

Safeguarding Plan 2026



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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.

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Attributions

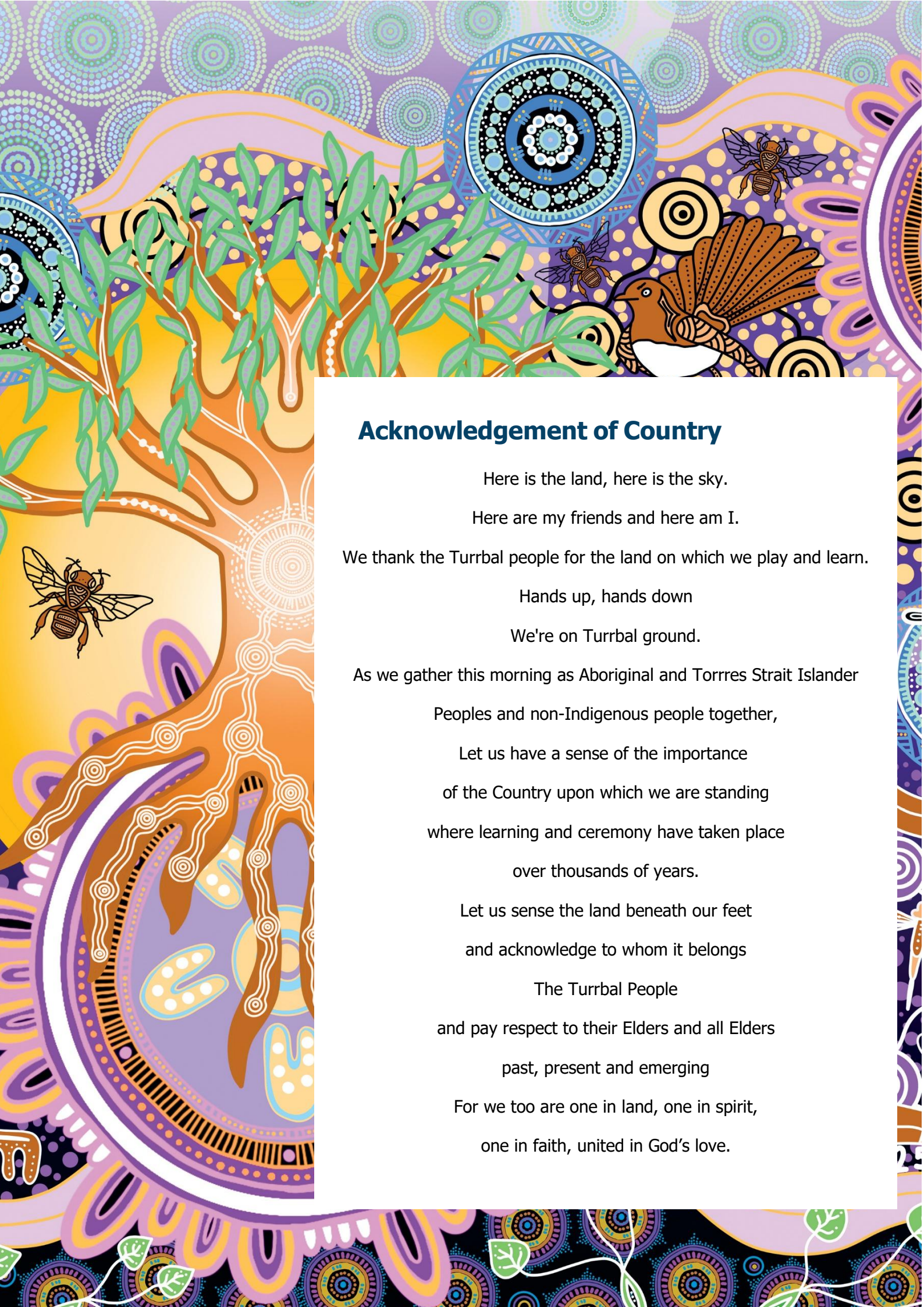
Artwork:

Anna-Maria Antonini St Joseph's Nundah, 2026.

