

# Appendix G

## Focus Code List 3 (Interviews 1-10)

Focused Code (FC)	Notes and cross references to other Focused Codes (FC), to Mamas (M: Appendix X) and relevance to educational psychology (EP) and psychological theory (P).	Selected quotes from transcripts 1-10 for illustration
<p><b>1. Dichotomous thinking guides decision making</b></p> <p>Students construct the world out of bi-polar constructs, which lead to moral absolutes and stereotyping based on premature categorisations.</p>	<ul style="list-style-type: none"> <li>• There was a lot of comment about 'good' and 'bad' people and making the 'right' and 'wrong' friends and the impact that could have on behaviour.</li> <li>• This may have been a coping mechanism which enabled rapid, heuristic based decision making</li> <li>• Binary decision making</li> <li>• Or is this just a feature of young people's speech.</li> <li>• The role of a shared language in fostering alliances.</li> <li>• Linked to stereotyping (FC2), coping (P), Fear (FC14), Gangs and Gang Talking (FC5) and PCP (P).</li> </ul>	<p>YP1: Not really cos like some people some people some of them are that's what they want to be and most of the others just want to be good people. Yeah they just want to enjoy their life. So yeah. Int. 1, line 344.</p> <p>YP2: No, when you said what people do to cope in the community, what you mean like bad people or good people? Int. 2, Line 204.</p> <p>YP6: Good person...a good person has, has the, like the, like whose close to his family. Int. 6, line 365.</p> <p>YP8: (Tss) As I said there's bad people and there's good people. Good people will say "Aw that's very nasty, are you okay? and stuff" like that and bad people will be like "Ha you got tripped over" and start laughing at you. Int. 8, line 247.</p> <p>YP8: Umm...yeah cos you can like go to bad people and talk to them and say "Why don't you just be...a good person" and then like tell them what will happen when your a good person. You shift them over to the good side. Int. 8, line 285.</p> <p>YP8: Umm...that yeah umm, like he should be in the bad side instead of going to the good side. Int. 8, line 293.</p> <p>YP8: But good people will be like your going to succeed, to succeed and stuff like that</p>

		<p>but he's not going to listen because his best friends are cool and then they do bad stuff with each other like their crew so if you fall out with each other what's the point because we're going to bully you as well so. Int. 8, line 295.</p> <p>YP9: Umm...it's basically like, I don't know, a movie that you watch - You have a good guy and a bad guy, with the bad guy he's known as an evil person...very strong, doesn't like...he always tends to have minions and stuff...like henchmen and that's what...uhh, gang leaders can do, they can get almost anyone, can force anyone in a gang. Int. 9, line 326.</p>
<p><b>2. Stereotyping can be double-edged</b></p> <p>Awareness of being stereotyped (and discriminated against) by others, both by youth and ethnicity, as well as the propensity to carry out stereotyping as a form of heuristic guided avoidance.</p>	<ul style="list-style-type: none"> <li>• Clothing was important in determining stereotyping, with hoods, bandanas and certain colours being associated with affiliation with certain cultural groups or gang membership. Clothing could also symbolise success, as most students described people who had done well as possessing 'nice suit, car, house, phone.'</li> <li>• Students felt that they were more likely to become victims of violent crime due to their ethnicity</li> <li>• These stereotypes were supported/reinforced by</li> </ul>	<p>YP1: Umm... just by sometimes you can just look at them by and see that they're bad. The way they dress, the way they look. Umm... If they're always angry then... if was smiling... Int. 1, line 24.</p> <p>YP1: Like... they act like... umm... like they put bandannas around their necks and hoods on so like they are automatically gives people umm... people... like. It makes them get stereotyped. Umm... Yeah. Int. 1, line 314.</p> <p>YP1: When its really hot and your wearing a hood if I saw a person and it's really hot like... if I saw a person and it's really hot and they've got a hood on I automatically assume they they're bad. Int. 2, line 322.</p> <p>YP2: Society and education. People... people see you, like cos your black you... most likely to kill somebody... knife somebody. Cos your white, no offence, your most likely to grow up, get a good job. That's what everyone says but it's mostly the blacks who are doing that cos... I'm not saying this country is a racist - it could be though, I could sometimes but it's not... um... yeah... pretty much but it depends what your parent's jobs, jobs are... Int. 2, line 251.</p> <p>YP2: People... people that bully you cos your black. Int. 2, line 253.</p>

	<p>their prominence in the media.</p> <ul style="list-style-type: none"> <li>Where stereotyping was carried out in the community it was felt to result in discrimination.</li> <li>Linked to Dichotomous Thinking (FC1), Social Coping (FC38), Stereotyping (P), Avoidance (FC12), Fear (FC14), Knife Crime (FC13) and Safety (FC15).</li> </ul>	<p>YP3: It brings up discrimination of young people so that everything that... some young people are bad and some people might think that all of the young people are bad that they do all these things so... so it bring up discrimination for young people.</p> <p>JU: You've experienced that yourself?</p> <p>YP3: Like sometimes there's no hoods aloud in the shop, thinking that all of the young people wanna go steal and only one person, one school child allowed... so that's still discrimination of young people.</p> <p>JU: What feelings come up for you about being treated in this way?</p> <p>YP3: Thinking that umm... they think that we'll steal something when it is not all the young people who want to go steal. Int. 3, lines 100-104.</p> <p>YP5: Well, there's sometimes two ways. Like, if you see black people, like, I know this is kinda of a stereotype, but if you see a lot of people in a group with their hoods up and they're in just standing in one place, can be deserted or something, you might think they're in a gang or... or where police are and they're just a big group and the police are talking to them, you might think that area has those people in it. Int. 5, line 388.</p> <p>YP5: I think... I think that affects peoples view of young people, like giving them a bad view, cos they might think that every group of boys and girls has a gun and their gonna hurt them. So I think that's very sad and err that... fsoon people will hardly ever come outside if they see a young group of people. Int. 5, line 405.</p> <p>YP8: Umm if you look, like. If you're new to the school and you look at them properly like you know which ones good and which ones bad... Yeah if...the good people would be playing like football and stuff, the, like the bad people would be tripping up, shouting at people. Int. 8, line 93.</p>
3. Receiving second and third hand	<ul style="list-style-type: none"> <li>The most influential source of information was the media, which was</li> </ul>	<p>YP2: Watch the news and someone's been stabbed, look at their son and say ooooh someone's been stabbed, umm... for example in (name removed), (name removed) town, and you're going to your friend's birthday at (name removed) town as well, "Oh</p>

<p><b>Information</b></p> <p>The active process of gathering information from and having your beliefs shaped by external informational sources.</p>	<p>linked with being aware of violent crime in the neighbourhood. Other sources included parents, who may also act as a conduit, and the student's own experiences.</p> <ul style="list-style-type: none"> <li>• Information is often second or third hand and relatively little from personal experience.</li> <li>• Media can also play a more benevolent and educational role, informing young people about contemporary social issues.</li> <li>• These can lead to quite high levels of anxiety that further emphasises the need to be vigilant to new information.</li> <li>• Active attention and hypervigilance</li> <li>• Learning from other people's mistakes?</li> <li>• Deviance amplification</li> <li>• Link to Stereotyping (FC2), Fear (FC14), Parents (FC37) and the Media (FC9).</li> </ul>	<p>you're not going to (name removed) town now – someone's been stabbed." Umm.. it's looking out for their kids. Int. 2, line 208.</p> <p>YP2: Oh, people often, say, like, some, there's someone who gonna play out... Some don't let themselves do it cos they're scared of what certain people are gonna do to them. Cos they don't trust, like, they don't, they don't trust certain people cos they know what's going around, they know about the stabbings in the news, they know about stuff like that, so, if their son's wanna go they think twice about going to that place where they're going. Int. 2, line 285.</p> <p>YP5: I really try and avoid that places but... cos I know how it is cos (name removed) is sometimes very dangerous, so when I hear something on the news I have to try and get a different way home and it means it take me getting longer. And... it but I would rather it take me longer to get home then be in areas that's very dangerous. Int. 5, line 65.</p> <p>YP5: The TV is very good cos I learnt a lot of things from it and those things help me learn more things... Int. 5, line 120.</p> <p>YP5: Or, people that I have been, I've heard of, like that I've seen in the news paper, that they've been killed and how they've been killed, that also upsets me. Cos, it can.. kind of, why would they do that... yeah. Int. 5, line 378.</p> <p>YP8: Umm...crime watch cos I've been watching crime watch lately and they've been talking about gangs and stuff, like that. Just gangs and gangs and gangs and robberies and stuff like that. Int. 8, line 398.</p> <p>JU: Ok...So yeah, they use the fear to help, to get people to help join the gangs. Ok, that sounds really, that sounds really interesting. Umm...is this something you've seen happening before?</p> <p>YP9: But on the point that I've said that people talk about gangs and stuff they talk about stuff like that. Int. 9, lines 337-338.</p>
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		<p>YP9: Well they haven't seen it but they've heard it from...older people who have actually seen it happen. Int. 9, line 346.</p> <p>YP9: When I hear about that stuff, I don't usually like to hear about that stuff because it's always bad but...I just have to take it in. Int. 9, line 472.</p>
<p><b>4. Mindreading</b></p> <p>A tendency to infer intrinsic characteristics by observing the behaviours of peers and adults.</p>	<ul style="list-style-type: none"> <li>Engaged in by all students, with significant implications for the development of relationships with staff and significant adults.</li> <li>Children are actively making sense of the motivations and values of staff and making attributions based on their observed patterns of behaviour</li> <li>Linked with Hypocrisy (FC 7), Dichotic Thinking (FC1), Stereotyping (FC2), Trust (FC8), attributions (P) and VIG (P).</li> </ul>	<p>JU: What does it say about the people who are [misbehaving]?</p> <p>YP1: That they don't want a good education. Int. 1, lines 369-370.</p> <p>YP1: The books are all messed up and not good...</p> <p>JU: What does it say about the people who are doing that?</p> <p>YP1: That they don't want a good education</p> <p>JU: And the school?</p> <p>YP1: That the school doesn't care. Int. 1, lines 300-306.</p> <p>JU: If I was in a school that did care, how would I tell?</p> <p>YP2: If you tell them something they act upon it straight away.</p> <p>JU: Yeah</p> <p>YP2: And they just... yeah... and... and they actually listen to you so give you eye contact so that yeah... they can... yeah they can like... ahh... how can I explain it...Like they're gonna listen to you basically, yeah. And listen to you and act upon what you just said to them</p> <p>JU: What do you think that would reflect about what's important to the teacher?</p> <p>YP2: Umm... it says that a teacher is... umm... is interested in your benefit ... yeah... interested in your benefit. Int. 2, lines 39-48.</p> <p>YP9: Because...I use to, you know that Teacher wants...to actually teach you...and that you know that the Teacher doesn't care about people that don't want to learn. Int. 9, line 594.</p>

		<p><b>YP9:</b> <i>That, that shows that they don't like want...that they want to get good results but they just don't want to learn. Int. 9, line 600.</i></p>
<p><b>5. Gang talking and gangs</b></p> <p>Gangs are a key referent to explain crime and delinquency in the community. This dictates a need to safely navigate their activities: subscription to this discourse.</p>	<ul style="list-style-type: none"> <li>• A significant source of fear among the students and motivator of coping by avoidance. Certain colours/styles of dress were associated with gang membership. However, a number of children admitted that they based this reasoning on information acquired from the media or their parents. However, a number also admitted to personal experience and knew of peers who had been killed as a result of being involved in or victimised by gangs with knife crime.</li> <li>• Sense of omnipresence exacerbated by media and subscription to the discourses.</li> <li>• Hypervigilance</li> <li>• Linked with Fear (FC14), Avoidance (FC12), The Media (FC9), The</li> </ul>	<p><b>YP1:</b> <i>Umm... some of them dress up in bandanas some dress in all black. Some, say if they killed someone, they all umm put a bandana where they killed them or the area around where they killed them. Umm... umm... yeah, so... Int. 1, line 326.</i></p> <p><b>YP1:</b> <i>Not really cos like some people some people some of them are that's what they want to be and most of the others just want to be good people. Yeah they just want to enjoy their life. So yeah. Int. 1, line 344.</i></p> <p><b>YP1:</b> <i>Maybe they could just come up to the person and threaten them and then they might just be like ok, ok, ok, cos they're getting scared. Int. 1, line 353.</i></p> <p><b>YP2:</b> <i>Gangs, well, well as I said they're in it for the money as well.</i></p> <p><b>JU:</b> <i>What kind of things do they do for the money?</i></p> <p><b>YP2:</b> <i>Sell drugs, sell knives, sell guns, sell bullets, stab people for people to get the money, hustle. Yeah, that's it. Int. 2, line 182-184.</i></p> <p><b>YP2:</b> <i>...Umm parents leaving them in the flat alone, bring their friends over, getting drunk – having under age sex, excuse me to say... umm... yeah and then it starts from there and then they pick up the wrong friends builds up builds up and by the time you know it they've formed a gang. Int. 2, line 212.</i></p> <p><b>YP2:</b> <i>Respect. Peoples will be scared of you – they won't dare to be rude to your or touch you. It's it's not a good thing but it's the only positive thing that you get. Int. 2, line 214.</i></p> <p><b>YP2:</b> <i>Umm... My, I wana start by telling you bout my background. Seriously. My background, I'm from Africa. A place called Ghana. A very small country what yeah, is alright. They they are good people, a very Christian people . Most of them who come</i></p>

	<p>Extended Family (FC32),  Siege Mentality (FC27),  Lack of Parental  Supervision (FC29),  School as a Buffer Zone  (FC24), coping (FCX),  Safety (FC15),  Friendship (FC39),  REspect (FC31) Power  and Control (FC32), The  Extended Family (FC32),  Stereotyping (FC2),  Social Coping (FC38)  Crime (FC18), Siege  Mentality (FC27), Knife  Crime (FC18),  Inevitability (FC27) and  Mercenary (FC20).</p>	<p><i>in this country are often stabbed or joining gangs cos or like as they say in the slang way 'Grinding' – that means selling weed and all of of the stuff to like to keep to keep their family that money to give to their family and to keep and and a and also for us have money to buy them stuff cos like I'm not being like offensive or anything like cos British people give their sons money, a certain amount, African people they're strict – they don't' do that. So, that gives them more frustrated and they say I want more I want more I want more so they need money so that they have to grind for their money. But yeah as I said, selling guns, weed and all of this stuff. Int. 2, line 222.</i></p> <p><b>YP2:</b> <i>Mostly for them, not really for their family. Yeah. Int. 2, line 226.</i></p> <p><b>YP2:</b> <i>...but people whose parents struggle through every day life, they and their sons are kinda gangsterish if you know what I mean, they they grind for themselves... Int. 2, line 243.</i></p> <p><b>YP2:</b> <i>Yeah, basically they're lazy. They could just get a job but they just wanna... make a buck in their lives. Int. 2, line 247.</i></p> <p><b>YP2:</b> <i>And that mean, pretend I live Edmonton and you in live in where I live, in (name removed) village. Where I'm from, Edmonton, me and the gang or anything, I'm from Edmonton and I've gotta visit someone in (removed) village, the people who are having, you know, a fight with Edmonton think you're one of them cos you've just come from Edmonton but you're not even involved in that gang rubbish so, they, they kill you. Int. 2, line 255.</i></p> <p><b>YP2:</b> <i>Umm... Umm... I've got a friend, his name is John, he doesn't come to this school. He... He used to live in a very dangerous area – (name removed) – he used to be in a gang but he left. And. Yeah, he left the gang. Umm... he said I'm gonna leave it, I'm gonna stop bunking school, I'm gonna get a good education and start working hard and he's in sixth form now and he's working hard...He just said sorry guys, I'm gonna leave, I'm gonna these gang things cos I wanta good future. And he actually motivated some people of the gang to leave it as well. Int. 2, lines 385-386.</i></p>
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		<p><b>YP2:</b> <i>They... cheating other people's son's, daughters, raping girls.... They not getting anywhere so he thought right, stop. So he stopped. Int. 2, line 390.</i></p> <p><b>YP2:</b> <i>He'd just say listen, I've been there before. It's not a nice thing. It's not hard to leave... you just need to man-up and tell yourself I want to leave this gang stuff and I want better for my life. Int. 2, line 392.</i></p> <p><b>JU:</b> <i>What makes them (gangs) challenging to young people?</i></p> <p><b>YP3:</b> <i>When being afraid to go outside. Not wanting to bring things... expensive things like phones outside cos they might be stolen or... that's it. Like, going out at night... cos gangs might be hanging around the area. Int. 3, lines 86-89.</i></p> <p><b>JU:</b> <i>Why do you think a young person might become involved in something like a gang?</i></p> <p><b>YP3:</b> <i>Peer pressure... ummm maybe loneliness, like they want to feel part of a group.</i></p> <p><b>JU:</b> <i>Why do you think being part of a group is so important to them?</i></p> <p><b>YP3:</b> <i>To know that they're wanted and not useless. Int. 3, line 175-178.</i></p> <p><b>YP4:</b> <i>...I find gangs a bit like, they have a few characteristics of dogs, like they can sense fear. It's that they see your fear and they decide to attack the weak. Int. 4, line 336.</i></p> <p><b>JU:</b> <i>Ok. Are there many gangs in the community?</i></p> <p><b>YP5:</b> <i>A lot that I know of in North London. I know a lot of people that have been killed by them. Int. 5, lines 366-368.</i></p> <p><b>YP5:</b> <i>Gang means to me a people, a group of people who do things to upset other people. But I know that most people say that gangs started out as the term 'Safety in Numbers.' And, and soon gangs branched off of that as maybe revenge attacks and stuff like that. Int. 5, line 398.</i></p> <p><b>YP5:</b> <i>Like, not what country, like, it kinda can be like what town or what place in a town.</i></p>
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		<p><i>Cos, how like, there's a lot of guys in (name removed). If you grew up in... I'm not saying if you grew up in (name removed) you're going to be in a gang but if you grew up in (name removed) you're gonna see a lot of killings and stuff like that and it may influence people to do that... Int. 5, line 414.</i></p> <p><b>YP6:</b> <i>And maybe like something maybe happen there and after you be there and, and they'll be a gang there and after you join the gang... Int. 6, line 304.</i></p> <p><b>JU:</b> <i>Hmm, why might someone join a gang?</i></p> <p><b>YP6:</b> <i>Cos, umm maybe they want to...be like <b>tough</b>. Int. 6, lines 307-308.</i></p> <p><b>YP8:</b> <i>Umm gangs and knife...knifing people [are threats in the community]. Int. 8, line 30.</i></p> <p><b>YP8:</b> <i>He was, that was his cousin and he was umm...a bad person as well and then the police were looking for him so they found him and then they shot him, and then the other gang the gang that he was in they didn't like it so they went to the Police station and stuff and start bombing. Int. 8, line 71.</i></p> <p><b>YP8:</b> <i>And the people that they hate like other gangs if then they go in war with other gang they'll go to their gang and just start knifing people. Int. 8, line 50.</i></p> <p><b>YP8:</b> <i>Yeah. Umm yeah, umm the gangs....they're like all always on street and They're always....moaning and robbing people. Int. 8, line 316.</i></p> <p><b>YP8:</b> <i>Like don't be bad and if they see you being bad they might call you to like to join their gang or something. Int. 8, line 386.</i></p> <p><b>YP8:</b> <i>Umm...my friends, friend...got stabbed by...some gang in (name removed). Int. 8, line 414.</i></p> <p><b>YP9:</b> <i>Umm because...these days things go round the street, umm...talking about different people, different things and nowadays we have gangs and stuff like that and</i></p>
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		<p><i>you don't know who's in a gang, you'd just be walking down the street and they'd be talking about something that might...get the gang member...umm....like angry because you might not know it's him...but...it, at the same time it could be him or it could be someone working...for him. Nowadays if someone tells you something...about that gang or certain member...and uhh, tell you...the best thing to do is not mention it and try and get it of your head. Int. 9, line 34.</i></p> <p><b>YP9:</b> <i>Umm...it affects you quite a lot because you, sometimes you have friends that keep boasting about how they know gangs and gang members and then they ask you if you know any gang members and you say "No", they'll start to maybe...make jest of you just because you don't know any gang members. That's how it affects you in the community, inside and outside School. Int. 9, line 48.</i></p> <p><b>JU:</b> <i>Do the gang issues, does that happen inside of School as well as outside of School?</i></p> <p><b>YP9:</b> <i>They talk, people, some people talk about in School but it only happens outside School. Int. 9, lines 57-58.</i></p> <p><b>JU:</b> <i>Ok...So yeah, they use the fear to help, to get people to help join the gangs. Ok, that sounds really, that sounds really interesting. Umm...is this something you've seen happening before?</i></p> <p><b>YP9:</b> <i>But on the point that I've said that people talk about gangs and stuff they talk about stuff like that. Int. 9, lines 337-338.</i></p> <p><b>YP9:</b> <i>Well they haven't seen it but they've heard it from...older people who have actually seen it happen. Int. 9, line 346.</i></p> <p><b>YP9:</b> <i>Even bigger fights, like if uhh a person that you stabbed was...in another gang. A rival gang, it means that rival gang that umm...the member got stabbed...they would be out to get the other gang, which means would cause lots of havoc. Int. 9, line 350.</i></p> <p><b>JU:</b> <i>Going back to the young people you mentioned who speak about gangs a lot in School. Who, who speaks about it, those sorts of things the most?</i></p>
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		<p><b>YP9:</b> <i>People in Year, like...Year...10s and Year 11s. Int. 9, lines 407-408.</i></p> <p><b>YP10:</b> <i>Sometimes cos you like, may need to go to School in like...you may live in (name removed) but you live, you may live in (name removed) but your School's in (name removed)...so like you have to be careful of where you're like going. Int. 10, line 374.</i></p> <p><b>YP10:</b> <i>Like, different like, different area, some areas have colours and relating to their, so they have a certain colour or like cover up their face. Int. 10, line 512.</i></p> <p><b>YP10:</b> <i>And they've got, there's another gang called Green Gang and they wear green and I think they've got, there's a grey gang and if like some areas have colours, not many, not many areas do but some of them do. Int. 10, line 524.</i></p>
<p><b>6. Consequences can be ineffective in shaping behaviour</b></p> <p>Lack of faith that the consequences capable of being delivered by the police are effective in providing long term solutions.</p> <ul style="list-style-type: none"> <li>- Punitive</li> <li>- Iatrogenic</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent exclusion was referenced as the most severe punishment for misbehaviour in school.</li> <li>• Consequences were viewed as being effective for low-level disruption but ineffective for more entrenched gang and criminal behaviour in the community.</li> <li>• Linked to Utilitarianism (FC42), Externalisation of Responsibility (FC41), Unfair Treatment (F25)</li> </ul>	<p><b>YP1:</b> <i>Cos, umm.. if you have the wrong people and make bad decisions then, umm... you could get in trouble. Yeah.</i></p> <p><b>JU:</b> <i>Umm... Getting into trouble? Why is that important?</i></p> <p><b>YP1:</b> <i>Cos you don't want a criminal record and you can get like... yeah. Int. 1, lines 11-14.</i></p> <p><b>YP2:</b> <i>Well, kind of funny and harsh but. Cos in my head, I... I don't wan it to happen but if anything does gets out of hand, the next person who does something bad just execute him. Like... just. The next person who does, steals, does anything bad, like, it depends how major, it's a be executed, or thrown out of the country. What they used to do in the olden days, that's right in the olden days, when they are in trouble no one'll stab em cos they know they'll get executed straight away.</i></p> <p><b>JU:</b> <i>I can see how that might scare people off. Ok.</i></p> <p><b>YP2:</b> <i>That's practically like saying, if you want your life don't misbehave, quite simple really.</i></p>

		<p>YP9: People in Year, like...Year...10s and Year 11s. Int. 9, lines 407-408.</p> <p>YP10: Sometimes cos you like, may need to go to School in like...you may live in (name removed) but you live, you may live in (name removed) but your School's in (name removed)...so like you have to be careful of where you're like going. Int. 10, line 374.</p> <p>YP10: Like, different like, different area, some areas have colours and relating to their, so they have a certain colour or like cover up their face. Int. 10, line 512.</p> <p>YP10: And they've got, there's another gang called Green Gang and they wear green and I think they've got, there's a grey gang and if like some areas have colours, not many, not many areas do but some of them do. Int. 10, line 524.</p>
<p><b>6. Consequences can be ineffective in shaping behaviour</b></p> <p>Lack of faith that the consequences capable of being delivered by the police are effective in providing long term solutions.</p> <ul style="list-style-type: none"> <li>- Punitive</li> <li>- Iatrogenic</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent exclusion was referenced as the most severe punishment for misbehaviour in school.</li> <li>• Consequences were viewed as being effective for low-level disruption but ineffective for more entrenched gang and criminal behaviour in the community.</li> <li>• Linked to Utilitarianism (FC42), Externalisation of Responsibility (FC41), Unfair Treatment (F25)</li> </ul>	<p>YP1: Cos, umm... if you have the wrong people and make bad decisions then, umm... you could get in trouble. Yeah.</p> <p>JU: Umm... Getting into trouble? Why is that important?</p> <p>YP1: Cos you don't want a criminal record and you can get like... yeah. Int. 1, lines 11-14.</p> <p>YP2: Well, kind of funny and harsh but. Cos in my head, I... I don't wan it to happen but if anything does gets out of hand, the next person who does something bad just execute him. Like... just. The next person who does, steals, does anything bad, like, it depends how major, it's a be executed, or thrown out of the country. What they used to do in the olden days, that's right in the olden days, when they are in trouble no one'll stab em cos they know they'll get executed straight away.</p> <p>JU: I can see how that might scare people off. Ok.</p> <p>YP2: That's practically like saying, if you want your life don't misbehave, quite simple really.</p>



	and Grinding (FC52)	<p>JU: What do you think would be more effective in school to stop things?</p> <p>YP2: Stuff like this, more programs for kids. For have their say and talk about stuff around the community. Yeah, have more of them. Int. 2, lines 295-299.</p> <p>JU: Ok. What do you think that would mean to family or parents?</p> <p>YP3: If I got excluded?</p> <p>JU: What do you think it would mean to them?</p> <p>YP3: That the school's strict.</p> <p>JU: Yeah?</p> <p>YP3: And that they don't tolerate anything bad.</p> <p>JU: Is that good or bad?</p> <p>YP3: Good.</p> <p>JU: What happens if they're not strict?</p> <p>YP3: Then things in the school be going bad. Int. 3, lines 70-81.</p> <p>YP4: Well, it's like, umm... the frustration's like why is it happening to them when the people, cos, the people that are actually doing it and the people that aren't doing it, they all gonna get the same consequence but and it's unfair. Int. 4, line 240.</p> <p>YP5: Umm... something that happens to a lot of people that I know, is like, when there's a big group of people on a bus. You know how some bus stops, now they have police there? Sometimes when they have that they have the police stopping them and taking people off busses and sometimes calling home or writing a letter home and, sometimes that can be unfair cos you might not be doing anything but cos you're there and you come from the same school you're... you're one of the people that get caught. Int. 5, line 236.</p> <p>YP5: Well, oh, if their parents and their family isn't getting enough money... um they might know that for doing this they will get a lot of money and maybe if they're under age they won't get caught and if they do get caught nothing serious can happen to them. Int. 5, line 364.</p>
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		<p>YP6: Like...if you get in trouble you get, go in Prison 'bout twenty years or ten...and after you come back it's like half your life is just wasted</p> <p>JU: Do you think that experience would change someone?</p> <p>YP6: Not really, cos one you maybe do it again. Int. 6, lines 314-316.</p> <p>YP6: Like your friends that wait for you and they don't really want to wait for you, like, they have their own detention just waiting for you just to come out. Int. 6, line 340.</p>
<p><b>7. Hypocrisy undermines relationships</b></p> <p>A bi-dimensional construct:</p> <p>a) Perceiving adults as saying one thing and doing another, with significant perceived implications for their credibility and the development of a positive relationship.</p> <p>b) Religious hypocrisy – students observe other young people to pay lip service to religious values but do not carry them through into their every day</p>	<ul style="list-style-type: none"> <li>Mixed messages from teachers are interpreted as undermining their credibility/trustworthiness. Those who are judged as hypocrites are felt to be only teaching for money and not to care about their students.</li> <li>Linked to Trust (FC8), Listening (FC10), religion (FCX) and mind-reading (FCX).</li> </ul>	<p>YP1: Umm... it's really. Sometimes if you do loads of sins and you keep saying sorry – sorry means that you won't do it again or... umm. Yeah. Just that you won't do it again but if you do it again then you won't really. Int. 1, line 87.</p> <p>YP2: Yeah yeah, cos Saturday you go to church and you come school what they tell you in church – obey your teachers and stuff like that – you come to school and stay here and do like the opposite – it obviously says you're not a christian Christian and there's no point in you going to church if you're obviously not gonna follow what the preacher's saying in the Bible. Int. 2, line 117.</p> <p>YP2: It kinda shows that they're a fake Christian really. They. They don't really take stuff on board, s' why. Int. 2, line 34.</p> <p>YP5: Maybe how they don't really care or they just teaching us just for the money and stuff like that. Int. 5, line 158.</p> <p>JU: ...What makes someone a bad role model?</p> <p>YP5: (Unclear). Like, someone who tells people to do stuff but then doesn't do them themselves. Int. 5, lines 40-41.</p> <p>YP5: I forgot the word... Like, some... something I learned in my primary school was... Sir was talking about recycling, he was going on and on about us recycling but then we saw that he didn't recycle. And another thing is like people who teach smoking, not</p>

lives.		<p>to smoke, they're also the people who actually smoke...It's just... saying that... that we shouldn't really care cos they're talking to us about how we shouldn't do things but yet they're still doing it. Int. 5, lines 43-47.</p>
<p><b>8. Trust is at the heart of relationships</b></p> <p>Integral in the formation of positive relationships with adults and peers.</p>	<ul style="list-style-type: none"> <li>The basis for the development of trust includes respecting confidentiality, not being observed to be a hypocrite. The most significant method of building trust is listening to students and not acting unfairly.</li> <li>Linked to Hypocrisy (FC 7), Listening (FC 10)</li> </ul>	<p>YP1: Keep helping you, they don't let you down. And if you don't understand something they will explain it to you well. Int. 1, line 31.</p> <p>YP1: Umm... du... the teachers and the pupils. And the pupils that are bad and the teachers that umm.. don't like... do their job properly... Sometimes they're like... they don't listen to you and they don't teach you properly. Int. 1, line 176-180.</p> <p>JU: Ok... does it help when you have the same teacher?</p> <p>YP1: Yeah... cos you know their name and you don't have to keep telling them your name.</p> <p>JU: Yeah?...How else might teachers show they care?</p> <p>YP1: By... supporting you and being nice to you... making... trying to make the lesson fun. Int. 1, lines 260-265.</p> <p>YP1: I think just trusting the friends that you have and the people in your life.</p> <p>JU: Trusting them you say?</p> <p>YP1: If you trust them you know they can do stuff for you but if you don't then you can't. Int. 1, lines 366-368.</p> <p>YP2: People you can trust and speak to [are important]. Int. 2, line 7.</p> <p>JU: What tells you that you can trust people?</p> <p>YP2: Like... Like... when you told them things before in the past like they don't go off blabbing it out to everyone and. So. And Loyalty and honesty. Honest. Int. 2, line 15-17.</p> <p>YP2: Umm... Sometimes I feel like school don't really care er... especially this school...</p>

