying it, they say it at home and they've got younger brothers and sisters that start saying it and it's like a big circle p13:9</p>	(Sub-theme) Influenced by home environ
<p>Some people if they are in their groups of friends, and the main person in their group is going around bullying someone, the other friends used to go along with it but secretly they feel sorry for the person getting bullied p14:4</p> <p>if you are in a group of friends and someone says it, like number 1 said what it could be like, peer pressure, you would be scared if you don't speak like them or say it, say it's the top person in your group or something and if you don't say things that the person thinks is cool, you just start saying them so you don't get bullied yourself or get kicked out of the group.....they start saying it, they say it at home and they've got younger brothers and sisters that start saying it and it's like a big circle p13:9</p> <p>I also think that people are using it because, it is just a word that so many people are using now p6:2</p> <p>Some people might not know what it means, but if everyone else is saying it around them, they don't want to be left out on their own, they would say it as well, whether they know what it means or not p10:1</p> <p>lots of people have got used to it p8:7</p>	(Main theme) common language
<p>I think that their mates who are not comfortable with it may start using it as peer pressure so that they don't get bullied as well p6:2 (peer pressure)</p> <p>in some cases in films as well you see it, where there's someone like a ring leader and the others are only with them because they don't really want to get bullied, so they go and they start doing it as well, and they get dragged</p>	(Main theme) Peer pressure/fear of reprisal

<p>into it, they can't stop using it cause they've got used to it, and it just carries on from there and it's not very nice, to the people who are around them and people who hear it as well, it's not nice p6:7</p> <p>I think peer pressure as well, can start it off, p13:8</p> <p>Some people if they are in their groups of friends, and the main person in their group is going around bullying someone, the other friends used to go along with it but secretly they feel sorry for the person getting bullied p14:4</p> <p>if you are in a group of friends and someone says it, like number 1 said what it could be like, peer pressure, you would be scared if you don't speak like them or say it, say it's the top person in your group or something and if you don't say things that the person thinks is cool, you just start saying them so you don't get bullied yourself or get kicked out of the group.....they start saying it, they say it at home and they've got younger brothers and sisters that start saying it and it's like a big circle p13:9</p>	
<p>they think that because they are using it, it will make them a lot more popular, when really it's not, sometimes I think they are trying to make friends and they think it is funny and they are trying to impress their mates p6:2</p> <p>When some people call other people gay, you don't see people going up to people calling them gay on their own, they are normally with loads of friends, like number 1 said they say it to impress their friends p6:5 & p6:6 agreement</p>	(Sub-theme) to impress mates
<p>I think some people do it like, to try and show off and think they are clever and stuff, and it can offend some people and they don't really realise it, but sometimes they mean to offend other people and make fun of them and stuff p1.3</p> <p>I just think they are trying to show off p2:3</p>	(Sub-theme) show off
<p>Like some people call people gay for, if they're mucking about p1.1</p> <p>I think, because the people who say it think they can mess about and they don't realise it's offensive p5:3</p> <p>Some of my friends, they muck about calling each other gay, and afterwards they start laughing and all that p3.4</p>	(Sub-theme) muck about
<p>they've decided to use it as an offensive term to make themselves feel tougher and to feel that if they're being put down, it will mean that they will be liked better and more popular p5:2</p> <p>they think that because they are using it, it will make them a lot more popular, when really it's not, sometimes I think they are trying to make friends and they think it is funny and they are trying to impress their mates p6:2</p> <p>they think it is smart and funny to call people different names to get friends p6.3</p>	(Sub-theme) be popular
<p>they've decided to use it as an offensive term to make themselves feel tougher p5:2</p> <p>I think it just makes them feel hard and tough, I think they want to make them selves feel big and strong, cause they are not very nice people p2:1, & agreement p2:2</p> <p>I think it can make people feel tougher, like people who are</p>	(Sub-theme) tougher

<p>saying gay p1:5 if they hear older people saying it, like parents or people in the street, they, and then kids go and say it at school it will make them feel tough even if they don't know what it means, p10:3</p>	
<p>they think it is smart and funny to call people different names to get friends p6:3 They think it is funny p6:2 That's why they call them it, cause they think it will be funny p10:2 when I used to sit next to them he sometimes seemed a bit unsure and other times he kind of thought it was quite funny, so sometimes it was 2 different attitudes p7.1 Sometimes if people call other people gay they would think it was funny, p7.2 there's a couple of boys in our class, and they pick on one specific person and it's mainly one person calling them names and the other person thinks it's funny p.6.10</p>	(Sub-theme) funny
<p>I think some people do it like, to try and show off and think they are clever and stuff, and it can offend some people and they don't really realise it, but sometimes they mean to offend other people and make fun of them and stuff p1.3 I think, because the people who say it think they can mess about and they don't realise it's offensive p5:3</p>	(Sub-theme) unintentionally offensive
<p>sometimes, in films you see a lot of people in a group and they are being horrible to 1 or 2 people p6:8 When some people call other people gay, you don't see people going up to people calling them gay on their own, they are normally with loads of friends, like number 1 said they say it to impress their friends p6:5 & p6:6 agreement in some cases in films as well you see it, where there's someone like a ring leader and the others are only with them because they don't really want to get bullied, so they go and they start doing it as well, and they get dragged into it, they can't stop using it cause they've got used to it, and it just carries on from there and it's not very nice, to the people who are around them and people who hear it as well, it's not nice p6:7 everyone else is saying it around them, they don't want to be left out on their own, they would say it as well, whether they know what it means or not p10:1</p>	(Sub-theme) used in a group
<p>When the older kids say the word gay and call other people names, little kids who hear them, as younger kids look up to older kids so they would think that they are cool saying it, so they would start saying it to make themselves look cool when they don't p6:4</p>	(Sub-theme) look cool
<p>Sometimes it's because of the way how clever someone is and what they think and their opinions, how they behave and what they look like and also how popular someone is as well, or what they wear p1:4</p>	(Sub-theme) Individual differences
<p>I think they could be (trying to be intentionally offensive and be hurtful), but sometimes they just do it as a joke, but most people don't take it as a joke, but they take it offensively, p3:1 and p3:2 agreement</p>	(sub-theme) Used as a joke

<p>If some people take it offensively they always say – oh you can't take a joke and then it makes them even more upset cause they're saying that you can't take a joke p3:9 & p3:10 agreement</p> <p>it's something that you use with a few friends a lot, and you know they are saying it as a joke then I think you can easily tell what it is, that they mean it as a joke, especially if they are your best friend and they are saying it. P3:6</p> <p>sometimes it's my friends that are saying it, and sometimes it is said as a joke but it can also offend people p2:6</p> <p>my sister she calls her friend gay, because he is gay, but he knows they are joking, cause she is, p11:4</p> <p>if it's with friends it's not really a form of bullying, because they know that they are joking. I think it would be OK because as long as you know they are joking about it, you just know they are doing it and you are happy with it, then it's not a form a bullying p11:7</p> <p>there's a couple of boys in our class, and they pick on one specific person and it's mainly one person calling them names and the other person thinks it's funny, and I don't think they other person realizes that, he probably knows what it means, but he doesn't realise how offensive it can be, cause he thinks it's a joke and it's his mate p6.10</p>	
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Phase 3: The initial thematic map for question 2:
According to young people, why is this language used in school?



