



TRINITY LUTHERAN COLLEGE

RELATIONAL MANAGEMENT POLICY

SCOPE

Trinity Lutheran College expects a level of acceptable behaviour between students and among staff and between students and staff. The college's expectations are identified with weighted consequences for appropriate and inappropriate behaviour accordingly. This procedure establishes the guidelines to ensure a consistent approach to staff/ student relational management. This procedure has been developed to ensure college staff has a holistic approach to college student expectations to ensure a consistent and informed approach.

INTRODUCTION

Mission and Vision

Our Mission - To be a Christ-centred community nurturing and empowering every learner to serve our world.

Our Vision - To be a globally connected and innovative learning community developing heart, head and hand for personal excellence.

A key feature of our vision is to contribute to our community and society at large by developing and providing ethical citizens. Part of our mission is to inspire a deep respect for creation and humanity.

PURPOSE

This Relational Management Policy outlines the college's approach to promoting positive behaviour, the range of student support provided and how we respond to unacceptable behaviours.

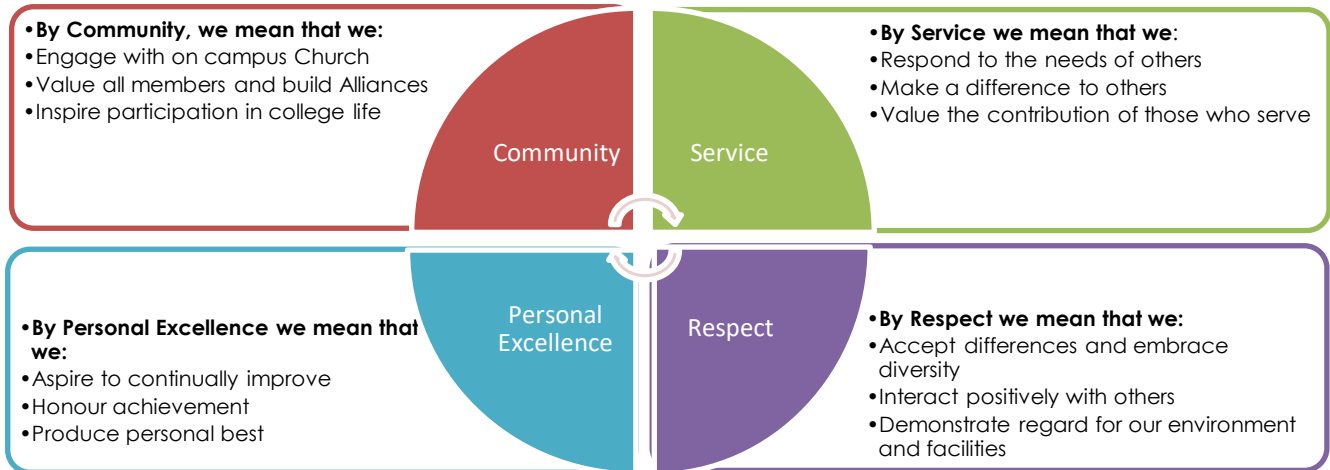
This Relational Management Policy for students is designed to ensure high standards of behaviour so that learning and teaching at Trinity Lutheran College occurs within a safe, respectful and disciplined learning/eLearning environment. Expectations for student conduct are communicated consistently across the college to maintain a positive and productive learning environment. Families are asked to familiarise themselves with this policy and agree to the terms as a condition of enrolment at the college.

We believe that behaviour is internally motivated and educative therefore it needs to be taught. We believe that we are responsible for our own behaviour and every action has a consequence whether it be positive or negative.

OUR CORE VALUES

Inspired by the Gospel

The Gospel - the Good News of Christ's victory over death to forgive the sins of the world - and his great commandment to love God and to love our neighbours as ourselves - are central to our approach to relational management and Restorative Practice. We are therefore encouraged in a strong relational approach to life and to student behaviour management in a spirit of Christian love and mutual respect.



CREATING A POSITIVE AND PROACTIVE LEARNING ENVIRONMENT

Learning is most effective when a positive and consistent approach towards classroom behaviour is developed. By using a variety of proactive and positive strategies inappropriate behaviours are minimised to ensure maximum learning outcomes.

We aim :

- To provide a safe and respectful learning environment, permeated by the Gospel and God's love, in which individual needs, rights and social responsibilities are reflected.
- To maintain a culture which values positive interpersonal relationships between all members of the school community.
- To provide opportunities for children to experience the intrinsic rewards of making responsible choices.
- For students to understand that they are accountable for the choices they make regarding their behaviour and accept that there are consequences for those choices and actions.
- To manage behaviour in a relational manner where, when the relationship is damaged through inappropriate choices, strategies are in place to restore the relationship.

RESTORATIVE PRACTICE AT TRINITY LUTHERAN COLLEGE

Our Relational Management Policy is founded on the principles of **RESPECT, RESTORE, REPAIR.**

As teachers, we understand the following concept:

The PROBLEM is the problem.

The PERSON is not the problem.

Our relational management processes are underpinned by restorative practices. We undertake safe, respectful and thorough investigative processes where individuals can explain incidents and identify how they are going to help resolve the shared problem and restore and repair relationships:

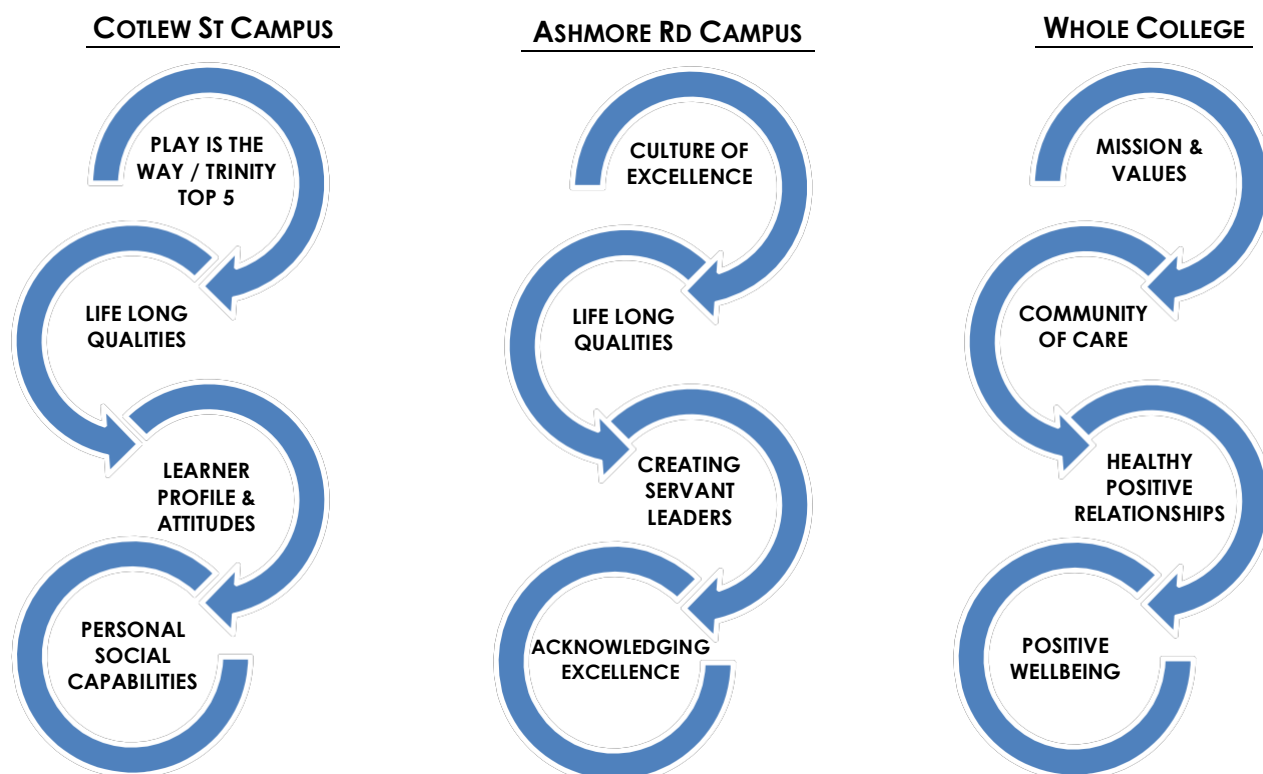
- **Investigation Stage** – students interviewed and statements taken verbatim; clarification questions asked by teacher if needed.
- **Restorative Chats** (small chats between teacher and student/ teacher and a few students).
- **Circle Time** (teacher and class discussion).
- **No Blame Conferences** (teacher and class discussion).
- **Restorative Meetings** (Level 3 - formal discussion between teacher and students where Restorative Agreement is made).
- **Restorative Practice Conferences** (formal conferences involving teachers, students and parents for serious incidents).

Follow up and monitoring of agreements made are undertaken by teaching staff.

Supporting Documents C, D, E, and F are some resources which support the implementation of restorative practice at our school.

PROACTIVE ELEMENTS USED AT TRINITY LUTHERAN COLLEGE ARE:

Positive Elements to create an environment that values

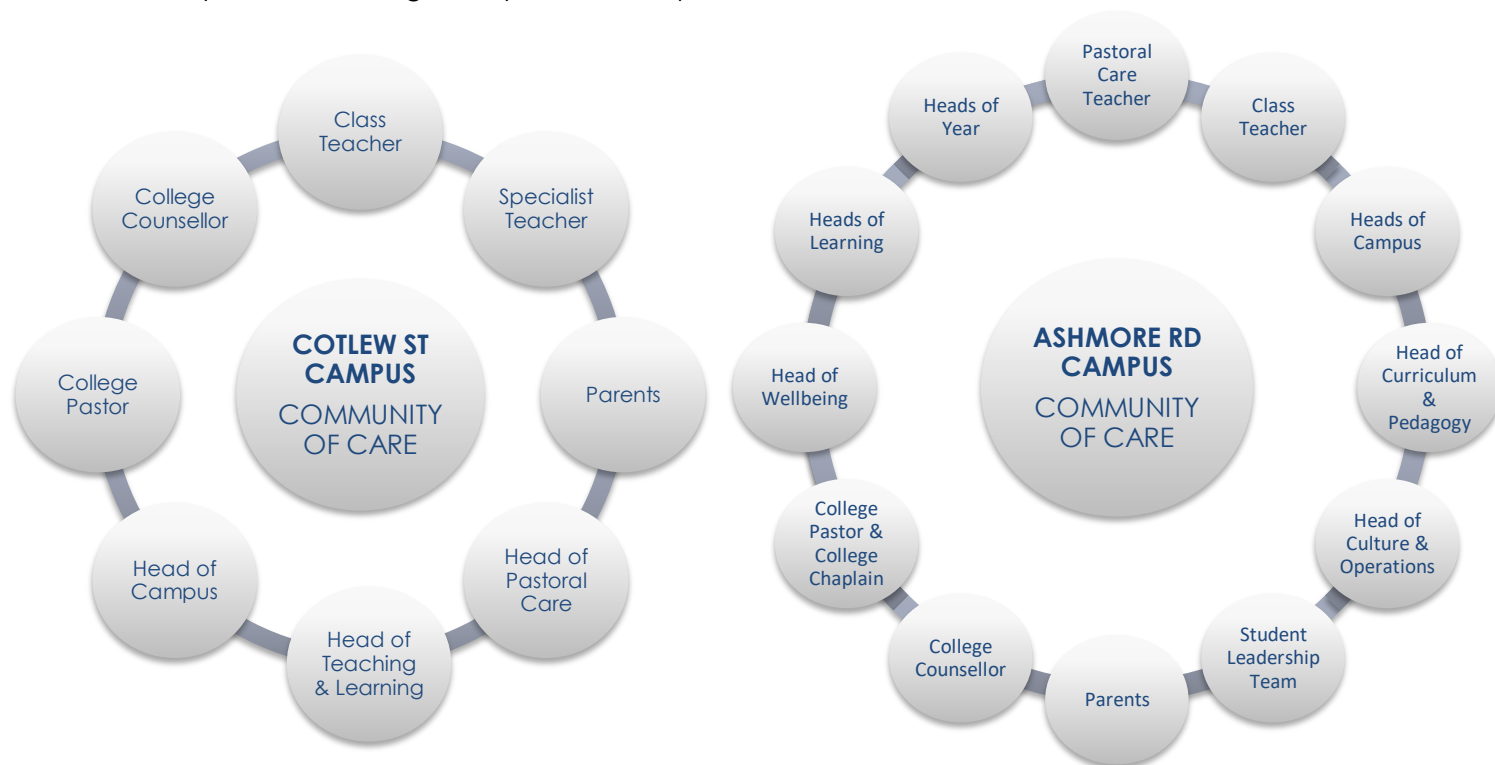


These proactive elements are also explored through our Units of Inquiry, Christian Studies curriculum and the Personal and Social Capabilities.

