St Benedicts Catholic Primary School

Safeguarding Plan 2026



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Brisbane Catholic Education

teaching · challenging · transforming

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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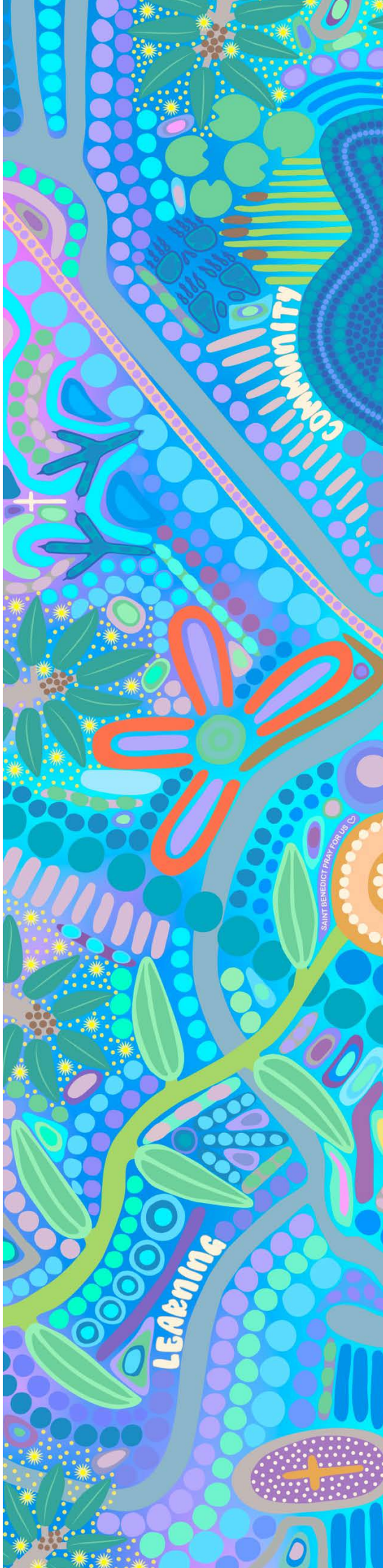
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Acknowledgement of Country

In the heart of this land, so old and so wise,

We pay our respect to the Kabi Kabi peoples who watch over the skies.

Past, present, emerging – we honour their tales,

As we live, love and learn, where our spirit prevails.

In this place we call home, where our hearts sing along,

We celebrate together, united and strong.

We acknowledge their land (touch the ground).

We acknowledge their sky (reach for the sky).

We acknowledge their connections to years gone by (fingers closed).

In peaceful community, we gather and grow, Learning from one another, with our hearts all aglow.

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 Benedict's Primary School, Mango Hill, 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 Benedict's 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 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 Benedict's, Standard 1 looks like this in day-to-day practice:

- Leaders visibly prioritise safeguarding and wellbeing through resourcing and structure, including a full-time Guidance Counsellor, a part-time Chaplin and an increase to 2 x Support Teacher: Wellbeing & Engagement in 2026.
- Wellbeing-supporting spaces and supports are provided and used, including infrastructure that supports student wellbeing such as Bennie's Shed and REBOOT.
- Safeguarding is strengthened through ongoing staff capability-building, including planned Berry Street Trauma Informed training for teachers in 2026.
- Safeguarding messages are communicated in whole-school contexts, with a whole school assembly presentation by the Principal in Term 1 (with an identified recommendation to increase frequency).
- Safeguarding is made visible and consistently reinforced for students, including high-visibility Student Protection posters displayed in all classrooms and multiple additional spaces across the school.
- Concerns are taken seriously and acted upon, with an explicit practice to prioritise and action issues/concerns raised by parents.
- Staff enact safeguarding through everyday relational practice, with expectations that staff know students well, remain attentive to changes in behaviour/engagement, and act promptly and sensitively when concerns arise.
- Staff guidance documents embed safeguarding into culture and routine, including the Staff Handbook reinforcing expectations around professional conduct, confidentiality, safe practices, and respectful relationships.
- Positive behaviour frameworks and recognition systems promote a culture of belonging and safety (e.g., affirming students for living out school values).

[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:

Students learn about rights, safety and who to trust through:

- Explicit teaching of child safety, personal boundaries, respectful relationships and help-seeking behaviours.
- Student Protection and safeguarding information displayed in classrooms and around the school.
- Regular reminders about trusted adults and the support available through teachers, school leaders, Guidance Counsellor and wellbeing staff.
- Safety messages reinforced through classroom learning, assemblies, pastoral care programs and everyday interactions.
- The school gathers and responds to student voice via:
    - Student feedback gathered through classroom discussions, student leadership opportunities, surveys and informal conversations.
    - Wellbeing, behaviour and engagement data reviewed regularly to identify student needs and emerging concerns.
    - Students encouraged to raise ideas, questions and concerns with trusted staff members.
    - Feedback is considered by school leaders and informs planning, wellbeing initiatives and school improvement processes.