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

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Acknowledgement of Country

Here is the land, here is the sky.

Here are my friends and here am I.

We thank the Turrbal people for the land on which we play and learn.

Hands up, hands down

We're on Turrbal ground.

As we gather this morning as Aboriginal and Torres Strait Islander

Peoples and non-Indigenous people together,

Let us have a sense of the importance
of the Country upon which we are standing
where learning and ceremony have taken place
over thousands of years.

Let us sense the land beneath our feet
and acknowledge to whom it belongs

The Turrbal People
and pay respect to their Elders and all Elders
past, present and emerging

For we too are one in land, one in spirit,
one in faith, united in God's love.

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 Joseph's Nundah 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 Joseph's Nundah 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 culture¹



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:

- **1.1 Public commitment is visible and clear**
We state a **zero-tolerance** approach to all forms of abuse and make clear that **the safety and wellbeing of children and adults-at-risk is paramount**, consistent with Archdiocese of Brisbane and BCE expectations.
- **1.2 A child safe culture is championed and modelled (top-down and bottom-up)**
Safeguarding is treated as "alive" in daily practice: students regularly revisit who they can go to for help (e.g., **"five safety people"** conversations each term) and key messages are reinforced through **whole-school assemblies**. Staff take student voice seriously and follow up concerns, strengthening trust.
- **1.3 Governance arrangements support coordinated safeguarding practice**
The school's **Student Protection Contacts (SPC), Student Support team and leadership teams** meet regularly, **document concerns and actions**, and maintain consistent communication pathways so that safety and wellbeing responses are coordinated and timely.
- **1.4 Behaviour expectations are clear through the BCE Code of Conduct**
Staff and volunteers are guided by the **BCE Code of Conduct**, which sets expected standards of behaviour and responsibilities that support a child safe culture.
- **1.5 Strengthening Aboriginal and Torres Strait Islander leadership and decision-making (Universal Principle within Standard 1)**
We are building our practice in ensuring **Aboriginal and Torres Strait Islander voices** shape safeguarding leadership and decision-making in ways that strengthen cultural safety for First Nations students and families.
- **1.6 Risk management is proactive and preventative**
Staff actively identify, question and escalate student protection concerns. The school uses regular review and reflection (including self-assessment processes) to strengthen prevention, supervision and response practices over time.

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)

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously²



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:

(Students are informed about their rights, participate in decisions that affect them, and are taken seriously.)

- **How students learn about rights, safety and who to trust**
Students are explicitly taught that they have a **right to feel safe** and to be **heard**. They learn (in age-appropriate ways) what is safe/unsafe, how to get help, and are regularly reminded of trusted adults and pathways for support (e.g., revisiting "who can help me at school" throughout the year, not just once).
- **How the school gathers and responds to student voice**
The school intentionally creates opportunities for students to share what helps them feel safe (and what doesn't). Student concerns are listened to respectfully, followed up, and responded to in ways that are **child-focused** and practical, so students experience that "speaking up leads to action."
- **How student participation influences decision-making**
Students have structured ways to contribute to decisions that impact their wellbeing and school experience (classroom and whole-school). Their feedback informs improvements to routines, supervision, learning environments and wellbeing supports—so participation is not tokenistic.
- **How cultural safety shapes our approach**
The school recognises learning happens on **Turrbal Country** and works to ensure student voice is gathered and acted on in culturally safe ways—especially for Aboriginal and Torres Strait Islander students—so that identity is respected, bias is challenged, and students feel safe to speak up.
- **Evidence of practice and planned improvement**
Evidence includes: explicit teaching of rights/safety, regular student voice activities, documented follow-up to concerns, and visible reinforcement of help-seeking pathways. Planned improvement is shown through the school's staged implementation approach (including Term reviews/self-assessment) to strengthen student participation and culturally safe practice over time.