*See **Supporting Document A** for an outline of how these proactive elements complement each other.

SUPPORT FOR STUDENTS

At Trinity Lutheran College every teacher is a pastoral care teacher.



OUR 3 GUIDING EXPECTATIONS AT TRINITY LUTHERAN COLLEGE ARE:

- **Be SAFE**
- **Be RESPECTFUL**
- **Be a LEARNER**

To be **Safe**, students for example;

- use great strength to be sensible
- act to ensure that no one is harmed by words or actions
- organise materials and play in a safe manner
- follow rules and procedures

To be **Respectful**, students for example;

- treat others as they would like to be treated
- relate in a spirit of Christian love and mutual respect
- show empathy and integrity
- include others in their play

To be a **Learner**, students for example;

- pursue their personal best
- be brave and participate to progress
- have reasons for the things you do and say
- respect the rights of all members in the classroom

In order to create a safe and respectful learning environment we have identified the following rights and responsibilities of students in creating and maintaining such an environment.

GUIDING EXPECTATION	WE HAVE THE RIGHT TO:	WE HAVE THE RESPONSIBILITY TO:	UNACCEPTABLE BEHAVIOURS INCLUDE BUT NOT LIMITED TO:
Safety	<ul style="list-style-type: none"> ▪ feel safe and secure ▪ learn about safety ▪ be protected from unsafe situations ▪ talk to someone we trust when in need ▪ use equipment and spaces in the yard 	<ul style="list-style-type: none"> ▪ act in a safe way ▪ consider how our actions affect others ▪ use equipment and spaces in a safe and fair way ▪ stay in any designated areas ▪ help to ensure the safety of others 	<ul style="list-style-type: none"> ▪ harming others with actions or words ▪ leaving the school grounds without permission ▪ using equipment/school property inappropriately ▪ talking to strangers ▪ being in an area without teacher supervision or in out bounds areas ▪ running on the concrete
Respect	<ul style="list-style-type: none"> ▪ be included and respected ▪ to play in an environment where there are rules ▪ learn about problem solving and be involved ▪ clean and tidy school ▪ have personal belongings respected and protected 	<ul style="list-style-type: none"> ▪ to include and respect others ▪ to speak politely and respectfully ▪ to use equipment properly and return it ▪ to treat all school property with care and respect ▪ to attempt to solve problems fairly and peacefully ▪ to tell the truth ▪ to share equipment and areas in the yard ▪ to keep the yard and classroom free from litter and vandalism ▪ ask permission before borrowing belongings 	<ul style="list-style-type: none"> ▪ excluding others ▪ ignoring rules ▪ harassing ▪ cheating ▪ refusing to share school property ▪ aggressive or bullying behaviours ▪ swearing ▪ stealing ▪ borrowing without asking ▪ littering ▪ vandalism ▪ wasting water and resources ▪ damaging school property
Learner	<ul style="list-style-type: none"> ▪ discover more about the world and ourselves ▪ develop our skills ▪ express ourselves ▪ use our talents ▪ access appropriate resources ▪ be spoken to politely 	<ul style="list-style-type: none"> ▪ be persistent to give our best effort ▪ follow class agreements and expectations ▪ listen to instructions ▪ ask for help when we need it ▪ accept and support others in their learning ▪ be organised for our lessons 	<ul style="list-style-type: none"> ▪ ignoring the instructions ▪ interrupting ▪ not sharing resources ▪ disturbing other students and their learning

JUNIOR YEARS DEVELOPMENTAL STAGE - BEHAVIOUR/ CONSEQUENCE CHART

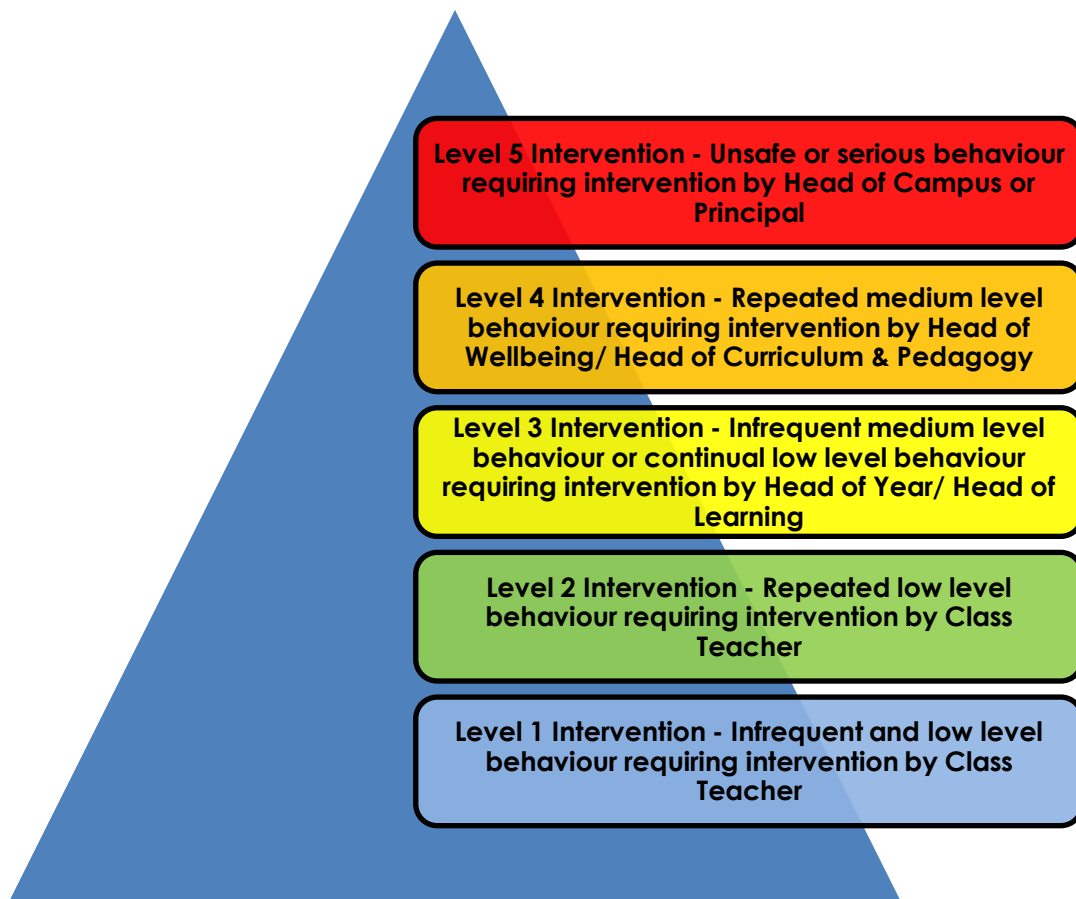
The following chart identifies age appropriate consequences, followed by reflective and restorative practices.

