

Sacred Heart School, Booval

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

Sacred Heart School Booval

25 Cothill Road, Booval

Yuggera, Jagera and Ugarapul

3282 1976

<https://www.shbooval.qld.edu.au/Pages/default.aspx>

Attributions

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

Cover: (c) Brisbane Catholic Education, Sacred Heart School, 2026

Page 4: (c) Brisbane Catholic Education, Sacred Heart School, 2025

© The State of Queensland (Queensland Family and Child Commission) Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland. These Guidelines and the related symbols contained in this work are adapted from material licensed under the Creative Commons Attribution (CC BY) 4.0 International licence.





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.



Sacred Heart School, Booval, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

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

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

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows Sacred Heart School to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

The Archdiocese has zero tolerance for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At Sacred Heart, responsibility for child safety is explicitly held and shared across leadership, not left to one role. The Principal, Assistant Principals and Student Protection Team provide clear leadership for safeguarding, with defined responsibility for monitoring and improving student safety and wellbeing. Child safety leadership is not just positional—it is actively modelled and discussed through leadership teams and decision-making structures.

Sacred Heart explicitly identifies that a child safe culture is championed from the top down and bottom up, with leaders modelling expectations and staff understanding their shared responsibility for student wellbeing. This includes: Clear behavioural expectations for staff, volunteers, students and families; a culture where concerns are encouraged to be raised and responded to respectfully; active reinforcement that safeguarding is part of everyday school life, not an “extra”.

Governance arrangements at Sacred Heart support the implementation and monitoring of child safety policies across the school. This includes: Alignment with Brisbane Catholic Education (BCE) policies and Codes of Conduct; clear role clarity for leaders and staff in relation to safeguarding; regular review through formal processes such as the School Safeguarding Self-Assessment and Action Registers.

Sacred Heart's approach to Standard 1 includes consultation with key stakeholders, including leadership teams, students and families, and consideration of Aboriginal and Torres Strait Islander voices as part of governance and leadership reflection.

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

Standard 2: Voice of children

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



Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At Sacred Heart, students learn about rights and safety through a combination of structured wellbeing curriculum and relational practice. We provide age-appropriate safety education, including sexual abuse prevention programs and other relevant learning experiences, ensuring that students are introduced to key concepts of safety in ways suited to their developmental level. Staff play an important role in reinforcing this learning through daily interactions, helping students understand who they can trust and supporting them to seek help when needed.

Sacred Heart gathers student voice primarily through relational interactions and staff responsiveness, with teachers and staff actively encouraging students to express their views and raise concerns. Staff are attuned to signs of harm and provide opportunities for students to participate in decision-making and share their perspectives on safety. Sacred Heart is working to strengthen more structured avenues for gathering student voice. The planned re-establishment of the Student Voice Collaborative will provide a formal mechanism for students to contribute to discussions around safety and wellbeing. Feedback gathered through these processes is intended to inform school practices and resources, aligning with the broader safeguarding expectation that student perspectives are actively sought and acted upon.

Cultural safety is a key feature of Sacred Heart's safeguarding approach, underpinned by the commitment to ensure all children feel valued, respected and heard within a diverse community. The school's safeguarding processes are guided by an awareness of inclusion and equity, with an expectation that participation and consultation consider the voices of students from diverse backgrounds, including those who may be less likely to feel confident or included. In practice, this means that staff are encouraged to consider which students' voices may not be easily heard and to take intentional steps to engage them in discussions about safety and wellbeing. The use of visual supports and differentiated approaches to communication further supports cultural safety by ensuring that information about rights and reporting processes is accessible to all learners. This reflects a growing focus on ensuring that student voice is not only present but also inclusive and representative of the whole school community.

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:

Sacred Heart communicates its safeguarding expectations to families through a clear and consistent commitment articulated in its Safeguarding Plan, which outlines a zero-tolerance approach to harm and a strong focus on child safety and wellbeing. Families are informed that safeguarding is a shared responsibility and that the school prioritises creating environments where children feel safe, valued and heard. Communication is further supported through the intention to implement structured processes, including termly safeguarding updates to families and the wider community, using accessible and concise formats.

