



UNIVERSITY OF
SURREY

**CONCEPTUALIZING AND
RESPONDING TO ONLINE
HARMS IN YOUTH DIGITAL
CULTURE**

**ONLINE EVENT
WORKSHOP PROGRAMME**

7 JULY 2021

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Workshop Chair:
Dr Emily Setty, University of Surrey

Administrative support:
Vicki Blamey and Mirela Domic (University of Surrey)

INTRODUCTION

'Online harms'—or 'online safety' as it has been termed in the most recent government policy pronouncements in the UK—continue to attract attention and concern, particularly regarding young people. There are efforts underway to identify and protect young people from the risks connected to their use of digital media. Risks and harms include issues relating to sex and relationships, exploitation and grooming, (cyber)bullying and harassment, 'addiction' and overuse of digital media, among others.

Social science evidence from across disciplines complicates simplistic assumptions and narratives about young people, risk and digital media, and attempts to interject nuance and heterogeneity into narratives about young people's lives in a digital era.

The evidence is clear that young people tend to find regulations and interventions designed to educate them about and protect them from harm disengaging and disconnected from their diverse lived experiences and the realities of their digital cultures.

We are neither engaging with the complexities and social-contingencies of the risks and harms they face, nor attending sufficiently to the opportunities, pleasures and rewards that they perceive and experience within digital media.

These issues will have been intensified, and will continue to intensify, following the covid-19 pandemic, which has increased the digital mediation of personal, social, economic and public life for us all. It will now be less credible than ever simply to take a risk-averse approach to young people's digital lives. The aim of this workshop is to bring together scholars and policy and practice stakeholders to discuss how we could and should respond to young people's digital lives in all their complexity. We are delighted to welcome keynote speakers who will share their research about understanding and responding to online harms. We then have a range of paper presentations that will explore themes of interest.

We look forward to a thought-provoking, productive and inspiring set of discussions.

PROGRAMME

(UK TIME)

11.30 – 12.00	Welcome and Introduction, Dr Emily Setty, University of Surrey	14.10 – 14.20	Break
12.00 – 13:00	Keynote: Professor Andy Phippen, Bournemouth University Keynote: Professor Emma Bond, University of Suffolk	14.20 – 15.20	Parallel Session 2
13:00 – 13.10	Break		1. Young people's accounts of life online
13.10 – 14.10	Parallel Session 1		Jonny Hunt, Bournemouth University <i>Shame-less: Pornography and sexual citizenship</i>
	1. Abusive Online Sexual Behaviours		Søren Christian Krogh, Aalborg University <i>Early adolescents' accounts of experiences performance demands on social media and their general wellbeing</i>
	Dr Laura Thompson, University of Hertfordshire <i>A real 'Tinder Nightmare': Violence and misogyny in heterosexual dating culture</i>		Rebecca Mace, UCL <i>A real virtual self</i>
	Chelsea J. Mainwaring, Goldsmiths, University of London <i>Image-based sexual abuse among young people: The experiences and perspectives of victims, perpetrators and bystanders.</i>		2. Regulating youth online
	Kathryn Temblett, South West Grid for Learning <i>Online harm during a pandemic</i>		Dr Emma Nottingham, University of Winchester <i>Mind the gap: Surveillance capitalism in schools vs. the child's right to object</i>
	2. Youth navigating risk and harm online		Dr Michelle Lyttle Storrod, Rutgers University <i>Ecological ruptures and strain: Girls, juvenile justice and phone removal</i>
	Chantelle Cummings, University of Trinidad and Tobago <i>Children's online safety: Exploring children's experiences and mitigation of risks in the online environment</i>		Marianne Forsey, SOAS, Centre for Gender Studies <i>'Disrespect NoBody: Binary oppositions, double negatives and non-legality in 'youth-produced sexual imagery'</i>
	Dr Holly Powell-Jones, City, University of London <i>How do young people construction notions of 'risk' and 'responsibility' online?</i>	15:20 – 15:50	Discussion
	Dr Faith Gordon, Australian National University and the Information Law and Policy Centre, the Institute for Legal Studies, London <i>Significance of sibling support for children navigating online harms and seeking redress</i>	15.50 – 16:00	Close