STEPS	CONSEQUENCE EXAMPLES	EXAMPLE OF BEHAVIOUR
Step 1	Re-direction and reminder of expectation	Infrequent low level behaviours such as; silliness
Step 2	Move to reflection area Restorative chat to occur prior to re-engagement with the class	Low level repeated behaviours
Step 3	Exit to another designated classroom Restorative chat to occur prior to re-entering the class Parents notified by classroom teacher Teacher to develop and initiate an individual plan	Consistent repetition of behaviours after step 1-2 are carried out
Step 4	Exit to Campus Leaders Parents to be contact by Campus Leaders Restorative chat to occur prior to re-entering the class Campus Leaders in consultation with parent, teachers and any other specialist, initiate an Individual support plan	On-going breaches of the school guiding expectations after steps 1-3 are carried out Or severe disruptive behaviour to the other students
Step 5	Exit to HoC or Campus Leaders Parents to be contacted by the HOC Restorative chat to occur prior to re-entering the class/school	Any behaviour that is of a serious nature being inappropriate, unsafe or involves harming another in a physical or repeated verbal form

***please note:- that physical violence of an intentional manner or SEVERE inappropriate behaviour will result in immediate withdrawal to a member of Senior Executive or HOC.**

Supporting Document B provides a flow chart of our relational management process.

MIDDLE/ SENIOR YEARS DEVELOPMENTAL STAGE - FIVE LEVELS OF BEHAVIOUR INTERVENTION SUPPORT



LEVELS 1 AND 2 OR BLUE AND GREEN BEHAVIOURS:

The classroom teacher's implementation of curriculum, pedagogy and proactive partnerships through the development of:

Learning Behaviours	<p>Develop engaging lessons and classroom activities that motivate, challenge, inspire and perplex students. For example:</p> <ul style="list-style-type: none"> ▪ cater for different learning styles and ability levels ▪ use of flexible learning arrangements ▪ groupworthy tasks ▪ homework completion ▪ draft submission ▪ authentic assessment ▪ assessment submission and completion
Classroom Routines	<p>Establish clear expectations and classroom routines. For example:</p> <ul style="list-style-type: none"> ▪ entry procedures, roll marking and attendance checks ▪ discussion of classroom rules and routines, safety information ▪ in class system of rewarding positive behaviour and achievement ▪ equipment checks and reminders ▪ use of email group and class webpage for your class to keep students informed ▪ seating plans
Learning Environments	<p>Create visibly displayed expectations in a functional room that is a secure and safe environment. Create a positive learning space.</p> <ul style="list-style-type: none"> ▪ Arrangement of desks ▪ Posters and learning tools ▪ Displays of student work ▪ Room safety and security
Behaviour Strategies	<p>Employing behaviour strategies to increase student learning: Proximity, nonverbal message or gesture, line of sight, distraction and diversion, positive language and simple instructions, rule restatement / rule reminder, take the student aside for a restorative chat - choice and direction, explain consequences for inappropriate behaviour</p>

BLUE AND GREEN BEHAVIOUR – FORMAL APPROPRIATE RESPONSES:

Possible responses at this level may include:

	Examples of possible responses
Restorative Chat	<ul style="list-style-type: none"> ▪ Restorative Chat with student using 4 Restorative Questions (see Supporting Document E)
Move/ relocate the student	<ul style="list-style-type: none"> ▪ A student may be moved within or removed from the learning space ▪ Heads of Years/ Heads of Learning can be contacted for assistance
Inappropriate items confiscated	<ul style="list-style-type: none"> ▪ Inappropriate items (e.g. jewellery) can be confiscated. In accordance with College policy these items should be placed in an envelope, clearly labelled with the student's name, and signed into Student Reception in order to secure the student's possessions. Students will be able to collect their items at the negotiated time e.g. mobile phone at the end of the school day

Contact parent/ carer (phone / email/ interview)	<p>The teacher makes contact with parents/carers to discuss the concerns of persistent negative behaviour or the details of a specific incident.</p> <ul style="list-style-type: none"> ▪ Clearly and concisely state the concerns ▪ Outline the proactive approaches / strategies / warnings that have been utilised ▪ Identify what educational activities should be the focus of the student ▪ Refer back to relevant college policy ▪ Explain what the right thing for the student to do will be and provide strategies for support and an awareness of the consequences if behaviour continues ▪ Make a record of the contact on Pastoral Care Tab in MyUnity
Community Service Task/ Lunchtime Detention	<ul style="list-style-type: none"> ▪ Student may be assigned a community service task or lunchtime detention

LEVEL 3 OR YELLOW BEHAVIOURS:

When responding to **infrequent medium level behaviours and repeated low level behaviours** or assisting students who need **more intensive support**, teachers can refer pastoral care cases to Heads of Year, or academic cases to Heads of Learning.

