

# Safeguarding Plan

## 2026

### St Patrick's Primary School, Gympie



## Our Safeguarding Commitment

As an agency of the Archdiocese of Brisbane, we have a zero tolerance for all forms of abuse and are committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

## Accessibility



Brisbane Catholic Education is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. If you have difficulty understanding this document, you can contact Translating and Interpreting Service National on 13 14 50 to arrange for an interpreter to translate it for you.

## Contact for enquiries

### St Patrick's Primary School,

18-26 Church St, Gympie

Gubbi Gubbi Country

07 54893200

[St Patrick's Catholic School Gympie](#)

## Attributions

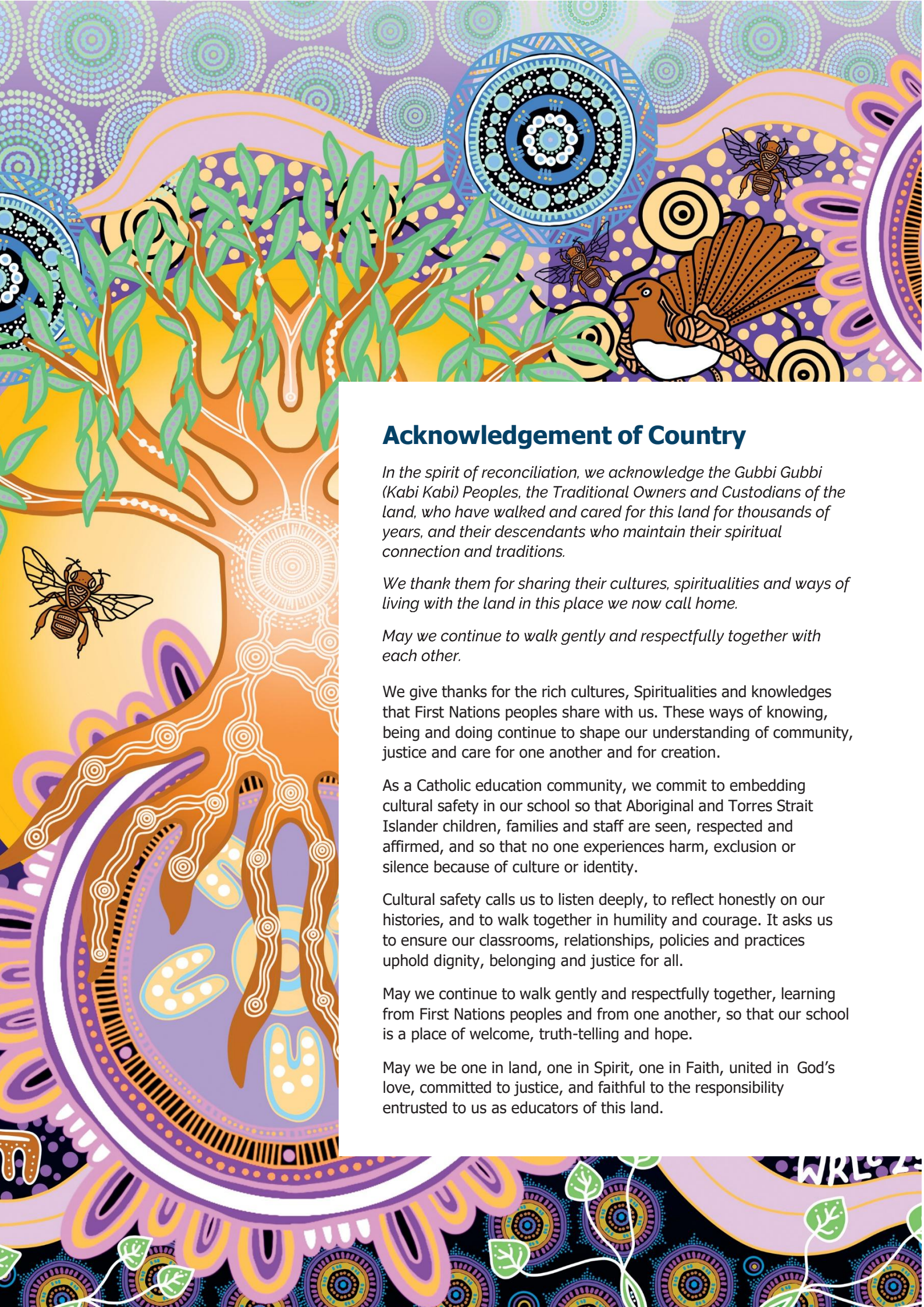
**Artwork:** Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

