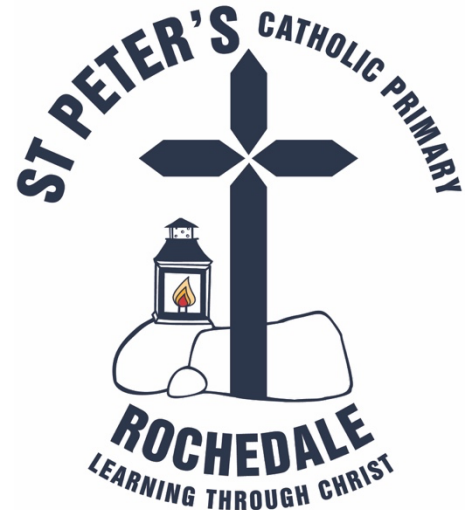


St Peter's School, Rochedale

Safeguarding Plan 2026



Version: v1

Last updated: March 2026

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.

Contact for enquiries

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Attributions

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

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Acknowledgement of Country

We acknowledge the Traditional Custodians and caretakers of the land that St Peter's school is built upon. We recognise that these lands were places of learning, inquiry and activity for hundreds of thousands of years.

We are always mindful that under the concrete and buildings where we learn and play there is a deep and ancient history which belongs to traditional Country.

We acknowledge the Elders of the past, present and emerging and pay our respects to their deep connection with the spirit of the land on which we learn and play each day.

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 Peter's, Rochedale, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

We are guided by our Christian Catholic Tradition and the teachings of Jesus Christ who advocated for the protection of children and the marginalised. Our mission to teach, challenge and transform through our educational endeavours is actioned by Catholic Social Teaching, as part of the Archdiocese of Brisbane.

The Queensland Government recently introduced new Child Safe Standards. These Standards clearly outline what child safe organisations must do to create environments where children are protected, respected and able to speak up. They focus on building safe, welcoming cultures, hearing and valuing children's voices, working closely with families, celebrating diversity, making sure the right people work with children, responding quickly to concerns, and always looking for ways to improve safety.

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows St Peter'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 Archdiocese has zero tolerance for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing.



Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice.



Standard 5: People

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



Standard 6: Complaints management

Processes to respond to complaints and concerns are child-focused.



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved.



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

- 1 Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.
- 2 Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.
- 3 Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.
- 4 Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.
- 5 Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.
- 6 Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.
- 7 Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.
- 8 Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture¹



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At St Peter's, student safety is central to how we plan, think and act each day. Safeguarding is embedded in our school culture and reflects our Catholic identity, where the dignity, safety and wellbeing of every child is paramount. We take a whole-of-school approach to safeguarding, led by the Principal and Leadership Team and shared by all employees, volunteers, students and families.

Clear school policies, codes of conduct, student protection processes and risk management practices guide expectations for behaviour and decision-making and support us to provide safe, supportive learning environments. These align with Brisbane Catholic Education policies and the Archdiocese of Brisbane Safeguarding Framework and are accessible to our community through the school website and school communications.

School leaders are responsible for ensuring safeguarding requirements are understood, implemented and reviewed. Safeguarding practices are monitored through regular review, reflection and reporting processes, including staff meetings, training compliance checks and school self-assessment against the Child Safe Standards. Identified risks or concerns are responded to promptly through established escalation and reporting pathways.

Safeguarding is a shared responsibility and a key priority in our school's planning and continuous improvement processes. We actively seek feedback from students, families and staff to strengthen our practices and ensure children's voices are heard. We take a strong stand against discrimination, bias and harm in any form and are committed to culturally safe practices that respect and honour Aboriginal and Torres Strait Islander peoples.

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

Standard 2: Voice of children

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



Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

This standard is evident in everyday classroom practice, where teachers actively seek student input and model respectful listening. Students are encouraged to contribute to discussions about their learning and wellbeing, and staff consistently respond to their ideas in a thoughtful and timely manner. Strong, respectful relationships are prioritised at St Peter's so that students feel comfortable approaching staff when they need support.

Children are explicitly taught about their rights, personal safety and respectful relationships through age appropriate activities. This learning is embedded across the curriculum, particularly within Health and Wellbeing and Religious Education. At St Peter's, students learn to identify trusted adults, recognise unsafe situations and understand how to seek help, ensuring they are equipped with the knowledge and confidence to speak up.

