

Safe and Peaceful Schools : Using Undercover Anti-Bullying teams to restore and re-story classroom relationships

Presentation to PB4L Conference

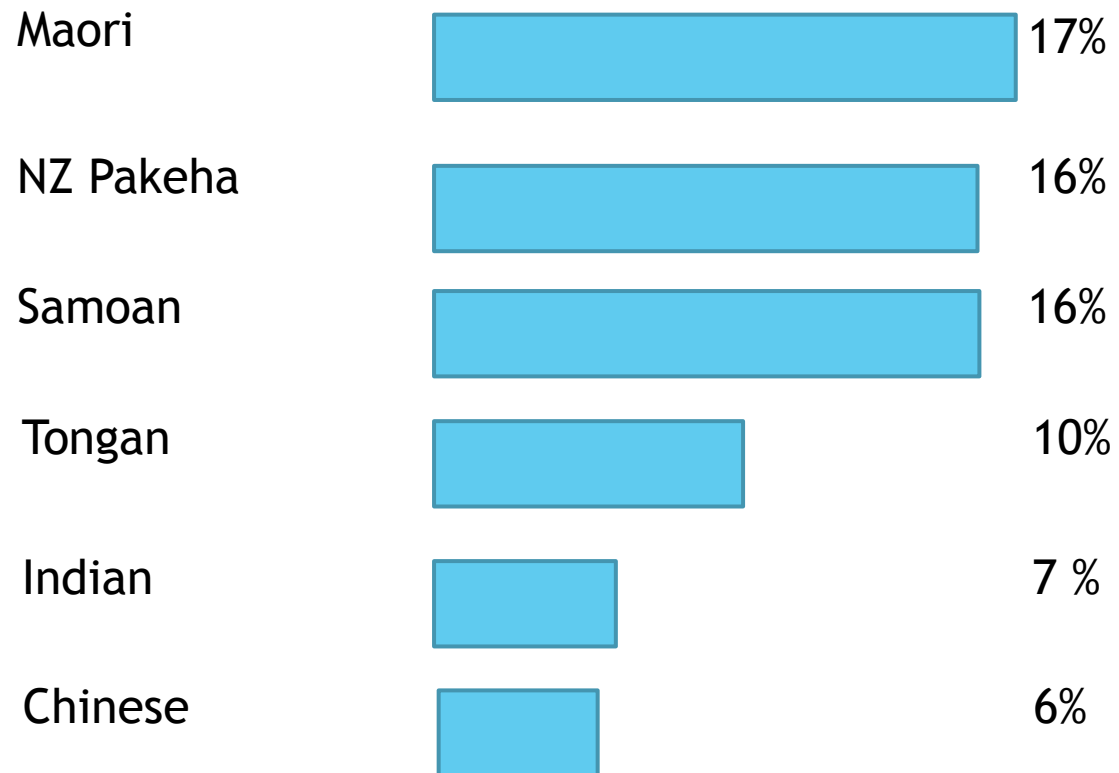
Wellington

15/08/16

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Edgewater College, Pakuranga.

Edgewater College Pakuranga, Auckland. NZ pop approx. 700 students





Gotcha Condoms?

HBO meeting Monday

1. create a plan to develop
of wrong doing

upskilling HBO? → upskill

what do we want from HBO?

• model/condo transfer in

How?

• Vision of Role of

Richard

Why?



The questions

► What is an UABT?