**Cover:** Photograph by Mal Dodt

**Page 4:** Photograph by Mal Dodt

© The State of Queensland (Queensland Family and Child Commission) Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland. These Guidelines and the related symbols contained in this work are adapted from material licensed under the Creative Commons Attribution (CC BY) 4.0 International licence.





## Acknowledgement of Country

*In the spirit of reconciliation, we acknowledge the Gubbi Gubbi (Kabi Kabi) Peoples, the Traditional Owners and Custodians of the land, who have walked and cared for this land for thousands of years, and their descendants who maintain their spiritual connection and traditions.*

*We thank them for sharing their cultures, spiritualities and ways of living with the land in this place we now call home.*

*May we continue to walk gently and respectfully together with each other.*

We give thanks for the rich cultures, Spiritualities and knowledges that First Nations peoples share with us. These ways of knowing, being and doing continue to shape our understanding of community, justice and care for one another and for creation.

As a Catholic education community, we commit to embedding cultural safety in our school so that Aboriginal and Torres Strait Islander children, families and staff are seen, respected and affirmed, and so that no one experiences harm, exclusion or silence because of culture or identity.

Cultural safety calls us to listen deeply, to reflect honestly on our histories, and to walk together in humility and courage. It asks us to ensure our classrooms, relationships, policies and practices uphold dignity, belonging and justice for all.

May we continue to walk gently and respectfully together, learning from First Nations peoples and from one another, so that our school is a place of welcome, truth-telling and hope.

May we be one in land, one in Spirit, one in Faith, united in God's love, committed to justice, and faithful to the responsibility entrusted to us as educators of this land.

# Introduction

**Because wherever a child or vulnerable person is safe, there you serve and honour Christ.**

Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



St Patrick's Primary School, Gympie, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

We are guided by our Christian Catholic Tradition and the teachings of Jesus Christ who advocated for the protection of children and the marginalised. Our mission to teach, challenge and transform through our educational endeavours is actioned by Catholic Social Teaching, as part of the Archdiocese of Brisbane.

The Queensland Government recently introduced new Child Safe Standards. These Standards clearly outline what child safe organisations must do to create environments where children are protected, respected and able to speak up. They focus on building safe, welcoming cultures, hearing and valuing children's voices, working closely with families, celebrating diversity, making sure the right people work with children, responding quickly to concerns, and always looking for ways to improve safety.

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows St Patrick's Primary to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

As a Catholic school within the Archdiocese of Brisbane, we honour the Archdiocesan Safeguarding Commitment and uphold the values of Catholic education in our safeguarding practices.

This School Safeguarding Plan is developed in consultation with students, families, and employees, and is contextualised to our local school environment. It reflects our commitment to continuous improvement, cultural safety, and child-centred practice, and is supported by both Brisbane Catholic Education policies and procedures and school-specific safeguarding actions. Further Information about BCE wide practices can be accessed [here](#).

For more information or to request accessible formats, please contact the school Principal.

**The Archdiocese has zero tolerance for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.**

# The Child Safe Standards



## Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.



## Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously.



## Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing.



## Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice.



## Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice.



## Standard 6: Complaints management

Processes to respond to complaints and concerns are child-focused.



## Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.



## Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.



## Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved.



## Standard 10: Policies and procedures

Policies and procedures document how the entity is safe for children.



## Universal Principle

Requires child safe entities to provide an environment that promotes and upholds the right to cultural safety.

## Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



# The Universal Principle



Ensuring cultural safety through the Universal Principle is essential for Aboriginal and Torres Strait Islander students and families.

While the Principle intentionally focuses on First Nations children, the cultural safety indicators which make up the Principle are designed to adopt a proactive and comprehensive approach to safeguarding, ensuring that policies, and practices – are inclusive for all children, particularly those who may be marginalised or vulnerable. The Universal Principle is embedded within all 10 Standards.

## Cultural Safety Indicators

- 1 Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.
- 2 Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.
- 3 Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.
- 4 Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.
- 5 Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.
- 6 Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.
- 7 Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.
- 8 Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

## The Cultural Capability Framework

This framework enables Brisbane Catholic Education to develop a workforce grounded in Aboriginal and Torres Strait Islander cultural humility, enabling responsive and innovative practices that contribute to Reconciliation. The Cultural Capability Framework and Molum Sabe assists our workforce to critically reflect on individual and organisational practices and develop effective practices across four cultural standards:



### Teaching

Culturally responsive teachers and education professionals create the conditions for respectful relationships with Aboriginal and Torres Strait Islander peoples, and learning of knowledges, identities, cultures and languages.



### Relationships

We develop relationships and connections with Aboriginal and Torres Strait Islander employees, students, families and communities to build and sustain inclusive and culturally safe practices and environments.



### Environment

We establish an inclusive and culturally safe environment, where Aboriginal and Torres Strait Islander employees, students, families and communities feel a sense of belonging and connection.



### Leadership

All employees are accountable for building and sustaining inclusive and culturally safe practices and environments with Aboriginal and Torres Strait Islander employees, students, families, and communities. Leaders have additional responsibilities to articulate a clear vision and provide ongoing cultural capability development opportunities for employees.

# Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture<sup>1</sup>



## Brisbane Catholic Education's commitment to Standard 1

At BCE, student safety is central to how we plan, think and act, shaping a safeguarding culture that protects their safety and wellbeing. We use a whole of organisation approach; led by strong leadership, embedded in practice and supported through shared responsibility. Clear policies, codes of conduct, Student Protection Processes and risk management plans set behavioural expectations and guide how we keep children safe. Our Safeguarding Policy aligns with the Archdiocese of Brisbane Safeguarding Framework and is available on our website. Leaders are accountable for ensuring these requirements are followed and continually improved. Safeguarding is a system critical foundation of the BCE Strategic Plan 2025–2027 and an identified enterprise risk, monitored through regular monitoring, internal audits and escalation pathways. Governance transparency is reinforced through quarterly reporting to the BCE Executive Team, Safeguarding Committee and Catholic Education Council, including assessments of practice effectiveness and improvement progress. We take a strong stand against discrimination, bias or harm toward any child and are committed to cultural safety for Aboriginal and Torres Strait Islander peoples.

## What Standard 1 looks like at our school:

- 1) Leadership sets the tone (visible, regular, consistent)
  - The Principal and Leadership Team explicitly talk about safeguarding as “how we do things here” (eg. in assemblies, newsletters, staff prayer/reflection, staff meetings).
  - Leaders model professional boundaries (eg. doors/windows, visibility, communication expectations, supervision).
- 2) Clear roles and shared responsibility
  - Staff and volunteers can name the key safeguarding roles in the school (e.g. who to go to if they are worried about a child).
  - Students can identify trusted adults at school and what those adults do to help.
- 3) A strong “speak up” culture for students
  - Students are taught age-appropriate language for:
    - safe/unsafe situations
    - consent and personal space
    - how to get help (and that it's okay to tell)
- 4) Safeguarding is embedded in daily routines (not a separate program)
  - Classroom set-up supports safe practice (visibility, predictable routines, clear behaviour expectations).
  - Excursions/camps/sport include explicit safety planning (supervision ratios, risk points, communication).