ABSTRACTS AND PARTICIPANTS

Adultist Perspectives and Value Biases in Online Harms are Failing Young People

Professor Andy Phippen, Bournemouth University

Our work over the years has highlighted that young people are often let down by adults and professionals who have safeguarding roles in their lives as a result of value bias, a lack of knowledge and poor training. Vulnerable young people disclosing online harms are met with messages such as “Well now its online there’s nothing you can do”, “You shouldn’t be on social media, it’s against the law” or “Sending nudes is illegal, you could get into a lot of trouble for this”. Rather than helping and supporting young victims of online harms, adultist perspectives instead risk revictimisation and long term abuse. Drawing from research conducted as part of the Headstart Kernow project (<https://www.headstartkernow.org.uk/digital-resilience/>), this talk will consider what over 1000 young people, spoken to as part of the project, have said are their priorities for online harms, their views on online safety educational experiences, and how adults might better respond to their calls for help and support when they do feel at risk of harm.

Biography

Andy Phippen is a Professor of Digital Rights at the Bournemouth University and is a Visiting Professor at the University of Suffolk. He has specialised in the use of ICTs in social contexts and the intersection with legislation for over 15 years, carrying out a large amount of grass roots research on issues such as attitudes toward privacy and data protection, internet safety and contemporary issues such as sexting, peer abuse and the impact of digital technology on well-being. He has presented written and oral evidence to parliamentary inquiries related to the use and regulation of ICTs in society, is widely published in the area and is a frequent media commentator on these issues.

How Universities are struggling to respond to instances of online harassment, abuse and hate crime.

Professor Emma Bond, University of Suffolk

Drawing on evidence from the OfS funded Digital Civility project at the University of Suffolk and data from 135 universities across the UK, Emma Bond considers the inaccurate and unhelpful assumptions around student knowledge and awareness of online risks as they transition to higher education. It is clear from the evidence presented that universities are uncertain how to best respond to online harms, and many university staff remain unsure of how best to support and protect victims of abuse, how to sanction offenders, or how to manage the reputational risks to their institutions. However, these issues are here to stay and students are worried about them, they feel vulnerable and unsupported. Through collaborative working with stakeholders to challenge the culture around online safeguarding, universities can support students; effectively tackle online abuse if students are unfortunate enough to be subject to it and take students' emotional wellbeing seriously. This shouldn't be something students face in isolation from their university.

Biography

Professor Emma Bond is Director of Research, Head of the Graduate School and Professor of Socio-Technical Research at the University of Suffolk. Emma's research interests focus on the everyday interactions between people, society and technology and she is especially interested in developing both innovative and accessible methodologies in research which foster meaningful participation with marginalised groups. She is internationally renowned for her work on online and social media environments, sexting, revenge pornography and online safeguarding. Her recent research includes an extensive body of work on online harassment in UK Universities including the Catalyst funded Digital Civility of University Students for the Office for Students which informed the Higher Education Online Safeguarding Self-Review Tool and was included in UUK's Tackling Online Harassment and Promoting Online Welfare Report and Online Harassment and Hate Crime in HEIs. She has also completed an extensive research project for the Better Policing Collaborative and the College of Policing on a review of domestic violence and abuse which included Police Force knowledge of Revenge Pornography legislation and the role of everyday technologies in cases of domestic abuse.

A real "Tinder Nightmare": Violence and Misogyny in Heterosexual Dating App Culture

Dr Laura Thompson, University of Hertfordshire

Since the introduction of social distancing measures to control the Covid-19 pandemic, the merge between young people's digital lives and dating lives is now more pronounced than ever, as is the exacerbation of pre-existing social inequalities posed by harmful aspects of youth digital culture. In particular, as recent events have underscored, the blight of male violence on the lives of women and girls remains an urgent issue. Entering this policy space and contemporary debates on male sexual entitlement, the present paper reports original empirical research documenting "everyday" forms of violence apparently motivated by women's sexual rejection of men in the dating app space. It discusses two complementary studies: one a digital ethnography of the Instagrams Bye Felipe and Tinder Nightmares, which crowdsources and posts harmful messages men have sent women; the other, a narrative analysis of interviews with 13 women in their early twenties to thirties about relevant in-app and face-to-face experiences. Using Gavey's (2005) work on the "cultural scaffolding" of sexual violence as a conceptual framework, the findings reveal how cultural narratives about heterosexual dating app culture prioritise men's sexual interests and perspectives and obscure the moral wrongness of the actions of men who become abusive when rejected by women.

