



Kingstone
HIGH SCHOOL

Building Respectful Communities



Module 6: Accountability, Repairing Harm, and Moving Forward



Introduction

Throughout this programme, we have explored what bullying is, why people join in, how bullying affects people, how bullying can happen online, the role of bystanders and positive choices.

Across every module, one important theme has appeared repeatedly:

- Choices have consequences.
- Sometimes people make positive choices.
- Sometimes people make harmful choices.
- Sometimes people make mistakes without understanding the impact of their actions.

This raises an important question. What should happen when somebody causes harm?

Some people believe mistakes should simply result in punishment. Others believe people should be given opportunities to learn and change. Most schools aim to balance both accountability and learning. This means helping people understand what happened, who was affected, how harm can be repaired and how future choices can improve.

This module explores accountability, repairing harm and moving forward responsibly.

Learning Objectives

By the end of this module, you will be able to:

- ☐ Explain what accountability means.
- ☐ Understand the difference between punishment and learning.
- ☐ Recognise how harm can be repaired.
- ☐ Understand why apologies alone are not always enough.
- ☐ Reflect on personal responsibility.
- ☐ Consider how to learn from mistakes and move forward positively.



Key Vocabulary

Accountability	Taking responsibility for your actions and their impact.
Consequence	A result that follows from an action or decision.
Repair	Taking action to address harm that has been caused.
Reflection	Thinking carefully about actions, choices and experiences.
Responsibility	Being accountable for your behaviour.
Growth	Learning and improving over time.

Understanding Accountability

When people hear the word accountability, they sometimes think only about punishment. However, accountability is broader than this.

Accountability means:

- Recognising what happened.
- Accepting responsibility.
- Understanding impact.
- Learning from mistakes.
- Making better choices in the future.

Accountability is not about making somebody feel worthless. It is about helping people understand how their actions affect others.

Without accountability, it can be difficult for people to learn from mistakes. Without opportunities to learn, it can be difficult for situations to improve.



Activity - Accountable or Not?

Read each example.

Decide whether the person is demonstrating accountability.

Statement 1

A student blames someone else for their behaviour.

☐

Accountable

☐

Not Accountable

Explanation:

Statement 2

A student accepts responsibility for their actions.

☐

Accountable

☐

Not Accountable

Explanation:

Statement 3

A student refuses to reflect on what happened.

☐

Accountable

☐

Not Accountable

Explanation:



Scenario - Ryan Reflects

As the programme comes to an end, Ryan spends time thinking about everything that has happened. He thinks about joining in with jokes, staying silent, group behaviour, online messages, and opportunities to make different choices.

At first, Ryan focused mainly on whether he intended to cause harm. Now he thinks differently. He begins asking:

“What impact did my actions have?”

“What could I have done differently?”

“What can I learn from this?”

Ryan realises that accountability is not simply about admitting that something happened. It is about understanding the effect of choices and taking responsibility for them.

Think About It

How is focusing on impact different from focusing only on intention?

Why might understanding impact help people learn?

Looking Deeper - Sanctions and Learning



When somebody causes harm, consequences are often important. Consequences help people understand that actions matter. However, consequences alone do not always create learning.

Imagine two students receiving the same sanction. One student becomes angry and defensive. The other student reflects on what happened and learns from it.

The consequence was the same. The learning was different. This is why schools often combine consequences with reflection and education. The goal is not only to respond to behaviour. The goal is also to reduce the likelihood of similar behaviour happening again.

Activity - Showing Accountability?



Decide whether the person is demonstrating accountability.

Statement 1

☐

"I got into trouble, but I still think it was funny."

☐

"I understand why the behaviour caused harm."

Statement 2

☐

"I only care because I got caught."

☐

"I have thought about how somebody else experienced the situation."

Statement 3

☐

"It wasn't my fault."

☐

"I can see how my choices affected others."



Another Perspective - Noah's View

As Noah reflects on what happened, he thinks about accountability differently. For Noah, accountability is not about revenge. It is not about humiliating somebody.

It is not about defining somebody forever by their mistakes. Instead, Noah wants people to understand what the experience felt like.

He wants people to recognise:



The impact of their choices.

The impact on his wellbeing.

The effect on his confidence.

His loss of trust in others.

For Noah, accountability means being heard and understood.

Think About It

Why is understanding somebody's experience important when repairing harm?

How might this be different from simply receiving a punishment?



Looking Deeper - Is 'Sorry' Enough?

Apologies can be important.

A sincere apology can demonstrate:

Understanding

Empathy

Responsibility

However, apologies are usually most meaningful when they are supported by actions.

Imagine somebody apologises but repeats the same behaviour the next day.

How meaningful would the apology feel?

Now imagine somebody apologises, reflects on their actions and changes their behaviour.

Most people would view this differently.



Scenario - Ryan Reflects

After reflecting on his behaviour, Ryan decides to have a conversation with a member of staff. At first, he feels uncomfortable. Part of him wants to focus on his intentions. Part of him wants to explain why he acted the way he did.