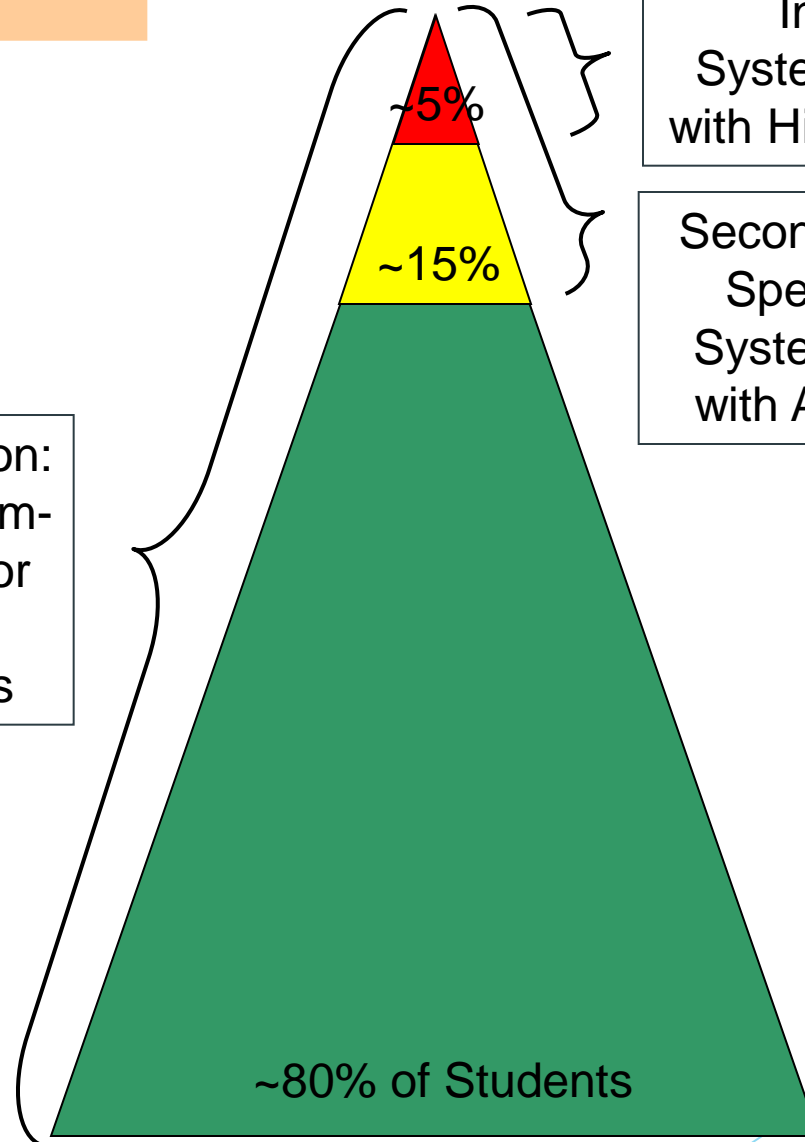
1. What is the nature of the problem and why 'undercover'?
2. What is the composition of the UABT?
3. How are the members recruited?
4. What will they do?

► How do they work?

1. Why would they do it?
2. Who helps them with their planning and how?
3. Who knows about them?
4. How is the team monitored?
5. How long does the team last for?
6. How does it end?
7. How can their work be sustained?

Restorative Practices Triangle

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior





About bullying _ Bullying Free NZ.html

A Different Approach “Inside-Out”

- ▶ How does the **school environment** itself produce the environment where bullying survives?
- ▶ Schools must address the **relational, situational and cultural** dimensions of bullying (Davies, 2011)
- ▶ Norms are **maintained** by students and produce a “**student social order**” (Davies et. al. 2009) “Policing the culture”
- ▶ Use student centered solutions. **Observers** of bullying themselves know what **they** must do to **preserve** the **social order** and to produce themselves as normal and good students-
- ▶ **Difference** not should not be seen as an error to be tolerated and/or obliterated, but as an expression of **diversity**

“The person is not the problem; the problem is the problem”

Michael White



- Focus on the problem, not the person
- Bullying is always a relational problem, not a ‘person’ problem
- Bullying thrives on secrecy
- Positional power is a big factor
- Rejection of “categories of personhood” or labels

What are Undercover Anti-Bullying Teams

“A **strategic intervention** where the target of bullying, the counsellor and teachers **together recruit a group of influential students** who simultaneously support the target of bullying and influence the class relationships by **co-authoring an alternative story** of peace and harmony”

Undercover Anti-Bullying Team (UABT)

- ▶ A team of six students, four students (2 girls, 2 boys) with prestige and influence in the class (“bystanders”) including the two worst perpetrators of bullying.
- ▶ Target helps select the team together with counsellor and teachers consulted
- ▶ Recruited for the sole purpose of eliminating bullying, then disbanded when task is completed
- ▶ A playful approach to a serious problem.(Freeman, Epston & Lobovits, 1997)

The 4 phases

1. Meet the student and decide if an UABT is needed and if so, record the target's story and select team
2. Recruit the UABT and create the plan
3. Monitor progress
4. Definitional ceremony