		<p>You told something to staff and their just like oh -- oh well. Said I'm going to deal with it. Nothing happened. But other time I had an argument with a girl in school yeah (unclear) You heard of that? Int. 2, line 36.</p> <p>YP2: If you tell them (teachers) something they act upon it straight away.  JU: Yeah?</p> <p>JU: And they just... yeah... and... and they actually listen to you so give you eye contact so that yeah... they can... yeah they can like... shh... how can I explain it....</p> <p>JU: It's ok, take your time</p> <p>YP2: Like they're gonna listen to you basically, yeah. And listen to you and act upon what you just said to them. Int. 2, lines 40-44.</p> <p>YP2: Cos they don't trust, like, they don't they don't trust certain people cos they know what's going around, they know about the stabbings in the news, they know about stuff like that so, if their son's wanna go they think twice about going to that place where they're going. Int. 2, line 285.</p> <p>YP2: Some don't let themselves do it (play outside) cos they're scared of what certain people are gonna do to them. Cos they don't trust, like, they don't they don't trust certain people cos they know what's going around, they know about the stabbings in the news, they know about stuff like that so, if their sons wanna go they think twice about going to that place where they're going. Int. 2, line 285.</p> <p>YP9: Umm...if you are in the same class, then...you, maybe you see them acting good, they don't talk too much, they don't misbehave, once they come in they just get on with their work. And also people that umm...attend study groups or...or who would want to come over to your house to study with you, that's how you can tell. Int. 9, line 96.</p>
9. The Media	<ul style="list-style-type: none"> <li>• Played an important role</li> </ul>	<p>YP2: Watch the news and someone's been stabbed, look at their son and say ooooh</p>

<p><b>shapes young people's discourses</b></p> <p>An important source of information control, shaping the discourses subscribed to by adults and children in the community.</p>	<p>in supporting the perception of risks in the community and discourses of blame and responsibility.</p> <ul style="list-style-type: none"> <li>• Linked with deviance amplification (P), information gathering (FC3) and Fear (FC14).</li> </ul>	<p>someone's been stabbed, umm... for example in (name removed), (name removed) town, and your going to your friend's birthday at (name removed) town as well, "Oh your not going to (name removed) town now – someone's been stabbed." Umm.. it's looking out for their kids. Int. 2, line 208.</p> <p>YP2: Cos they don't trust, like, they don't they don't trust certain people cos they know what's going around, they know about the stabbings in the news, they know about stuff like that so, if their sons wanna go they think twice about going to that place where they're going. Int. 2, line 285.</p> <p>YP5: All very violent and dangerous and makes you not want to be in that area around a certain time. And... I really try and avoid that places but... cos I know how it is cos (name removed) is sometimes very dangerous, so when I hear something on the news I have to try and get a different way home and it means it take me getting longer. And... it but I would rather it take me longer to get home then be in areas that's very dangerous. Int. 5, line 65.</p> <p>YP5: The TV is very good cos I learnt a lot of things from it and those things help me learn more things... Int. 5, line 120.</p> <p>YP5: Or, people that I have been, I've heard of, like that I've seen in the news paper (knife crime), that they've been killed and how they've been killed, that also upsets me. Cos, it can.. kind of, why would they do that... yeah. Int. 5, line 378.</p> <p>YP7: From the system, umm...newspapers, there's a lot of newspapers, always gangs and stuff. Int. 8, line 426.</p> <p>YP8: Umm...crime watch cos I've been watching crime watch lately and they've been talking about gangs and stuff, like that. Just gangs and gangs and gangs and robberies and stuff like that. Int. 8, line 398.</p> <p>YP9: Because when I was younger and, and my Dad use to...always love watching the</p>
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		<p>news on, like I was watching my favourite cartoon and he'd just change it to the news...I'd always just...maybe go and sit some where else or play something. But now I've realised...what the news is...umm...what the news...is all about, because my Dad sometimes asks me to watch the news aswell and I do that and now I find, now. Before I never use to find it interesting but now I do, I just use to think it's boring but finding out about what's going on in the world...is...some, it's quite interesting. Int. 9, line 538.</p> <p>JU: Yeah...What do you, could you tell me a bit more about why it's important to watch the news? What effects it's had on you?</p> <p>YP9: Umm...cos about stabbings that I talked about [earlier in the interview]. Int. 9, lines 547-548.</p>
<p><b>10. Listening builds trust</b></p> <p>Listening to children's points of view is an integral part in building a positive bond between them.</p>	<ul style="list-style-type: none"> <li>• It is also a two-way variable</li> <li>• Young people want to be heard and feel they have useful things to contribute</li> <li>• Listening is a source of control in shaping the environment</li> <li>• Individual relationships with teachers are important.</li> <li>• Linked with the development of bond (relational) component of building a Working Alliance (P), Trust (FC8), power (FCX), Mercenary (FC20), Hypocrisy</li> </ul>	<p>YP5: A teacher that'll help pupils and listen to what they're saying. Umm... that... teach interesting things like... make lessons fun but you're still learning the same thing... yeah. Int. 5, line 150.</p> <p>YP4: Maybe sometimes just take some time to ask them how to ask them how you can help. Cos I've seen that work before in my you know, school life, I've seen that work. A child who normally misbehaves, he has loads of potential, and he's just been asked by the teacher what can I do to help you during lessons and he's just said could you, ummm, ask me, if I ask for help could you, you know, go into more detail and when she did that next time he rose in grades by three sublevels on the next test. After doing that every day for a few months. I just saw that as a really good thing.</p> <p>JU: What do you think that says about the teacher's values?</p> <p>YP4: The teacher values her students' education... or his students' education... It also shows that they value their job as well. Int. 4, lines 78-80.</p> <p>YP4: Errr. Umm... I probably use a different word [to describe not being listened to]... You know to be... unimportant, sort of... to be unimportant and like you don't matter.</p>

	<p>(FCX), mindreading/mentalisation (FCX).</p>	<p>Int. 4, lines 277-284.</p> <p>YP5: <i>A teacher that'll help pupils and listen to what they're saying. Umm... that... teach interesting things like... make lessons fun but you're still learning the same thing... yeah.</i> Int. 5, line 152.</p> <p>JU: <i>How would I know a teacher who wasn't interested in listening to what students had to say?</i></p> <p>YP5: <i>They just talk and then... like, like say... when they say put your hands up they don't ask anyone or they just pick on someone, someone individually. Or they might pick on the person who they know's the brightest in the class and only expect something from them.</i></p> <p>JU: <i>What does that tell you?</i></p> <p>YP5: <i>Maybe how they don't really care or they just teaching us just for the money and stuff like that.</i> Int. 5, lines 150-156.</p> <p>JU: <i>How do you go about doing well in class?</i></p> <p>YP3: <i>By listening to the teachers.</i></p> <p>YP3: <i>Like people who are talking about things what happen like after school or on the TV and then your's like kinda forced to go and talk about it yourself.</i></p> <p>JU: <i>This makes it harder to concentrate on what the teacher's saying?</i></p> <p>YP3: <i>Yeah.</i></p> <p>JU: <i>How do you cope with that?</i></p> <p>YP3: <i>Me? Ow... Umm... I just don't listen...</i> Int. 3, lines 25-36.</p> <p>JU: <i>Yeah? Where do you think they might have got the message that they're useless from?</i></p> <p>YP3: <i>By being ignored by everybody else. By being neglected by maybe teachers or parents. Things like that.</i> Int. 3, lines 175-176.</p> <p>YP2: <i>Like they're (teachers) gonna listen to you basically, yeah. And listen to you and act upon what you just said to them.</i> Int. 2, line 44.</p>
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		<p>JU: What do you think that says about what's important to the teacher if you do that?</p> <p>YP2: Umm... it says that a teacher is... umm... is interested in your benefit ... yeah... interested in your benefit. Int. 2, lines 477-48.</p> <p>JU: What do you think would be more effective in school to stop things (disaffection)?</p> <p>YP2: Stuff like this, more programs for kids. For have their say and talk about stuff around the community. Yeah, have more of them. Int. 2, lines 297-298.</p> <p>YP2: Good education... having good teachers who care about you and listen to you. Um. Yeah. Yeah, listen to you. Int. 2, line 350.</p> <p>YP1: Sometimes they're like... they (teachers) don't listen to you and they don't teach you properly. Int. 1, line 180.</p> <p>JU: Could you tell me a bit more about your Form Tutor?...About</p> <p>YP9: Well...he's umm...supportive and whatever you wanna...and whatever you wanna tell to him, he'll sit there, he'll listen and...yeah...he's available. Int. 9, lines 425-426.</p> <p>YP9: That he's willing to take...off his job to listen to students...even though he doesn't get paid to do that but still...he does. Int. 9, line 436.</p> <p>YP9: It says that...students passing School is important to him. Int. 9, line 438.</p> <p>YP9: It's, it's disrespectful to not listen to. Int. 9, line 462.</p>
<p>11. Religion is influential on behaviour</p> <p>Adherence to a</p>	<ul style="list-style-type: none"> <li>Religion was referenced as a key cultural influence, shaping the value systems of the young people. It was</li> </ul>	<p>JU: How does that help you do well?</p> <p>YP1: Cos, umm... being religious, like, it helps you to stay calm and just be a good person. Int. 1, line 82-83.</p> <p>YP1: It's helpful in many ways because like when, when I pray for forgiveness, say I've</p>



<p>religious code of conduct and value system: the dominant code of conduct.</p>	<p>viewed as being important for people to act in accordance with their faith to avoid becoming hypocrites. When people acted contrarily to their faith they were not viewed as being true Christians.</p> <ul style="list-style-type: none"> <li>• The school in which this case study took place is a religious school (AMPLIFY-Church of England). As a result there may be a selection bias that elevates this code to a more dominant position than it would otherwise have been.</li> <li>• Church is the dominant moral compass – school rely on the church and do little to reinforce its lessons.</li> <li>• Linked with ethics (EP), hypocrisy (FC7), utilitarianism (FC42) and value systems (FCX)</li> </ul>	<p>done something bad umm and like umm it's irreversible like, say I've hurt someone then like I would um when I get home I just recap and then say sorry for my sins and all that. Int. 2, line 85.</p> <p>YP1: Lessons I've learned is probably... umm... if you go to church you be a better person, you be more kinda, you'll pray a lot and just stay calm in bad situations and (unclear). Int. 1, line 89.</p> <p>YP1: Well, I think that I would umm.. probably just shut down and just kind of start umm... being bad and ... say if I missed going to church like once I wouldn't just turn bad like that but say if I missed like it all the time then I would umm stop I would just forget what they said... just ummm switch off and start being bad. Int. 1, line 95.</p> <p>YP2: Yeah yeah, cos Saturday you go to church and you come school what they tell you in church – obey your teachers and stuff like that – you come to school and stay here and do like the opposite – it obviously says you're not a christian Christian and there's no point in you going to church if you're obviously not gonna follow what the preacher's saying in the Bible. Int. 2, line 117.</p> <p>YP2: It kinda shows that they're a fake Christian really. They. They don't really take stuff on board, s' why. Int. 2, line 344.</p> <p>YP2: Cos in church, obviously no one's gonna... talk when the preacher's talking cos it's a holy place and no one will obviously dare to. But um. School, school don't really gi... certain children don't really care about school. They just think it's a place that they just go to. Finish at 3:15, 4:00 latest and just go home. That's what they think school is, they don't really get the aim of school. Int. 2, line 344.</p> <p>YP4: If you worship a certain God or you come under a certain religion try your best to stay within the religion's, you know, rules and stuff. Like, I'm a Christian but I don't pray every day. I know it's wrong and I have read all the Bible, I read it a lot when I'm bored and I have nothing else to read but I think I could read it more. Umm... people</p>
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		<p>have memorised some of the chapters in their holy books and maybe I should start doing that. Mostly I've just memorised the commandments and important sayings. That's all I've really done. Int. 4, line 198.</p> <p>YP5: Yeah, in my church I help out a lot. Umm...there's this thing in my church called (name removed). I sometimes come in early to help with the younger ones... cos sometimes there's, there's like, maybe five children and one adult and cos there's not enough adults and I'm older I sometimes help them and play with the little kids. Int. 5, line 265.</p> <p>YP5: Oh, spiritual health. Like having a healthy spirit. Going to church helps my spirit. It means like, the more spirit I have, the more it rubs of on people. Religion is very important to me, it's part of my, like, culture, and I like having a good spirit for that, like singing the praises and the hymns. Int. 5, line 305.</p> <p>YP8: Being a truthful Christian. Int. 8, line 197.</p> <p>YP8: Umm if you like...basically pray to God and you haven't sin. Well, you have sin but if you sin not that much. Int. 8, line 201.</p> <p>YP8: He [God] might be able to give your chance and help you...in life. Int. 8, line 203.</p> <p>YP8: Umm like if you don't go to Church or Mosque or anything it's like...disrespecting God. Int. 8, line 504.</p> <p>YP8: Umm I think...umm some people they can...just like...stay in one place like believing in Christian, believing in Christianity and then one minute...his friends, her friends are like I'm a Muslim. Int. 8, line 498.</p> <p>YP9: Umm...going to Church it might not be the most exciting thing or...but...at, when you go to Church you see your friends, your family and you just know that, that you're safe. Int. 9, line 236.</p>
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<p><b>12. Reliance on avoidant coping</b></p> <p>Coping by staying away from trouble 'hotspots'</p>	<ul style="list-style-type: none"> <li>• The predominant form of coping available to young people in response to problems in their community.</li> <li>• Avoidance – sometimes an assertive response, at others implies a learned helplessness</li> <li>• A manifestation of a sense of powerlessness that may promote a sense of insularity or 'siege mentality.'</li> <li>• Safety in numbers</li> <li>• Security</li> <li>• Linked with coping theory (P), Siege Mentality (FC27), Fear (FC14), Safety (FC15) and Powerlessness (FCX), Information Gathering (FCX), Media Shapes Discourses</li> </ul>	<p>YP1: <i>Just really stay out of it. Try to go like... can get out of it and just stay away if you don't want to, just stay away.</i></p> <p>JU: <i>Where would you go?</i></p> <p>YP1: <i>Try and find something to do like go on my computer or something. Or if I was outside just umm... see if they're like at the end of the road then I will probably stay inside or I'll get my ball and just start kicking it about but not where they are. Go to church. Int. 1, lines 73-75.</i></p> <p>YP2: <i>Watch the news and someone's been stabbed, look at their son and say ooooh someone's been stabbed, umm... for example in (name removed), (name removed) town, and you're going to your friend's birthday at (name removed) town as well, "Oh you're not going to (name removed) town now – someone's been stabbed." Umm.. it's looking out for their kids. Int. 2, line 208.</i></p> <p>YP2: <i>Move out of the area [to get away from gangs]. Int. 2, lines. 217-218.</i></p> <p>JU: <i>What makes [gangs] challenging to young people?</i></p> <p>YP3: <i>When being afraid to go outside. Not wanting to bring things... expensive things like phones outside cos they might be stolen or... that's it. Like, going out at night... cos gangs might be hanging around the area. Int. 3, lines 94-95.</i></p> <p>YP4: <i>(Parents) might feel like they can't let me out of the house and that might even... stop my education as well if they're really that worried they might actually stop me from going to school sometimes that they are that worried that on my way to the bus stop, on the bus, on my way to school, that I won't be safe. Int. 4, line 97.</i></p> <p>YP5: <i>All very violent and dangerous and makes you not want to be in that area around a certain time. And... I really try and avoid that places but... cos I know how it is cos (name removed) is sometimes very dangerous, so when I hear something on the</i></p>
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		<p>news I have to try and get a different way home... Int. 5, line 65.</p> <p>JU: What does it mean to your family when bad things happen in the community?</p> <p>YP5: To my family it means that, like, that they don't like me joining in that, so they try and push me away from it and tell me to focus on my studies and my life and don't worry about what other people are doing. And that helps me a lot cos if I'm focusing about me and what I want to do it means I won't let other people stop me from doing it.</p> <p>JU: You think that is a good way of coping?</p> <p>YP5: Yeah, avoiding people. Int. 5, lines 229-232.</p> <p>YP5: If you feel unsafe you do a lot of avoid that situation and by feeling safer it means that you can, you're more comfortable and you participate in stuff more. Int. 5, line 268.</p> <p>YP5: Young people could cope by maybe just avoiding them. Int. 5, lines 302-203.</p> <p>JU: How have you avoided getting drawn into this scene?</p> <p>YP5: Stay out of the areas that you know they [gangs] hang out in. Int. 5, lines 383-384.</p> <p>YP5: I think the community deals with it by keeping yourself safe and doing all the things that people say they should do to... get out of the situation. Cos, no one wants to be robbed or killed, or seen someone those things happened to them. Int. 5, line 394.</p> <p>YP5: I think... I think that affects peoples' view of young people, like giving them a bad view, cos they might think that every group of boys and girls has a gun and they're gonna hurt them. So I think that's very sad and err that... soon people will hardly ever come outside if they see a young group of people. Int. 5, line 406.</p> <p>YP7: Umm like, something bad happens at the park they probably stop going there, for a while...and they probably go back like say like two weeks after or something. Int. 7, line 296.</p>
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		<p>YP8: Umm...don't go in to the like, bad area, so like...you like follow 'dem and then you just start, ended up being bad. Int. 8, line 10.</p> <p>YP8: Yeah cos my, I know my parents would be like "stay away from them" and stuff like that, the Head Teacher, would say that as well...but it's either my parents say something that I will listen and is the words that she said is better than the Head Teacher's words that I should stay away from them. so basically if my mum says...stay away from them it's good, my Dad told me that not to do this and the Head Teacher says don't go to them it's not good and that's it. I'd rather go and do what my Mum says cos her words are more like, yeah. Int. 8, line 360.</p> <p>YP8: Umm, when I first started umm I saw someone older...he asked my friends for money and I just walked away cos, Well I know its wrong to walk away but I did, I didn't want that to happen to me. Int. 8, line 426.</p> <p>YP8: Like I didn't want to get in to that situation, where they'll take my money so I was just thinking what should I do, what should I do...so like I walked away. Int. 8, line 462.</p> <p>YP9: These people got stabbed and stuff because...of...umm, things that he said and things he did. Umm, also you need to...make sure you're safe in where you're going. Int. 9, line 8.</p> <p>JU: Hmm...how do you cope with that?</p> <p>YP9: Basically just...stay out of...areas where they, where they meet up and stuff. Int. 9, lines 367-368.</p> <p>JU: How do you know which areas to stay out of?</p> <p>YP9: Cos people talk about it. Int. 9, lines 371-372.</p> <p>YP9: Umm...going to Church it might not be the most exciting thing or...but...at, when you go to Church you see your friends, your family and you just know that, that you're</p>
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		<p>safe. Int. 9, line 236.</p> <p>268. A: Yeah because when, you feel safe because there's a lot of people there, like if there's an incident that happens with you there's a lot of people there so...you know that nothing bad can happen to you because it's a lot of people there, although you may not talk to them it kind of feels that they care for you in a way.</p> <p>364. A: Cos you, anyone can seem they could be...uhh...maybe a part of a gang or working for a gang...it means that there's no like security for that area as well...no surveillance.</p>
<p><b>13. Knife Crime is rampant</b></p> <p>Becoming embroiled in/victimised by knife crime is a risk in the community.</p>	<ul style="list-style-type: none"> <li>• The perception of risk of victimisation of knife crime seemed to be driven largely by personal experience and by publicity in the media.</li> <li>• In the time I carried out this study there were at least three fatal stabbings involving young people from the catchment area of the school.</li> <li>• Linked with The Media (FC9), fear (FC14), gangs (FCX), School as a Buffer Zone (FC24) and Avoidance (FC12).</li> </ul>	<p>YP1: Not really, cos like, if you're just walking around here minding your own business and someone comes up to you and threatens you [with a knife] then you probably have no choice and you automatically get scared and say like whatever.</p> <p>JU: Whatever?</p> <p>YP1: No, say like, if they say umm... carry something for you, like a knife, they will always say yes cos they don't want to get hurt in any way. Int. 1, lines 138-140.</p> <p>YP1: Umm.. yeah. There was a boy who got err about a few weeks ago who got stabbed in (name removed). He was just trying to protect his brother's phone. Loads of people put it up on facebook - like RIP the person's name and all that. And I kind of felt sorry cos he was trying to do the right thing but he was in a gang. Int. 1, line 336.</p> <p>YP2: Cos, if you live here, like places like here - like it's an alright place but if you live in like places like the countryside like nice and calm like, like the children are like mostly not ... ummm... unlikely err... unlikely to just get like got a knife and you know stab you up and stuff like that - cos their like conscious like nice and calm and you know... so here is like more of the city area where there's more crime and stuff. Int. 2, line 24.</p> <p>YP2: People... people see you, like cos your black you... most likely to kill somebody... knife somebody. Int. 2, line 251.</p>

		<p>YP2: Right.. how I see it is... if your... if .... if ... excuse me to say... if your if you're black, black.... You're most likely to get stabbed cos on the news its mostly black people who come up who's either stabbed someone or they what stabbed by them... sorry... yeah.... Yeah and that's it really. Int. 2, line 28.</p> <p>YP2: ... Most of them who come in this country (Ghanaian immigrants) are often stabbed or joining gangs cos or like as they say in the slang way 'Grinding'... Int. 2, line 222.</p> <p>YP2: ...the people who are having, you know, a fight with (name removed) think you're one of them cos you've just come from Edmonton but you're not even involved in that gang rubbish so, they, they kill you. Int. 2, line 255.</p> <p>J: Ok, Are there many gangs in the community?</p> <p>YP5: A lot that I know of in North London. I know a lot of people that have been killed by them. Int. 5, lines 368-367.</p> <p>YP5: Or, people that I have been, I've heard of, like that I've seen in the news paper, that they've been killed and how they've been killed, that also upsets me. Cos, it can.. kind of, why would they do that.... yeah. Int. 5, line 378.</p> <p>YP7: Umm probably like now like stabbings or something in the park, my friends and my Uncle they found like a knife on the floor...yeah. Int. 8, line 300.</p> <p>YP6: Just...because...cos one person died, it's not really it's just one person not really a group and it's always happening to black people.</p> <p>JU: Yeah. What kinds of things are always happening to them?</p> <p>YP6: Like killing, killing dem. Int. 6, lines 240-241.</p> <p>YP8: And the people that they hate like other gangs if then they go in war with other gang they'll go to their gang and just start knifing people. Int. 8, line 50.</p>
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		<p>YP8: Umm...my friends, friend...got stabbed by...some gang in (name removed)...I think he was just walking right and then something happened, like they asked him a question like "Give me your money" and he would be like no and they just stabbed him. Int. 8, line 420.</p> <p>YP8: Umm you see them stuff in shops when, when you walk out of shops and there's a beep thing where... Yeah they should put them in their, in everyone's house like put them in everyone's house. So just in case someone takes a knife out and they walk out their house it beeps and then their parents will know that...they've taken a knife or something....Yeah basically if that thing beeps it, it's like a tag if that beeps...then the Police will know its been beeping, so they might come over and the check, stop and search if they find the person that went out of the house, took it, took a weapon. Int. 8, line 586.</p> <p>YP10: Because if...you show someone a knife, they'll probably think they're gonna, the persons gonna get scared and run away or something. Int. 10, line 22.</p> <p>YP10: Umm, they don't like, they'd just go and join a gang and stuff. Int. 10, line 330.</p>
<p><b>14. Living with fear</b></p> <p>The subjective affective response to perceived levels of risk in the community and a powerful motivator of avoidance and other coping techniques.</p>	<ul style="list-style-type: none"> <li>• The emotional trigger to coping behaviours, which are generally avoidant.</li> <li>• A state communicated by parents to young people</li> <li>• Fear creates power in those who can provoke it</li> <li>• Linked with Safety (FC15), Streetwise (FC22), The Media (FC9), Knife Crime</li> </ul>	<p>JU: What would your parents be worried about in your community?</p> <p>YP1: Just... umm... guns and that... knives and gangs. Int. 1, lines 158-159.</p> <p>YP1: Not really, cos like, if you're just walking around here minding your own business and someone comes up to you and threatens you then you probably have no choice and you automatically get scared and say like whatever. Int. 1, line 138.</p> <p>YP2: It says that not safe for certain people... well... the thing is .... Right.. how I see it is... if your... if .... If ... excuse me to say... if you're if you're black, black.... You're most likely to get stabbed cos on the news it's mostly black people who come up who's either stabbed someone or they what stabbed by them... sorry... yeah.... Yeah</p>



