St Brendan's School Moorooka
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

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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 Brendan's, Moorooka 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 Brendan'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:

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[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:

At St Brendan's, we are committed to prioritising every student's safety and wellbeing, including ensuring Aboriginal and Torres Strait Islander children and families and Community from all cultural backgrounds feel welcome, safe, valued, included and respected. At St Brendan's, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags and artwork. We include Acknowledgement of Country at significant events and weekly assemblies that demonstrates our commitment to ensuring the safety and wellbeing of First Nations students and their families.

The Archdiocese of Brisbane Safeguarding Commitment is displayed in our school foyer and Staff Room. This Safeguarding Commitment serves as a regular reminder that at St Brendan's, the safety and wellbeing of our students are paramount. At St Brendan's, we deliberately allocate time during our weekly leadership meetings to focus on student safety and wellbeing. It is the first agenda item at our meeting where we also incorporate cultural learning and reflection opportunities. This ensures we put the safety (including cultural safety) and wellbeing at the front of our minds and centre of every decision we make, from curriculum planning to staff recruitment.

As principal of St Brendan's, I champion student safety and wellbeing by having our Leadership Team doing morning and/or afternoon duty each day as well as regular eating duties with the whole school on a weekly basis. We use this time to build trust relationships and remind students that they can speak to any one of us if they are feeling worried or unsafe. We timetable our Guidance Officer and Student Wellbeing Officer to play time duties, supporting social skills and building peer relationships for our students.

At St Brendan's, school leadership actively builds culturally safe relationships with Aboriginal and Torres Strait Islander families and community members as well as families from other cultural backgrounds by supporting open, two-way communication, support through the community hub, cultural learnings for staff and sharing cultural celebrations, with a particular focus each year on Harmony Day.

Our school P&F Group meets each term and a standing agenda item each meeting is 'Student Safety and Wellbeing'. The principal provides updates on risk management, staff training and trends in student data. Our school newsletter supports school-home communication in safeguarding including attendance, student behaviour plan, Code of Conduct information and other safeguarding documents.

All staff at St Brendan's know their responsibilities for keeping our physical environment safe and our staff are regularly reminded of their role in ensuring emotional safety for our students. Staff are committed to supporting student wellbeing and safety through engagement with risk assessments, regular and timely student protection training and wellbeing initiatives each term.

[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 seriously[2]

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:

At St Brendan's, student learn about their rights to safety and responsibilities through the HPE curriculum and General Capabilities. Lessons are revisited at developmentally appropriate stages so understanding grows as student mature. Safeguarding concepts are taught across all year levels. Messages around student safety, rights of the child and who to trust are consistently reinforced at whole school assemblies and morning gatherings.
At St Brendan's, school signage, playground design, classroom environments and common areas visually reinforce children's rights as well as student safety and belonging.
Student voice is accessed through 1:1 meetings with our Guidance Counsellor, Support Teacher, Student Wellbeing Officer and members of the Leadership Team as well as through the use of surveys. Student voice has informed playground choices and social events and has resulted in the introduction of social 'games club' each play break being hosted in the Library as well as a change of location for eating times during the cooler months. Students have voted on themes for our school disco, shared ideas for fund raising including holding a pyjama day, identified preferences for excursions and end of year celebrations.
Students are explicitly taught about student protection and can identify student protection contacts. This is regularly reinforced through highlighting the Student Protection Poster at whole school assemblies and in-class conversations. Students regularly identify 'safe adults' who they can trust to speak to if they are unsafe. Whole school assemblies are used regularly to highlight key messages around children's rights and child safety.
Our school staff use the 'Tell Them From Me' survey data to identify strengths of our school and to highlight areas for improvement. This survey data regularly informs the identification of our school goals for our Annual Improvement Plan. As a result of TTFM survey data, in 2024 our school had a whole school focus on 'Bullying' to support identification of what bullying is and how to respond appropriately to bullying.
Lunch time clubs and social skills programs are a feature of our lunch time play sessions. The Library is open at every break and offers structured games as well as other activities to support students who are feeling isolated or lonely.
Staff engage in active supervision during play and eating times, identifying any student who is isolated or not engaged.