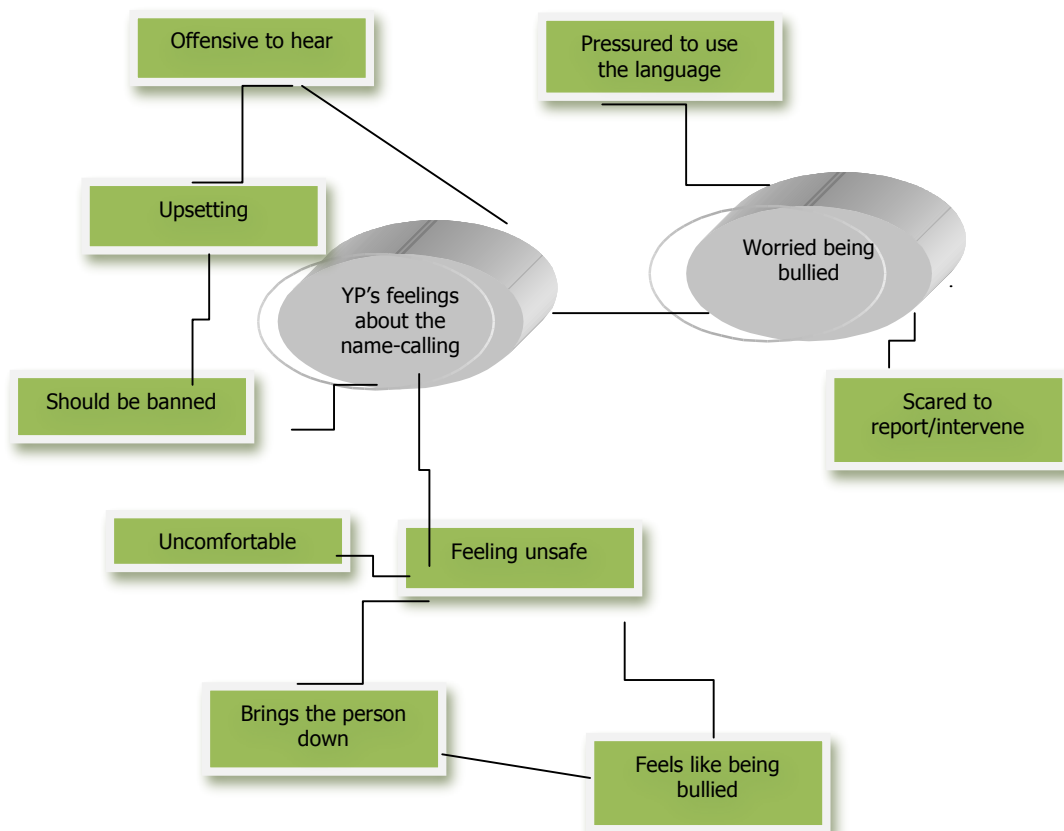
Phase 3 for research question 3: How is the name-calling received by the young person? (What do they feel about the name-calling?)

Coded data extracts	Themes (main and sub)
<p>It makes me feel uncomfortable as well, because I start to worry if they might turn on me as well p2:6 when someone on the end of extreme bullying and you try to help them, you get worried that they will start on you as well, that you'll start getting called it because you're helping them and stuff p4:1 if you see one of your friends or anyone being bullied, it's hard to stick up for them in case they come to you and start calling you names p4:3 there's a couple of people in my class and I'm a friends with someone who some people who are bullying, and I think cause sometimes I feel uncomfortable that they are bullying her and I think that it can, especially because I am friends with other people they don't like her and I don't really know want to say around them, and I don't want to upset them, so I have to juggle it, cause I don't know what to say p. 11:2 if you are in a group of friends and someone says it, like number 1 said what it could be like, peer pressure, you would be scared if you don't speak like them or say it, say it's the top person in your group or something and if you don't say things that the person thinks is cool, you just start saying them so you don't get bullied yourself or get kicked out of the group, p.13.9</p>	<p>(main theme) Worried about being bullied</p>
<p>when kids get bullied they don't rush to tell anyone because, they are scared that if they tell on them it'll just get worse, so for loads of pupils who are being bullied being called gay and all that, p10:6 and p10.7 agreement when someone on the end of extreme bullying and you try to help them, you get worried that they will start on you as well, that you'll start getting called it because you're helping them and stuff p4:1 if you see one of your friends or anyone being bullied, it's hard to stick up for them in case they come to you and start calling you names p4:3</p>	<p>(sub-theme) Scared to report/intervene</p>
<p>I think that their mates who are not comfortable with it may start using it as peer pressure so that they don't get bullied as well p6:2 if you see one of your friends or anyone being bullied, it's hard to stick up for them in case they come to you and start calling you names p4:3 in some cases in films as well you see it, where there's someone like a ring leader and the others are only with them because they don't really want to get bullied, so they go and they start doing it as well, and they get dragged into it, they can't stop using it cause they've got used to it, and it just carries on from there and it's not very nice, to the people who are around them and people who hear it as</p>	<p>(sub-theme) pressured to use the language</p>

well, it's not nice p6:7	
in some cases in films as well you see it, where there's someone like a ring leader and the others are only with them because they don't really want to get bullied, so they go and they start doing it as well, and they get dragged into it, they can't stop using it cause they've got used to it, and it just carries on from there and it's not very nice, to the people who are around them and people who hear it as well, it's not nice p6:7	(sub-theme)Offensive to hear
I don't think people should be allowed to use it in schools, 'cause when some people call other people gay and all that, and it' kind of makes the person they have said it too, a bit upset p2:5 I think, in schools, the word gay should be banned, if people are using it a lot and people are getting upset. P5:5 I also think that it's a form of bullying and stuff and it can upset people, p3.3 I don't think saying the word gay is a joke, even if you mean to say it as a joke it can still upset someone, p.3.7 if you call someone gay you are offending them and they might get upset, p9.1	(sub-theme)Upsetting
I don't think people should be allowed to use it in schools, 'cause when some people call other people gay and all that, and it' kind of makes the person they have said it too, a bit upset p2:5 I think, in schools, the word gay should be banned, if people are using it a lot and people are getting upset. P5:5 I think it should be banned or something to try and stop it from carrying on p2:6 I think in primary schools, the word gay and swearing should be banned p7:5	(sub-theme) Should be banned
It makes me feel uncomfortable as well, because I start to worry if they might turn on me as well p2:6 I don't feel comfortable, I don't really know how to explain it, it isn't a nice feeling, it's not, it's kind of, brings you down p2:8 it doesn't really make me feel comfortable and for some reason it doesn't really make me feel as safe as I would be if they weren't saying it. P3:3 I think that their mates who are not comfortable with it may start using it as peer pressure so that they don't get bullied as well p6:	(sub-theme)Uncomfortable
it doesn't really make me feel comfortable and for some reason it doesn't really make me feel as safe as I would be if they weren't saying it. P3:3	(sub-theme)Unsafe
I don't feel comfortable, I don't really know how to explain it, it isn't a nice feeling, it's not, it's kind of, brings you down p2:8 If someone got called gay, it makes you feel like, people are basically bullying you and it doesn't make you feel good about yourself and people see you as gay and you're not gay, it could like just hurt people P7:3	(sub-theme)Brings the person down

