

Sacred Heart 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

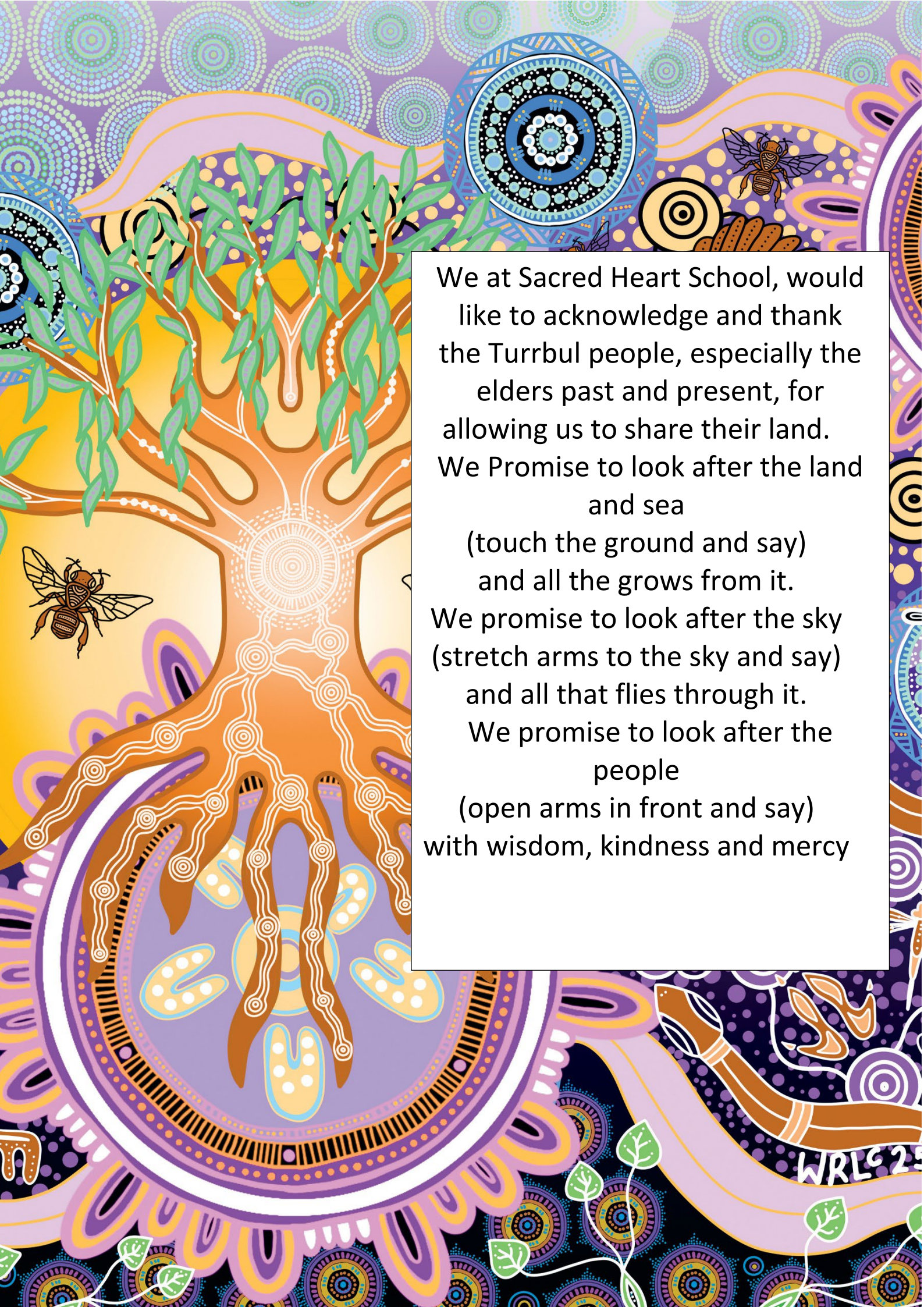
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

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We at Sacred Heart School, would like to acknowledge and thank the Turrbul people, especially the elders past and present, for allowing us to share their land. We Promise to look after the land and sea

(touch the ground and say)
and all the grows from it.