The paper highlights the need for creative thinking about how to improve ways of holding such men accountable in the semianonymous environment of the dating app. It concludes with a call for a zero-tolerance approach towards misogyny to be adopted by practitioners and policy makers working across both "online" and "offline" anti-violence efforts.

Biography

Dr Laura Thompson's research spans the fields of digital criminology, feminist criminology and victimology. Her doctoral research, which was funded by City University of London's Centre for Law, Justice and Journalism, extends emerging feminist work on technology-facilitated harms by investigating how "everyday" violence against women manifests over dating apps. Working on a topic that often attracts media attention, Laura has contributed her expertise - particularly on 'cyberflashing' - for numerous pieces across outlets such as The Guardian, the BBC, Huffington Post and The Independent. She has also given evidence for the Law Commission's recent 'Reform of the Communications Offences' project.

Image-based sexual abuse among young people: The experiences and perspectives of victims, perpetrators and bystanders

Chelsea J. Mainwaring, Goldsmiths, University of London

Co-authors: Adrian J. Scott, Asher Flynn Anastasia Powell, Nicola Henry

Image-based sexual abuse (IBSA) involves the taking or sharing (including threats to share) of intimate images of another person without their consent. Whilst the experiences of IBSA among adults has been documented, little research has examined such experiences among youth. This study aimed to address this gap by reporting on the extent and nature of IBSA and intimate image sharing, the impacts and fears of victims, the motivations of perpetrators, and the reactions of bystanders, among youth. To achieve this aim, a survey was carried out with 293 Australian respondents aged between 16 and 20 years. Results showed that 1 in 4 respondents had been victims of IBSA and 1 in 10 had been perpetrators of IBSA. The majority had targeted, or were targeted by, those with whom they had a previous close relationship. Perpetrators in most cases were motivated by the belief that it was funny and/or sexy or flirty, to get back at the person, or to impress friends. Victims experienced negative impacts on work/study performance and relationships. Half of the respondents had been bystanders of intimate image sharing and many reported feeling uncomfortable or embarrassed when shown or sent these images. Together, these findings highlight the pervasive nature of IBSA and its impacts.

Implications surrounding the importance of the peer context, focusing upon consent and healthy relationships within education, and the need to challenge victim-blaming rhetoric associated with IBSA and intimate image sharing, are considered.

Biography

Chelsea J. Mainwaring is a funded MPhil/PhD researcher and Associate Lecturer within the Psychology Department at Goldsmiths, University of London. Her academic background is in Psychology, having completed BSc Psychology and MSc Forensic Psychology degrees at Royal Holloway, University of London. Her current research focuses on bystanders in imagebased sexual abuse contexts. Chelsea also has a range of other research interests within the area of Forensic Psychology and has previously been involved with research projects and publications within the areas of restorative justice and the use of video technology within the courtroom.

Online harm during a pandemic

Kathryn Tremblatt, South West Grid for Learning

Kat will give an overview of SWGfl's helplines, the Professionals Online Safety Helpline, Revenge Porn Helpline and Report Harmful Content, sharing insights into behavioural trends observed in relation to young people.

Biography

Kathryn Tremlett is Harmful Content Manager at the South West Grid for Learning. She manages Report Harmful Content, a UK Safer Internet Centre project that provides mediatory support to members of the public who are dealing with harmful content online. She works alongside SWGfl's sister helplines, the Revenge Porn Helpline and the Professionals Online Safety Helpline to provide holistic advice and support to a range of clients who have experienced a variety of online harms. On a day-to-day basis, her work involves providing advice and support to members of the public seeking help with online issues they have experienced or witnessed.

