



CONFLICT RESOLUTION POLICY

PREPARED: April 13, 2023

APPROVED: July 13, 2023

AMENDED: n/a

RATIONALE

Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is consistent with the vision and mission of TIS to provide a “safe and welcoming environment”. TIS recognizes that effective conflict resolution is reliant upon communication in a controlled and caring manner.

This communication requires:

- communication that recognizes and acknowledges the mutual needs and interests of each individual/party
- taking responsibility for one's feelings, needs and behaviour
- demonstration of honesty and integrity in all interactions

CONFLICT RESOLUTION PROCESS

Four levels of conflict resolution are outlined below: Informal, Mediation, Formal, and Appeal. If the dispute is not resolved after following the Informal procedures, the disputing party may request a Mediation resolution. If still no resolution, Formal action may be taken. The decision of the Formal resolution process may be appealed.

1. Informal

It is hoped that all conflicts can be resolved at this level.

1.1 Interpersonal relationships

1.1.1 Conflict between adults: the issue should be addressed directly by the individuals involved in a climate of respect and mutual trust. Individuals are encouraged to resolve their differences in a timely and equitable manner. Either party may choose to have a line manager join the meeting as an observer.



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If a conflict between TIS staff members is not resolved at this level, the issue should be raised with the respective line manager before moving to Mediation. The line manager may choose to escalate this to upper administration/management.

1.1.2. Conflicts between students: issues should be addressed directly by the individuals involved in a climate of respect and mutual trust. Individuals are encouraged to resolve their differences in a timely and equitable manner. If no resolution is reached, the students' teachers or a school administrator should be informed of the issue(s).

1.1.3. Adult interventions in student conflicts originating at school: adults who are not TIS teachers or TIS supervisors of a child should avoid directly addressing students who may be in conflict. This includes directly addressing another student's parents in such instances. Any observed or reported conflicts between students arising at school should be reported to the students' teachers. Exceptions will be made if it is evident that there is immediate danger to an individual. Parents and caregivers are encouraged to speak to their own children about positive ways to resolve conflicts.

1.1.4. Conflicts between students and teachers: issues should be addressed directly by the individuals involved in a climate of respect and mutual trust. Individuals are encouraged to resolve their differences in a timely and fair manner. If no resolution is reached, the issue(s) should be raised to the respective school division administrator or the IB Coordinator for IB-related matters.

1.2 Pedagogical

1.2.1. Pedagogical issues or concerns pertaining to anything that occurs in the classroom, i.e. teaching, curriculum, classroom management, assessment, or teacher-student relationships, should be addressed by meeting with the classroom teacher.

1.2.2. If a resolution between the classroom teacher and complainant is not met, the issue should be raised to the respective school division administrator or the IB Coordinator for IB-related matters.

1.2.3. Appeals against IB program decisions should be directed to the IB Coordinator.

1.3 Operational



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1.3.1. Concerns regarding daily operations and/or procedural issues should first be addressed by the respective school division administrator.

2. Mediation

If the Informal resolution process fails to reach an acceptable conclusion, either party in conflict or administration may request a meeting with the other party, in the mediation meeting, which includes an administrator (Vice Principal, Principal, or Chief Operations Officer). The administrator does not necessarily need to be a line manager of either of the parties involved.

2.1 Mediation meeting

The format of the mediated meeting will be:

- 2.1.1 The party requesting the mediation will provide written notice to the other party regarding their request for a mediation meeting along with a brief explanation regarding the conflict to be resolved.
- 2.1.2 If the mediation meeting is not agreed upon by both parties, the Formal resolution process may be followed.
- 2.1.3 If a mediation meeting is agreed upon, the party requesting mediation will contact an administrator to schedule and chair a mediation meeting within 10 working days.
- 2.1.4 Each party may choose to include their own mediator from school staff membership or both parties may agree on a common choice of mediator. An administrator may also be a mediator and the administrator chair may be a common choice of mediator.
- 2.1.5 If translation is required, a translator will be arranged by the administrator chair.
- 2.1.6 Only the parties in conflict, their mediators and the administrator chair will be present (exception made for a translator).
- 2.1.7 The administrator chair will coordinate the order of the meeting.
- 2.1.8 Each party will show courtesy and respect during the meeting.
- 2.1.9 Each party will be given an opportunity to explain their perspective.
- 2.1.10 The aim of the mediated meeting is to seek resolution.
- 2.1.11 The administrator chair will close the meeting upon resolution or upon agreement of a continuation to another day or if resolution is not reached, upon either party wishing to escalate the issue to the Formal level.
- 2.1.12 The administrator chair will document meeting minutes and share with both parties.