Student voice is fostered through structures such as class discussions, leadership opportunities and surveys such as the *Tell Them From Me* survey. Student feedback is valued and used to inform decision making, contributing to ongoing school improvement and strengthening student wellbeing.

Safe and accessible pathways for raising concerns are clearly communicated and embedded across the school environment. Students are supported to know who they can approach and understand that their concerns will be taken seriously. Visible supports such as classroom displays, trusted adult reminders and regular check ins reinforce these pathways. Staff consistently follow up on student concerns, ensuring that students feel validated and that their voices lead to appropriate action.

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

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing³



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At St Peter's there is a strong partnership between the school, families and the wider community which promotes student safety and wellbeing. Student safety is supported through shared responsibility, with families recognised as key contributors to creating a safe and supportive learning environment. This partnership is built on respect, collaboration and open communication.

Clear and accessible information is provided to families and community members about safeguarding processes, expectations and how to raise concerns. Communication occurs through a range of channels, such as newsletters, emails and the school website, ensuring that all families are informed about the school's approach to child safety. Families are supported to understand their role in safeguarding and are encouraged to engage in conversations about student wellbeing.

Ongoing opportunities are provided for families to be actively involved in school life and decision making. Feedback is regularly sought through formal processes such as surveys, including the Tell Them From Me Parent Survey, as well as through informal interactions and engagement opportunities, such as talking to parents at whole school events. This feedback is used to identify strengths, address concerns and guide school improvement priorities.

Engagement with families and the community is approached in a way that is inclusive, respectful and responsive to local needs. Consideration is given to cultural diversity, ensuring that communication and engagement strategies are appropriate and accessible for all families.

Family and community voice contributes to continuous improvement in safeguarding practices. Information gathered from families informs decision making, strengthens support systems and enhances student safety and wellbeing outcomes. This collaborative approach ensures that child safety remains a shared and visible priority across the school community.

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

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

At St Peter's every student is supported to learn in a safe, inclusive and respectful environment. All students are recognised as having the right to access and fully participate in their learning, free from discrimination, bullying or harassment. School practices promote a sense of belonging, ensuring that individual backgrounds, identities and abilities are valued and respected.

Equity is embedded in policy and practice, with alignment to system frameworks such as the Student Diversity and Inclusion Policy and Student Wellbeing Policy. Planning, communication and support structures are responsive to the diverse needs of students, ensuring that adjustments are made where required. This includes a focus on inclusive classroom practices, differentiation and the provision of targeted support through whole school approaches.

Student support is delivered through Multi Tiered System of Supports (MTSS). These structures enable early identification, targeted intervention and ongoing monitoring of student needs. Support is personalised and developed collaboratively with staff, families and where appropriate, external specialists. Evidence of practice includes documented differentiation, personalised learning plans, records of support provided through MTSS and engagement with families and external services.

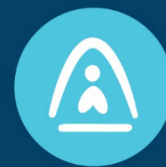
Culturally safe and responsive practices are prioritised across the school. Teaching and learning programs include opportunities for students to engage with diverse cultures, perspectives and communities, including Aboriginal and Torres Strait Islander histories and cultures. Staff are supported to understand and respond to the cultural contexts of students, ensuring communication and engagement is respectful and inclusive.

Equity and diversity are further supported through proactive wellbeing practices that promote positive relationships and inclusive behaviours. Expectations for respectful interactions are explicitly taught and reinforced, and processes are in place to respond to any incidents of discrimination or exclusion. This contributes to a school environment where students feel safe, valued and supported.

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

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice⁵



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

Complaints Management is reflected in child focused processes that enable students, families, staff and volunteers to raise concerns safely, confidently and respectfully. Complaint pathways are clearly communicated through school publications, including the Parent Handbook, school newsletter and school website, and are supported by BCE complaints and safeguarding procedures. Students are explicitly encouraged to speak up when they feel unsafe, worried or uncomfortable, and are supported to identify trusted adults who can assist them. Staff receive regular reminders regarding their responsibilities when responding to disclosures, concerns and complaints.

Children are supported to understand how to seek help and raise concerns in ways that are appropriate to their age and stage of development. Strategies such as Safety Hero posters, classroom discussions, assemblies and ongoing wellbeing education reinforce help seeking behaviours and ensure students know where to go for support. Processes are designed to ensure students feel safe, heard and respected throughout any complaint or reporting process.

