



KALBAR STATE SCHOOL

Excellence in a Supportive Environment

What is Hi 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.

Values and Hi 5

- Values - used to foster better relationships, personal achievement and improved student wellbeing.
- Hi 5 - used to build student's social skills and resilience.
- Together positive impact and shape School Code of Behaviour.

Core Beliefs

- **No "put downs"**
- **Use of "build ups"**

"Put Downs"

- Can be a habit, a quick reply without thinking or a conscious mean, nasty response.
- Verbal/ Non verbal

"Build Ups"

Positive, supportive words you can say about people and their behaviour: Contribute to:

- Positive behaviour
- Establishment of positive relationships
- Positive self image

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.





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How to Implement Hi 5:

- Hi 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 are modelled and taught through role play.
- Each class will have a Hi 5 chart showing steps for teaching/modelling problem-solving strategies.

Do the Hi 5:-

- Ignore
- Talk Friendly
- Walk Away
- Talk 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.
- 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. eg. I said.....



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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 Hi 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 Hi 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*.