

Brisbane Catholic Education Safeguarding Plan 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.

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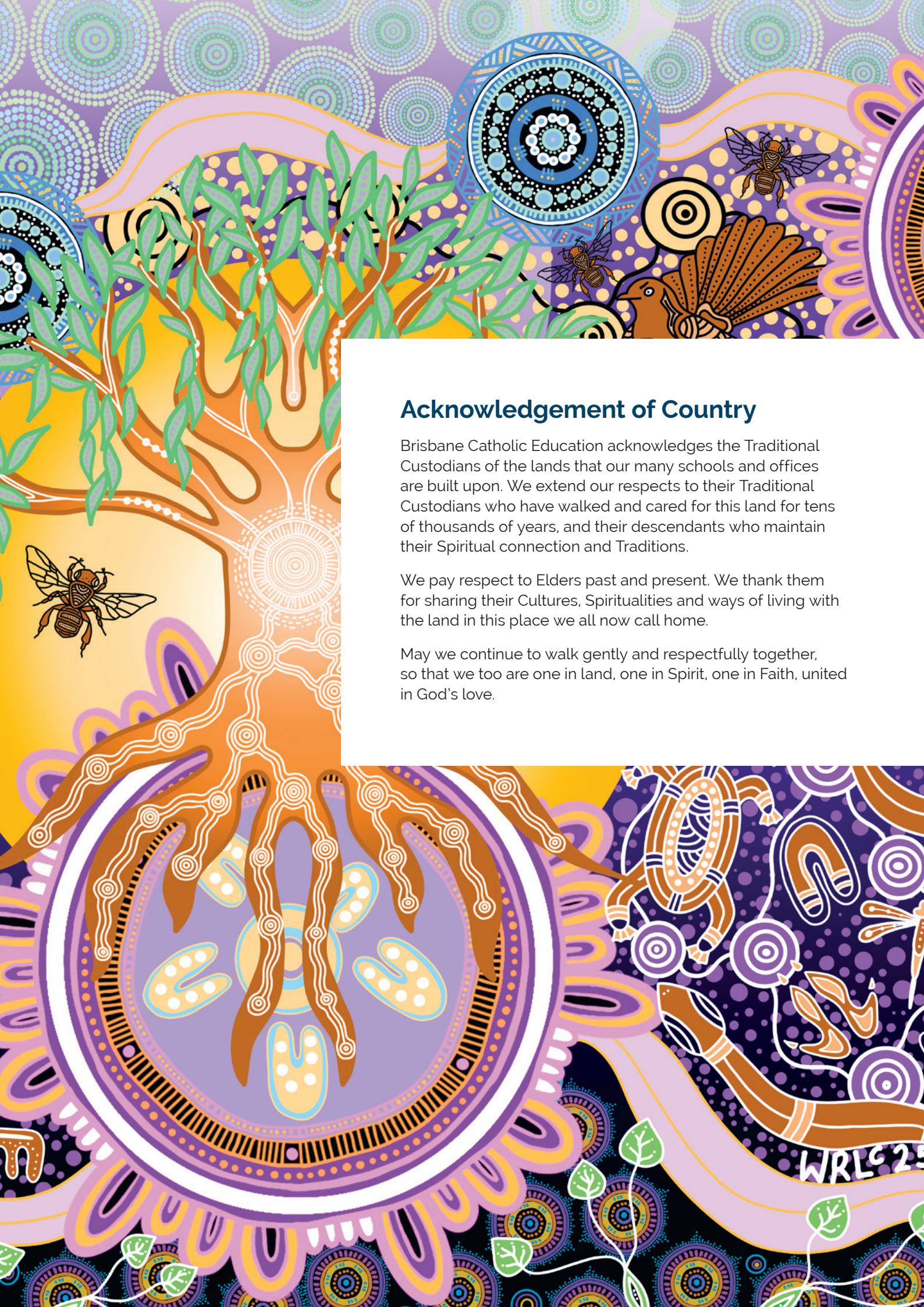
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Acknowledgement of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the lands that our many schools and offices are built upon. We extend our respects to their Traditional Custodians who have walked and cared for this land for tens of thousands of years, and their descendants who maintain their Spiritual connection and Traditions.

We pay respect to Elders past and present. We thank them for sharing their Cultures, Spiritualities and ways of living with the land in this place we all now call home.