Student participation influences decision-making through:

- Student input informs wellbeing initiatives, school events, environmental projects and community activities.
- Student perspectives are considered alongside staff and parent feedback when planning improvements.
- Opportunities are provided for students to participate in decisions that affect their school experience (Tell Them From Me survey)

[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)

How cultural safety shapes our approach:

- All students are supported to feel safe, respected, valued and included.
- Aboriginal and Torres Strait Islander perspectives are considered through our developing Reconciliation Action Plan (RAP) journey.

Evidence of practice and planned improvement:

- Student Protection and safeguarding information displayed across the school.
- Child safety and wellbeing messages incorporated into assemblies and classroom learning.
- Student leadership structures are in place and increased consultation opportunities is an area for improvement.
- Student wellbeing check-ins and pastoral conversations occurring regularly.
- Review of student behaviour, engagement and wellbeing data to inform support and planning (Weekly Team around the Learner Meetings).
- RAP Working Group is in the process of being established to support cultural safety and inclusion initiatives.

Planned improvement (Semester 2)

- Expand opportunities for students to provide feedback on safety, wellbeing and learning.
- Strengthen communication with students about how their feedback influences school decisions.
- Further embed age-appropriate safeguarding education across all year levels.
- Continue RAP consultation with Aboriginal and Torres Strait Islander students, families and community members.
- Review student voice processes to ensure all students, particularly vulnerable learners, can participate meaningfully in decision-making.

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 Benedict's, in line with our implementation plan;

Information is communicated to families in a variety of ways -

- Safeguarding information is accessible through the school website and communication platforms.
- The school's Safeguarding Plan and Statement of Commitment outline our zero tolerance for harm and shared safeguarding responsibilities.
- Family-facing documentation communicates reporting pathways, expected behaviours, and child safety processes.
- School leaders reinforce safeguarding expectations through regular communication and engagement opportunities with families.

Families and communities participate in safety and wellbeing initiatives by:

- Providing feedback through parent surveys, including the Tell Them From Me survey, to inform wellbeing and school improvement priorities.
- Engaging in ongoing conversations with teachers and school leaders about student wellbeing, learning and safety concerns.
- Participating in school events, celebrations and community activities that promote student belonging, inclusion and wellbeing.
- Supporting and contributing to the work of the Bennie's Engagement Support Team (B.E.S.T) which assists in strengthening school-community partnerships.
- Collaborating with the school to address student wellbeing concerns and develop appropriate supports where required.
- Contributing ideas and feedback that help shape wellbeing initiatives, school improvement planning and safeguarding practices.
- Participating in consultation processes related to safeguarding, child safety and school culture
- Partnering with the school through parish, community and external support organisations to enhance student wellbeing and connectedness.
- Engaging in the development of the school's Reconciliation Action Plan (RAP), particularly through consultation with Aboriginal and Torres Strait Islander families and community members.

[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)

- Working in partnership with school staff to promote a culture where children feel safe, valued, respected and heard. .
- Raising concerns, sharing suggestions and contributing feedback that assists the school to continuously improve its safeguarding and wellbeing practices.

These partnerships reinforce that safeguarding and wellbeing are a shared responsibility between students, families, staff and the wider St Benedict's community.

St Benedicts engages the B.E.S.T and community partners.

Feedback is gathered and acted upon:

- through student support meetings, case discussions and collaborative planning processes.
- parent feedback is shared through meetings, surveys
- feedback and recommendations are reviewed by the Leadership Team and used to inform individual student support plans, wellbeing initiatives and school improvement priorities.
- emerging trends and concerns identified through partnerships are used to strengthen preventative and early intervention approaches.

Evidence of practice and planned improvements:

- Regular collaboration between school staff, B.E.S.T personnel and external agencies to support student wellbeing. Regular collaboration between school staff, B.E.S.T personnel and external agencies to support student wellbeing.
- Participation in Team Around the Learner meetings to coordinate support for students requiring additional assistance.
- Referrals to appropriate community services and support agencies when required.
- Ongoing communication between families, the school and external support providers.
- Developing partnership with Aboriginal and Torres Strait Islander families and community representatives as part of emerging Reconciliation Action Plan (RAP).
- Wellbeing, behaviour and engagement data reviewed regularly to inform adjustments and support strategies.
- Student wellbeing check-ins and pastoral support structures operating across the school.

