

Our Lady of the Way School Petrie 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.

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[Our Lady of the Way School](#)

Attributions

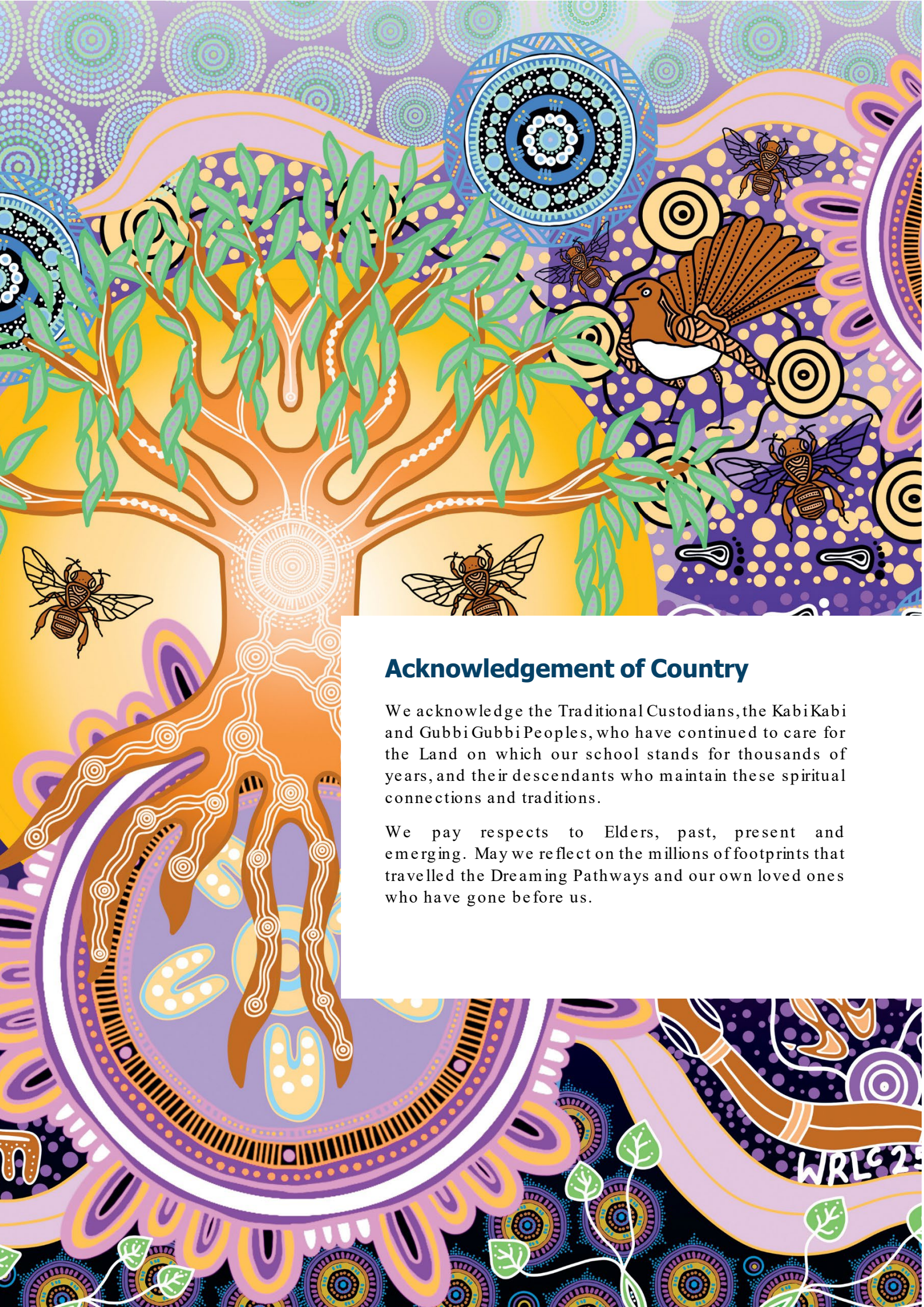
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Acknowledgement of Country

We acknowledge the Traditional Custodians, the Kabi Kabi and Gubbi Gubbi Peoples, who have continued to care for the Land on which our school stands for thousands of years, and their descendants who maintain these spiritual connections and traditions.