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 wellbeing³



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:

- **How our school communicates safeguarding expectations to families**

St Joseph's Nundah communicates safeguarding expectations to families through clear, regular and accessible communication that reinforces child safety and wellbeing as a shared responsibility. Families are informed through newsletters, parent information sessions e.g. Screen Sanity, school assemblies, enrolment conversations, the school website, policy reminders, and direct communication from school leadership. These communications outline expected behaviours, reporting pathways, complaints processes, student protection contacts, and the importance of respectful partnerships between families, staff and students. The school also promotes safeguarding through curriculum information, parent engagement opportunities, surveys e.g. Tell Them From Me, and community forums such as the P&F Advisory Group. This ongoing communication helps families understand their role in supporting a safe, respectful and inclusive school culture where children are protected, valued and heard.

- **How families and communities participate in safety and wellbeing initiatives**

At St Joseph's Nundah, families and community members are actively encouraged to participate in safety and wellbeing initiatives as partners in creating a child safe culture. Families contribute through parent engagement opportunities e.g. Open Morning Classrooms, Welcome Back Disco, Christmas Concerts, P&F Advisory Group discussions, school surveys e.g. Tell Them From Me Survey, feedback processes, enrolment conversations, information sessions, and ongoing communication with school staff. Parents and carers are invited to share concerns, provide feedback, support school events, and work collaboratively with staff to strengthen student safety, inclusion and wellbeing. Community partnerships also support this work, including collaboration with Brisbane Catholic Education, parish and local support services, Mary MacKillop College's First Nations Liaison Officer, and specialist staff such as the Guidance Counsellor and Speech Pathologist. Through these partnerships, St Joseph's promotes a shared responsibility for safeguarding, ensuring families and community members are informed, included and empowered to help children feel protected, valued and heard.

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)

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What Standard 3 looks like at our school:

- **How the school engages P&F and community partners**
The school works with the P&F to build connectedness and strengthen shared safeguarding messages, and engages appropriate community partners to support student wellbeing and respond to emerging needs in a coordinated way.
- **How feedback is gathered and acted on**
We gather feedback through formal and informal channels (e.g., conversations, meetings and school feedback opportunities) and ensure concerns or suggestions are acknowledged, followed up and, where appropriate, used to refine processes, communication and supports.
- **Evidence of practice and planned improvements**
Evidence includes consistent family communication about safeguarding expectations, records of engagement with P&F/community partners, and documented follow-up to feedback. Planned improvements are identified through our term-by-term self-assessment and continuous improvement cycle.

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 practice⁴



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:

- **How the school promotes equity, inclusion and respect for diversity**
St Joseph's Nundah promotes an inclusive, respectful culture where every student is known and valued. Expectations for respectful behaviour are explicitly taught and reinforced and learning and wellbeing practices are designed to remove barriers so all students can participate safely and confidently.
- **How supports and adjustments are provided for diverse learners**
Supports and reasonable adjustments are planned and reviewed in partnership with families and relevant staff so that diverse learners can access learning and feel safe at school. This includes targeted wellbeing support, differentiated classroom adjustments, and coordinated planning (e.g., through case management and support team processes) when higher levels of need are identified.
- **How cultural safety and anti-discrimination practices are embedded**
Cultural safety is strengthened through our acknowledgement of Turrbal Country and a commitment to respectful relationships, high expectations and fair treatment for all. Staff actively challenge bias, respond to discrimination or bullying, and work with students and families to ensure identity, culture and individual needs are respected in both learning and wellbeing responses.
- **How students access safeguarding information suitable for them**
Students are provided safeguarding information in age-appropriate and accessible ways (e.g., explicit teaching and reminders about rights, safety and trusted adults). Where required, information is adjusted to support individual communication and learning needs so every student can understand how to seek help and what will happen when they do.
- **Evidence of practice and planned improvements**
Evidence includes inclusive classroom and playground expectations, documented adjustments and support planning, records of wellbeing and behaviour responses, and curriculum opportunities that build understanding and respect for diversity. Planned improvements are identified through our term-by-term self-assessment and continuous improvement cycle, with a focus on strengthening culturally safe practice and ensuring safeguarding information is accessible for every learner.

