



Response from The Alannah and Madeline Foundation

Royal Commission into Family Violence

May 2015

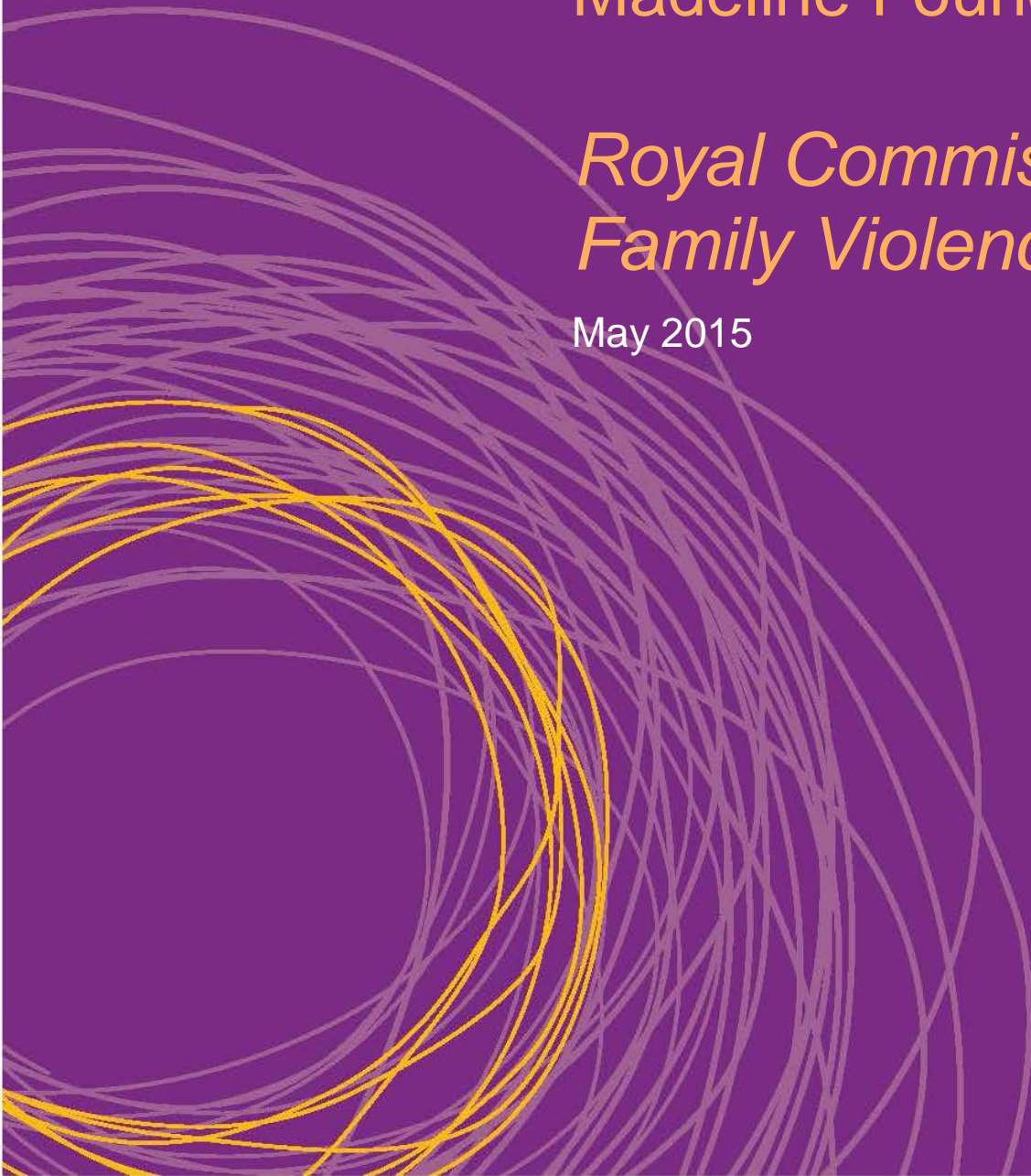




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Executive Summary

Recommendations:

The Alannah and Madeline Foundation respectfully submits the following recommendations:

