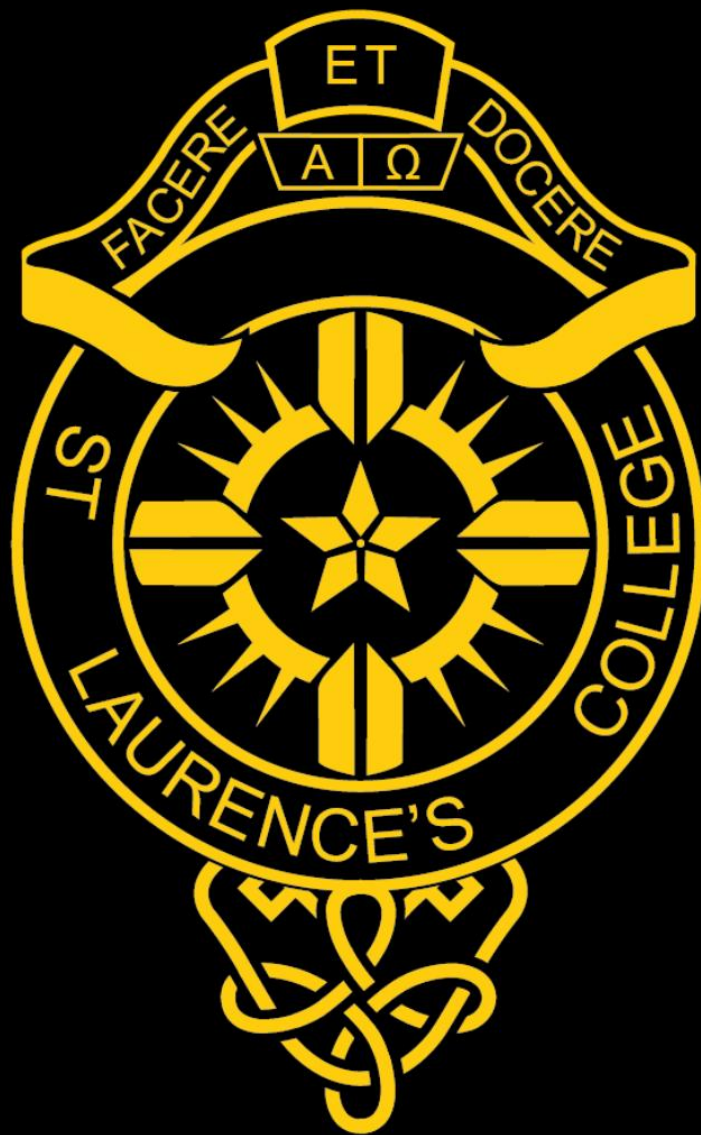


# ST LAURENCE'S COLLEGE

## BULLYING AND HARASSMENT POLICY





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## INTRODUCTION

Bullying and harassment in all its forms has no place at St Laurence's College and the College works diligently so that all can enjoy a safe school environment. Each member of the College community has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all that we do. This means that all members feel a sense of belonging, are valued and free from discrimination and harassment - that all feel *respected, protected and connected*.

This policy is in accord with the Charter for Catholic schools in the Edmund Rice Tradition and is underpinned by core EREA values. The policy seeks to ensure a commitment to:

- Fostering the dignity, self-esteem and agency of all people in College community
- Building positive relationships amongst all members of the College community, and
- The provision of safe, supportive and enriching environments for all in the context of, procedural fairness, and due process for all members of the College community.

This policy document has been developed in conjunction with the [National Standard on Bullying in Australian Schools](#) and provides useful information about behaviours that can be considered bullying and harassment, other key definitions in this area and the procedural steps taken when the College responds to an allegation.