<p>If someone got called gay, it makes you feel like, people are basically bullying you and it doesn't make you feel good about yourself and people see you as gay and you're not gay, it could like just hurt people</p> <p>P7:3</p>	<p>(sub-theme)Feels like bullying</p>
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Phase 3: The initial thematic map for question 3:
How is the name-calling received by the young person? (What do they feel about the name-calling?)



Appendix 28

Explanation/Justification of changes from phase 4: Year 7 Female focus groups

Question 1: Level 1 changes: From the level 1 analysis the following coded extracts were amended:

- The data extracts for subtheme: 'Unintentionally offensive' were not representative of this theme and therefore were moved to other subthemes where they attained greater coherence, into 'joking' and 'ambiguous intent.' As such this subtheme was discarded
- The data extracts for the subtheme 'the intent can be misinterpreted' were identical to the main theme: 'ambiguous intent' and as such was deleted to reduce repetition
- In the subtheme: 'Not bullying between friends' coded extract p11.4 was dropped as this was perceived to not represent the theme
- Likewise, the data extracts from the subtheme: 'Can be bullying between friends' were not deemed coherent enough and both p11.1 and p11.2 were discarded from the analysis
- The coded extract p11.5 from the subtheme: 'May make people want to change their ID' was dropped as it was not relevant to the subtheme
- The coded extracts from the subtheme: 'can get out of hand', p9.7 was dropped and p9.8 moved to the subtheme: 'Offensive to people around recipient'
- 2 coded extracts (p2.5 and p3.3) from the main theme: 'People can be offended by the name-calling' were moved to question 3, as they were more representative in answering this question.
- The coded extract p3.3 in subtheme: 'offensive to recipient' was discarded leaving just 2 extracts for the subtheme, therefore this subtheme was amalgamated to form a more inclusive new subtheme with the extracts in subtheme: 'offensive to people around recipient' and the subtheme was renamed: 'Offensive to recipient and those around the recipient'
- The coded extracts in subtheme: 'Unpleasant words' were seen as weak and both were dropped
- The coded extracts for the 'miscellaneous' subtheme were sent to other subthemes, p9.8 to 'offensive to recipient and people around recipient' and p9.9 to 'serious if repeated' subthemes.

Question 1: Level 2 changes: From the level 2 analysis assessing the themes/subthemes across the data set, the following amendments were made:

- Subtheme: 'Those using the language don't know what it means', was amalgamated with the main theme: 'users are unaware of offensiveness', as there were very close similarities across the data extracts in each themes and the extracts in the main theme appeared to represent both themes. These amalgamated themes are now termed: 'users are unaware of meaning or offensiveness of name-calling'
- Subtheme: 'unintentionally offensive' was discarded

- 'Intent can be misinterpreted' subtheme was deleted
- The subtheme: 'Can be bullying between friends' was discarded
- The subtheme: 'If gay can escalate' was discarded as it was seen as a weak subtheme with only 2 coded extracts to support it
- A new subtheme was formed titled: 'Offensive to recipient and those around the recipient'
- The subtheme: 'unpleasant words' was deleted
- The subtheme 'miscellaneous' was deemed too board and coded extracts formed support for other subthemes and then deleted.
- Further identified subthemes up to phase 3: 'can lead to feelings of difference'; 'can make people want to change their identity' and 'is seen as more serious if repeated' were removed from the analysis as there were very few coded extracts within each of these sub-themes, which led me to believe the status of each as an allocated subtheme was questionable, as the content was not representative of the data as a whole. Furthermore, the coded extracts contained within each of these subthemes are represented within other main-themes and sub-themes that have been retained for the present study's final analysis.

Question 2: Level 1 changes: From the level 1 analysis the following coded extracts were amended:

- The coded extracts within the subtheme 'used as a joke' was divided into 2 subthemes. 'Jokes' in general and 'jokes with friends.'
- From subtheme: 'it is offensive' the coded extract p8.5 was discarded as it was not considered relevant or supportive of the subtheme, this left one extract for the subtheme and consequently it was discarded.
- The subtheme: 'it is swearing' there were initially only 2 coded extracts, one of which already belonged to the main theme of 'tolerated more than swearing', leaving one extract which was too few to justify it remaining a subtheme.
- 'Intentionally offensive' – subtheme was not coherent enough to justify it as a stand alone subthemes, as coded extract p5.2 was used in other subthemes including: 'tougher' and 'popular'
- Main theme: 'common language' – coded extract p14.4 was dropped as it was not considered to sustain coherence across the theme
- Subtheme: 'unintentionally offensive' coded extracts were repetitious over the data set and it presented as a weal subtheme
- Subtheme: 'Used in a group', data extract p6.7 was dropped
- Subthemes: 'look cool' and 'individual difference' contained one coded extract and as such were deleted from the analysis

Question 2: Level 2 changes: From the level 2 analysis assessing the themes/subthemes across the data set, the following amendments were made:

- A new subtheme was formed from the 'used as a jokes' subtheme to include 'jokes with friends'
- Subtheme: 'it is offensive' was deleted

- Subtheme: 'It is swearing' was deleted
- Subtheme: 'Intentionally offensive' did not contain enough coded extracts to justify keeping it as a sub theme in its entirety and as such it was discarded
- Subtheme: 'implies stupid' was dropped as it included only one coded extract and therefore was not representative as a subtheme.
- Subtheme: 'make fun of others' was dropped as it included only one coded extract and therefore was not representative as a subtheme.
- Subtheme: 'Influenced by home' contained repetitious coded extracts and as such was dropped from the analysis
- 3 subthemes: 'to impress mates', 'show off' and 'popular' were amalgamated as they were considered to support each other over the data set
- Subtheme: 'unintentionally offensive' was deleted
- Subthemes: 'look cool' and 'individual difference' contained one coded extract and as such were deleted from the analysis
- Furthermore, the main theme: 'It is tolerated more than swearing' and subthemes: 'used when people fall out'; 'muck/mess about' and 'used in a group' were removed from the analysis as there were very few coded extracts within each of these themes, which led me to believe the status of each as an allocated theme was questionable, as the content was not representative of the data as a whole. Furthermore, the coded extracts contained within each of these themes are represented within other main-themes and sub-themes that have been retained for the present study's final analysis.