1. That the effective and proven behaviour-change approach used and advocated by The Alannah and Madeline Foundation be adopted: that is, to apply treatments broadly to reach members of the community at all stages of the life journey, from early childhood into maturity
2. That solutions to violence in families must incorporate preventative approaches as well as immediate responses to the situation.
3. That focus should be placed on what drives dysfunctional behaviour in intimate relationships.
4. That all factors that drive dysfunctional behaviour – both primary and secondary – must be identified and addressed.
5. A key factor to be addressed is the gender imbalance in positions of power and influence within Australian society. Positive action needs to be taken to give women equal representation in decision making positions.
6. That there are many agencies in the space and there needs to be better collaboration to drive behaviour change
7. That approaches should change away from ‘treating’ behaviours to addressing underlying issues
8. That changes will be generational ones, not immediate fixes and will therefore require long term policies with bipartisan support.
9. That violence in families is a societal problem that everyone has a responsibility to address.
10. That schools’ effectiveness in creating healthy (secure, resilient, flexible) learners is now recognised as making a major contribution to students achieving educational and social goals is now seen as a central role.

Introduction

The Alannah and Madeline Foundation (the Foundation) welcomes the opportunity to submit a response to the Royal Commission Into Family Violence.

The Foundation was set up in memory of Alannah and Madeline Mikac, aged 6 and 3, who were tragically killed with their mother and 32 others at Port Arthur, Tasmania, on 28 April 1996. The Foundation was established in 1997 and has been operating for 17 years.

The Foundation's key objectives are to care for children who have experienced or witnessed serious violence; reduce the incidence of bullying, cyberbullying and other cyber risks; and advocate for the safety and wellbeing of children.

Other than families, schools are the most important settings for children's attainment of positive behaviours¹ and therefore the Foundation has seen the effectiveness of working through schools to bring about behaviour change. Our programs are in one third of all Australian schools, and one third of all Australian public libraries (reaching all 1,500 within the next three years) and we support 9,000 children in refuges or foster homes across Australia every year². The Foundation also directly addresses the needs of children who have experienced or witnessed family violence with the Children Ahead program (CA). The Foundation's programs are based on robust evidence aligning with best practice principles and built to be effective, efficient and fill an identified gap.

1 Noble, T. (2006). 'The core components of a school-wide safe schools framework', in McGrath & T. Noble, (Eds) *Bullying solutions: evidence-based approaches for Australian schools*. Sydney: Pearson Education.

2 The Buddy Bags program has delivered over 50,000 bags to children since its inception.

Submission

Family violence affects the lives of children, immediately and frequently over the life-span. Almost one million Australian children live with violence in their homes, a number which continues to grow. Exposure to violence compromises a child's health, development and wellbeing and increases the likelihood of dropping out of school and being drawn into anti-social activities and replicating violent behaviours in the future. We are aware that the complex and multi-layered causes of family violence³ must be addressed in collaborations across different sectors and across the community.

Research indicates that children exposed to family violence are at risk of poor outcomes and more likely to experience behavioural issues, including social and emotional problems, and difficulties forming supportive friendships and lasting relationships. They also struggle with cognitive and attitudinal problems, which lead to learning delays and/or suspension or exclusion from school. Males exposed to family violence may replicate this in their own families; females are more likely to be the victims of these behaviours. Both are more likely to die early.

Many children and their main carer (most frequently a female) take a long time to recover from the violence experienced in their homes: it can take years for a child to regain some degree of wellbeing and most programs provide support only for periods of weeks or months.

The Alannah and Madeline Foundation whole of society change approach

The Foundation's programs are developed to create positive, respectful relationships in different settings. They provide a model of organisational change or whole of society response such underpinned by a behaviour change approach similar to that employed by the multi-layered SunSmart campaign and other well-known health promotion and social change programs (e.g. 'Quit' anti-smoking campaign).