## GUIDING EDMUND RICE EDUCATION AUSTRALIA PRINCIPLES

- The best interests of the child and young person are always paramount.
- Each child and young person is entitled to be treated in a way that supports the principles of privacy, ensures and maintains confidentiality, respect and dignity.
- Each child and young person is entitled to be cared for in a way that protects them from being bullied and protects their wellbeing.
- Each person working within Edmund Rice Education Australia (EREA) Colleges has a responsibility to provide a safe and caring environment that enables each child or youth to develop their spirituality, personality, talents and mental physical abilities to their full potential.
- The principles of procedural fairness will apply to decisions made under this policy. The fundamental principles are that those making a decision are not biased and each person who has a complaint made against them will be given a fair opportunity to be heard in response to the specifics of the complaint.
- Complainants must be made aware of the internal and external complaints processes.
- A complainant has the right to confidentiality - this must not affect the complainant's right to seek external assistance.
- Each child and young person has a right to enjoy a safe and supportive environment free from fear or bullying/harassment. All suspected or reported bullying to children and youth will be handled by procedures that provide an immediate response and comply with civil and church



requirements. EREA Colleges (through St Laurence's College) are committed to providing students with an atmosphere that is safe and based on mutual respect and dignity

## WHAT IS BULLYING?

Bullying is *repeated verbal, physical, social or psychological behaviour* that is harmful and involves the *misuse of power* by an individual or group towards one or more persons. Bullying can take many forms, but they are identified by the following types of behaviour:

- **Verbal bullying** - includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture or religion.
- **Physical bullying** - includes hitting or otherwise hurting someone, shoving or intimidating another person or damaging or stealing their belongings.
- **Social bullying** - includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.
- **Cyber bullying** - is causing hurt via modern technologies such as the Internet and other forms of social media and through the use of smartphones and other mobile devices. To report online harm - [Report online harm | eSafety Commissioner](#).

## WHAT IS NOT BULLYING?

There are also some behaviours which, although they might be unpleasant or distressing, are not bullying:

- **Conflict or fights** between equals and single incidents are not defined as bullying. Conflict is a disagreement, argument or dispute between people where no one has a significant power advantage and both feel equally aggrieved. Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups or romantic break-ups sometimes lead to either aggression or bullying. Conflict can be a precursor to bullying where there are instances of repeated conflict and where the balance of power changes.
- **Mutual conflict** which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **Single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

St Laurence's College utilises the following definition when educating staff and students around behaviours that are harmful to others:



- **Rude:** Inadvertently saying or doing something that hurts someone else.
- **Mean:** Purposefully saying or doing something to hurt someone once (or maybe twice).
- **Bullying:** Intentionally aggressive behaviour, repeated over time, involving an imbalance of power.

**Any form of bullying (including rude or mean behaviours) is unworthy of a Laurie's Gentleman and is against all that St Laurence's College stands for.**

## DEFINING HARASSMENT

Harassment includes any unwelcome behaviour that offends, humiliates or intimidates or physically hurtful. Harassment can include behaviour such as:

- Discrimination based on race, gender, sexuality or beliefs. Either in person or via some form of digital platform (including social media and group messages).
- Intimidation, humiliation or any behaviour whereby someone feels uncomfortable.
- Aggressive behaviour (shoving, intimidating, hitting) directed at another person, or damaging their belongings.

## ST LAURENCE'S COLLEGE – PROACTIVE STRATEGIES

Bullying and harassment are totally against the mission and purpose of St Laurence's College. The College is committed to providing an educational environment in which students feel valued and secure. To achieve this, the College will seek to create a school-wide culture that:

- Allows students to flourish free from discrimination, harassment or any form of bullying
- Does not tolerate, condone or trivialise bullying and harassment behaviours
- Is aware of what constitutes bullying and/or harassment behaviour
- Provides support to the victims of bullying and/or harassment
- Provides formation and education for victims and perpetrators.

The methods used by the College to discourage bullying will vary from time-to-time with new initiatives being introduced when appropriate. The College recognises that a 'one size fits all' approach will not work in responding to bullying. Accordingly, the College uses a multi-faceted approach. These measures include, but are not limited to:

- Delivering the Lauries Journey program, timetabled once per fortnight, alongside wellbeing lessons tailored to be age and stage specific.
- Creating and promoting an anonymous and confidential online bullying incident form that is easily accessible by students, - [HERE](#).
- A proactive and supportive environment is fostered through visible promotion of a bully-free culture at assemblies, in publications, via policies, and through accessible reporting tools and confidential surveys.
- Student wellbeing is supported by trained staff, including House Mentors, Heads of House, and counsellors, as well as opportunities for reconciliation and pastoral care initiatives.
- Ongoing staff supervision, training, and leadership in modelling respectful behaviour help ensure a safe and inclusive environment, with all community members encouraged to take responsibility in upholding anti-bullying strategies.