We promise to look after the sky
(stretch arms to the sky and say)
and all that flies through it.

We promise to look after the people
(open arms in front and say)
with wisdom, kindness and mercy

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.



Sacred Heart Catholic Primary School, Sandgate, 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 Sacred Heart Catholic Primary School 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:

At Sacred Heart, child safety and wellbeing are embedded in our organisational leadership, governance and culture. There is a clear reporting framework when there are disclosures of harm. There are four Student Protection Contacts at Sacred Heart to ensure accessibility and availability.. SPC details are displayed in all classrooms and present at whole school assemblies to ensure students are aware who can support them. These presentations at assembly also provide opportunities for behaviours to be modelled and reinforced for the students. The Sacred Heart Behaviour STAR matrix is a key tool used to promote child safety and wellbeing and is displayed in every classroom, there is a whole school focus each week which is discussed at meet and greet, and assembly.

The Brisbane Archdiocese Safeguarding Commitment is displayed in the school office and staffroom, reflecting that the safety and wellbeing of children is at the heart of every aspect of Sacred Heart's operations, decision-making, and culture. Volunteer and Staff mandatory training is completed yearly and accurate records maintained. Codes of Conduct are available through the school website and newsletter.

Sacred Heart maintains strong communication and engagement with families and the broader community to support a child-safe culture. Child safety and wellbeing information is shared through the Sacred Heart newsletters, discussions and consultation occur through parent information evenings, P&F and Board meetings. Student voice is sort through the Student Representative Council where students consult on the safety and wellbeing issues that are significant to them.

Staff consultation and shared responsibility are supported at Sacred Heart through regular opportunities for feedback and discussion. Input is sought from staff at regular intervals through briefings and staff meetings. Fortnightly Student Support Team meetings discuss wellbeing and risk considerations. Clear roles and responsibilities are communicated so Sacred Heart staff understand reporting pathways and expectations. All staff complete yearly Student Protection Training and additional Student Protection training throughout the year. Sacred Heart staff survey data states that 100% of staff believe that student safeguarding is everyone's responsibility.

Sacred Heart conducts regular policy reviews, clear monitoring and reporting mechanisms, and transparent processes that support accountability at all levels. Risk management at Sacred Heart is strengthened through crisis management plans, personal evacuation plans, and risk assessments for activities and individual student needs. These measures support proactive identification of risks, consistent documentation and follow-up, and ongoing refinement of practices to strengthen child safety and wellbeing across the school.

At Sacred Heart, we display visual representations such as Aboriginal and Torres Strait Islander flags, artwork and begin school gatherings with the school Acknowledgement of Country, and maps of Indigenous Australia are in all classrooms.

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:

At Sacred Heart, we are committed to ensuring that students understand their rights, know how to recognise unsafe situations, and feel confident seeking help from trusted adults. Child safety is embedded through age-appropriate learning opportunities in the Health Curriculum, classroom discussions, and safeguarding resources that help students develop an understanding of personal safety, respectful relationships and help-seeking behaviours. Students participate in our Get Grit program, a social emotional and resilience program. Students are regularly reminded of who they can talk to if they feel unsafe and are supported to exercise their right to be heard. The safeguarding storybooks form part of our routines and learning. We engage frequently with community programs such as Cadet Club, Team Up and Blue Edge as well as Think You Know.