May we continue to walk gently and respectfully together, so that we too are one in land, one in Spirit, one in Faith, united in God's love.

Introduction



Brisbane Catholic Education (BCE) is committed to creating environments where students feel protected, valued, and heard. Safeguarding is a shared responsibility, and every student has the right to learn, grow and thrive, free from harm.

We are guided by our Catholic Social Teaching and recognise Jesus strongly advocated for the protection of children and the marginalised. Our mission to teach, challenge and transform through our educational services is embodied within our Christian Catholic Tradition as part of the Archdiocese of Brisbane.

This Safeguarding Plan complies with the *Child Safe Organisations Act 2024 (Qld)*, *Working with Children (Risk Management and Screening) Act 2000 (Qld)*, *Working with Children (Risk Management and Screening) Regulation 2020 (Qld)* and the *Education (Accreditation of Non-State Schools) Act 2017 (QLD)*. The plan is informed by the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards (Edition 2) and aligns to the Archdiocese of Brisbane's Safeguarding Framework and the United Nations Convention on the Rights of the Child (UNCRC). Key documents referenced in this plan can be accessed [here](#).

As the lead provider of Catholic education within the Archdiocese of Brisbane, we uphold the Archdiocesan Safeguarding Commitment and embed the values of Catholic education in our safeguarding practices:

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.

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.

This Safeguarding Plan reflects the BCE commitment to the safety and wellbeing of our students. It outlines the system-wide policies, procedures and practices that support every BCE school to safeguard the children and young people who we are privileged to educate.

In 2026 each BCE school will progressively develop and maintain a School Safeguarding Plan which will reflect how the school translates system-wide processes into school-specific safeguarding practices. Co-designed with students, families, and employees, each School Safeguarding Plan reflects that school's commitment to the safety and wellbeing of their students through continuous improvement, cultural safety and child-centred practices.

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

The Universal Principle is embedded within all 10 Standards.

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture



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

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 s 9 (e)

Brisbane Catholic Education's commitment to Standard 1

As an agency of the Archdiocese of Brisbane BCE 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. BCE fosters a strong safeguarding culture through a multi-level, organisation-wide approach championed by leadership and embedded into strategic and operational practice.

Safeguarding is a system-critical foundation in the BCE Strategic Plan 2025 -2027, with every school expected to strengthen wellbeing and create safe, supportive and inclusive communities. This is checked through regular compliance monitoring, as well as internal and external audits and assurance processes. Our Safeguarding Committee, Executive Team and the Catholic Education Council also undertake oversight of our effectiveness in protecting student safety and wellbeing, with governance arrangements and key roles outlined in the BCE Safeguarding Policy.

The Executive Director has publicly identified safeguarding as one of BCE's highest priorities, with a key focus on embedding safeguarding across all operations and practices. Our safeguarding approach is both proactive and preventative. We seek to proactively create an educational environment that protects students and effectively responds to safeguarding concerns and those impacted, to minimise harm.

Everyone in our schools and office, including employees, volunteers, third parties, leadership and governance, shares responsibility for student safety and wellbeing. This responsibility is reinforced through annual mandatory training, targeted professional learning and regular communications. This includes

uplifting awareness events such as Child Protection Week and BCEs Student Voice Awareness Day.

We have clear codes of conduct for employees, volunteers, third parties, parents and visitors, which provide guidelines on expected behavioural standards and responsibilities, including accessible resources to support students' understanding of how adults in their schools should behave. We have a range of policies and procedures and an overarching Risk Management Framework which guide how we keep students safe. This includes our Safeguarding Policy which is aligned to the Archdiocesan Safeguarding Framework and is published on the BCE website and every school site.

Our Student Protection Processes and Guidelines outline the legislative and procedural requirements for responding to and reporting abuse, harm or risk of harm to students, including behaviour of a staff member which may be considered inappropriate.

We take a strong stand against all forms of discrimination, bias or harm against all students and are committed to achieving cultural safety in all of our school communities.

BCE is committed to working towards genuine and sustainable reconciliation, to develop a culturally safe and welcoming education system for all Aboriginal and Torres Strait Islander students, employees, and wider community. This is guided by our Cultural Learning Plan and Cultural Capability Framework.



Click here to access further documents referred to in this section.

