What is High Five?

It is an effective strategy to develop problem-solving strategies for our students. As a whole school approach it can also help to 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 to Implement High Five:**

- High Five program takes 4/5 sessions to implement. (One structured lesson/week for 4 – 5 weeks to teach the strategy – in the Junior year levels)
- Possible teaching strategies: Use a Y chart (looks like, feels like, sounds like); role play; listing different behaviours used by children to handle social problems into positive and negative examples; identify possible outcomes for each of the choices children may make (positive or negative) when handling a difficult situation
- All steps are modelled and taught through role play.
- Keep a High Five chart visible in your room and other relevant locations e.g. undercover areas, playground duty folder, poles along walkway and refer to it when reflecting on how students handled a difficult situation with another student.

**Some points to note:**

**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.
- Students should use a calm, clear voice for reporting.
- If unsuccessful after doing High Five steps see teacher or another adult.

**Asking an adult for support:**

Teacher/staff member dialogue should take the following format:

- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Which High Five strategies have you used? What was the result?)
- Do you want a solution?
- What sort of solution do you want?
- This is what we will do..... You will...... I will ......
- Let me know if this is successful or not.
**Reporting straight away**

- If the issue involves **health** or **safety**, children are to report straight away or a teacher or other adult.
- They are not to solve problem themselves. e.g. incidents of physical danger, child running away from staff

**Reporting Phase**

Role of Staff Member reported to:

- **Investigate** and **discuss** incident with child.
- Refer to/advise Class Teacher if required (to keep them in the loop)
- Serious behaviours require a OneSchool referral to the Principal

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

---

**Do the 'High Five'**

- **Ignore**
- **Talk Friendly**
- **Walk Away**
- **Walk Firmly**
- **Report**
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.

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

- Eye contact, confident body language, relatively close
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your “I” statement. eg. I said . . .
- State the consequences of continued bullying.

Report

- Walk away and tell a staff member using a reporting voice.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, REPORT until somebody listens.
How to HIGH FIVE:

- use a reporting voice (not a whiny one)
- report immediately if you feel unsafe.