Sacred Heart demonstrates a commitment to involving families and communities in promoting child safety through consultation and partnership processes embedded within its safeguarding planning. The Safeguarding Plan explicitly states that it is developed in consultation with students, families and employees, ensuring that multiple perspectives contribute to safeguarding priorities. In addition, the school acknowledges the importance of engaging families and communities in decision-making about safety, with a strong emphasis on participation rather than passive involvement.

The school engages Parents and Friends (P&F) and community partners as part of its broader commitment to collaboration and shared responsibility for safeguarding. Governance and consultation structures referenced in the safeguarding action register indicate that P&F and Board groups are included in consultation processes and decision-making related to safeguarding.

Feedback at Sacred Heart is gathered through a range of consultative processes, including student voice, family input, and broader community engagement. The safeguarding documentation highlights the importance of participation and consultation with key stakeholders, ensuring that feedback reflects lived experience 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:

Sacred Heart promotes equity, inclusion and respect for diversity through a strong safeguarding commitment that recognises the dignity and rights of every child. The school explicitly values creating environments where all children feel protected, valued and heard, and acknowledges that safeguarding must reflect the diverse backgrounds, identities and experiences of its students. This commitment is further reinforced through the school's Catholic identity and alignment with broader Child Safe Standards, which emphasise inclusive and welcoming cultures that actively celebrate diversity and respond to the needs of all learners.

Sacred Heart demonstrates a commitment to supporting diverse learners through its focus on child-centred and responsive practice, ensuring that the needs, strengths and contexts of students inform decision-making and support structures. The safeguarding plan highlights that practices are contextualised to the local school environment and developed through consultation with students and families, indicating that supports are not generic but shaped by the community's needs.

Cultural safety is a significant and explicit focus at Sacred Heart and is embedded within the school's safeguarding approach. The safeguarding plan includes a strong Acknowledgement of Country and affirms a commitment to ensuring that Aboriginal and Torres Strait Islander children, families and staff are seen, respected and affirmed, and that no individual experiences harm, exclusion or silence because of their culture or identity.

Sacred Heart is committed to ensuring that safeguarding information is accessible to all students in ways that are appropriate to their needs and contexts. The safeguarding plan highlights a focus on accessibility, including the provision of support for culturally and linguistically diverse families through translation and interpreting services where needed. While this statement is directed primarily at families, it reflects a broader commitment to ensuring that information is understandable and accessible across the school community.

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

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At Sacred Heart, we are committed to providing safe and open lines of communication where students and families feel safe to share their concerns in respectful ways. Students are encouraged to raise concerns through trusted adults, including teachers, support staff and school leaders, while families may do so through established communication channels including meetings, phone, email and Engage. Information regarding safeguarding, complaints processes and available support pathways is regularly communicated to students and families through LEC Time and newsletters.

The school responds to concerns in a child-focused and trauma-informed manner, prioritising student safety, wellbeing and voice. Staff are guided by BCE safeguarding policies and procedures, with support coordinated through pastoral, wellbeing and learning support processes.

Complaints and safeguarding concerns are documented, managed and monitored in accordance with BCE requirements. School leaders oversee the timely investigation, escalation and resolution of concerns, with matters referred to BCE Safeguarding and Student Protection personnel when required. Safeguarding data is regularly reviewed to inform continuous improvement.

The school implements the Reportable Conduct Scheme in line with legislative and BCE requirements. Staff complete mandatory safeguarding training and understand their obligations to report concerns regarding the conduct of employees, volunteers and other adults working with children. Child safety, confidentiality and procedural fairness underpin all responses.

Evidence of practice includes safeguarding training records, wellbeing and support processes, safeguarding data reviews, active supervision arrangements and consultation with students, staff and families. Planned improvements include increasing student awareness of reporting pathways, strengthening communication with families regarding complaints processes, and enhancing the use of student voice and safeguarding data to inform ongoing improvement.