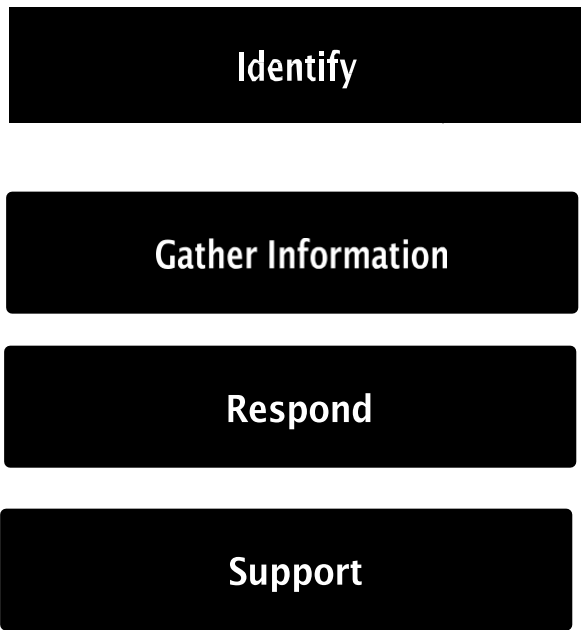
- The College implements a comprehensive range of responses to address bullying, such as disciplinary actions (detentions, suspensions, withdrawal from activities), maintaining thorough records, and consistently reviewing and updating relevant policies.

## MANAGEMENT PROCESSES FOR BULLYING AND HARASSMENT MATTERS

St Laurence's College uses a four staged process in managing incidents of bullying and/or harassment. The reasons for this are:

- To ensure prompt and professional resolution of complaints made in relation to bullying and harassment between students.
- To ensure the College meets its obligations in providing a safe and supportive environment for students.
- To use information gathered about bullying and harassment to drive continuous improvements of the College's policies, systems and staff skills.
- To ensure there is 'procedural fairness' and all students are supported.

All phases of the College's process are based around the implicit understanding of the need for ongoing support of the students involved and the recognition of the potential trauma associated with reporting, recounting and resolving an instance of bullying. More detailed information can be found in the Flow Chart in Appendix A.





## Stage 1: Identify the bullying or harassment behaviours.

The College may receive information about bullying from a range of sources, for example the complainant, other students, staff, family, or members of the public.

Information received about bullying must be referred to the appropriate person within the College Pastoral structure. In most instances, the most appropriate person would be the Head of House or Head of Year (in Primary) however, matters may be reported directly to the Principal, Dean of Students, Head of Senior School Students or Head of Middle School Students or members of the Counselling team as necessary.

The matter may be managed by this person or may be referred to another member of the Pastoral Team as appropriate for investigation and resolution.

## Stage 2: Gather Information

In sensitively investigating the matter, the appropriate person will gather information about the reported incident from the complainant/student, the student reported to be responsible for the bullying behaviour and any other persons considered appropriate.

When meeting with the complainant/student the appropriate person should:

- Record the details of the bullying incident or incidences (Head of House contacted via email and information lodged on the College's TASS system) .
- Advise the complainant/student of the Bullying and Harassment Policy.
- Outline and discuss options available to the complainant/student.
- Inform the complainant/student about how the matter will be dealt with and give time frames.
- Inform the complainant/student that at any point during the complaint process, he may invite an individual of his choice to support and advocate on his behalf.
- Take necessary steps to ensure the safety of the complainant/student after making an assessment about the seriousness of the reported bullying behaviour. There are several appropriate considerations to form part of this response assessment:
  - **Severity and frequency** - deciding the level of severity can be difficult because some students are more vulnerable than others. The greater the intended hurtfulness of the bullying the more justified is the use of direct sanctions:
    - **Low severity bullying**  
This is bullying at a relatively low intensity, as in unpleasant teasing; occasional pushing and shoving; and short-term exclusion by some peers.



