

Safeguarding Plan 2026

Sts Peter & Paul's School, Bulimba



Version: [V2]

Last updated: [23 June 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

Sts Peter and Paul's School

33 Alexandra St, Bulimba

Turrbal and Jagera Country

07 3399 1281

www.stspp.qld.edu.au

Attributions

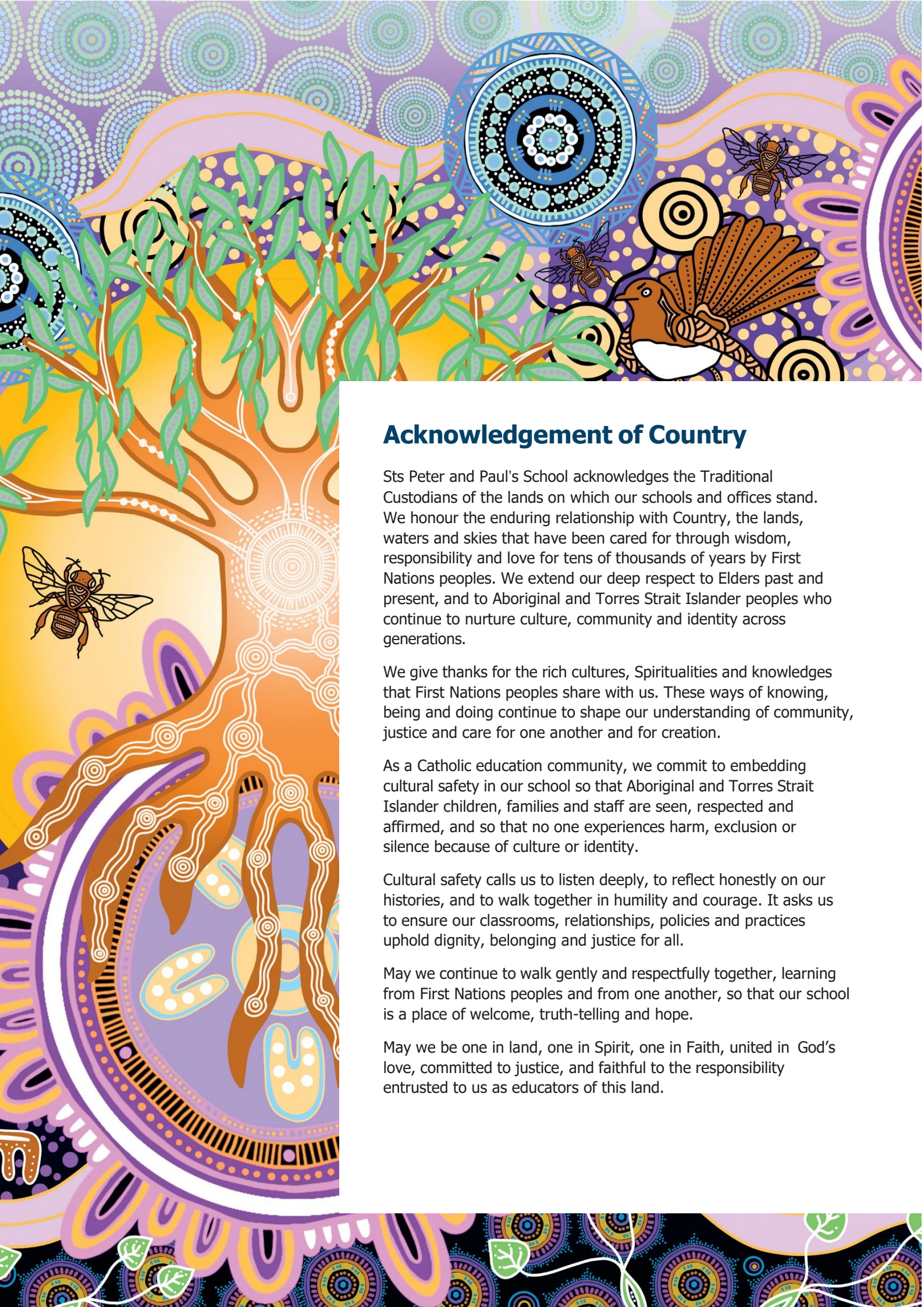
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: Brisbane City, Photo: Studio Kirby

Page 4: Sts Peter and Paul's School Mural, Photo: Studio Kirby

© 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

Sts Peter and Paul's School 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.