	<p>(FC13), consequences (FCX) and Safety (FC15), lack of control and power (FCX), arbitrariness (FCX).</p>	<p>and that's it really. Int. 2, line 25.</p> <p>YP2: Watch the news and someone's been stabbed, look at their son and say ooooh someone's been stabbed, umm... for example in (name removed), (name removed) town, and you're going to your friend's birthday at (name removed) town as well, "Oh you're not going to (name removed) town now – someone's been stabbed." Umm.. it's looking out for their kids. Int. 2, line 208.</p> <p>YP2: Some don't let themselves do it (go outside) cos they're scared of what certain people are gonna do to them. Cos they don't trust, like, they don't they don't trust certain people cos they know what's going around, they know about the stabbings in the news, they know about stuff like that so, if their sons wanna go they think twice about going to that place where they're going. Int. 2, line 285.</p> <p>JU: What makes them challenging to young people?</p> <p>YP3: When being afraid to go outside. Not wanting to bring things... expensive things like phones outside cos they might be stolen or... that's it. Like, going out at night... cos gangs might be hanging around the area. Int. 3, lines 90-91.</p> <p>JU: What about your family. How do you think bad things might impact on them?</p> <p>YP4: They might feel like they can't let me out of the house and that might even... stop my education as well if they're really that worried they might actually stop me from going to school sometimes that they are that worried that on my way to the bus stop, on the bus, on my way to school, that I won't be safe. And then, and if you don't have a car that would be... affect your parents a bit more if they're scared cos you won't be in the security of your car going faster than a normal person would be able to catch up to. Int. 4, lines 94-97.</p> <p>YP3: It's also not public, it's private, being in your own car and so...</p> <p>JU: It's safer in your own car? Int. 3, lines 94-100.</p> <p>YP4: I find gangs a bit like, they have a few characteristics of dogs, like they can sense</p>
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		<p> <i>fear. It's that they see your fear and they decide to attack the weak. Int. 4, line 336.</i> </p> <p> <i>YP5: There's a lot more that I know of... umm... living in a bad area or having the fear of going somewhere... the fear of going to school or the fear of maybe going to, like, a family member or if they are going to a friend's house and you're being forced to do something. Int. 5, line 346.</i> </p> <p> <i>YP5: I think it's the fear of being left out of things, or not knowing what's happening or just... maybe... maybe they want to be friends with someone but they have to do something specific to be friends with them. Int. 5, line 354.</i> </p> <p> <i>YP5: All very violent and dangerous and makes you not want to be in that area around a certain time. Int. 5, line 65.</i> </p> <p> <i>YP6: Not really cos no one told 'em, no, none of Year 7s didn't want to talk about it.</i>  <i>JU: Yeah. Why do you, why do you think they didn't want to talk about it then?</i>  <i>YP6: Like, they was too scared if, like the other Years 8s comes and beat you up and after you start bleeding and after next day they start beating you up again. Int. 6, lines 167-170.</i> </p> <p> <i>YP4: She used to live near the park and after someone killed someone, killed a person in the park and after... my Mum said that "Don't go to the park again" Int. 4, line 204.</i> </p> <p> <i>YP6: Like, people are very scared cos like people are very scared to come out their houses, house. Int. 4, line 216.</i> </p> <p> <i>YP8: But good people will be like you're going to succeed, to succeed and stuff like that but he's not going to listen because his best friends are cool and then they do bad stuff with each other like their crew so if you fall out with each other what's the point because we're going to bully you as well so. Int. 8, line 235.</i> </p> <p> <i>YP8: I don't want to live there... just in case something happens to me. Int. 8, line 424.</i> </p>
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		<p>YP8: So just in case they can scare little people like so if they were to ask for their money they'll just say yeah okay take it cos they know that they're bad and if you dont give it to them, they'll do something bad to you. Int. 8, line 568.</p> <p>JU: Why do you think being known as the biggest and the strongest is important for them?</p> <p>YP9: Cos they, they already know that people fear them, if like, if someone see them on the street then they know that person...probably walked faster or maybe turn round or cross the road cos they know that, that person fears them. Int. 9, lines 319-320.</p>
<p><b>15. Safety is a core construct</b></p> <p>The core construct, the violation of which can provoke the experience of fear, which can motivate a coping response.</p>	<ul style="list-style-type: none"> <li>• Linked with school as a safe zone. Violation of this construct leads to the subjective experience of fear, which motivates coping behaviours.</li> <li>• The subjective experience of safety can be liberating. School is commonly perceived as being safe but young people recognise that they are at risk during transitions between different destinations.</li> <li>• Staying safe may involve behaviours which increase the risk of victimisation, e.g. carrying a knife for</li> </ul>	<p>JU: What about outside the school in the community. What would they be like there?</p> <p>YP2: Much worse because it is out there and no one knows what they could do... Int. 1, lines 101-102.</p> <p>YP1: No, say like. If they say umm... carry something for you, like a knife, they will always say yes cos they don't want to get hurt in any way. Int. 1, line 140.</p> <p>JU: What do you think that says about the area?</p> <p>YP2: It says that not safe for certain people... well... the thing is ....Right.. how I see it is... if you're... if .... If ... excuse me to say... if you're if you're black, black.... You're most likely to get stabbed cos on the news it's mostly black people who come up who's either stabbed someone or they what stabbed by them... sorry... yeah.... Yeah and that's it really. Int. 2, lines 27-28.</p> <p>YP2: Where I'm from, (name removed), me and the gang or anything, I'm from (name removed) and I've gotta visit someone in (removed) village, the people who are having, you know, a fight with (name removed) think you're one of them cos you've just come from Edmonton but you're not even involved in that gang rubbish so, they, they kill you. But they do that inside school but they don't do the killing part, just "What end's you from, what end's you from." Int. 2, line 257.</p>

	<p>another student, joining a gang or acting aggressively in order to cultivate a reputation and respect.</p> <ul style="list-style-type: none"> <li>• Linked with PCP (P), Fear (FC14), Information Gathering (FCX), Parents (FCX), gangs (FCX), Stereotyping (FC2), Avoidance (FC12), streetwise (FC22), parents (FCX), Avoidance (FC12)</li> <li>• Safety in numbers...?</li> </ul>	<p>JU: What makes (gangs) challenging to young people?</p> <p>YP3: When being afraid to go outside. Not wanting to bring things... expensive things like phones outside cos they might be stolen or... that's it. Like, going out at night... cos gangs might be hanging around the area. Int. 3, lines 90-91.</p> <p>YP3: In that the gangs normally want to hide out then they can't cos there's police around and then they'll be safe for people to go around. Int. 3, line 173.</p> <p>YP4: A murder or a robbery or something like that.</p> <p>JU: How do you think those things would affect the community?</p> <p>YP4: Well, if you're a shop-keep then you might get less customers. Or you, had a child or you might be scared for their security and their safety.</p> <p>JU: Whatabout your family. How do you think bad things might impact on them?</p> <p>YP4: They might feel like they can't let me out of the house and that might even... stop my education as well if they're really that worried they might actually stop me from going to school sometimes that they are that worried that on my way to the bus stop, on the bus, on my way to school, that I won't be safe. And then, and if you don't have a car that would be... affect your parents a bit more if they're scared cos you won't be in the security of your car going faster then a normal person would be able to catch up to. Int. 4, lines 93-97.</p> <p>JU: You mention the word 'safer' -- how does that help?</p> <p>YP5: If you feel unsafe you do a lot of avoid that situation and by feeling safer it means that you can, you're more comfortable and you participate in stuff more. Int. 5, lines 268-269.</p>
16. Having aspirations (planning for the future)	<ul style="list-style-type: none"> <li>• The type of aspirations are dictated by motivation. There were a number of sub-</li> </ul>	<p>YP1: Not really cos like some people some people some of them are that's what they want to be and most of the others just want to be good people. Yeah they just want to enjoy their life. So yeah. Int. 1, line 344.</p>

<p>Having a plan for the future was constructed as important in determining how students engaged with school. Students described how being 'motivated by money' could lead to children 'grinding' or joining a gang in order to meet their aspirations.</p>	<p>categories:</p> <ul style="list-style-type: none"> <li>○ Aspirations for wealth (mercenary)</li> <li>○ Aspirations for a better life</li> <li>○ Aspirations for status (respect/professional)</li> <li>○ Aspirations for commercialism</li> <li>○ Aspirations for a particular job</li> <li>○ Aspirations for self-improvement</li> <li>• This was associated with young people 'seeing the point' of school – where education was just not seen as culturally relevant - and deferred gratification. Where money was the primary motivation grinding (in-vivo term) was thought to be a much more lucrative option</li> <li>• Deferred gratification</li> <li>• Education being made relevant to aspirations.</li> <li>• Awareness that</li> </ul>	<p>YP2: Who... erm... most of them are African and feel kind of let down... like they wish they could have like... like a better life basically. Int. 2, line 56.</p> <p>YP2: Just just be yourself like, don't worry about gangs and if a gang did try and approach me and say give me your phone just give it to them – don't, don't say anything, just walk away cos at the end of the day you know you have it in mind that you're gonna get far far further than them in your life. Int. 2, line 188.</p> <p>YP2: Yeah, they still do it cos, they want a good education and wana go far in life. Int. 2, line 82.</p> <p>YP2: Oh, they would be aiming for like... like... they would be aiming for money, they don't really care or just be doing it (?) they would just be doing... like if you go up to them and be like "Beat up that boy over there and I'll give you five quid" they'll just do it cos they don't really care about what job they have as long as they're getting all the money. Int. 2, line 90.</p> <p>YP2: Yeah, basically they're lazy. They could just get a job but they just wanna... make a buck in their lives. Int. 2, line 247.</p> <p>YP2: ... certain children don't really care about school. They just think it's a place that they just go to. Finish at 3:15, 4:00 latest and just go home. That's what they think school is, they don't really get the aim of school. Int. 2, line 346.</p> <p>YP2: He just said sorry guys, I'm gonna leave, I'm gonna these gang things cos I want a good future. And he actually motivated some people of the gang to leave it as well. Int. 2, line 386.</p> <p>YP2: They... cheating other people's son's, daughters, raping girls.... They not getting anywhere so he thought right, stop. So he stopped... He'd just say listen, I've been there before. It's not a nice thing. It's not hard to leave... you just need to man-up and tell yourself I want to leave this gang stuff and I want better for my life. Int. 2, line 390.</p>
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	<p>streaming can put a glass ceiling over your aspirations.</p> <ul style="list-style-type: none"> <li>• Core to this is hope.</li> <li>• Linked with Mercenary (FC20),</li> </ul>	<p>392.</p> <p>YP4: A a... basically a good school. It's hard to explain, but the better your education the better you'll turn out in life. If you get better grades you'll be able to get into better colleges or universities and maybe even get a good job.</p> <p>JU: What kind of jobs have you got your eye on?</p> <p>YP4: Umm... becoming a vet or becoming a technical game designer. Int. 4, lines 14-16.</p> <p>JU: How do you think having those things to aim for helps you?</p> <p>YP4: Cos if you think that you can't reach it then you won't reach it. But if you.... If you aspire towards something then you'll try your best to make your way there.</p> <p>JU: Do you think that's something which... do you think a lot of people have aspirations like that or do yo...?</p> <p>YP4: Some people aspire to do different things. Like some people want to just become a footballer... because they enjoy it. Umm... some people want to get a good career so that they can earn money and some people want to get a certain career because it's something that has been passed down in their family or their family have raised them.</p> <p>JU: How do you think that affects their view of education?</p> <p>YP4: Umm... some people it will make them view school as a sort of starting point to their career and some people will view it as a place you're sent just because you have to.</p> <p>JU: How do you think that affects how they behave in school?</p> <p>YP4: Well, if they think it's a place they've been sent just because they have to and not because they have a choice they'll probably act... act badly and misbehave... but if... if they think they're sent there so that they can start off a good career and a good life then they will try their best in everything they do. Int. 4, lines 17-24.</p> <p>YP4: Umm... Yeah, reading books didn't really help cos when we're doing lessons it's normally something that you wouldn't know about if we're doing sex and relationships education I would know cos I've read a book on the human body cos I'm interested in science... and biology since I'm doing studying to become a vet. Int. 4, line 133.</p>
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		<p>YP4: I say bring it on. Mmm... basically all I do and I just aspire to beat it. Int. 4, line 162.</p> <p>YP4: Personally I don't have a role model. If I had a role model it would probably be my future self. The one I aspire to be, not the one. No, the ones that could turn out horrible. The ones I want to become, that's probably my biggest role model.</p> <p>JU: OK: What can you tell me about what your future self might be like?</p> <p>YP4: Umm... a vet who just creates games as his normal life while being a vet. Sacrificing parts of his daily life to go and help animals if he sees them. Int. 4, lines 208-210.</p> <p>YP5: The subjects you learn can determine what you might do in life. Like, if you're very good at maths and science people say you you're most likely best working as an engineer or building something. But. Umm, And English is good for all, 's, everything. Cos you're gonna need to be able to talk to someone and how you should, like, a foreign language like German, French or Spanish. That means like if you wanna go abroad and work there you can talk to people. Int. 5, line 58.</p> <p>YP5: ...like in Year 8 when we go to year 8 we're gonna be set in sets put in sets, like set 1, set 2, set 3, set 4 and the more things you learn means the higher set you will be able to go in....And then that set means you can learn more stuff cos if you're...you can be very smart but not work as a smart person and be put in set 3 and then you ain't gonna learn anything else and that shouldn't really happen cos you should do your best and fulfil your potential. Int. 5, line 120-122.</p> <p>YP6: And after if I be a Rugby player cos my teacher said if you want to be a Rugby player then do a little bit of Maths you do a little bit of Maths cos how to score like, how to angle. Int. 6, line 332.</p> <p>YP6: You're not gonna be a banker you're gonna be some poor man and if, if, if you're like if you worked really worked hard in primary school like secondary school or primary like you become what you want in the future. Int. 6, line 196.</p>
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		<p>YP8: Like education...like helping me do stuff, cos I want to be a Rugby player... Int. 5, line 330.</p> <p>YP8: I'll be proud, so like...so if I sign up for any job. Int. 8, line 143.</p> <p>YP8: Like, say like, I done Science a doc, umm...Doctor in University and I pass and then I got my degree and I want, I wanted to get a job they'll say "Yes of course, cos you done well and you succeeded." Int. 8, line 145.</p> <p>YP8: Cos some people they wanna succeed but...some people wanna succeed and do bad. Int. 8, line 157.</p> <p>JU: Why do you think there...what, why do you think they're not bothered about succeeding, certain people?</p> <p>YP8: Cos they don't get good job and they just want to do bad stuff and go somewhere. Int. 8, lines 258-259.</p> <p>YP9: Umm...if, because...maybe if you see someone that your parents have known for a long time they're like...in their 20s maybe they're married and they've got...a house, a car and children. Then you know they've done well cos, cos they've got a house, they've got a car, they've got children and they're married and they're known amongst people. That's how you know that they've done well because...you can't...you need an education to get a job. And without a job you can't get money so if that person's got a house and a car then you know they've got money which means they've had a job, it means they've gone...to University and they've like passed well. Int. 9, line 280.</p> <p>JU: OK...and they're primarily, primarily motivated by getting money, so they can afford their own things. What ways to get money are there available to young people in your community?</p> <p>YP9: Like either a job or gangs or drugs. Int. 9, lines 199-202.</p> <p>YP9: Because like a job you have to work whereas gangs you just...fight people and</p>
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		<p>drugs you can just find a drug and if you want to, you can use it yourself. Int. 9, line 204.</p> <p>YP10: Just...like...knowing that...out they'll, they'll be the one annoying me but...when I've got a good career and they haven't...then I'll be the better person. Int. 9, line 270.</p>
<p><b>17. Need for challenge</b></p> <p>Feeling that the teacher was supporting the student in working at the optimum level of challenge. Feeling challenged and supported by the teacher.</p>	<ul style="list-style-type: none"> <li>An important part of meeting this need was the belief that teachers planned their lesson and included learning styles which suited the individual learner.</li> <li>A general preference for veristic and kinaesthetic learning activities were expressed (e.g. group/peer based activities, practical and hands on activities).</li> <li>Linked with ZPD and ZAD (P), Working Alliance (P), lesson planning (FCX), Trust (FC8) and mindreading (FC18), Flow (P).</li> </ul> <p>Who – teachers and other staff  What – Lesson planning..  Why – feel stretched/engaged. Helps to</p>	<p>YP4: Umm... it's just the whole thing where if you're enjoying yourself time will go faster and if you're not then time will go slower. I just find it soo annoying when you're just sitting there in your lesson where you know everything that's, that's being asked you and you're just sitting there and it just feels like you're there for hours when you're only there for the one. Int. 4, line 119.</p> <p>YP4: And then when you're doing a fun lesson it's like you just started and then it ends. Ummm... normally when it's a fun lesson it's, it's fun because I don't know what they're doing. Int. 4, line 121.</p> <p>YP4: The most challenging things are... tests. I like tests. I enjoy them, yeah. Because normally there are a few questions that we haven't actually learnt about in the class and because I study at home it's not like, a sort of studying thing where you buy a book and you just read it about that certain subject. It's because the things I do in life, like I play a card game that involves math, and those sorts of things. Int. 4, line 125.</p> <p>YP4: I say bring it on. Mmm... basically all I do and I just aspire to beat it. Yeah. If I play a game I never rage quit. That's just boring. Int. 4, line 162.</p> <p>YP4: Probably just with computer games cos you can't like... if you're stuck on a test then you'll just get stressed out and on games you might get stressed out because it's something like... that you're just doing on your own. There's no one even there and you're just playing and then you find a difficult part and it will annoy you because you've been acting so good at the game and everyone else will be able to do it and you wont. I've never personally had that difficulty with games. I enjoy creating my own games because... yeah, giving the difficulty to someone else and seeing how they</p>

	<p>see the point of lessons When – during lessons. Where – in the school/classroom. At home at all? Support of challenge can also be mediated at home. Unpack home support of education... How – Academic construct.</p>	<p>would fair against it... Umm... I also like to create games with randomly generated places so that I don't know what's coming next. Int. 4, line 166.</p> <p>YP4: ... I used to just think everything is like a game or something and now I think that everything is intriguing and if it's a challenge then I'll just go for it... Int. 4, line 176.</p> <p>YP5: Umm... I try and solve problems myself by... by like thinking about the subject and the ways I can answer it or complete the problem. Umm then there's also, umm... asking people around me if like they can help me, and that's how I mostly cope with my problems. Int. 5, line 257.</p>
<p><b>18. Crime is prevalent in the community</b> Awareness of crime and disruption occurring in the wider community.</p>	<ul style="list-style-type: none"> <li>• Linked with media (FCX), Fear (FC14), Peer Pressure (FC59), Siege Mentality (FC27), lack of control and power (FCX).</li> </ul>	<p>YP5: So, I think that could do that. Or they can... um... tell them, if you, like, if you like, already know their parents, they get money, they might go to someone and sell drugs to get money. So things like that. Int. 5 line 362.</p> <p>YP5: ...if you see a lot of people in a group with their hoods up and they're in just standing in one place, can be deserted or something, you might think they're in a gang or... or where police are and they're just a big group and the police are talking to them, you might think that area has those people in it. Int. 5, line 388.</p> <p>YP5: ...if you grew up in (name removed) you're gonna see a lot of killings and stuff like that and it may influence people to do that. Another thing that may influence people is games. Like, my mum. I agree with my mum about this. I don't think that the game Grand Theft Auto... people say that Grand Theft Auto has influenced a lot of people to do a lot of crime and I kinda agree with that. Int. 5, line 414.</p> <p>JU: You mentioned that you know people who have died as a result of being involved in this. How does it affect the community when that happens?</p> <p>YP5: That affects the community by warning us what's happening and how... how dangerous it can happen and how easily you can get killed by these things.</p>

		<p>JU: What changes as a result of this?</p> <p>YP5: That people are more cautious now, like... err... my parents used to tell me in their time, like, people could, like, people didn't have to lock your doors. You just shut your door and go out and come back, and no one would steal from you. But Nowadays days you have to lock your doors because of burglars and people like that.. Int. 5, lines 389-392;</p>
<p><b>19. Having access to authority figures</b></p> <p>There are certain people in the school and community who students trust and access to these figures is a key influence on their decision making, problem solving and aspirations.</p>	<ul style="list-style-type: none"> <li>• The existence of a support network is moderated by their perceived accessibility</li> <li>• Teachers, Headteachers, parents and friends were listed as being significant in shaping students' problem solving strategies.</li> <li>• The police were also spoken about as important in supporting a safe community but students were also conscious of being unfairly treated by them.</li> <li>• Linked with Information Gathering (FC3), Mind Reading/Mentalisation (FC4), Trust (FC8), Access to a Support Network (FC19), Streetwise (FC22), Social</li> </ul>	<p>JU: How would you avoid getting caught up [in misbehaving]?</p> <p>YP1: Tell the police or teachers or adults. Int. 1, lines 162-163.</p> <p>JU: Ok... What do you do when you face difficulties in your own life? Is there anything that helps you cope?</p> <p>YP1: By asking the teacher... telling your head of house... Int. 2, lines 201-202.</p> <p>JU: Yeah... What do you think helped you manage to do that so well?</p> <p>YP1: Cos we took it to an adult and the adult helped us. Int. 1, lines 289-290.</p> <p>YP2: Teachers.. they don't... like... they don't know these things that happen. As far as they're concerned... they know stuff like bullying and behaviour but none of this about trousers they don't know words like moist they don't know these stuff... like... yeah. Int. 2, line 72.</p> <p>YP3: Umm... not to be afraid to go tell the teachers if something's wrong. Not to be pressured into doing something you don't want to do. Int. 3, line 12.</p> <p>YP3: Umm... umm... I ask my parents. Umm... that's it. Just ask them for advice or what I should do. Int. 3, line 123.</p> <p>YP4: Hmm... well, mum supports it because we've just been interested in the same things because it's been passed down in our genes. Int. 4, line 156.</p>



	<p>Coping (FC38), Behaviour at School (FC42), Sense of Alliance (FC69), Lack of Fairth in Adult Decision Making (FC65).</p>	<p>YP4: I just sit there and do it (homework) and then give it to my mum to check it over. And if she's pointed out a mistake = not told me where it is. Int. 4, line 222.</p> <p>YP2: Teachers.. they don't... like... they don't know these things that happen. As far as they're concerned... they know stuff like bullying and behaviour but none of this about trousers they don't know words like moist they don't know these stuff... like... yeah. Int. 2, line 72.</p> <p>YP4: My discipline... not not only does my mum enforce this but I also do it on myself. Int. 4, line 224.</p> <p>YP5: I've heard that it's hard to tell the teacher when you're coping with things that you don't like and... that's very good to go and tell the teacher cos teachers are always saying that they're there for us and how they can help us. Int. 5, line 110.</p> <p>YP8: Yeah cos my, I know my parents would be like "stay away from them" and stuff like that, the Head Teacher, would say that as well...but it's either my parents say something that I will listen and is the words that she said is better than the Head Teachers words that I should stay away from them. so basically if my mum says...stay away from them it's good, my Dad told me that not to do this and the Head Teacher says don't go to them it's not good and that's it. I'd rather go and do what my Mum says cos her words are more like, yeah. Int. 8, line 360.</p> <p>YP9: Cos for young children it's, some of them found it hard to...tell their Parents about stuff like this what's going on in School...that's a form of being alone cos you can't tell your parents and you can't tell...like mentors in School about what's happening then you're on your own, because you know that, that friend that acted as your friend all those years is not going to be there for you anymore, so you've got no one to talk to. Int. 9, line 126.</p>
20. Being	<ul style="list-style-type: none"> <li>Students motivated by</li> </ul>	<p>YP2: Oh, they would be aiming for like... like... they would be aiming for money, they</p>

<p><b>motivated by money (Mercenary)</b></p> <p>Being motivated by money and being prepared to do anything in order to achieve this.</p>	<p>money were seen as being more likely to engage in extortion and as only being out for themselves.</p> <ul style="list-style-type: none"> <li>• Linked with individualistic orientation (FCX), Grinding (FC52), utilitarianism (FC42), Gangs (FCX), Extortion (FC21) and Lack of Deferred Gratification (P)</li> </ul>	<p><i>don't really care or just be doing it (?) they would just be doing... like if you go up to them and be like "Beat up that boy over there and I'll give you five quid" they'll just do it cos they don't really care about what job they have as long as they're getting all the money. Int. 2, line 90.</i></p> <p>YP2: <i>Oh, they would be aiming for like... like... they would be aiming for money, they don't really care or just be doing it (?) they would just be doing... like if you go up to them and be like "Beat up that boy over there and I'll give you five quid" they'll just do it cos they don't really care about what job they have as long as they're getting all the money. Int. 2, line 90.</i></p> <p>YP2: <i>They don't care about society, they don't care about other people. They have no heart and... Int. 2, line 96.</i></p> <p>YP2: <i>Gangs, well, well as I said they're in it for the money as well.</i></p> <p>JU: <i>What kind of things do they do for the money?</i></p> <p>YP2: <i>Sell drugs, sell knives, sell guns, sell bullets, stab people for people to get the money, hustle. Yeah, that's it. Int. 2, lines 182-184.</i></p> <p>JU: <i>What does that tell you [hypocrisy]?</i></p> <p>YP5: <i>Maybe how they don't really care or they just teaching us just for the money and stuff like that. Int. 5, lines 155-156.</i></p> <p>YP6: <i>Cos they want money very fast their just, their like they don't really want to work, their just lazy. Int. 6, line 274.</i></p> <p>YP8: <i>Because if you want something and you don't get it...then like go to the younger people and take their money. Int. 8, line 111.</i></p> <p>YP8: <i>Because..you, after if you like get if you like succeed then there's more likely of you getting the good job and getting more money and being rich... Int. 8, line 261.</i></p>
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<p><b>21. Extorting funds</b> (taxing = in-vivo term)</p> <p>This refers to bullying, blackmail or being victimised with the theft of money or goods being the prime motivation.</p>	<ul style="list-style-type: none"> <li>A particular sub-code of bullying, referenced by most children. This also occurred in the community, with one stabbing having recently occurred when a young person tried to protect his brother from having his phone stolen.</li> </ul>	<p>YP2: [Respect is important because] when they say give me money they give them money. Int. 2, line 267.</p> <p>YP3: Like, if they're being bullied or someone is trying to force them to do something...Like, giving them your money. Umm... or they done something to you and trying to force you not to tell a teacher. Int. 3, line 14.</p> <p>YP6: Like, don't beat up your youngers. And after don't, don't try to take money off your youngers. Int. 6, line 18.</p> <p>YP6: Yeah, yeah to the new Year 7s because they're a little bit younger.</p> <p>JU: Yeah?</p> <p>YP6: Their younger it means that. Cos last year we used to get, people used to just take our money. Int. 6, line 134-136.</p> <p>YP6: And if I have nothing to eat, yeah...I just go straight home and after tell my Mum "Not to give me money everyday" Int. 6, line 162.</p> <p>YP6: Like arguments or like if, if, if you don't give money me next week I'll maybe kill you...and like you owe the guy £10 or something yeah £10... Int. 6, line 218.</p>

		<p>YP6: Like don't... listen to good friends, respect, respect your elders but don't respect like bad people, like if someone gives like my Mum, yeah, says that my Mum says that "if you want money like if you want money ask me and I'll give you money" and if, if someone wants your money I'll just say. My Mum said that "if someone, someone wants your money just say that you don't have no money and thats, and after go to your Cousin", my Cousin. Int. 6, line 382.</p> <p>YP8: Yeah. Yeah, since people started Year 8. Umm they've been some people taken peoples', little Year 7's money. Int. 8, line 97.</p> <p>YP8: Because if you want something and you don't get it...then like go to the younger people and take their money. Int. 8, line 111.</p> <p>YP8: Umm, when I first started umm I saw someone older...he asked my friends for money and I just walked away cos, Well I know its wrong to walk away but I did, I didn't want that to happen to me. Int. 8, line 426.</p> <p>YP8: Like "do you have money?, he said no and then the guy told him to jump up and down he jumped up and down...and he heard the coins, so he took them. Int. 8, line 430.</p> <p>YP8: Cos I think, cos regularly people have been asking them for money and they say "No" and then it'll be like give me your money or, or they'll just keep on coming to you every day and raising it so basically it's blackmailing. Don't give me your money or I'll do something. Int. 8, line 444.</p> <p>JU: Why do you think, they think they're doing it?</p> <p>YP8: I don't know, to earn money and to buy stuff at the shops. Int. 8, lines 449-450.</p>
22. Staying Streetwise	<ul style="list-style-type: none"> <li>A code that is related to the collection of coping</li> </ul>	<p>YP2: Knowledge... just... just think clever smart... like, you know you know your way, the right choices to make. Int. 2, line 32.</p>



<p>Knowing what areas to avoid, who to stay away from, when to be yourself and when to put on a façade.</p>	<p>strategies adopted by students to safely navigate their schools and home communities. Knowing when to be yourself, what areas to avoid, who to talk to, how to act</p> <ul style="list-style-type: none"> <li>• A meta category that subsumes a number of different forms of coping (avoidance, chameleon)</li> <li>• Linked with Avoidance (FC12), coping, Chameleon (FC23),</li> </ul>	<p>YP2: <i>Just just be yourself like, don't worry about gangs and if a gang did try and approach me and say give me your phone just give it to them – don't, don't say anything, just walk away cos at the end of the day you know you have it in mind that you're gonna get far far further than them in your life – that one little phone you can replace it but that one little second that has gone you can't so...</i> Int. 2, line 188.</p> <p>YP4: <i>No. None of these things really happen a lot. But there's some places that are well known for bad things happening, like... (name removed). That's a place that people are sometimes told to avoid because of... what happens there sometimes, like, gangs converge on there a lot.</i> Int. 4, line 324.</p> <p>YP4: <i>...we made sure we didn't show any fear ccs... I find gangs a bit like, they have a few characteristics of dogs, like they can sense fear. It's that they see your fear and they decide to attack the weak.</i> Int. 4, line 336.</p> <p>JU: Can you tell me a bit more about what you need to get by and do well in your community?</p> <p>YP5: <i>Umm... jussst try and be yourself. Don't lie. Umm... have fun.</i> Int. 5, lines 26-27.</p> <p>YP5: <i>They can help us with how to like succeed in life. Umm.. Like tell us what we should or shouldn't do in life and how to look after people when we're older and not to get into trouble on the streets and...</i> Int. 5, line 62.</p> <p>YP5: <i>Well, if you've grown up with people for a long time and then you see them change so quickly, that might influence you to change quickly to fit in with the crowd. Like you might have to pretend to be someone else.</i> Int. 5, line 353.</p> <p>JU: How have you avoided getting drawn into this scene?</p> <p>YP5: <i>Stay out of the areas that you know they hang out in.</i> Int. 5, lines 383-384.</p> <p>YP8: <i>These people got stabbed and stuff because...of...umm, things that he said and</i></p>
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		<p>things he did. Umm, also you need to...make sure you're safe in where you're going. Int. 8, line 8.</p>
<p><b>23. Chameleon – actively managing identity</b></p> <p>The choice to conform to expectations or situational demands and present a front that conforms with cultural expectations.</p> <p>There was awareness that identity may be altered by experiences that come from a variety of sources.</p>	<ul style="list-style-type: none"> <li>Students made reference to other young people who appeared to put up a façade or manipulate their identity in order to fit in and be accepted by their peers. This seemed to be a form of social coping but may lead to the suspension of individual morality in order to ensure that students 'stay safe' in their immediate social environment.</li> <li>In-vivo term: 'acting more than what they are.'</li> <li>Conforming or putting on a front in order to achieve health behaviour.</li> <li>Other students choose to challenge conformity and refuse to adapt how they present themselves.</li> <li>Linked with coping (FCX), streetwise (FC22).</li> </ul>	<p>YP1: Like, say if they're bad try to... try to make umm friends with them. Int. 1, line 69.</p> <p>YP1: The bad behaved children and the people who act more than what they are.</p> <p>JU: Who act more than what they are?</p> <p>YP1: Yeah... like... they get in trouble to act cool and... yeah. Int. 1, lines 186-188.</p> <p>JU: Why do you think they might think getting in trouble makes them cool?</p> <p>JU: Cos... umm... they want to impress their friends... Int. 1, lines 191-192.</p> <p>YP1: They act... umm... like they bring in stuff and they umm... they just act different. They act umm... all cool and that to make more friends. Int. 1, line 197.</p> <p>YP2: Emm... Just be yourself, don't follow the crowd... yeah... learn hard... erm... make friends, yeah, good friends. You are able to trust... Int. 2, line 60.</p> <p>YP2: ... and then they'll come and bully you tha'as if you have a short tie, just like that, wha'll your not meant to be, all puffed up like that yeah, with no blazer and with drop down's trousers that come up to here and then you just walk in like that yeah, thinking you're like some bad guy or some sort of thing, and people won't touch you. But however, you can also be yourself and just get on with your life. Int. 2, line 66.</p> <p>JU: People who dress moist, why do you think they're doing that?</p> <p>YP2: Cos they want to be different from the crowd. Int. 2, lines 79-80.</p> <p>YP2: Don't care about what people say – just focus on yourself and your life. Int. 2, line 152.</p> <p>YP2: My culture... mmm... Really have a good life, respect your parents... and yourself</p>