Inappropriate Behaviour	Examples of types of behaviour
Bullying / harassment	<ul style="list-style-type: none"> ▪ Name calling, teasing, spreading rumours, hiding belongings, or other inappropriate verbal or non-verbal behaviours
Prohibited items	<ul style="list-style-type: none"> ▪ Such as, but not limited to, lighters, laser pointers, aerosol cans, illegal or illicit material
IT Misconduct	<ul style="list-style-type: none"> ▪ Accessing inappropriate or offensive material, inappropriate use of social media, using laptop for non-school activity, breaches of E-safety policy
Dress Code	<ul style="list-style-type: none"> ▪ Continual wearing of jewellery, makeup, sport uniform on wrong day, piercings, inappropriate hair styles or colour, nail polish, inappropriate jumper, socks, etc.
Late	<ul style="list-style-type: none"> ▪ Late to school without reasonable excuse and parental explanation, late to class
Untruthfulness	<ul style="list-style-type: none"> ▪ Giving a false name, withholding information
Misconduct involving object	<ul style="list-style-type: none"> ▪ Littering, throwing food, throwing items in class, taking other people's property, drawing on desks, vandalism, water bombs
Refusal to participate in a program of instruction	<ul style="list-style-type: none"> ▪ Continual non-participation, continually not prepared
Truancy class or co-curricular commitments	<ul style="list-style-type: none"> ▪ Leaving the school grounds without permission, not attending class, absent from school without reasonable excuse, continual absence from co-curricular commitments e.g. Performing Arts groups, Sports competition and/or training
Academic Misconduct	<ul style="list-style-type: none"> ▪ Academic dishonesty issues such as cheating on examinations, plagiarism, late submission or non-submission of drafts, assignments or homework without prior permission, failure to comply with examination, assessment rules or directions

YELLOW BEHAVIOUR – FORMAL APPROPRIATE RESPONSES:

Possible responses at this level may include:

	Examples of possible responses
Move / relocate the student	A student may be removed from the classroom or another learning space by the Head of Year or Head of Learning
Contact parent/ carer (phone / email/ interview)	<p>The Head of Year/ Head of Learning makes contact with parents/carers to discuss the concerns of persistent negative behaviour or the details of a specific incident.</p> <ul style="list-style-type: none"> ▪ Clearly and concisely state the concerns ▪ Outline the proactive approaches / strategies / warnings that have been utilised ▪ Identify what educational activities should be the focus of the student ▪ Refer back to relevant college policy ▪ Explain what the right thing for the student to do will be and provide strategies for support and an awareness of the consequences if behaviour continues ▪ Inform parents of the need for Restorative Meeting or Mediation ▪ Make a record of the contact on Pastoral Care Tab in MyUnity
Restorative Chat/ Restorative Meeting and Restorative Agreement OR Mediation and Behaviour Agreement	<p>If student admits wrongdoing:</p> <ul style="list-style-type: none"> ▪ Restorative Chat with student/s using 4 Restorative Questions (see Supporting Document E). ▪ Restorative Meeting - Head of Year/ Head of Learning. The College Counsellor may help to facilitate the process ▪ Restorative Agreement is formed at the Restorative Meeting <p>If no admission:</p> <ul style="list-style-type: none"> ▪ Mediation – clear agreements on expected behaviour and how to report reoccurrence. The College Counsellor may help to facilitate the process ▪ Behaviour Agreement is formed at the Mediation
Behaviour Plan	<ul style="list-style-type: none"> ▪ A specific plan signed off by all members including staff, students and parent (and if needed other outside agencies) to identify targeted behaviours that need to be addressed and strategies for improvement. Agreement monitored by relevant Head of Year or Head of Learning for negotiated period of time. This may be completed in conjunction with the Learning Enhancement Department.
Inappropriate items confiscated	<ul style="list-style-type: none"> ▪ Inappropriate items (e.g. jewellery) can be confiscated. In accordance with College policy these items should be placed in an envelope, clearly labelled with the student's name, and signed into Student Reception in order to secure the student's possessions. Students will be able to collect their items at the negotiated time e.g. mobile phone at the end of the school day
Community Service Task/ Detention	<ul style="list-style-type: none"> ▪ Student may be assigned a community service task or detention. Depending on the seriousness of the infringement, the detention may occur during lunchtime or after school

LEVELS 4 & 5 OR ORANGE & RED BEHAVIOURS:

For incidences of gross behaviour, ongoing breaches of the Relational Management Policy, serious breaches of Workplace, Health and Safety, and/or illegal activities students are referred to the Head of Wellbeing, Head of Curriculum & Pedagogy, or Head of Campus.

Inappropriate Behaviour	Examples of types of behaviour
Bullying/ Threat/s to others	<ul style="list-style-type: none"> Bullying, verbal, physical, social, online intimidation/ threats
Prohibited item	<ul style="list-style-type: none"> Such as, but limited to, lighters, laser pointers, aerosol cans, illegal or illicit material
IT Misconduct	<ul style="list-style-type: none"> Accessing inappropriate or offensive material, inappropriate use of social media, using laptop for non-school activity, major breaches of E-safety policy
Property Misconduct	<ul style="list-style-type: none"> Stealing, damaging school property, vandalism
Substance misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> Smoking, possession of tobacco or other smoking implements, alcohol
Substance misconduct involving illicit substances	<ul style="list-style-type: none"> Possession of illicit substance, arriving at school under the influence of an illicit substance, possession of implements associated with illicit substances
Non-compliance	<ul style="list-style-type: none"> Continual lateness, refusal to follow dress code, continual truancy, continual refusal to follow instructions, continual non-submission of assessment, non-compliance with student motor vehicle contract, accessing campus after hours without permission

ORANGE & RED BEHAVIOUR – FORMAL APPROPRIATE RESPONSES:

Possible responses at this level may include: Can we try to fit this whole table onto the one page instead of going over onto the next page ie adjust the spacing a little between paragraphs or something?

