

A guide to...

# High 5



## Do the High 5...

### What is High 5?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

### How does High 5 help?

- High 5 values used to foster better relationships, personal achievement and improved student well-being.
- High 5 can be used to build student's social skills and resilience.
- High 5 can have a positive impact and help shape the schools code of behaviour.

### As a Staff:

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying.

### How is High 5 implemented?

- High 5 program takes 4/5 sessions to implement. (1 structured lesson for 4/5 weeks to teach the strategy).
- Use the Y chart (looks like, feels like, sounds like).
- All steps should be modelled and taught through role play.
- Each class will have a High 5 display showing steps for problem-solving strategies.



#### Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- Use role play to show what ignoring looks like, sounds like and may feel like.



#### Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use 'I' statements 'I feel... When you... Because...'



#### Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don't run.



#### Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your 'I' statement. E.g. 'I said...'
- State the consequences of continued bullying.



#### Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders support and report.
- Report, report, report until somebody listens.

### Reporting Vs Dobbing:

Children need to know the difference between reporting and dobbing.

**Reporting** is helping/getting yourself out of trouble.

**Dobbing** is trying to get someone in trouble using a whiny voice.

**Reporting:**

- Children should in most circumstances attempt to problem solve themselves first.
- Unsuccessful after doing High 5 steps see teacher.

### Asking the teacher for support:

Teacher dialogue should take the following format:

- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Have you tried the High 5?)
- Do you want a solution?
- What sort of solution do you want?

### Reporting straight away

- If the issue involves health or safety children to report straight away to a teacher.
- They are not to solve problem themselves. E.g. Incidents of physical danger, child running out of school gates

### Reporting Phase

Role of Teacher:

- Investigate and discuss incident with child.
- Refer to detention/advise Class Teacher
- Serious refer to Administration

Success occurs when children can not only talk the talk... but walk the walk.