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 practice⁵



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**
At St Joseph's Nundah, all employees, volunteers and relevant third parties are screened and inducted in line with BCE safeguarding requirements before commencing. Induction includes clear expectations for child safe behaviour, reporting obligations and supervision arrangements for anyone working with or around students.
- **How we ensure safe supervision and conduct**
The school maintains active supervision and clear professional boundaries across classrooms, playgrounds and all student-facing activities. Expectations are reinforced through the BCE Code of Conduct and local routines so that visitors and volunteers understand where they can be, what they can do, and who to contact if a concern is raised.
- **How we apply BCE recruitment and HR procedures for employees and volunteers**
Recruitment and engagement processes follow BCE procedures, including role clarity, required checks and approvals, and safeguarding expectations as part of onboarding. Any concerns about suitability, conduct or boundary compliance are managed promptly through BCE HR and safeguarding processes, with leadership oversight.
- **How we track and keep safeguarding screening requirements current**
The school keeps a current register of required screening and compliance for employees, volunteers and contractors (as applicable), and follows up renewals and outstanding requirements so people remain appropriately authorised to work in the school setting.
- **Evidence of practice and planned improvements**
Evidence includes induction records, screening/check registers, visitor and volunteer sign-in processes, and documented supervision expectations. Planned improvements are identified through term-by-term self-assessment and include tightening local onboarding steps, strengthening guidance for third parties, and improving how we monitor currency and follow-up actions.

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 focused⁶



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**
Students and families can raise concerns by speaking directly with the classroom teacher, school leadership and/or the school's Student Protection Contacts, and by using BCE and Archdiocesan reporting pathways where needed. The school promotes help-seeking and makes it clear that concerns will be listened to and acted on.
- **How the school ensures child-focused, trauma-informed responses**
When a concern is raised, the school responds in ways that prioritise student safety, voice and dignity. Staff use calm, respectful communication, avoid leading questions, and support students with predictable next steps, appropriate adjustments and referral to wellbeing supports, recognising that children may communicate distress in different ways.
- **How complaints are recorded, managed and escalated and resolved**
Concerns and complaints are documented and managed in line with BCE procedures, with clear leadership oversight. Matters are triaged for urgency and risk, escalated to the appropriate internal and external authorities where required, and followed through with communication, support and outcomes recorded, while maintaining confidentiality and procedural fairness.
- **How the school implements the Reportable Conduct Scheme**
The school follows BCE guidance for the Reportable Conduct Scheme by identifying and escalating alleged reportable conduct by workers to BCE for assessment and notification, cooperating with any investigation processes, and ensuring interim safeguards and supports are in place for students and others affected.
- **Evidence of practice and planned improvements**
Evidence includes visible help-seeking pathways for students and families, staff awareness of reporting obligations, documented records of concerns and actions, and appropriate escalation to BCE processes when required. Planned improvements are identified through self-assessment and include strengthening community awareness of how to raise concerns, refining local documentation and follow-up practices, and continuing to build staff confidence in trauma-informed responses.

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 training⁷



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**
At St Joseph's Nundah, employees complete mandatory BCE safeguarding training as part of onboarding and ongoing compliance requirements, and volunteers/third parties receive induction and guidance that is appropriate to their role and level of contact with students.
- **How the school reinforces safeguarding practice throughout the year**
Safeguarding is reinforced through regular staff reminders and updates, leadership and SPC check-ins, and consistent use of BCE procedures and the Code of Conduct in everyday practice, so expectations remain visible beyond initial training.
- **How cultural capability is embedded in training**
Training and professional learning strengthen culturally safe practice by building staff understanding of respectful relationships, bias awareness and culturally responsive approaches, including attention to the cultural safety of Aboriginal and Torres Strait Islander students learning on Turrbal Country.
- **How the school monitors and supports employees and volunteers to undertake mandatory training**
The school monitors completion of mandatory training through BCE systems and local follow-up, with leadership supporting staff to meet timeframes and addressing gaps promptly. Volunteers and relevant third parties are supported through induction, clear instructions and supervision expectations.
- **Evidence of practice and planned improvements**
Evidence includes training completion reports/records, induction documentation, staff meeting minutes and reminders, and documented safeguarding follow-up where needed. Planned improvements are identified through self-assessment and include strengthening role-specific induction for volunteers/third parties, increasing opportunities to revisit key safeguarding messages, and continuing to build cultural capability across the school.