Student voice is an important part of how Sacred Heart strengthens child safety. The school gathers feedback through student surveys, classroom conversations, wellbeing check-ins and other opportunities for students to share their experiences and perspectives. One of the main opportunities for students to discuss openly their concerns or questions is through the Student Representative Council. This feedback helps staff understand whether students feel safe, included and supported. Student voice is valued as a key source of information for identifying strengths, recognising emerging concerns and informing continuous improvement in safeguarding practices

Cultural safety is a critical part of our approach to Child Safe Standard 2. Sacred Heart recognises that students engage most effectively when they feel welcomed, valued, respected and included. We are committed to ensuring that Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds, and all students see their identities affirmed within the school environment. Student voice processes are designed to be culturally safe and accessible, while staff continue to build cultural capability and culturally responsive practices to strengthen relationships, belonging and trust.

Sacred Heart recognises the importance of friendship and that support from peers helps children feel safe and less isolated. We utilise programs and resources like our buddy benches, buddy program, play pioneers and structured play lunch time clubs to support students who are experiencing difficulties at play 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:

At Sacred Heart, we believe that safeguarding is a shared responsibility between the school, families and the wider community. We are committed to communicating our child safety and wellbeing expectations in clear, accessible and consistent ways. Throughout the year, safeguarding information, wellbeing initiatives and child safety messages are shared through the school's fortnightly newsletter, class newsletters, parent communications and the school social media. These channels help ensure families understand the school's commitment to child safety, know how to raise concerns, and are aware of the supports and processes available to students and families. This approach aligns with BCE expectations that safeguarding practices are visible, transparent and understood across the school community.

Families and community members are encouraged to actively participate in safety and wellbeing initiatives through school events, feedback opportunities, surveys and ongoing engagement with staff. Sacred Heart values the perspectives of parents and carers and seeks to build strong partnerships that support student wellbeing and positive outcomes. The Parents and Friends Association (P&F) plays an important role in strengthening connections between home and school, providing opportunities for consultation, collaboration and community engagement. The school also works alongside parish groups, local organisations and community partners to support student wellbeing, inclusion and belonging, recognising that strong community relationships contribute to safer environments for children and young people.

Sacred Heart gathers feedback through a variety of formal and informal mechanisms, including surveys, student voice initiatives, family consultation opportunities, SRC discussions and ongoing conversations with parents and carers. This feedback is reviewed and used to identify strengths, address concerns and improve school practices. Evidence of practice includes regular communication through fortnightly and class newsletters, active engagement with the P&F, student leadership opportunities through the SRC, and consultation processes that support community participation in school decision-making. As part of our planned improvement, Sacred Heart will continue to strengthen family awareness of safeguarding practices, expand opportunities for culturally safe engagement and consultation, and further embed student, family and community voice in evaluating and enhancing child safety and wellbeing across the school.

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:

At Sacred Heart, we are committed to fostering a school culture where every student is valued, respected and included. We recognise that students are unique; come from diverse cultural, social, linguistic and personal backgrounds, and we actively promote equity through our policies, practices and everyday interactions. Staff work to understand the unique circumstances of each child and provide culturally safe and trauma-informed support that recognises the impact of culture, relationships, wellbeing and lived experience on learning and engagement. We strive to create an environment where all students experience a genuine sense of belonging, are treated with dignity and respect, and are supported to participate fully in school life.

Sacred Heart provides appropriate supports and adjustments to meet the needs of diverse learners, including students with disability, Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds, students who may be experiencing vulnerability, and those requiring additional wellbeing support. Staff work collaboratively with families, support personnel and external agencies where appropriate to ensure students can access learning, wellbeing and safeguarding supports in ways that are responsive to their needs. Safeguarding information, support pathways and complaints processes are communicated in ways that are accessible, age-appropriate and culturally safe so that all students understand their rights and know how to seek help when needed.