<sup>1</sup> Alignment with National Catholic Safeguarding Standard (NCSS): Standard 1: Committed Leadership Governance and Culture | Working with Children (Risk Management and Screening) Regulation 2020 (Qld), Schedule 1, Section 2(1), (2)(a) and (2)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 6 (1), (2) and s9 (e)

# Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously<sup>2</sup>



## Brisbane Catholic Education's commitment to Standard 2

We strive to create a culture where every child feels safe, heard and confident to share their ideas or concerns. Our employees and volunteers are supported to engage respectfully with students, listen carefully, and respond to their immediate needs. BCE's school safeguarding storybooks and animation series help explain our policies, processes and key safeguarding concepts to students in age appropriate ways. We also support schools to deliver Consent and Respectful Relationships Education so students understand their rights, identify trusted adults, and build positive, healthy and respectful relationships. Each year, students across all BCE schools are invited to share their views through the *Tell Them From Me* survey. This feedback helps us understand how students are feeling, their concerns and how we can strengthen safety and support in our schools. Our Student Voice Program gives students a platform to contribute to BCE wide decisions affecting their safety, wellbeing and learning. Our Archdiocesan First Nations Student Representative Council and our Aboriginal and Torres Strait Islander Education Team help co-design culturally safe policies and practices.

## What Standard 2 looks like at our school:

1. How students learn about rights, safety and who to trust
  - Students are explicitly taught about their rights to safety, participation and help-seeking through the HPE curriculum and ongoing wellbeing learning.
  - Students learn age-appropriate language for safe/unsafe situations, consent, personal boundaries and how to get help.
  - Safeguarding messages are reinforced through class discussions, assemblies and wellbeing sessions.
  - Students are explicitly taught who their trusted adults are and what those adults do to help, including Student Protection Contacts and reporting pathways.
2. How the school gathers and responds to student voice
  - Student voice is gathered through formal and informal processes including the Tell Them From Me (TTFM) survey, with opportunities for anonymous input, classroom feedback and ongoing student–staff conversations.
  - Feedback is analysed at a leadership level and informs school priorities and actions.
  - Outcomes are communicated back to students through assemblies and classroom discussions so students can see how their voice has been heard and acted on.
3. How student participation influences decision-making
  - Students are provided with structured opportunities to contribute to decision-making through leadership roles, student committees (e.g. Library, Environment, School Spirit, Wellbeing, Primary Assistants) and whole-school participation opportunities.
  - Student input informs aspects of learning, wellbeing priorities and school improvement initiatives.
  - Staff intentionally seek student feedback and explain decisions, reinforcing that student voice contributes to real change within the school.

<sup>2</sup> Alignment with National Catholic Safeguarding Standards: Standard 2 Children and Adults Are Safe, Informed and Participate | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)–(b)

#### 4. How cultural safety shapes our approach

- Student voice is supported through inclusive and culturally safe practices that recognise different ways students communicate and participate.
- Staff prioritise strong relationships and provide multiple ways for students to express their views (discussion, small group work, informal conversations).
- The school reinforces that every student has the right to feel safe, be heard and be respected, with participation not limited to confident or visible students.

#### 5. Evidence of practice and planned improvement

- Evidence of practice includes explicit teaching of rights and safety, consistent safeguarding messaging, use of TTFM data to inform decisions, and structured opportunities for student participation.
- Student leadership, committees and feedback processes demonstrate that student voice is embedded in school culture.
- Planned improvement focuses on broadening participation beyond formal leadership groups, increasing accessibility of voice for all students, and strengthening culturally safe approaches to student engagement.

# Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing<sup>3</sup>



## Brisbane Catholic Education's commitment to Standard 3

Student safety, wellbeing and learning are best supported when families and schools work together and share responsibility for protecting students. At BCE, we believe informed and engaged families and communities are essential to creating safe learning environments. We support schools to partner with families in ways that are consistent, respectful, culturally safe and shaped by local needs. We also make sure families and community members have clear, accessible information about our safeguarding approach and how to raise concerns. Each year, parents and caregivers share their perspectives through the *Tell Them From Me* Parent Survey. This feedback helps BCE understand family experiences and concerns, guiding improvements that make our schools safer and more supportive for students.

