



Tumut High School Procedure Document

"THS supports a SAFE learning community which develops RESPECTFUL and RESPONSIBLE citizens"

Managing Student Conflict in School Settings

RATIONALE

Schools are places where conflict occurs. Personal conflict in schools will usually fall into the following two categories and often emotional conflict can lead to physical conflict. **ALL** students need to adopt the following procedures in order to be **SAFE** in **school settings** and allow conflict to be addressed/resolved.

IMPLEMENTATION

Tumut High School has put in place the following procedures to help students meet **SAFETY** behaviour expectations.

Physical Conflict

Step 1 - Ignore any attempt to become involved in a physical conflict and do not become involved in encouraging conflict (this includes videoing and/or actively watching)

Step 2 - Remove yourself from potential physical conflict

Step 3 - Seek assistance from a relevant staff member at the school regarding potential physical conflict

*Step 4 - Report the potential for immediate **physical conflict** directly to the Deputy Principal/Principal*

Emotional/Relationship Conflict

(this is not necessarily a step by step process)

Ignore the student/students initiating the conflict.

Be assertive and 'call out' those initiating conflict by seeking the assistance/advice from a relevant staff member at the school (i.e. teacher on duty in the classroom or in the playground).

Do not become involved in encouraging conflict (this includes using mobile phones and/or posts on social media).

If conflict is reoccurring report the conflict issue to the Year Advisor, and/or HT Wellbeing and/or the Deputy Principal.

If issued with a TIME OUT card use it when you feel your behaviour is escalating and/or when a teacher directs you to use it.

Related Department of Education Policies & Documents

Student Welfare, 2020:

<https://policies.education.nsw.gov.au/policy-library/policies/student-welfare-policy?refid=285835>

Student Discipline in Government Schools, 2019

<https://policies.education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835>

Health, Safety and Wellbeing, Various documents & years

<https://policies.education.nsw.gov.au/policy-library/policy-groups/whs-and-wellbeing>

Berry Street Education Model:

<https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model/>

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IMPLEMENTATION for STAFF

How can staff work with students in dealing with conflict?

(Taken from Physical Activity Continuum)

Stage 3 CONFLICT RESOLUTION

Uses appropriate strategies to negotiate conflict independently for positive outcomes.

Recognises that reflecting on and learning from conflict situations is an important part of the resolution process.

EXAMPLES

- Identifies a range of conflict negotiation and resolution strategies to seek positive outcomes to problems.
- Resolves conflict by discussing it with the people involved. Listens to and responds to the ideas and opinions of others by comparing to their own ideas and opinions.
- Values difference in opinions and ideas as a way of thinking and working differently

Stage 4 CONFLICT RESOLUTION

Resolves personal conflict in a sensitive manner using appropriate strategies.

Reflects on conflict situations to devise plans to reduce conflict in the future.

EXAMPLES

- Demonstrates a positive attitude to receiving and providing constructive feedback
- Shows concern for the feelings of others
- Identifies causes and effects of conflict
- Assesses the appropriateness of various conflict resolution strategies in a range of situations

Stage 5 CONFLICT RESOLUTION

Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict.

Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation.

EXAMPLES

- Reflects on the steps taken to resolve conflict and how these might be improved if the situation arises again
- Demonstrates the ability to form relationships that are inclusive, caring and satisfying
- Practises different strategies to diffuse or resolve conflict situations across contexts
- Evaluates the consequences of actions in familiar and hypothetical contexts
- Takes a leadership role in managing the behaviour and conflict of others