Sts Peter and Paul's School, Bulimba, 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 Sts Peter and Paul's 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 Sts Peter and Paul's School, student safety is a fundamental priority within the Sts Peter and Paul's Way. It guides decision-making and daily practice and underpins a strong safeguarding culture that promotes the protection, wellbeing and dignity of every child. Safeguarding is enacted through a whole-community approach, led by effective leadership and shared responsibility.

Clear policies, codes of conduct, Student Protection Processes and risk management practices establish expectations for behaviour and provide a framework for keeping children safe. As a Brisbane Catholic Education school, Sts Peter and Paul's adopts the BCE Safeguarding Policy, aligned with the Archdiocese of Brisbane Safeguarding Framework. School leaders ensure compliance and strengthen safeguarding through ongoing review and continuous improvement.

Safeguarding is a core pillar of the School Strategic Plan 2025–2027. The school participates in regular audits and maintains accountability through governance processes, including quarterly reporting to Brisbane Catholic Education. Sts Peter and Paul's affirms its commitment to culturally safe practices, particularly for Aboriginal and Torres Strait Islander Peoples. Safeguarding practices are regularly communicated to families through official school channels.

The Student Support Team/Student Protection Contact Team meets weekly to respond to student wellbeing needs, review programs and engage in ongoing professional learning. The school's Reconciliation Action Plan guides culturally respectful practice and supports a safe, inclusive learning environment.

Student safety is further strengthened through routine risk assessments for excursions, incursions and non-routine events, and through whole-school P–6 Health planning, including cybersafety, UR Strong: Friendology and Zones of Regulation.

Grounded in the Good Samaritan Benedictine tradition, the school approaches safeguarding as a sacred trust, combining a compassionate response to vulnerability with strong, community-focused structures that uphold care, dignity and responsibility.

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 Sts Peter and Paul's School, a strong safeguarding culture is a fundamental priority embedded within the Sts Peter and Paul's Way. We empower students by ensuring they understand their rights and are included in decision-making processes that affect them. Student voice is recognised as central to both wellbeing and learning outcomes, and we actively foster an environment in which students are not only heard, but are supported to influence outcomes across school life. This is reflected in our Health curriculum planning, learning environments, policies and daily interactions.

Students at Sts Peter and Paul's School develop an understanding of their rights, personal safety and responsibilities through the Health curriculum, Personal and Social Capability development, URSTRONG: Friendology, Zones of Regulation, safeguarding storybooks, and a consistent whole-school weekly wellbeing focus. Teaching explicitly addresses concepts such as respect, boundaries, consent, inclusion, help-seeking and student protection. These concepts are revisited regularly across all year levels and are intentionally developed over time to support age-appropriate understanding as students mature.

The physical environment at Sts Peter and Paul's School also reinforces student safety, positive behaviour and belonging. Signage throughout learning spaces and playground areas promotes consistent expectations and supportive practices. Posters, including those related to PB4L, school values and URSTRONG: Friendology, help students identify expected behaviours, strategies for support and trusted adults who can assist them. Students are also able to readily identify staff on duty during break times through the use of high-visibility vests. At Sts Peter and Paul's School, all Year 5 and Year 6 students are regarded as leaders and are provided with authentic opportunities to contribute to school life. Through the buddy program and by presenting short information sessions at school assemblies, these students play an active role in promoting wellbeing, safety and a positive school culture.

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 Sts Peter and Paul's School, families are actively encouraged to participate in planning and decision-making processes that support their child's learning and wellbeing. This includes involvement in personalised learning plans, behaviour support planning, re-entry meetings following periods of absence, and safety or wellbeing planning where required.

When behavioural incidents escalate and a student's unique needs may be associated, the school responds through a consistent, whole-school approach. A dedicated stakeholder team (APA & STIE P-2 / APRE & STIE Years 3-6 / Guidance Counsellor) collaborates regularly with families to gather information and review supports. Where appropriate, students are supported to attend relevant parts of these meetings. Adults communicate clearly to ensure students understand what is happening, why decisions are being made, and what supports are in place, ensuring student voice is acknowledged and considered.

The school utilises Tell Them From Me Survey information. This information informs professional learning for staff, parent information sessions and specific decisions around curriculum planning.