Planned improvements

- Strengthen engagement with community organisations to further support student wellbeing and safeguarding.
- Increase opportunities for families and community partners to provide feedback on safety and wellbeing initiatives.
- Enhance communication regarding how community feedback informs school decision-making.
- Continue to expand partnerships that support vulnerable students and families.
- Further develop collaborative approaches through the RAP Working Group and other community consultation structures.
- Explore additional opportunities for community partners to contribute to student wellbeing, inclusion and safeguarding education initiatives.

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:

In line with our implementation plan, St Benedict's;

Promotes equity, inclusion and respect for diversity-

- All students are supported to feel safe, respected, valued and included within the school community.
- Catholic values, inclusive practices and positive relationships underpin student wellbeing and belonging.
- Individual needs, strengths and backgrounds are considered when planning learning and wellbeing supports.
- Student voice is valued and contributes to school improvement, wellbeing initiatives and community activities.

Supports and adjustments are provided for diverse learners-

- Students requiring additional support are identified through regular monitoring of wellbeing, engagement and learning data.
- Adjustments and personalised support plans are developed collaboratively with families, teachers and support staff.
- Team Around the Learner meetings are used to coordinate support for students with additional needs.
- Guidance Counsellors, Support Teachers and wellbeing personnel work alongside classroom teachers to provide targeted support.

Cultural safety and anti-discrimination practices are embedded -

- Respect, inclusion and dignity for all students are promoted through everyday school practices.
- Aboriginal and Torres Strait Islander perspectives are considered through the school's developing Reconciliation Action Plan (RAP).
- The RAP Working Group is being established to strengthen cultural safety, inclusion and community engagement.
- School practices aim to ensure every student feels a sense of belonging and is free from discrimination, harassment and exclusion.

[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)

Students access safeguarding information suitable for them:

Student Protection and safeguarding information is displayed in classrooms and throughout the school.

- Students receive explicit teaching about personal safety, boundaries, respectful relationships and help-seeking behaviours.
- Safety messages are reinforced through classroom learning, assemblies, pastoral care programs and everyday interactions.
- Students are regularly reminded about trusted adults and the support available through teachers, school leaders, the Guidance Counsellor and wellbeing staff.

Evidence of practice and planned improvements:

- Student Protection posters displayed across the school.
- Explicit child safety, wellbeing and respectful relationship education delivered through classroom programs.
- Student wellbeing check-ins and pastoral support structures operating regularly.
- Review of behaviour, wellbeing and engagement data to identify needs and inform support.
- RAP Working Group being established to guide cultural safety and inclusion initiatives.
- Expand opportunities for students to provide feedback about safety, wellbeing and inclusion.
- Review student voice processes to ensure all students, particularly vulnerable learners, can participate meaningfully in decision-making.
- Further embed age-appropriate safeguarding education across all year levels.
- Strengthen communication with students about how their voices and feedback influence school decisions.

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:

Complaints Management

- **Students and families can raise concerns** through a range of accessible pathways, including classroom teachers, Student Protection Contacts, the Guidance Counsellor, school leadership or BCE complaints and student protection processes. Information about reporting concerns is available through the school website, family communications and safeguarding resources.
- **Child-focused, trauma-informed responses** are embedded in school practice. Students are listened to respectfully, supported by trusted adults and provided with opportunities to express concerns in ways that promote safety, wellbeing and dignity while minimising further distress.
- **Complaints are recorded, managed, escalated and resolved** using BCE Student Protection, Complaints and Reportable Conduct procedures. Clear reporting and escalation pathways support timely investigation, oversight by leadership and Student Protection Contacts, communication with families, and appropriate resolution and follow-up.
- **The Reportable Conduct Scheme** is implemented through mandatory staff training, clear reporting obligations and BCE governance processes. Staff understand their responsibilities to report concerns involving employee conduct, and school leaders follow required notification, investigation and record-keeping procedures.
- **Evidence of practice** includes accessible complaints information, trusted adult pathways for students, Student Protection Contact Officers, staff training, safeguarding induction processes, leadership oversight of complaints and regular review of complaint data to identify trends and inform improvements.
- **Planned improvements** include strengthening culturally safe complaint processes for First Nations children and families, formalising access to First Nations-led support and advice, and continuing to review complaint data to strengthen early intervention and prevention strategies.