Youths with histories of maltreatment are especially at risk for relationship-based difficulties⁴ and have more than a 3.5 times greater risk of involvement in adult domestic violence. Children who have been exposed to the abuse of women in their home may find the gender-based nature of abuse and harassment particularly salient, further shaping distorted gender-based expectations of relating to others⁵. They are more apt to be bullied and to engage in bullying behaviour: maltreated children who have structured their previous relationships on the basis of "victims and victimizers," adhere to this template as the easiest solution to relating to peers, and therefore are often more victimised by peers.⁶

The first major program developed by the Foundation was 'Children Ahead', which then provided material support to children who had been the victims of family violence. It is now based on a deeper understanding that children who have been exposed to violence or other trauma may experience a number of adverse effects, such as ill health, distorted perceptions of self or others, or difficulties learning or managing emotions, and may therefore require a suite of different supports to enable recovery.

3 Terms of reference: Royal Commission into Family Violence

4 Bank, L., & Burraston, B. (2001). Abusive home environments as predictors of poor adjustment during adolescence and early adulthood. *Journal of Community Psychology*, 29, 195–217.

Ehrensaft, M. K., Cohen, P., Brown, J., Smailes, E., Chen, H., & Johnson, J. G. (2003). Intergenerational transmission of partner violence: A 20-year prospective study. *Journal of Consulting and Clinical Psychology*, 71, 741–753.

5 Wolfe, D. A., Crooks, C. C., Chiodo, D. and Jaffe, P. (2009), CHILD MALTREATMENT, BULLYING, GENDER-BASED HARASSMENT, AND ADOLESCENT DATING VIOLENCE: MAKING THE CONNECTIONS. *Psychology of Women Quarterly*, 33: 21–24. doi: 10.1111/j.1471-6402.2008.01469.x

6 Shields, A., & Cicchetti, D. (2001). Parental maltreatment and emotion dysregulation as risk factors for bullying and victimization in middle childhood. *Journal of Clinical Child Psychology*, 30, 349–363.

By 2002, the Foundation had recognised bullying as a major form of violence experienced by children. It occurs across all social settings, including sporting clubs and workplaces and Port Arthur's terrible lesson is that extreme reactions to long-term bullying can produce violent and horrific results⁷. It is one of the most common forms of violence in the lives of children and in Australia it affects approximately one child in every four⁸.

The Foundation is conscious of the strong connection between bullying and other forms of violence, including family violence. 'Although not inevitable, it is more likely that children who are victims of maltreatment will carry forward these behaviour patterns into adolescence and adulthood, thus perpetuating bullying and harassment with peers and dating partners'⁹. The Foundation therefore advocates and has developed a whole-of-community response to all forms of societal violence as preventative and responsive treatments are needed to break the intergenerational cycle of dysfunctional behaviour.

'Bullying actually is the most common form of violence in our whole society. It is what drives the culture of violence, permitting the most powerful to dominate the less powerful. This is at the core of domestic violence, child abuse, workplace violence, hate crimes and why we have so much road rage. Bullying is everywhere and schools are a primary breeding ground for this pernicious and insidious element of the culture of violence and it must be stopped'.

Weinhold B. K. *Bullying and School Violence: The Tip of the Iceberg* 2000

We know that thousands of children are affected each year by violence in their homes either directly or by witnessing it happening to someone else. A child's home is the first setting in which he or she will experience bullying and other forms of violence. It is therefore clear that approaches which focus on preventing the behaviour in schools or other settings must be accompanied by others which focus on families. We address the needs of the children themselves, as early intervention to change behavioural patterns produces the most effective results.

Preventative Treatments

Better Buddies

The Foundation's *Better Buddies* helps to create environments in which respect for others is valued highly. These schools are characterised by friendly, inclusive and caring relationships and their culture is sometimes described as being 'pro-social'. The Better Buddies Framework helps children develop empathy, compassion and the skills and values associated with these, by participating in carefully constructed activities which help them to learn to care for others. Bullying and other negative behaviours are less apt to flourish in such an environment.

It is designed to support children in their transition to primary school, and through peer relationships, to create. Through Better Buddies, children in their first and last year of primary school are carefully paired to engage in structured and formal and informal activities, developing bonds of support and empathy, thus enabling younger children to feel safe and cared for and older children develop leadership skills and feel valued and respected.

