St Clares, Yarrabilba

Safeguarding Plan 2026

St Clare's PRIMARY SCHOOL



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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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Attributions

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Acknowledgement of Country

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

We give thanks for the rich cultures, Spiritualities and knowledges that First Nations peoples share with us. These ways of knowing, being and doing continue to shape our understanding of community, justice and care for one another and for creation.

As a Catholic education community, we commit to embedding cultural safety in our school so that Aboriginal and Torres Strait Islander children, families and staff are seen, respected and affirmed, and so that no one experiences harm, exclusion or silence because of culture or identity.

Cultural safety calls us to listen deeply, to reflect honestly on our histories, and to walk together in humility and courage. It asks us to ensure our classrooms, relationships, policies and practices uphold dignity, belonging and justice for all.

May we continue to walk gently and respectfully together, learning from First Nations peoples and from one another, so that our school is a place of welcome, truth-telling and hope.

May we be one in land, one in Spirit, one in Faith, united in God's love, committed to justice, and faithful to the responsibility entrusted to us as educators of this land.

Introduction

> **Because wherever a child or vulnerable person is safe, there you serve and honour Christ.**
>
> Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



St Clare's Primary School, Yarrabilba, 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 Clare's to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

As a Catholic school within the Archdiocese of Brisbane, we honour the Archdiocesan Safeguarding Commitment and uphold the values of Catholic education in our safeguarding practices.

This School Safeguarding Plan is developed in consultation with students, families, and employees, and is contextualised to our local school environment. It reflects our commitment to continuous improvement, cultural safety, and child-centred practice, and is supported by both Brisbane Catholic Education policies and procedures and school-specific safeguarding actions. Further Information about BCE wide practices can be accessed here.

For more information or to request accessible formats, please contact the school Principal.

The Child Safe Standards

Standard 1: Leadership and Culture
Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.

Standard 2: Voice of children
Children are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 3: Family and community
Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 4: Equity and diversity
Equity is upheld and diverse needs respected in policy and practice.

Standard 5: People
People working with children are suitable and supported to reflect child safety and wellbeing values in practice.

Standard 6: Complaints management
Processes to respond to complaints and concerns are child-focused.

Standard 7: Knowledge and skills
Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.

Standard 8: Physical and online environments
Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.

Standard 9: Continuous improvement
Implementation of the Child Safe Standards is regularly reviewed and improved.

Standard 10: Policies and procedures
Policies and procedures document how the entity is safe for children.

Universal Principle
Requires child safe entities to provide an environment that promotes and upholds the right to cultural safety.

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

Ensuring cultural safety through the Universal Principle is essential for Aboriginal and Torres Strait Islander students and families.

While the Principle intentionally focuses on First Nations children, the cultural safety indicators which make up the Principle are designed to adopt a proactive and comprehensive approach to safeguarding, ensuring that policies, and practices are inclusive for all children, particularly those who may be marginalised or vulnerable.
The Universal Principle is embedded within all 10 Standards.

Cultural Safety Indicators

1 **Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.

2 **Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.

3 **Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.

4 **Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.

5 **Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.

6 **Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.

7 **Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.

8 **Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

This framework enables Brisbane Catholic Education to develop a workforce grounded in Aboriginal and Torres Strait Islander cultural humility, enabling responsive and innovative practices that contribute to Reconciliation. The Cultural Capability Framework and Molum Sabe assists our workforce to critically reflect on individual and organisational practices and develop effective practices across four cultural standards:

Teaching

Culturally responsive teachers and education professionals create the conditions for respectful relationships with Aboriginal and Torres Strait Islander peoples, and learning of knowledges, identities, cultures and languages.

Relationships

We develop relationships and connections with Aboriginal and Torres Strait Islander employees, students, families and communities to build and sustain inclusive and culturally safe practices and environments.

Environment

We establish an inclusive and culturally safe environment, where Aboriginal and Torres Strait Islander employees, students, families and communities feel a sense of belonging and connection.

Leadership

All employees are accountable for building and sustaining inclusive and culturally safe practices and environments with Aboriginal and Torres Strait Islander employees, students, families, and communities. Leaders have additional responsibilities to articulate a clear vision and provide ongoing cultural capability development opportunities for employees.