Standard 2: Voice of children

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



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)

Brisbane Catholic Education's commitment to Standard 2

A key outcome of our BCE Strategic Plan 2025–2027 is creating 'vibrant communities where every student is actively engaged in their learning'. At BCE, we nurture a culture where children feel safe and confident to share their ideas and concerns. We offer culturally and age-appropriate resources through curriculum, formation and safeguarding practices to help children understand their rights, recognise trusted adults and friends, speak up for themselves, and take an active role in shaping their school experience.

BCE employees, volunteers and third parties are trained to recognise signs of harm and are supported to respond in culturally safe ways, engaging with students respectfully, listening carefully, and taking considered, proactive action to meet their immediate needs.

BCE supports the school-wide implementation of Consent and Respectful Relationships Education (CRRE) embedding Catholic Social Teachings in a school-based proactive approach to teaching the skills and knowledge needed to develop positive, healthy, safe and respectful relationships. BCE is undertaking a two-year project, supported by the Commonwealth government, to strengthen implementation of CRRE across the Australian Curriculum (v.9.0) and Social Emotional Learning (SEL)/Personal Development education.

Every year, BCE invites students across all schools to share their thoughts through our 'Tell Them From Me' survey. This feedback helps us understand how students are feeling, what concerns they might have, and how BCE can make our schools even safer and more supportive.

Students are encouraged to participate in the Student Voice Network, where BCE leads focus groups on topics that empower students to influence decisions affecting their safety, wellbeing, engagement, and learning. Annual events provide a platform for BCE students to identify, explore, and present key issues that matter to them. Outcomes from these events directly inform BCE's strategic priorities and are a clear demonstration of BCE's commitment to embedding student participation in system-level decision-making. BCE celebrates successful application of student voice initiatives, annually through the Excellence Awards.

The Archdiocese of Brisbane First Nations Student Representative Council and the BCE Aboriginal and Torres Strait Islander Education Team, provide guidance to co-design culturally safe policies and practices, embedding local perspectives across learning and school life. The advice for schools to 'walk softly, listen deeply', guides a better understanding of how to engage the voices of First Nations children in a culturally safe, strengths-based manner.

By listening and acting, BCE builds trust and creates schools where students feel truly heard.



Click here to access further documents referred to in this section.

Standard 3: Family and community



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

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)

Brisbane Catholic Education's commitment to Standard 3

Student safety, wellbeing, and learning is best ensured through open collaboration between families and schools where we share the responsibility of protecting students. At BCE, we believe informed, engaged families and communities are essential for safe learning environments.

BCE supports schools to partner with families and communities on safeguarding in ways that are consistent, respectful and locally informed. We ensure families and communities have clear, accessible information that explains our safeguarding approach and how to raise concerns. Our approach to family participation is outlined in our Family Engagement in BCE Schools document.

We engage and communicate openly about our approach to child safety and encourage co-design of what "safety, wellbeing and cultural safety" mean in each school's context. BCE provides trauma-informed practical supports for schools to gather relevant information in a manner that is respectful of local protocols, traditions and

customs. As part of our annual cycle, parents and caregivers contribute their perspectives through the 'Tell Them From Me' Parent survey, this input helps us understand family experiences and concerns and directs improvements to make schools safer and more supportive for students.

BCE encourages meaningful family and community participation in decisions affecting their child through a range of school-wide initiatives, including consultation with Parent and Friends (P&F) representatives and direct engagement with the local school community. Each school's P&F contributes greatly to school improvements, parents, caregivers and community members are always welcome to contribute their ideas and efforts.

BCE recognises that engagement opportunities should be flexible to meet the diverse needs of families and is working to improve family and community engagement in the development of safeguarding policy and practice.



[Click here to access further documents referred to in this section.](#)

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice



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)

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 school environment, free from discrimination, bullying and harassment. BCE supports all students, regardless of background, identities, and abilities to access and fully participate in their learning.

The Queensland Catholic Education Commission position statement on inclusive practices informs us of our responsibility to recognise and respect the rights and needs of every child. This is achieved by providing equitable access to the curriculum, offering maximum learning opportunities and meeting the educational and social needs of all students.

The BCE policy on student diversity and inclusion highlights the role education plays as a key pathway to improving equitable economic, social, emotional, and wellbeing outcomes for students. Supporting diversity and being inclusive is about building communities that value, celebrate and respond to diversity, underpinned by respectful relationships between learners, teachers, and caregivers.