		<p>really. Int. 2, line 380.</p> <p>YP4: Sometimes people might bully you for being like a nerd. I've always found it good to be a nerd because I just feel it's a word that just makes you... I think it's a word that people call others because they're jealous of their intelligence. I also think it's a word that if you're called by others then it means that you have potential. I don't find it as a bad thing, although some people might take it into offence and may even, you know, cry about it. Int. 4, line 103.</p> <p>YP4: Yeah, it sounds... pretty much like... don't know... like, if they got obsessed or something they'll believe they're from it. Like, if you became obsessed with something made from a certain country, and you'll believe you're from that c... you'll try and make it so like your from that country or maybe even, like if you really wanted to become part of the royal family you'll try and talk to your friends and tell them that you have some royal blood in you, when you really don't.</p> <p>JU: Does that happen... Have you noticed people doing that?</p> <p>YP4: Yeah, in my neighbourhood there's a guy who thinks his nan's the Queen. And he just seems to think that when, when we're not looking, in like the five seconds that we're not looking, he's gone to his queen's house and got twenty pounds or something.</p> <p>JU: How do the community react to him?</p> <p>YP4: They ignore him and he's just something stupid like that. That's pretty much what we would do. Int. 4, lines 304-308.</p> <p>YP4: Getting on with other people, is, well sometimes you're going to have to adapt to people. It's better to stick around with people who act good and not the people who misbehave all the time because it will just get you into a bad situation. Int. 4, line 29.</p> <p>JU: We were just talking about people who umm...</p> <p>YP4: Act like something that they aren't really.</p> <p>JU: Yeah, act like something that they aren't. How else does that show up in school?</p> <p>YP4: I don't know... it doesn't really come up in school as much as it would at home.</p>
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		<p><i>Like, sometimes, they try to get their parents into the mess that they create, like if their friend was invited over the friend would be like, I'm going to ask your parent and see if it's true. And they would start making up stories that their parent can't answer the question or if it gets down to it they'll go to their parent and ask them to lie and the parent probably won't.</i></p> <p>JU: What do you think drives people to make these things up?</p> <p>YP4: Umm...</p> <p>JU: What are they trying to achieve?</p> <p>YP4: Maybe even popularity.</p> <p>JU: They want to be more... pretend that they're related to the Queen so that they're treated in a more popular way?</p> <p>YP4: Yeah, or maybe treated like, you can't do that, I'm royalty... sorta thing. Int. 4, lines 311-320.</p> <p>JU: Can you tell me a bit more about what you need to get by and do well in your community?</p> <p>YP5: Umm... jussst try and be yourself. Don't lie. Umm... have fun. Int. 5, lines 26-27.</p> <p>YP5: Well, a common is like people who smoke. Like, young people who smoke, most of them don't even like it, they just do it to fit in with the hard people who are doing it. And when they're choking they're thinking why are they doing this? Int. 5, line 132.</p> <p>YP5: Well, if you've grown up with people for a long time and then you see them change so quickly, that might influence you to change quickly to fit in with the crowd. Like you might have to pretend to be someone else. Int. 5, line 352.</p> <p>YP5: I think it's the fear of being left out of things, or not knowing what's happening or just... maybe... maybe they want to be friends with someone but they have to do something specific to be friends with them. Int. 5, line 354.</p> <p>YP8: You're cool but you talk to the bad people. Int. 8, line 308.</p>
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		<p>YP8: So, just in case like anyone touches that person he can go and call the other person to come and doing something to him. Int. 8, line 310.</p> <p>YP9: It's basically to stay away from...umm friends that aren't your friends. Int. 9, line 104.</p> <p>YP9: I didn't, I didn't know cos it's quite hard to tell...apart a good friend from a bad friend. Int. 9, line 108.</p> <p>YP9: Because of bad friends...they'll...they can play act for maybe five years which is how long is Secondary School, they can play act for such a long time when it comes to...umm maybe Year 11, start to do your GCSEs...it's quite easy for them to just betray you and, yeah, like that. Int. 9, line 110.</p> <p>YP9: Umm...maybe friends who act bad in School and stuff so they'll keep telling you that... "Ahh my Dad take me to McDonalds after School, my Dad lets me play on...my PS3 whenever I want". But then they could be lying to you and secretly they could be go home and studying. And when it comes to that big day...and it's you that doesn't get the good results and they do, they've basically tricked you and betrayed you. Int. 9, line 114.</p> <p>YP9: Umm...basically you have to act like someone that's popular, act like you're...umm...a boss or yeah God or something. Yeah. You have to act act like you're...top in everything...it's hard to gain popularity. Int. 9, line 184.</p>
<p><b>24. School as a buffer zone</b></p> <p>School was not regarded as a place where students would</p>	<ul style="list-style-type: none"> <li>• Linked with Safety (FC15), knife crime (FCX), grinding (FCX) and bullying (FCX)</li> </ul> <p>Who</p>	<p>JU: What about outside the school in the community. What would they be like there?</p> <p>YP1: Much worse because it is out there and no one knows what they could do... Int. 1, lines 101-102.</p> <p>YP2: Umm... doesn't happen to me but it happens to certain people that I do know. Mostly after school. Int. 2, line 261.</p>

<p>be vulnerable to gang related activities. However, the transition to and from school were times when they viewed themselves as being open to these risks. Risks which were encountered in school were primarily fighting and bullying.</p>	<p>What – if school is safe are different modes of coping enacted re. the different kind of risks they are likely to encounter? Are there different identities that are activated in different contexts?</p> <p>Why – why is school perceived as being safe – is safe from knife/gang crime sufficient – is safety violated in other ways, i.e. bullying... is a buffer zone a more accurate analogy?</p> <p>When</p> <p>Where – in school, but transition to and from were perceived to be a significant time of risk.</p> <p>How</p>	<p>JU: Do gangs come into school at all or is school separate from that?</p> <p>YP5: I think school is separate from that, unless you have people in your school that in the gang... but other than that unless there's an actual school gang and there's and they've maybe annoyed another gang, then I think that's the only time a gang will come to the school. Int. 5, lines 401-202.</p> <p>JU: Do the gang issues, does that happen inside of School as well as outside of School?</p> <p>YP9: They talk, people, some people talk about in School but it only happens outside School. Int. 9, lines 57-58.</p>
<p><b>25. Awareness of unfair treatment (A view anchored in a belief in a just world and social justice)</b></p> <p>An example of this includes being treated as guilty by association or proximity to other young people committing</p>	<ul style="list-style-type: none"> <li>• Children were particularly sensitive to the unfair treatment by police and teachers. dyoung people.</li> <li>• Rationalisation of arbitrary acts of victimisation</li> <li>• Does this highlight the importance of transparency when working with YP and making difficult decisions?</li> <li>• Social justice</li> </ul>	<p>YP1: Well, say you put your hand up and then, umm... they... will choose another person even they didn't have their hand up. Int. 1, line 33.</p> <p>YP1: Like, they could get in trouble with the police and cos you're there they could bring you into it. And, yeah... Int. 1, line 104.</p> <p>YP1: Cos sometimes they just um.. like they when you put your hand up or say someone's out of the classroom and then you walk out of the classroom they'll call you back but not the first person that walked out of the classroom. Int.1, line 217.</p> <p>YP5: Someone who always told on someone, even when for different little things they do, say when they're talking quietly and then someone... and that person tells the teacher that they were talking quietly, they could have started by saying something</p>

<p>unacceptable behaviours.</p>	<p>* Linked with Authority Figures (FC19), stereotyping (FC2), Trust (FC8), Reputation Limits Options (FC35), Just World Belief (P).</p>	<p>important and then they get a detention. Int. 5, line 114.</p> <p>YP5: Umm... something that happens to a lot of people that I know, is like, when there's a big group of people on a bus. You know how some bus stops, now they have police there? Sometimes when they have that they have the police stopping them and taking people off busses and sometimes calling home or writing a letter home and, sometimes that can be unfair cos you might not be doing anything but cos you're there and you come from the same school you're... you're one of the people that get caught. Int. 5, line 236.</p> <p>YP5: Well, it's like, umm... the frustration's like why is it happening to them when the people, cos, the people that are actually doing it and the people that aren't doing it, they all gonna get the same consequence but and it's unfair. Int. 5, line 240.</p> <p>YP7: Sometimes I argue back too, asking them what have I done, why am I did this and why am I in that, umm...Head Teacher. Int. 7, line 238.</p> <p>YP7: Both my Head of Houses, umm form tutor...sometimes, like sometimes when they accuse you for the wrong reasons. Int. 7, line 236.</p> <p>YP7: Well, it's worse for me but I know it's worse for them, it's just that sometimes they keep me for the wrong reasons and like I get like, not angry at them...I just feel like, I shouldn't be in [detention]. Int. 7, line 244.</p> <p>YP7: Like, umm...I found my friends oyster card in, I found, oh yeah now 9, a Year 10 oyster card in my form, in my form room and I turned around and I picked it up and Sir thought I was talking and he told me to "Stay back for ten minutes." Int. 7, line 250.</p> <p>YP7: And they always act like I've done the wrong thing when they've done the wrong thing, Teachers, sometimes they're like...they...they umm like, if I've done something "Wo, wo" if I've done something good yeah...umm like say I've done something really good cos they have, we have an Et system...they put it on the computer if you've</p>
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		<p>been good sometimes so being only good sometimes and my name's gonna go on E1 but when I've done something like so little that's like wrong, like talking over a teacher like once or twice then my name will go on thing like they only watch the wrong things that you do but never, like the good things. Int. 7, line 326.</p> <p>YP7: Like say if they're talking about something like say if they're talking about football...and then if they're talking about football then they and they don't get in trouble like cos they're like normally well behaved cos they don't particularly like, they're good but then if I'm talking about, if I talk about football like same thing they're talking about I'll get in trouble. Int. 7, line 528.</p> <p>YP8: Umm if the bad people think it's cool then they might go and join...but the good people think it's nasty and stuff like...why are they doing it? Int. 8, line 303.</p> <p>YP8: Umm...it's basically like. I don't know, a movie that you watch - You have a good guy and a bad guy, with the bad guy he's known as an evil person...very strong, doesn't like...he always tends to have minions and stuff...like henchmen and that's what...uhh, gang leaders can do, they can get almost anyone, can force anyone in a gang. Int. 8, line 326.</p> <p>YP8: It's like you have...uhh things like trafficking going on...people just murdering people for no reason. Int. 8, line 498.</p> <p>YP8: Just taking lives away from people...you have wars...going on in places like Afghanistan...umm...robbery. There's a lot of other things. Int. 8, line 500.</p> <p>YP8: They feel...I think neglected by...the Teacher...cos they're so worked up about getting...children to just sit down and do work that they've forgotten about the children who want to do well in their exams when they get to Year 11. That wanna...get good grades and wanna have a good job. Int. 8, line 574.</p>
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<p><b>26. Staying Strong Minded/ Heavy Minded</b></p> <p>An in-vivo term which describes the essential qualities of stoicism, of resilience and the tendency to be healthy mentally and emotionally.</p>	<ul style="list-style-type: none"> <li>• This construct was associated with good mental and emotional health. In-vivo term for resilience? Are the two substitutable?</li> <li>• Refusal to conform to others expectations</li> <li>• Linked with Self-Belief (FC40), Emotional health (FCX), mental health (FCX)</li> </ul>	<p>YP2: My friend he was a, he was... his mum his mum and dad that were like, together, broke up, had a lot of arguments and fights. Even though they had a lot of arguments and fights that's not, that's not stopped him from doing what he likes, not stopped him from learning, not stopped him from going to school and today he still... he's one of the populist (sic) people in (name removed). Int. 2, line 129.</p> <p>YP2: Just keep his head up, no matter what he's always, yeah... going on. Int. 2, line 133.</p> <p>YP5: Umm, He's a strong guy... life has hit him so many barriers that he's overcome. Int. 5, line 143.</p> <p>YP2: Just understand that, even though your parents can't obviously afford to pay for the school for you, you've just gotta have, you've got to be strong really. Int. 2, line 359.</p> <p>YP2: I dunno actually. Strong, heavy-minded.</p> <p>JU: Heavy-minded - What does that mean?</p> <p>YP2: That your mind's steady -- focussed. Yeah, and that's it.</p> <p>JU: How do people get heavy-minded?</p> <p>YP2: Don't care about what people say -- just focus on yourself and your life</p> <p>JU: And why is being heavy-minded so important?</p> <p>YP2: Mmm... Cos... If you're not heavy minded you can't grow... you can go through life but it's gonna be difficult for you... and... yeah it's gonna be difficult for you.</p> <p>JU: You mentioned strong as an important word for you. How could I tell someone was being strong?</p> <p>YP2: The... they... no matter what people have done to them they still just brush it off their chest and pick themselves back up and... go.</p> <p>JU: Why is it important to do that?</p> <p>YP2: Cos if you can't someone might have done something to you but you can't keep grudges forever or you can't move on and when you can't move on you don't get anywhere and then you don't get anywhere and God knows what's next. Int. 2, lines 146-158.</p>
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		<p>YP2: Umm.. I think... don't cry like... in any situation you have... umm... alright. Just keep strong. Mmm. I'm not saying don't cry – everyone's gotta cry once in a while.</p> <p>JU: Mmm.</p> <p>YP2: But not all the time. Just keep strong whatever's happening. Int. 2, lines 326-328.</p> <p>JU: Ok. How would you describe someone who didn't cry?</p> <p>YP2: Headstrong, heavy-minded. Int. 2, lines 333-334.</p> <p>YP5: Because he's just determined... I think brought up playing football and being a determined person so... he just ended up being like that. Int. 5, line 35.</p> <p>YP5: They can help us with how to like succeed in life. Umm.. Like tell us what we should or shouldn't do in life and how to look after people when we're older and not to get into trouble on the streets and... Int. 5, line 62.</p> <p>YP5: Oh, they never give up in something they do and... they they always want to do something or they get better at it and sometimes even help other people who are struggling and that's what I admire about people who are struggling. Int. 5, line 101.</p> <p>YP5: P... people people have a strong mind and say No- no matter what someone does and they don't give in to temptation and people who... who have set their mind on doing something and won't let anyone stop them from doing it.. Int. 5, lines 140-149.</p> <p>JU: What words would you use to describe people who do well in the school?</p> <p>YP5: Committed... Int. 5, lines 176-177.</p> <p>YP5: Umm... What, if you have a lot of people pushing em forward to do those things and move on from it, that can help them... or umm... or like... they just want to do it themselves. Int. 5, line 218.</p>
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		<p>JU: What does being mentally healthy mean to you?</p> <p>YP5: What, like having a strong mind?</p> <p>JU: Yeah, if you like.</p> <p>YP5: It means to me like you can cope with stuff better and having a good mind means that things are easier for you. Int. 5, lines 278-281.</p> <p>YP5: They talked to me, they comforted me by telling me stories of themselves by how they coped with it, they comforted me and they spent time with me. Int. 5, line 334.</p>
<p><b>27. Sense of inevitability of outcomes and powerlessness</b></p> <p>The sense that certain temporal trajectories are unavoidable because of the confluence of various environmental influences.</p>	<ul style="list-style-type: none"> <li>• Lack of any sense of agency or control.</li> <li>• Passiveness – sense of being buffeted by stronger forces.</li> <li>• Linked with Socialisation (FC71), Chaos Theory (P), Respect (FC31), Power and Control (FC33) and systemic thinking (FC28).</li> </ul>	<p>YP1: Say, if the police come to one of the neighbours then everyone will know about it and think that they are bad people. And that will give them a bad reputation. Int. 1, line 131.</p> <p>YP1: Yeah, cos if you've a bad reputation like you've thrown a stone umm... thrown a stone at someone's car, broke a window again on purpose then they'll think that you're bad and you'll just have a bad reputation and no- one will want to play with you. Int. 1, line 136.</p> <p>YP2: But some kids get a bit like frustrated at home cos parents are like mostly not there for them. They... Parents have to go work in the evening, left in the house alone. Not really having much food to eat... but they come round can't really tell the teachers cos the teachers obviously can't do nothing really about it... hmmm... cos it's their life and their home and that's what they took the choice to make. Int. 2, line 54.</p> <p>YP5: Like, not what country, like, it kinda can be like what town or what place in a town. Cos, how like, there's a lot of guys in (name removed). If you grew up in... I'm not saying if you grew up in (name removed) you're going to be in a gang but if you grew up in (name removed) you're gonna see a lot of killings and stuff like that and it may influence people to do that... Int. 5, line 414.</p> <p>YP3: ...Umm parents leaving them in the flat alone, bring their friends over, getting drunk</p>

		<p>– having underage sex, excuse me to say... umm... yeah and then it starts from there and then they pick up the wrong friends builds up builds up and by the time you know it they've formed a gang. Int. 2, line 212.</p> <p>YP3: No, cos there's a lot of peer pressure in the classroom...like people who are talking about things what happen like after school or on the TV and then your's like kinda forced to go and talk about it yourself. Int. 3, lines 32-36.</p>
<p><b>28. Systemic thinking</b> An awareness of how your behaviour is shaped by the environment you inhabit</p>	<ul style="list-style-type: none"> <li>• Linked with ecosystemic psychology (P), the butterfly effect/chaos theory (P), Self-Belief (FC40) and inevitability (FC27)</li> </ul>	<p>YP1: Umm... mmm... yeah. Cos your surroundings help you if umm... like your future.. if you've got people that are bad around you do bad things get you into trouble then like they set you up for bad things. Int. 1, line 22.</p> <p>YP1: If you grow up in a bad environment then you are going to be bad yourself. Int. 1, line 63.</p> <p>YP1: If you have like a bad environment and like... a bad environment and the people, like your neighbours, are bad to you they'll treat you, well err... um. Yeah, you probably gonna become bad yourself. Umm... um. There's ways to get around it, like just going out, getting out, like just trying to stay safe if you've got a bad environment. Talking to them trying to change their mind... um. Int. 1, line 67.</p> <p>YP5: I'm not saying if you grew up in (name removed) you're going to be in a gang but if you grew up in (name removed) you're gonna see a lot of killings and stuff like that and it may influence people to do that... Int. 5, line 414.</p> <p>YP1: My parents, my cousins, my family, my friends, teachers, umm... Int. 1, line 115-116.</p> <p>YP1: It means that like... they just thought that... the neighbourhood just falls apart and, say if two of my neighbours have a fight, then the whole neighbourhood will know about it and start taking sides. Int. 1, line 128.</p>

		<p>YP2: Cos, if you live here, like places like here – like it's an alright place but if you live in like places like the countryside like nice and calm like, like the children are like mostly not ... ummm... unlikely err... unlikely to just get like get a knife and you know stab you up and stuff like that – cos they're like conscious like nice and calm and you know... so here is like more of the city area where there's more crime and stuff. Int. 2, line 24.</p> <p>JU: What kind of mistakes do you think they might have encountered?</p> <p>YP2: Umm... like, Mistakes... for example, their mothers done to them, friends, brothers and society basically. Int. 2, lines 165-166.</p> <p>YP4: A, a... basically a good school. It's hard to explain, but the better your education the better you'll turn out in life. If you get better grades you'll be able to get into better colleges or universities and maybe even get a good job. Int. 4, line 17.</p> <p>JU: What do you think could help them change back?</p> <p>YP5: People pushing them to do good things and get back on track. Int. 5, lines 185-186.</p> <p>YP5: There's a lot more that I know of... umm... living in a bad area or having the fear of going somewhere... the fear of going to school or the fear of maybe going to, like, a family member or if they are going to a friend's house and you're being forced to do something. Int. 5, line 346.</p> <p>YP5: Like my Mum says that...this place is not really good enough though we're going to move. Int. 6, line 256.</p> <p>YP8: Umm...don't go in to the like, bad area, so like...you like follow 'dem and then you just start, ended up being bad. Int. 8, line 10.</p>
29. Behavioural	* Importance of parental	YP2: But some kids get a bit like frustrated at home cos parents are like mostly not there

<p><b>control and parental supervision</b></p> <p>When parents work long hours their children can go off the rails. However, parents are a vital part of a student's resiliency resources and directly shape their coping responses.</p>	<p>supervision in determining developmental trajectories.</p> <ul style="list-style-type: none"> <li>• Hard money vs. easy money</li> <li>• High level of behavioural control and 'training' of children to defeat perceived negative expectations.</li> <li>• Grafters vs. easy</li> <li>• Linked with Money and Resources (FC30), Peer Pressure (FC59), Access to Authority Figures (FCX).</li> </ul>	<p>for them. They... Parents have to go work in the evening, left in the house alone. Not really having much food to eat... but they come round can't really tell the teachers cos the teachers obviously can't do nothing really about it... hmmm... cos it's their life and their home and that's what they look the choice to make. Int. 2, line 54.</p> <p>YP2: Umm parents leaving them in the flat alone, bring their friends over, getting drunk – having under age sex, excuse me to say... umm... yeah and then it starts from there and then they pick up the wrong friends builds up builds up and by the time you know it they've formed a gang. Int. 2, line 212.</p> <p>YP5: Cos you see on the news and about like, families abandon their kids and stuff like that but, that that grows up on them and sooner or later they're not really gonna care and stuff like that. So having a good family means you get what you should grow up with and that's very important. Int. 5, line 53.</p> <p>YP5: Out in the community there might not be the friendliest of people around them and people might not like them and young people might have to cope with, say, their parents smoking around them or getting drunk cos... people don't like seeing that. So, I think young people have to cope with that. Int. 5, line 301.</p> <p>YP7: Well...like...say, say I'm bad in School and I'm gonna play out, my, sometimes my Mum don't let me play out but if I'm good like she'll let me play out, do well and play. Int. 7, line 100.</p> <p>JU: What does your Mum believe, your Mum when she hears that?</p> <p>YP7: Sometimes she believes us, sometimes she just says "Raise your hand and ask to pick up, pick it up if you know you're going to get in trouble for it." Int. 7, lines 397-398.</p> <p>JU: OK, what's going on in the area that she doesn't like?</p> <p>YP6: She doesn't want me to get killed. Int. 6, lines 261-262.</p>
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<p><b>30. Having access to money and resources</b></p> <p>A complex code. The availability of money and resources is associated with success and aspirations. The lack of them is linked with grinding, extortion and gang activities. This also includes the availability of resources such as books, computer games and extra-educational experiences.</p>	<ul style="list-style-type: none"> <li>• Children understood the importance of access to money and resources in shaping their educational experiences.</li> <li>• The importance of money is also echoed in pop culture and consumerism</li> <li>• Important in supporting success. Lack of money and resources can lead young people into grinding in order to earn money in the shortest time possible.</li> <li>• Inclusion of biological capital? Inheritance of genes from parents</li> <li>• Money can be an aspiration in itself and it associated with a willingness to become more involved in illicit activities</li> <li>• commercialism</li> <li>• Linked with extortion (FC21), and blackmail and bullying, aspirations, utilitarianism (FC41) mercenary (FC20), systemic, lack of parental</li> </ul>	<p>YP1: Better resources like umm... better... books and stuff... better books... umm... less graffiti on the walls and more caretakers. Int 1, line 296.</p> <p>YP2: They don't need to do it (grinding), they choose to do it so they can get their money. Int. 2, line 245.</p> <p>YP2: The children they understand cos they know that their mums gotta go work come back with food and money to provide for them so the children actually don't mind cos they know that their mum has to work hard for them to provide for them and if their mum don't do that and they're troubling them then how are they gonna provide for themselves? Int. 2, line 241.</p> <p>YP2: It depends cos some people decide to like... some people decide cos they have everything already that they don't want to like get involved in that grinding stuff so they just... they're like I'm not getting involved cos my mum's got a good job - she works day comes back in the evenings she doesn't have to work through the all night. Yeah and... and I'm getting well fed and everything's all right so they don't need to grind cos everything's already there for them. So, but people whose parents struggle through everyday life, they and their sons are kinda gangsterish if you know what I mean, they they grind for themselves, mostly for themselves, little bit for their parents. Int 2, line 243.</p> <p>YP2: Just wana look big. So they get respect but we all know that we know you don't earn respect like that.</p> <p>JU: Why is respect so important to them?</p> <p>YP2: Umm... nobody take them for fools, so that they don't respect them.</p> <p>JU: Yeah?</p> <p>YP2: When they say give me money they give them money. Int. 2, lines 263-267.</p> <p>YP2: Gangs, well, well as I said they're in it for the money as well</p> <p>JU: What kind of things do they do for the money?</p>
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	<p>control and supervision (FC29), grinding and gangs, Maslow's Hierarchy (P),</p>	<p>YP2: Sell drugs, sell knives, sell guns, sell bullets, stab people for people to get the money, hustle. Yeah, that's it. Int. 2, lines 182-184.</p> <p>YP2: Umm... My, I wanna start by telling you bout my background. Seriously. My background, I'm from Africa. A place called Ghana. A very small country what yeah, is alright. They they are good people, a very Christian people. Most of them who come in this country are often stabbed or joining gangs cos or like as they say in the slang way 'Grinding' – that means selling weed and all of of the stuff to like to keep to keep their family that money to give to their family and to keep and also for us have money to buy them stuff cos like I'm not being like offensive or anything like cos British people give their sons money, a certain amount, African people they're strict – they don't do that. So, that gives them more frustrated and they say I want more I want more I want more so they need money so that they have to grind for their money. But yeah as I said, selling guns, weed and all of this stuff. Int. 2, line 222.</p> <p>YP2: Umm... they buy stuff for me. For example, now, I've got a trip coming up – she went to Argos she spent fifty pound to buy me a sleeping bag – and just like supporting me in my every day life. Int. 2, line 20.</p> <p>YP2: Oh, they would be aiming for like... like... they would be aiming for money, they don't really care or just be doing it (?) they would just be doing... like if you go up to them and be like "Beet up that boy over there and I'll give you five quid" they'll just do it cos they don't really care about what job they have as long as they're getting all the money. Int. 2, line 90.</p> <p>YP2: Cos some people their life is best, they have the facilities that they don't have to work hard cos it's already there for them. Yeah. Int. 2, line 229.</p> <p>YP2: They don't need to do it (grinding), they choose to do it so they can get their money. Int. 2, line 245.</p> <p>YP4: ... Basically they might get money out of it or for instance, they might get valuables</p>
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		<p>off of someone by bullying someone, like if you had a rosary around your neck someone might bully you for it. Int. 4, line 242.</p> <p>YP4: Umm... some people want to get a good career so that they can earn money and some people want to get a certain career because it's something that has been passed down in their family or their family have raised them. Int. 4, line 20.</p> <p>YP4: ...Umm... if they are bullying someone for their lunch money... Basically they might get money out of it or for instance, they might get valuables off of someone by bullying someone, like if you had a rosary around your neck someone might bully you for it. Int. 4, line 242.</p> <p>YP5: So having a good family means you get what you should grow up with and that's very important. Int.5, line 53.</p> <p>YP5: And like businesses are very good cos like umm they help you get money and and a job and jobs and you need money to survive in this world. And to succeed y'know show us how we should save our money so we can buy a house and get a good job so we can keep the mortgage and the rent... that's a good thing that school can do for you. Int. 5, line 87.</p> <p>YP5: Maybe how they don't really care or they just teaching us just for the money and stuff like that. Int. 5, line 156.</p> <p>YP5: ...If you live in a big family it means that when you raise your family you know how to do it and like the risks that you're taking and... how you should umm... how you should spend your money wisely and how you should look after them... Int. 5, line 201.</p> <p>YP6: Like when you're growing up, yeah, and like if you don't really have...if you don't have no friends in Primary School and like you don't really have money no friends to help you. And if got your friends that good friends they'll help you in life like give you a</p>
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		<p>little bit of money after like few. like, give you money and after like few months or few weeks you pay them back. Int. 6, line 350.</p> <p>YP6: Like...if, if you're like, like if you're poor and you have no money you have nothing to eat and you just starve to death. Int. 6, line 376.</p> <p>YP9: Umm...if, because...maybe if you see someone that your Parents have known for a long time they're like...in their 20s maybe they're married and they've got...a house, a car and children. Then you know they've done well cos, cos they've got a house, they've got a car, they've got children and they're married and they're known amongst people. That's how you know that they've done well because...you can't...you need an education to get a job. And without a job you can't get money so if that person's got a house and a car then you know they've got money which means they've had a job, it means they've gone...to University and they've like passed well. Int. 9, line 280.</p> <p>YP9: Cos money...is basically what gets you places in life cos with money you, umm...like even with children of our age, people, they see money as...uhh, uhh a thing like if they get money they'll be happy that they've got money and especially people of our age they...umm...umm like they...they take money and they handle money as...an adult would like they sort out...how much they spend in a day and how much they're aiming to spend maybe the next day and stuff like that. Int. 9, line 294.</p>
<p><b>31. Respect is an important social goal</b></p> <p>Respect is maintained by young people presenting a certain identity to their peers by carefully regulating</p>	<ul style="list-style-type: none"> <li>• Different dimensions of respect: the inter-personal element which is an important part of building relationships and the status element, which permits young people to dictate to their peers.</li> <li>• Pride</li> </ul>	<p>YP1: They act... umm... like they bring in stuff and they umm... they just act different. They act umm... all cool and that to make more friends. Int. 1, line 197.</p> <p>YP2: ...moist means that you look like a idiot and stuff like that yeah... and then they'll come and bully you tha'as if you have a short tie, just like that, wha'll your not meant to be, all puffed up like that yeah, with no blazer and with drop down's trousers that come up to here and then you just walk in like that yeah, thinking you're like some bad guy or some sort of thing, and people won't touch you. But however, you can also be yourself and just get on with your life. Int 2, line 66.</p>