- **High severity bullying**

This is bullying at a relatively high intensity as in the continual use of abusive language, physical assaults, repeated threats to hurt someone, and sustained and comprehensive exclusion.

- **Impact**

The investigation explores all individuals and groups involved, including the emotional or physical impacts.

Does the behaviour warrant intervention even if the target does not appear particularly upset? What are the legal implications? How often does the bullying occur? Does it continue after repeated teacher intervention?

**Note:** Regardless of perceived severity, all cases of bullying require attention from the school

- **Illegality of the bullying behaviour** - is the behaviour potentially criminal? The College may be bound by procedures deemed essential in dealing with prescribed or criminal behaviour that involves bullying
- **Persistent or repeated behaviour patterns** - can the College identify and therefore address, the triggers of bullying behaviour in students, such as peer groups, environment (isolated areas in the playground), social and emotional skills or teaching methods? Sanctions are considered more justified when the bullying persists after repeated interventions (possibly including counselling).
- **Single or group bullying** - some strategies have been designed for working with students whose bullying behaviour is being supported by a group of students. For example, the support group method is most effective when a group of students are brought together and the responsibility for improving the situation is shared amongst the group. Whereas the traditional approach generally involves punishment of the student who is considered responsible for the bullying behaviour.
- **Provocation on the part of a 'victim'** - at times it is necessary to consider whether the target may have contributed to the situation. For example, the bullying may be a disproportionate response to an initial action by the target, which needs to be addressed as part of the intervention. This may require an approach that involves negotiated and agreed changes in the behaviour of both sides.
- **Degree of remorse** - is the bully feeling remorseful after the bullying incident? It is important to consider this as methods such as mediation, restorative practice and shared concern rely on some level of genuine remorse or empathy from the bully.
- **Mediation willingness** - are both the bully and target ready to accept help from a mediator? Mediation is considered practicable when both the bully and the target voluntarily agree to seek mediation and the mediator can remain 'neutral'. If this is



possible, then discussing the dispute and finding a solution to the conflict may be effective.

- **Target support** - are there other students who are willing to support the target? If the answer is yes, then you can encourage the students to actively cooperate and provide support for the target and encourage the perpetrators to do likewise. This may promote empathy and change the attitudes of the bully towards their target.
- **Student age** - how old are the students involved? Some methods require a higher level of understanding of the psychology of interpersonal relationships than others; for example, a Primary School student who bullies someone may require a different approach to one that is appropriate for a Senior School student.

***At that stage of gathering information, the parents of all boys (bully or victim) should receive communication from the school as to the progress of the report.***

### **Stage 3: Response**

St Laurence's College uses evidence-based responses based on the leading work of Dr Ken Rigby. The response will be based on the nature of the individual students, history and the individual incident in question.

These four various responses are outlined below:

- Traditional Approach (disciplinary approach)
- Strengthening of victim with strategies
- Mediation
- Restorative justice

### **Repeated cases of bullying by a single student:**

Each bullying report will be treated separately and each stage in the investigation and substantiation process will always occur. However, if the College's attempts to remediate the actions of those who bully others are not successful, then the following will likely occur:

- An enrolment review meeting may then be conducted as per the College's Positive Behaviour for Learning Document.
- These instances of bullying may lead to the bully forfeiting his right to stay at the College, and/or:
- A complainant/student can at any stage decide to take a matter to the police to press charges, and/or:
- Abuse refers to harm caused to a child or youth that has a detrimental effect of a significant nature on the child or youth's physical, psychological or emotional wellbeing. Matters where the child or youth is at risk of experiencing harm are then dealt with under the Child and Youth Protection Policy and the matters should be referred directly to the Province Child and Youth Protection Officer (07 3327 2228), Queensland Police Sexual Crimes Investigation Unit (07 3364



6430) or Department of Child Safety (07 3235 9999). This is the procedure for the College 'appropriate person' responsible for handling the incident.