## What Standard 3 looks like at our school:

### 1. How feedback is gathered and acted on

1. Feedback is gathered through parent surveys, staff surveys, student voice processes, leadership consultation, and targeted conversations with key personnel including inclusion and wellbeing staff.
2. Leadership reviews this information alongside safeguarding data to identify strengths, gaps and priorities in Standards 2, 3 and 4, with particular attention to student voice, family engagement, cultural safety and accessibility.
3. Actions arising from this feedback are used to strengthen school practice, including improving the visibility of help-seeking pathways, expanding family engagement, and embedding more culturally responsive approaches across safeguarding processes.

### 2. Evidence of practice and planned improvements

- Evidence of practice includes explicit teaching of protective behaviours, respectful relationships, consent, help-seeking and online safety through the Health and Physical Education curriculum and related wellbeing practices across Prep-Year 6.
- Students are supported through trusted adults, class meetings, restorative conversations, PB4L, The Resilience Project, buddy structures, wellbeing routines and age-appropriate resources that reinforce their right to safety, information and participation.
- Families are informed through Newsletters, Parent Updates, meetings, enrolment and support processes, and everyday communication with staff and leadership.
- Planned improvements include making help-seeking pathways more visible for students, strengthening family voice in safeguarding conversations, and increasing the consistency of culturally safe and trauma-informed practice for staff and volunteers.

<sup>3</sup> Alignment with National Catholic Safeguarding Standards: Standard 3 Partnering With Families Carers And Communities | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (iii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)-(b)

# Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice<sup>4</sup>



## Brisbane Catholic Education's commitment to Standard 4

Every student deserves to flourish and has the right to learn in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment. BCE supports all students, regardless of background, identity or ability, to access and fully participate in their learning. We embed equity at the heart of our culture through the Student Diversity and Inclusion Policy, the Student Wellbeing Policy and the Queensland Catholic Education Council's Inclusive Practice in Catholic Schools. We expect school practices to reflect each child's circumstances and needs, and to prioritise culturally safe, trauma informed approaches in planning, communication and engagement. The Engage Student Support System and the Multi Tiered System of Supports (MTSS) help schools provide a student centred, comprehensive continuum of support. These systems enable collaborative, targeted and personalised assistance for diverse learners. We also provide children with opportunities to learn about different cultures, people and communities through the Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority and the Australian Curriculum.

### What Standard 4 looks like at our school:

1. How the school promotes equity, inclusion and respect for diversity
  - The school promotes inclusive practices across curriculum, wellbeing and daily interactions, so that students are treated with dignity and respect.
  - Learning environments reflect and affirm student identity, with teaching that supports respect for diversity, inclusion and belonging.
  - Whole-school wellbeing and behaviour approaches reinforce that inclusion, respect and safety are shared expectations for all students.
2. How supports and adjustments are provided for diverse learners
  - Staff respond to the individual needs of students through adjustments to learning, behaviour and wellbeing supports.
  - Personalised plans are developed, implemented and reviewed in collaboration with students, families and relevant support staff.
  - Student needs are considered in planning processes, including classroom practice and risk assessments for activities such as excursions and camps, supporting safe and equitable participation.
  - External supports and services are engaged where appropriate to strengthen outcomes for students with additional needs.
3. How cultural safety and anti-discrimination practices are embedded
  - Cultural safety is embedded through staff practice, with a focus on relationship-building, respect and understanding of diverse backgrounds and experiences.
  - Staff engage in ongoing professional learning to strengthen culturally safe and trauma-informed approaches.