Standard 1: Leadership and Culture

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

Brisbane Catholic Education's commitment to Standard 1

At BCE, student safety is central to how we plan, think and act, shaping a safeguarding culture that protects their safety and wellbeing. We use a whole of organisation approach; led by strong leadership, embedded in practice and supported through shared responsibility. Clear policies, codes of conduct, Student Protection Processes and risk management plans set behavioural expectations and guide how we keep children safe. Our Safeguarding Policy aligns with the Archdiocese of Brisbane Safeguarding Framework and is available on our website. Leaders are accountable for ensuring these requirements are followed and continually improved. Safeguarding is a system critical foundation of the BCE Strategic Plan 2025–2027 and an identified enterprise risk, monitored through regular monitoring, internal audits and escalation pathways. Governance transparency is reinforced through quarterly reporting to the BCE Executive Team, Safeguarding Committee and Catholic Education Council, including assessments of practice effectiveness and improvement progress. We take a strong stand against discrimination, bias or harm toward any child and are committed to cultural safety for Aboriginal and Torres Strait Islander peoples.

What Standard 1 looks like at our school:

At St Clare's, Yarrabilba, safeguarding is a shared responsibility embedded in leadership, governance and daily practice. Grounded in Catholic Social Teaching and the Archdiocesan Safeguarding Commitment, student safety and wellbeing are central to decision-making, relationships and school improvement. Safeguarding is not viewed as a separate initiative but as a core part of creating a safe, supportive and inclusive environment for all students.

Strong leadership oversight ensures safeguarding remains a visible priority. Safeguarding is a standing agenda item in leadership meetings, while the Student Protection Contact (SPC) Team meets weekly to monitor concerns, support staff with reporting responsibilities and ensure timely follow-up actions. These structures promote consistency, accountability and a proactive approach to student wellbeing.

Safeguarding is strengthened through effective supervision practices, structured play options, safe spaces and risk management processes designed to minimise harm and support positive engagement. Risk assessments for excursions, incursions and major events ensure supervision requirements, wellbeing considerations and potential risks are carefully addressed.

Staff capability is developed through induction, ongoing professional learning and regular communication regarding professional boundaries, expected conduct and reporting obligations. These processes build staff confidence and reinforce a culture where safeguarding responsibilities are understood and enacted by all.

Partnerships with families and students are central to our approach. Families are kept informed through newsletters and school communication channels, while students contribute through established voice structures. Student Voice Captains meet regularly with the Assistant Principal Student Wellbeing, ensuring student perspectives on safety, belonging and wellbeing inform school improvement efforts.

Cultural safety and inclusion are integral to safeguarding at St Clare's. The RAP Working Group provides leadership for actions that strengthen implementation of the Universal Principle and increase opportunities for Aboriginal and Torres Strait Islander voices to inform school practice. Aboriginal student contributions, including the development of our Acknowledgement of Country, are embedded within school life and community events. These priorities are monitored through the Safeguarding Action Register, ensuring ongoing reflection, accountability and continuous improvement so every student feels safe, respected, included and supported to thrive.

[1] Alignment with National Catholic Safeguarding Standard (NCSS): Standard 1: Committed Leadership Governance and Culture | Working with Children (Risk Management and Screening) Regulation 2020 (Qld), Schedule 1, Section 2(1), (2)(a) and (2)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 6 (1), (2) and s9 (e)

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously[2]

Brisbane Catholic Education's commitment to Standard 2

We strive to create a culture where every child feels safe, heard and confident to share their ideas or concerns. Our employees and volunteers are supported to engage respectfully with students, listen carefully, and respond to their immediate needs. BCE's school safeguarding storybooks and animation series help explain our policies, processes and key safeguarding concepts to students in age appropriate ways. We also support schools to deliver Consent and Respectful Relationships Education so students understand their rights, identify trusted adults, and build positive, healthy and respectful relationships. Each year, students across all BCE schools are invited to share their views through the *Tell Them From Me* survey. This feedback helps us understand how students are feeling, their concerns and how we can strengthen safety and support in our schools. Our Student Voice Program gives students a platform to contribute to BCE wide decisions affecting their safety, wellbeing and learning. Our Archdiocesan First Nations Student Representative Council and our Aboriginal and Torres Strait Islander Education Team help co-design culturally safe policies and practices.