[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:

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 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:

Physical and Online Environments

At St Benedict's, student safety and wellbeing are considered in the design, supervision and use of all physical and online environments. Active supervision expectations are clearly communicated through staff induction, the Staff Handbook, supervision procedures and regular staff briefings. Staff wear high-visibility vests while on duty, identified high-risk areas receive additional supervision, and risk assessments are completed for excursions, events and activities.

The school promotes online safety through BCE safeguarding, technology and behaviour policies, explicit teaching of responsible digital citizenship, and ongoing communication with families about online safety expectations. Staff model safe and respectful digital behaviours and are expected to use technology in accordance with professional conduct and safeguarding requirements.

Physical and online risks are identified and managed through supervision reviews, environmental scans, risk assessments, incident monitoring and safeguarding processes. One-to-one and withdrawal spaces are designed to maintain visibility and accountability through multiple lines of sight, glass panels and clear expectations for adult-student interactions. External providers must complete safeguarding requirements before working with students.

Evidence of practice includes strengthened playground supervision procedures, increased supervision during eating times, improved before-school processes, designated adult-only facilities, regular staff training, risk assessment processes and safeguarding requirements for external providers.

Planned improvements include strengthening supervision handovers during transitions, increasing review of supervision and incident data, and regularly auditing withdrawal spaces to ensure they remain safe, appropriate and well monitored.

[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 Benedict's Primary School, safeguarding is understood as a living practice that is continuously reviewed, strengthened, and refined in response to evidence, feedback, and changing needs. The implementation of the Child Safe Standards will be regularly monitored through structured self-assessment processes, data analysis, and consultation with staff, students, families, and governance bodies.

The school undertakes a systematic annual safeguarding self-assessment, aligned with the Queensland Child Safe Standards and BCE requirements, using participation, data, activity, and evaluation as core components. This process is not compliance-driven, but improvement-focused, ensuring safeguarding practices remain responsive and relevant to the lived experiences of students and staff.

Safeguarding effectiveness is evaluated using multiple data sources, including:

- Employee Culture and Safeguarding Index data
- Staff safeguarding culture risk data
- Student and parent feedback through Tell Them From Me surveys
- Consultation with Student Protection Contacts, leadership teams, and student leaders

These data sources inform decision-making, highlight strengths, and identify priority areas for development, such as strengthening student voice and increasing staff confidence to challenge unsafe behaviours.

At St Benedict's, continuous improvement is also visible in day-to-day practice. Staff are expected to know students well, respond promptly and sensitively to wellbeing concerns, and apply trauma-informed approaches that prioritise dignity, relational safety, and early intervention. Regular reflection on incidents, concerns, and emerging patterns supports proactive risk management rather than reactive responses.

Leadership accountability underpins this work. The Principal, leadership team, and Student Protection Contacts actively monitor safeguarding practices and ensure that findings from reviews are communicated and used to inform professional learning, policy review, and school improvement planning. While the school recognises opportunities to strengthen how findings are shared with the wider community, there is a clear and embedded commitment to learning, accountability, and ongoing safeguarding improvement.

[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 Benedict's Primary School, safeguarding policies and procedures provide a clear, accessible, and practical framework that explains how the school creates and maintains a safe environment for children. These documents are aligned with the Child Safe Standards, the Universal Principle, Brisbane Catholic Education policies, and the school's Catholic identity.

The school's Safeguarding Plan articulates its zero tolerance for harm, outlines contextual safeguarding actions, and identifies implementation priorities tailored to the St Benedict's community. It is supported by a publicly available Statement of Commitment, which affirms shared responsibility for safeguarding and sets clear expectations for staff, volunteers, and visitors.

Key school-based procedures further strengthen this framework, including:

- Visitor and contractor management procedures
- Student attendance and roll-marking procedures that ensure real-time accountability
- Staff Handbook expectations for professional conduct, confidentiality, and daily safeguarding practices

Together, these documents ensure that safeguarding expectations are not abstract but embedded in everyday operations, supervision routines, and professional responsibilities.

Policies and procedures are made accessible and understandable through multiple channels. Staff receive safeguarding documentation at induction, through ongoing professional learning, and via the staff portal. Families can access key safeguarding information through the school website and communication platforms, ensuring transparency and shared understanding.

Leadership plays a critical role in modelling and championing compliance. Leaders actively reinforce expectations, support staff to implement procedures consistently, and ensure safeguarding policies are reviewed and refined in response to feedback, best practice, and emerging needs. While consultation with First Nations communities and broader stakeholders remains an area for further development, St Benedict's demonstrates strong alignment with the Child Safe Standards and a clear commitment to strengthening policy coherence and implementation over time.

[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)


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