Question 3: Level 1 changes: From the level 1 analysis the following coded extracts were amended:

- Main theme: 'worried about bullying' coded extract, p.11.2 was dropped as not coherent
- The sub-theme: 'scared to report/intervene' – the coded extract p10.6 and 10.7 were discarded as not perceived as relevant
- Sub-theme: 'pressured to use language' , coded extract p4.3 was moved and more in keeping with the main-theme – 'worried about being bullied'. 2 further coded extracts were dropped as they were a repetition of the 'peer pressure' theme in question 2

Question 3: Level 2 changes: From the level 2 analysis assessing the themes/subthemes across the data set, the following amendments were made:

- Main theme: 'worried about bullying' and the subtheme: 'scared to report/intervene' was amalgamated to form a new main-theme: 'scared to intervene and worried about being bullied'
- Sub-theme: 'pressured to use language' was discarded
- Sub-theme: 'offensive to hear' was discarded as it contained 1 coded extract
- 'Uncomfortable' subtheme was deleted as it was representative of one person's discourse throughout the transcription
- 'Unsafe' subtheme was discarded as it contained 1 coded extract
- 'Feels like bullying' was discarded as it contained 1 coded extract

- 'Brings the person down' subtheme was renamed 'don't feel good about yourself' as it was more representative of the data set
- Subthemes: 'should be banned' and 'Don't feel good about yourself' were removed from the analysis as there were very few coded extracts within each of these subthemes, which led me to believe the status of each as an allocated subtheme was questionable, as the content was not representative of the data as a whole. Furthermore, the coded extracts contained within each of these themes are represented within other main-themes and sub-themes that have been retained for the present study's final analysis.

Appendix 29

Phase 5 of thematic analysis” defining and refining themes for year 7 females

My process for completing the analysis for the female year 7 group, in defining and refining the main themes and subthemes of the analysis conducted for each of the 3 core questions. Throughout this phase of the analysis I was mindful to ensure that I did not lose the essence of the young people’s views or misrepresent their words, and therefore the analysis was conducted to retain as much semantic representations as possible.

Question 1: Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?

Main theme from Phase 4: Users are unaware of the meaning/offensiveness of the name-calling

Coded extract	Analysis and interpretation Of phase 5
Step 1: 2.10	There is an unawareness from those using the language in name-calling that it/they are offending other people, implying that it is not used intentionally to harm others. In contrast, it may be used without consideration of how it may be received by others.
3.1	There is a hint that the name-calling is not used to intentionally harm others
1.3	The implications of the language are wider than the users think/ the language is more offensive than the users are led to believe. The is not intentionally used to offend
10.5	People use the language without knowing its intended meaning (perhaps because it is a well-used and common language, which is developed/constructed by elder influences and the use of language is passed down to the young people. Those using it may want to fit in with the group and this is one way of doing that. It is not used intentionally to offend.
10.3	If the meaning of the words used in name-calling is not understood by those using the language it is 1) understandable others become offended and 2) unlikely to be intentionally offensive – this raises the question, does there need to be a mutual understanding of the words meanings for young people to intend on harming and/or being homophobic?
2.6	It is intended as a joke, and therefore not perceived to be intentionally harmful, but those using the words appear not to understand (or care) what the words imply. It appears it’s all about how it is interpreted (whether it is said between friends) and the relationship between those using the language is important in this interpretation, as it is less likely to be considered offensive if between friends.
5.3	Used to mess about with no harmful intent – yet it can still offend others and users are unaware of this
6.10	The intent is to joke but language can offend
10.2	Even when it is perceived as bullying, those bullying do not realise how offensive the language can be.

Step 2:	Those using the language in incidents of name-calling appear unaware that it is offensive to others. There seems a lack of consideration how others will receive the language. The intent of the name-calling is not intentionally harmful and there is a lack of shared understanding between users of what the language means
Step 3:	Users are unaware of the meaning or offensiveness of name-calling

Main theme from Phase 4: There is ambiguity around its intent

Coded extract	Analysis and interpretation Of phase 5
3.8	The intent behind the language is difficult to identify for young people. The language can be offensive even if joking.
4.8	The intent of the language can be misinterpreted, there is an ambiguity around, why, how, who it is said between. The language used possibly has different or unshared meanings. The language used often can be offensive to others close by and it can be taken personally (possibly negatively against their identity). It is not seen as joking but offensive.
6.10	There is an intent to use the language as content of a joke but it is often taken offensively, and there is a lack of shared understanding between people what it means
2.3	It could be intentionally harmful and homophobic but also used to show off in a group of peers/friends
3.4	Used as a joke but taken offensively
3.9	The intent is difficult to decipher
11.4	More likely to be perceived as bullying if it occurs between those who are not friends. However, it is difficult to distinguish its intent
12.1	It is difficult to interpret the intent if said between non-friends
Step 2:	The intent of the language is difficult to identify and can be misinterpreted, as it can be taken offensively if intended as a joke. There is a clearly understanding that it is perceived more offensive between those that are not friends.
Step 3:	Ambiguity around its intent

Main theme from Phase 4: The name-calling is bullying

Coded extract	Analysis and interpretation Of phase 5
Step 1: 10.2	Young people know if the name-calling is bullying
11.5	Calling a gay person, 'gay' can be bullying as it can lead to them questioning their identity and make them feel that they are discriminated against
3.3	The name-calling is similar to other words used to bully – the words are upsetting to those it is said too
7.3	Being called 'gay', is a form of bullying as it can negatively affect a person's self-concept and influence others to question their sexual orientation
9.7	The very act of repetition of name-calling is bullying
9.8	The name-calling should be classified as bullying due to its offensiveness to the recipient and those around them. It affects a wide audience and has wider implications than its intent (the words hurt more than those it is said to)
9.11	The way it is perceived by the recipient is a way of determining whether it is bullying. For example someone 'takes it the wrong way' implies the original intent was not to harm but the way in which it is received is more important as it

	can lead people to question their own identity and make them feel different or more different from the norm
Step 2:	The name-calling is a form of bullying and can lead to the recipients' questioning their own identity. The way in which it is interpreted by the recipient will determine whether it is perceived as bullying. The name-calling can also be offensive to a wider audience beyond the recipient.
Step 3:	It is bullying if the recipient perceives it as such