What Standard 2 looks like at our school:

At St Clare's, Yarrabilba, student voice is a key component of our safeguarding approach and helps shape the way we promote safety, wellbeing, belonging and inclusion across the school. We recognise that children have the right to be heard, participate in decisions that affect them and have their views taken seriously. Safeguarding is strengthened when students are provided with meaningful opportunities to contribute to decisions about their learning, wellbeing and school experience.

Students are supported to understand their rights, personal safety and help-seeking through both curriculum and whole-school wellbeing approaches. Protective Behaviours and consent education are explicitly taught through the Australian Curriculum, while URSTRONG, Recognise, React, Report and the Informed Decision-Making Process provide a shared language for understanding friendships, respectful relationships, personal boundaries and safety. These messages are reinforced through classroom learning, assemblies, wellbeing lessons and everyday interactions with trusted adults.

A key strength of our approach is the range of structures that support student participation. Students contribute to the development and review of Personalised Support Plans, Safety Plans and individual learning goals, ensuring their strengths, perspectives and aspirations are considered in decision-making. At a whole-school level, Student Voice Leaders meet regularly with the Assistant Principal Student Wellbeing to discuss wellbeing, inclusion and school improvement priorities, ensuring student perspectives help shape practical improvements to school life.

The importance of friendship is recognised as a key protective factor within our school community. Through URSTRONG, students develop skills to build healthy relationships, resolve conflict and seek support when required. Structured opportunities including lunchtime clubs, library activities and supported play experiences further strengthen belonging, connection and inclusion.

Student voice is gathered through consultation, wellbeing discussions, support planning processes and everyday interactions. Student feedback, alongside wellbeing and Engage data, informs reflection, identifies emerging needs and supports continuous improvement. Through the RAP Working Group and the planned First Nations Student Voice Group, we continue to strengthen culturally responsive participation and increase opportunities for Aboriginal and Torres Strait Islander voices to inform school practice.

At St Clare's, listening to children is fundamental to safeguarding. Through ongoing consultation, participation and review, we continue to strengthen student voice so that every child feels heard, respected and valued.

[2] Alignment with National Catholic Safeguarding Standards: Standard 2 Children and Adults Are Safe, Informed and Participate | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)–(b)

Standard 3: Family and community

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

Brisbane Catholic Education's commitment to Standard 3

Student safety, wellbeing and learning are best supported when families and schools work together and share responsibility for protecting students. At BCE, we believe informed and engaged families and communities are essential to creating safe learning environments. We support schools to partner with families in ways that are consistent, respectful, culturally safe and shaped by local needs. We also make sure families and community members have clear, accessible information about our safeguarding approach and how to raise concerns. Each year, parents and caregivers share their perspectives through the *Tell Them From Me* Parent Survey. This feedback helps BCE understand family experiences and concerns, guiding improvements that make our schools safer and more supportive for students.

What Standard 3 looks like at our school:

At St Clare's, Yarrabilba, safeguarding is strengthened through active partnership with families, carers and the wider community. We recognise that student safety and wellbeing are most effectively supported when families are informed, involved and able to contribute meaningfully to decisions that affect their children. Child safety and wellbeing are therefore shared responsibilities, strengthened through respectful relationships, open communication and collaboration.

We communicate safeguarding, wellbeing and student support information through newsletters, assemblies, parent meetings, community events and ongoing communication with teachers and school leaders. Families are regularly informed about wellbeing supports, including Student Protection Contacts, Guidance Counsellor services, Protective Behaviours education and whole-school frameworks such as URSTRONG, Recognise, React, Report and the Informed Decision-Making Process. These approaches provide a shared language that supports safety, respectful relationships and help-seeking across both school and home environments.

A key strength of our approach is the partnership we maintain with families. Families are actively involved in planning and decision-making processes, including Personalised Support Plans, Safety Plans, wellbeing supports and adjustments for camps, excursions and other school activities. When students require additional support, staff work collaboratively with families to understand individual strengths, needs and circumstances and develop responsive support strategies that promote safety, participation and belonging.

Family and community engagement is strengthened through the everyday life of the school. Assemblies, sports carnivals, NAIDOC Week celebrations, community events and the school disco provide opportunities to build relationships, gather feedback and strengthen connections with families. Parent feedback consistently identifies St Clare's as a welcoming, inclusive and supportive school where positive relationships and student wellbeing are valued.