<p>their image. This is the goal for the chameleon but can also limit future self-expressions.</p>	<ul style="list-style-type: none"> <li>• Respect has instrumental value in that it facilitates the extortion of money and self-protection through intimidation.</li> <li>• Respect as a mediating variable?</li> <li>• Respect is a door opener to power but can require young people to put on a façade that can stay with them and disable other ways of acting or coping</li> <li>• Consequences for coping.</li> <li>• Linked with Chameleon (FC23), Bullying (FC57), Extortion (FC21), Trust (FC8), Ends (FC49), Grinding (FC52), Power and Control (FC32).</li> </ul>	<p>YP2: <i>Respect. Peoples will be scared of you – they won't dare to be rude to your or touch you. It's it's not a good thing but it's the only positive thing that you get (from gang involvement).</i> Int. 2, line 214.</p> <p>JU: <i>Why do you think it's so important to them that they behave in that way (grinding, fighting over ends, bullying)?</i></p> <p>YP2: <i>Just wana look big. So they get respect but we all know that we know you don't earn respect like that..</i></p> <p>JU: <i>Why is respect so important to them?</i></p> <p>YP2: <i>Umm... nobody take them for fools, so that they don't respect them.</i></p> <p>JU: <i>Yeah?</i></p> <p>YP2: <i>When they say give me money they give them money.</i> Int. 2, lines 262-267.</p> <p>YP2: <i>Umm... Cos they wanna they wanna kinda look big, cos someone asks them where they're from "Yeah, I'm from (removed) village, I'm for I'm for, yeah, yeah." They're like that cos they don't wanna look like, scuse my language, as they say, a pus... pussy hole. That means you're chicken, you're like scared. Yeah, cos, cos, (unclear).</i> Int. 2, line 279.</p> <p>YP3: <i>[Disrespecting is] not treating others as equally as themselves.</i> Int. 3, line 60.</p> <p>YP4: <i>I think [bullies] just value stuff like strength and, you know, they're power hungry. So, if you are to be, you know, weaker than them they would value strength or if someone was stronger than them they would totally avoid them so that they're still the strongest.</i></p> <p>JU: <i>Why do you think they value strength and power so much?</i></p> <p>YP4: <i>Because maybe they don't have that somewhere else so they want it there, to make up for it... or if they're being bullied at home by a family member maybe they want to bully to feel like they're above someone for once, not below... umm... it's hard to think of any other reason...</i> Int. 4, lines 236-238.</p>
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		<p>YP6: Umm. Like, your Mum treats you umm. Some...my Mum like, say respects elders, respect your elders. Respects your youngers as well. Int. 6, line 16.</p> <p>YP6: Umm, like...you earn respect umm like it...if your Mum, like if your Mum treats you yeah. Like from, from about one years old and after your Mum will say let me teach you respect and after you go somewhere after they say please, thank you. Int. 6, line 30.</p> <p>YP6: And after they want respect. Like hey, hey, like "hey he's umm cool, he's strong, like he's strong, he's big." Int. 6, line 142.</p> <p>JU: Hmm, why might someone join a gang?</p> <p>YP6: Cos, umm maybe they want to...be like tough. Int. 6, lines 307-308.</p> <p>YP6: Respect umm, it means a lot because my Mum says that, if you don't have respect yeah, umm I won't. My Mum said that if you don't have respect... (you don't have anything). Int. 6, line 22.</p> <p>YP8: Umm because...they think that they're good doing cool stuff like throwing stuff at other people. That's why they want to do it as well. So, and if they keep on doing it that's what leads them to go to gangs and stuff...and knifing people. Int. 8, line 42.</p> <p>YP8: Cos if you...respect someone the way you want to be respected then that's why it's good to respect. Int. 8, line 179.</p> <p>YP8: Cos if you treat them bad they'll treat you back bad but you want them to treat you good so you'll treat them good. Int. 8, line 189.</p> <p>YP8: Cos if you like be cool, you're gonna get ratings and people... Int. 8, line 542.</p> <p>YP8: Umm because they wanna like...be in that place where they want to be cool and like...go around and rule people, rule the little bad circle. Int. 8, line 552.</p>
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		<p>JU: Why do you think being known as the biggest and the strongest is important for them?</p> <p>YP9: Cos they, they already know that people fear them, if like, if someone see them on the street then they know that person...probably walked faster or maybe turn round or cross the road cos they know that, that person fears them. Int. 9, lines 319-320.</p>
<p><b>32. The extended family has an important role.</b></p> <p>Individuals outside of the immediate family unit can have a powerful influence on child development, both in learning and development, role-modelling and in providing protective relationships.</p>	<ul style="list-style-type: none"> <li>• Support can also come from other sources if the family is unavailable.</li> <li>• A source of safety</li> <li>• Linked with Belonging (P), Gangs (FC5), Social Coping (FC38).</li> </ul>	<p>YP5: If they have a baby sitter, they kind of... some babysitters are kind of a second mum. Like, they look after you while the mum's away. Whilst all the of have a chance to talk of other people and sometimes when you go to babysitter's. Some of the babysitters don't come to your house. Like, you go to a certain house where the baby sitter is and they have other children, so you're also meeting other children around there. Int. 5, line 207.</p> <p>YP5: One that I think a lot of people have faced is losing a family member. I lost my aunty about two years ago who I was very close with. And it was hard for me to cope with that and by me talking to my parents, my family and my friends, they helped me, they helped me from the situation. Int. 5, line 332.</p> <p>YP1: If you have like a bad environment and like... a bad environment and the people, like your neighbours, are bad to you they'll treat you, well err... um. Yeah, you probably gonna become bad yourself. Int. 1, line 67.</p> <p>YP5: Friends, neighbours, family friends, umm.. and like youth group... umm... like... youth group... like the... you know like the youth group, like the staff and the person that helps students? Friends, neighbours, family friends, youth workers are. Int. 5, line 166.</p> <p>JU: What's the role that your neighbours play?</p> <p>YP5: Neighbours, neighbours are very good, cos... like, say you need something, like say a lawnmower and say yours is broken they can let you borrow theirs and cos you live so close it's easy to... and this like... it's a good way of getting friends and... well a lot of they can have like a barbeque and your neighbours can all come round and</p>

		<p>they can talk and it's very good. Int. 5, lines 168-169.</p> <p>YP5: Ummm... you don't, your neighbours, you don't really need... you need neighbours but if they don't really help you, you can still live and still go on and neighbours are good to have but if you don't have them it's alright. Int. 5, line 174.</p> <p>YP6: She was my Auntie and after she comes to my house and help me do some Maths. Int. 6, line 90.</p> <p>YP6: And later on I go to my Auntie and I've done my homework enough that she comes in and check it and after she says it's wrong....But it's kind of...very hard for her cos she has to walk to my house everyday. Int. 6, line 120.</p> <p>JU: Ok, have you experienced any, any racism yourself?</p> <p>YP6: Umm, no... But my, my Grandad...Cos his very older and after he got abused. Int. 6, lines 247-249.</p>
<p><b>33. Power and control</b></p> <p>Lack of control over victimisation. This can lead to a sense of powerlessness. Use of strategies to ameliorate rigid hierarchy created ... this sensation.</p>	<ul style="list-style-type: none"> <li>• Linked with Avoidance (FC12), Unfair Treatment (FC25), Escalation of Events (FC43), Chameleon (FC23), Fear (FC14), Freedom (FCX), Stereotyping (FC2), Respect (FC31), Peer Pressure (FC59), Autonomy vs. Agency (P), Listening (FC10), Unfair Treatment (FC25).</li> </ul>	<p>YP1: Not really, cos like, if you're just walking around here minding your own business and someone comes up to you and threatens you then you probably have no choice and you automatically get scared and say like whatever.</p> <p>JU: Whatever?</p> <p>YP1: No, say like, if they say umm... carry something for you, like a knife, they will always say yes cos they don't want to get hurt in any way. Int. 1, lines 138-140.</p> <p>YP5: They (parents), they're upset because they don't like me being home late and, like, it just sometimes gets them worried about, anything could happen in our area...Like, people like, say police come and then the people are running at ... if they come to our area that may mean, like, some police may tell you to come out of your house cos they may mean that some people are hiding in your house, and that's upsetting for people. Int. 5, lines 210-211.</p>

		<p>YP5: I think... I think that affects peoples' view of young people, like giving them a bad view, cos they might think that every group of boys and girls has a gun and their gonna hurt them. So I think that's very sad and er that... soon people will hardly ever come outside if they see a young group of people. Int. 4, line 406.</p> <p>YP1: Like, they could get in trouble with the police and cos you're there they could bring you into it. And, yeah... Int. 1, line 104.</p> <p>YP2: Respect. Peoples will be scared of you – they won't dare to be rude to your or touch you. It's it's not a good thing but it's the only positive thing that you get. Int. 2, line 214.</p> <p>YP3: No, cos there's a lot of peer pressure in the classroom. Int. 3, line 28.</p> <p>YP3: Like people who are talking about things what happen like after school or on the TV and then you're like kinda forced to go and talk about it yourself. Int. 3, line 32.</p> <p>YP4: Umm... I think it's not only injuring them I think it's also... like, it's almost like taking away their right to be somewhere. If, if you get bullied for going somewhere, like if you go to the library... Int. 4, line 103.</p> <p>JU: Ok, going back to that student. How do you think they interpreted the teacher asking them about their views?</p> <p>YP4: I think they felt... free to answer the question and talk to the teacher. Umm... and also they didn't feel like. I don't know, it's hard to explain. Int. 4, lines 85-86.</p> <p>YP4: I think someone just thought that they're bigger than someone else and stronger than them and just took it upon themselves to hurt them physically or mentally. Int. 4, line 115.</p> <p>YP4: I think they just value stuff like strength and, you know, they're power hungry. So, if you are to be, you know, weaker than them they would value strength or if someone</p>
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		<p>was stronger than them they would totally avoid them so that they're still the strongest.</p> <p>JU: Why do you think they value strength and power so much?</p> <p>YP4: Because maybe they don't have that somewhere else so they want it there, to make up for it... or if they're being bullied at home by a family member maybe they want to bully to feel like they're above someone for once, not below... umm... it's hard to think of any other reason... Int. 4, lines 236-238.</p> <p>YP4: You know the councils, I'd make them have junior sections as well... Int. 4, line 248.</p> <p>JU: How do you think having a say over things helps you?</p> <p>YP4: Well, it makes you feel more free.</p> <p>JU: Ok... what do you mean, the word free?</p> <p>YP4: You know, if you were to be locked in somewhere, if you were given more space that's what it would feel like really. Umm... it's also like, if you don't have a say at home it's also like having a cap over what you can do in that particular section of your life. Like, if you spend a lot of time at home but you don't have a lot of say over what goes on at your house then it might make you feel like you have to go somewhere else more public or where you have more of a say. Like, for instance, in a club that you've created or someone has created and you've been very important. Those sorts of things.</p> <p>JU: Is there a word to describe people who aren't free?</p> <p>YP4: Deprived. Yeah, I see that as a good word to describe it. Umm...</p> <p>YP4: I'd like to see you given a choice of subjects lower in the year, where you get given the choice. Int. 4, line 264.</p> <p>YP5: I think... I think that affects people's view of young people, like giving them a bad view, cos they might think that every group of boys and girls has a gun and they're gonna hurt them. So I think that's very sad and err that... soon people will hardly ever come outside if they see a young group of people. Int. 5, line 406.</p>
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		<p>YP8: Cos we live a peaceful world like other people's coming to spoil it like destroying our community...like, the riots. Int. 8, line 59.</p> <p>YP8:Umm because they wanna like...be in that place where they want to be cool and like...go around and rule people, rule the little bad circle. Int. 8, line 552.</p> <p>YP8: I'll go tell the Teacher...cos I haven't done nothing and he'll blackmail with me for no reason. Int. 8, line 229.</p> <p>YP8: I think he was just walking right and then something happened, like they asked him a question like "Give me your money" and he would be like no and they just stabbed him. Int. 8, line 420.</p> <p>YP8: So just in case they can scare little people like so if they were to ask for their money they'll just say yeah okay take it cos they know that they're bad and if you dont give it to them, they'll do something bad to you. Int. 8, line 568.</p> <p>JU: What might they feel sorry for themselves about?</p> <p>YP8: Being bad and...not getting good grades and stuff. Int. 8, lines 280-281.</p> <p>YP9: Umm...it's basically like. I don't know, a movie that you watch - You have a good guy and a bad guy, with the bad guy he's known as an evil person...very strong, doesn't like...he always tends to have minions and stuff...like henchmen and that's what...uhh, gang leaders can do, they can get almost anyone, can force anyone in a gang. Int. 9, line 326.</p> <p>YP9: So they could easily just go up to someone and tell them "To, to be in a gang" and if the person refuses, they could use force. Int. 9, line 336.</p> <p>YP9: Umm...basically you have to act like someone that's popular, act like you're...umm...a boss or yeah God or something. Yeah. You have to act act like</p>
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		<p>you're...top in everything...it's hard to gain popularity. Int. 9, line 184.</p> <p>YP9: They would be walking around and usually have like...crowds of people, not crowd But say about 3 to 4 people just walking around with them and they have like nice phones, nice bags...nice shoes and stuff like that. Int. 9, line 196.</p>
<p><b>34. Externalising responsibility</b></p> <p>Externalizing of responsibility for the regulation of behaviour.</p>	<ul style="list-style-type: none"> <li>• Perception that school staff are responsible for managing the behaviour of their students. Lack of internalisation of control.</li> <li>• This may be a self-protective cognitive strategy</li> <li>• When responsibility is not directed internally there is no need to change.</li> <li>• The likelihood of attributing responsibility internally rests on the likelihood of children feeling able to facilitate change (i.e. agency).</li> </ul>	<p>YP2: Ummm... schools aren't that really that good. Like, other people, while they just teaching, a lot of people be throwing cakes and paper and all this other stuff but he just sat there, just listened to his teacher and got on with his work. Int. 2, line 137.</p> <p>YP2: From certain mistakes that life has thrown at them.</p> <p>JU: What kind of mistakes do you think they might have encountered?</p> <p>YP2: Umm... like. Mistakes... for example, their mothers done to them, friends, brothers and society basically. Int. 2, lines 164-166. Int. 2, lines 164-166.</p> <p>JU: How do you think parents would view that?</p> <p>YP2: They won't they will just... I don't know what they'd do. Umm... they make people move school - if this school is getting like too out of hand make me move school. Find a better school that's... you know, cos there's no school that's perfect. Find a school that's is good. But not a lot of naughty stuff. Int. 2, lines 199-200.</p> <p>YP2: They... they take advantage of you... alright, cos you're like, it's like... it's like having a supply teacher. It's like having a supply teacher in your school and cos they're not your normal teacher you think you can mess about. And take advantage of the teacher. And think the teacher's not alright. Sorry. Think the teacher's not wise, they think the teacher's not got like the rules. Yeah. Int. 2, line 332.</p>
<p><b>35. Reputation Limits Options</b></p> <p>A reputation can shape</p>	<ul style="list-style-type: none"> <li>• Good vs. bad reputation. Unpick more...</li> <li>• Linked with systemic</li> </ul>	<p>YP1: Say, if the police come to one of the neighbours then everyone will know about it and think that they are bad people. And that will give them a bad reputation. Int. 1, line 131.</p>

<p>your life experiences by narrowing your options or increase your chances of victimisation.</p>	<p>thinking (FCX), Self-Belief (FC40) and Unfair Treatment (FC25).</p> <ul style="list-style-type: none"> <li>• Unpick link with respect and safety</li> <li>• Cultivating a reputation – what are they sacrificing?</li> </ul>	<p>YP1: Yeah, cos if you've a bad reputation like you've thrown a stone umm... thrown a stone at someone's car, broke a window again on purpose then they'll think that you're bad and you'll just have a bad reputation and no- one will want to play with you. Int. 1, line 36.</p> <p>YP2: ...and then you just walk in like that yeah, thinking you're like some bad guy or some sort of thing, and people won't touch you. But however, you can also be yourself and just get on with your life. Int. 2, line 66.</p> <p>YP7: Like, umm...I found my friend's Oyster card in, I found, oh yeah now 9, a Year 10 Oyster card in my form, in my form room and I turned around and I picked it up and Sir thought I was talking and he told me to "Stay back for ten minutes." Int. 7, line 250.</p> <p>YP7: Oh cos I'm not cos I'm not good in class, yeah they always think that when I do something...that...I've done the wrong thing without listening to me and so I don't get a say most of the time. Int. 7, line 264.</p> <p>YP7: Umm, sometimes I argue back. Sometimes I just can't be bothered to argue back and I just sit there and...do my time. Int. 7, line 274.</p> <p>YP7: And they always act like I've done the wrong thing when they've done the wrong thing. Teachers, sometimes they're like...they...they umm like, if I've done something "Wo, wo" if I've done something good yeah...umm like say I've done something really good 'cos they have, we have an E1 system...they put it on the computer if you've been good sometimes so being only good sometimes and my names gonna go on E1 but when I've done something like so little that's like wrong, like talking over a teacher like once or twice then my name will go on thing like they only watch the wrong things that you do but never, like the good things. Int. 7, line 326.</p>
<p>36. Perceived</p>	<ul style="list-style-type: none"> <li>• Lesson accessibility is</li> </ul>	<p>YP1: Keep helping you, they don't let you down. And if you don't understand something</p>

<p><b>content and pedagogical knowledge is important in cognitively engaging students</b></p> <p>An expressed preference for:</p> <ul style="list-style-type: none"> <li>- Behaviour management</li> <li>- A relational approach</li> <li>- Fun</li> <li>- Movement</li> <li>- Differentiation</li> <li>- Opportunities for active learning and practical activities.</li> </ul> <p>i.e. teaching styles that engage and don't just lecture.</p>	<p><b>important</b></p> <ul style="list-style-type: none"> <li>• Balance with fun = providing other ways of learning</li> <li>• Linked with Trust (FC8), Relationships with Staff (FC58), Challenge (FC17), Listening (FC10), Working Alliance (P), culturally influenced learning styles (P), Mediation (P).</li> </ul>	<p>they will explain it to you well. Int. 1, line 31.</p> <p>YP5: A teacher that'll help pupils and listen to what they're saying. Umm... that... teach interesting things like... make lessons fun but you're still learning the same thing... yeah. Int. 5, line 150.</p> <p>YP1: Cos, if someone's talking when the teacher's talking then they.. umm... won't learn and the people around them won't learn. Int. 1, line 124.</p> <p>YP1: Sometimes they're like... they don't listen to you and they don't teach you properly. Int. 1, line 180.</p> <p>YP1: By... supporting you and being nice to you... making... trying to make the lesson fun</p> <p>JU: What would make a fun lesson?</p> <p>YP1: Pictures... and getting us to move about and all that... Int. 1, lines 265-267.</p> <p>YP2: Yeah, learning. Subjects, specially math... maths. My Dad told me it's not difficult, you've just got to think outside the box and logically. And I couldn't really get my head around it but now I'm like really good at it - I'm not brilliant but I'm good, I'm alright and I'm starting to get higher levels now. First I was like a two, in maths in year 6, in primary school, was actually bad. Umm... now I'm like 5C. Int. 2, line 394.</p> <p>YP2: My Dad motivated me. He motivated me to go the extra mile. Int. 2, line 396.</p> <p>YP2: Stop putting yourself in a booth, saying ooooh 1. <math>2+1 = 3</math> but think about it this way. You have two sweets. Think about it logically. Add one sweet to it, 1, 2, 3. Ok. Thinking outside the box. Int. 2, line 400.</p> <p>YP4: Well it would help you make loads of friends and if you are stuck on something you would have friends to help you. Int. 4 line 8.</p>
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		<p>YP4: Umm... start off slowly with them, not group them together cos that might make them think that they are lower than everyone else or... that they have to bully them. Int. 4, line 78.</p> <p>YP4: Yeah. Mixing chemicals. I like seeing what they can do. Like you can change a really dangerous acid into normal water. Well, not water but the same Ph as it but it's just really fascinating. Int. 4, line 154.</p> <p>YP7: Umm sometimes it gets annoying like I'm, I'm like not saying...umm Christian like we have to be bad all the time, I'm saying like sometimes, no one knows how to have fun sometimes like in class, yeah. Int. 7, line 170.</p> <p>YP7: Fun, sometimes umm...well in Music, we get now and then a keyboard. Int. 7, line 172.</p> <p>YP9: They'll keep pushing you and pushing you to do...to keep on going further cos they know that you can go further. Int. 9, line 748.</p> <p>JU: What do you think that says about what they believe?</p> <p>YP9: That, that children can...achieve. Int. 9, lines 751-752.</p> <p>JU: Good lessons that you enjoy?</p> <p>YP9: This P.E. and Drama they're practical lessons...so you do stuff in them...and with History the Teacher makes it fun, like, she makes it fun. Int. 9, lines 913-914.</p> <p>JU: Or lessons where you've got a Teacher who, who tries to make, make it quite engaging</p> <p>YP9: Yeah</p> <p>JU: OK...What about Maths, English and Geography, what have they got in common?</p> <p>YP9: Umm...they've all got, they've all got in common like all you do is just sit down</p> <p>JU: Yeah</p>
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		<p>YP9: Teacher, teaches they give you a text book and...paper and you just answer questions and stuff so lessons aren't really engaging. Int. 9, lines 917-922.</p>
<p><b>37. Parents support pupil's education</b></p> <p>Parents play an important role in keeping students engaged and working positively, as well as providing supervision.</p>	<ul style="list-style-type: none"> <li>• A sub-code of authority figures</li> <li>• Source of instrumental support</li> <li>• Supplements school education</li> <li>• Can shape negative expectations of victimisation</li> <li>• Fear</li> <li>• Linked with Social Coping (FC38), Accessibility of Authority Figures (FC27), Fear (FC14), Siege Mentality (FC51), Lack of Parental Supervision (FC29), Money and Resources (FCX).</li> </ul>	<p>YP1: They shouldn't be hitting you or being abusive to you.</p> <p>JU: What should they be doing instead?</p> <p>YP1: Showing you affection and just helping you in your school work – making you feel better. Int. 1, lines 35-37.</p> <p>YP2: Need... parents, support, money... umm... good friends... Int. 2, line 5.</p> <p>YP2: Umm... they buy stuff for me. For example, now, I've got a trip coming up – she went to Argos she spent fifty pound to buy me a sleeping bag – and just like supporting me in my every day life. Int. 2, line 20.</p> <p>YP2: But some kids get a bit like frustrated at home cos parents are like mostly not there for them. They... Parents have to go work in the evening, left in the house alone. Not really having much food to eat... but they come round can't really tell the teachers cos the teachers obviously can't do nothing really about it...hmmm... cos it's their life and their home and that's what they took the choice to make. Int. 2, line 54.</p> <p>JU: How do you think parents would view that?</p> <p>YP2: They won't they will just... I don't know what they'd do. Umm... they make people move school – if this school is getting like too out of hand make me move school. Find a better school that's... you know, cos there's no school that's perfect. Find a school that's is good. But not a lot of naughty stuff. Int. 2, lines 199-200.</p> <p>YP2: From a little kid. Umm.. from a little kid they'll be like they'll be from. I'm not being funny but little kid those be like playing with toy guns. Mums buying them toy guns – water gun's acceptable we'll have a bit of fun in a water fight with your friends...Umm parents leaving them in the flat alone, bring their friends over, getting drunk – having</p>

		<p>under age sex, excuse me to say... umm... yeah and then it starts from there and then they pick up the wrong friends builds up builds up and by the time you know it they've formed a gang. Int. 2, line 212.</p> <p>YP2: They come to this country basically to get a better life cos back at home in Africa there's not much stuff, facilities like, they have to like pay for education here you get it for free. So they bring their sons and kids here for more facilities so they will work like night, evening, day to provide for their kids... so their kids have a better life in England. Int. 2, line 233.</p> <p>YP2: The children they understand cos they know that their mums gotta go work come back with food and money to provide for them so the children actually don't mind cos they know that their mum has to work hard for them to provide for them and if their mum don't do that and they're troubling them then how are they gonna provide for themselves? Int. 2, line 241.</p> <p>YP2: It depends cos some people decide to like... some people decide cos they have everything already that they don't want to like get involved in that grinding stuff so they just... they're like I'm not getting involved cos my mum's got a good job - she works day comes back in the evenings she doesn't have to work through the all night. Yeah and... and I'm getting well fed and everything's all right so they don't need to grind cos everything's already there for them. So, but people whose parents struggle through every day life, they and their sons are kinda gangsterish if you know what I mean, they they grind for themselves, mostly for themselves little bit for their parents. Int. 2, line 242.</p> <p>YP2: So if your Dad is like a building constructor has to work in just building houses with your know (unclear) and your Dad's a doctor and your mum's a nurse your parent's the nurses and doctors are more likely to earn more salary then what the builder are working and then that affects their kids - it lowers their self-esteem cos they know that their Dad don't, or their Mum don't, have a good job so it looses self-esteem and it often motivates them to go and grind. Int. 2, line 251.</p>
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		<p><b>YP2:</b> <i>My Dad motivated me. He motivated me to go the extra mile. Int. 2, line 396.</i></p> <p><b>YP4:</b> <i>They might feel like they can't let me out of the house and that might even... stop my education as well if they're really that worried they might actually stop me from going to school sometimes that they are that worried that on my way to the bus stop, on the bus, on my way to school, that I won't be safe. Int. 4, line 97.</i></p> <p><b>YP4:</b> <i>Hmm... well, mum supports it because we've just been interested in the same things because it's been passed down in our genes. We've all been interested in the same things, apart from my mum's like working with horses all the time and I've just been interested in horses themselves – not riding on them. I've been interested in keeping them... safe and she's been interested in riding them and shovelling what they leave behind. Int. 4, line 156.</i></p> <p><b>YP4:</b> <i>My discipline... not not only does my mum enforce this but I also do it on myself. Int. 4, line 224.</i></p> <p><b>YP7:</b> <i>Hmm. My Mum sometimes after work brings me, like some...guess and like questions as, as in she, she brings me like a bit of homework from after work... She prints it out and she just brings me, gives me homework. Like umm, I think two days ago she got me something for umm percentages and quizzes about Australia and stuff, yeah. Int. 7, line 126.</i></p> <p><b>YP6:</b> <i>Umm like. If you got, if you got like Police. Umm, like Police or you got caught by the Police or if you got like if some people are like beating you up or... Int. 6, line 132.</i></p> <p><b>JU:</b> <i>Ok, whats going on in the area that she doesn't like?</i></p> <p><b>YP6:</b> <i>She doesn't want me to get killed. Int. 6, lines 261-262.</i></p> <p><b>YP6:</b> <i>Like my Mum says that...this place is not really good enough though we're going to</i></p>
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		<p>move. Int. 6, line 256.</p> <p>JU: Ok...why do you think she's worried that these things are going to happen?</p> <p>YP6: Umm...cos...cos lot there's are lot of killing here, prop...proper stealing. Is all the time. Int. 6, lines 265-266.</p> <p>YP9: Umm...if, because...maybe if you see someone that your Parents have known for a long time they're like...in their 20s maybe they're married and they've got...a house, a car and children. Then you know they've done well cos, cos they've got a house, they've got a car, they've got children and they're married and they're known amongst people. That's how you know that they've done well because...you can't...you need an education to get a job. And without a job you can't get money so if that person's got a house and a car then you know they've got money which means they've had a job, it means they've gone...to University and they've like passed well. Int. 9, line 280.</p> <p>YP9: Cos money...is basically what gets you places in life cos with money you, umm...like even with children of our age, people, they see money as...uhh, uhh a thing like if they get money they'll be happy that they've got money and especially people of our age they...umm...umm like they...they take money and they handle money as...an adult would like they sort out...how much they spend in a day and how much they're aiming to spend maybe the next day and stuff like that. Int. 9, line 294.</p> <p>JU: Yeah...Is that easy advice to follow in School?...What do you think they're worried might happen if you weren't to follow, weren't to do those things?</p> <p>YP10: Like...I get in to bad trouble or...like get killed or something. Int. 10, lines 309-310.</p>
<p>38. Friendship groups are important coping resources</p>	<ul style="list-style-type: none"> <li>• A subcategory of friendship and streetwise</li> <li>• Coping through access to human/soft systems.</li> <li>• Safety in numbers?</li> </ul>	<p>YP1: Ummm... If you get on the... If you get on the... bus by yourself you feel lonely but if you have a friend there you're comfortable and if something happens to you, then they can help you... Yeah. Int. 1, line 39.</p> <p>YP1: He's in year ten and he had umm... bad friends and he got rid of them and now</p>