Sub-theme from Phase 4: It is homophobic bullying if not friends

Coded extract	Analysis and interpretation Of phase 5
Step 1: 11.5	If a gay person's being called the names it is bullying as it may offend and lead the person to feel that they are different
4.7	A member of the same family is homophobic bullied for having a gay relative – it is intentionally homophobic but harmful? (We need to consider how the name-calling is received).
11.4	It could be bullying if not between friends. But between friends it is seen as a joke and an acceptable term to use. The intent is not homophobic or intentionally harmful with friends, even when said to gay people. The intent is less clear if it is said between people who are not friends, and more likely perceived as bullying, because it may lead a person to want to change their identity. (The use and intent is clearer if you know the person, it is more likely to be seen as a joke, not bullying, harmful or intentionally homophobic. The opposite could be perceived for name-calling that occurs between people who do not consider themselves as each other's friends or know each other that well. With non-friends there is a feeling that it can be bullying, harmful (as it may lead to someone to change who they are), and homophobic. As there is less likelihood that it will be perceived as a joke between non-friends).
11.7	It can be homophobic if you do not know the person that well, or it occurs between people who are not friends. It is less likely to be homophobic, if said to a gay person if 1) you know the person well, 2) they are your friend and 3) users of name-calling are close to one another
Step 2:	The name-calling is perceived to be homophobic bullying if said to a gay person by someone who is not the recipient's friend, because it may lead to the person wanting to change their identity
Step 3:	Can be homophobic bullying if not between friends

Main theme from Phase 4: People can be offended by the name-calling

Coded extract	Analysis and interpretation Of phase 5
Step 1: 7.4	The name-calling is offensive to the recipient. People may be called homophobic terms of abuse because of their perceived sexual orientation. People using the name-calling may be using it because they think same-sex attraction is wrong. People may also be more reserved in using the language if they know the person is gay. People using the name-calling don't like to be on the receiving end as they are aware of the meaning of the words and they don't like the terms attributed to themselves or their social identity as a person.

8.4	People are offended by the homophobic terms of abuse
9.1	Being called 'gay' is both upsetting and offensive to the recipient
2.10	Boys tend to use the terms more than girls. The way it is said and who it is aimed at can make it more offensive. For example, targeting specific people is more likely to be perceived as bullying.
3.1	The language used during incidents of name-calling is mostly offensive, even when intended as a joke
4.8	The name-calling is not perceived in a light-hearted or joking manner, it is taken offensively even when the intent is not harmful or when someone may be joking
4.9	Is offensive to gay people and their friends as it accentuates difference
6.10	Offensive even if a joke
9.8	It not only offends but affects people, indicating the name-calling has a more lasting and sustained negative effect on the person
Step 2:	Name-calling can be offensive to those it is aimed at and their friends and family even when there is no intent to harm (i.e. intended as a joke) indicating the terms are largely seen as inappropriate used as jokes, unless it is between friends. There is an awareness of the meaning that surrounds the words used and they appear ill suited as jokes.
Step 3:	People are offended by the name-calling regardless of its intent

Sub-theme from Phase 4: Name-calling is offensive to the recipient and others around the recipient

Coded extract	Analysis and interpretation Of phase 5
Step 1: 9.9	It is harmful to be recipient and may affect their self-identity
4.4	It is offensive to recipient and affects them emotionally
4.5	The name-calling can hurt friends and family of the recipient of name-calling
4.6	It can be offensive to people who know the recipient of name-calling and because they know the recipient the name-calling may also be directed at them – the name-calling therefore is offensive to a wider circle than intended
4.7	It is offensive to family and can be used with homophobic intent with friends and family, and can have an us v them impact, when bullied due to sexual orientation or perceived sexual orientation
4.8	On lookers and listeners can become offended if they consider the name-calling is aimed at them
9.8	Bullying and offensive to a wider circle of people than intended
Step 2:	The name-calling can emotionally and socially affect the recipient and those close to the recipient, such as friends and family. It can also lead people who are close to the recipient to be bullied – it is generally offensive to a wider circle beyond its intended audience
Step 3:	The name-calling offends/affects a wider audience beyond the intended recipient

Question 2: *According to young people, why is this language used in school?*

Sub-theme from Phase 4: Used as a joke

Coded	Analysis and interpretation
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extract	Of phase 5
Step 1: 3.1	Used as a joke, and the user is using the words with no intent to harm, but the words are mostly taken offensively and this implies that when the words are directed at someone they are interpreted negatively
3.9	Users try to justify using the words as a joke, if people become offended by the name-calling they make the recipient feel they are over-reacting
2.6	The intent is as a joke and not intentionally harmful
6.10	The intent to joke but the language can offend
Step 2:	The language is used as a joke and not intentionally harmful, although it may not always be interpreted as such as it can offend people when directed at them (This raises questions about the meaning attaché by young people to the words, as it is not seen as homophobic by the users)
Step 3:	It could be joking

Sub-theme from Phase 4: Used as a joke with friends

Coded extract	Analysis and interpretation Of phase 5
Step 1: 3.6	The name-calling is intended as a joke when used between friends. It's intention is clearly understood and the closer people are to each other the less ambiguous the intent is
11.4	Friends who have gay friends will refer to them as 'gay' and it is seen as an acceptable joke or term to use, it is not perceived as harmful, bullying or homophobic. – How well one knows the recipient has a bearing on how it is perceived by others and the recipient (whether bullying or homophobic). The more people know one another, as friends, the less likely it is perceived to be used as an intentionally harmful or homophobic remark
11.7	Friends know that the language is used as a joke and not intentionally harmful, if this is a clear between friends it is not considered bullying
11.6	The closer one is, and the more one knows each other, the less likely the name-calling is seen as bullying, even when the recipient is gay. However, the intention behind the name-calling between non-friends is less clear and can be misinterpreted or perceived as a form of bullying by young people.
Step 2:	Friends don't perceive the name-calling as bullying, harmful or homophobic, when they are using the name-calling to a gay friend, instead it is seen as a joke. The use and intent of name-calling between friends is clearly understood to be a joke.
Step 3:	Intended and used as a joke between friends

Main theme from Phase 4: Influenced by elders

Coded extract	Analysis and interpretation Of phase 5
Step 1: 7.10	The language used by elders can upset younger children who hear it – it can also model to young people that it is acceptable to use the language
13.9	The use of the language is influenced and modelled by older siblings in the home
6.4	Younger children copy older children's discourse and use of language because they look up to the older children and want to aspire to be like them. They start to use similar language that they have heard from elders. Essentially, the older children are role models for the younger children and they want to emulate them. If the language is used to personify 'coolness' the younger children will interpret their own use of language as an element of how to be cool.