<sup>4</sup> Alignment with National Catholic Safeguarding Standards: Standard 4 Equity Is Promoted And Diversity Is Respected | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(3) (a) (ii) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 11, s 15 (a)

- The school actively promotes inclusive environments where dignity, diversity and belonging are visible, and where discrimination, including racism, is not accepted and is addressed through clear processes, education and support.
  - Practice reflects a commitment to recognising student identity, culture, lived experience and additional needs as central to safety and wellbeing, while also identifying the need to further embed Aboriginal and Torres Strait Islander knowledge systems and perspectives across policy and practice.
4. How students access safeguarding information suitable for them
- Students are explicitly taught how to access support and raise concerns through age-appropriate learning in Health and Physical Education, classroom discussions, wellbeing lessons, assemblies and everyday interactions with trusted adults.
  - Safeguarding information is reinforced using visual supports, child-friendly language, social stories, feelings charts, reminders about trusted adults, and consistent help-seeking messages designed to support younger students and students with diverse needs.
  - Students are regularly reminded who they can talk to, what to do if they feel unsafe, worried or unsure, and how concerns will be taken seriously by staff.
  - Multiple opportunities are provided for students to ask questions, participate in class check-ins, practise help-seeking, and access support in ways that suit their age, communication style and context.
5. Evidence of practice and planned improvements
- Evidence of practice includes differentiated student supports, explicit teaching of help-seeking and protective behaviours, accessible safeguarding resources, strong relational support from staff, and school processes that respond to wellbeing, inclusion and student voice.
  - Students are supported to access information and services in ways that reflect their age, ability, culture, language background and individual circumstances.
  - Planned improvements include strengthening regular checks of student understanding of safety and help-seeking, increasing family and community participation in safeguarding processes, providing more targeted professional learning for staff and volunteers in cultural safety and trauma-informed practice, and embedding Aboriginal and Torres Strait Islander perspectives more explicitly in safeguarding practice and review.

# Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice<sup>5</sup>



## Brisbane Catholic Education's commitment to Standard 5

BCE supports schools to ensure that everyone working or volunteering with students is suitable, safe and capable of upholding child safety and wellbeing. Our recruitment and screening processes embed safeguarding at every stage, from role design and advertising through to interviews, reference checks, onboarding and performance development. The Employee and Volunteer Screening Procedure includes a role risk matrix, Blue Card screening requirements and clearly defined responsibilities. These help leaders identify potential risks to student safety and wellbeing and respond appropriately. BCE's Human Resource Information System, Ignite, operationalises these procedures and helps employees monitor and maintain their safeguarding screening requirements. Our Procurement Procedure requires all external providers engaging with BCE offices or schools to be child safe and compliant with relevant legislation. The Risk Management Framework guides how we monitor safeguarding practices in schools through established quality control mechanisms. These processes ensure schools can safely engage employees, volunteers and third parties, with appropriate oversight, training and supervision in place before any child related work occurs.

## What Standard 5 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How we screen and onboard employees, volunteers and third parties
- How we ensure safe supervision and conduct
- How we apply BCE recruitment and HR procedures for employees and volunteers
- How we track and keep safeguarding screening requirements current
- Evidence of practice and planned improvements

<sup>5</sup> Alignment with National Catholic Safeguarding Standards: Standard 5 Robust Human Resource Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 15 (b)

# Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused<sup>6</sup>



## Brisbane Catholic Education's commitment to Standard 6

BCE fosters a culture where concerns about safety and wellbeing can be raised openly, respectfully and without fear. We support child focused complaint pathways that are accessible to students, families, employees and community members. Our policies and procedures outline reporting requirements, cooperation with authorities, and expectations for timely and safe responses to concerns. From 1 July 2026, BCE will implement Queensland's Reportable Conduct Scheme. This means BCE will report any reportable allegation or conviction, conduct investigations, provide interim and final reports to the Queensland Family and Child Commission, and immediately notify police of any suspected criminal conduct within required timeframes. BCE provides guidance and training to ensure complaints are handled in trauma informed and culturally safe ways, supported by Aboriginal and Torres Strait Islander Participation Officers and expertise from safeguarding, student protection, legal, wellbeing, school operations and program teams, and employee relations and investigations teams. System wide improvements are strengthening complaint handling processes, creating clearer pathways and embedding safeguarding expertise across the framework. These structures help schools respond to concerns with transparency, sensitivity and procedural fairness.