<p>Friends play an important role in keeping you safe and providing support. However they can also lead to victimisation, making it important for students to have an alternative peer group to which they can move</p>	<ul style="list-style-type: none"> <li>• Instrumental nature of friendship</li> <li>• Linked with Friendship (FC39), Streetwise (FC22), Gang Talkers (FC5)</li> </ul>	<p>he's done better. Int. 1, line 276.</p> <p>YP7: <i>Well like say you're holding something really heavy like you've got a lot of things to hold some, some people could come, if you know them.</i> Int. 8, line 648.</p> <p>YP8: <i>Cos if you treat them bad they'll treat you back bad but you want them to treat you good so you'll treat them good.</i> Int. 8, line 189.</p> <p>YP8: <i>So, just in case like anyone touches that person he can go and call the other person to come and doing something to him.</i> Int. 8, line 310.</p> <p>YP8: <i>That if it's a bad person I'll be happy, I'll stay away from them. If like, if they're like going to do something bad to me I'll stay away from them but if it was a good friend and we broke off our friendship I'll be quite sad.</i> Int. 8, line 370.</p>
<p><b>39. Relationships have instrumental value</b></p> <p>Instrumental nature of the relationship – protective and supportive. Coping by changing peer groups (having an alternative group).</p>	<ul style="list-style-type: none"> <li>• Linked with Social Coping (FC38), Socialisation (FC71), Lack of Parental Supervision (FC29), Gang Talking (FC5), Trust (FC8), Peer Pressure (FC59), Chameleon (FC23), Inevitability (FC27), Behaviour in School (FC42).</li> </ul>	<p>JU: <i>What would be a useful skill to have to be able to do well around here?</i></p> <p>YP1: <i>Just to make good friends really.</i> Int. 1, lines 4–5.</p> <p>YP1: <i>Like, say if they're bad try to... try to make umm friends with them.</i> Int. 1, line 69.</p> <p>YP1: <i>Cos they, like, know you more than anyone, like, your parents, know you best or you know yourself the best that you know what upsets you, you know how to calm down yourself but they don't.</i> Int. 1, line 170.</p> <p>YP1: <i>Umm... they talk to you more calmer. Friends my age then they'll know what I'm talking about but if I have people who are like younger than me then umm umm, it umm, they won't know what I'm talking about – they won't understand.</i> Int. 1, line 172.</p> <p>YP1: <i>Cos umm if they've got low self-esteem and they won't believe in themselves so they have... they want to do it but they don't know how to make friends.</i> Int. 1, line 201.</p>

		<p>JU: What about emotional health?</p> <p>YP1: I think just trusting the friends that you have and the people in your life. Int. 1, lines 227-228.</p> <p>YP1: He's in year ten and he had umm... bad friends and he got rid of them and now he's done better. Int. 1, line 276.</p> <p>YP2: Emm... Just be yourself, don't follow the crowd... yeah... learn hard... erm... make friends, yeah, good friends. You are able to trust... erm.. yeah. Int. 2, line 60.</p> <p>YP2: Umm parents leaving them in the flat alone, bring their friends over, getting drunk – having under age sex, excuse me to say... umm... yeah and then it starts from there and then they pick up the wrong friends builds up builds up and by the time you know it they've formed a gang. Int. 2, line 212.</p> <p>YP4: If someone, was your friend and they were shy, you'd have to know not to just to rush into something just straight away, like meeting a new friend or something, cos they might not be up to it straight away and it might just scare them off. Int. 4, line 32.</p> <p>YP4: ...And he's just ignored them and taken all the encouragement from his friend like me, and other friends. And he's just, you know, focussed in lessons... Int. 4, line 230.</p> <p>YP9: The best thing to do is...to...just find friends that you can count on, that you can rely on. Int. 9, line 88.</p> <p>YP9: Not friends that will maybe act like your friends and... but their really not. Like a friend that would ask you too, maybe rob a shop and then...when you go in and rob some thing and you come out the shop, they won't be there, so it means that it'd be you getting in trouble and not them. Int. 9, line 90.</p> <p>YP9: Umm...if you are in the same class, then...you, maybe you see them acting good,</p>
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		<p>they don't talk too much, they don't misbehave, once they come in they just get on with their work. And also people that umm...attend study groups or...or who would want to come over to your house to study with you, that's how you can tell. Int. 9, line 96.</p>
<p><b>40. Self-Belief is an important target for mediation in school.</b></p> <p>A precursor or a manifestation of resilience? Reflects the need for self-efficacy. When people believe they can do something they.</p>	<ul style="list-style-type: none"> <li>• Interlinked with the development of self-esteem.</li> <li>• An important role for teachers is mediating the confidence that precipitates success. This is achieved through a scaffolding and the gradual withdrawal of support. The art for teachers is to mediate a strong sense of belief without fostering dependence.</li> <li>• Fostered through positive self-talk/internal dialogue.</li> <li>• Linked with Strong Minded (FC28), Challenge (FC17), Challenge (FC17) and Systemic Thinking (FC28) and Aspirations (FC16).</li> </ul>	<p>YP1: Like, say, they in secondary school now and they don't think they're not doing too well – they are going to have to believe in themselves doing well... Umm... Int. 1, line 114.</p> <p>YP1: Cos umm if they've got low self-esteem and they won't believe in themselves so they have... they want to do it but they don't know how to make friends. Int. 1, line 201.</p> <p>YP2: Just understand that, even though your parents can't obviously afford to pay for the school for you, you've just gotta have, you've got to be strong really. Int. 2, line 359.</p> <p>YP2: He'd just say listen, I've been there before. It's not a nice thing. It's not hard to leave... you just need to man-up and tell yourself I want to leave this gang stuff and I want better for my life. Int. 2, line 392.</p> <p>YP4: Cos if you think that you can't reach it then you won't reach it. But if you.... If you aspire towards something then you'll try your best to make your way there. Int. 4, lines 17-18.</p> <p>YP4: If it's a good thing then you should care but if it's something that you shouldn't care about then the best thing to do is ignore it because it might not just hurt your feelings but... you know if you felt like you could do something it might make you feel like you can't anymore. If you, you know, for instance, you thought you could enter a competition for the school, if someone said that you couldn't win you might not think you can and that would just make you think about it all the time while you're actually there, there.... I don't know what else there could be... Int. 4, line 64.</p>

		<p>YP4: Umm... if you believe you can't do something, as I said near the start, you probably won't do it. Int. 4, line 290.</p>
<p><b>41. Utilitarianism</b></p> <p>The moral advisability of an action is defined with reference to its consequences, not with reference to any intrinsic sense of morality.</p>	<ul style="list-style-type: none"> <li>• Need to pursue further....</li> <li>• Linked with Value System (FC66), Behaviour in School (FC42), Consequences can be ineffective (FC6)</li> </ul>	<p>JU: Why do you think they are so important?</p> <p>YP1: Because if you don't they could be excluded or even worse...</p> <p>JU: Oh...?</p> <p>YP1: Permanent exclusion. Int. 1, lines 50-53.</p>
<p><b>42. Low-level disruption disrupts education</b></p> <p>Low-level disruption in school involves a number of behaviours that can also disrupt the learning of students. Reference to Sub codes: Fighting, bullying, talking...</p>	<ul style="list-style-type: none"> <li>• The meaning the behaviour is assigned varied between different students.</li> <li>• Possibly implicates the lack of deferred gratification.</li> <li>• Linked with Respect (FC31), Extortion (FC21), Mindreading (FC4), Consequences can be ineffective (FC6), School as a Buffer Zone (FC24), Systemic Thinking (FC28), Power and Control (FC33), Reputation Limits Options (FC35),</li> </ul>	<p>YP1: Standing when the teacher was talking, talking when the teacher's talking. Umm... Umm... Be on their mobile phones. Int. 1, line 47.</p> <p>YP1: Cos, if someone's talking when the teacher's talking then they.. umm... won't learn and the people around them won't learn. Int. 1, line 124.</p> <p>YP5: (unclear) people have in the environment been a bad environment and how people like throw things across the class and chair teachers that ridicule what's happening and that they can't really learn cos everyone's got different ways of learning and if there if those times ain't there it's very hard for that person to learn. Int. 5, line 118.</p> <p>YP1: Ummm... play fight, swear and just be rude (in school). Int. 1, line 100.</p> <p>JU: What would be a bad thing to happen at school?</p> <p>YP1: A fight.... umm... argument with teacher. Int. 1, lines 143-144.</p> <p>YP4: Umm... start off slowly with them, not group them together cos that might make them think that they are lower than everyone else or... that they have to bully them.</p>

	<p>Utilitarianism (FC41), Regulation of Behaviour and Emotions (FC44), Making Choices (FC5), Showing Weakness can Lead to Victimisation (FC47), Bullying (FC57).</p>	<p>Int. 4, line 78.</p> <p>YP4: Umm.. bullying. That's probably the worst – bullying. Umm... err... I'd class it as bad if you are, you know, discarding your education and skipping classes. Umm... what else is there that... skipping classes. Yeah. Int. 4, line 101.</p> <p>YP4: Umm... I think it's not only injuring them I think it's also... like, it's almost like taking away their right to be somewhere. If, if you get bullied for going somewhere. like If you go to the library and sometimes people might bully you for being like a nerd. Int. 4, line 103.</p> <p>YP4: I think bullies might be bullies because they're being bullied, and so on and so... it could a... it cou... it's... not like you can been born a bully so basically I think someone just thought that they're bigger than someone else and stronger than them and just took it upon themselves to hurt them physically or mentally. Umm... basically. that... and then they started bullying someone and that person eventually couldn't take it any more and they started bullying someone who's weaker then them and so on and it keeps on going until someone's just left being bullied and they can't do anything about it because they aren't as strong physically or mentally as everyone else. Int. 4, line 115.</p> <p>YP4: Umm... one of my friends is slightly large and he's faced difficulties with being called, you know, words like fat and... other words. And he's just ignored them and taken all the encouragement from his friend like me, and other friends. And he's just, you know, focused in lessons even more people have been calling him names during lessons and they've been reprimanded by the teachers and he's just ignored them completely. Umm... Int. 4, line 230.</p> <p>YP4: No. I also got bullied cos of my glasses and because of the way I sit. Normally I sit, you know, with my legs crossed and because I'm of the male gender it's, you know, not seen as normal sometimes. Int. 4, line 232.</p>
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43. Events can rapidly escalate	<ul style="list-style-type: none"> <li>• Possibly a sub-code of power and control.</li> <li>• Linked with Power and Control (FC32), Systemic</li> </ul>	<p>YP1: It means that like... they just thought that... the neighbourhood just falls apart and, say if two of my neighbours have a fight, then the whole neighbourhood will know about it and start taking sides. Int. 1, line 128.</p>



<p>The sense that events can escalate out of control very quickly when the community become involved.</p>	<p>Thinking (FC 28), Inevitability of Outcomes (FC27) and Behaviour in School (FC42).</p>	<p>JU: What happens when it doesn't work?  YP1: Just gets more and more... ummm... like... it gets bigger and bigger and bigger... and then certain people start taking sides. Int. 1, lines 150-151.</p>
<p><b>44. Regulating of behaviour and emotions is a sign of strong-mindedness</b></p> <p>The ability to self-regulate and manage emotional and behavioural responses to antagonism. This is not just an intrinsic property of the child but an ecological aspect of the system he inhabits.</p>	<ul style="list-style-type: none"> <li>• Linked with Strong Minded (FC26), Behaviour in School (FC42), Consequences can be Ineffective (FC6), Bullying (FC57), Social Coping (FC38), Avoidance (FC12).</li> </ul>	<p>YP1: Just... they... try and calm down... take deep breaths and... walk away. Int. 1, line 147.</p> <p>YP1: Cos they, like, know you more than anyone, like, your parents, know you best or you know yourself the best that you know what upsets you, you know how to calm down yourself but they don't. Int. 1, line 170.</p> <p>JU: Is there anything you've come across yourself that works?  YP1: Punching a pillow or something soft. Int. 1, lines 207-208.</p> <p>YP3: Umm... bullying. Umm... people just wanting to pick a fight with each other for fun and then it gets serious.  JU: What are the best ways of staying out of them?  YP3: Umm... blocking it out.  JU: Sorry?  YP3: Blocking it out.  JU: Ahh, ok. How do you do that?  YP3: Umm.. Ignoring it. Int. 3, lines 114-120.</p> <p>YP3: Umm... Thinking twice before you do something. Int. 3, line 161.</p> <p>YP4: I say bring it on. Mmm... basically all I do and I just aspire to beat it. Yeah. If I play a game I never rage quit. That's just boring. Int. 4, line 162.</p> <p>JU: What about emotional health? What do you think that means to you?  YP4: Not over-reacting at stuff. Umm... Emotional health – probably like, yeah just not</p>

		<p>over-reacting at stuff really. Int. 4, lines 195-196.</p> <p>YP4: My discipline... not not only does my mum enforce this but I also do it on myself. If I was to fail in a test I'd deprive myself of something. Like, I haven't failed on a test but I got below what I wanted to get so I stopped myself from eating chocolate until the next test. It was difficult. Very difficult, I almost gave up... Int. 4, line 224.</p>
<p><b>45. Making choices (reaping what you sow)</b></p> <p>The perception that other students are in negative situations because they have made the wrong choices in life.</p>	<ul style="list-style-type: none"> <li>- Possibly a manifestation of the fundamental attribution bias. Suggests a level of mediation and control in the coping responses made by different students.</li> <li>- Linked with Isolation (FC46), the Fundamental Attribution Error (P).</li> </ul>	<p>YP2: Knowledge... just... just think clever smart... like, you know you know your way, the right choices to make. Int. 2, line 32.</p> <p>YP2: They don't need to do it, they choose to do it so they can get their money. Int. 2, line 245.</p> <p>YP2: the teachers obviously can't do nothing really about it...hmmm... cos it's their life and their home and that's what they took the choice to make. Int. 2, line 54.</p> <p>YP8: Umm....bad person...lazy and not...bothered. Int. 8, line 257.</p> <p>YP9: Well you'll probably see...they'll be one half of the class room...just messing around and talking and stuff. They'll be another class that the Teacher would be, they'll be another half that the Teacher would be actually teaching. Int. 9, line 582.</p> <p>YP9: That they are normal theyre just acting. Int. 9, line 652.</p>
<p><b>46. Isolation can limit coping</b></p> <p>Parental absences mean that children</p>	<ul style="list-style-type: none"> <li>• Students have a sense of isolation and removal from opportunity and are forced to rely on their own coping resources.</li> </ul>	<p>YP2: But some kids get a bit like frustrated at home cos parents are like mostly not there for them. They... Parents have to go work in the evening, left in the house alone. Not really having much food to eat... but they come round can't really tell the teachers cos the teachers obviously can't do nothing really about it...hmmm... cos it's their life and their home and that's what they took the choice to make. Int. 2, line 54.</p>

have to develop their independence.	<ul style="list-style-type: none"> <li>Isolation is the sense of lack of access to coping resources.</li> <li>Linked with Lack of Parental Supervision (FC29), Accessibility of Authority Figures (FC19), Social Coping (FC38), Mental Health (FC67).</li> </ul>	<p>YP9: Cos for young children it's, some of them found it hard to...tell their Parents about stuff like this what's going on in School...that's a form of being alone cos you can't tell your parents and you can't tell...like mentors in School about what's happening then you're on your own, because you know that, that friend that acted as your friend all those years is not going to be there for you anymore, so you've got no one to talk to. Int. 9, line 126.</p>
<p><b>47. Showing weakness leads to victimisation</b></p> <p>Showing weakness can lead others to take advantage of you through extortion.</p>	<ul style="list-style-type: none"> <li>This also applies to staff members.</li> <li>The corollary of this belief is that presenting a strong front is a valid means of achieving personal security.</li> <li>Link with Respect (FC31), Making Choices (FC45), Masculinity (FC70), Peer Pressure (FC59), Bullying (FC57), Fighting Over Ends (FC49), Behaviour in School (FC42), Power and Control (FC33), Chameleon (FC23), Safety (FC15), Fear (FC14), Streetwise (FC22).</li> </ul>	<p>JU: What happens if you don't have those things?</p> <p>YP2: People just take you as an idiot (if you don't have friends or respect)... and get bullied. Int. 2, lines 61-62.</p> <p>YP2: Umm... nobody take them for fools, so that they don't respect them. Int. 2, line 265.</p> <p>YP2: Umm... Cos they wanna they wanna kinda look big, cos someone asks them where they're from "Yeah, I'm from (removed) village, I'm for I'm for, yeah, yeah." They're like that cos they don't wanna look like, scuse my language, as they say, a pus... pussy hole. That means you're chicken, you're like scared. Yeah, cos, cos, (unclear). Int. 2, line 407.</p> <p>YP2: Thanks. Cos, if you cry you're gonna show certain people that you're weak. Yeah, that you're weak.</p> <p>JU: What happens if people see that you're weak?</p> <p>YP2: They... they take advantage of you... alright, cos you're like, it's like... it's like having a supply teacher. It's like having a supply teacher in your school and cos they're not your normal teacher you think you can mess about. And take advantage of the teacher. And think the teacher's not alright. Sorry. Think the teacher's not wise, they think the teacher's not got like the rules. Yeah. Int. 2, line 331-332.</p>

<p><b>46. Individualism vs. Communalism</b></p> <p>Young people can have two ways of looking at their place in the community: an individualistic or a communalistic orientation.</p>	<ul style="list-style-type: none"> <li>- Involvement in organisations</li> <li>- Linked with Value System (FC66), Siege Mentality (FC51), Social Coping (FC38), Mental Health (FC67), Isolation (FC46), Mercenary (FC20), Systemic Thinking (FC28)</li> </ul>	<p>JU: What do you think that says about them?</p> <p>YP2: They don't care about society, they don't care about other people. They have no heart ... Int. 2, lines 95-96.</p> <p>YP2: People, people leaving their kids cos of their behaviour, people not... people not participating through life, umm not helping others that need</p> <p>JU: Not participating through life -- can you tell me a bit about that?</p> <p>YP2: Yeah, like they don't wanta get involved. Don't wanta do anything. Just wanta just be dead just alone in their house. Don't wanta be speeked to. Kinda paranoid actually. Int. 2, lines 176-178.</p> <p>YP2: Yeah, basically they're lazy. They could just get a job but they just wanna... make a buck in their lives. Int. 2, line 247.</p> <p>YP5: Because, for giving, like, say you always wanted something and someone gives it to you it's a good thing to give it, to give something back and that's what my parents always taught me to do. Int. 5, line 19.</p> <p>YP5: Friends, neighbours, family friends, umm... and like youth group... umm... like... youth group... like the... you know like the youth group, like the staff and the person that helps students? Int. 5, line 166.</p> <p>JU: Ok. What does it mean to you when bad things happen in your community?</p> <p>YP5: You mean to me... like society's going down or people just don't care any more and err... Int. 5, lines 179-180.</p> <p>YP5: Well, it can affect community... like... people could... if they see it a lot, people other, there are two ways to do it... they could either join in in it or protest against it, or get very annoyed against it. It just depends on how you like. Int. 5, line 214.</p> <p>YP5: Being healthy to me means that I can do more things... umm... I can try new things, get better umm... give more to the community. Int. 5, line 263.</p>
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<p><b>49. Fighting over Ends</b> Represents the loss of freedom of movement and fear that young people may be victimised as a result of being in the wrong place at the wrong time.</p>	<ul style="list-style-type: none"> <li>- Linked with Respect (FC31), Bullying (FC57), Gang Talking (FC5), School as a Buffer Zone (FC24), Fear (FC14), Knife Crime (FC13), Power and Control (FC33), Showing Weakness Can Lead to Victimisation (FC47).</li> </ul>	<p>YP2: People that bully you cos you're a certain place. In this school, there's a place, there's not a place, there's a word that we use, what Ends you're from. And that mean, pretend I live Edmonton and you in live in where I live, in (name removed) village. Where I'm from, Edmonton, me and the gang or anything, I'm from Edmonton and I've gotta visit someone in (removed) village, the people who are having, you know, a fight with Edmonton think you're one of them cos you've just come from Edmonton but you're not even involved in that gang rubbish so, they, they kill you. But they do that inside school but they don't do the killing part, just "What end's you from, what end's you from." Int. 2, line 255.</p> <p>YP2: Umm... doesn't happen to me but it happens to certain people that I do know. Mostly after school.</p> <p>JU: Why do you think it's so important to them that they behave in that way?</p> <p>YP2: Just wana look big. So they get respect but we all know that we know you don't</p>

		<p>earn respect like that... Int. 2, lines 261-263.</p> <p>YP10: So like...I live in (name removed) like Ponders End, (name removed) but...I shouldn't really be going in to like...(name removed) Island Village. Whereas if I was in a gang but...and I shouldn't really go in to like (name removed) and stuff because I'm an (name removed), if I was in gang I would be in an (name removed) gang. Int. 10, line 336.</p> <p>YP10: Not, well...like maybe the postcode and stuff</p> <p>JU: Yeah?</p> <p>YP10: Cos like if I live in N17...you shouldn't really go in to N15 and...N20 and N20. Like the different postcodes. Int. 10, lines 364-366.</p>
<p><b>50. Retreating Into siege Mentality</b></p> <p>An attitudinal consequence of fear - creating an insularity and sense of isolation which places perceived limits on personal freedom and movement, both at the conceptual and everyday level.</p>	<ul style="list-style-type: none"> <li>• Represents the loss of movement and limitation of personal freedoms</li> <li>• Loss of hope</li> <li>• Linked with Fear (FC14), Safety (FC15), Crime (FC18) and freedom (FCX), Avoidance (FC12), Media (FC9), Social Coping (F38), Isolation (FC46), Individualism vs. Communalism (FC48), Mental Health (FC67), Freedom (FC61), Fighting Over Ends (FC49), Stereotyping (FC2), Parents (FC37).</li> </ul>	<p>YP2: People, people leaving their kids cos of their behaviour, people not... people not participating through life, umm not helping others that need. Int. 2, line 176.</p> <p>YP2: Watch the news and someone's been stabbed, look at their son and say ooooh someone's been stabbed, umm... for example in (name removed), (name removed) town, and your going to your friend's birthday at (name removed) town as well, "Oh your not going to (name removed) town now - someone's been stabbed." Umm.. its looking out for their kids. Int. 2, line 208.</p> <p>YP2: Oh, people often, say, like, some, there's someone who gonna play out, for being come around here, seven-five, six four, (unclear) around here, at night. They come back, they eat for a bit, revise, do their homework, then go out and play for a bit. Some don't let themselves do it cos they're scared of what certain people are gonna do to them. Cos they don't trust, like, they don't they don't trust certain people cos they know what's going around, they know about the stabbings in the news, they know about stuff like that so, if their son's wanna go they think twice about going to that place where they're going. Int. 2, line 285.</p>

	Extortion (FC21)	<p>JU: What makes them challenging to young people?</p> <p>YP3: When being afraid to go outside. Not wanting to bring things... expensive things like phones outside cos they might be stolen or... that's it. Like, going out at night... cos gangs might be hanging around the area. Int. 3, lines 92-93.</p> <p>YP5: All very violent and dangerous and makes you not want to be in that area around a certain time. And... I really try and avoid that places but... cos I know how it is cos (name removed) is sometimes very dangerous, so when I hear something on the news I have to try and get a different way home and it means it take me getting longer. And... it but I would rather it take me longer to get home then be in areas that's very dangerous. Int. 5, line 65.</p> <p>YP5: To my family it means that, like, that they don't like me joining in that, so they try and push me away from it and tell me to focus on my studies and my life and don't worry about what other people are doing. And that helps me a lot cos if I'm focussing about me and what I want to do it means I won't let other people stop me from doing it. Int. 5, line 230.</p> <p>YP5: There's a lot more that I know of... umm... living in a bad area or having the fear of going somewhere... the fear of going to school or the fear of maybe going to, like, a family member or if they are going to a friend's house and you're being forced to do something. Int. 5, line 346.</p>
<p><b>51. Grinding</b></p> <p>An in-vivo term used to describe the participation in illicit activities which are primarily focused on financial gain.</p>	<ul style="list-style-type: none"> <li>• Can this be reframed as entrepreneurship? A legitimate means of achieving a feeling of power and control?</li> <li>• Lack of deferred gratification, shaped by exposure to commercialism. This may be interpreted under the effects</li> </ul>	<p>JU: What kind of things do they do for the money?</p> <p>YP2: Sell drugs, sell knives, sell guns, sell bullets, stab people for people to get the money, hustle. Yeah, that's it. Int. 2, lines 183-184.</p> <p>YP2: Most of them who come in this country are often stabbed or joining gangs cos or like as they say in the slang way 'Grinding' – that means selling weed and all of of the stuff I like to keep to keep their family that money to give to their family and to keep and and a and also for us have money to buy them stuff cos like I'm not being like offensive or anything like cos British people give their sons money, a certain amount.</p>

	<p>of the media?</p> <ul style="list-style-type: none"> <li>• A meta level term that encompasses a variety of instrumental behaviours.</li> <li>• Linked with Mercenary (FC20), Extortion (FC21), Streetwise (FC22), Gang Talking (FC5), Consequences can be Ineffective (FC6), Knife Crime (FC13), Fear (FC14), Safety (FC13), Crime (FC18), Chameleon (FC23), Power and Control (FC33), Utilitarianism (FC41), Making Choices (FC45), Showing Weakness (FC47), Individualism vs Communalism (FC48), Fighting Over Ends (FC49), Siege Mentality (FC51), Value System (FC66), Masculinity (FC70), Aspirations (FC16).</li> </ul>	<p><i>African people they're strict – they don't do that. So, that gives them more frustrated and they say I want more I want more I want more so they need money so that they have to grind for their money. But yeah as I said, selling guns, weed and all of this stuff. Int. 2, line 222.</i></p> <p>JU: All ways to get money for their family... ?  YP2: And for them  JU: OK  YP2: Mostly for them, not really for their family. Yeah  JU: Mostly for themselves.  JU: Why do some people get drawn into that and some people don't ?  YP2: Cos some people their life is best, they have the facilities that they don't have to work hard cos it's already there for them. Yeah. Int. 2, lines 223-229.</p> <p>YP2: It depends cos some people decide to like... some people decide cos they have everything already that they don't want to like get involved in that grinding stuff so they just... they're like I'm not getting involved cos my mum's got a good job – she works day comes back in the evenings she doesn't have to work through the all night. Yeah and... and I'm getting well fed and everything's all right so they don't need to grind cos everything's already there for them. So, but people whose parents struggle through every day life, they and their sons are kinda gangsterish if you know what I mean, they they grind for themselves, mostly for themselves little bit for their parents.  JU: They need to do it?  YP2: They don't need to do it, they choose to do it so they can get their Money  JU: Ok, so by choosing to do it, that means there are other ways they could choose in order to earn their money?  YP2: Yeah, basically they're lazy. They could just get a job but they just wanna... make a buck in their lives. Int. 2, lines 243-247.</p>
52. Having a philosophy of	<ul style="list-style-type: none"> <li>• Subtheme of value system?</li> </ul>	<p>YP2: Umm... Some of them play a role to help other people. Some of them don't, they just care about themselves and succeeding but at the end of the day if you don't care</p>