Sts Peter and Paul's School communicates its safeguarding practices using clear, accessible language across newsletters, parent information sessions, school portals, and face-to-face interactions. Families are encouraged to ask questions, and school leadership remains visible and approachable. The School Board and P&F Association provide structured opportunities for families to contribute to school direction and decision-making, supported by relational approaches that foster meaningful engagement. Families and friends are encouraged to be part of these parent stakeholder groups to ensure meaningful opportunities exist to contribute, provide feedback to proposed activities/decisions and support the learning and wellbeing of all children.

The Sts Peter and Paul's School RAP Committee is committed to ensuring that engagement is ongoing, respectful, and appropriately resourced, recognising the diversity within Aboriginal and Torres Strait Islander communities. The RAP team has commenced a review of the plan and associated actions.

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:

Sts Peter and Paul's School prioritises emotional regulation, safety, and connection by reducing barriers to engagement and promoting predictable routines, strong relationships, and consistent responses from adults. Stakeholder meetings actively involve both the student and their family, fostering trust and shared responsibility while supporting positive behaviour, learning, and wellbeing outcomes. All staff complete Student Protection Refresher Training modules each term to ensure ongoing compliance and a consistent understanding of safeguarding practices.. As part of ongoing professional learning, staff collaborate in teams to reflect on how the school's Multi-Tiered System of Supports (MTSS) for learning and wellbeing—including behaviour support, wellbeing responses, curriculum delivery, and communication with families—can continue to strengthen culturally safe and trauma-informed practices.

Students are regularly reminded of who they can speak to if they feel worried or unsafe. This messaging is reinforced through a range of ongoing approaches, including classroom discussions, assemblies, visual prompts, and informal conversations. The school utilises Safeguarding Storybooks, a suite of developmentally appropriate and accessible resources, to support students' understanding of Brisbane Catholic Education safeguarding policies, processes, and key concepts.

The school also implements a student-friendly Code of Conduct to explicitly teach students about expectations for behaviour and the role these play in maintaining a safe environment. This is revisited each term as part of the school's weekly wellbeing lessons to ensure consistent reinforcement.

The Student Support Team routinely reviews student protection, behaviour, wellbeing, and attendance data to identify patterns and trends. This process includes reflecting on incidents and system responses to inform ongoing improvement, reduce the likelihood of recurrence, and minimise the impact of harm.

Led by the RAP Team, staff engage in professional learning focused on embedding First Nations perspectives into daily practice. This includes emphasising the importance of listening deeply, demonstrating cultural humility, taking a considered approach to decision-making, and prioritising early and respectful engagement with families.

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 Sts Peter and Paul's School, students and families are strongly encouraged to communicate early if they have a concern or complaint. These concerns are directed to the relevant person so that a response can be planned efficiently and in collaboration with the student or family member. This approach underpins the commitment of the school to providing a safe and productive learning environment for all students.

Students are regularly reminded that there are many trusted adults at school that they can talk to if they have a worry or a concern or feel uncomfortable. These adults include the class teacher, Guidance Counsellor, School Leadership Team, Student Support Team and/or Student Protection Contacts. Messages around the importance of talking to one of these adults are reinforced through assembly messages, regular and planned wellbeing messages by class teachers and student protection posters. Talking to a trusted adult is understood as a usual part of the school culture. During Student Protection Week, there is a particular focus on reinforcing these messages with students and families. Staff also participate in regular Student Protection and Safeguarding training, ensuring that these messages are well understood, embedded in school culture and confidently followed as needed. Staff also engage in complaints handling training on a yearly basis.

When a complaint or concern involves a student, staff respond in a calm and child-focused manner. Staff have engaged in introductory professional learning aligned to a trauma-informed and culturally safe approach. Students are supported through this process, ensuring that age-appropriate language is used with consideration given to timing, location and adults involved. Students feel supported and heard through this approach.

When concerns are raised, the leadership team, including our Student Protection Contacts use BCE complaints, student protection and behaviour procedures to ensure that matters are received, escalated, documented and responded to appropriately. Through regular professional learning, staff understand when a concern can be managed at a school level and when escalation to BCE or external authorities is required.

This ensures that the correct process is followed and that students and families receive a clear and consistent response.