## What Standard 6 looks like at our school:

In line with our implementation plan, at the end of Term 3 we will explain:

- How students and families can raise concerns
- How the school ensures child-focused, trauma-informed responses
- How complaints are recorded, managed and escalated and resolved
- How the school implements the Reportable Conduct Scheme
- Evidence of practice and planned improvements

<sup>6</sup> Alignment with National Catholic Safeguarding Standards: Standard 6 Effective Complaints Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2 (4) (b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s7 | Child Safe Organisations Act (Qld) Chapter 3

# Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training<sup>7</sup>



## Brisbane Catholic Education's commitment to Standard 7

BCE builds a confident, capable and culturally aware workforce committed to children's safety and wellbeing. Our Mandatory Safeguarding Training Framework sets clear onboarding and refresher requirements for all employees. Every year, BCE employees complete online student protection training covering indicators of child harm, grooming behaviours, how to respond to disclosures and mandatory reporting requirements. School staff also participate in additional face to face training each term on topics related to student safety and wellbeing. Staff who serve as Student Protection Contacts (SPCs) receive advanced training in managing disclosures and supporting colleagues to keep students safe. Volunteers and third party providers complete mandatory safeguarding onboarding before commencing any child related work, along with annual refreshers recorded in school registers in line with the Volunteer Policy and Procedure and Third Party Safeguarding Guidelines. BCE has developed a Cultural Learning Plan and Cultural Capability Framework to strengthen cultural competency and responsiveness, promote cultural safety and BCE's Ngutana-Lui Centre provides curriculum-aligned cultural learning for students and staff. All employee training is tracked through BCE's Learning Management System (iLearn), which issues automated reminders and provides compliance reports to managers.

## What Standard 7 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How employees, volunteers and third parties complete required safeguarding training
- How the school reinforces safeguarding practice throughout the year
- How cultural capability is embedded in training
- How the school monitors and supports employees and volunteers to undertake mandatory training
- Evidence of practice and planned improvements

<sup>7</sup> Alignment with National Catholic Safeguarding Standards: Standard 7 Ongoing Education and Training | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s16, 4 (c)

# Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed<sup>8</sup>



## Brisbane Catholic Education's commitment to Standard 8

BCE is committed to creating healthy, safe and productive physical and online environments that support student wellbeing, prevent harm and safeguard everyone involved in our activities. We take a holistic, strengths-based approach that recognises all dimensions of a child's wellbeing – physical, social, spiritual, emotional and cultural. Building plans are reviewed with a focus on environmental risks that may affect children's safety. The BCE Health, Safety and Wellbeing (HSW) Policy and BCE Safeguarding Guidelines for School Design provide practical guidance to build safe, inclusive spaces with strong visibility, supervision and access control. To support online safety, BCE aligns with the eSafety Commissioner's Best Practice Framework and delivers the Australian Curriculum for Online Safety (P–10). The Acceptable Use of Devices and Digital Resources agreement promotes safe digital behaviour and is supported by content filters and monitoring tools. Policies such as the Employee Code of Conduct, IT Acceptable Use Policy and Privacy Policy outline expectations for safe online behaviour. BCE provides guidance to help schools maintain safe digital environments, and student safety considerations are embedded in risk assessments, school risk registers and organisation wide risk management processes.

## What Standard 8 looks like at our school:

In line with our implementation plan, at the end of Term 3 we will explain:

- How physical spaces are designed and supervised for safety
- How the school promotes online safety for students
- How employees' model safe digital behaviours
- How both physical or online environmental risks are assessed and managed
- Evidence of practice and planned improvements

<sup>8</sup> Alignment with National Catholic Safeguarding Standards: Standard 8 Safe Physical And Online Environments | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 18 (1) s19

# Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved<sup>9</sup>



## Brisbane Catholic Education's commitment to Standard 9

BCE is committed to continual review, learning and strengthening of safeguarding practice across both system and school levels. Ongoing improvement ensures our policies, frameworks and practices evolve in response to emerging issues, data and feedback, and remain effective in preventing harm and promoting wellbeing. System wide reviews are carried out by the Assurance Team, Risk and Compliance Team and through school accreditation processes. These reviews assess the effectiveness of safeguarding measures and identify opportunities to strengthen practice. Critical incidents also trigger structured post incident reviews to identify risks, evaluate responses and enhance wellbeing supports for students and employees. Governance committees, including Safeguarding, Risk and Assurance, and People and Safety, monitor trends and support system wide improvements. Schools are supported to monitor their own safeguarding indicators, such as Blue Card compliance, attendance, bullying and wellbeing data, enabling a local cycle of review, reflection and continuous improvement.