Cultural safety is embedded throughout our approach to student wellbeing and safeguarding. Sacred Heart is committed to creating an inclusive environment where Aboriginal and Torres Strait Islander students, families and communities feel welcome, safe, valued, included and respected. Staff continue to strengthen their cultural capability through professional learning and reflective practice, while school policies and practices seek to embed Aboriginal and Torres Strait Islander perspectives and knowledge systems. The school also promotes respectful relationships, celebrates diversity and actively challenges discrimination, bullying and exclusionary behaviour to ensure all students can learn and thrive in a safe environment. One example of this was the kindness tickets implemented after students at the SRC raised that children weren't including all students at playtime. They came up with a ticket system to reward students who Act Safely, Respect Everyone – two of our STAR rules.

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
- 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 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

At Sacred Heart, we foster a culture in which students and families are encouraged to raise worries, concerns or complaints early and without fear of disadvantage. Students are regularly reminded that they can speak with a trusted adult, including their classroom teacher, a Student Protection Contact, the Guidance Counsellor or a member of the school leadership team. Families can raise concerns directly with teachers or school leadership through established communication channels. These pathways are reinforced through classroom conversations, safeguarding storybooks, wellbeing check-ins, school communications and opportunities for student voice, including the Student Representative Council.

When a concern involves a student, Sacred Heart responds in a child-focused, trauma-informed and culturally safe manner. Staff listen calmly, take disclosures seriously, use clear and age-appropriate language, and place the student's immediate safety and wellbeing at the centre of the response. Wherever possible, the school limits repeated retelling, considers an appropriate time and place for conversations, involves trusted adults and specialist support where appropriate, and checks what the student needs before, during and after the process. Additional adjustments are made to ensure that students with disability, students from culturally and linguistically diverse backgrounds, and Aboriginal and Torres Strait Islander students and families can participate safely and meaningfully.

Complaints are managed in accordance with Brisbane Catholic Education complaints, student protection and safeguarding procedures. Concerns are documented securely, assessed according to their nature and level of risk, and responded to promptly, respectfully and thoroughly. School leadership and Student Protection Contacts understand when a matter can be managed at school level and when it must be escalated to Brisbane Catholic Education.

Sacred Heart implements Queensland's Reportable Conduct Scheme through Brisbane Catholic Education processes. Any reportable allegation or conviction involving an employee or volunteer is promptly referred through the required channels so that risk can be assessed, interim safeguards established and required notifications, investigations and reports completed within statutory timeframes.

Evidence of practice includes regular online and face to face student protection training, staff briefings, accessible safeguarding information, the use of safeguarding storybooks and trusted-adult messages, regular meetings of Student Protection Contacts and student support teams, records within relevant complaints and student management systems, and feedback gathered through student surveys, classroom conversations, the Student Representative Council, the Parents and Friends Association and the School Board. To strengthen practice further, Sacred Heart will make complaint pathways more visible and easier to understand by providing direct information to families and adding a prominent link on the school website. The school will also seek advice from First Nations liaison personnel and community members to strengthen the cultural safety of complaint-handling and reporting processes, and will continue to review complaint trends and feedback to identify systemic issues and guide improvement.

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

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:

At Sacred Heart, physical spaces are intentionally organised and supervised to promote students' safety, wellbeing, belonging and participation throughout the school day. This includes pick up, drop off and parking management, classroom learning, breaks, transitions, prayer and liturgy, sport, excursions, support spaces and co-curricular activities. Duty rosters and agreed active-supervision practices support employees to remain visible, mobile and alert, particularly during higher-risk times and in less visible areas. Learning and support spaces balance appropriate visibility with students' privacy, dignity and individual needs, and reasonable adjustments are made for students who may experience increased vulnerability.

Sacred Heart promotes online safety through age-appropriate learning about responsible technology use, respectful online relationships, privacy, cyberbullying, help-seeking and responding to unsafe content or contact. Students use school devices, digital resources and online learning environments in accordance with BCE requirements and the Acceptable Use of Devices and Digital Resources agreement. Content filtering and monitoring tools provide additional safeguards, while classroom teaching, pastoral support and communication with families reinforce that students should report online concerns promptly to a trusted adult.