All complainants have many options for the complaint. Options available to the complainant/student may include but are not limited to the following:

- Self-help options, where the complainant and appropriate person plan a strategy to assist the complainant to resolve the matter directly with the responsible student for the bullying behaviour.
- The complainant/student may decide to take no further action (this is not recommended if the appropriate person believes the complainant is too scared to proceed with a complaint or if there are any concerns about the complainant's safety).
- Lodge a formal complaint through the College.
- Lodge a complaint with an external body e.g. the Anti-Discrimination Commission, Queensland Police or the Ombudsman.
- Ask for a referral to a school counsellor or an external counsellor.

If any party is not satisfied with the school handling of the issue they are encouraged to contact the Dean of Students in the first instance. They may also refer to, and apply, the Complaints and Grievances Policy.

It is important to recognise that an escalatory approach may be necessary when dealing with repeated instances of bullying. If bullying continues to occur, this suggests that previous strategies or interventions have not been effective and a more robust response is required. Each subsequent incident should prompt a review of the actions taken so far and consideration of more formal or intensive measures to ensure the safety and wellbeing of all students involved.

#### Stage 4: Support

Support for students who have been bullied, as well as those who have engaged in bullying, is a key part of the College's approach to student wellbeing. In addition to the self-help options and formal complaint procedures outlined above, a range of supportive actions may be implemented to assist all involved parties. These can include conducting interviews with the student's parents or guardians to ensure a collaborative approach to resolving the situation and fostering understanding.

Regular check-ins with House Mentors, Heads of House or Heads of School are encouraged to monitor the student's progress and wellbeing over time. These ongoing meetings provide opportunities to discuss feelings, reflect on behaviour, and set goals for positive change. Where appropriate, students may also be referred to school counsellors or external counsellors for additional professional support, whether they have experienced bullying or have been identified as engaging in harmful behaviour. This comprehensive approach ensures that both victims and perpetrators receive the guidance and care necessary to move forward constructively and safely within the school community.



## WHAT SHOULD YOU DO IF YOU ARE BEING BULLIED?

**If you are being bullied, tell someone. It takes courage to challenge the bully as a bystander or as a victim.**

If you are being bullied, it is important to talk to an adult who is able to help you. You might feel reluctant to report the bullying because you are scared or feel it might only make matters worse, but teachers are trained in ways to help you and in a manner that keeps you protected.

Remember that the bullying will probably continue if those responsible think that they can get away with their behaviour.

Here are some strategies that you might find helpful:

- Try not to show that you are upset - bullies feel great if they have upset you.
- Try to be assertive when you find yourself in a difficult position - look and sound confident.
- Walk quickly and confidently even if you don't feel that way inside - appearing confident is helpful.
- If students have been calling you names or teasing, reassure yourself that you're okay and that those students are the ones with the problem.
- Talk to a friend/friends about it.
- Avoid 'risk' situations where possible or stay close to adults or friends.
- Consider whether you have been bullying yourself e.g. have you been name calling, annoying, threatening, showing off, etc.? If you have, change what you are doing.
- If you feel or think that you are different in any way, be proud of it - individuality and diversity are important and are what make you, you
- Consider talking with a counsellor who can help you to develop skills which can be useful in bullying situations. There are counsellors who work at St Laurence's College and many others who work outside the school
- If the bullying continues, report it again - the bullying can be stopped.
- Avoid retaliation – this can escalate the conflict and give the bully more attention. Instead, students should disengage from the bully and seek support.

### **What can you do if you know someone else that is being bullied?**

- The person being bullied may be too scared or upset to tell anyone. Show the bully that you and your friends strongly disapprove of his/her actions.
- Befriend the person being bullied and encourage them to speak with someone who can help, you might even go with them as a support person.
- Be careful about teasing people or making personal remarks. If you think that students might not find your comments funny, don't say them.

***Seek help, remember nobody deserves to be bullied. If you know of anyone being bullied, report it.***



## Recommended Readings

- [Bullying No Way](#) - What can I do?
- [Kids Helpline](#) – Bullying
- [Reachout Australia](#)
- [Dolly's Dream : Bullying Support Line](#)
- [Bullying | Support for dealing with bullying](#)

## HOW PARENTS CAN HELP

The most important support a parent can provide in this situation to help their student who is being bullied is to provide love, reassurance and support.