<p><b>life that guides behaviour</b></p> <p>A subtheme of value system? – a motto or basic rule for guiding behaviour and decision making in the world around: a practical theory.</p>	<ul style="list-style-type: none"> <li>• Generally a sense of 'do unto others as...'</li> <li>• Linked with Value System (FCX).</li> </ul>	<p><i>about other people how are other people gonna care about you for you to succeed.</i>  <b>JU:</b> Ok.  <b>YP2:</b> <i>That's that. It's basically like Karma.</i> Int. 2, lines 168-170.</p> <p><b>YP2:</b> <i>My culture... mmm... Really have a good life, respect your parents... and yourself really.</i> Int. 2, line 408.</p> <p><b>YP4:</b> <i>Well, treat others how you would treat yourself.</i> Int. 4, line 6.</p> <p><b>YP6:</b> <i>Respect umm, it means a lot because my Mum says that, if you don't have respect yeah, umm I wont. My Mum said that if you don't have respect...and after you just waste your life.</i> Int. 6, line 22.</p> <p><b>YP8:</b> <i>Cos if you treat them bad they'll treat you back bad but you want them to treat you good so you'll treat them good.</i> Int. 8, line 189.</p>
<p><b>53. Having good health</b></p> <p>- A tri-part meta-construct that subsumes individual, group and community based definitions of health.</p>	<ul style="list-style-type: none"> <li>• A systemic or ecological property</li> <li>• Health or Hardiness?</li> <li>• Individual health can be broken down into physical and mental health</li> <li>• Group health is broken down to the separate groups that the student feels he is a member of. E.g. peer group, ethnic group, class group...</li> <li>• Community/ institutional health, including the meaningful institutions of which the student is a member or aware. E.g.</li> </ul>	<p><b>YP2:</b> <i>Yeah, like they don't wanta get involved. Dcn't wana do anything. Just wanta just be dead just alone in their house. Don't wanta be speaked to. Kinda paranoid actually.</i> Int. 2, line 178.</p> <p><b>YP2:</b> <i>Healthy is means a lot to my mum and me.</i> Int. 2, line 317.</p> <p><b>YP2:</b> <i>Eating healthy, taking care of your body. Umm... I'm not saying don't eat stuff like sweets, chips, fish, sweets. I only have them once in a while. The last time I ate sweets like was the last time you came to see me. Kind of a long time cos it's a once in a while thing.</i> Int. 2, line 321.</p> <p><b>YP2:</b> <i>Keeping very straight. For example, like, as my mum says, if you doing your homework in an untidy room, your homework's gonna be untidy. Cos everything's everywhere. You're... umm... that usually means you're writing's everywhere. And... this is how I think... then... you're doing your homework, you want it to be nice, neat and tidy, and and your brain's gonna be refreshed – sleep early, ready for the next</i></p>

	<p>police, school, church.</p> <p>• Linked with Systemic Thinking (FCX), Bronfenbrenner's Ecological Model (P).</p>	<p>day of school and what activities you have. Int. 2, line 324.</p> <p>YP2: Umm... I think... don't cry like... in any situation you have... umm... alright. Just keep strong. Mmm. I'm not saying don't cry -- everyone's gotta cry once in a while. Int. 2, line 326.</p> <p>JU: What ways do you know of to keep mentally healthy?</p> <p>YP2: Umm... Um... healthy... Um. Way to.. um. You're mind has to be stable, so you... sorry, they're difficult questions.</p> <p>JU: That's alright. Have a moment to think.</p> <p>YP2: Umm... keep your mind stable... Keep, like, don't be afraid. Just say stuff and pick up on and take it on board... Don't get like paranoid over certain little stuff. If like, say a member of your family died, like don't say you're gonna kill yourself cos somebody died. God gave them their time for a reason. God will obviously give more time or maybe they'll have less than your life.</p> <p>JU: What about emotionally? Is there anything that helps you stay emotionally healthy?</p> <p>YP2: Umm... yeah. Just... just like, prac... emotionally healthy? Umm... I'd say if a member of your family passed away yeah, don't, fair enough cry, yeah, but just get your sadness out. Don't cry to the point where your eyes are so so red and you've got a headache and can't sleep at night. Just, at least try and live your life as they would like you to if they were still on earth.</p> <p>JU: Umm... What about spiritually?</p> <p>YP2: Ways to keep spiritually healthy. Umm... Umm... Have faith that everyone's got Jesus in their life and be strong. Yeah. Have faith. Int. 2, lines 363-370.</p> <p>JU: What does being healthy mean to you and others in your family?</p> <p>YP3: Umm... eating right and exercising. Int. 3, lines 135-136.</p> <p>JU: What about spiritual health?</p> <p>YP3: Going to church more... Int. 3, lines 144-145.</p> <p>YP3: Not eating unhealthy foods and exercise regularly. Int. 3, line 151.</p>
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		<p>JU: Ok. Umm... Can you tell me a bit more about how going to church helps you stay healthy?</p> <p>YP3: Ummm... Helping me not being bad and... probably if you need help or anything... Int. 3, lines 158-159.</p> <p>JU: Ok. What does being healthy mean to you?</p> <p>YP4: Umm... staying fit and eating healthy foods and drinking healthy drinks. Int. 4, lines 189-190.</p> <p>YP4: Yeah, I just try to keep it to a minimum if it's something I really like I try to keep it to a minimum. Like if it's chocolate I try to replace it with something else. Like margarine and butter and stuff like that. Int. 4, line 192.</p> <p>YP5: They can teach us like, how to stay healthy in how we eat. They can tell us what food is good for us, like in, in the beginning of the year I used to do food tech for technology, which means like we cook stuff and before we learnt anything they taught us about the safety of the kitchen and what you should have as a balanced diet. I think that that could keep us healthy and the more they do to us will keep us spiritually, mentally and physically healthy. Int. 5, line 312.</p> <p>JU: Is there anything else that you do to keep physically healthy?</p> <p>YP5: Like training. keep on doing the same things that you do a lot, so you done running. keep trying to get a better time at what you do, or a better distance. In other sports like basketball, football and cricket, try and improve your throwing and kicking and try and get better... and the more you get better the more physical you might be cos you can do more. Int. 5, lines 419-420.</p>
54. Experiencing discrimination	<ul style="list-style-type: none"> <li>Discrimination for the purposes of this code may be viewed as the reduction of</li> </ul>	<p>YP2: Umm... yes. There are some that say this is like a black man's school cos it's full of black people. I don't see it that way - it's a normal school really. Int. 2, line 231.</p>

<p>The subjective awareness or personal experience of discrimination as a result of yp's membership of one of three groups</p> <ul style="list-style-type: none"> <li>• as a young person</li> <li>• as a Black British male</li> <li>• as a resident of a particular postcode</li> </ul>	<p>life chances/freedoms or increased likelihood of experiencing particularly negative events as the result of the young persons membership of a category over which he has little or no control.</p> <ul style="list-style-type: none"> <li>• Sense of discrimination as a young person exceeds that of as a black person.</li> <li>• A focus for intervention may be around breaking down stereotypes and how you can manipulate public images.</li> <li>• Linked with Stereotyping (FCX), Behavioural Control (FCX),</li> </ul>	<p>YP2: Society and education. People... people see you, like cos you're black you... most likely to kill somebody... knife somebody. Cos your white, no offence, your most likely to grow up, get a good job. That's what everyone says but it's mostly the blacks who are doing that cos... I'm not saying this country is a racist – it could be though, I could sometimes but it's not... um... yeah... pretty much but it depends what your parent's jobs jobs are. If your Dad is like a building constructor has to work in just building houses with your know (unclear) and your Dad's a doctor and your mum's a nurse your parent's the nurses and doctors are more likely to earn more salary than what the builder are working and then that effects their kids – it lowers their self-esteem cos they know that their Dad don't, or their Mum don't, have a good job so it looses self-esteem and it often motivates them to go and grind. Int. 2, line 251.</p> <p>YP2: Umm... err. People... people that bully you cos you're black. Int. 2, line 253.</p> <p>YP2: Yeah... it depends how you look. For example, if you look, if you look like, I'll say a slang word 'moist' like, like, you have jack-ups. like your trousers are all the way down here, your tie's all done properly like mine, but like, like but really really worse like tight like that and then your walking like with glasses looking all geeky and... they'd see that you're moist and moist means that you look like a idiot and stuff like that yeah... and then they'll come and bully you the'as if you have a short tie, just like that, wha'll your not meant to be, all puffed up like that yeah, with no blazer and with drop down's trousers that come up to here and ther you just walk in like that yeah, thinking your like some bad guy or some sort of thing, and people won't touch you. But however, you can also be yourself and just get on with your life. Int. 2, line 66.</p>
<p>55. The appraised meaning of immigration</p> <p>The constructed meaning of</p>	<ul style="list-style-type: none"> <li>• Linked with Aspirations (FCX), Values (FCX), Lack of parental Control (FCX),</li> </ul>	<p>YP2: They come to this country basically to get a better life cos back at home in Africa there's not much stuff, facilities like, they have to like pay for education here you get it for free. So they bring their sons and kids here for more facilities so they will work like night, evening, day to provide for their kids... so their kids have a better life in England. Int. 2, line 233.</p>

<p>immigration, especially those of the parents. Coming for a better life means the weight of parental aspirations and expectations are often transferred onto their children.</p>		<p>YP2: I'm not saying that my mum brought me in this country for a better life. She brought me to this country cos there was family here.          JU: When did you come over?          YP2: When I was two. Int. 2, line 237-238.</p>
<p><b>56. Experiencing bullying</b></p> <p>Being subject to physical or verbal aggression by peers. Also constructed as a type of peer pressure/ possible reproussion of breaking with deviant peer groups.</p>	<ul style="list-style-type: none"> <li>• Linked with Stereotyping (FCX), Discrimination (FCX), Extortion (FCX),</li> </ul>	<p>YP2: People just take you as an idiot... and get bullied. Int. 2, line 62.</p> <p>YP2: Yeah... it depends how you look. For example, if you look, if you look like, I'll say a slang word 'moist' like, like, you have jack-ups: like your trousers are all the way down here, your tie's all done properly like mine, but like, like but really really worse like tight like that and then your walking like with glasses looking all geeky and... they'd see that you're moist and moist means that you look like a idiot and stuff like that yeah... and then they'll come and bully you the as if you have a short tie, just like that, wha'll your not meant to be, all puffed up like that yeah, with no blazer and with drop down's trousers that come up to here and then you just walk in like that yeah, thinking your like some bad guy or some sort of thing, and people won't touch you. But however, you can also be yourself and just get on with your life. Int. 2, line 66.</p> <p>YP2: Teachers.. they don't... like... they don't know these things that happen. As far as they're concerned... they know stuff like bullying and behaviour but none of this about trousers they don't know words like moist they don't know these stuff... like... yeah. Int. 2, line 72.</p> <p>YP3: Like, if they're being bullied or someone is trying to force them to do something.          JU: If someone is trying to force them to do something they don't want to do. What kinds of things might that involve?          YP3: Like, giving them your money. Umm... or they done something to you and trying to</p>

		<p>force you not to tell a teacher.</p> <p>JU: Yeah? That sounds interesting, can you tell me a bit more about that?</p> <p>YP3: Like, if teacher walks out the classroom and then someone does something and then the teacher come back and notices and then... it's us in the class and saying to they give the whole class detention if you don't own up and then the person wants to tell the teacher but the person that done it doesn't want them to tell the teacher. Int. 3, lines 14-18.</p> <p>YP8: Umm...umm. The people like, bad people trouble him...trying to...bully him, blackmail him saying "You don't do this, I'll like say you've done something bad" Int. 8, line 221.</p> <p>YP8: But good people will be like your going to succeed, to succeed and stuff like that but he's not going to listen because his best friends are cool and then they do bad stuff with each other like their crew so if you fall out with each other what's the point because we're going to bully you as well so. Int. 8, line 295.</p>
<p><b>57. Relationships with staff and authority figures.</b></p> <p>The conduit for messages of value to be disseminated. The crucial component to determine whether students engage or disengage with their education.</p>	<ul style="list-style-type: none"> <li>• Need for a method to address this – relationship focused interventions.</li> <li>• Linked with Listening (FC5), Accessibility of Authority Figures (FC27), Unfair Treatment (FC25), Reputation limiting Options (FC35), Sense of Alliance (FC69), Lack of Faith in Adult Decision Making (FC65), Lesson Accessibility (FC36).</li> </ul>	<p>YP3: Some of them are strict and some of them are only strict when things go bad. Int. 3, line 110.</p> <p>JU: Yeah? Where do you think they might have got the message that they're useless from?</p> <p>YP3: By being ignored by everybody else. By being neglected by maybe teachers or parents. Things like that. Int. 3, lines 179-180.</p> <p>YP3: Like, some of the teachers are not listening or just shouting at the children without have hearing their side of the story.</p> <p>JU: Ok, so if I saw a teacher who was really listening, what would I see?</p> <p>YP3: Umm... a nice classroom...</p> <p>JU: What makes a nice classroom?</p> <p>YP3: It's not to loud and everybody's learning. Int. 3, lines 182-186.</p>

	Mentalisation (FCX),	<p>YP7: She's like a good Teacher but...she's a bit strict like Ms X is strict as well like she probably same yeah, but she like cracks jokes in class. Int. 7, line 208.</p> <p>YP6: After thinking you're bad they're not really nice and after if you listen to your teacher they'll think that you're like a nice person who gets on with his work. Int. 6, line 338.</p> <p>YP7: And they always act like I've done the wrong thing when they've done the wrong thing... Int. 7, line 328.</p> <p>YP6: After thinking you're bad they're not really nice and after if you listen to your teacher they'll think that they'll think that you're like a nice person who gets on with his work. Int. 6, line 338.</p> <p>YP8: Umm...them cruel teachers like. Int. 8, line 346.</p> <p>YP8: Like you don't do stuff and then they're always taking it like they always...get you...angry like there's stuff that you don't do that you get blamed for and the strictness. The shouting that they shout at you for. Int. 8, line 350.</p>
<p><b>58. Peer pressure is a constructed theory</b></p> <p>A post-hoc explanation of personal behaviour or pop-theory to explain the acitons of other. It contrasts with</p>	<ul style="list-style-type: none"> <li>Is endorsing peer pressure as a factor in shaping decision making permitting an excuse when acts are committed that contravene conventional morality?</li> <li>Peer pressure implies the suspension of morality and personal agency.</li> </ul>	<p>YP3: Umm... not to be afraid to go tell the teachers if something's wrong. Not to be pressured into doing something you don't want to do. Int. 3, line 12.</p> <p>YP3: No, cos there's a lot of peer pressure in the classroom</p> <p>JU: Sorry, did you say peer pressure?</p> <p>YP3: Yeah.</p> <p>JU: Can you tell me a bit more about that?</p> <p>YP3: Like people who are talking about things what happen like after school or on the TV and then your's like kinda forced to go and talk about it yourself.</p> <p>JU: This makes it harder to concentrate on what the teacher's saying.</p>

<p>the agency and control implied by the chameleon coping strategy. Construtions of peer pressure are that it can play a positive or a negative role</p>	<p>However, the chameleon coping strategy implies more free will than this explanation allows.</p> <ul style="list-style-type: none"> <li>• Linked with Chameleon (FCX).</li> </ul>	<p>YP3: Yeah.          JU: How do you cope with that?          YP3: Me? Ow... Umm... I just don't listen... Int. 3, lines 28-32.</p> <p>JU: What might be preventing them?          YP3: Because they won't let you because they think that if you leave you might join another one and share the secrets that they told you with another gang.          JU: Ok. Ok. What do you think might help young people not get involved in that sort of thing in the first place?          YP3: Umm...          JU: Give them the strength to resist peer pressure?          YP3: Advice from parents, from teachers. Int. 3, lines 190-187.</p> <p>JU: What kind of things might lead a smart person to not do their best or fulfil their potential?          YP5: Peer pressure into doing stuff you shouldn't be doing or... just mmm not really bother or care.          JU: Ok. Urr... why do you think someone might give in to peer pressure?          YP5: Cos they don't want to be the odd one out or left out of other things and just maybe they don't wanna loose their friends. Int. 5, lines 123-126.</p> <p>YP5: Well, if your friends are very good they'll stand by your side no matter what and they wouldn't just leave you and they wouldn't err push you into things that you don't want to do and that's good cos, like, it means like your comfortable around them and everythink and you can tell them stuff and they can tell you stuff, and that's a good friendship, and that will grow into something better.          JU: Ok. You mentioned a good friendship group wouldn't push you into doing something you didn't want to do. Is that peer pressure or...?          YP5: That's pretty much it cos peer pressure's like... putting yourself you don't want to do from your friends but if your friends don't do that to you then you won't get peer pressure.          JU: Yeah. What kind of things at school might a young person who came here</p>
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		<p>experience peer pressure to do?</p> <p>YP5: Well, a common is like people who are smoke. Like, young people who smoke, most of them don't even like it, they just do it to fit in with the hard people who are doing it. And when they're choking they're thinking why are they doing this? Int. 5, lines 128-132.</p> <p>YP5: P... people people have a strong mind and say no no matter what someone does and they don't give in to temptation and people who... who have set their mind on doing something and won't let anyone stop them from doing it. Int. 5, line 140.</p> <p>YP5: I think it's the fear of being left out of things, or not knowing what's happening or just... maybe... maybe they want to be friends with someone but they have to do something specific to be friends with them. Int. 5, line 354.</p> <p>YP8: They are the ones that follow the bad people. Int. 8, line 40.</p> <p>YP8: Umm because...they think that they're good doing cool stuff like throwing stuff at other people. That's why they want to do it as well. So, and if they keep on doing it that's what leads them to go to gangs and stuff...and knifing people. Int. 8, line 42.</p> <p>YP8: Make good friends and then if you like sticking with them. Int. 8, line 81.</p> <p>YP8: They'll like...help you as well like you'll just follow them instead of following the bad people. Int. 8, line 85.</p> <p>YP8: It's the other people that's bringing other people to be, it's the bad people that's bringing the other people to be bad people. Int. 8, line 376.</p> <p>YP8: Umm...yeah cos you can like go to bad people and talk to them and say "Why don't you just be...a good person" and then like tell them what will happen when your a good person. You shift them over to the good side</p> <p>JU: Do they, do they listen?</p>
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		<p>YP8: Sometimes, if you like...if you like umm if you keep on talking to them and they'll feel sorry for themselves then, it might happen. Int. 8, lines 265-267.</p> <p>YP8: Umm like their fr... he might go and tell his friends that this and that he told me to go to the good side his friends would be like "No man don't do that just stay with us" Int. 8, line 285.</p> <p>YP8: Cos he's not really talking to the good people but his like best friends with the bad people, they might give him more. Int. 8, line 291.</p> <p>YP8: But good people will be like you're going to succeed, to succeed and stuff like that but he's not going to listen because his best friends are cool and then they do bad stuff with each other like their crew so if you fall out with each other what's the point because we're going to bully you as well so. Int. 8, line 295.</p> <p>YP8: What's the point in going to them (changing peer groups) if you go to them we're going to bully you. Int. 8, line 301.</p> <p>YP8: Cos he's not really talking to the good people but his like best friends with the bad people, they might give him more. Int. 8, line 291.</p> <p>YP8: Umm I dont really know much but...there was some guy...who was, he was bad and then one of his friends, he was a good friend, and then he was "Like why are you doing this stuff" and he was like, "Umm but its cool being a bad person"...and then he was like but you're not going to succeed or I mean you're not going to get, nowhere in life, your just going to be bad and go Prison...and he was like "(Kissed teeth) But still man its still good" and then he was like "So you dont want to be rich, you dont want to have a good job, you don't want to have a Wife, you don't want to have a big house" and he was like "But I do" and then he's like "If you do then you need to learn hard and study not do stuff and going and robbing people" and he was like "I'll think about it" and then that's all I heard. Int. 8, line 538.</p>
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		<p><b>YP9:</b> Umm...it (gangs) affects you quite a lot because you, sometimes you have friends that keep boasting about how they know gangs and gang members and then they ask you if you know any gang members and you say "No", they'll start to maybe...make jest of you just because you don't know any gang members. That's how it affects you in the community, inside and outside School. Int. 9, line 48.</p> <p><b>YP9:</b> Umm...maybe friends who act bad in School and stuff so they'll keep telling you that..."Ahh my Dad take me to McDonaks after School, my Dad lets me play on...my PS3 whenever I want". But then they could be lying to you and secretly they could be go home and studying. And when it comes to that big day...and it's you that doesn't get the good results and they do, they've basically tricked you and betrayed you. Int. 9, line 114.</p> <p><b>YP9:</b> Umm...well...I've seen this, people think it's good to be popular because they like get in trouble and stuff. They think that getting in trouble is, is how to be, is how to get popular...and like, to buy all the nice clothes and to stay up late...to go places without your parents' permission and to get rude to teachers. They think that's how your problems going to, to umm, just stand out amongst everyone else. Int. 9, line 146.</p>
<p><b>59. Responding to mistakes positively</b></p> <p>Accepting making mistakes as a non-threatening part of self-improvement and necessary part of learning and self-improvement.</p>	<ul style="list-style-type: none"> <li>• A subtheme of Hardiness</li> <li>• Linked with Hardiness (FCX), Challenge (FCX).</li> </ul>	<p><b>YP4:</b> Basically you just get really annoyed at the (Computer) game and you throw your controller away and just leave the game or something. Or some people are just really stupid and like break it. That's not smart cos, as soon as you break it you'll want it back anyway. Int. 4, line 164.</p> <p><b>YP4:</b> ...And if she's pointed out a mistake – not told me where it is I'll look around for it and correct it and I'll keep on doing that until it's finished and do what I want to do. Int. 4, line 222.</p> <p><b>YP4:</b> ... So, I just... you know tried to enforce the things on myself so that I learned not to make a mistake more... Int. 4, line 224.</p>

		<p>YP4: Umm... I don't like making mistakes and... if I was typing something on the computer I wou... I wou... I would check it just before I enter, if it was like on a messaging site to my friends. I always do it, it's like instinct, it still doesn't take that long because I can speed read and stuff like that... Int. 4, line 225.</p> <p>JU: Why is it so important to you to avoid making mistakes?</p> <p>YP4: So that certain people don't misinterpret. Int. 4, lines 227-228.</p>
<p><b>60. Protecting freedom</b></p> <p>Sense of liberty and belief that it is possible to achieve. A number of students remarked that being given a say over their affairs. Also involves movement – at it's most basic level the freedom to walk the streets without fear of victimisation.</p>	<ul style="list-style-type: none"> <li>• A core construct - Free vs. deprived</li> <li>• Diametrically opposed to the sense of sieve mentality.</li> <li>• An effect of fear – the removal of freedom to be in certain places.</li> <li>• A moral and basic right.</li> </ul>	<p>JU: How do you think having a say over things helps you?</p> <p>YP4: Well, it makes you feel more free.</p> <p>JU: OK... what do you mean, the word free?</p> <p>YP4: You know, if you were to be locked in somewhere, if you were given more space that's what it would feel like really. Umm... it's also like, if you don't have a say at home it's also like having a cap over what you can do in that particular section of your life. Like, if you spend a lot of time at home but you don't have a lot of say over what goes on at your house then it might make you feel like you have to go somewhere else more public or where you have more of a say. Like, for instance, in a club that you've created or someone has created and you've been very important. Those sorts of things.</p> <p>JU: Is there a word to describe people who aren't free?</p> <p>YP4: Deprived. Yeah, I see that as a good word to describe it. Umm...</p> <p>JU: What kind of things make a person deprived?</p> <p>YP4: Maybe like, if you were going to do something. If you won a medal and someone took it off you then you would be deprived of your prize or if you were going to say something to someone, for instance confessing a crush, and someone else just went on and did it themselves, you feel, you know, deprived of your say, cos if someone says it and then another person says it it'll feel like your taking the mick of maybe like... yeah, just taking the mick in some form.</p> <p>JU: It sounds like something about having opportunities taken away.</p> <p>YP4: Yeah. That's it. That's exactly it.. Int. 4, lines 253-262.</p>

		<p>YP6: To say like "Come and be here" and my Dad will come and be here. Just call my Dad and say that, um, "My Dad, um, I think that someones gonna beat me up. Can you pick me up after school? Me and my Cousin" And after my Dad will come and pick me up. Int. 6, line 152.</p> <p>YP6: Its kind of like sad cos one, I can't go to the park cos I like going to the park and two, it's not really nice to get...killed and after...waste a life. Int. 6, line 210.</p> <p>YP10: Doesn't really help because if...there's a fight or like you're supposed to not like go in to certain areas...like if you live in (name removed) you shouldn't really go in to (name removed) and...like if you're an (name removed) guy, you shouldn't really go in to (name removed) and if you could like be going to shops and stuff in different areas but because you're in that certain gang you're not meant to be going to them areas. Int. 10, lin 332.</p> <p>YP10: It's not really fair because you could be...you could be like trying to get a job or something and you can't because you're not allowed in to certain areas. Int. 10, line 340.</p> <p>YP10: Like go out in October and play like...there might, really...there might be a gang that like takes over the park and maybe quite intimidating. Int. 10, line 528.</p>
<p><b>61. Engage and focused cognition and reflective capacity</b></p> <p>Dependent on the ability to maintain focused and</p>	<ul style="list-style-type: none"> <li>• Reflections on the process of learning</li> <li>• Awareness of the importance of learning on determining later life opportunities.</li> <li>• Linked with</li> </ul>	<p>YP4: ... try your best. There we go, try your best. That would probably be a good thing to use. Int. 4, line 42.</p> <p>YP4: It involves you... if you had to do a question you would try with... just by focussing on the question and on tips left by the other person that created the question and read it properly. Int. 4, line 44.</p> <p>YP5: Well, when they see me not asking a teacher something they sometimes come to me and help me but other times I don't do that cos I try to find a way of coping it for</p>

<p>meaningful percpetion</p>		<p>myself. Int. 5, line 255.</p> <p>YP5: Like, I, I cos, I know it's different with learning cos in the past I would just learn from a book but now that I am older I ask questions a lot more, which helps me learn more things and I learn... I still learn from a book but I also learn stuff from my parents cos, I ask my parents some of the stuff which I don't understand and I ask the people that I know will know about them. Int. 5, line 245.</p> <p>YP4: Yeah, it'll make them feel less stressed or if they have pressure on them it might lift some of them. And it might help them focus in their lessons more knowing that their teacher might help them more. Umm... I don't know... Int. 4, line 88.</p> <p>JU: Ok. What makes it difficult to do well in school?</p> <p>YP4: For me? Nothing. But for some people, it just might be their attention span. I have the lowest attention span I've ever seen. Like, if I was doing something, if a bird flew past I would look at it and try to identify it or if something was in the air making a bit of noise I would instantly look upwards and try and see what it is. It's just my natural interest in wildlife and stuff like that and surroundings. Int. 4, lines 141-142.</p> <p>YP5: The subjects you learn can determine what you might do in life. Like, if you're very good at maths and science people say you you're most likely best working as an engineer or building somethink. But. Umm. And English is good for all, 's, everythink. Cos your gonna need to be able to talk to someone and how you should, like, a foreign language like German, French or Spanish. That means like if you wanna go abroad and work there you can talk to people. Int. 5, line 58.</p> <p>YP5: A teacher that'll help pupils and listen to what they're saying. Umm... that... teach interesting things like... make lessons fun but you're still learning the same thing ... yeah. Int. 5, line 150.</p> <p>YP5: What on, say a student has an interesting fact and they want to tell the rest of the class and the teacher doesn't really wanna listen to them they go on and just move on</p>
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		<p>but but that fact that the person's saying could have really helped the class and maybe even helped the teacher. Int. 5, line 152.</p> <p>YP5: Umm... challenging... if you don't understand the stuff in that you're learning that can be quite challenging, cos like I said yesterday people have different ways of learning. And... um... something else that can be challenging is confidence. Int. 5, line 242.</p> <p>YP5: Like, I, I cos, I know it's different with learning cos in the past I would just learn from a book but now that I am older I ask questions a lot more, which helps me learn more things and I learn... I still learn from a book but I also learn stuff from my parents cos, I ask my parents some of the stuff which I don't understand and I ask the people that I know will know about them. Int. 5, line 245.</p> <p>YP8: Yeah when I was...in year 7 the people that were taking their money I thought that was going to happen to me so, I stayed away and since they stop doing that I just started playing going where they were and then one time they must of came back and...they asked for my friend's money that's, what I told you before. Int. 8, line 572.</p>
<p><b>62. Self-efficacy shapes self-belief</b></p> <p>The subjective appraisal of matery in a particular domain of competence.</p>	<ul style="list-style-type: none"> <li>- Dependent on work being mediated within their zone of proximinal development</li> <li>- Linked with Self-Belief (the same thing?)</li> </ul>	<p>JU: Where do you think your confidence comes from? If you don't mind me asking.</p> <p>YP4: I think it comes from intelligence. I think they both support each other – my intelligence supports my confidence and my confidence supports my intelligence so that they can't like fall below each other. Int. 4, lines 110-111.</p> <p>YP4: If it's a good thing then you should care but it if it's something that you shouldn't care about then the best thing to do is ignore it because it might not just hurt your feelings but... you know if you felt like you could do something it might make you feel like you can't anymore. If you, you know, for instance, you thought you could enter a competition for the school, if someone said that you couldn't win you might not think you can and that would just make you think about it all the time while your actually there, there.... I don't know what else there could be ... Int. 4, line 64.</p>