Employees follow the Employee Code of Conduct, IT acceptable-use and privacy requirements, use secure passwords and devices, and carefully consider consent, audience and safeguarding implications before sharing student information or imagery.

Physical and online environmental risks are identified, assessed and managed through Sacred Heart's regular risk-management processes. Risk assessments for school spaces, activities, excursions, events, online learning and third-party providers consider supervision, visibility, access, privacy, student wellbeing, cultural safety and individual needs. Controls are selected to reduce the likelihood of harm without unnecessarily limiting students' access to learning, information, positive relationships or appropriate privacy. The effectiveness of controls is monitored through incident and injury data, behaviour records, employee observations, student and family feedback, workplace health and safety processes and leadership review, with emerging concerns escalated and addressed promptly.

Evidence of practice includes documented duty rosters, supervision expectations, risk assessments, excursion and event planning, visitor and contractor procedures, maintenance and incident records, student behaviour records, acceptable-use agreements, digital filtering and monitoring, online-safety curriculum and family communications. Sacred Heart also draws on student voice, staff observations and community feedback to understand how safe, inclusive and culturally respectful its physical and online environments feel. Planned improvements include developing a register and review cycle for higher-risk locations, reviewing one-to-one and withdrawal spaces for visibility and privacy, strengthening induction and tracking for volunteers, visitors and external providers, increasing online-safety information for students and families, and documenting how student, family and Aboriginal and Torres Strait Islander perspectives inform environmental improvements.

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:

Sacred Heart remains committed to fostering a culture of child safety and wellbeing, with school safety data indicating positive progress. Ongoing monitoring of the Tell Them from Me survey results, together with regular reviews of Employee Safeguarding Culture Risks, confirms that students and staff, on the whole, feel secure at school. Current practices are effectively supporting positive wellbeing outcomes.

Reviews of processes and procedures, along with feedback collection, are undertaken in partnership with students, carers, and the wider community through the Student Representative Council, Parents and Friends Association, and the School Board. The most recent Homework policy review involved consultation with both students and families during a dedicated Homework Forum, giving all stakeholders the opportunity to share their views. This collaborative approach of review ensured that student safety and wellbeing continued to be at the forefront of policy development.

To further strengthen the wellbeing and safety of every student at Sacred Heart, comprehensive reviews are undertaken with stakeholders following critical incidents. This process aims to drive continuous improvement in safety and wellbeing practices. It may involve developing management plans and utilising risk assessment tools to better mitigate risks and ensure ongoing protection and support for students.

Sacred Heart further strengthens its commitment to review and improvement through regular meetings with Student Protection Contacts and student support teams, in addition to student voice structures such as Student Representative Council gatherings. The school utilises a variety of data sources, including the Engage behaviour management system, attendance data and workplace health and safety tools ensure the information collected informs ongoing improvement and enhances student outcomes. These insights also help to identify emerging trends, guiding future actions.

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:

Sacred Heart Catholic School is committed to maintaining a child safe environment through the development and regular review of comprehensive policies and procedures which address the requirements of the Child Safe Standards and the Universal Principle. These documents outline clear expectations for staff, volunteers, and visitors to ensure that all students are protected from harm and supported in their wellbeing. We foster an open culture where the rights of children are respected and promoted, and where everyone is encouraged to speak up about any concerns relating to safety or conduct. The Employee Safeguarding Culture Risk shows that all staff care about safeguarding.

Policies and Procedures are accessible through the school newsletter and the school website. Results from a school diversity survey indicated that the policies and procedures are currently accessible by those families in the community who are culturally diverse.

At Sacred Heart, the BCE Safeguarding Storybooks are used as a tool with students to promote the school's commitment to safety and wellbeing in a child-friendly way. The school's commitment to child safety and safeguarding is communicated to parents and families through the newsletter, P&F and board meetings and to prospective parents during their Prep Enrolment interview.

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)