We pay respects to Elders, past, present and emerging. May we reflect on the millions of footprints that travelled the Dreaming Pathways and our own loved ones who have gone before us.

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.



Our Lady of the Way, Petrie 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 Our Lady of the Way 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:



Leadership, Monitoring and Improvement (Standards 1, 9, 10)

Child safety is embedded in leadership and culture

Our practices are reviewed and improved

Policies and procedures document how we are a safe place for children

Engaging with Children, Families and Communities (Standards 2, 3, 4)

Equity is upheld and diverse needs respected in policy and practice

Children, families and communities are informed and involved

Respond and Protect (Standards 6, 8)

Respond to concerns is child focused

Physical and online environments support safety and wellbeing

Right People, Right Role, Right Knowledge (Standards 5, 7)

People working with children are suitable and supported

Our people are equipped with knowledge skills and awareness to keep children safe

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:

Our Lady of the Way Catholic Primary School demonstrates a clear and visible public commitment to children's safety and wellbeing through the consistent communication and promotion of safeguarding practices across the school community. The school's Student Safeguarding Plan is publicly available on the website and is reinforced through newsletters, assemblies, parent education opportunities and whole-school initiatives such as Child Protection Week, R U OK Day and Bullying No Way Day. These actions ensure safeguarding is a shared responsibility and embedded in everyday practice across the school community.

The Archdiocese of Brisbane Safeguarding Commitment is prominently displayed in the school foyer, SPC offices and shared spaces, alongside Acknowledgement of Country signage at the front of the administration building and used during whole school gatherings, reinforcing both child safety and cultural respect. These actions ensure safeguarding remains visible, understood and actively embedded in the day-to-day life of the school.

At Our Lady of the Way, student safety is prioritised with four (4) Student Protection Contacts who are clearly identified and visible through assemblies, classroom visits, staff meetings and regular training, ensuring all students and staff know who they are and how to seek support.

Safeguarding expectations are reinforced through supervision practices, duty rosters, media consent processes and consistent modelling of professional conduct by leaders and teachers. Safeguarding is further strengthened through volunteer induction, clear codes of conduct, risk assessments, inclusive practices, and proactive engagement with students and families to ensure shared responsibility and continuous focus on student wellbeing.

Our Lady of the Way implements proactive risk management strategies to prevent, identify and respond to risks to student safety and wellbeing. These include supervision and duty structures, risk assessments, inclusive planning for students with additional needs, classroom layout reviews, and initiatives such as buddy benches to support student wellbeing. Ongoing monitoring, staff training and engagement with families ensure risks are identified early and mitigated effectively.

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:

Our Lady of the Way students learn about their rights, personal safety and who they can trust through explicit teaching in the P-6 Health curriculum, PB4L lessons and regular reinforcement across school life. Key messages about consent, protective behaviours, respectful relationships and help-seeking are revisited through classroom learning, Student Protection Week, Day for Daniel activities, assemblies, storybooks, animations and guidance counsellor classroom visits. This layered approach helps students know that they have a right to be safe, to be heard and to seek support from trusted adults.

At Our Lady of the Way, student voice is treated as an important source of information about safety, belonging and wellbeing and is gathered and responded to through class discussion, surveys, wellbeing conversations and student engagement data, including Tell Them From Me. Staff create developmentally appropriate opportunities for students to raise questions or concerns along with access to trusted staff including teachers, Guidance Counsellor and Student Protection Contacts.

Staff on playground duty at Our Lady of the Way are proactive, visible and tuned into peer dynamics. They intervene early in conflicts, model respectful interactions and support inclusive play. Playground supervision is understood as a safeguarding responsibility. We offer lunchtime clubs and structured play/activity opportunities to support those who may feel isolated, have trouble connecting with peers or looking to make new friends.