Children's online safety: Exploring children's experiences and mitigation of risks in the online environment

Chantelle Cummings and Leah Cleghorn, University of Trinidad and Tobago

While the internet provides ample opportunities for children to constructively engage with information and content, there also exist risks that are detrimental to their physical, social and psychological well-being. This study explores children's self-reported experiences of online risks and their adopted risk mitigation strategies. Using eight focus groups consisting of fiftyone high school students from three communities in Trinidad, children were interviewed about their experiences online and the strategies used to ensure their safety. The results indicate that although it is acknowledged that children are aware of a multiplicity of risks, they only experience certain types of risks. Most children identified strategies and action which they believe allowed them to securely navigate the internet and social networking platforms. Additionally, whilst children did not specify the sources of their risk awareness or recall how they learned their risk management strategies, their behaviours online were mediated by parental concern in the form of parental monitoring. Although parental monitoring can be an effective strategy, the possibility exists that parents are not acutely aware of the plethora of risks that exist and as such are limited in monitoring their children from unknown and unexperienced risks. Consequently, this study questions the ability of children to mitigate unexperienced risks.

An examination of parenting styles associated with their willingness to be informed about other potential online risks may be the ideal method that can be used to assist children in successfully mitigating online risks that they may not be aware of and have not yet experienced.

Biography

Ms. Cummings and Ms. Cleghorn are both Instructors attached to the Institute of Criminology and Public Safety at the University of Trinidad and Tobago. They have a combined teaching experience of over 15 years. Both Ms. Cummings and Ms. Cleghorn are actively involved in research related to youth and the online environment, gender based violence, cyberbullying at the tertiary level and victim support. At present, both are in the editing stages of submitting PhD dissertations

How do young people construct notions of 'risk' and 'responsibility' online?

Dr Holly Powell-Jones, City, University of London

This paper examines how teenagers construct notions of risk and responsibility in relation to both 'offending' and 'offensive' behaviour on social media - concepts that are easily conflated among discussions of how to best address online harms (e.g., via legislation, regulation, education, etc.) Findings are based upon interactive focus-group workshops with 189 pupils aged 11-18 years old. Pupils articulated how 'risky' they thought certain content or conduct was in response to 12 stimuli example posts (ranging from the mildly inappropriate to serious criminal issues). Using a framework of labelling theory of deviance, analysis shows how understandings of digital risk are underpinned by a multitude of pre-existing social, cultural, legal, political, and moral subjectivities. This creates complexity, confusion and contradiction - even among small homogenous groups - when it comes to ideas about criminality and culpability online. For example, sharing an indecent video of a girl elicited the most disagreement and debate, despite numerous education initiatives re: image-sharing among under 18s. Meanwhile, a joke about blowing up an airport had a high consensus as the riskiest example (despite Paul Chambers famously having his conviction quashed in 2012). The intended impact of this research is to raise awareness of the active role children play in upholding (or challenging) rapidly diverging social norms and boundaries online.

As they represent both prolific consumers and producers of digital content, an understanding of young people's perspectives is essential for policy makers working across the fields of law, criminal justice, education, and new media and technology.

Biography

Dr Holly Powell-Jones is the founder of Online Media Law UK (providing research, education and consultancy on law and ethics for the digital age) and a postdoctoral researcher in the sociology department at City, University of London. She has been running social media workshops in schools since 2013. Her educational project, "Online and Social Media Law and Ethics", received grant funding from the Office of the Police and Crime Commissioner for Surrey in 2013, 2014, 2015 and 2016 - directly reaching 15,000 pupils in the final year of delivery. In 2020, she was recognised with a Violent Crime Prevention Board award for her work in this area. Holly is also a visiting lecturer on courses relating to journalism, new media, law and criminology ... And is an avid Twitter user: @Holly_PJ - @OnlineMediaLaw

Significance of sibling support for children navigating online harms and seeking redress

Dr Faith Gordon, Australian National University and the Information Law and Policy Centre, the Institute for Legal Studies London

This paper is derived in a larger study funded by the charity Catch22, which involved extensive focus groups and interviews conducted with 42 children and young people aged 10-22 years, during the COVID-19 lockdowns in the United Kingdom. A large number of the children and young people involved had experience of the criminal justice system, the care system and alternative education programmes. The study explored their experiences of online platforms, social media platforms, apps and gaming; experiences of online harms and the impact this had on their lives; perceptions of what 'acceptable use' is in online spaces; views on law enforcement's role in addressing online harms and what future regulatory frameworks and arrangements should be developed. Further, the study included 15 qualitative semi-structured interviews with key stakeholders and professionals from police, safeguarding, youth work, victim service provision, tech and gaming companies, regulators and wider industry. It also involved collection and analysis of quantitative data from service providers pre-pandemic and during the UK lockdowns. This paper will explore the significance of sibling support. It will draw on the theory of 'siblingship' as developed by Goetting (1986). Young people described assisting younger siblings who experienced 'unwanted content' and 'unwanted contact'. More broadly in relation to online safety, Third et al. (2013: viii) noted that older siblings can play a key role in 'supporting the safe online engagement of younger users'.