While many schools operate buddy programs, the differentiator between this and other buddy programs in schools is that it contains discrete leadership modules for older children, clearly laying out expectations and limitations for the role they will play supporting the younger child. There are also a

7 Noble, T. (2006), 'The core components of a school-wide safe schools framework', in McGrath & T. Noble, (Eds) *Bullying solutions: evidence-based approaches for Australian schools*. Sydney: Pearson Education.

8 Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., and Thomas, L. 2009. *Australian Covert Bullying Prevalence Study (ACBPS)*. Child Health Promotion Research Centre, Edith Cowan University, Perth

9 Wolfe, D. A., Crooks, C. C., Chiodo, D. and Jaffe, P. (2009) CHILD MALTREATMENT, BULLYING, GENDER-BASED HARASSMENT, AND ADOLESCENT DATING VIOLENCE: MAKING THE CONNECTIONS. *PSYCHOLOGY OF WOMEN QUARTERLY*, 33: 21–24. doi: 10.1111/j.1471-6402.2008.01469.x

number of activities developed by primary educators. The program is based on a set of values with which the children are familiarised and which they are required to demonstrate in their behaviour.

While *Better Buddies* is principally intended to connect older and younger students, an evaluation of the program has shown the benefits over time have been to 'create a caring and friendly school', 'assist students in their transition to school', 'help [to] reduce the number of bullying incidents...' and 'increase the sense of community [through inclusion of parents, families and volunteers]¹⁰.

eSmart Schools

The Foundation's eSmart Schools is designed to help schools create a prosocial environment and produce and to impact on the behaviour of the broader community.

It was developed in response to schools' expressed need for a holistic framework within which to address wellbeing, bullying and cybersafety as it is understood these issues are interconnected and cannot effectively be addressed in isolation. It is equally applicable to all primary and secondary school settings.

It provides a model of organisational change consistent with Health Promoting Schools and initiatives for whole of society response such as SunSmart. It is based on the belief that issues of wellbeing, bullying (and other negative behaviours) and digital citizenship cannot be addressed in isolation.

Schools' effectiveness in creating healthy (secure, resilient, flexible) learners is now recognised as making a major contribution to students achieving educational and social goals¹¹ and this is now seen as a central, rather than peripheral, role. Bullying, harassment, homophobia are reduced in an environment which prioritises wellbeing and concentrates on relationship-building. Until relatively recently it was considered that the mere provision of information would lead to behaviour change, but this approach has been revealed to be ineffective – in effect, a 'magic bullet'¹² and what is needed is a whole-of-school approach like eSmart Schools that reaches out to the wider society.

Evaluation of the eSmart Schools initiative¹³ found it is successful in providing a model of culture and behavioural change around wellbeing, bullying and digital competency. Importantly, eSmart Schools is recognised by school leadership as an effective and easy way of delivering cultural change in schools.¹⁴

eSmart Libraries

eSmart Libraries grew out of The Foundation's realisation that libraries provide an extra layer of support for disadvantaged children and young people and that it was therefore beneficial to support them in their work.

Libraries are vital resources which bring people together regardless of social/economic standing, foster greater understanding of other views and cultures, and embrace diversity across the spectrum providing connection for people who might otherwise be excluded. They are community-owned spaces connecting a wide range of people a safe and inclusive environment where they are welcomed and respected. eSmart Libraries provides a structure within which libraries can more effectively support individuals and the community to live together harmoniously and to participate equally in community and civic life through the provision of quality services and programs.

¹⁰ Better Buddies survey and report, Helen Reid, 2012

¹¹ Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-based Universal Interventions. *Child Development*, 82: 405–432.

¹² ; a term coined by Beer, Eisenstat & Spector (1990) to describe 'quick fix' programs disconnected from other initiatives and usually ineffective.

¹³ eSmart Schools Evaluation; Jeanette Pope, Director of Research, Foundation for Young Australians
Dr Philippa Collin, Associate Professor Amanda Third, and Nukte Ogun, the University of Western Sydney
John Campbell, Pitt Group, January 2015.