	EXAMPLES OF POSSIBLE RESPONSES
Contact parent/ carer (phone and formal letter to all parents/ carers to be sent)	<p>The Head of Wellbeing, Head of Curriculum & Pedagogy, , Head of Campus or Principal makes contact with parents/carers to discuss the details of a serious incident or ongoing breaches:</p> <ul style="list-style-type: none"> Clearly and concisely state the concerns Outline the proactive approaches strategies/warnings that have been utilised Identify what educational activities should be the focus of the student Refer back to relevant college policy Explain what the right thing for the student to do will be and provide strategies for support and an awareness of the consequences if behaviour continues Make a record of the contact on Pastoral Care Tab in MyUnity
Restorative Conference (formal letter to all to be involved)	<ul style="list-style-type: none"> Restorative Practice Conferences (formal conferences involving teachers, students and parents for serious incidents) Formal letter to invite people to restorative conference
Internal Suspension/ External Suspension (formal letter)	<ul style="list-style-type: none"> Formal letter will be sent to parents/carers of student by Head of Wellbeing/Head of Curriculum & Pedagogy for internal suspensions or Head of Campus for External Suspension
Probationary Enrolment (formal letter)	<ul style="list-style-type: none"> Formal letter will be sent to parents/ carers of student by Head of Campus/Principal
Withdrawal of Enrolment (formal letter)	<ul style="list-style-type: none"> Formal letter will be sent to parents/carers of student by Principal
Inappropriate items confiscated	<ul style="list-style-type: none"> Inappropriate items can be confiscated

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Trinity Lutheran College takes into consideration the individual circumstances of the student when developing individual support plans or applying consequences for inappropriate behaviour. This includes the individual circumstances of the student e.g. emotional wellbeing, learning needs, the context of the incident/s, the student's behavioural history at the college as well as the needs and rights of all college community members to ensure that responses are fair, just and equitable.

RELATED POLICIES

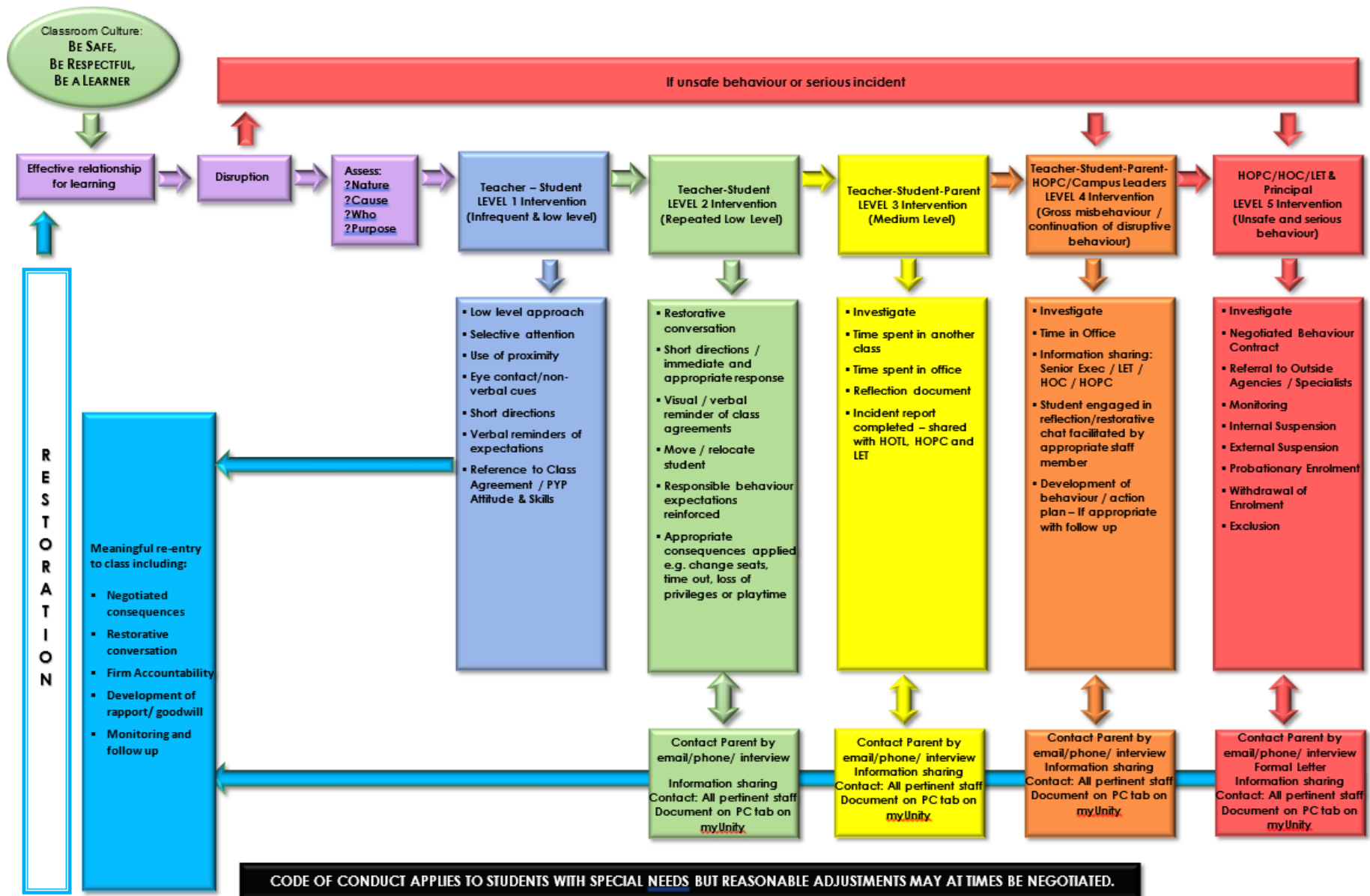
- P-12 eSmart Policy
- P-12 Anti-Bullying Policy
- Student Protection Policy
- Academic Honesty Policy
- Homework Guidelines
- Student Attendance Guidelines
- Uniform Expectations/ Policy
- Sport Code of Conduct
- Teaching and Learning Policy