		<p>YP4: Maybe if it was like a challenge that could injure me it might be a bit dangerous. Like... I saw someone doing back flips on the trampoline. I couldn't do them, I could only do stuff like seat drops and I just thought I'm gonna keep on trying. Even though it's a bit dangerous to try and jump and spin without falling off I thought yeah, I'm gonna give it a go. Int. 4, line 170.</p> <p>YP4: Umm... behave... in a, like, if, if, they were doing something and the teacher asked why aren't you doing it, they'd just be like, we can't do it. You know, and that would become their excuse all the time and if a teacher asked them to do something, they'd be like I can't do it. And it would just keep on going like that. Int. 4, line 288.</p> <p>YP4: Umm... if you believe you can't do something, as I said near the start, you probably won't do it. If you think that, you know, if you think that you can't jump onto something, like, if you're running up and doing something like hurdles in PE, if you're running up to the hurdle then you'll just stop and go around it. And that might get you in trouble even... I'm not sure. Like, some people, when you're drunk it makes you think you're invincible, therefore you think you're invincible therefore you think you could jump off a building and survive and stuff like that. Int. 4, line 290.</p> <p>YP4: It was mostly cos my friend moved into (name removed) and he was just making his way down to a school in Edmonton every day. At early times, and that helped me build up my confidence even though it wasn't me. And... I saw how responsible he was and I wanted to become as responsible as he was... and it worked. Int. 4, line 340.</p> <p>YP5: Talking to a lot of people, trying out new things... umm... another way is like, some people's confidence comes from like what they're scared of. Like say we're at a theme park, people aren't confident to go on a roller coaster because they're scared of heights but if they face their fears that can build their confidence. Int. 5, line 187.</p>
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<p><b>63. Disengaging (not caring) with education</b></p> <p>A constructed consequence of an unengaging curriculum or self-efficacy in academic tasks, lack of meaningful adult relationships. Mediated against by a sense of belonging that stems from being part of a group that provides a pro-educational stance/sense of value.</p>	<ul style="list-style-type: none"> <li>• Amelioration depends on access to a number of powerful influences pushing in the same direction – need for multiagency/disciplinary approaches</li> <li>• Linked with Power and Control (FC32), Trust (FC8), Listening (FC10), Bullying (FC57), Mercenary (FC20), Strong Minded (FC26), Chameleon (FC23), Peer Pressure (FC59), Accessibility of Authority Figures (FC50).</li> </ul>	<p><b>YP4:</b> Cos, if you don't enjoy school or you find something just uninteresting then you might see the need to just skip a school day or fake sickness. Umm.. those sorts of things. Int. 4, line 276.</p> <p><b>YP4:</b> You know to be... unimportant, sort of... to be unimportant and like you don't matter.</p> <p><b>JU:</b> What effect do you think that has on children, if they feel that way?</p> <p><b>YP4:</b> They'll feel like, no matter what they do it won't make any difference. Like, that could also affect bul... if they're being bu... bullied. If like, they'll think if I can't do anything anyway then I'm useless, or something like that and that's just not the way to go.</p> <p><b>JU:</b> How do you think that might lead them to behave?</p> <p><b>YP4:</b> Umm... behave... in a, like, if, if, they were doing something and the teacher asked why aren't you doing it, they'd just be like, we can't do it. You know, and that would become their excuse all the time and if a teacher asked them to do something, they'd be like I can't do it. And it would just keep on going like that. Int. 4, lines 284-288.</p> <p><b>YP5:</b> A lot of people in our school are like people who do a lot of sport and... um... people who are smart and people who are friendly. Int. 5, line 6.</p> <p><b>YP5:</b> Because he's just determined... I think brought up playing football and being a determined person so... he just ended up being like that. Int. 5, line 35.</p> <p><b>YP5:</b> Peer pressure into doing stuff you shouldn't be doing or... just mmm not really bother or care. Int. 5, line 124.</p> <p><b>JU:</b> What words would you use to describe people who do well in the school?</p> <p><b>YP5:</b> Committed... Int. 5, lines 176-177.</p> <p><b>YP5:</b> You mean to me... like society's going down or people just don't care any more and err...</p> <p><b>JU:</b> What tells you society is going down?</p>
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<p><b>64. Lack of faith in adult decision making</b></p> <p>The perception that important authority figures are out of touch with young people.</p>	<ul style="list-style-type: none"> <li>• Reduces the accessibility of young people</li> <li>• Sub-code of accessibility of authority figures?</li> <li>• Subcategory of Trust (FC8), Goal Agreement (P).</li> </ul>	<p>JU: OK, so junior positions in councils. What differences do you think that would make?</p> <p>YP4: There would be more opinions coming from the young people, not just the older people assuming that they are... are still young and can understand what the young people are always thinking about. Umm... there's basically it really.</p> <p>JU: Does that happen a lot – adults assuming they know what's best for young people?</p> <p>YP4: Yeah... and not giving the young people a say at all... Int. 4, lines 249-251.</p> <p>JU: Why do you think some, a young person...might find it hard to talk to parents or people in school. What do you think would be blocking that?</p> <p>YP9: Because they think that their parents would probably take it in the wrong way and think...that...umm, their parents would be really angry about it but as people say you don't know what the future's got to hold.' Int. 9, lines 135-136.</p>
<p><b>65. Personal value systems</b></p> <p>The ethic code of morality that is intrinsic to the decisions of each yp.</p>	<ul style="list-style-type: none"> <li>• Suspension of autonomous morality when joining a group – becomes agentic.</li> <li>• Linked with Religion (FC11), Mindreading (FC4), Utilitarianism (FCX), code of ethics/morality (P).</li> </ul>	<p>YP4: I'd describe them as... intelligent. And hard working. That would probably be the best two words for it.</p> <p>JU: What do you think that reflects about their values?</p> <p>YP4: Oh, they probably value intelligence and they value their education.</p> <p>JU: How would you describe people who aren't doing so well?</p> <p>YP4: I wouldn't describe them as a failure. I'd consider them as... work in progress. Int. 4, lines 70-74.</p> <p>JU: What do you think that says about the teacher's values?</p>

		<p>YP4: The teacher values her students' education... or his students' Int. 4, lines 78-79.</p> <p>YP4: I do value... I do value my life but I will put other things before it. Especially animals. If an animal was going to die or me I'd pick the animal to live, even though it might die anyway. Int. 4, line 172.</p>
<p><b>66. Mental Health is poorly understood</b></p> <p>Mental health is recognised as a community wide issue and a focus for active regulation.</p>	<ul style="list-style-type: none"> <li>• Mental health is a community wide issue</li> <li>• Mental health is a focus for active management</li> </ul>	<p>YP4: Learning well and improving your... your skills and virtues – like patience. I have none of that. I'm trying to... trying my best. It works a bit until I hear that someone else got what I'm aiming to get. Int. 4, line 194.</p> <p>YP4: Umm... in some people they think they have super powers so they sit there for hours doing something really stupid. Int. 4, line 292.</p> <p>YP4: Or they'll believe they're from one of their favourite shows like, if you thi... if you thought you're from that you'll think you can do some of the stuff from it. Int. 4, line 294.</p> <p>YP4: Yeah, most sense that if you do something and become really good at it you'll get extra features in it and that isn't really how it works in life. Int. 4, line 298.</p> <p>YP4: Yeah, in my neighbourhood there's a guy who thinks his nan's the Queen. And he just seems to think that when, when we're not looking, in like the five seconds that we're not looking, he's gone to his Queen's house and got twenty pounds or something. Int. 4, line 306.</p> <p>JU: What does being mentally healthy mean to you?</p> <p>YP5: What, like having a strong mind?... It means to me like you can cope with stuff better and having a good mind means that things are easier for you.</p> <p>JU: Things are easier for you? What kind of things?</p> <p>YP5: Oh, depends. Like questions are easier to you. Like, if you keep exercising the mind by revising or studying it means that things will stay in your mind and sometimes when you forget stuff you always remember that certain thing in your mind. Int. 5</p>

		<p>lines 278-283.</p> <p>YP5: I think that the community takes mental health seriously, in both ways, in good and bad. Like, in good, for instance, they... um... they could get, they could get taught by that person who's got a good mind and that will help them and in the bad way, like, they can teach those people and help them cope with what they're coping with. Int. 5, line 295.</p> <p>YP5: Keep exercising the brain. Int. 5, line 307.</p>
<p><b>67.</b> <b>Framing</b> <b>multiculturalism as</b> <b>opportunity</b> Awareness of the multi- cultural nature of the community</p>	<ul style="list-style-type: none"> <li>• The multi-cultural nature of the community means that it is not constructed as a major issue..</li> <li>• Linguistic barriers are a practical barrier.</li> <li>• Need to explore relationship with different ethnicities...</li> <li>• Phrasing other cultures as a opportunity for growth, nto as a threat....</li> </ul>	<p>YP4: Umm... it's always been a mixed cultural community so I've... always been fine. I've never actually had a problem with any other races. I've had a problem with the things that some people say though to races. Even though I'm not from that race. If you had to take the mick out of someone who was... for instance... oh, I don't even know a culture that I'm not from, I'm from so many different places. Int. 4, line 180.</p> <p>YP4: ...In RE some people, our school they teach about all cultures but in some schools they just teach around the one culture that at school it's based on. Int. 4, line 264.</p> <p>YP4: No, they've based it on all cultures. It's a... umm Catholic-Christian school, I believe, and they, during RE lessons they teach us about all cultures and what they do during their ceremonies that those sorts of things. Int. 4, line 266.</p> <p>YP5: Our culture... a lot of people at the school are Caribbean and a little bit of people are European so I think it's quite easy to... understand other people. As for, or live in the Europe, so we know how the Europe people are and Africans and Caribbean's are very alike so it's not very hard to understand each other. Int. 5, line 314.</p> <p>YP5: Just thinking, like... say... say you went to a certain club, umm, you went to a club that speaks a different language to you, so you don't really understand what they're saying. So they could be saying to you that the club is full, but you could be thinking</p>

		<p>that they swearing at you, telling you that you're not allowed in here, telling why are you here. So I think that can sometimes be hard for us. Int. 5, line 316.</p> <p>YP5: Well, even he... he doesn't come from around here though, he comes from a different country, he speaks a different language. And then...so, even though he doesn't understand a lot he still tries to understand stuff and I can, you can see that he's improved from... from where he was at the start of the year. Int. 5, line 326.</p> <p>YP5: Um... oh, I think he could offer us his culture, like how they eat and how they dress, which could give us a better understanding of what he's like, so I think that's something he could offer us. Int. 5, line 328.</p>
<p><b>68. Sense of alliance with staff</b> The emergent sense of feeling that:</p> <ul style="list-style-type: none"> <li>- yp have a good relationship with staff</li> <li>- staff and yp have a common and negotiated understanding of the goals for their work together</li> <li>- staff and yp have a common and negotiated understanding</li> </ul>	<ul style="list-style-type: none"> <li>- This is a tri-parate construct that has received much attention and support from the psychoterepautic literature.</li> <li>- The WA promises to be an informative model to apply to understanding and intervening in teacher relationship with students.</li> <li>- Linked with</li> </ul>	<p>YP4: Maybe sometimes just take some time to ask them how to ask them how you can help. Cos I've seen that work before in my you know, school life, I've seen that work. A child who normally misbehaves, he has loads of potential, and he's just been asked by the teacher what can I do to help you during lessons and he's just said could you, ummm, ask me, if I ask for help could you, you know, go into more detail and when she did that next time he rose in grades by three sublevels on the next test. After doing that every day for a few months. I just saw that as a really good thing.</p> <p>JU: What do you think that says about the teacher's values?</p> <p>YP4: The teacher values her students' education... or his students' education. Sorry -- it was just that my teacher was a female when it happened. It also shows that they value their job as well. Int. 4, line 78-80.</p> <p>YP4: Yeah, it'll make them feel less stressed or if they have pressure on them it might lift some of them. And it might help them focus in their lessons more knowing that their teacher might help them more. Umm... I don't know... Int. 4, line 88.</p>

<p><b>68. Sense of alliance with staff</b></p> <p>The emergent sense of felling that:</p> <ul style="list-style-type: none"> <li>- yp have a good relationship with staff</li> <li>- staff and yp have a common and negotiated understanding of the goals for their work together</li> <li>- staff and yp have a common and negotiated understanding of the means by which these goals are to be achieved</li> </ul>	<ul style="list-style-type: none"> <li>- This is a tri-parete construct that has received much attention and support from the psychotehrepauc literature.</li> <li>- The WA promotes to be an informative model to apply to understanding and intervening in teacher relationship with students.</li> <li>- Linked with</li> </ul>	<p><i>YP4: Maybe sometimes just take some time to ask them how to ask them how you can help. Cos I've seen that work before in my you know, school life, I've seen that work. A child who normally misbehaves, he has loads of potential, and he's just been asked by the teacher what can I do to help you during lessons and he's just said could you, ummm, ask me, if I ask for help could you, you know, go into more detail and when she did that next time he rose in grades by three sublevels on the next test. After doing that every day for a few months. I just saw that as a really good thing.</i></p> <p><i>JU: What do you think that says about the teacher's values?</i></p> <p><i>YP4: The teacher values her students' education... or his students' education. Sorry – it was just that my teacher was a female when it happened. It also shows that they value their job as well. Int. 4, line 78-80.</i></p> <p><i>YP4: Yeah, it'll make them feel less stressed or if they have pressure on them it might lift some of them. And it might help them focus in their lessons more knowing that their teacher might help them more. Umm... I don't know... Int. 4, line 88.</i></p>
<p><b>69. Cultural gender expectations</b></p> <p>Socialised values and views of masculinity and</p>	<p>- Insufficient data to develop as a theme</p>	<p><i>YP4: No. I also got bullied cos of my glasses and because of the way I sit. Normally I sit, you know, with my legs crossed and because I'm of the male gender it's, you know, not seen as normal sometimes. I just see it as a way to help me focus and... I also got told that I fiddle with my hair and my mum told me that it's because I have a nervous disposition. Umm... it also helped me concentrate. Int. 4. Line 232.</i></p>

<p><b>71. Discipline/ learning hard (in-vivo term)</b></p> <p>An invivo term that defines discipline as an ecological property that includes the ability to self-regulate and focus on educational progress and cut out extraneous distractions.</p>	<ul style="list-style-type: none"> <li>- Closely associated with hardiness (a subtheme?)</li> <li>- An ecological property, shaped by peers, parents and relationships with staff, as well as intrinsic ambitions and aspirations.</li> <li>- Linked with Hardiness (FCX),</li> </ul>	<p>YP7: Like some of them are bad but some of them just can't help themselves cos it's, they're not like, some of them can't control themselves. Int. 8, line 606.</p> <p>YP6: Umm like...they don't really like hang out with other people, they just go straight home or like if you, if you're like a bad boy and after you want to change. Umm like if, if, like if, umm like. Distractions. Int. 6, line 126.</p> <p>YP6: And after you, you would not, you would not, would just do work and don't talk back. Int. 6, line 128.</p> <p>YP8: Hmm, well you need to like...learn hard. Int. 8, line 2</p> <p>YP8: Umm...like, if you work hard you'll succeed and the more you learn, the more you like want to succeed. Like you wanna be a good boy and learn more harder. Int.6, line 32.</p> <p>YP8: Umm read your books...learn everyday, succeed. Int. 8, line 38.</p> <p>YP8: Umm if you see that they're learning hard and they succeeded like they've got to the point where they're smart, very smart then you know that they're very good. Int. 8, line 115.</p> <p>YP8: Like, if you know them and...like they every Saturday they'll say "I'm going Saturday School and I can't, I can't play out, I'm learning books" then you know that. Int. 8, line 121.</p>
<p><b>72. Reverse migration and sense of transnationalism</b></p>	<ul style="list-style-type: none"> <li>- Blocks the development of belonging and citizenship by dividing loyalty and imposing a</li> </ul>	<p>YP6: This London she wants to move outside London or back to, to Africa or Germany. She wants to move cos she doesn't really like this area. Int. 6, line 260.</p> <p>YP9: Because it knows...because they have a lot of Family when and in our culture</p>

<p>When student's sense of nationalism straddles several nations, with concomittant movement between two or more locations an ever present responsibility</p> <ul style="list-style-type: none"> <li>Knowledge of home culture</li> <li>Possibility of re-settlement / return migration.</li> </ul>	<p>sense of impermenence.</p> <ul style="list-style-type: none"> <li>Transnationalism entails a dual identity, which can obstruct the development of belonging to the current 'host nation.' Patterns of return-migration can occur in response of deteriorating local circumstances.</li> <li>Linked with Belonging (FCX).</li> </ul>	<p>there's a lot of rituals and stuff...at...we like to follow through because my Mum learnt from different places in Nigeria, where they have different stuff that they do. Int. 5, line 970.</p> <p>YP9: That's ahh...I enjoy...like listening to...my, to my parents' history. Int. 9, line 980.</p>
<p><b>73. Paranoia</b></p> <p>A split componant of hariness and learned helplessness. Results in hypervigilance towards information relevant to survival, or a hostile attribution bias. included a number of assumptions:</p> <ul style="list-style-type: none"> <li>Gangs are omnipresent</li> <li>Gangs are omnipowerful</li> </ul>	<ul style="list-style-type: none"> <li>Paranoia may have implications for mental health but equally may be adaplive in an environment characterised by gang activity, arbitrary and sudden violence. This may be driven by deviance amplification by the media. Also linked with the fundamental attribution error and general suspicion of people who adopt the chameleon method of</li> </ul>	<p>YP9: Umm because...these days things go round the street, umm...talking about different people, different things and nowadays we have gangs and stuff like that and you don't know who's in a gang, you'd just be walking down the street and they'd be talking about something that might...get the gang member...umm....like angry because you might not know it's him...but...it, at the same time it could be him or it could be someone working...for him. Now a days if someone tells you something...about that gang or certain member...and uhh, tell you...the best thing to do is not mention it and try and get it out of your head. Int. 9, line 34.</p> <p>YP9: Umm...by just sticking to your own business and if someone tells you something about gang you think just go on the street shouting it out or keep on mentioning it as your walking down the street. That would get you in trouble with...some gang members and people that know gang members would get you in trouble with them as well because they obviously want to keep it a secret what they told you. Int. 9, line 62.</p> <p>YP9: Not friends that will maybe act like your friends and... but they're really not. Like a</p>



<ul style="list-style-type: none"> <li>- Assumption of conspiracy</li> </ul>	<ul style="list-style-type: none"> <li>- coping and survival.</li> <li>- Paranoia may be highly adaptive in an environment characterised by the risk of arbitrary violence</li> <li>- Paranoia may be fed by discrepancies between friend's behaviour and their own</li> <li>- Linked with Chameleon (FCX), Hardiness (FCX)</li> </ul>	<p><i>friend that would ask you to maybe rob a shop and then...when you go in and rob some thing and you come out the shop, they won't be there, so it means that it'd be you getting in trouble and not them. Int. 9, line 90.</i></p> <p><i>YP9: Because of bad friends...they'll...they can play act for maybe five years which is how long is Secondary School, they can play act for such a long time when it comes to...umm maybe Year 11, start to do your GCSEs...it's quite easy for them to just betray you and, yeah, like that. Int. 9, line 110.</i></p> <p><i>YP9: Umm...maybe friends who act bad in School and stuff so they'll keep telling you that..."Ahh my Dad take me to McDonalds after School, my Dad lets me play on...my PS3 whenever I want". But then they could be lying to you and secretly they could be go home and studying. And when it comes to that big day...and it's you that doesn't get the good results and they do, they've basically tricked you and betrayed you. Int. 9, line 114.</i></p> <p><i>YP9: Umm...going to Church it might not be the most exciting thing or...but...at, when you go to Church you see your friends, your family and you just know that, that you're safe. Int. 9, line 236.</i></p> <p><i>YP9: Umm...it's basically like. I don't know, a movie that you watch - You have a good guy and a bad guy, with the bad guy he's known as an evil person...very strong, doesn't like...he always tends to have minions and stuff...like henchmen and that's what...uhh, gang leaders can do, they can get almost anyone, can force anyone in a gang. Int. 9, line 326.</i></p> <p><i>YP9: Cos you, anyone can seem they could be...uhh...maybe a part of a gang or working for a gang...It means that there's no like security for that area as well...no surveillance. Int. 9, line 364.</i></p> <p><i>YP10: You can (travel between areas if you're not in a gang) but they'll be like speculations and stuff like..."Why are you always getting on a bus to this area, when</i></p>
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		you live in that area?" Int. 10, line 344.
<p><b>74. Social goals compete with academic goals: Popularity and Status are important</b></p> <p>These are self-protective, as well as enabling easy access to power and influence over other young people. However they can also compete with educational aspirations and become the dominant focus for young people who become too preoccupied with achieving them.</p>	<ul style="list-style-type: none"> <li>• A legitimate goal for young people and of more immediate relevance than the more distal goals of education and employment.</li> <li>• Popularity is a goal – making choices – behaviour in school – peer pressure.</li> <li>• Popularity becomes a goal in itself – self-reinforcing – sense of perspective.</li> </ul> <p>Projecting confidence – mustn't show weakness - Popularity is difficult to achieve – (bossing) – popularity is fundamental – power and control Gangs are perceived as a method for achieving popularity</p>	<p><b>YP9:</b> Umm...It affects you quite a lot because you, sometimes you have friends that keep boasting about how they know gangs and gang members and then they ask you if you know any gang members and you say "No", they'll start to maybe...make jest of you just because you don't know any gang members. That's how it effects you in the community, inside and outside School. Int. 9, line 100.</p> <p><b>YP9:</b> Umm...well...I've seen this, people think it's good to be popular because they like get in trouble and stuff. They think that getting in trouble is, is how to be, is how to get popular...and like, to buy all the nice clothes and to stay up late...to go places without your parents' permission and to get rude to teachers. They think that's how your problems going to, to umm, just stand out amongst everyone else. Int. 9, line 146.</p> <p><b>YP9:</b> Popularity...I would say that popularity doesn't help you do well in School...because once you become popular you get so...worked up about it and then you think that being popular, is just being popular, so you don't have to study or...do whatever Parents ask you, because you're already popular. You think that cos you're popular...you've got everything in life but...you don't have everything in life because you haven't gone to Uni, you haven't done...uhh yeah, your A Levels, you haven't got a job, you haven't got your own house or a car...and stuff like that. Int. 9, line 162.</p> <p><b>YP9:</b> Umm...basically you have to act like someone that's popular, act like you're...umm...a boss or yeah God or something. Yeah. You have to act act like you're...top in everything...it's hard to gain popularity. Int. 9, line 184.</p> <p><b>JU:</b> What do you think they, what do you think they're aiming for being involved in the gangs?</p> <p><b>YP9:</b> Popularity, status. Int. 9, lines 311-312.</p> <p><b>YP10:</b> That they're hard and they can like...they're like really good and they're cool and</p>

		stuff. Int. 10, line 240.
<p><b>75. Reflective capacity</b></p> <p>The ability to map actions and consequences beyond their immediate temporal implications:</p> <ul style="list-style-type: none"> <li>- Learning from mistakes</li> <li>- Positive reframe</li> <li>- Self-improvement</li> <li>- Thinking critically about actions and behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>- Honest evaluation of strengths and competencies</li> <li>- Need to see the 'bigger picture' and not be bounded by living only in the present – this needs to be mediated so that life is valued and appreciated.</li> <li>- Linked with Prochanska's model for change (P), Value System, (FCX), Aspirations (FCX), Consequences (FCX),</li> </ul>	<p><b>YP9:</b> Like they think that life is just...something that you can just find...but they don't realise that you don't get a second chance at life, if it's gone it's gone. Int. 9, line 72.</p> <p><b>YP9:</b> Yeah, they like think it's, something like that. Think because they don't value life. The only time they value life is when it's nearly taken away from them. Int. 9, line 76.</p> <p><b>YP9:</b> After things like, like that happen you just think about what's gone wrong...and then just you move on. Int. 9, line 526.</p> <p><b>YP9:</b> That and try not to get like that because when I was in Primary School and...like they use to have a naughty corner and stuff like that and they use to tell you to sit there and think about your behaviour...when we used to go there we never used to think about our behaviour, we used to go there and just sit down, maybe play around with the floor and stuff. Now... because I'm older and I think about what life has got to offer, I do think about what I've done and...try and...make sure I don't do it next time. Int. 9, line 528.</p> <p><b>YP1:</b> Like you can get, like...probably people understand that you get more friends and stuff like that. Int. 1, line 66.</p> <p><b>YP9:</b> Like people don't bully you as much and...you can...stay like, you have people to talk to like, you have more than one person to talk too. Int. 9, line 70.</p> <p><b>YP10:</b> Like more teachers to talk too...and like maybe...not just teachers that, like, maybe like not just teachers to talk to... other people in the School like maybe you can talk to. Int. 10, line 490.</p> <p><b>YP10:</b> Like cos some people may find it hard to like get in to a job or helps in interviews. So, that maybe some material or something, like a training course or something to like</p>

		<i>help you get a job. Int. 10, line 498.</i>
<p><b>76. Learned Helplessness</b></p> <p>The psychological state of helplessness as a result of perceived lack of control and constant failure.</p>	<ul style="list-style-type: none"> <li>- Reluctance to expose the self to further failure</li> <li>- May lead to paranoia and suspicion</li> <li>- Lack of belief that change is possible</li> <li>- The antithesis of Hardiness</li> <li>- Linked with</li> </ul>	<p><i>YP9: When I was younger I use to think that...the world was a small place. That there's room for anything but as I've gotten older, umm...people have told me like my Primary School Teachers...and Teachers in this School have told me that the world is not as it seems. Int. 9, line 484.</i></p> <p><i>YP9: They think that they, if they can't reach their aspirations and they think they're just useless and they won't try again</i></p> <p><i>JU: They won't try again?</i></p> <p><i>YP9: Yeah...they'll just...s, s, sit there and think that they've failed it so they can't try again because they'll fail it again. Int. 9, line 838-842.</i></p>
<p><b>77. Belonging</b></p> <p>Sense of being part of something larger than yourself and of being valued within that group. Also achieving a sense of security.</p>	<ul style="list-style-type: none"> <li>- Involvement in organisations</li> <li>- Sense of being part of a larger whole</li> <li>- Safety in numbers</li> <li>- Able to be achieved</li> <li>- Illicit youth gang membership</li> <li>- Linked with Gangs (FCX), Love and Belonging (FCX)</li> </ul>	<p><i>YP9: Yeah because when, you feel safe because there's a lot of people there, like if there's an incident that happens with you there's a lot of people there so...you know that nothing bad can happen to you because it's a lot of people there, although you may not talk to them it kind of feels that they care for you in a way. Int. 9, line 268.</i></p> <p><i>YP9: Umm...going to Church it might not be the most exciting thing or...but...at, when you go to Church you see your friends, your family and you just know that, that you're safe. Int. 9, line 236.</i></p> <p><i>YP5: Gang means to me a people, a group of people who do things to upset other people. But I know that most people say that gangs started out as the term 'Safety in Numbers.' And, and soon gangs branched off of that as maybe revenge attacks and stuff like that. Int. 5, line 398.</i></p> <p><i>YP7: Oh good like cos then...sometimes I get watched by like, sometimes other teams like clubs and watch matches like Year 10s, Year 11s and older, older people watch</i></p>

		<p>matches and it's just better, yeah. Int. 7, line 58.</p> <p>YP8: Love is like something you should have and is basically like, respecting. If you love the person treat them, the way you want to be treated you wanted to be treated. Int. 8, line 620.</p>
<p><b>78. Classroom management sends messages to young people</b></p> <p>When teachers are able to create a positive working environment and communicate to students that they value them by upholding boundaries and consequences.;</p> <ul style="list-style-type: none"> <li>- Setting and upholding boundaries</li> <li>- Following up on consequences</li> <li>- Communicating that this is being done for the sake of the</li> </ul>	<ul style="list-style-type: none"> <li>• Tunnelvision can lead to staff neglecting students who do want to learn and focusing on controlling the behaviours of students who are disruptive.</li> <li>• Teachers need discipline as well as students. Without firm expectations children will push boundaries and test expectations.</li> <li>• Children read the motives and intents of teachers from how they deal with behaviour, even those who may be at the periphery are watching and judging.</li> <li>• Linked with Mentalisation (FCX), Aspirations (FCX),</li> </ul>	<p>YP9: Umm...when you have children messing around in class...and you have people on chairs and shouting...and the Teachers so...like mesmerized about trying to stop...what's going on, that you don't, like he doesn't notice that there's children in the class that want to learn. Int. 9, line 568.</p> <p>YP9: They feel...I think neglected by...the Teacher...cos they're so worked up about getting...children to just sit down and do work that they've forgotten about the children who want to do well in their exams when they get to Year 11. That wanna...get good grades and wanna have a good job. Int. 9, line 574.</p> <p>YP9: Well, discipline is the main thing...if the Teachers don't have discipline...then the child could just keep...stepping all over them cos they know that the teacher can't do anything. Int. 9, line 864.</p> <p>YP9: Umm...some teachers when the child does something bad they just...leave it and...ummm...with the teacher that does have discipline, if someone does something bad they'll jump straight on to it, they'll straight away jump on to it and...give them warnings and punishments and stuff. Int. 9, line 870.</p> <p>JU: Ok, whilst the teacher that doesn't have discipline?</p> <p>YP9: They'll give a detention but then they won't follow it. Like, if the child doesn't come they won't, like follow it through. With teachers that do have discipline they'll probably like go to the classroom where where that student is at the end of the day and make them, collect them from the Teacher...or if they don't come they'll follow it through keep on doing, giving more severe punishments. Int. 9, lines 877-878.</p>