Sometimes, a student can be reluctant to tell their parents that they are being bullied. There are several things parents can do to help their student who is being bullied. These include:

**Watch** for signs that your student might be being bullied or having difficulties for another reason:

- Few or no friends or unexpected changes in friendship groups.
- Wanting to miss school or not participate in College activities.
- A pattern of headaches, stomach aches or nausea.
- Changes in his method or route to school or he is frightened of walking to school.
- Drop in academic performance.
- Becoming withdrawn from family and/or friends or taking it out on others.
- Changes in sleep patterns and/or eating patterns.
- Tension or unhappiness - has frequent tears, anger, anxiety or mood swings.
- Has unexplained bruises, cuts and/or scratches.
- The disappearance of property or brings home damaged belongings and/or clothing.
- Personality changes or lowering of self-esteem and seeming more lonely or distressed.

**Listen to your young person.** Create a culture of open dialogue within the home - solutions can be as simple as having a meal together without the distraction of the television and enquire how your young person is feeling.

If you think that your young person is being bullied, **inform the College** immediately with a staff member who can help. Document and report any incidents, including; dates, times, witnesses etc..

Don't be swayed by your young person's pleas not to interfere because of his fear of retaliation. For your young person's sake, bullying needs to be addressed by the College promptly and this will be most effective with the College and your family working together.

**Discuss the situation** with your young person by going through the advice given in these guidelines.

To reduce the chances of your young person being bullied:

- Encourage your young person to develop a variety of friendships. A student who has a diverse range of friendship groups is less likely to be bullied.



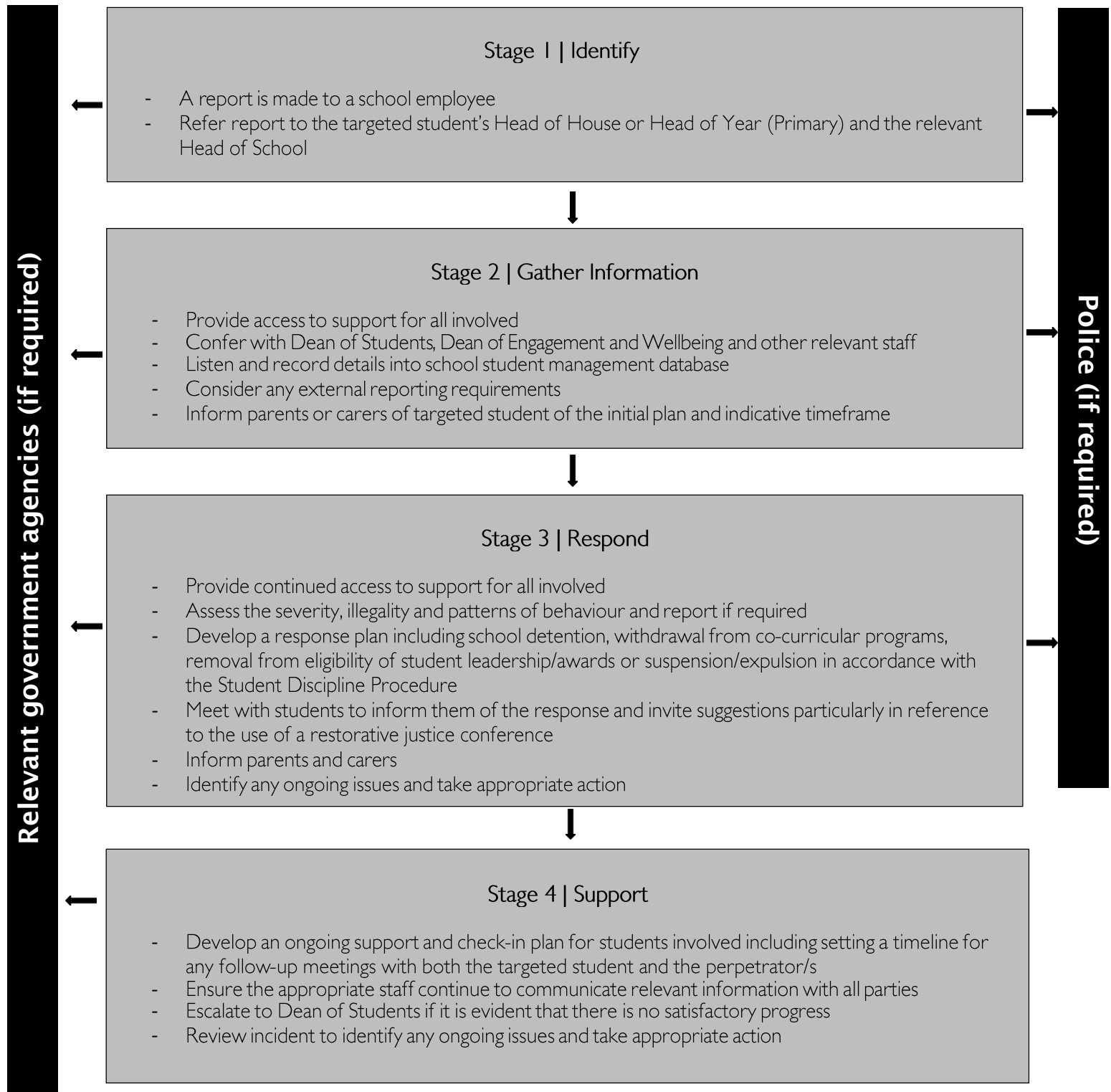
- Support your young person in developing his talents, participating in sports or other activities that will build confidence in a safe, supervised environment.
- Work on improving your young person's self-esteem - encourage your young person to do what he loves.
- Keep the lines of communication 'open'. Sometimes spending as little as 15 minutes per day talking to your young person about his daily life can reassure him that he can talk to you if he has a problem.