[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:

At St Brendan's, families are actively invited to participate in planning and decision-making processes that affect their child through Student Support Meetings, PSP review meetings, Parent Teacher Interviews, P&F meetings and other opportunities throughout the year. Meetings are scheduled flexibly, and families are invited to engage, through face-to-face meetings, TEAMS or phone meetings conversations. When working with Aboriginal and Torres Strait Islander families, St Brendan's acknowledges and values that decisions may involve extended family members or trusted community representatives. At St Brendan's, we engage families and students in risk management procedures including preparation for excursions, incursions, school camps and other activities.
At St Brendan's, all school procedures and policies acknowledge our culturally rich community through opportunities for translation/ interpreters and use of warm, inclusive, plain language. Weekly newsletters, website information and communication with parents is clear and concise, often presented as dot points rather than formal text where appropriate. Staff, including our community hub staff, provide opportunities for verbal clarification or face to face meetings to ensure messages are received and understood. Our community hub engages families in English classes, Citizenship classes, Healthy Relationship classes, cooking, dance, yoga, mental health classes and interest groups to respond to community needs. They also provide support for understanding written communication and completion of forms.
Regular P&F meetings as well as Parent Information Evenings, provide opportunities for our parents to understand information about student safety and wellbeing. Information about student safety and wellbeing are regularly included in whole school assemblies, morning briefings and weekly newsletters. The school ensures visual representation of child safety and wellbeing are available and accessible for classroom and whole school use. Some of these resources include Wellbeing Week themes, Student Protection Posters and 'Our Rights Matter' Poster on the Rights of a Child. The school makes use of 'forms' and quick surveys to seek parent feedback on important issues related to student wellbeing. Regularly scheduled events throughout the year, including sports carnivals, Under 8s events, Open Classrooms, disco, Harmony Night, Parent teacher interviews and Parent Information evenings facilitate informal conversations between staff and parents on child safety and wellbeing issues.
Student safety, behaviour support and complaints processes are explained regularly through school newsletter and at P&F meetings. Parents' views are sought on the development and review of policies and practices through conversations at P&F meetings and through Forms.
Our school clearly names 'inclusion' as one of our three key values in our Mission and Vision. 'Inclusion' is unpacked regularly with students on assemblies, at morning gatherings and in classroom learning. Our students are clear on expectations to ensure Aboriginal and Torres Strait Islander people as well as families from other culturally diverse backgrounds experience a strong sense of belonging in our school and community. All cultures are celebrated!

[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:

St Brendan's School responds to Child Safe Standard 4 by creating a culturally safe, inclusive and welcoming environment where diversity is recognised, respected and celebrated in everyday school life. As a school community on Jaggera Country, St Brendan's acknowledges the importance of Aboriginal and Torres Strait Islander histories, cultures and perspectives in building belonging and safety for all children.

This commitment is reflected in visible and intentional practices across the school. Acknowledgement of Country is included at assemblies and significant gatherings. The school also displays the Aboriginal and Torres Strait Islander flags, providing a visible symbol of inclusion and recognition within the school environment.

St Brendan's strengthens this commitment through the celebration of National Reconciliation Week and the acknowledgement of National Sorry Day, creating opportunities for students, staff and families to engage in reflection, learning and respectful dialogue. These occasions support students to grow in understanding, empathy and respect, while affirming the cultural identities of Aboriginal and Torres Strait Islander members of the community.

Our staff professional learning plan includes dedicated opportunities for training in cultural safety, trauma informed practices and inclusive education. These opportunities support staff to respond with sensitivity, understanding and respect to the diverse experiences of students and families. Aboriginal and Torres Strait Islander perspectives are integrated across curriculum areas, including Health, HASS, Religion and other learning areas. Through these whole-school practices, St Brendan's demonstrates that culturally safe environments are essential to child safety, ensuring that every child feels valued, included and able to participate fully in school life.