7.9	Older siblings influence youngsters to swear
8.2	Older people's swearing habits influence younger children to swear, which may lead to bullying behaviours
8.3	Younger children learn to swear from older influences
10.3	The language can be influenced by parents and elders outside school and then this is transferred to the school environment by the children as they repeat what they have heard others saying.
7.6	The language younger children are exposed to can influence what language is used in the school, and in particular, whether homophobic language is used and aimed at those who are gay or perceived to be gay
Step 2:	The language is used in schools by young people as it is modelled, influenced and learnt from the discourse used by elder people in families and wider society and young people are socialized to use the language, as it has become the norm.
Step 3:	It is influenced by elders

Main theme from Phase 4: It is a common language

Coded extract	Analysis and interpretation Of phase 5
Step 1: 13.9	The language is used between groups of friends, people use it to keep in with the crowd and sustain their social identity. It is a form of identification to that group to show that a person is similar to the group's other members and a way of continuing your inclusion in that group. Young people are also scared not to use the language and they can feel pressured to use the language as they are part of a group and to not use the language could risk them being bullied or losing membership in that group.
6.2	'Gay' is a word that is well known and used which encourages others to use it
10.1	If others are using the words around young people they will start to use the language so they can identify with the norm and not feel that they are left out or belong to a different group (out-group). It may also be a way of showing others that they belong and are the same as others, that there is a common or shared language.
8.7	The language has become common and people are used to hearing it and because of its common usage may have lost its potency to offend (Rigby, 2005).
Step 2:	The language used is a shared/common language, it is a form of identification to a group and is a way to bind them to that group. To use the language is a sign of following the norm and to display sameness with the majority. Not using the language may lead to being bullied or lose membership of a group
Step 3:	It is a shared/common language

Main theme from Phase 4: Peer pressure

Coded extract	Analysis and interpretation Of phase 5
Step 1: 6.2	There is pressure from peers/friends to use the language and people continue to use the language so they don't become bullied by others using the language/name-calling, even when they are uncomfortable using the language.
6.7	The use of the language can be influenced by popular media and TV programmes, where films depict a dominant leader/character using the language and others in the group copy them so they don't get bullied. These scenes are also played out in schools between friends within groups. Group members copy and repeat the language used by other group members, so they feel they belong

	and to distance themselves from being the object of bullying and over time the language becomes a habit.
13.8	People begin to use the language through peer pressure
14.4	Young people in group's of friends are pressured to go along with/use the language and use it to bully other people, although they may feel dissonance with their actions
13.9	Young people are pressured by their friends and peers within the groups they belong to, to use and speak a similar language so they remain identifiable and included in their groups. Furthermore, to not use the language could risk them being bullied or expelled from the group, there is therefore, an attempt to show/display similar features to sustain membership with the group
Step 2:	Young people are pressured by peers, friends and popular media to use the language in schools. They continue to use/promote the use of the language between other group members to remain an included/respected member of the in-group, any deviation could lead to them being bullied or losing their membership in their group
Step 3:	Peer pressure to sustain membership in the in-group

Sub-theme from Phase 4: To show off, impress friends and be popular

Coded extract	Analysis and interpretation Of phase 5
Step 1: 6.2	Young people use the language in an attempt to become more popular and impress their existing friends, as the language is a popularized and understood form of discourse
6.5	The language is used within a group of friends in an attempt to impress other members of the friendship group
1.3	Some young people using the language in schools do it to show off in front of other friends
2.3	The language is used as a means to show off
5.2	It is used as an offensive term so users look tougher around other people in their group and to gain more popularity (offending others has an appeal to others). Using the language is associated to power, being powerful which will help them become popular
6.3	Calling other people names may be a method of developing or sustaining friendships
Step 2:	The language is used to gain popularity and impress existing friends. It is also seen as a way to 'show off' in front of their peers as its offensiveness is appealing to other group members
Step 3:	To show off, impress friends and be popular

Sub-theme from Phase 4: tougher

Coded extract	Analysis and interpretation Of phase 5
Step 1: 5.2	The language is used to offend others and personify toughness and being offensive equates to being tough
2.1	The language can be used to help young people present themselves as a tough and strong person. Using the language is equated to toughness and strength, being gay for males is associated to with weakness
1.5	Using the language gives the impression the user is tough and strong
10.3	Older role models influence young people that using the language is a way to be

	tough and macho
Step 2:	The language is used to enable the young person to personify an image of toughness in/between their peers
Step 3:	To personify a tough image

Question 3: *How is the name-calling received by the young person? (What do they feel about the name-calling?)*

Main theme from Phase 4: Scared to intervene/worried about being bullied

Coded extract	Analysis and interpretation Of phase 5
Step 1: 2.6	Hearing the language makes people worry that they will become the focus of the name-calling (and if they do – it is acknowledged that it is an adverse way of affecting someone's self-identity and as such people do not wish to be perceived as gay, different or part of the out-group).
4.1	People are reluctant/scared to intervene when they witness someone else being bullied. If they do help them they are mindful and worry that the name-calling will be directed at them for taking sympathy on someone being castigated as different, the individuals are then treated as part of the same out-group as the victim of bullying
4.3	Even with friends, young people are reluctant to defend other young people from the name-calling, for fear of reprisal and worry that they will become the focus/object of a bullying incident
13.9	Young people feel pressured to use the language to keep in with the in-group and present similar characteristics as other members of their group to ensure their own safety from bullying and to further sustain their membership within the in-group
Step 2:	Young people are scared to intervene and help others who are being bullied or on the end of name-calling, primarily because interventions could lead them to becoming the focus of the name-calling or bullying and they could risk their membership in their in-group
Step 3:	Scared to intervene/worried about being bullied

Sub-theme from Phase 4: Upsetting

Coded extract	Analysis and interpretation Of phase 5
Step 1: 2.5	Young people empathize with those on the receiving end of name-calling and acknowledge that it can be upsetting
5.5	The more that it is used, the more it can upset those it is aimed towards
3.3	It is perceived as bullying
3.7	The language is not seen as a joke if it upsets those it is aimed towards
9.1	The name-calling is both offensive and upsetting
Step 1:	Young people feel it is upsetting for those on the receiving end of the name-calling
Step 2:	Upsetting to those involved

Appendix 30: Domain Briefing one

Summary of the research project

Homophobic bullying in secondary schools: a cross age and gender analysis into young people's views of name-calling.

Aims and purposes

The aims of this small-scale investigative study was to explore and examine young people's views about the intent of homophobic terms of abuse used during incidents of name-calling in a school. The study sought to discover whether young people view the language used in these incidents to be bullying, harmful and intentionally homophobic in nature, or banter used between friends with no intention to harm. A further aim focused on finding out whether there were any differences in opinions across ages and between genders regarding the use and intent of this language.

Research related to homophobic name-calling has largely focused on incidence rates and the negative long-term effects on Lesbian, Gay and Bisexual (LGB) populations without considering the intention behind the use of the language, leading to an assumption the language used in these incidents is intentionally homophobic. Therefore, by including young people within this research, it was hoped a greater understanding of the use and intent of homophobic language would be gained from those using and hearing the language.