Student participation influences decision-making by informing wellbeing priorities, support structures and targeted responses for particular cohorts or individuals. Survey data, behaviour information and staff knowledge of students are used to identify needs, strengthen supervision, review supports and shape school responses to friendship, inclusion and safety concerns. This shows that student perspectives are not only collected but are used to guide practical decisions that affect student experience.

Risk assessments are a key part of keeping students safe at Our Lady of the Way. Event and activity risk assessments include safeguarding considerations and are supported by structured pre-activity briefings for staff and volunteers, including how to respond to disclosures and incidents during excursions, camps and events, and consideration of individual student circumstances and needs.

Cultural safety shapes our approach by reminding us that students do not all experience school, safety or voice in the same way. The school's work with First Nations students and families, Aboriginal and Torres Strait advisor support, Reconciliation Week and other culturally responsive practices reflect an intentional effort to embed the Universal Principle. This means considering how students' culture, language, identity, disability or vulnerability may affect how safe they feel to participate, speak up and access support, and adjusting our approach accordingly.

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 Our Lady of the Way, families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised learning plans, behaviour support planning, re-entry meetings following absence, and safety or wellbeing planning where required. Meetings are scheduled flexibly, and families are asked how they would prefer to engage, rather than being offered a single pathway.

We engage families and students in risk management procedures. For instance, when developing specialised plans for school camps involving students with medical needs, both the student and their family are consulted to provide input into the risk management plan so students and their families can be fully aware of safety measures being put in place, and also the expected response should concerns arise.

At Our Lady of the Way, leaders communicate about safeguarding using plain language across newsletters, parent information sessions, school portals and face-to-face conversations. Families are encouraged to ask questions, and leadership is visible and accessible. This is visible at Our Lady of the Way through signage and regular reminders regarding safeguarding expectations such as photographing students (other than your own), designated adult toilets and student toilets, supervision in the bathroom area at events so adults and children use separate bathrooms.

Our Lady of the Way, maintains partnerships with local organisations and community services to support children and families, strengthening shared responsibility for safety and wellbeing, particularly for families who may experience additional barriers to engagement.

Student safety, behaviour support, complaints processes and available services are explained in plain English and revisited over time so families can reflect, ask questions and consult with family and community, rather than receiving one-off messages.

At Our Lady of the Way, parents / carers and students are invited to provide feedback about a range of topics and issues. The results are shared with stakeholders at assemblies, Parent Connect meetings and via newsletter and email.

Safeguarding-related operational decisions are shared clearly with families, including the reasoning behind changes, through a variety of accessible methods (e.g. newsletter, Parent Connect meetings).

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

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

At Our Lady of the Way, key staff collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning. By carefully and considerately managing the information shared, staff evaluate each activity in relation to how it may be experienced by the students involved. Families are included in this process.

At Our Lady of the Way, all staff complete the required Student Protection Refresher Training modules each term and use the activities to reflect on how we will embed the learnings from each module.

At Our Lady of the Way, support for vulnerable students is guided by regular review, coordinated planning and shared responsibility resulting in monitoring, tailored adjustments, family partnership and external collaboration to ensure a deliberate whole-school approach to safety, wellbeing and inclusion.

At Our Lady of the Way, students are regularly reminded of who they can talk to if they feel worried or unsafe through classroom discussions, assemblies and visual resources. We use BCE Safeguarding School Resources to explain BCE specific safeguarding policies, processes and key concepts to students.

The Our Lady of the Way Behaviour Support Plan is aligned to Multi-Tiered Systems of Support, so wellbeing and behaviour support responses sit on a clear continuum of tiered supports (universal, targeted and individualised) to promote learning environments that are inclusive, safe, respectful and support the dignity of each child. We undertake regular support planning to ensure key staff come together to align adjustments, clarify roles, and monitor progress for students with diverse needs or experiences.

Feedback from Aboriginal and Torres Strait Islander students, families and community members is actively sought and used to inform continuous improvement, including through the school's Reconciliation Action Plan and broader safeguarding work, and through working closely with the community and the BCEO Aboriginal and Torres Strait Islander Education team to strengthen local processes.