This paper also explores how young people refer to challenges and issues for younger children in online spaces, utilising them as an example of why better protections should be put in place.

Biography

Dr Faith Gordon is a Senior Lecturer in Law at the ANU College of Law, The Australian National University. She has previously held academic positions at Queen's University Belfast, University of Westminster and Monash University. Faith is the Director of the Interdisciplinary International Youth Justice Network which she established in 2016. She is also an Associate Research Fellow at the Information Law & Policy Centre, Institute of Advanced Legal Studies, London. Faith has international expertise and research experience in youth justice; media representations; children's rights; criminal law; digital technologies; media regulation and privacy law. Faith was lead researcher on large-scale ESRC Knowledge Exchange Project: Identifying and Challenging the Negative Media Representation of Children and Young People in Northern Ireland, which involved over 170 children and young people, as well as industry professionals and youth advocates. She is a former Trustee of Headliners UK, a youth and media charity. Faith's current research is funded by the Australian Research Council, the Australasian Institute for Judicial Administration and the Society of Legal Scholars (UK). Faith's monograph: 'Children, Young People and the Press in a Transitioning Society: Representations, Reactions and Criminalisation', was published in 2018. Her research on police release of children's images has been referred to by the UN Committee on the Rights of the Child (2015), in the Northern Ireland High Court and in the UK Court of Appeal (2019).

Shame-less: Pornography and sexual citizenship

Jonny Hunt, Bournemouth University

Recent headlines have been inundated with disclosures from past and present student's stories of sexual harassment and assaults across many influential secondary schools. Accompanying these stories have been the usual calls by particular commentators ready to blame pornography as the root cause of the problem. Pornography has been singled out from broader media ecologies as the cause of misogyny, violence against women; negative body image; but predominately is the fear that young people are learning more about sex from pornography, than from adult gatekeepers, mistaking porn for a manual for sexual intimacy. Much of the discussion of pornography talks of young people being 'exposed' to pornography; completely ignoring the fact that some young people actively choose to engage with pornography to satisfy their curiosity and for their own pleasure. However, research has shown, by discussing pornography solely in terms of harm, may negatively influence people's perceptions of their own use, increasing shame, and embarrassment. Unfortunately, social conditions persist where attitudes to teenage sex are seen as problematic and the majority of parents and safe adults who work with them, refuse to acknowledge young people's right to sexual citizenship. This is especially true for young women. Sex is still something that happens to women, that teenage boys do to girls.

Perhaps, instead of focusing on porn, we concentrate on acknowledging young people's right to sexual citizenship (especially that of young women); enabling them to recognise their own sexual rights and pleasures, developing empathy and the importance of acknowledging others rights too.

Biography

Jonny Hunt is an independent Relationships and Sex Education (RSE) Consultant. Jonny has spent his career working face-to-face with children and young people of various ages (from 4 years upwards), and training the professionals who work with them around, all aspects of sex and relationships. Jonny specialises in delivering inclusive RSE, with a rights based approach, encouraging both adults and young people to explore their attitudes and values to sex and relationships. Jonny is currently researching his PhD at Bournemouth University, entitled: *Pleasure, Policy and Pornography: An Ethnography of Young people & RSE Provision*. Jonny has just completed a book for Routledge entitled: "Sex Ed for Grown ups" due out later this year. It is a book designed to support adults to have difficult conversations about sex and relationships with the children and young people in their lives (either as parents or professionals). It pulls together the latest research, as well as practical experience from the classroom and the voice of young people. In this regard, Jonny has a particular passion for youth participation, and much of his work is specifically focused on ensuring young people have a voice in policy and practice. Jonny has been involved in a number of research projects, running young person project boards for various universities and local authorities.