SUPPORTING DOCUMENT A- Proactive element chart

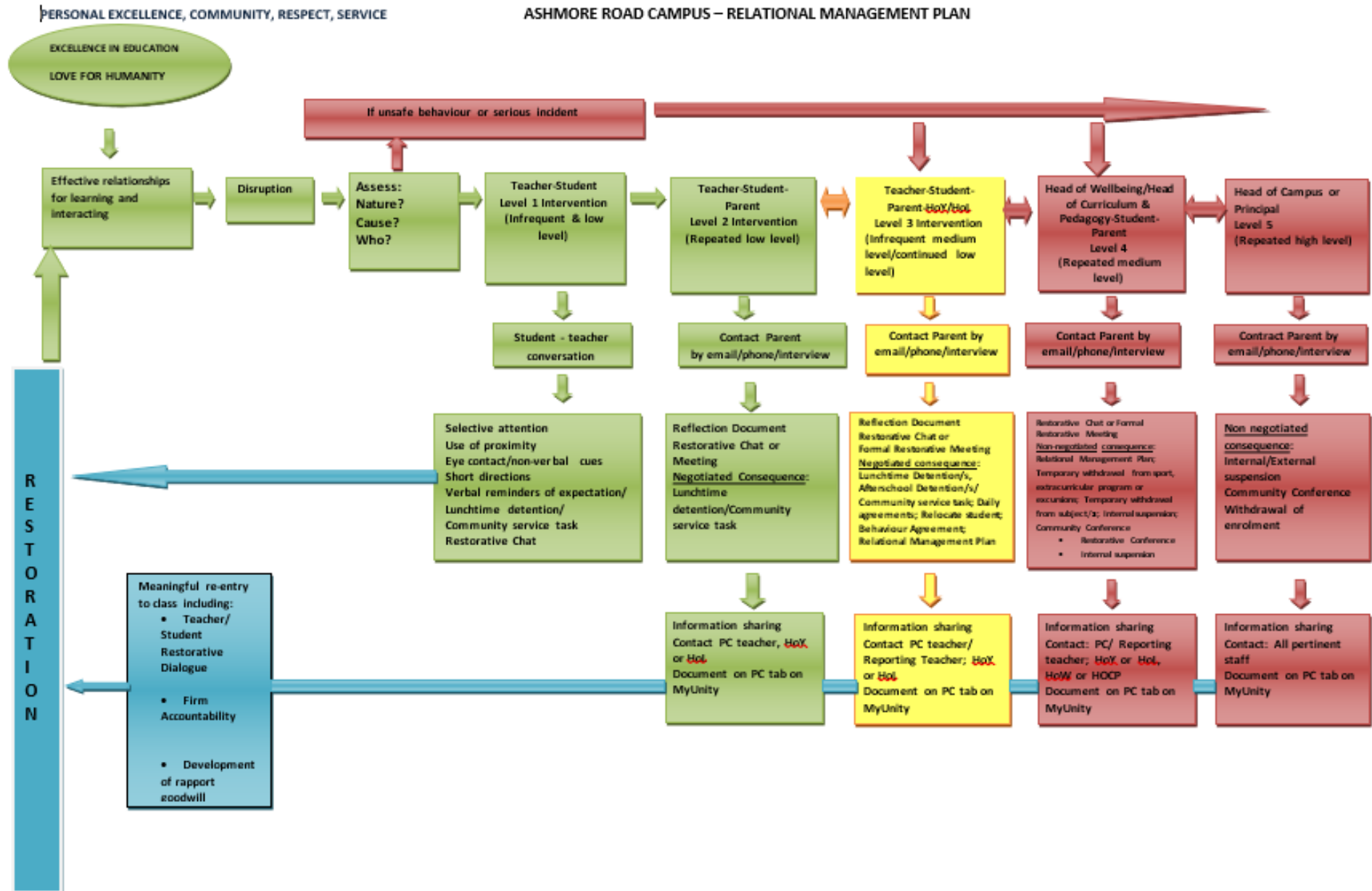
GUIDING EXPECTATION	PLAY IS THE WAY	LEARNER PROFILE	ATTITUDES	LIFE LONG QUALITIES	SELS
<p>BE SAFE At Trinity, we agree to act safely by considering others and protecting them and ourselves.</p>	<ul style="list-style-type: none"> ▪ Treat others as you would like to be treated ▪ It takes great strength to be sensible ▪ Have reasons for the things you say and do 	<ul style="list-style-type: none"> ▪ Caring ▪ Communicator ▪ Reflective ▪ Open-Minded ▪ Principled ▪ Balanced ▪ Knowledgeable 	<ul style="list-style-type: none"> ▪ Respect ▪ Empathy ▪ Appreciation ▪ Tolerance ▪ cooperation ▪ Integrity ▪ Independence ▪ Confident 	<ul style="list-style-type: none"> ▪ Love ▪ Justice ▪ Compassion ▪ Forgiveness ▪ Service ▪ Courage ▪ Appreciation 	<p>SELF AWARENESS- Recognise Emotions; Understand themselves as a learner; Develop reflective practice</p> <p>SELF MANAGEMENT- Express emotions appropriately; Develop self-discipline and set goals; Work independently and show initiative; Be confident resilient and adaptable</p> <p>SOCIAL AWARENESS- Appreciate diverse perspective; Contribute to society; Understand relationships</p> <p>SOCIAL MANAGEMENT- Communicate effectively; Work Collaboratively; Make decisions; Negotiate & resolve conflict</p>
<p>BE RESPECTFULL At Trinity, we agree show respect to our teachers, peers and our school.</p>	<ul style="list-style-type: none"> ▪ Treat others as you would like to be treated ▪ It takes great strength to be sensible ▪ Have reasons for the things you say and do 	<ul style="list-style-type: none"> ▪ Caring ▪ Communicator ▪ Open-minded ▪ Reflective ▪ Principled ▪ Balanced ▪ Knowledgeable ▪ Thinker ▪ Open-minded ▪ Communicator 	<ul style="list-style-type: none"> ▪ Respect ▪ Empathy ▪ Appreciation ▪ Cooperation ▪ Integrity ▪ Independence ▪ Curiosity ▪ Enthusiasm ▪ Tolerance 	<ul style="list-style-type: none"> ▪ Love ▪ Justice ▪ Compassion ▪ Forgiveness ▪ Service ▪ Humility ▪ Courage ▪ Hope ▪ Appreciation 	<p>SOCIAL AWARENESS- Appreciate diverse perspective; Contribute to society; Understand relationships</p> <p>SOCIAL MANAGEMENT- Communicate effectively; Work Collaboratively; Make decisions; Negotiate & resolve conflict</p>
<p>BE A LEARNER At Trinity, we agree to do our best so that we can learn.</p>	<ul style="list-style-type: none"> ▪ Pursue your personal Best no matter who you work with ▪ Be Brave- Participate to progress ▪ It takes great strength to be sensible ▪ Have reasons for the things you say and do 	<ul style="list-style-type: none"> ▪ Open-minded ▪ Communicator ▪ Inquirer ▪ Thinker ▪ Risk taker ▪ Reflective ▪ Principled ▪ Balanced ▪ Knowledgeable 	<ul style="list-style-type: none"> ▪ Creativity ▪ Enthusiasm ▪ Tolerance ▪ Cooperation ▪ Confidence ▪ Curiosity ▪ Integrity ▪ Independence 	<ul style="list-style-type: none"> ▪ Love ▪ Service ▪ Humility ▪ Courage ▪ Hope ▪ Quality ▪ Appreciation 	<p>SOCIAL AWARENESS- Appreciate diverse perspective; Contribute to society; Understand relationships</p> <p>SOCIAL MANAGEMENT- Communicate effectively; Work Collaboratively; Make decisions; Negotiate & resolve conflict</p>