¹⁴ eSmart Schools Evaluation; Jeanette Pope, Director of Research, Foundation for Young Australians
Dr Philippa Collin, Associate Professor Amanda Third, and Nukte Ogun, the University of Western Sydney
John Campbell, Pitt Group, January 2015 pp. 81, 82.

For many disadvantaged individuals, the public library is a key resource to help with everyday life, often those things which many take for granted. Libraries in socially disadvantaged areas, or in areas with a significant number of people experiencing disadvantage, prioritise access to and assistance using suitable resources regardless of format, and where required are positively directed to other appropriate services and programs to further support the development and achieve positive outcomes for the disadvantaged.

Additionally, public libraries often take their services and programs to locations where people and communities participate (maternal and child health centres, community and neighbourhood centres, welfare, etc.), to build new relationships and encourage those people to come to the public library where they can interact with familiar faces, similar activities and new experiences and be included in the wider society.

While most libraries provide computer access, many do not use filtering technologies and hence librarians need to be supported to protect young and/or vulnerable users. In addition, eSmart Libraries provided a proactive response to the rapid growth of the internet and digital technology which, while they present many benefits also pose risks and challenges to young people due to the often anonymous, complex and multi-layered nature of the internet.

Responsive Treatment

The recently commissioned evaluation of The Foundation's Children Ahead program by Price Waterhouse Cooper 'generate[d] a deeper understanding and articulation of the rationale, value and unique attributes of the Children Ahead program'¹⁵.

No other program offers this holistic approach which covers the key areas that lead to a child's recovery. While there are services with similar elements, child-specific case management in the family violence service system remains limited¹⁶.

The program 'aligns with best practice principles for local and overseas programs supporting children who have experienced violence'¹⁷. The research indicates that if a program is delivered following best practice principles, it is more likely to achieve improvement in children's recovery, and sustain this progress:

*"Appropriately selected evidence-based and services provided in a timely manner can reverse the adverse effects of violence and psychological trauma and put children back on a healthy developmental course that allows them to once again resume normal academic and social engagements and achieve a healthy and fulfilling life."*¹⁸

The proximity of the Children Ahead Program to these best practice principles indicates that it has substantial potential to positively impact the developmental course of children and young people who have experienced violence or trauma. There is now a considerable body of literature estimating the long-term impacts and costs of unresolved trauma for individuals and society – meaning that intervention at this early stage to re-direct the trajectory of children and young people has significant future benefits.¹⁹

Children Ahead was designed with the underlying philosophy of focusing on the long-term sustainable recovery of the child from the effects of violence rather than deliver short-term crisis intervention support provided by many other agencies. Our focus is on children's achievement of individually tailored goals. Children leave our program on their attainment of these goals and their leaving is therefore linked to

¹⁵ Price Waterhouse Cooper Evaluation 2014, 18

¹⁶ PwC evaluation p. 9

¹⁷ Ibid, 24

¹⁸ US Department of Justice (2012) Report of the Attorney General's National Task Force on Children Exposed to Violence

¹⁹ Flood, M. and Fergus, L. (no date) An Assault on Our Future: The impact of violence on young people and their relationships, White Ribbon Foundation

recovery rather than turnover of individuals. From our internal data we know that children who have left the program prior to completion returned to it because they have not fully recovered.

The operational model for our Children Ahead program, acknowledges the importance of a range of support as crucial to the recovery of children and young people from violence-related trauma. Children Ahead also recognises the importance of supporting mothers affected by violence to develop confidence and appropriate parenting skills, whilst attending to their own health and developmental needs.

Our qualified staff work directly with children and their families using child-friendly tools in the following identified essential areas (See Model, Appendix 1:

- **Health:** help families maintain and improve children's health
- **Education:** work with schools, families and children to overcome educational barriers and enhance achievement
- **Individual wellbeing and life skills:** help children heal by providing the opportunity to tell their story, feel understood, learn to manage strong emotions and learn skills to build resilience
- **Community connections and healthy relationships:** Research indicates the two best predictors of successful change in young people are engagement in meaningful relationships and in meaningful activities. Children Ahead helps children explore healthy relationships and encourages connection with the local community.
- **Family wellbeing:** is critical for a child's wellbeing. Children Ahead facilitates referrals to adult services to help parents and carers understand children's behaviour from a trauma perspective and learn ways to respond effectively.