If your young person is bullying another student:

- It can be upsetting to find out that your young person has bullied another student. Your young person will need help and support to understand the effects of his behaviour, how to take responsibility for his actions and to learn better ways of relating to others. It is important to stay calm and learn more about your young person's behaviour so that you can respond appropriately. Focus on positive solutions.
- Think about why your young person is bullying. Consider whether he is being bullied elsewhere, as your young person may be bullying to compensate for some feeling of inadequacy or whether there is some other factor causing anger etc.
- Ask your young person about what he thinks is going on and why he is bullying someone else. Ask him what he thinks might help him to stop bullying.
- Explain why bullying is unacceptable - talk about the other person's feelings and help him to understand what it is like for the person being bullied. Ask him how he would feel if he was being bullied.
- Apply your family rules and consequences for his behaviour. Explain that the consequences are linked to his behaviour.
- Keep a balanced approach - try to find ways to reward appropriate behaviour or accomplishments. Talk with a counsellor at the College or externally.
- It is important not to use aggressive tactics. The use of physical or verbal aggression only reinforces the idea that this is alright, at least in some circumstances. Talk about the fact that we all have a right to be and feel safe. Point out that bullying or teasing breaks that right. Using a sensitive approach, ensure that your young person knows the effect that his behaviour is having on the bullied student.
- Work with College staff to help your young person and prevent more bullying. Make it clear to your young person that you take the bullying seriously and that bullying others is unacceptable.