The present study explored the following main research questions:

- 1) What are young people's perceptions about the language used during incidents of name-calling in schools?
- 2) Are there any similarities or differences in young people's perceptions over age and between genders?

Three core questions were chosen to answer the main research questions and these included:

- 4) Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?
- 5) According to young people, why is this language used in school?
- 6) How is the name-calling received by the young person? (What do they feel about the name-calling?)

Methodology

To answer the research questions the research design adopted a qualitative approach to research methodology to gain a richer understanding of young people's views about the use and intent of name-calling. Through using this form of methodology there was an intention to gather and explore the 'voice' of the young

person in relation to name-calling. To do this four single-sex focus groups were used to collect qualitative data from one secondary school in years 7 (aged 11/12) and year 10 (year 14/15). The findings from these four focus groups were then scrutinized through the use of a thematic analysis to look for differences and similarities in views between gender and across age.

Findings and analysis

The main findings and themes by research question included:

Is the name-calling used in schools perceived by young people to be bullying, harmful and intentionally homophobic in nature?

	<i>Year 7</i>	<i>Year 10</i>
<i>Female</i>	<ul style="list-style-type: none"> it could be viewed as homophobic bullying if the name-calling occurred between those who were not friends the name-calling could be offensive to a wider audience beyond the intended recipient 	<ul style="list-style-type: none"> the name-calling is neither intentionally harmful nor homophobic although the name-calling was not intended to harm, bully or be homophobic it could still be interpreted by LGB people as such. friends of gay people can also become offended and the language could be perceived as homophobic by this cohort the name-calling is not a form of bullying. it depends on who the name-calling is said to or around whether it is perceived as bullying
<i>Male</i>	<ul style="list-style-type: none"> the name-calling is neither intentionally harmful nor homophobic the name-calling could be perceived as bullying if the incident is repeated and the recipient is disliked the way the name-calling was interpreted was largely dependent upon how it was said to the recipient only those who were sensitive and took the name-calling too seriously become offended 	<ul style="list-style-type: none"> the name-calling is neither intentionally harmful nor homophobic although the name-calling was not intended to harm, bully or be homophobic it could still be interpreted by LGB people as such. if the young people using the language knew of another person's sexuality, then they would be less inclined to use the language directly or around them the name-calling is not a form of bullying. it depends on who the name-calling is said to or around whether it is perceived as bullying the meaning of the words, such as 'gay' have, over time, evolved, which may contribute to the ambiguity/misinterpretation around the intent of the words

According to young people, why is the language used in school?

	<i>Year 7</i>	<i>Year 10</i>
<i>Female</i>	<ul style="list-style-type: none"> words such as 'gay' are used in name-calling incidents as it is seen as a shared or common language the use of language is influenced by older people and peer pressure as a way of sustaining one's membership within an in-group the words, such as 'gay' are used as a joke/banter between friends the name-calling is used to show off, 	<ul style="list-style-type: none"> words such as 'gay' are used in name-calling incidents as it is seen as a shared or common language the word 'gay' is a habitual part of language the use of the words in schools is the result of influences from popular media, such as TV and music the words, such as 'gay' are used as a joke/banter between friends

	<ul style="list-style-type: none"> impress friends or be popular used to personify a tough image 	
Male	<ul style="list-style-type: none"> words such as 'gay' are used in name-calling incidents as it is seen as a shared or common language the words, such as 'gay' are used as a joke/banter between friends used to personify a tough image used as a means of expressing opinions, for example for something not liked 	<ul style="list-style-type: none"> words such as 'gay' are used in name-calling incidents as it is seen as a shared or common language the use of the words in schools is the result of influences from popular media, such as TV and music the words, such as 'gay' are used as a joke/banter between friends used as a means of expressing opinions, for example for something not liked

How is the name-calling received by the young people?

	Year 7	Year 10
Female	<ul style="list-style-type: none"> upsetting to the recipient of name-calling and also themselves scared to intervene when they heard the name-calling worried that they would be bullied if they did intervene or stick up for the recipient 	<ul style="list-style-type: none"> not perceived as hurtful or harmful
Male	<ul style="list-style-type: none"> it is pathetic to use the language to intentionally harm others, the language is less serious than physical bullying 	<ul style="list-style-type: none"> not perceived as hurtful or harmful not personally offensive to themselves

Discussion

Key findings from the present study suggest that the majority of young people who participated see the name-calling they hear in schools as unintentionally homophobic or harmful in nature.

The findings from this study supports published research, where it is suggested the use and intent of the language is more wide ranging than labeling it as 'homophobic' or 'not homophobic.' Rather the language can have positive effects as well as negative meanings, for instance, it can be used as banter, social teasing, social bonding and social identification between friends and peer group memberships. Most importantly, the contemporary use of the language appeared not to be used in association to sexuality or to communicate homophobia.

A noticeable theme reported by all four groups, across age and gender, was that language such as 'gay' is used in school because over time it has become a shared common language that all young people identify with and most people use. It would appear from the young people's views that the word 'gay' has become so widespread, popularized within their daily language that it used above and beyond the purposes of name-calling.

There were reports from young people that they are less likely to use the language if they are aware of sexual minorities and predominately use the language between their friends as a form of harmless joking.

The findings from this study suggest there is a need to intervene and raise awareness beyond the individual level, between 'bully' and 'victim' to focusing change at the school culture level; through whole-school anti-bullying practice.

Findings therefore raise consequences for future anti-bullying work where it is recommended that greater emphasis is needed to be given to account for both age and gender differences across young people's views of what counts as bullying. Most specifically that younger children may perceive a greater uncertainty around what counts as bullying and be open and susceptible to a wider range of influences for them to participate in bullying incidents.

Conclusion

The findings from this small-scale study show that young people have valuable contributions to make to anti-bullying research and provide some useful insights into how name-calling incidents are interpreted at their grassroots.

Appendix 31: Domain Briefing Two

Overview of the literature review

Homophobic bullying in secondary schools: a cross age and gender analysis into young people's views of name-calling

Extant research within the area of homophobic bullying in schools has been spearheaded by Stonewall, a charity that advocates the rights of LGB (Lesbian, Gay and Bisexual) individuals. Early research conducted by Mason and Palmer in 1996 found that of 4200 volunteers who self-identified as LGBT, 48% of respondents had experienced violence and 90% had experienced name-calling due to their sexual orientation. However, the majority of respondents in the Mason and Palmer's (1996) study were between the ages of 16 – 18, and overlooked most of the secondary school age range, where previous research (Boulton et al., 2002) has documented this as an age range where most homophobic bullying incidents have been reported to occur.