Children Ahead fills a gap identified by rigorous service mapping of the field: this program's important differentiating factor is that it concentrates primarily on the child or children. It is not a crisis response service, as this is provided by a range of women's refuges, crisis-related case management, outreach and therapy. Accessible, timely and effective treatment services for children and women beyond the immediate crisis is crucial to assist psychological recovery from violence-related trauma, change children's life trajectories and thus prevent intergenerational patterns of dysfunction. There is not a high turnover of clients in Children Ahead, as it is premised on the understanding that recovery frequently necessitates longer-term support; this is provided for as long as the experienced social workers deem necessary. Long-term service provision (up to two years) (support is provided regularly on a weekly or fortnightly basis). It is delivered in communities where there are demonstrated high rates of trauma and violence²⁰. These are disadvantaged areas where many children live in one-parent families (most headed by women), 27.1 per cent of which have an income less than \$600 per week. This combined with low-socio-economic and educational status, high levels of unemployment, isolation and lack of social connections present risk factors for family violence.

The 'change' approach, used by Children Ahead is very much in keeping with the cultures, language, understanding and values of the audience and the children themselves are empowered and feel that they have very valid roles to play in shaping and modifying the actions as required. Children Ahead creates change with the communities' involvement and ensures that this also applies to children, and their voices and rights; case goals are thus established in collaboration with the child and primary carer and success factors measured against these. Evaluation showed that among the gains were decreased behavioural concerns and anger management issues which led to better school participation and improved behaviour at school (a clear need, as consistent attendance at school is needed for academic achievement). There were added benefits for children and their adults in an improved ability to engage socially and there were also improved relationships and communication within families. Through the program, a better understanding was gained of their situation and a greater overall confidence in dealing with issues. Parents/carers and children both experienced greater feelings of happiness and improved mental health.

²⁰ City of Port Phillip, City of Bayside, City of Yarra, City of Brimbank and City of Melbourne have key social and demographic indicators including SEIFA ranking and higher than average levels of family violence incidents where children were present, ranking for number of public housing tenants and ranking for humanitarian program arrivals (2013-14).

The Foundation works collaboratively with a number of relevant agencies to make sure children and their families have direct provision of support from case workers who help children build their resilience and help them identify, understand and manage the complex emotions that arise from their experience.

The program evaluation shows that the Children Ahead approach, while cost-intensive, yields impressive results on case closure:

- **decreased behavioural concerns and anger management issues** (*Emotional wellbeing*)
- **better school participation and improved behaviour at school** (*Educational support*)
- **better social engagement** (*Connecting children*)
- **improved family relationships and communication within the family** (*Life skills training/Parent support*)
- **improved feelings of happiness** (*Emotional wellbeing*)
- **improved mental health issues** (*Emotional wellbeing*)
- **better understanding of their situation** (*Emotional wellbeing*)
- **greater confidence in dealing with issues** (*Emotional wellbeing/Life skills training*).

Conclusion

Violence experienced towards women in our society is complex, multi-layered in causation and affects a wide circle of other victims. These include children of the immediate and extended family and other children and adults in the wider network of school and community.

The behaviour-change approach of the Foundation is to apply treatments broadly to reach members of the community at all stages of the life journey, from early childhood into maturity and apply consistent messaging and behavioural expectations across a range of settings. While we know that the earlier intervention is applied, the greater the chance of recovery²¹, we aim to provide a safety net for children by addressing the skills, knowledge and behaviour of the adults who care for them.

Our view is that programs like those the Foundation delivers and has in development are complementary: prevention of and responses to violence against women and their children go hand in hand. Prevention efforts against violence in families must necessarily include educating the next generation of males and females through programs that teach, social skills, conflict resolution, gender equity and respectful relationships so that attitudes to violence and its expression through behaviour are changed. We also know that the scourge will never be completely eradicated and that response to individual families who have fallen victim it will always be necessary. Through its programs and work, The Foundation aims to create the long-term changes that will enable every child to live in a safe and supportive environment.