Complaints and concerns are responded to in a timely, respectful and thorough manner. School leaders follow established BCE procedures to assess, document, investigate and where required, escalate matters to Brisbane Catholic Education or relevant authorities. Staff understand their roles and responsibilities throughout the complaint management process and work collaboratively to achieve safe and appropriate outcomes.

Feedback from families, complaint data and staff reflection are used to evaluate the effectiveness of complaint management processes and identify opportunities for improvement. Evidence of practice includes the maintenance of a complaints register, visible complaint pathways, staff induction processes, safeguarding education for students and documented procedures aligned with BCE expectations.

Planned improvements focus on strengthening awareness of complaint pathways, encouraging earlier reporting of concerns before issues escalate, and ensuring communication expectations remain clear for students, families and staff. Ongoing review of complaint trends and feedback will continue to inform safeguarding practices and support continuous improvement in child safety and wellbeing.

⁶ Alignment with National Catholic Safeguarding Standards: Standard 6 Effective Complaints Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2 (4) (b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s7 | Child Safe Organisations Act (Qld) Chapter 3

Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training⁷



Brisbane Catholic Education's commitment to Standard 7

BCE builds a confident, capable and culturally aware workforce committed to children's safety and wellbeing. Our Mandatory Safeguarding Training Framework sets clear onboarding and refresher requirements for all employees. Every year, BCE employees complete online student protection training covering indicators of child harm, grooming behaviours, how to respond to disclosures and mandatory reporting requirements. School staff also participate in additional face to face training each term on topics related to student safety and wellbeing. Staff who serve as Student Protection Contacts (SPCs) receive advanced training in managing disclosures and supporting colleagues to keep students safe. Volunteers and third party providers complete mandatory safeguarding onboarding before commencing any child related work, along with annual refreshers recorded in school registers in line with the Volunteer Policy and Procedure and Third Party Safeguarding Guidelines. BCE has developed a Cultural Learning Plan and Cultural Capability Framework to strengthen cultural competency and responsiveness, promote cultural safety and BCE's Ngutana-Lui Centre provides curriculum-aligned cultural learning for students and staff. All employee training is tracked through BCE's Learning Management System (iLearn), which issues automated reminders and provides compliance reports to managers.

What Standard 7 looks like at our school:

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

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

⁷ Alignment with National Catholic Safeguarding Standards: Standard 7 Ongoing Education and Training | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s16, 4 (c)

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed⁸



Brisbane Catholic Education's commitment to Standard 8

BCE is committed to creating healthy, safe and productive physical and online environments that support student wellbeing, prevent harm and safeguard everyone involved in our activities. We take a holistic, strengths-based approach that recognises all dimensions of a child's wellbeing – physical, social, spiritual, emotional and cultural. Building plans are reviewed with a focus on environmental risks that may affect children's safety. The BCE Health, Safety and Wellbeing (HSW) Policy and BCE Safeguarding Guidelines for School Design provide practical guidance to build safe, inclusive spaces with strong visibility, supervision and access control. To support online safety, BCE aligns with the eSafety Commissioner's Best Practice Framework and delivers the Australian Curriculum for Online Safety (P-10). The Acceptable Use of Devices and Digital Resources agreement promotes safe digital behaviour and is supported by content filters and monitoring tools. Policies such as the Employee Code of Conduct, IT Acceptable Use Policy and Privacy Policy outline expectations for safe online behaviour. BCE provides guidance to help schools maintain safe digital environments, and student safety considerations are embedded in risk assessments, school risk registers and organisation wide risk management processes.

What Standard 8 looks like at our school:

Student safety and wellbeing are considered in all aspects of school life. Physical, social, emotional, spiritual and cultural wellbeing are promoted through positive relationships, wellbeing supports, teaching programs and opportunities for students to feel connected, safe and included.

Risks within the physical environment are regularly identified and reviewed through incident data, staff observations, student feedback, environmental scans and workplace health and safety processes. Particular attention is given to higher risk areas and times, including playgrounds, toilets, transitions, before and after school periods and one to one support spaces. Information gathered is used to strengthen supervision and improve safety measures.

Clear expectations for active supervision ensure students are visible, supported and able to access assistance when needed. Supervision arrangements are adjusted in response to student needs and identified risks, and additional supports are provided for students requiring increased monitoring or assistance. High risk locations are reviewed regularly, and visitor management processes help ensure student safety across the school environment.

