# St Sebastian's, Yeronga

# Safeguarding Plan 2026




**Version: V1**

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## 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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### Attributions

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## Acknowledgement of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the lands on which our schools and offices stand. We honour the enduring relationship with Country, the lands, waters and skies that have been cared for through wisdom, responsibility and love for tens of thousands of years by First Nations peoples. We extend our deep respect to Elders past and present, and to Aboriginal and Torres Strait Islander peoples who continue to nurture culture, community and identity across generations.

We give thanks for the rich cultures, Spiritualities and knowledges that First Nations peoples share with us. These ways of knowing, being and doing continue to shape our understanding of community, justice and care for one another and for creation.

As a Catholic education community, we commit to embedding cultural safety in our school so that Aboriginal and Torres Strait Islander children, families and staff are seen, respected and affirmed, and so that no one experiences harm, exclusion or silence because of culture or identity.

Cultural safety calls us to listen deeply, to reflect honestly on our histories, and to walk together in humility and courage. It asks us to ensure our classrooms, relationships, policies and practices uphold dignity, belonging and justice for all.

May we continue to walk gently and respectfully together, learning from First Nations peoples and from one another, so that our school is a place of welcome, truth-telling and hope.

May we be one in land, one in Spirit, one in Faith, united in God's love, committed to justice, and faithful to the responsibility entrusted to us as educators of this land.

# Introduction

> **Because wherever a child or vulnerable person is safe, there you serve and honour Christ.**
>
> Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



> 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.

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

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

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

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

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

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

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

# The 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 emplo

# Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture[1]

## Brisbane Catholic Education's commitment to Standard 1

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

## What Standard 1 looks like at our school:

At St Sebastian's Primary School, the safety and wellbeing of every child is a core priority and a visible part of our Catholic identity. We are committed to being a child safe school where all students feel known, valued and protected, and where safeguarding is embedded in everyday school life.

Our Principal and leadership team actively champion a child safe culture. Safeguarding is a regular focus of staff meetings and professional learning, ensuring that child safety responsibilities are well understood and consistently applied across the school.

Clear governance arrangements support this work. Student Protection Contacts are prominently displayed in classrooms and shared spaces, regularly updated, and referred to with students so they know who they can talk to if they have concerns. This reinforces a culture where speaking up is encouraged and supported.

All staff and volunteers are expected to meet high standards of professional conduct in line with the Brisbane Catholic Education Code of Conduct. Ongoing training supports staff to understand their responsibilities and maintain safe, respectful relationships with students.

St Sebastian's is committed to creating culturally safe and inclusive environments for Aboriginal and Torres Strait Islander students and families. Our school reconciliation action plan guides this work and informs leadership decisions and school practices.

Families are valued partners in safeguarding. Parents are kept informed through newsletters and engagement opportunities such as parent information evenings and termly meetings between class representatives and the leadership team. Together, we share responsibility for creating a safe and supportive school community.

We take a proactive approach to identifying and managing risks to student safety across learning environments, supervision and school activities. By focusing on prevention, early identification and continuous review, we work to ensure that safeguarding remains active, responsive and effective for all students.

[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 seriously[2]

## 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 St Sebastian's, students' rights to safety, information and participation are embedded through the Australian Curriculum: Health and Physical Education, where students learn about consent, respectful relationships, protective behaviours, help-seeking and online safety from Prep to Year 6. These messages are reinforced through Child Protection Week, Day for Daniel, eSafety lessons, BCE safeguarding resources, student protection lessons and regular safety messages delivered by teachers, leaders and the Guidance Counsellor.

Teachers actively encourage students to share their voice through classroom discussions, surveys, reflection opportunities, small group conversations and trusted relationships with staff. As a small school, students have regular access to classroom teachers, the Guidance Counsellor, Student Protection Contacts and school leaders. When students raise concerns, staff respond promptly and appropriately, helping students understand that their views are valued and taken seriously.

St Sebastian's recognises that friendships, belonging and positive peer relationships are critical to student safety and wellbeing. Programs such as Prep buddies, Lego Club and planned lunchtime activities support connection and inclusion, while staff work with students to develop respectful relationships and repair conflicts when they occur.

Through student voice and self-assessment processes, the school has identified opportunities to strengthen practice by developing a whole-school safeguarding scope and sequence, increasing visible help-seeking resources, implementing regular student voice surveys, establishing a student suggestion box and student safety noticeboard, and introducing a "Students Helping Students" leadership program. These initiatives will further strengthen student participation, help-seeking and access to support.

Overall, St Sebastian's is building a culture where speaking up, seeking help and contributing to school life are normalised and encouraged. Future improvement efforts will focus on making safeguarding messages more visible, consistent and accessible for all students, ensuring every child knows their rights, feels heard and knows where to seek support.

[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 wellbeing[3]

## Brisbane Catholic Education's commitment to Standard 3

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

## What Standard 3 looks like at our school:

At St Sebastian's, families are valued partners in promoting student safety, wellbeing and learning. Families are actively involved in decisions that affect their child through personalised support planning, wellbeing conversations, learning support processes and ongoing communication with teachers and school leaders. We recognise that every family is different and seek flexible, respectful ways for families to engage with school life.