²¹ Calmer Classrooms, Office of the Child Safety Commissioner, June 2007, p 7.

Appendix 1

Children Ahead Model





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Appendix A: The Foundation's Programs

This submission reflects the role of The Foundation in the implementation of institutional culture change programs designed to prevent violence on and offline:

- As bullying and other forms of personal attack started to move to cyberspace, our prevention efforts also moved to address cyberbullying and broader issues of cybersafety and wellbeing - **eSmart**.
 - eSmart's overarching aim is to equip people with the knowledge and skills to get the best out of technology while avoiding the pitfalls and taking on a range of ethically informed behaviours.
 - eSmart is focused on educating individuals about the smart, safe and responsible use of digital technologies, but within a setting where organisational operations support a culture of appropriate behaviour.
 - **Our eSmart Schools** initiative is a whole-school change program that helps schools enhance wellbeing, manage cybersafety and reduce cyber-bullying and bullying. The initiative is currently being implemented in 2000 schools across Australia.
 - We are currently implementing a similar program in public libraries - **eSmart Libraries**. An eSmart Library operates under a framework for embedding cybersafety into its policies, procedures and teaching/support of library users. eSmart Libraries is being currently being implemented in 450 public libraries across Australia, with a plan for all libraries to be participating by 2017.
 - The **eSmart Digital Licence** is an online challenge which uses quizzes, videos and games to prepare Australian children (aged ten and over) to be smart, safe and responsible digital citizens. The Digital Licence consists of eight learning modules which evaluate comprehension of key technology and cybersafety topics and equip children with the knowledge and skills they require to learn, play and socialise online. In addition to teaching core digital skills, the Digital Licence will promote conversations about online safety between young people and their parents, carers and teachers.
- The **Better Buddies Framework** is a peer support initiative designed to create friendly and caring primary school communities where bullying is reduced. Older children buddy up with younger children and learn the values of caring for others, friendliness, respect, valuing difference, including others and responsibility. This occurs through formal and informal activities in the classroom and beyond. Better Buddies enables younger students to feel safe and cared for while older students feel valued and respected in their role of mentor and befriender.

The Foundation works to prevent school-based bullying and is the auspice organisation for the **National Centre Against Bullying (NCAB)**, a peak body made up of experts in the fields of childhood wellbeing and bullying and is chaired by the Hon. Alastair Nicholson AO, RFD, QC, (former Chief Justice of the Family Court of Australia). NCAB works with school communities, Government, media and industry to reduce bullying and minimise its harm to young people.

The Alannah and Madeline Foundation is also a provider of the following care services to children, youth and their families:

- Our **Children Ahead** program is a case management program that helps children by focusing on what they need to recover from traumatic events or violent circumstances. We work collaboratively with relevant agencies to make sure children who are suffering the effects of violence, and their families, have the community connections needed for immediate and long term support.
- Our **Refuge Therapeutic Support Program** funds group therapy including art, pet and music therapy to help children who are residing in refuges and are distressed or traumatised by their experience of serious violence.
- In Australia, thousands of children are placed in emergency foster care or domestic violence refuges each year, often with nothing but the clothes they are wearing. The **Buddy Bags** program provides these children with a back-pack full of essential items including toiletries, pyjamas, socks, underwear, a teddy bear, photo frame and pillow slip. Buddy Bags provide personal belongings and help restore a sense of security in these children's lives.
- **Children 365: Celebrate them every Day** was developed in memory of 4-year-old Darcey Freeman, who was killed on 29 January 2009. This initiative encourages adults to take the time to think about why children in their lives are important and how they can spend time together. Through an annual calendar and a range of activities, Children 365 gives people practical suggestions for ways they can engage positively with children. Children 365 begins each year on the last day of Children's Week.