Online safety is promoted through approved digital platforms, filtering systems, acceptable use agreements and explicit teaching about responsible technology use. Students are taught how to seek help, report concerns and engage respectfully online.

External providers, contractors and volunteers are required to meet child safety expectations through screening, sign in procedures, induction processes and clear supervision arrangements. Evidence of practice includes active supervision procedures, environmental risk assessments, visitor management processes, online safety measures and ongoing consultation with students, staff and families to support continuous improvement in child 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 improved⁹



Brisbane Catholic Education's commitment to Standard 9

BCE is committed to continual review, learning and strengthening of safeguarding practice across both system and school levels. Ongoing improvement ensures our policies, frameworks and practices evolve in response to emerging issues, data and feedback, and remain effective in preventing harm and promoting wellbeing. System wide reviews are carried out by the Assurance Team, Risk and Compliance Team and through school accreditation processes. These reviews assess the effectiveness of safeguarding measures and identify opportunities to strengthen practice. Critical incidents also trigger structured post incident reviews to identify risks, evaluate responses and enhance wellbeing supports for students and employees. Governance committees, including Safeguarding, Risk and Assurance, and People and Safety, monitor trends and support system wide improvements. Schools are supported to monitor their own safeguarding indicators, such as Blue Card compliance, attendance, bullying and wellbeing data, enabling a local cycle of review, reflection and continuous improvement.

What Standard 9 looks like at our school:

At St Peter's, we are committed to the ongoing review, learning and strengthening of safeguarding practice. Continuous improvement ensures our policies, procedures and everyday practices respond to emerging issues, student needs, data and community feedback, and remain effective in promoting safety and wellbeing.

Safeguarding practices are regularly reviewed through school-based processes, including leadership meetings, staff reflection, compliance checks, and self-assessment against the Child Safe Standards. These reviews help us evaluate the effectiveness of our safeguarding measures and identify opportunities to strengthen practice. Where incidents or concerns arise, we undertake reflective review to identify risks, improve responses and enhance wellbeing supports for students and staff.

Systems are in place to monitor key safeguarding indicators such as Blue Card compliance, safeguarding training completion, attendance, behaviour, bullying and wellbeing data. This information informs planning, risk management and targeted improvement actions at a local level.

Through this cycle of review, reflection and action, safeguarding remains a living and responsive part of our school culture. We are committed to learning from experience, listening to student and community voice, and continually strengthening our practices to ensure safe, supportive and inclusive environments for all children.

⁹ Alignment with National Catholic Safeguarding Standards: Standard 9 Continuous Improvement | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(6)(a) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s20

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

The Archdiocese of Brisbane Safeguarding Framework guides safeguarding practice across all Catholic entities, including BCE. The BCE Safeguarding Policy sits within this framework and is supported by a range of policies, procedures and guidelines designed to protect student safety and wellbeing. Under the BCE Policy Governance Framework, all policies are reviewed at least every three years through consultation, governance checks and formal approval. This ensures they remain current, reflect best practice and continue to support student safety, wellbeing and cultural safety. Consultation ensures policies reflect lived experience and meet the diverse needs of school communities. BCE is also working to make policies easier to understand and use, including creating child friendly resources. Policies and procedures are accessible to students, families, volunteers and third parties through BCE and school websites, and are available internally to employees through Spire. Safeguarding responsibilities are embedded in the BCE Leadership Capability Framework, ensuring leaders consistently communicate, model and apply policy requirements.

What Standard 10 looks like at our school:

At St Peter's, safeguarding practice is guided by the Archdiocese of Brisbane Safeguarding Framework and Brisbane Catholic Education policies and procedures. These frameworks provide clear expectations and guidance to support student safety, wellbeing and cultural safety in our local school context.

School-based policies, procedures and guidelines reflect these system requirements and are implemented in ways that are appropriate and accessible for our community. They are reviewed regularly to ensure they remain current, reflect best practice and respond to the needs and lived experience of our students, families and staff.

Safeguarding policies and procedures are communicated clearly to students, families, employees, volunteers and visitors through the school website, newsletters, enrolment processes, meetings and learning activities. Child-friendly information is provided to help students understand their rights, feel safe and know how to seek help.

The Principal and Leadership Team are responsible for modelling, communicating and applying safeguarding requirements consistently. Safeguarding responsibilities are embedded in leadership practice and staff roles to ensure expectations are understood and enacted across all areas of school life.

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)