The Engage Student Support System and Multi-Tiered System of Supports (MTSS) provide a student-centred approach for schools to develop

a comprehensive, continuum of support for students. The system provides collaborative areas for targeted and personalised supports for diverse learners. We pay particular attention to children who may need additional support, including Aboriginal and Torres Strait Islander children, children with disability, neurodivergent children, children from culturally and linguistically diverse backgrounds, refugees and asylum seekers, children unable to live at home, and LGBTIQ+ children.

We ensure children can access age-appropriate information, supports and complaints pathways in ways that are child-friendly, culturally safe, and easy to understand, so they know their rights, how to speak up, and what to expect.

BCE school safeguarding storybooks and animation series explain BCE specific safeguarding policies, processes, and key concepts to students in age-appropriate ways. Student Protection Contact roles have been embedded in each school and details of these roles and how to contact them are communicated through regular messages on each school website. Student Protection posters are also provided to schools, and these messages are reinforced through the celebration of key awareness days.



Click here to access further documents referred to in this section.

Standard 5: People



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

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)

Brisbane Catholic Education's commitment to Standard 5

At BCE, we support schools and offices to ensure that every adult who engages with our students are suitable and supported to prioritise student safety and wellbeing.

BCE's recruitment procedure outlines safeguarding responsibilities across all stages of employee recruitment including role design, advertising, shortlisting, interviewing, reference checking, appointment, onboarding and performance development. It includes appendices tailored to specific roles (e.g. Principals, Middle Leaders, Relief Staff) and mandates compliance with safeguarding-related delegations and policies.

The Employee and Volunteer Screening Procedure includes a role risk matrix, Blue Card screening requirements, and clearly defined responsibilities for hiring managers, principals, and Talent and People Systems team. BCE's Interview Guide promotes the use of behavioural and values-based questions alongside specific questions targeted to uncover potential risks to student safety, wellbeing and cultural safety.

BCE's Human Resource Information System, Ignite, operationalises these procedures by embedding mandatory fields for uploading interview guides, reference checks and safeguarding documentation. If concerns are identified Ignite flags candidates

for additional review by specialist staff and prevents progression until it can be determined they are safe to work with our students. Ignite also enables employees to monitor and maintain their safeguarding screening requirements. Notifications on expiry are triggered by the system and provided to both employees and their line manager for action and follow-up.

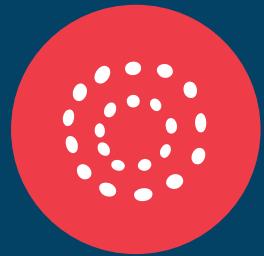
The Procurement Procedure requires external parties engaging with BCE offices or schools to be child safe and compliant with the legislative requirements relevant to their engagement with students. Standard contract templates include clauses which reflect these requirements. Guidelines and resources are provided to assist schools to understand the processes and requirements for safely engaging third parties including advice around screening, training and supervision.

The Risk Management Framework guides BCE's approach to monitoring school safeguarding practices through quality control mechanisms including monitoring of onboarding and ongoing refresher training. Improvement is measured using a range of success indicators embedded in the School Improvement Tool, including those defined in consultation with Aboriginal and Torres Strait Islander representatives.



Click here to access further documents referred to in this section.

Standard 6: Complaints management



Processes to respond to complaints and concerns
are child focused

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

Brisbane Catholic Education's commitment to Standard 6

BCE aims to enable a culture where it is safe for all to question conduct or practices that may pose a risk to safety and wellbeing and promptly recognise, react and report safeguarding concerns. Complaints relating to student safety and wellbeing are encouraged using clear and accessible complaint pathways. The BCE Complaints Policy and related procedures address reporting complaints and concerns to relevant authorities, whether or not the law requires reporting, and cooperation with those authorities.

From 1 July 2026, BCE will implement Queensland's Reportable Conduct Scheme and as required under the Act to report any reportable allegation or conviction, investigate and provide interim/final reports to the Queensland Family and Child Commission, and report any suspected criminal conduct to police immediately within the specified timeframes.

We provide specific guidance and training on complaint handling to ensure investigations do not retraumatise children and that correct due process, privacy, safety and accountability of all involved are protected throughout. Aboriginal and Torres Strait Islander Participation Officers are trained to work with schools to create culturally safe environments for families navigating complaints processes.