St Brendan's responds to the individual needs of students through individualised learning plans and adjustments for learning, ensuring diverse learners are supported to access, participate in and succeed within an inclusive school environment. St Brendan's regularly reminds students of who they can talk to if they feel worried or unsafe through classroom discussions, whole school assemblies, visual cues, informal conversations and morning briefings. Our Student Support Team meet weekly, discussing and reviewing the needs of all students, including student protection, behaviour, wellbeing, attendance and learning to ensure our students' needs are being met.

[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:

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

[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:

At St Brendan's School, students and families are encouraged to raise worries, concerns or complaints early, and we treat this as an important part of keeping students safe and well. Students are regularly reminded who they can speak to if they feel unsafe, worried or uncomfortable, and know that these 'safe adults' include classroom teachers, Guidance Counsellor, Student Protection Contacts and school leadership. These messages are reinforced through classroom conversations, assemblies, visual resources and everyday interactions so that speaking up is understood as a normal and supported part of school life.

Safeguarding is included in Leadership Team agendas, Student Support Team agendas and P&F meeting agendas, evidencing the high priority the school community's places on safeguarding. Once per term, a staff meeting is dedicated to Safeguarding topics to support staff in their understanding of the concepts involved and keep them abreast of resources to support teaching these to students. Families receive regular updates through school newsletters.

Staff participate in a complaint-handling refresher, in a staff meeting each year, reminding them of the school procedure for responding to complaints. Students are informed of the complaints processes at assembly, and a visual reminder is available for student reference. Parents receive comprehensive information, including visual flowchart in the newsletter twice yearly to remind them of the complaints process. The flowchart is available in the school office for easy access at any time.

Where a complaint or concern involves a student, staff aim to respond in a child-focused, trauma-informed and culturally safe way. We try to limit repeated retelling and questioning, use calm and age-appropriate language, consider timing and location, involve trusted adults where appropriate, and check what support the student needs before, during and after the process. This helps students feel heard, believed and supported, and reduces the risk of causing further distress. When concerns are raised, our leadership team, including our Student Protection Contacts use BCE complaints, student protection and behaviour procedures to guide how matters are received, escalated, documented and responded to. Staff understand when a concern can be managed at school level and when it must be escalated to BCE or external authorities. This helps ensure serious concerns are managed through the right process, by the right people, and that students and families receive a clear and consistent response.

All staff have been informed of the Reportable Conduct Scheme and are aware of the processes they are required to follow to ensure reportable concerns are identified, responded to and managed in ways that safeguard students.

[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:

[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:

St Brendan's School prioritises student safety and wellbeing across the whole school day, including arrival, classroom learning, prayer and liturgy, breaks, transitions, sport, excursions, co-curricular activities, support spaces and online learning. Staff know students well and use predictable routines including visual timetables, calm spaces in each classroom, trusted adults and adjusted support for students who may have increased vulnerabilities.

At St Brendan's, risk management and compliance processes form part of regular operational decision-making. Risk assessments consider risks arising from the setting, activities and physical environment, both on and off campus, including supervision, visibility, access, student wellbeing, cultural safety and individual student needs. Risk assessments are completed by staff in charge of the activity to ensure they are aware of the risks involved as well as the actions taken to mitigate risks. Risk assessments include compliance processes involving third parties and other non-staff individuals who are part of the school community. Third Parties are required to provide all compliance documentation prior to engaging with students. Staff are trained in compliance requirements to ensure these processes are implemented consistently.

The effectiveness of risk controls is monitored through incident data, behaviour records, feedback and leadership review, with findings used to inform ongoing improvements to safeguarding practice. These reviews occur during once per term WHS meetings, staff meetings and Leadership Team meetings.