Consultation is an important part of how we strengthen safeguarding practice. Through parent feedback, community engagement opportunities and self-assessment processes, families contribute to ongoing reflection about student safety, wellbeing and cultural safety. These perspectives are considered alongside staff feedback and wellbeing data to identify strengths, respond to emerging needs and inform future priorities.

Cultural safety is increasingly informing how we engage with families and communities. Through the RAP Working Group, strengthened community partnerships and planned initiatives such as the First Nations Student Voice Group, we continue to increase opportunities for Aboriginal and Torres Strait Islander voices to inform school practice and decision-making.

At St Clare's, safeguarding is strengthened through trusted partnerships with families and the wider community. Through ongoing communication, consultation and review, we continue to strengthen family engagement, cultural safety and community participation so that our safeguarding practices remain responsive to the needs of our students and families.

[3] Alignment with National Catholic Safeguarding Standards: Standard 3 Partnering With Families Carers And Communities | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)–(b)

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice[4]

Brisbane Catholic Education's commitment to Standard 4

Every student deserves to flourish and has the right to learn in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment. BCE supports all students, regardless of background, identity or ability, to access and fully participate in their learning. We embed equity at the heart of our culture through the Student Diversity and Inclusion Policy, the Student Wellbeing Policy and the Queensland Catholic Education Council's Inclusive Practice in Catholic Schools. We expect school practices to reflect each child's circumstances and needs, and to prioritise culturally safe, trauma informed approaches in planning, communication and engagement. The Engage Student Support System and the Multi Tiered System of Supports (MTSS) help schools provide a student centred, comprehensive continuum of support. These systems enable collaborative, targeted and personalised assistance for diverse learners. We also provide children with opportunities to learn about different cultures, people and communities through the Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority and the Australian Curriculum.

What Standard 4 looks like at our school:

At St Clare's, Yarrabilba, equity, inclusion and cultural safety are integral to our approach to safeguarding. We recognise that children experience safety differently based on their identities, circumstances and experiences, and we are committed to ensuring every student feels respected, included and able to participate fully in school life. Safeguarding is strengthened when barriers to wellbeing, learning and participation are identified early and addressed through intentional, inclusive practices.

Our approach is informed by the ongoing review of wellbeing, behaviour and safeguarding data, alongside staff observations, student voice and family feedback. These sources help identify students who may require additional support and enable timely responses through personalised planning, targeted wellbeing interventions and collaborative support processes. Current data highlights the importance of continuing to strengthen support for students with disability while maintaining a strong focus on cultural safety and inclusion.

Staff engage in ongoing professional learning to develop culturally safe and trauma-informed practices. This supports positive relationship-building, effective responses to wellbeing concerns, the implementation of reasonable adjustments and the creation of environments that are safe, predictable and responsive to individual needs.

Students can access a range of supports, including Personalised Support Plans, Safety Plans, Guidance Counsellor support, restorative practices and external agency involvement where appropriate. These supports are strengthened through regular review and ongoing partnership with students and families.

Cultural safety is embedded within our safeguarding practices. The RAP Working Group provides leadership for actions that strengthen implementation of the Universal Principle and increase opportunities for Aboriginal and Torres Strait Islander voices to inform school practice. Initiatives such as community partnerships, NAIDOC Week engagement and the planned First Nations Student Voice Group demonstrate this commitment.

Students access safeguarding education through Protective Behaviours, URSTRONG, Recognise, React, Report and classroom wellbeing programs. Through ongoing reflection, consultation and review, St Clare's continues to strengthen culturally safe and inclusive practices so every student experience safety, belonging and the opportunity to thrive.

[4] Alignment with National Catholic Safeguarding Standards: Standard 4 Equity Is Promoted And Diversity Is Respected | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(3) (a) (ii) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 11, s 15 (a)

Standard 5: People

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

Brisbane Catholic Education's commitment to Standard 5

BCE supports schools to ensure that everyone working or volunteering with students is suitable, safe and capable of upholding child safety and wellbeing. Our recruitment and screening processes embed safeguarding at every stage, from role design and advertising through to interviews, reference checks, onboarding and performance development. The Employee and Volunteer Screening Procedure includes a role risk matrix, Blue Card screening requirements and clearly defined responsibilities. These help leaders identify potential risks to student safety and wellbeing and respond appropriately. BCE's Human Resource Information System, Ignite, operationalises these procedures and helps employees monitor and maintain their safeguarding screening requirements. Our Procurement Procedure requires all external providers engaging with BCE offices or schools to be child safe and compliant with relevant legislation. The Risk Management Framework guides how we monitor safeguarding practices in schools through established quality control mechanisms. These processes ensure schools can safely engage employees, volunteers and third parties, with appropriate oversight, training and supervision in place before any child related work occurs.