## What Standard 9 looks like at our school:

### Physical environment (designed and supervised for safety)

- "Hot spot" mapping of the playground/toilets/corridors and adjusting duty zones, times, and staff positioning accordingly.
- Active supervision routines: staff spread, scanning, moving, and positioning near high-risk areas (not clustering).
- Clear visibility expectations in classrooms and withdrawal spaces (e.g., doors open/visibility panels used; no isolated 1:1 in hidden spaces without appropriate safeguards).
- Sign-in/sign-out and visitor management so adults on site are identifiable and monitored.

### Online environment (students are taught, adults model)

- Explicit teaching of online safety in age-appropriate ways (passwords, respectful communication, what to do if something feels unsafe, reporting).
- Consistent device/iPad expectations across classes (what apps/sites are allowed, when devices can be used, consequences).
- Staff model safe digital behaviour: professional communication, no private messaging with students, and only utilise BCE-approved platforms.

### Risk assessment and management (planned, documented, reviewed)

- Excursions/camps/sports include digital considerations as well as physical ones (eg photos).

<sup>9</sup> Alignment with National Catholic Safeguarding Standards: Standard 9 Continuous Improvement | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(6)(a) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s20

# Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children<sup>10</sup>



## Brisbane Catholic Education's commitment to Standard 10

The Archdiocese of Brisbane Safeguarding Framework guides safeguarding practice across all Catholic entities, including BCE. The BCE Safeguarding Policy sits within this framework and is supported by a range of policies, procedures and guidelines designed to protect student safety and wellbeing. Under the BCE Policy Governance Framework, all policies are reviewed at least every three years through consultation, governance checks and formal approval. This ensures they remain current, reflect best practice and continue to support student safety, wellbeing and cultural safety. Consultation ensures policies reflect lived experience and meet the diverse needs of school communities. BCE is also working to make policies easier to understand and use, including creating child friendly resources. Policies and procedures are accessible to students, families, volunteers and third parties through BCE and school websites, and are available internally to employees through Spire. Safeguarding responsibilities are embedded in the BCE Leadership Capability Framework, ensuring leaders consistently communicate, model and apply policy requirements.

## What Standard 10 looks like at our school:

All staff complete mandatory safeguarding modules (BCE/Archdiocese requirements) on commencement and then as required for refreshers; completion is checked, not assumed.

- Relief staff and new staff induction includes a short safeguarding briefing: reporting pathways, professional boundaries, supervision expectations, and who the "go-to" people are.
- Volunteers and third parties (e.g., coaches, providers) receive clear expectations before working with students: supervision rules, photography/device rules, behaviour boundaries, and how to raise concerns.
- Safeguarding is reinforced across the year, not "one-and-done": quick refreshers in staff meetings, scenario discussions ("What would you do if...?"), reminders before camps/excursions, and termly focus points.
- Cultural capability is embedded through staff learning that strengthens cultural safety for Aboriginal and Torres Strait Islander students (e.g., local context, respectful engagement with families, recognising bias, culturally safe responses).
- Staff confidence is actively built using trauma-informed practice coaching (consistent language, predictable routines, de-escalation strategies, restorative approaches aligned to policy).
- Leaders monitor and follow up: a simple training register, reminders for due modules, and support/time provided for completion (especially for part-time staff and volunteers).

<sup>10</sup> Alignment with National Catholic Safeguarding Standards (NCSS): Standard 10 Policies And Procedures Support The Safety Of Children And Adults | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) s 2 (3-6) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)