Duty rosters, staff briefing reminders, high visibility vests and agreed active supervision expectations help staff remain visible, mobile and alert during higher-risk times such as lunch breaks, before and after school, transitions and wet-weather routines. Our school considers cultural safety as part of how students experience physical and online environments. We seek feedback from cultural groups, including Aboriginal and Torres Strait Islander students, families, staff and community members about whether school spaces, celebrations, routines, language, symbols and relationships feel safe, respectful and inclusive. Following engagement with a range of our families, sausage sizzle events now include halal options and vegetarian options for our families whose culture and beliefs require this.

Online safety is supported through approved platforms, filtering, privacy settings, the Student Acceptable Use Agreement, staff modelling and clear expectations for respectful digital behaviour. Staff respond to online behaviour, including bullying, exclusion, racism, inappropriate contact, unsafe sharing of content or behaviour that undermines a student's dignity or sense of belonging. As online issues have had a flow-on impact into the school day, we continue to strengthen student education, parent communication and staff education in this area.

[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:

At St Brendan's, our staff are committed to continually strengthening the way we respond to student protection matters. We are currently self-assessing against the Child Safe Standards, consulting with key stakeholders, reviewing our school's relevant safeguarding data and reflecting on our safeguarding strengths as well as areas for improvement.

The St Brendan's Leadership Team invites feedback from staff and students on how well our child safety procedures including sign-in processes, supervision during play, attendance marking etc. are working. Included in this, is a deliberate focus on cultural safety whereby St Brendan's invite feedback and participation from First Nations students and families as well as students and families from other cultural backgrounds to ensure that cultural safety remains a priority and that practices in our school reflect First Nations perspectives. We use weekly assembly to share information and regular classroom visits by principal to meet with students including our First Nations students and families, to understand how they feel safe in our school community and what we can do better to make our school space culturally safe.

During our weekly whole-school assembly, our principal leads a short safety session including topics on how students can seek help if they are worried, respectful and safe peer interactions, online safety, understanding trusted adults, learning from mistakes and reminding students that adults have rules to follow to keep children safe.

Our Student Protection Team meet weekly to ensure our team are up to date with student concerns and that appropriate responses are being implemented in a timely manner. Our teaching staff analyse behaviour data twice per term to identify patterns of behaviour and identify a teaching response.

When a complaint or concern highlights a gap in our processes, we identify what happened, the underlying contributing factors and what changes will be implemented through conversations with students, staff and parents. The outcomes are then discussed in leadership meetings with a focus on learnings and what can be done differently in the future. St Brendan's uses a combination of feedback surveys, focus groups and wellbeing check-ins to understand whether our child safety initiatives are effective. For Aboriginal and Torres Strait Islander students, we work alongside the community members to ensure evaluation methods reflect culturally informed measures of safety, belonging and relational trust.

Each year, our school includes a 'Wellbeing' goal in our Annual Improvement Plan. This builds a consistent and strong focus on student engagement and attendance at school. The principal communicates how we are tracking through the school newsletter regularly.

At St Brendan's, all staff members are aware of their safeguarding responsibilities. These are reviewed annually to ensure all adults are clear in their role in maintaining a child safe environment.

[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:

At St Brendan's, we use BCE policies and procedures which are regularly reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principal and include clear procedures for safeguarding children. When reviewing school-based policies eg uniform and homework, we undertake a process of consultation with parents, staff and students and develop the policy based on feedback from these stakeholders. We consult with our P&F, which includes representation from our local Aboriginal and Torres Strait Islander families. Engagement in this forum ensures we are inclusive of First Nations perspectives and uphold cultural safety as a priority.

At St Brendan's, we use BCE policies and procedures and communicate these regularly to our community through school assemblies, morning gatherings, school newsletter and P&F meetings. These regular reminders ensure all families and students understand how St Brendan's keeps children safe.

St Brendan's SPC team meets weekly to confer on student protection matters and ensure student safety remains a top priority. Actions are clearly documented and the SPC team responds to student protection matters in line with the Student Protection Processes and Guidelines. Student protection matters are communicated regularly, in child friendly terms, on school assemblies and teachers ensure they cover student protection content in Health lessons. Teachers make use of a range of child friendly resources including the BCE Safeguarding Storybook series.

[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)

Brisbane Catholic Education

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