Safeguarding Plan 2026

St Brigid's Rosewood



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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 Brigid's Primary School

We acknowledge the traditional custodians of the land on which this school is built -Jagera, Yuggera and Ugarapul People

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Acknowledgement of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the lands on which our schools and offices stand. We honour the enduring relationship with Country, the lands, waters and skies that have been cared for through wisdom, responsibility and love for tens of thousands of years by First Nations peoples. We extend our deep respect to Elders past and present, and to Aboriginal and Torres Strait Islander peoples who continue to nurture culture, community and identity across generations.

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 Brigid's Rosewood, 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.

> 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.

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 Brigid's 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 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:



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.

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Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture[1]

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:

- Publicly display of the Archdiocesan Safeguarding Commitment in prominent locations such as the school foyer, hall, parish space and the Principal's office, reinforcing that student safety is paramount.
- Ensure clear signage for reporting concerns, including child-friendly language and visuals so students know how and where to seek help. Revising each term, the 'Be a Hero' poster and the '5 Safe Adults'.
- Include safeguarding statements on the school website, enrolment packs and newsletters, reinforcing BCE's zero tolerance approach to abuse and harm.
- Principal/APRE and Admin staff attending Hostility and De-escalation Training.
- Allocate regular agenda time at student protection team meetings to discuss student wellbeing, emerging risks, and safeguarding responsibilities.
- Model a speak-up culture, where staff feel confident raising concerns and know these will be taken seriously and handled appropriately, in line with BCE's safeguarding response processes.
- Staff communicating through Pastoral Concerns in Engage for the SP Team to then monitor.
- Ensure students know they have a right to feel safe, valued and protected, grounded in the dignity of the child as central to Catholic teaching.
- Work closely with the parish community to ensure consistent safeguarding messages and shared commitment across school and parish contexts.

[1] 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)

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:

Curriculum:

- Health units P-6: Child protection focuses across the years
- Consent and Respectful Relationship training – Professional development completed
- You Can Do It programme timetabled for each class weekly
- Real Talk programme for Yrs 4,5 and 6 gives a Catholic perspective to online safety, body awareness and consent (4/5/6)

- Daniel Morcombe focus on Child Safety in October
- Internet Safety Education (Brett Lee)
- Working party to develop RAP
- Adopt A Cop to regularly reinforce our safeguarding (eg. Online safety or 5 safe people)

Tools and Resources:

- Guidance Counsellor visits classes and shares Network Safety Card, Student Protection people and 5 safe people with all year levels
- Student Protection Contacts visible around the school via posters but also wear the Student Protection Shirts supplied by BCE
- Adopt a Cop – Attends classrooms at the beginning of the year, present at events and our students become familiar with Police
- Power Point emailed to all families at the beginning of the year and also shown to all students in their own classes with reminders of Student Protection Contacts as well how to manage concerns
- TTFM survey
- Personalised Support Plans include student voice

[2] 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)

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing[3]

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:

Families feeling toward school's approach to child safety and wellbeing:

- 2025 data is 100% across the board

- Breakfast club – safeguarding to sign in - we know students learn best when their stomachs are full and we ask for parents to be engaged and be involved in the school life
- All volunteers to sign in
- Parents donating items/food to support student welfare

Communication:

- PPT for the beginning of the year
- Broadcasts/newsletter/social media
- Volunteers signing in/Blue Card/training
- Social media restrictions announced and in the newsletter – consistently talking about privacy and safety of our students
- PFG invited to share their ideas at meetings around the Standards.

[3] 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) (ii) | 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[4]

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:

- Strong relationships with students and analysing student behaviour/changes
- Student Protection posters
- PPT at the beginning of the year for classrooms and parents
- Networking Safety cards
- "Game time" - support with vulnerable students
- Explicit teaching around safe people and SPCs
- Before school club – to reduce transition concerns for students that are more vulnerable
- Library duty – for students that require a quieter space for breaks
- Berry Street Education Model
- Medication administration – mindfulness around wellbeing and privacy of students receiving medication
- Parent communication and offer of supports (external or internal)
- Student Protection shirts worn by SPC's

[4] 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)

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice[5]

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:

- BCE recruitment and screening procedures are followed for all employees, including required pre-employment checks, safeguarding considerations, referee checks and relevant Blue Card, QCT/AHPRA or other screening requirements.
- Volunteers complete required BCE safeguarding training, registration/declaration requirements and comply with the Volunteer Code of Conduct before commencing relevant duties
- Contractors and other third parties are required to meet BCE safeguarding and screening requirements relevant to their engagement before attending the school site
- Staff, volunteers and third parties are expected to maintain appropriate professional boundaries and comply with BCE Codes of Conduct and safeguarding requirements. School practices include volunteer sign-in, supervision considerations and risk assessments for excursions, activities and external providers.
- Recruitment and safeguarding documentation for employees is maintained through BCE systems, while school processes support monitoring of volunteer Blue Card and training requirements.