The Steps - A Calendar

- ▶ **Day 1:** Interview the target by him/herself (20-30 mins) Complete the form together if appropriate for UT approach (15 mins)
- ▶ **Day 2:** Assemble and recruit the Undercover team - Read out the story of bullying, let them begin their plan (40 min).
Teachers of core class informed of existence and purpose of team
- ▶ **Day 5:** Check in with the target to establish progress (15 min) Check with the teachers (email, 20 mins)
- ▶ **Day 7:** Meet the Undercover team to check their progress and give encouragement (15 min)
- ▶ **Day 9:** Check in with target to monitor progress (10 min)
- ▶ **Day 14:** Meet the Undercover team again to plan for the long-term . Final definitional ceremony and team evaluation surveys (20 min)

Example Form

UNDERCOVER TEAM MEETING FORM		TEAM NUMBER:
Name of student to be supported:		
Date of incident / concern:		
Tutor Group	Core Group	Year Level:
Brief outline of incident / concern (where, when and what happened):		
	Physical assault	
	Threat of assault	
	Mocking/teasing	
	Spreading rumours	
	Theft	
	Property destroyed	
	Cyber bullying	
	Exclusion from friendship	
	Picking on personal difference	
	Personal rejection	
	Other	

The Five Point Plan

- ▶ Magic question:
“If you were going through the same thing, what would make a difference for you?”
- ▶ Simple, practical, achievable ideas best
- ▶ Different people can do different tasks
- ▶ Plan for undercover aspect and plan for the reaction of class mates
- ▶ Team required to be ‘friendly’ rather than ‘friends’ and to act in accordance with their family/school values.

Role of the facilitator

Could I do this?

- ▶ **Actively listens** to the story of the bullying and clarifies its actions without interruption or judgement
- ▶ Actively listens for **exceptions** to the story line of bullying
- ▶ Excited about the **abilities of the students** to create change and demonstrate their leadership
- ▶ Takes a keen interest in **exploring possibilities** for changing the relationships
- ▶ Serves as an **editor** who underlines the exceptions and possible alternatives to the narrative of active and passive bullying
- ▶ Helps the target of the bullying to **understand how the problem operates** and works with him/her to free themselves from it
- ▶ **Recruits** the wider school community to assist in the change process

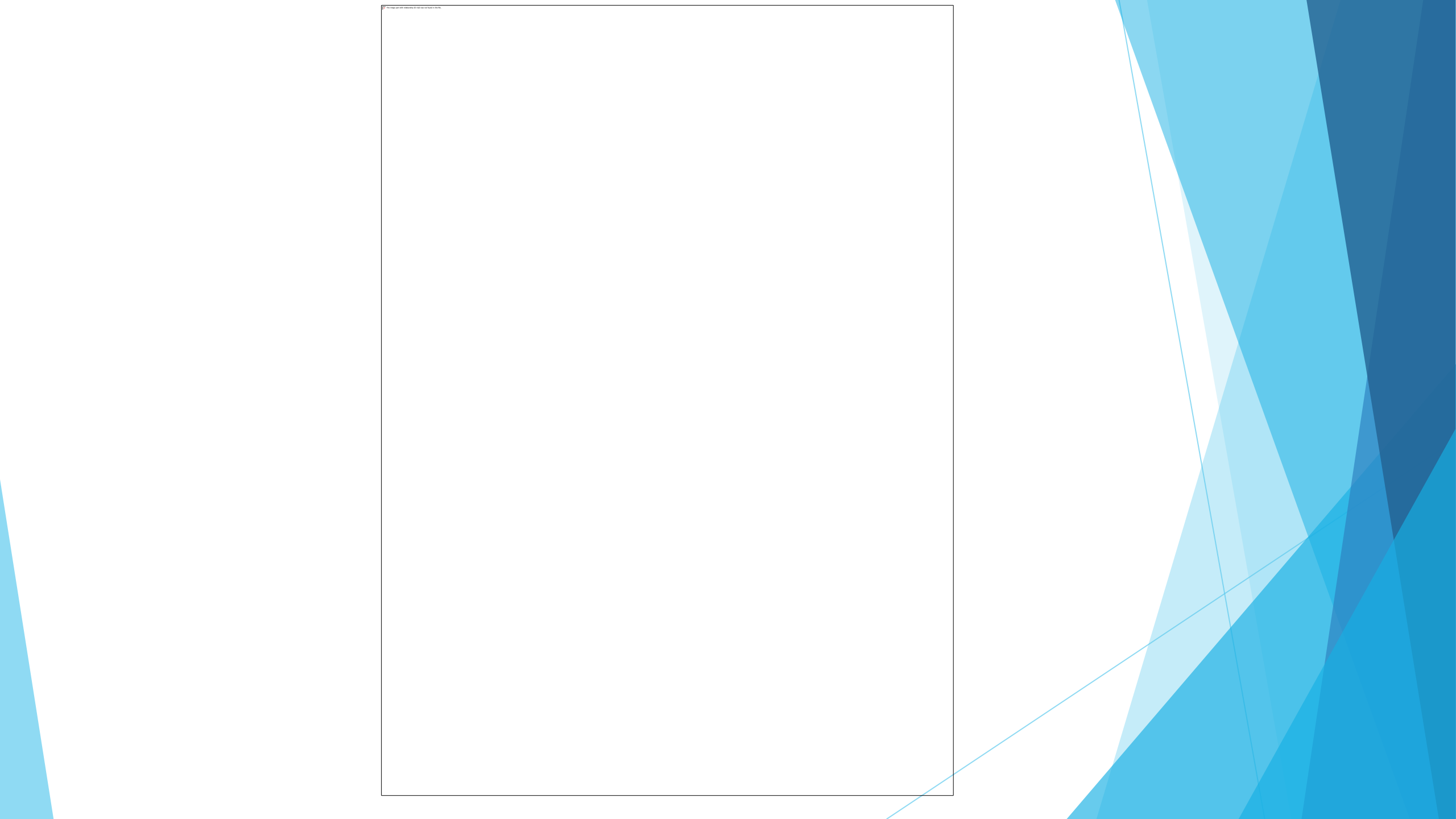
Undercover Anti-Bullying teams offer all students:

- ▶ A new **understanding** of bullying and its **impact** how they can **dislodge** its power
- ▶ A new pro-social '**identity**' and **support** to develop that identity
- ▶ Anonymity to **gain confidence** with that identity
- ▶ A **framework** and **structure** in which to act
- ▶ An opportunity for team members to **repair harm done** either deliberately (perpetrators) or by inaction (observers) without **loosing face** and gain “immunity from **prosecution**”.

UABT Links to Restorative Practices: repairing the harm

- ▶ The **class community** is represented throughout the process by the students selected
- ▶ Confidentiality is a priority
- ▶ The facilitator is impartial, **working with the students**, acknowledging and valuing their expertise
- ▶ **Stories** are told and impacts are explored
- ▶ UABT process is carefully explained and Informed consent is obtained before participation
- ▶ The process is respectful
- ▶ **Power imbalances** are attended to because all students have an equal responsibilities
- ▶ Focus is on “**putting things right**” No discussion on ‘why’
- ▶ **School values** are made explicit
- ▶ **Accountability involves making amends**
- ▶ New understandings can result from the process
- ▶ **Support people** are valued
- ▶ **Cultural factors** are taken into account





Resources needed

- ▶ Meeting forms
- ▶ Room to meet
- ▶ Ability to provide canteen vouchers (budget)
- ▶ Principal or DP to sign certificates
- ▶ Canteen vouchers and certificates
- ▶ Time for the whole process(2-3 hours spread over 2 weeks)
- ▶ Evaluation forms

EDGEWATER COLLEGE

UNDERCOVER TEAM AWARD

TO SPECIAL AGENT : _____

For supporting, encouraging and generally being friendly to a fellow student caught up in bullying.

**THIS AWARD INDICATES SPECIAL ABILITIES
IN LEADERSHIP AND COURAGE AND
GOING BEYOND THE CALL OF DUTY
IN BUILDING A HAPPY AND SAFE SCHOOL.**



