

Do the High Five

Talk Friendly

Ignore

Walk Away

Talk Firmly

Report

Talk Friendly

- This is the most powerful strategy
- Stay calm and respectful
- Take turns to speak
- Use words to tell the person about the problem
- Suggest ways to solve the problem

Ignore

- Pretend you didn't hear it
- Look away, don't smile
- Maintain positive body posture (Calm, confident)
- Distract yourself by thinking of something pleasant

Walk Away

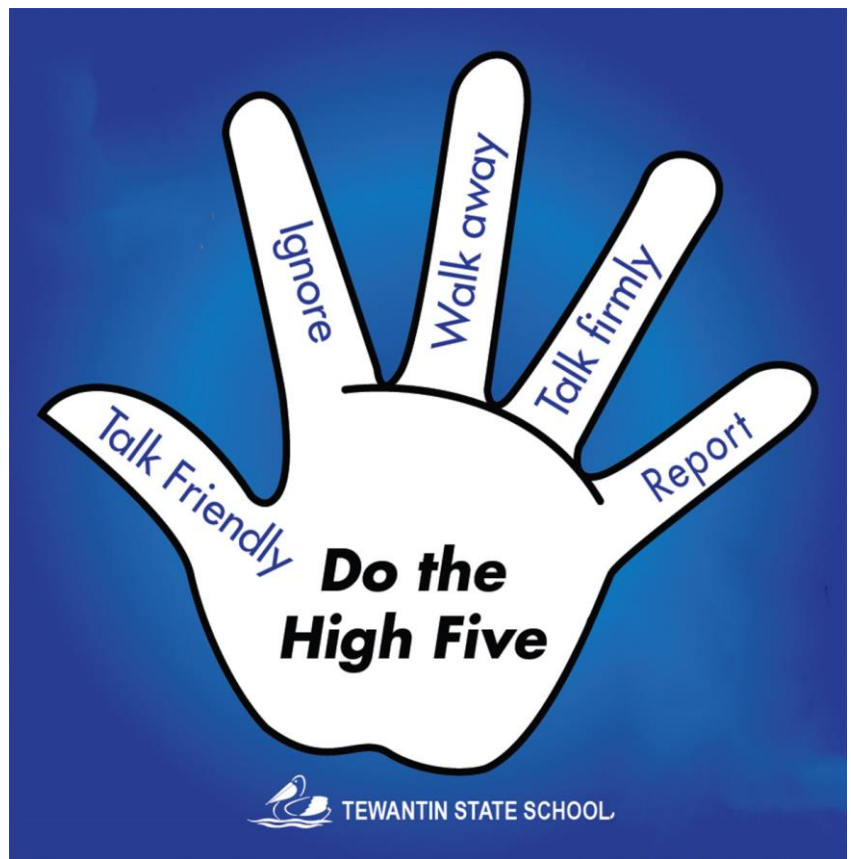
- Move away from student involved in the problem
- Move confidently, head up high, mouth closed
- Walk somewhere towards a safety zone (teacher)

Talk Firmly

- Be assertive
- Use a serious voice, but don't yell
- Take turns to speak
- Don't use put downs

Report

- Ask an adult for help
- Explain the problem in an honest way. Tell the teacher what you have tried to do. Respect the teachers decision and take whatever steps the teacher suggests.
- Report problems in class to the teacher taking the class when the problem happens.
- Report problems in the playground at the time, to the person on duty in the area where the problem happens.



High Five Strategy

What is High Five?

High Five is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents. It is an effective strategy to develop problem-solving strategies for our students. When used as a whole school approach, it is an effective strategy to tackle bullying.

Why teach students to use High Five?

Explicitly teaching and reinforcing use of this strategy gives students skills which will build their self-esteem and empower them to take responsibility for themselves. Giving students the power and opportunity to practise these pro-active strategies helps to prevent incidents turning in to bullying.

Implementation in all classrooms:

This program needs to be introduced and annually revisited in structured lessons for 4/5 weeks to explicitly teach the strategy and the effective use of each of the steps.

All steps are modelled and taught through role play and use of a Y chart (looks like, feels like, sounds like) to lead or support class discussion.

Each classroom will display a chart showing steps for using these strategies.

Reporting Phase:

Children should in most circumstances first attempt to problem-solve themselves. If they are unsuccessful after using the first four steps, then they need to report.

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 (often using a whiny voice)

Role of Teacher

Investigate and discuss incident with child.

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 Five?)
- Do you want a solution?
- What sort of solution do you want?

Mediate a solution between the students or

Serious or ongoing cases require more teacher intervention, including referral To Principal.

Reporting straight away

If the issue involves **health** or **safety**, students are to report straight away to a teacher. They are not to attempt to solve such problems themselves.