- Evidence includes the St Brigid's Safeguarding Plan, onboarding/compliance resources, volunteer sign-in and training processes, Staff Digital Hub resources, risk assessments and ongoing safeguarding discussions at staff and leadership meetings.
- Strengthening the consistency of local record keeping and review through a consolidated safeguarding compliance register, documented induction checklist and regular review of screening, training and renewal requirements will be ongoing.

[5] 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[6]

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:

- Information about making a complaint or reporting a concern is clearly communicated through policies, the website, newsletters, assemblies, induction processes, and Student Protection Contact information
- Students are encouraged to speak to a trusted adult, teacher, Student Protection Contact, or school leader if they have concerns.
- Families, staff, and volunteers are made aware they can raise concerns through school staff, leadership, or BCE complaint processes through the school newsletter and via email as well as complaint form being available on the website.
- Complaint processes are being developed to be more child-focused, accessible, and responsive to the needs of the school community.
- The safety, wellbeing, and voice of the child are central to all complaint management processes keeping in mind the need not to re-traumatise and they have a safe person supporting them
- Students are supported to feel heard, believed, respected, and safe when concerns are raised.
- Complaints are managed sensitively, confidentially, and in line with BCE safeguarding and student protection procedures.
- Concerns are documented in the complaints register, assessed, responded to, and escalated when required in accordance with Student Protection Guidelines and the Code of Conduct for Students, Volunteers, Parents and Staff.
- Staff receive mandatory safeguarding and student protection training each term, including responsibilities under the Reportable Conduct Scheme.
- Leadership reviews complaint management and safeguarding practices to support continuous improvement.
- Students have access to trusted adults and clear support pathways when concerns arise. Reminders occur regularly and on special days such as Daniel Morecombe Day, RU OK? Day, Bullying No Way week

[6] 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[7]

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:

- All employees complete annual BCE mandatory Student Protection training, supported by school-based compliance and safeguarding induction for new staff.
- Volunteers complete BCE Volunteer Training before commencing and annually, including safeguarding, Student Protection, health and safety, and the Volunteer Code of Conduct. Third parties complete the relevant BCE training requirements.
- Safeguarding practice is reinforced through termly staff professional learning and regular discussion at staff and leadership meetings.
- Staff have ongoing access to Student Protection training resources through the Staff-Digital-Hub.
- Completion of the Code of Conduct and compliance training is monitored and reviewed each term, with follow-up and support provided to new staff who have missed previous training.
- The school acknowledges the Jagera, Yuggera and Ugarapul peoples within its safeguarding framework. Planned improvement: strengthen the explicit inclusion of cultural safety and cultural capability within safeguarding induction and ongoing professional learning and reference to the published RAP.
- Evidence: mandatory training, volunteer declarations, new-staff compliance induction, termly Student Protection PD, safeguarding resources and the School Safeguarding Action Register.
- Planned improvement: strengthen documentation and monitoring of mandatory training completion and continue regular safeguarding refresher learning for employees and volunteers.

[7] 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[8]

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:

- Active supervision practices and duty rosters ensure students are monitored throughout the school day.
- High-risk areas are identified through incident data, staff observations, and student feedback, with supervision adjusted as needed.
- Students learn safe and responsible online behaviour through digital citizenship education and explicit online safety lessons.
- Student use of technology is guided by approved digital platforms and Acceptable Use Agreements.
- The school responds proactively to cyberbullying, inappropriate online communication, and unsafe digital behaviours.
- Staff model safe, respectful, and professional online behaviour and maintain appropriate professional boundaries.
- Safe digital practices are reinforced through staff training, policies, and ongoing professional learning and sharing these resources with families through beginning of year powerpoint, newsletter and on assembly.
- Risk assessments are completed for excursions, camps, activities, and external providers to support student safety and wellbeing. These consider student individual needs according to PSP for example.
- Supervision, physical safety, online safety, and individual student needs are considered in planning and decision-making.
- Safeguarding considerations are embedded in everyday operations and school planning processes.
- School RAP has been developed, approved and published on school website

[8] 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[9]

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:

- Use the Student Voice to inform next steps – eg Tell Them from Me is undertaken and reviewed (eg feeling safe, bullying concerns)
- Use of BCE Staff Culture Survey for next steps
- Blue Card register is monitored through BI and reminders sent by Principal and register added for volunteers who visit
- Rollmarking is mandated and monitored within BCE timeframes and policies d(eg Reminder chime at 9 and 2)
- Complaint Register updated with parent complaints that are then followed up
- Student Support team meetings analyse ENGAGE Data to identify bullying and areas of concern eg transitions, school spaces to mitigate risks
- Staff to be supported in use of new RCM procedure
- New WHSO/I to be trained and supported by Mick Jones (BCEO)

[9] 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[10]

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:

- Uniform Policy – contributes to safe purposeful inclusive and supportive learning environment and individual needs would be considered in consultation with parents and staff.
- School Policy/Procedures are reviewed regularly to assess current need
- Policies/Procedures are on the website for ease of access to parents eg complaint procedure
- Leadership Team regularly visit classrooms and highlight the positive practices they see supporting child safety and wellbeing during the subsequent meetings.


Brisbane
Catholic
Education
teaching · challenging · transforming