SUPPORTING DOCUMENT B-COTLEW STREET CAMPUS RELATIONAL MANAGEMENT PLAN

JUNIOR YEARS – RELATIONAL MANAGEMENT PLAN

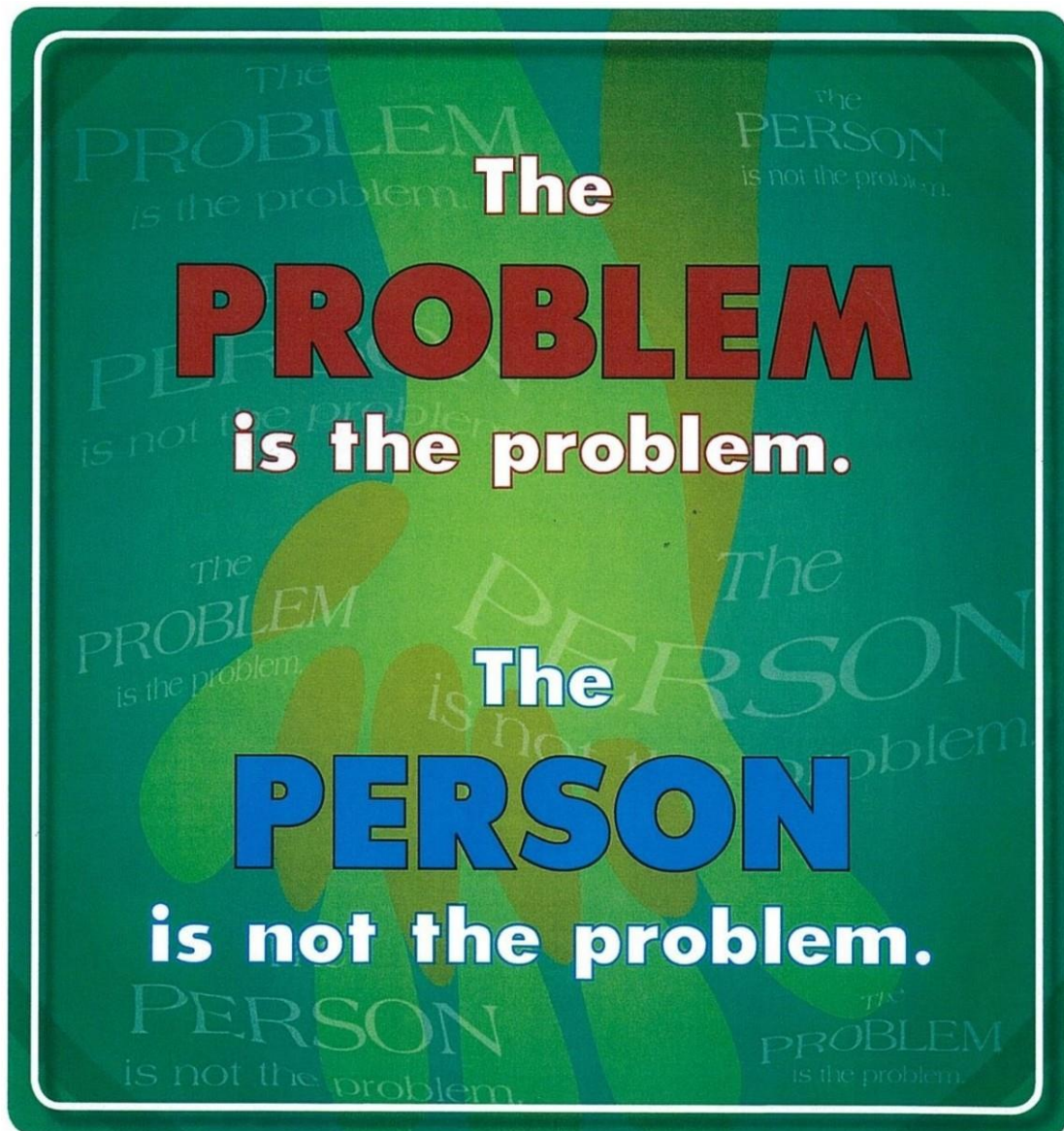


SUPPORTING DOCUMENT C-ASHMORE ROAD CAMPUS RELATIONAL MANAGEMENT PLAN



restorative

PRACTICES@TRINITY



Excellence in Education.
Love for Humanity.





A restorative approach to dealing with conflict ask 4 key questions:

- 1** What has happened?
- 2** Who has been affected? and how?
- 3** What needs to happen to repair the harm?
- 4** How can everyone do things differently in the future?



restorative

PRACTICES@TRINITY

Restorative Questions

WHEN CHALLENGING BEHAVIOUR

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who do you think has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

WHEN SOMEONE HAS BEEN HARMED

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



Excellence in Education.
Love for Humanity.