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At Sts Peter and Paul's School, student wellbeing and safety underpins all aspects of daily school life. A strong focus on quality relationships, consistent and predictable routines and a strong culture of safety and continuous improvement ensure that students are part of a positive and productive school environment. All aspects of the school day, including classroom learning, breaks, transitions, sport, excursions, pastoral care, co-curricular activities, learning spaces and online learning are diligently planned for to maximise student safety. Trusted adults, including the student support team, focus on providing essential and adjusted support to students who may have increased vulnerabilities.

Risk management forms part of the day-to-day operational decision-making processes. Risk assessment includes risks that arise from particular activities whether on or off campus. A strong focus exists on supervision, movement around the campus, student wellbeing and individual student needs. The school has a strong focus on compliance with processes that involve third parties and other non-staff who are part of the school community. There is an ongoing focus of review and improvement as data and feedback is gathered from relevant parties around the effectiveness of these processes.

Staff understand that active supervision is a crucial element of safeguarding within the school community. Duty rosters, the Staff Handbook, regular Memo references and staff meeting reminders/training ensure that the agreed approach to supervision is well understood. Staff are visible during breaks, transitions, play areas and before and after school. There is a particular focus on supervision in spaces that are shared with the parish and OSHC.

Online safety is supported through the use of approved platforms and ongoing student education. Staff teach and model clear expectations for use of digital platforms, online safety and respectful and safe use of devices.

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:

Sts Peter and Paul's School is committed to ongoing review, professional learning, and continuous strengthening of safeguarding practices across our school community. A focus on continuous improvement ensures safeguarding approaches remain responsive to emerging risks, informed by data and feedback, and effective in preventing harm while promoting the wellbeing of students and staff.

As a Brisbane Catholic Education system school, Sts Peter and Paul's School participates in regular audits and review processes. These examine the effectiveness of safeguarding measures, support risk identification and management, evaluate responses to concerns, and inform enhancements to wellbeing supports for students and employees. The Workplace Health and Safety Officer and Risk and Compliance Officer play a key role in monitoring trends and contributing to targeted school improvement initiatives.

A range of safeguarding indicators—including Blue Card compliance, attendance data, and wellbeing measures—support local monitoring, analysis, and reflection. This evidence-based approach enables informed decision-making and drives continuous improvement in safeguarding practice.

Key staff, including the Leadership Team, Student Support Team, Workplace Health and Safety Officer (WHSO), and Risk and Compliance Officer (RCO), demonstrate a strong commitment to collaborative practice to proactively address student safety and wellbeing priorities. This includes coordinated planning for staffing ratios, risk assessments, and reasonable adjustments to support diverse learner needs.

Safeguarding messages are communicated directly to students and parents through at least one assembly per term.

Student Protection Contacts meet weekly as part of the Student Support Team to ensure emerging concerns are addressed promptly and appropriate supports are implemented. This collaborative approach supports holistic consideration of student needs, identification of emerging trends, and proactive promotion of student safety and wellbeing.

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:

Sts Peter and Paul's School implements all Brisbane Catholic Education (BCE) policies and participates fully in policy review processes, ensuring policies remain current, reflect contemporary best practice, and promote student safety, wellbeing, and cultural safety. Relevant policies are accessible to families via the school's public website and to staff through Spire. School leaders maintain a clear and active understanding of their safeguarding obligations and responsibilities.

The school adopts BCE policies and procedures, which are regularly reviewed to ensure alignment with the Child Safe Standards and the Universal Principles, and are supported by clear procedures that underpin the safeguarding of children.

To support student understanding of safeguarding, the school utilises the BCE *Safeguarding Storybook* series to communicate key messages in a child-friendly and accessible manner. These resources reinforce the school's commitment to student safety and wellbeing, while staff are supported to confidently facilitate age-appropriate safeguarding conversations.

Staff have undertaken professional learning in *UR Strong: Friendology* and *Zones of Regulation*, enabling teachers to deliver age-appropriate wellbeing lessons. Communication with parents regarding *Friendology* has been consistent through newsletters and parent information sessions, supporting a shared language between home and school.

Key safeguarding messages are communicated to parents through formal channels, including the school newsletter, Parent Portal, and parent information sessions. Volunteer expectations, including mandatory training and Blue Card requirements where applicable, are clearly communicated and monitored to ensure registers remain current. The Parent Code of Conduct is also shared with families to support shared understanding and accountability.

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)