However, the conversation encourages Ryan to think about impact instead. He listens to how his choices affected Noah. He reflects on the situations explored throughout the programme. He completes educational work and spends time considering what he could do differently in future.

Over time, Ryan begins making different choices.

He becomes more thoughtful, more respectful, more willing to challenge harmful behaviour, and more aware of how his actions affect others.

Several months later, people notice the difference. Ryan realises something important. The apology mattered, but the changes he made afterwards mattered even more.

Activity - Genuine Apologies



Which apology feels more genuine?

☐

Student A - "I said sorry because I was told to."

☐

Student B - "I understand why my behaviour caused harm. I want to do better in the future."

Explain your answer:

Scenario - Mia Notices Change



Several months later, Mia notices something different.
Ryan behaves differently.

He thinks more carefully before joining conversations.
He is more aware of how group behaviour can affect people. He challenges assumptions more often.

Most importantly, Mia notices that Ryan's actions have changed.

This helps Mia understand something important.
Learning is not measured by words alone.
Learning is often demonstrated through behaviour.



Looking Deeper - Repairing Harm



Sometimes people cannot completely undo harm that has happened. However, they may still be able to take positive steps.

Repairing harm may involve:

- Listening.
- Acknowledging impact.
- Apologising sincerely.
- Rebuilding trust.
- Making better choices.
- Showing consistent positive behaviour.



Repairing harm is often a process rather than a single event. Trust can take time to rebuild. Respect can take time to rebuild. Relationships can take time to rebuild.

This is why accountability often requires patience and effort.

Activity - Repair Or Not?



Which actions might help repair harm?

- ☐ Listening to somebody's experience.
- ☐ Blaming other people.
- ☐ Accepting responsibility.
- ☐ Repeating the same behaviour.
- ☐ Making positive changes.
- ☐ Reflecting honestly.



Scenario - A Different Choice

One day, Ryan notices a student being excluded from a group activity. Several months earlier, he may have ignored the situation.

This time, he makes a different choice. He invites the student to join. The student smiles and joins the group. The situation is small. Most people quickly move on.

However, Ryan recognises something important. Growth is often visible through everyday decisions. Positive change is not always dramatic. Sometimes it appears in the small choices people make every day.



Think About It

Why are small choices important?

What does this scenario suggest about growth?



Another Perspective - Moving Forward

Many people worry that mistakes define who they are. However, mistakes do not have to define people forever. What matters is how people respond.

Across this programme we have completed:

- Module 1 - What is Bullying?
- Module 2 - Power, Influence, and Group Behaviour
- Module 3 - Impact, Harm, and Empathy
- Module 4 - Online Behaviour and Cyber Bullying
- Module 5 - Bystanders, Responsibility, and Positive Choices

Each module has pointed towards the same idea. People can learn, people can grow, people can make better choices, and communities become stronger when people are willing to reflect, learn and improve.



Activity - Your Learning

Complete the sentences below.

One idea that challenged my thinking was:

One thing I understand differently now is:

One thing I would like to remember from this programme is:



Scenario - Ryan's Final Reflection

At the beginning of the programme, Ryan thought mainly about intentions. By the end, he thinks more about impact.

Ryan now understands that choices matter, influence matters, words matter, and actions matter.

Most importantly, he understands that learning is an ongoing process. People do not become respectful because they complete a programme. They become respectful through the choices they make every day.

Ryan knows he cannot change the past. However, he can influence the future through the decisions he makes from now on.



Think About It

What do you think Ryan has learned throughout the programme?

Which lesson do you think will be most useful in the future?

Key Learning Point

Accountability Creates Opportunity for Growth

Making mistakes does not automatically define a person.

What matters is how people respond.

Accountability involves honesty, responsibility, reflection, learning, and positive action.

When people understand impact, repair harm and make better choices, growth becomes possible.

Personal Reflection

Think about the entire programme.

Which module had the biggest impact on your thinking? Why?

What is the most important lesson you have learned?

How might this influence future choices?

Extended Reflection

Advice to a Future Student

A student is about to begin this programme.

Write a response explaining what you have learned, why accountability matters, how bullying affects people, how people can make positive choices, and why learning from mistakes is important:

[illegible]

Module Reflection

One thing I learned about bullying is:

One thing I learned about responsibility is:

One thing I learned about impact is:

One thing I learned about accountability is:

One thing I will remember from this programme is:

Key Messages to Remember

- Choices have consequences.
 - Impact matters.
- Accountability involves responsibility and learning.
- Apologies are strongest when supported by actions.
 - Growth takes time and effort.
 - People can learn from mistakes.
- Positive choices can help create respectful communities.

Staff Review



- ☐ Student understands accountability.
- ☐ Student understands repairing harm.
- ☐ Student can explain the importance of reflection.
- ☐ Student can identify positive changes and future actions.
- ☐ Student has engaged with the programme.
- ☐ Programme completed.