Appendix B: The Foundation's Patrons, Board, Advisory Board and Ambassadors and NCAB Members

International Patron

Her Royal Highness Crown Princess Mary of Denmark

National Patron

The Hon. Tony Abbott MP, Prime Minister of Australia

Founding Patron

Walter Mikac

Board of Directors

John Bertrand AM, Chairman, The Alannah and Madeline Foundation

Peter Blunden, Victorian Managing Director – Editorial, News Limited

Richard Broug, General Manager, Global Retail Business, Paspaley Group

Dr Michael Carr-Gregg, Child and Adolescent Psychologist

Terry Hearity OAM, Former National Sponsorship Manager, Australia Post

Launa Inman, Former Chief Executive Officer and Managing Director, Billabong

John Murphy, Managing Director Australian Beverages, Coca-Cola Amatil

Holly Kramer, Chief Executive Officer, Best & Less

Dr Judith Slocombe, CEO, The Alannah and Madeline Foundation

Greg Sutherland, Chief Marketing Officer, Australia Post

Paul Waldren, Managing Director, The Health Consultancy

Ambassadors

Robert 'Dipper' DiPierdomenico, Brownlow Medallist and Hawthorn Football Club Premiership player

Aaron Blabey, award-winning children's author and illustrator

Melissa Doyle, journalist, author and news presenter

John Caldwell, anti-bullying advocate, Australian of the Year 2014 in Victoria

International Advisory Board

Dr Edward de Bono, Founder, World Centre for New Thinking

Advisory Board and Partners

John Atkins, WA Chairman, ANZ

Tony Beddison AO, Chairman, The Beddison Group

Frank Gullone, Managing Director, Gullone Group

Russel Howcroft, Executive General Manager, Ten Network Holdings

Martin Jolly, CEO, IMG Australasia

Robert Masters, Principal, Robert Masters & Associates

Eddie McGuire AM, President Collingwood Football Club

Neil Mitchell AO, Media Presenter, 3AW Southern Cross Broadcasting

The Hon. Alastair Nicholson AO RFD QC, Former Chief Justice of the Family Court of Australia

Ross Oakley, Chairman, Oakley Enterprises

Stuart Painter, Partner, Ernst & Young

Tony Phillips, General Manager, Property, Sponsorship and Events, Coles Group

John Steven, Partner, Minter Ellison

Ian Thorogood, Management Consultant

Christine Nixon APM, Former Chief Commissioner, Victoria Police

National Centre Against Bullying (NCAB) Members

The Hon. Alastair Nicholson AO RFD QC – Chairman

Marg Armstrong AM, Education Consultant, Just Practices

Dr Pamela Bartholomaeus, Lecturer, Flinders University

Elida Brereton, Former Principal, Camberwell High School

Professor Marilyn Campbell, Associate Professor, Faculty of Education, Queensland University of Technology


Dr Michael Carr-Gregg, Adolescent Psychologist and Author

Sandra Craig, Manager, National Centre Against Bullying

Professor Donna Cross, Professor, Child and Adolescent Health, Child Health Promotion Research Centre, School of Exercise, Biomedical and Health Sciences, Edith Cowan University

Anita Davidson, Senior Consultant, Department of Education and Children's Services

Maree Davidson AM, Manager, Davidson Consulting



Evelyn Field, Psychologist, Author and Speaker, specialises in school and workplace bullying

Dr Andrew Fuller, Fellow of the Department of Psychiatry and the Department of Learning and Educational Development, University of Melbourne

Coosje Griffiths, Manager, State-wide Student Services, Department of Education, Western Australia

Professor Sheryl Hemphill, Australian Catholic University

Gabrielle Leigh, President, Victorian Principals' Association

Professor Helen McGrath, Adjunct Professor, School of Education, RMIT University

Robert Masters, Director, Robert Masters & Associates

Professor Toni Noble, Adjunct Professor, School of Educational Leadership. Faculty of Education Australian Catholic University

Professor Ken Rigby, Adjunct Professor, University of South Australia

Professor Phillip Slee, Professor Human Development School of Education, Flinders University South Australia

Dr Sonia Sharp, Deputy Secretary at the Department of Education and Early Childhood Development in Victoria

Dr Barbara Spears, Co-Director of the Citizenship and Wellbeing Research Group of the Centre for Research in Education, School of Education, University of South Australia

Dr Judith Slocombe, CEO, The Alannah and Madeline Foundation

Irene Verins, Senior Project Officer, Mental Health and Wellbeing; VicHealth