What Standard 5 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How we screen and onboard employees, volunteers and third parties
- How we ensure safe supervision and conduct
- How we apply BCE recruitment and HR procedures for employees and volunteers
- How we track and keep safeguarding screening requirements current
- Evidence of practice and planned improvements

[5] Alignment with National Catholic Safeguarding Standards: Standard 5 Robust Human Resource Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 15 (b)

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused[6]

Brisbane Catholic Education's commitment to Standard 6

BCE fosters a culture where concerns about safety and wellbeing can be raised openly, respectfully and without fear. We support child focused complaint pathways that are accessible to students, families, employees and community members. Our policies and procedures outline reporting requirements, cooperation with authorities, and expectations for timely and safe responses to concerns. From 1 July 2026, BCE will implement Queensland's Reportable Conduct Scheme. This means BCE will report any reportable allegation or conviction, conduct investigations, provide interim and final reports to the Queensland Family and Child Commission, and immediately notify police of any suspected criminal conduct within required timeframes. BCE provides guidance and training to ensure complaints are handled in trauma informed and culturally safe ways, supported by Aboriginal and Torres Strait Islander Participation Officers and expertise from safeguarding, student protection, legal, wellbeing, school operations and program teams, and employee relations and investigations teams. System wide improvements are strengthening complaint handling processes, creating clearer pathways and embedding safeguarding expertise across the framework. These structures help schools respond to concerns with transparency, sensitivity and procedural fairness.

What Standard 6 looks like at our school:

At St Clare's, students and families are encouraged to raise concerns, provide feedback and seek support early, recognising that open communication is an important part of safeguarding and student wellbeing. Information about complaint and feedback processes is communicated through the Parent Handbook, enrolment processes, the school website and regular newsletter communications. These processes help ensure families know how to access support, who to contact and what steps will occur when a concern is raised.

Strong relationships between students, families and staff support early identification and resolution of concerns. Students are encouraged to seek assistance from trusted adults, including classroom teachers, Student Protection Contacts, school leaders and the Guidance Counsellor. These relationships, combined with consistent wellbeing and pastoral care practices, create multiple opportunities for students to seek support and raise concerns.

When concerns are raised by families at St Clare's, school leaders and Student Protection Contacts utilise Brisbane Catholic Education complaints, student protection and behaviour procedures to guide how matters are received, documented, managed, escalated and resolved. Leadership regularly reviews complaints, incident and wellbeing data to monitor emerging themes, identify potential risks and inform school improvement priorities. This process supports timely, child-focused responses and ensures concerns are addressed consistently and appropriately.

Cultural safety is an important consideration within complaint and feedback processes. Through consultation with the RAP Working Group, St Clare's continues to review the effectiveness and cultural responsiveness of complaint pathways and school practices. This process supports ongoing reflection about how Aboriginal and Torres Strait Islander students, families and community members experience safety, belonging and support when raising concerns or providing feedback.

Through strong home-school partnerships, clear communication pathways, responsive leadership and ongoing review of complaint data, St Clare's continues to strengthen a culture where students and families feel confident that concerns will be listened to, taken seriously and responded to respectfully and effectively.

[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:

At St Clare's, safeguarding is embedded across the whole school environment. Student safety and wellbeing are considered during classroom learning, break times, transitions, specialist lessons, excursions, camps and school events. Our approach is informed by student voice, wellbeing data, incident data, environmental scans and consultation with staff, students and families to ensure physical and online environments promote safety, inclusion and belonging.

Student wellbeing is supported through proactive supervision, personalised support arrangements, access to the Reset Room, Guidance Counsellor support and targeted wellbeing interventions. Students requiring additional support during unstructured times have individualised supervision arrangements, including check-ins with trusted adults, targeted monitoring and planned transitions. These practices help ensure students' physical, social, emotional and cultural wellbeing remain a priority.