Early adolescents' accounts of experiences performance demands on social media and their general wellbeing

Søren Christian Krogh, Aalborg University

Recent decades have seen a rapid decline in mental health among early adolescents. Moreover, new patterns have emerged in mental health issues, as a higher number of children from more resourceful backgrounds are getting affected in ways previously unseen. This development has by some researchers been described as a "new form of marginalization", where mental health issues are no longer predominantly present among traditionally marginalized groups. A growing number of researchers have linked the decline in mental health among youth to a rise in experienced performance demands in general, but particularly in relation to social media. This study aims to understand how early adolescents' experiences of performance demands when engaging with social media and their general well-being are structured by gender and class. The study was conducted among pupils in lower secondary education in Denmark and consists of focus group and individual interviews evenly distributed between four schools varying greatly on socioeconomic status of the school district (n=80). Connections between experienced performance demands on social media, self-critique and mental health complaints were common among middle/upper middle-class girls. However, girls also more often felt pressure to present stereotypical representations of gender and idealized versions of themselves on social media, but also felt surveilled and at risk of being labeled as "slutty", shameful or lacking self-respect.

Many middle/upper middle-class boys hardly ever posted pictures of themselves to a wider audience, as gender stereotypical representations of boys were viewed as distasteful and associated with masculine workingclass culture.

Biography

Søren is a PhD student in Sociology at Aalborg University and a member of the gender research group FREIA. In his PhD, he focuses on decline in mental health among early adolescents (age 12-16), especially in relation to the rise in mental issues among adolescents from more resourceful backgrounds. Søren is particularly interested in the interplay between experienced performance demands, gender and social media. In his PhD, he studies how these aspects create certain conditions for the everyday lives of early adolescents and how it affects their general well-being.

A real virtual self

Rebecca Mace, UCL

Rather than being merely instrumental, social networking sites have become increasingly integral to the ways in which young people experience themselves. A popular cultural narrative of superficiality has been promoted with regards to social media, with users often criticised for being fake and self-absorbed. Focussing upon Instagram and Snapchat this paper seeks to relocate discussion, questioning the perceived conflict between virtuality and authenticity, as well as challenging the widespread view that social media only has the capacity to foster narcissism. Working from a philosophical, phenomenological perspective, this paper develops ideas of 'self-reflection' and a 'reflected-self' in order to offer answers to the question 'Who am I?'. Building upon the notion of storytelling, the constructive gaze, and visual communication it argues that SNS offer a different way of engaging with the real vs fake debate. Rather than arguing that social media encourages narcissistic portrayals of a fake, superficial veneer of life, perhaps born out of insecurity, it suggests that status updates can play an important role in authentic self-formation during adolescence.

Biography

Rebecca has nearly two decades of teaching experience, working in a ranging of state, independent, day, boarding, single sexed, and mixed schools. However, following a year as Research Associate at the University of Oxford Internet Institute Digital Ethics Lab, she decided to undertake full time doctoral study and is currently a 3rd year PhD candidate at University College London, Institute of Education. Her research considers the ways that a culture dominated by social media is impacting upon teenage life.

Mind the gap: Surveillance capitalism in schools vs. the child's right to object

Dr Emma Nottingham & Dr Caroline Stockman, University of Winchester

This paper explores the legal and ethical implications of the use of digital technologies in the schooling environment which has become increasingly important since the outbreak of the Covid-19 pandemic. It expresses concern that the use of digital platforms in this context is not upholding children's rights and puts children at risk of unnecessary, unethical and potentially harmful data processing. This paper acknowledges that there exists a tension between the protections offered under law and the reality of a digitised and connected learning environment. This presents a confusing and potentially hazardous path for the child, their parents and the school to navigate. Although schools act lawfully, the data processing that occurs when digital platforms are used can put children at risk. There is often no alternative option for a child who wants to, and must by law, receive an education, but to accept the invasive data practices now commonplace. The provision of alternatives is also logistically challenging for schools. We suggest that changes in digital schooling practices are needed. Until society reaches a stage in which all digital platforms are designed with the child's rights and safety as the paramount consideration, there needs to be a realistically possible way that children can exercise their right to object (Article 21 UK GDPR) in the schooling context as well as greater awareness of how this can be practically achieved.