3. Formal

If the Mediation process fails to reach an acceptable conclusion, or if either party fails to adhere to the agreed upon resolution, either party may proceed with a Formal administrative resolution. Any previous mediation meeting minutes may be referenced by the Head of School in this process.



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3.1. Written Complaint

The complaint should be addressed and forwarded to the Head of School. If the complaint is against the Head of School, the complaint should be addressed and forwarded to the School Board via the Chief Operations Officer.

The written complaint should provide, in detail, the basis for the complaint. A response from the Head of School or Chief Operations Officer will be issued within 7 days of receipt of the complaint.

The following information should be included:

- 3.1.1. Name of persons involved in the complaint.
- 3.1.2. Date of the act(s), which are the basis for the complaint(s).
- 3.1.3. Description of the action(s) or omission(s), which is/are the basis of the complaint(s).
- 3.1.4. Names of any other individuals who might have pertinent information.
- 3.1.5. Description of any attempts at informal resolution.
- 3.1.6. Desired resolution.
- 3.1.7. Date of complaint, name and signature of the complainant.

4. Appeal

4.1 If the resolution provided via the Head of School in response to a Formal complaint fails to reach an acceptable conclusion, the complainant may lodge a written appeal to the response. The appeal should be addressed to the School Board and forwarded to the Chief Operations Officer.

4.2 If the resolution for a complaint against the Head of School provided via the Chief Operations Officer fails to reach an acceptable conclusion, the complainant may lodge a written appeal to the School Board via the School Supervisor.

NON-RETALIATION

Notwithstanding the Teacher Code of Conduct Clause 14, individuals will not be retaliated against for filing a written complaint or otherwise availing him or herself of this policy.

POLICY REVIEW PROCEDURE

This document was created in collaboration with the Head of School, Chief Operations Officer, Secondary and Primary School Principals and Vice Principals, and the IB DP Coordinator.

Other policies to be read in conjunction with this policy include as follows:



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Public Concerns and Complaints Policy

TIS Staff Code of Conduct

Teacher Code of Professional Conduct

5. Confidentiality

Each party shall keep all discussions, negotiations, and resolutions related to this conflict strictly confidential. This includes, but is not limited to any documents exchanged between the parties, and all communications during the mediation process. The parties agree not to disclose any information related to this conflict to any unrelated or irrelevant third party without the prior written consent of the other party, except as required by law.

* In case of any discrepancy between the English version and the Chinese version, the English version shall prevail.



解決衝突政策

制定日期:2023年4月13日

核準日期:2023年7月13日

修訂記錄:n/a

政策依據

衝突通常は任何發展與成長過程的一部分，並可能出現在任何群體中。一套有效的衝突解決流程，符合學校提供的「安全且包容的環境」的願景與使命。

此種溝通需滿足以下要求：

- 溝通應承認並關注每個個體/各方的共同需求與利益
- 個人需對自身感受、需求及行為承擔責任
- 在所有互動中展現誠實與正直

解決衝突流程

以下概述四個層級的解決衝突方式：自行溝通、調解、校方介入處理以及申訴。若依照自行溝通方式處理後爭議仍未獲解決，爭議方可申請調解。若仍無法解決，則可採納由校方介入處理。雙方均有權對於校方介入處理程序所作出的裁決提出申訴。

1. 自行溝通

我們期望所有衝突皆能在此層級獲得解決。

1.1 人際關係

1.1.1 成人之間衝突：相關問題應由涉事雙方在相互尊重與信任的氛圍中直接溝通解決。鼓勵雙方以即時、公平的方式化解分歧。任何一方均可選擇請直屬主管以觀察員身份參與會議。

若本校教職員間的衝突在此層級未獲解決，應在進入調解程序前先向各自的直屬主管呈報問題。直屬主管可選擇將此事向上級行政／管理層呈報。

1.1.2 學生之間的衝突：相關問題應由涉事學生在相互尊重與信任的氛圍中直接溝通解決。鼓勵雙方以及時、公平的方式化解分歧。若未能達成解決，應將問題告知學生的老師或學校管理人員。



1.1.3. 成年人對校內學生衝突的介入：非本校教職員或相關兒童的成年監護人，應避免直接介入可能發生衝突的學生之間。這包括在此類情況下直接與其他學生家長交涉。任何觀察到或接獲通報的校內學生衝突事件，均應向學生的老師報告。若明顯存在即時危險，則屬例外。鼓勵家長及監護人與孩子討論以積極方式解決衝突。