M Williams
Guidance Counsellor

A J Vester
Principal

Edgewater College Tuck Shop Voucher

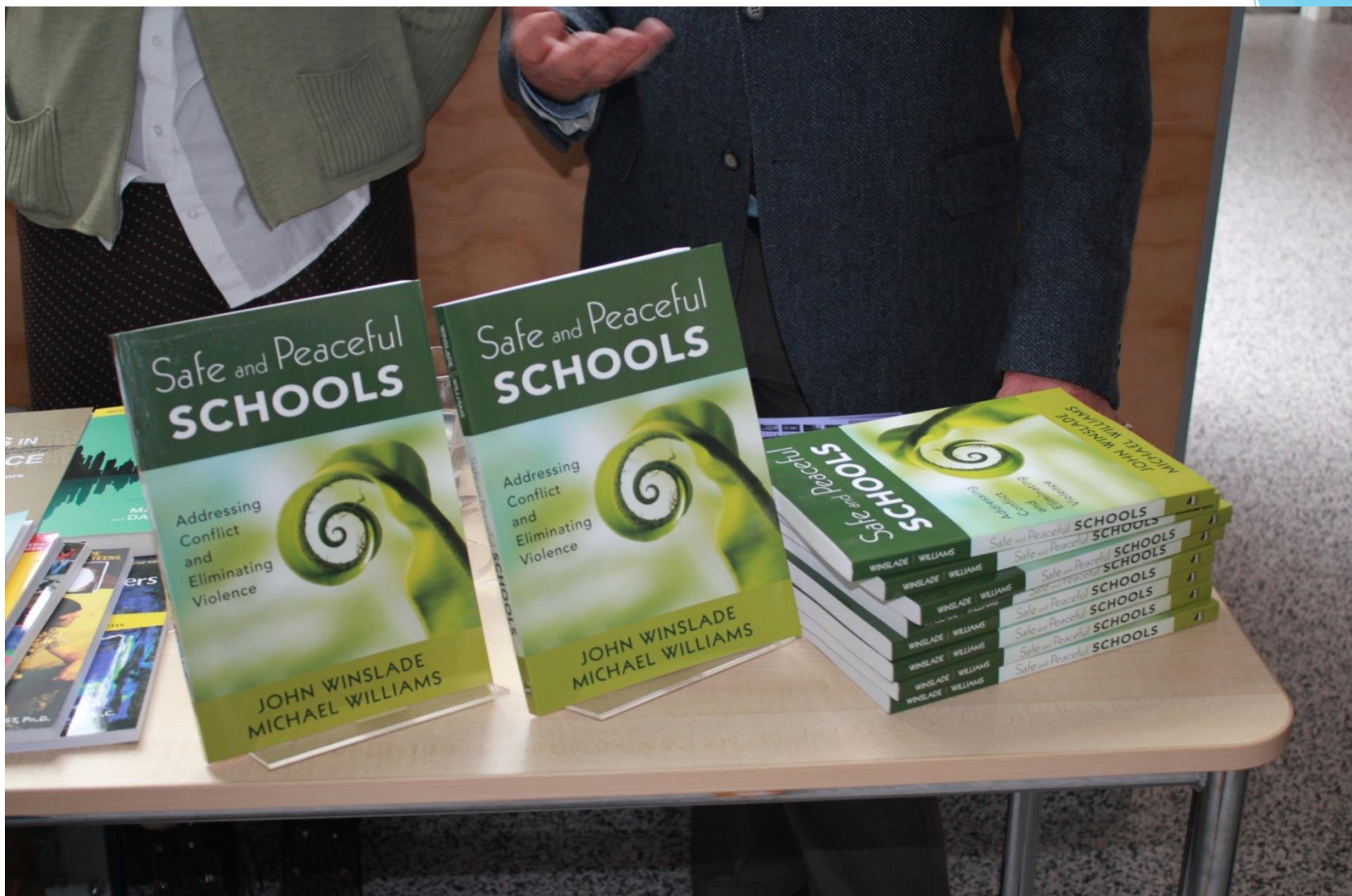
Please supply goods to the value of \$3.00.

Cannot be exchanged for cash and no change given. Valid for 3 school days only.

M J Williams

Edgewater College

10/09/2015



Contact details

- ▶ Mike Williams
- ▶ m.williams@edgewater.school.nz
- ▶ Safe and Peaceful Schools: Addressing Conflict and Eliminating Violence
- ▶ Corwin Press (2012). Available through Amazon or Fishpond or Book Directory.

Published articles

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- ▶ Winslade J., & Williams, M. (2012). *Safe and Peaceful Schools: Addressing Conflict and Eliminating Violence*. Thousand Oaks, CA: Corwin.
- ▶ Williams, M. (2010). Undercover teams: Redefining reputations and transforming bullying relationships in the school community. *Explorations: E-Journal of Narrative Practice, Issue 2*, 4-14 www.dulwichcentre.com.au/ejournal
- ▶ Williams, M. (2012). The Undercover Team Approach: Eliminating Bullying and Transforming Reputations. *Coexistence and Restorative Practices (Kyosei to Shufuku)*, 2, 33-37.
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- ▶ Williams, M., & Winslade, J. (2008). Using “Undercover Teams” to Re-story Bullying Relationships. *Journal of Systemic Therapies*, 27(1), 1-15.
- ▶ Williams, M., & Winslade, J. (2010). “It Happens in Nearly Every Class” Undercover Anti-Bullying Work. *The 4th R. Winter/Spring edition*.