Active supervision is an important safeguarding practice at St Clare's. Staff wear high-visibility vests while on duty and actively patrol playground and learning areas. Duty rosters are reviewed each term to ensure supervision arrangements remain responsive to student needs, enrolment growth and patterns of space usage.

High-risk locations, including toilets, stairwells, fence-line areas and one-to-one support spaces, are reviewed as part of supervision planning and environmental scans. One-to-one and withdrawal spaces, balance student privacy and dignity with appropriate supervision, visibility and oversight.

Student voice contributes directly to decisions regarding safety and school environments. Environmental scans undertaken by students, staff and leaders examined supervision practices, high-use areas and recreational spaces. Feedback from students informed changes to oval supervision and identified opportunities to improve participation spaces, including the need for an additional netball training area. These processes ensure students actively contribute to decisions affecting their safety and wellbeing.

[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 Clare's, we treat safeguarding as a continuous improvement process rather than a compliance task. We review what is happening in our school, learn from evidence and experience, and use that learning to strengthen prevention, response and culture over time.

Across 2026, our implementation of the Child Safe Standards is being undertaken through a deliberate term-by-term self-assessment cycle, supported by consultation, data analysis, reflection and evaluation. Findings are documented through our School Safeguarding Self-Assessment, School Safeguarding Plan and Safeguarding Action Register so that priorities, actions and accountability are clear.

We use multiple data sources to evaluate how effectively our safeguarding practices are working in real time. Staff culture data helps us understand confidence, psychological safety and willingness to raise concerns, and our student wellbeing and safety data (including Tell Them From Me insights) helps us track patterns in belonging, engagement and safety. Attendance and wellbeing information is reviewed regularly to identify emerging risk early and activate support promptly. Taken together, these data sources provide a balanced view of staff and student experience and inform decisions about what we strengthen next.

Our weekly safeguarding oversight structures ensure timely response, shared learning and continuous improvement. Concerns are addressed promptly through SPC and leadership processes, with regular opportunities to reflect on student wellbeing and safeguarding practice. A standing "Safeguarding Themes and Learning" checkpoint is embedded into SPC and leadership meetings, enabling emerging patterns to inform preventative actions and purposeful follow-up over time.

We also recognise the importance of making improvement visible to the community. Actions and priorities identified through review are recorded in the Safeguarding Action Register, and we are strengthening the way we close the feedback loop with staff and families through brief "Together We Made It Happen" style updates that communicate what we learned, what we changed and what we will monitor next.

[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 Clare's, safeguarding policies and procedures provide clear guidance about how we keep children safe and how adults are expected to act. We primarily implement and localise BCE safeguarding policies and procedures, ensuring our practices align to the Child Safe Standards and the Universal Principle, while translating policy into practical, school-based routines that staff and families can understand and use.

BCE policies set clear expectations for professional behaviour, boundaries, information sharing and reporting. At school level, these expectations are enacted through our supervision routines, risk assessments for events and excursions, sign-in practices, and the day-to-day wellbeing supports that ensure students are safe, known and supported. Staff access policies through BCE systems and demonstrate understanding through consistent implementation in practice, including appropriate reporting and engagement with SPC processes.

We keep policies active by reinforcing expectations through ongoing staff communication, professional learning and induction processes. Families are supported through regular school communications that clarify safeguarding expectations, shared responsibilities and practical procedures. School-specific guidance is provided in clear, plain language to support staff, families and students to confidently understand what to do and where to go for help.

Volunteers are supported through strengthened induction processes, clear safeguarding briefings at commencement, and regular refresher check-ins at least annually, with additional briefings provided prior to high-engagement activities or events as required. These actions ensure all adults working with students understand safeguarding expectations and apply them consistently in practice.

Consultation is part of how we refine procedures over time. We engage staff, students and families through self-assessment processes and use that feedback to clarify expectations, strengthen practice and support effective communication. Consultation feedback and resulting procedural updates are documented so that improvement is transparent and clearly connected to community voice.

Cultural safety is embedded within policy and procedure development and review through the active leadership and governance of the school. School leadership ensures that the Universal Principle guides decision-making, with RAP initiatives and Aboriginal student voice informing how safeguarding procedures are shaped and enacted. Aboriginal and Torres Strait Islander perspectives are actively considered in leadership discussions, and advice and guidance are sought where procedures impact Aboriginal and Torres Strait Islander students and families, ensuring culturally safe, inclusive and respectful practice.

[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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