BCE is continually improving in this space and is undertaking a project of work to further improve student safety through stronger complaint handling policies and procedures. This project aims to create and publish clearer complaint pathways, integrating safeguarding expertise into the complaints framework to ensure the process is trauma-informed and responsive to the lived experiences of those most at risk.

The project includes a BCE advisory group and key stakeholder consultation comprising of subject matter experts from Safeguarding and, Student Protection, Legal, Student Wellbeing, Employee Relations, Investigations and Aboriginal and Torres Strait Islander Education Teams. This cross-functional collaboration ensures that the complaints framework is not only procedurally sound but also sensitive to the cultural, emotional, and psychological factors that may hinder disclosure or staff response.

We want to ensure that every student and every family is enabled to speak up and be confident they will be listened to, respected, supported and treated fairly.



Click here to access further documents referred to in this section.

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



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)

Brisbane Catholic Education's commitment to Standard 7

Contemporary, relevant and regular training is critical for building a confident, capable and culturally aware workforce committed to student safety and wellbeing.

BCE's Mandatory Safeguarding Training Framework sets role-specific onboarding and refresher requirements for all employees. All new school employees, volunteers and third parties must complete Student Protection training before commencing work with students.

BCE employees are required to complete annual online student protection training which includes indicators of child harm, grooming, how to respond effectively to disclosures of child harm and mandatory reporting requirements. School staff undertake additional face-to-face training each term tailored to specific topics relating to student safety and wellbeing. School staff identified as Student Protection Contacts (SPC) receive advanced training in managing disclosures from students and support colleagues in the school community to protect students.

Employee training is tracked through BCE's Learning Management System (iLearn), with automated reminders and compliance reports sent to managers. Training content is reviewed regularly to ensure best practice and alignment with legislative changes.

The Professional Practices: Compliance Program and Refresher was introduced in 2024 to cover key compliance and regulatory requirements across schools, including those related to student safety and wellbeing. The program is designed to enhance awareness and capability of school and system leaders to ensure understanding of these obligations, which are responsibilities shared by both the school system as a whole and individual leaders within school communities.

BCE's Ngutana-Lui Aboriginal and Torres Strait Islander Cultural Studies Centre provides curriculum-aligned cultural learning for schools (on-site, at-school and special presentations) and cultural awareness days for BCEO staff covering connection to Country, languages, kinship, spirituality, and intergenerational trauma. These programs, alongside truth-telling opportunities and Elder-led engagement, strengthen culturally safe relationships and help adults recognise and respond to risks that emerge when culture is misunderstood or ignored.

Volunteers and third parties complete mandatory onboarding before any child-related work and undertake annual refreshers recorded in school registers in line with the Volunteer Policy and Procedure and Third-Party Safeguarding Guidelines.



Click here to access further documents referred to in this section.

Standard 8: Physical and online environments

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



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

Brisbane Catholic Education's commitment to Standard 8

Guided by our values of excellence, integrity, justice and hope, BCE is committed to building healthy, safe, and productive physical and online environments that nurture all aspects of student's wellbeing, prevent harm and safeguard everyone involved in our activities and services. Schools promote inclusion and belonging by supporting the design of environments which visibly reflect student diversity, for example, Aboriginal and Torres Strait Islander cultural identities, through signage, artwork and language.

The physical design of schools is critical in preventing abuse and harm of students with safeguarding strategies balancing risk mitigation without compromising students' right to privacy and wellbeing. Building plans are reviewed with consideration for environmental risk factors that may impact children's safety. The BCE Health, Safety and Wellbeing (HSW) Policy and BCE Safeguarding Guidelines for School Design provide practical guidance to create safe school environments which promote safety, inclusion and belonging with a focus on visibility, supervision, and access control.

Learning and gathering spaces are designed to maximise visibility and supervision. This supports safe one-to-one interactions between adults and students, and between students, by ensuring they occur in open or observable areas. Spaces such as counselling rooms, sick bays and spiritual areas are designed with student safety and wellbeing in mind including features like internal windows or adjacent supervision zones that enable natural surveillance. Entry and exit points are designed to limit unauthorised access and ensure that visitors, including volunteers and third parties, are visible and monitored.

To empower students to be safe online, BCE aligns with the eSafety Commissioner's Best Practice Framework for Online Safety and delivers the Australian Curriculum for Online Safety p-10. The Acceptable use of Devices and Digital Resources agreement ensures students and families are made aware of their responsibilities and standard of behaviour required when using BCE technology.