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:

In line with our implementation plan, at the end of Term 3 we will explain:

- How students and families can raise concerns
- How the school ensures child-focused, trauma-informed responses
- How complaints are recorded, managed and escalated and resolved
- How the school implements the Reportable Conduct Scheme
- Evidence of practice and planned improvements

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:

In line with our implementation plan, at the end of Term 3 we will explain:

- How physical spaces are designed and supervised for safety
- How the school promotes online safety for students
- How employees' model safe digital behaviours
- How both physical or online environmental risks are assessed and managed
- Evidence of practice and planned improvements

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At Our Lady of the Way, we are committed to a deliberate cycle of review, evidence and action. We are currently self-assessing against the Child Safe Standards and using the findings to document priorities, actions and timelines in our School Safeguarding Plan so safeguarding practice remains active and responsive.

The Student Protection Contact Team provides a consistent governance mechanism to monitor, analyse and respond to safeguarding information. The team meets fortnightly (and more often as required) and uses Engage behaviour data to identify trends and "hot spot" concerns.

Complaints and concerns are reviewed to highlight any gaps in processes so that systemic improvements can be made. Where relevant, individual Student Behaviour Support Plans and Crisis Management plans are reviewed and communicated with families to ensure responses remain appropriate and coordinated.

Continuous improvement is strengthened through consultation and feedback from stakeholders. Families, students and staff provide feedback on the effectiveness of child safety procedures (e.g., visitor sign-in processes, supervision practices and student voice), and this input is used to identify practical improvements and to refine how procedures are implemented across the school.

At Our Lady of the Way, we maintain a strong focus on student engagement. We report on relevant findings and progress to staff, families and the wider community to maintain transparency and shared understanding. Feedback from the School Improvement Review, *Tell Them From Me* data, culture survey information and parent surveys alongside updates on progress against the EIA is communicated through newsletters and Parent Connect meetings.

At Our Lady of the Way, we measure progress and success using diverse evaluation methods, including regular monitoring of student engagement and literacy data, as well as wellbeing check-ins and feedback surveys to determine whether initiatives are having the intended impact. Clear routines (e.g., policy review and communication, maintaining an up-to-date Blue Card register, and regular SPC monitoring) reinforce shared responsibility and accountability for continuous improvement.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At Our Lady of the Way, our policies and procedures align with BCE requirements and embed the Child Safe Standards by making student safety and wellbeing explicit in everyday practice. This is reflected in consistent implementation of BCE safeguarding policies and procedures, regular student protection refresher training for all staff and onboarding processes that clarify expected conduct, reporting pathways and school-specific routines.

Procedures are designed to be clear, accessible and usable for staff, students and families. Practical supports such as access to a school officer for translation for some families who are not confident English-speakers, and the use of the BCE safeguarding storybook series to communicate safeguarding messages in a child-friendly way, help ensure key expectations are understood by the whole community.

Policy and procedure development is informed by consultation and best-practice approaches so that documented expectations match student needs in context. Individual behaviour support plans are developed through stakeholder meetings and consultation and adjustments, such as uniform considerations, are individualised and documented within PLPs, ensuring decisions are transparent, consistent and centred on student wellbeing.

The sung Acknowledgement of Country used at Assembly has been adopted with permission of Gregg Dreise, strengthening culturally safe practice.

Our Lady of the Way leaders and key role-holders actively champion and model compliance so that safeguarding expectations remain 'alive' in daily routines. Key procedures are reinforced during staff meetings and are modelled in practice e.g., visitor sign-in, maintaining appropriate professional boundaries, and following reporting pathways, alongside intentional safe practice checks such as visibility in classrooms, timetabling for adequate supervision and modelling calm, respectful interactions.

Our Lady of the Way staff and volunteers are supported to understand and implement procedures through explicit training, repetition and documented induction. Safeguarding procedures are reviewed each term in line with Student Protection training updates and reminders are incorporated into daily classroom routines. The Student Protection Team meets fortnightly to confer on current matters and maintain focus on student safety. Volunteer orientation processes are regularly revised and documented to support consistent expectations for all adults on site.

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)