# Appendix A: BULLYING AND HARASSMENT FLOW CHART





## Appendix B: CONTACTS

### St Laurence's College Key Contacts

Name	Role	Email	Phone Number
Mr David Knight	Dean of Students	<a href="mailto:dknight@slc.qld.edu.au">dknight@slc.qld.edu.au</a>	(07) 3010 2880
Ms Vanessa Bell	Dean of Engagement and Wellbeing	<a href="mailto:vbell@slc.qld.edu.au">vbell@slc.qld.edu.au</a>	(07) 3010 2885
Mr Nathan Burridge	Head of Senior School Students	<a href="mailto:nburridge@slc.qld.edu.au">nburridge@slc.qld.edu.au</a>	(07) 3010 2891
Ms Michelle Guerrero	Head of Middle School Students	<a href="mailto:mguerrero@slc.qld.edu.au">mguerrero@slc.qld.edu.au</a>	(07) 3010 2836
Mr David Sheehan	Head of House – Callan	<a href="mailto:dsheehan@slc.qld.edu.au">dsheehan@slc.qld.edu.au</a>	(07) 3010 1132
Mr Richard King	Head of House – Duhig	<a href="mailto:rking@slc.qld.edu.au">rking@slc.qld.edu.au</a>	(07) 3010 1109
Mr Shane Lynch	Head of House – Hogan	<a href="mailto:slynch@slc.qld.edu.au">slynch@slc.qld.edu.au</a>	(07) 3010 1141
Mr Anthony Bird	Head of House – Kilian	<a href="mailto:abird@slc.qld.edu.au">abird@slc.qld.edu.au</a>	(07) 3010 1157
Ms Rebecca Dwyer	Head of House – Nagle	<a href="mailto:rdwyer@slc.qld.edu.au">rdwyer@slc.qld.edu.au</a>	(07) 3010 1159
Mr Tim Mallon	Head of House – Rice	<a href="mailto:tmallon@slc.qld.edu.au">tmallon@slc.qld.edu.au</a>	(07) 3010 1169
Mr Ben Carter	Head of House – Sion	<a href="mailto:bcarter@slc.qld.edu.au">bcarter@slc.qld.edu.au</a>	(07) 3010 1131
Ms Crystal Kennedy	Head of House – Treacy	<a href="mailto:ckennedy@slc.qld.edu.au">ckennedy@slc.qld.edu.au</a>	(07) 3010 1149
Mr Matthew Yates	Head of House – Waterford	<a href="mailto:myates@slc.qld.edu.au">myates@slc.qld.edu.au</a>	(07) 3010 1151
Mr Matthew Gammie	Head of House – Xavier	<a href="mailto:mammie@slc.qld.edu.au">mammie@slc.qld.edu.au</a>	(07) 3010 1163
Mr Cameron Wigan	Dean of Primary	<a href="mailto:cwigan@slc.qld.edu.au">cwigan@slc.qld.edu.au</a>	(07) 3010 1108
Ms Alicia Sheehan	Head of Year 5	<a href="mailto:asheehan@slc.qld.edu.au">asheehan@slc.qld.edu.au</a>	(07) 3010 2855
Mr Danny O'Toole	Head of Year 6	<a href="mailto:dotoole@slc.qld.edu.au">dotoole@slc.qld.edu.au</a>	(07) 3010 2855

Counselling Team – [CounsellingTeam@slc.qld.edu.au](mailto:CounsellingTeam@slc.qld.edu.au)

### External Contacts

Name	Website	Phone Number
Anti-Discrimination Commission of Queensland	<a href="http://www.adcq.qld.gov.au">http://www.adcq.qld.gov.au</a>	1300 130 670 (state-wide)
Police	<a href="http://www.police.qld.gov.au/">http://www.police.qld.gov.au/</a>	3364 6464
Kids Helpline	<a href="http://www.kidshelpline.com.au">www.kidshelpline.com.au</a>	1800 551 800
Lifeline	<a href="http://www.lifeline.org.au">www.lifeline.org.au</a>	131 114



## Appendix C: CHILD SAFEGUARDING OFFICERS

The College regards its child safeguarding responsibilities with the utmost importance and is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintaining a child safe culture. Where you need guidance on making a report or have questions regarding child safety, contact one of the College's appointed Child Safeguarding Officers.



**Mr Ben Lowrie**  
Principal and Senior Child  
Safeguarding Officer  
(07) 3010 1106



**Dr Liam Herbert**  
Deputy Principal  
(07) 3010 1103



**Mr David Knight**  
Dean of Students  
(07) 3010 2880



**Mr Nathan Burrige**  
Head of Senior School  
Students  
(07) 3010 2891



**Ms Michelle Guerrero**  
Head of Middle School  
Students  
(07) 3010 2836



**Mr Danny O'Toole**  
Head of Year 6  
(07) 3010 2855



**Ms Tiffany Pritchard**  
College Counsellor  
(07) 3010 2862



**Ms Melissa Smith**  
College Counsellor  
(07) 3010 1119



**Mr Bryn Dixon**  
College Counsellor  
(07) 3010 1173