BCE utilises web-based content filters within the school environment and monitoring tools across all BCE-owned devices and networks. These tools help detect and restrict access to inappropriate or harmful online content. Staff are trained in the use of BCE's digital platforms and are expected to model and enforce safe online behaviours.

The Employee Code of Conduct, IT Acceptable Use Policy, and Privacy Policy explicitly outline expectations for online behaviour, including the use of social media and digital communication platforms. BCE provide resources to support safe digital practice, including safeguarding guidance and procedural requirements for online learning environments.

Student safety and wellbeing considerations are embedded into risk assessments, school risk registers and organisation wide risk management frameworks. Staff contribute to these assessments and are supported by school leadership, as well as specialised teams across the organisation.



[Click here to access further documents referred to in this section.](#)

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved



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

Brisbane Catholic Education's commitment to Standard 9

BCE is committed to continuously improving practices which promote the safety and wellbeing of our students. We regularly review and evaluate our safeguarding approach across both system-level operations and individual school contexts.

The BCE Assurance Team undertakes reviews across all areas of the organisation, assessing the effectiveness of risk management, governance and control processes. All reviews consider the relevant Safeguarding Standards. Findings from these reviews are shared with key governance bodies, including the Catholic Education Council, to drive organisation-wide learning and improvement.

The Risk and Compliance Team conducts scheduled School Accreditation Compliance Reviews to ensure schools meet legislative and regulatory safeguarding requirements. These reviews focus on critical areas such as responding to harm, employee screening, and complaint management, key components of maintaining safe learning environments.

BCE also maintains robust Critical Incident Management Procedures which prioritise the safety and wellbeing of students and all involved. Every

critical incident triggers a post-incident review to identify risks, improve response times, evaluate communication effectiveness, and strengthen wellbeing supports for students and staff.

At a school level, principals undertake termly 'Health Checks' to monitor key indicators of student safety and wellbeing, including Blue Card compliance, attendance, bullying data, complaints, and wellbeing measures.

Committees such as the Safeguarding Committee, Risk and Assurance Committee, and People and Safety Committee review patterns and emerging issues across BCE. Their insights have led to initiatives such as framework reviews, process mapping, and collaborative reflection with schools to identify systemic improvements.

BCE shares the outcomes of these reviews through leadership forums, school communications, and published updates, ensuring transparency about what has been learned and what has changed. Through this ongoing cycle of review, reflection and action, BCE continues to strengthen its safeguarding culture and uphold its commitment to every student's safety and wellbeing.



Click here to access further documents referred to in this section.

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children



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)

Brisbane Catholic Education's commitment to Standard 10

The Archdiocese of Brisbane Safeguarding Framework governs safeguarding practices across all Catholic entities in Brisbane Archdiocese, including BCE. Within this framework, the BCE Safeguarding Policy serves as the central document guiding our organisation's specific safeguarding responsibilities. It is supported by a suite of policies, procedures and guidelines which support the safety and wellbeing of students across a variety of BCE functions.

The BCE Policy Governance Framework and accompanying Policy Management Procedure require that all policies, including the Safeguarding Policy, are reviewed at least every three years. Policy development and review follow a rigorous process involving consultation, governance oversight, and approval through defined delegations of authority.

Relevant policies and procedures are accessible to all members of the BCE community. Students, parents, caregivers, volunteers and third parties can access relevant documents through the public BCE website or school website. Employees have access via the internal digital repository system, Spire. All BCE policies and procedures are written in clear plain English in line with the BCE Brand Guidelines.

Consultation processes ensure that policies reflect lived experience and respond to the diverse needs of our school communities. Ongoing improvement initiatives focus on making policy content more accessible to students, families, staff, volunteers and third parties. This has included the development of child-friendly resources, such as a guide explaining how the BCE Employee Code of Conduct outlines BCE expectations of safe adult behaviour.

Safeguarding responsibilities are also embedded within the BCE Leadership Capability Framework, ensuring leaders model and promote best practice. BCE leaders are responsible for ensuring safeguarding policies and procedures are clearly communicated, well understood, and consistently applied. Governance and reporting processes focus on recognising strengths, coaching effective practice, and guiding timely improvements to maintain a culture across all BCE schools and offices where the safety and wellbeing of students is at the centre of everything we do.



Click here to access further documents referred to in this section.