1.1.4. 學生與老師之間的衝突：相關問題應由涉事雙方在相互尊重與信任的氛圍中直接溝通解決。若未能達至解決，應將問題呈報予所屬學部的行政主管；或若衝突與IB國際文憑課程相關，則呈報予IB協調員。

1.2 教學相關

1.2.1. 對於課堂內發生的任何教學相關問題或顧慮（如：教學、課程、課堂管理、評量或師生關係），應透過與該課堂老師會面來處理。

1.2.2. 若課堂教師與申訴人未能達成共識，應將問題上報至所屬學校分部行政人員，或國際文憑相關事務協調員（如涉及IB相關事務）。

1.2.3. 對IB國際文憑課程的任何申訴，應提交予IB協調員處理。

1.3 行政運作相關

1.3.1. 關於日常運作或程序性問題的顧慮，應首先向所屬學部的行政主管提出。

2. 調解

若自行溝通後仍未達成可接受的結論，衝突中的任一方或行政部門均可要求召開調解會議。會議將包含一名行政主管（副校長、校長或營運總監）參與。該行政主管不一定需要是衝突任何一方的直屬主管。

2.1 調解會議

調解會議的形式如下：

- 2.1.1 請求調解的一方應向另一方發出書面通知，說明其召開調解會議的請求，並附上關於待解決衝突的簡要說明。
- 2.1.2 若雙方未就召開調解會議達成共識，則可進入直接進入正式的校方介入處理程序。
- 2.1.3 若雙方同意展開調解會議，請求方應聯繫一名行政主管，讓該行政主管於10個工作天內安排並主持調解會議。
- 2.1.4 各方可在本校教職員中選擇指定人員作為調解員，或雙方亦可共同協商選定一名調整人員。行政主管亦可擔任調解人角色，且主持會議的行政主管可被共同選定為調解人員。
- 2.1.5 若調解過程中需要翻譯，將由會議主持的行政主管安排翻譯人員。



- 2.1.6 僅衝突雙方、其調解人員以及主持會議的行政主管可出席會議(翻譯人員除外)。
- 2.1.7 主持會議的行政主管將協調會議進程。
- 2.1.8 各方在會議期間應保持禮貌與尊重。
- 2.1.9 各方均有機會闡述觀點。
- 2.1.10 調解會議旨在尋求解決方案。
- 2.1.11 會議主持人將在以下情況結束會議:達成解決方案、雙方同意另擇日期繼續討論,或未能達成解決方案且任一方要求將問題升級至正式程序。
- 2.1.12 主持會議的行政主管將紀錄會議摘要並與雙方分享。

3. 校方介入處理

若調解程序未能達成可接受的結論,或任何一方未能遵守已達成的解決方案,任何一方均可啟動正式的校方介入處理程序。在此過程中,校長可參考翻閱過往任何調解會議的記錄。

3.1. 書面申訴

申訴應提交並轉呈予校長。若申訴對象為校長,則應將申訴提交並透過營運總監轉呈至學校董事會。

書面申訴應詳細說明申訴依據。校長或營運總監將於收到申訴後七天內作出回應。

申訴內容應包括以下資訊:

- 3.1.1. 涉事人員姓名。
- 3.1.2. 構成申訴依據的行為發生日期。
- 3.1.3. 構成申訴依據的行為或不作為的描述。
- 3.1.4. 任何可能掌握相關資訊的其他人士姓名。
- 3.1.5. 任何已嘗試的自行溝通方式描述。
- 3.1.6. 期望的解決方案。
- 3.1.7. 申訴日期、申訴人姓名及簽名。

4. 上訴

4.1 若透過校長實施的校方介入程序後仍未能達成可接受的結論,申訴人可就該結果提出書面上訴。上訴應提交至校董會,並轉呈營運總監。

4.2 若經由營運總監實施校長介入程序所作出的處理結果仍未能達成可接受結論,申訴人可透過學校督導向校董會提出書面上訴。



禁止報復條款

除教職員行為準則第14條規定外，任何人不得因提出書面申訴或運用本政策提及的權利，而遭受報復。

政策審閱程序

本文件由校長、營運總監、中小學校長及副校長、IB國際文憑課程協調員共同協作制定。

需要與本政策一併參閱的其他政策包括：

公眾關切與申訴政策

TIS教職員行為準則

教師專業行為準則

5. 保密條款

雙方均應對與本衝突相關的所有討論、協商及解決方案嚴格保密。此保密範圍包括但不限於雙方之間交換的任何文件，以及調解過程中的所有通訊內容。各方同意，未經另一方事先書面同意，不得向任何無關或不相關的第三方透露與本衝突有關的任何資訊，另有法律規定除外。

*此中文譯本僅供參考之用，文義如有歧異概以英文版本為準。