More recent research conducted by Hunt and Jensen (2007) on behalf of Stonewall investigated the experiences of self-identified young gay people in secondary schools. Findings were collated from 1145 postal survey responses across the UK and key findings from this study suggested:

- 65% of LGB experience 'direct' homophobic bullying in schools
- 97% of pupils hear homophobic remarks in school, such as "poof", "dyke", "queer" and "bender."
- 35% of gay pupils reported that they did not feel safe or accepted in their school.

Further research has been conducted on behalf of Stonewall by Guasp, (2009) using a YouGov internet opinion poll which surveyed a total of 2043 teachers and non-teaching staff from primary and secondary schools within the UK. The survey asked them about their experiences of homophobic bullying of pupils within their schools. The key findings indicated:

- Two in three school staff do not always respond to homophobic language
- School teachers reported that homophobic bullying is the second most frequent form of bullying after weight, and is three times more prevalent than racial bullying
- 95% of secondary school teachers hear "that's gay" or "you're so gay" in their schools
- 46% of secondary teachers claimed homophobic language was just 'harmless banter.'

Stonewall have continued to publish research in this area, and Guasp, (2012) conducted further research as part of an evaluation into the developments of anti-homophobic bullying work within schools. The study surveyed 1600 participants who were self-identified as LGB. Key findings suggest:

- 99% hear 'that's so gay' and 'you're so gay'

- Males are more likely than females to experience homophobic bullying in school, 66% compared to 46%
- Girls are less likely to be involved in homophobic verbal abuse than boys

In evaluating the Stonewall research it is helpful as it recognises that homophobic language can also affect others beyond the LGB cohort, and highlighted more needs to be done to challenge and prevent this form of homophobic bullying in the school environment; findings that corroborate with other studies that have researched homophobic bullying (Rivers, 2001a, Warwick et al., 2004 and Adams, et al., 2004).

Further research conducted by Rivers and Cowie (2007) indicated that LGB young people and adults are more likely to experience bullying at school than any other group. Findings from a 3-year retrospective questionnaire survey suggested that this group's bullying experiences are long-term and mostly committed by groups of peers. Additionally, findings from this study also indicated that name-calling was the most common form of homophobic bullying experienced by this cohort, findings that are echoed in a recent report written by Tippet et al., (2010) on behalf of the Equality and Human Rights Commission.

Further research conducted by Thurlow in the UK in 2001 focused on gathering the type and prevalence of homophobic name-calling from a young person's perspective. In this study 377 LGB adolescents aged 14-15 from 5 different secondary schools (4 of which were Welsh) were asked to list examples of all name-calling that they heard in their schools, in addition to indicating the names that they considered most offensive. Findings suggested 10% of the 6000 names heard by the young people were homophobic; the most commonly reported was 'gay' as an insult, which was reported 131 times. Analysis from the total data set indicated that homophobic terms were used less commonly than sexist terms, but more than racist insults. Furthermore, the young people who participated in the study also regarded homophobic terms of abuse as less serious and taboo than racial terms.

From the findings of his study, Thurlow (2001) proposed that young people do not regard homophobic language, such as 'gay' as offensive per se and they may not perceive the word 'gay' or similar words, to be homophobic in nature. Furthermore, it has been asserted (Poteat & Espelage, 2005, and McCormack, 2012) that not all homophobic name-calling is intentionally directed at LGB pupils, as Duncan (1999) suggested names such as 'gay' and 'poof' are also used to refer to anything considered unmasculine, non-normative and 'uncool.'

Thurlow (2001) further suggests that there is an ambiguity relating to the use and intent of homophobic language as a form of bullying. As unlike other forms of name-calling, such as racist name-calling, using homophobic 'pejoratives' as those evidenced in his study, have a less clear and deliberate identified relation to their target (Thurlow, 2001, p.33) and as such can be directed at anyone irrespective of their perceived or actual sexual orientation. Likewise, there are a plethora of studies that have found evidence to support Thurlow's claims, where the name-calling is

directed towards those who are perceived to be different (overweight, disabled or performing poorly at school) from the majority or deviating from gendered norms (Sweeting and West, 2001; Rivers and Noret, 2008 and Poteat and Rivers, 2010).

Additionally, within extant research in the area of homophobic name-calling, there is considerable evidence that suggests homophobic terms of abuse are also directed toward those that do not conform to, or fit in normative gendered stereotypes of sexuality (Wilkinson and Pearson, 2009; Poteat and Espelage, 2005 and Pascoe, 2007). For example, young people who are acting in a non-masculine or non-feminine way, such as girls who are sporty or boys that are studious at school. A noteworthy study conducted in this area by Wilkinson and Pearson (2009) explored how hetero-normative cultures in American high schools stigmatise and marginalise same-sex attraction through daily interactions in practices such as football participation and religious attendance.

Likewise according to Poteat and DiGiovanni (2010) dominant masculine and heterosexist norms may contribute to the use of homophobic terms of abuse rather than their homophobic attitudes towards sexual minorities, for example, the language becomes expected, accepted and commonplace in society. Poteat and Rivers, (2010) also suggest that social norms and gender stereotypes perpetuate homophobic name-calling, however, they suggest that the act of using the homophobic terms of abuse may be to stigmatise pupils irrespective of their actual sexual orientation, because sexual minorities remain a stigmatised and oppressed group in society and using these names carries a stigmatising insult (Poteat and Rivers, 2010, p.171).

There are further contentions regarding the use and intent of the name-calling containing homophobic terms of abuse. As the name-calling has been described as being banter or teasing, with no intentional reference to sexual orientation (Duncan, 1999; Thurlow, 2001; Phoenix, et al., 2003). To add further ambiguity to the use and intent of homophobic terms of abuse being used during incidents of name-calling, Rigby (2005) suggests that it is difficult to infer or label the language as 'bullying' because the use of such language does not enable the inference that the user is more powerful than the recipient or whether there is an intention to hurt (p.40); and this imbalance of power is a key characteristic in identifiable bullying incidents. Rigby (2005) further postulates that the words used in incidents of name-calling often lose their power to offend and become "noise" due to their common everyday occurrence.

More recently, Anderson (2011) studied experiences of male athletes that were openly gay and found that they did not view the use of the word 'gay' as homophobic but perceived the word to have multiple meanings, where most of its use had no attribution to homosexuality or homophobia. Furthermore, McCormack (2012) in his longitudinal ethnographic study of 3 UK post-16 schools found that both gay and heterosexual young men use homosexually themed language, such as the use of 'gay' as a way of socially bonding with each other (p.116). Therefore, there

appears an ambiguity surrounding the semantics of the use of the word 'gay' and similar words during incidents of name-calling.

To provide some clarity on defining language as homophobic, McCormack (2012, p.110) lists features that identify language used in incidents of name-calling as homophobic, these include:

- 1) It is said with pernicious intent,
- 2) It occurs within a homophobic environment,
- 3) It has a negative social effect,