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

Sacred Heart maintains physical environments that promote student safety, wellbeing and inclusion through active supervision, clearly defined expectations, risk management processes and ongoing monitoring of student needs. Supervision practices are regularly reviewed, with particular attention given to high-use areas, transitions and identified risk locations. Physical spaces are designed and utilised to balance student wellbeing, privacy and safety.

Sacred Heart promotes online safety through age-appropriate digital citizenship education, the implementation of BCE policies and procedures, and the use of secure technologies and filtering systems. Students are supported to engage safely and responsibly in online environments, while families are provided with information and resources to reinforce safe online behaviours.

Employees model safe and respectful digital behaviours through their professional conduct, adherence to BCE expectations and responsible use of digital platforms and communication tools. Staff complete mandatory safeguarding training and are expected to maintain appropriate professional boundaries in both face-to-face and online environments.

Physical and online risks are identified, assessed and managed through established risk assessment processes, supervision reviews, incident data analysis and ongoing consultation with students, staff and families. Safeguarding considerations are incorporated into school planning, activities, excursions and the use of external providers or facilities.

Evidence of practice includes active supervision schedules, behaviour and wellbeing data reviews, risk assessments, online safety education, safeguarding training and consultation with key stakeholders. Planned improvements include strengthening student voice regarding safe spaces, reviewing one-to-one and withdrawal areas, enhancing communication with families about online safety, and using safeguarding data to further inform supervision and environmental planning

⁸ Alignment with National Catholic Safeguarding Standards: Standard 8 Safe Physical And Online Environments | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 18 (1) s19

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

Sacred Heart has a structured cycle of safeguarding review, with Standard 9 explicitly addressed through the School Safeguarding Self-Assessment process each year. This ensures child safety practices are not static, but are systematically reviewed and strengthened over time. The self-assessment process considers: What is currently working well; where there are gaps or emerging risks; what actions are needed to improve safeguarding practices.

Standard 9 at Sacred Heart is evidenced through the analysis of complaints, concerns and safety incidents to identify trends, contributing factors and system improvements. This analysis is not just reactive but is used to inform future planning and preventative action. This reflects a shift from "responding to incidents" to learning from incidents to strengthen systems and culture.

Leadership plays a central role in monitoring progress under Standard 9, but improvement is not limited to leadership alone. Accountability is embedded across the school, with shared responsibility for implementation and review reflected in governance and reporting processes. This reinforces that safeguarding improvement is a whole-school responsibility, not a compliance task delegated to one person.

Sacred Heart's approach to Standard 9 includes reporting outcomes of reviews and evaluations to staff and relevant stakeholders. This supports transparency and helps ensure safeguarding improvements are understood, embedded and sustained across the school community.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

Sacred Heart has a documented commitment to student safety and wellbeing reflected across its school-based policies and procedures. These policies articulate clear expectations that all students are entitled to learn in an environment where they feel safe, respected and supported, and that safeguarding is a shared responsibility across the whole school community. These policies are aligned with Child Safe Standards and BCE requirements, clearly outlining roles, responsibilities and reporting pathways so staff and families understand how safety is promoted and protected.

Clear Codes of Conduct are in place for staff, volunteers, students and families. These documents: set clear behavioural expectations; define acceptable and unacceptable conduct, particularly in interactions with students; reinforce that child safety and wellbeing is everyone's responsibility. Leaders actively model and reinforce compliance with these expectations, supporting consistent and safe practice across the school.

Sacred Heart has documented procedures that explain how concerns, complaints and incidents related to student safety are raised and managed. These procedures support: timely and appropriate responses; clear reporting pathways; consistent and lawful handling of concerns. Staff, students and families are supported to understand how to raise concerns and trust that they will be taken seriously and responded to appropriately.

Policies and procedures are: accessible to staff and families through established school channels; reinforced through professional learning and daily practice; presented to students in age-appropriate language and routines.

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)