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 harmed⁸



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**
At St Joseph's Nundah, physical spaces are organised and supervised to reduce risk and increase visibility, with clear routines for active supervision in classrooms, playgrounds and transitions. Supervision expectations are reinforced with staff and applied consistently during high-traffic/high-risk times and locations.
- **How the school promotes online safety for students**
Online safety is explicitly taught and reinforced, including safe and respectful online behaviour, help-seeking if something feels unsafe, and understanding privacy and appropriate communication. Digital learning expectations are aligned with BCE guidance and revisited throughout the year.
- **How employees' model safe digital behaviours**
Employees model safe digital practice by maintaining professional boundaries in online communication, using approved platforms and appropriate privacy settings, and responding promptly to any online safety concerns. Expectations are supported by the BCE Code of Conduct and safeguarding guidance.
- **How both physical or online environmental risks are assessed and managed**
The school identifies and manages risk through supervision planning, procedures for excursions and events, and clear processes for responding to safety incidents and near misses. Online risks are managed through device and platform expectations, monitoring/supervision in learning contexts, and timely escalation when concerns are identified.
- **Evidence of practice and planned improvements**
Evidence includes duty rosters and supervision routines, records of playground focus areas, cyber safety teaching and reminders, and documented responses to identified hazards or online concerns. Planned improvements are identified through term-by-term self-assessment and include refining supervision and transition practices, strengthening student cyber safety learning, and regularly reviewing emerging online risks.

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 improved⁹



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:

St Joseph's Nundah achieves BCE Safeguarding Standard 9 (Continuous Improvement) by using a planned cycle of review, self-assessment and action across the year. We regularly gather and respond to feedback from students, families and staff, review safeguarding data and trends (including concerns, complaints and near misses), and use this evidence to update local procedures, strengthen supervision and learning environments, and target professional learning. We document actions and outcomes, check progress each term, and embed improvements into everyday practice so safeguarding remains responsive, effective and child-centred.

Examples of how St Joseph's Nundah aims to promote and uphold continuous improvement are:

- Updating the Student Protection posters with any new Student Protection Contacts.
- New Student Protection Contacts are trained by BCE
- Sharing the Child Safe Big Books with the Year 3-6 students and having consistency messaging in the early years e.g. revising the students' five safety people, consistent messaging and language regarding healthy and unhealthy friends (Friendology Program).
- Guidance Counsellor and Principal writing newsletter articles about child safety
- Hosting parent information evenings which promote child safety e.g. Screen Sanity, Think U Know
- Debriefing as a Student Protection Contact team after an incident to review response and follow up actions.
- Review data gathered from BCE *Tell Them From Me* survey and Non-State School Accreditation Board review to improve child safety.

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 children¹⁰



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:

St Joseph's Nundah implements BCE Safeguarding Standard 10 by ensuring our child safe expectations are underpinned by clear policies and procedures that are understood and used in everyday practice. Staff follow BCE and school procedures for student protection, complaints management and reportable conduct, supported by clearly identified Student Protection Contacts and leadership oversight. These procedures are made practical through site-based routines such as:

- visible student protection/help-seeking posters (updated when SPCs change),
- consistent documentation and escalation of concerns, and
- regular safeguarding reminders at staff meetings.

Policies and procedures are also embedded through community communication (e.g., newsletter items and parent information sessions such as Screen Sanity and Think U Know) so families understand expectations and pathways. We review and refine local processes each term through self-assessment, incident debriefs and feedback, ensuring procedures remain current, accessible and child-centred.

¹⁰ 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)