Biography

Emma Nottingham is a Senior Lecturer in Law and Co-director of the Centre for Information Rights at the University of Winchester. She researches the legal and ethical aspects of children's rights within a range of contexts. Emma also has expertise in the intersection of law, ethics and digital technologies, particularly in relation to the impact of the digital world on children.

Caroline Stockman is a Senior Lecturer in the Department of Education Studies at the University of Winchester. She has over a decade of experience in schooling as well as the industry of educational technology, as educator herself, project manager, and e-learning trainer. Her research centres on the human-technology relationship, with a cultural-political focus.

Ecological ruptures and strain: Girls, juvenile justice and phone removal

Dr Michelle Lyttle Storrod, Rutgers University

Girls in the Juvenile Justice System are routinely having their phones and internet access removed as a part of court orders. Inspired by Bronfenbrenner's Ecological Systems theory, this paper will demonstrate that phone removal causes a rupture to the girls' digital ecology which exasperates the condition of strain in which crime and victimizations occur. Findings are generated from an ethnographic study that took place in a north eastern US city. This study looked at the role that phones and social media played in the criminalization and victimization of girls involved with the courts. 42 girls took part in focus groups and a series of interviews. 22 human service professionals were also interviewed. Over 50 hours were spent observing in court related meetings. Findings will demonstrate that removing the phone misunderstands the conditions and causes of technology facilitated crime and victimization along the online/offline binary. This research shows a phone is not simply an object but rather an environment and space full of social and structural interactions. Understanding the phone as part of a broader ecology illuminates why girls would subsequently commit more serious crimes to regain access to their digital ecology in an effort to protect themselves from harm.

Biography

Michelle is in her final year of the Childhood Studies Phd programme at Rutgers University - Camden, with an expected graduation date of May, 2021. Michelle's research focuses on how phones and social media play a role in the victimization and criminalization of young people in the justice system. Michelle is a qualitative researcher who incorporates digital methodologies with ethnographic and youth led methods. Michelle spent over a decade working with young people involved in serious youth violence in the UK. She was involved in several policy and practice initiatives regarding serious youth violence, social media and child criminal and sexual exploitation.

'Disrespect NoBody: Binary oppositions, double negatives and non-legality in 'youth-produced sexual imagery'

Marianne Forsey, SOAS, Centre for Gender Studies

Youth-produced sexual images have been at the heart of moral panic and child protection concerns within public and legal discourse in the UK. This anxiety revolves around the notion that young people's sharing of sexual images inherently triggers a chain reaction of harms and losses; from lost images, to lost innocence, lost privacy, and lost rights. Although the Protection of the Children Act 1978 and the Criminal Justice Act 1988 prohibit the circulation of nude images of under 18s in England, the criminal prosecution services have expressed a reluctance to criminalise young people for sharing images consensually amongst their peers. The non-legality of youth-produced sexual images means that educators and practitioners are unable to address the lived experiences of young people's digitally-mediated relationships. As a result, young people are encouraged to refrain from sharing sexual images through deterrent-focused education messages, as exemplified by the Direspect NoBody campaign. I observe that this doubly negative framework upholds gendered double standards of sexual propriety and paradoxically engenders the very harms its aims to prevent, leaving young people who are exposed online unprotected. In this paper I aim to disrupt the victim-blaming discourse held in a dominant 'pedagogy of regret' and call for digital and sexuality education frameworks which promote a model of collective responsibility and a pedagogy of respect. Shame, loss and harm need not be a forgone conclusion for young people in the context of positive sexual rights and educational messages that Respect EveryBody.

Biography

Marianne holds a Masters in Gender and Law from the Centre of Gender Studies at SOAS University, where her research focused on young people's sexual rights and feminist legal theory across international contexts. Marianne's driving ethos is to translate academic findings into feminist action and practical interventions that improve young people's lives. Marianne is an experienced Relationships and Sex Educator and trained Independent Sexual Violence Advisor for young people with a specialism in online relationships and sexual consent. She has spent the past three years delivering group workshops and one-to-one psychoeducation interventions to homeless young people who are experiencing domestic and sexual abuse, to enable them to manage relationships safely, reduce the risk of harm, and regain control in their lives.



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