Our school provides families with information about child safety and wellbeing through parent information sessions, newsletters, the school website, BCE Connect, Parent and Friends Group meetings, assemblies and regular communication from the leadership team. Families are informed about who to contact if they have a concern and how concerns will be responded to, with this information also available through our Parent Handbook.

At St Sebastian's, we believe family voice is important in shaping school improvement. Parent feedback is gathered through surveys, conversations and community forums, and we are committed to showing families how their input informs school decisions and priorities. Through the Parents and Friends Group, families have additional opportunities to contribute to school planning, community initiatives and the ongoing development of a safe and welcoming school environment.

We also use high-engagement community events such as Open Days, family BBQs, celebrations, discos, Colour Run and sporting events as opportunities to strengthen partnerships with families and share key messages about student wellbeing and safeguarding. These events help build strong relationships and a shared understanding that keeping children safe is everyone's responsibility.

St Sebastian's is committed to continually improving how we engage with families. Current priorities include strengthening communication about digital safety and wellbeing, expanding access to parent resources, and providing more opportunities for families to contribute to conversations about student safety, wellbeing and school improvement.

[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 practice[4]

## Brisbane Catholic Education's commitment to Standard 4

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

## What Standard 4 looks like at our school:

At St Sebastian's, we recognise that every child is unique and may require different supports to feel safe, included and able to thrive. We consider each student's individual circumstances when responding to learning, wellbeing and behavioural needs, and work closely with families to provide personalised support where required. This may include adjustments in the classroom, targeted intervention programs, wellbeing check-ins, support from the Guidance Counsellor and PLL/STIE, and collaboration with external agencies where appropriate.

We understand that some students may experience additional barriers to feeling safe, heard and included. Particular attention is given to students with disability, students from culturally and linguistically diverse backgrounds, EAL/D learners, younger students, students with communication needs, and those experiencing family change or other challenges. Through early identification, strong relationships and targeted support, we aim to ensure every student experiences a safe and welcoming school environment.

At St Sebastian's, students are regularly reminded who they can talk to if they are worried or need support. This occurs through classroom teaching, student protection lessons, child-friendly safeguarding resources, student protection posters, assemblies, class visits from school leaders and the Guidance Counsellor, and ongoing conversations with trusted adults. We use age-appropriate language and a range of visual, social and interactive resources to help students understand how to seek help and access support.

Cultural safety, inclusion and wellbeing are important elements of school life. Staff work to build respectful relationships, value diversity, use inclusive practices and respond to students in ways that recognise their individual experiences and strengths. Through ongoing professional learning, staff continue to strengthen their understanding of culturally safe and trauma-informed practices so that all students feel valued, respected and supported.

St Sebastian's also recognises the importance of Aboriginal and Torres Strait Islander perspectives in creating safe and inclusive learning environments. We are committed to listening to First Nations students, families and communities, strengthening relationships, and continuing to embed Aboriginal and Torres Strait Islander perspectives into learning, wellbeing initiatives and safeguarding practices. We also work with Brisbane Catholic Education supports and resources to strengthen culturally responsive approaches across the school.

Through ongoing reflection and improvement, St Sebastian's is committed to ensuring all students, regardless of their background, culture, identity or ability, experience a strong sense of belonging, know how to access support, and feel safe, respected and valued every day.

[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 practice[5]

## 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 focused[6]

## 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 St Sebastian's, we want every child and family to feel comfortable speaking up when something does not feel right. Students are encouraged to raise worries, concerns or complaints with a trusted adult, and we regularly reinforce help-seeking and reporting pathways so students know who they can turn to for support.

When a concern or complaint is raised, we follow Brisbane Catholic Education complaints, safeguarding and Student Protection processes. Our approach is child-focused and seeks to ensure students feel heard, safe and supported, with consideration given to their wellbeing and individual needs throughout the process.

Families are encouraged to raise concerns directly with teachers and school leadership. We value family feedback and use concerns and complaints as an opportunity to reflect on our practices and strengthen communication, student support and school processes.

School leadership reviews complaints and concerns to identify recurring themes and opportunities for improvement, rather than viewing matters in isolation. We continue to strengthen the visibility and accessibility of our reporting pathways and culturally safe supports so that all members of our community know how to raise a concern and seek assistance.

[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 training[7]

## 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 harmed[8]

## 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 St Sebastian's, student safety and wellbeing are considered across our physical and online environments. We use active supervision, duty rosters and staff knowledge of our students to support safe participation throughout the school day, with additional consideration given to students who may require planned check-ins, transition support or closer supervision.

Student voice plays an important role in keeping our environment safe. Students participate in safety walk-throughs and help us identify areas where supervision, visibility or the physical environment could be improved. Their feedback, together with incident data, staff observations and regular environmental reviews, informs our ongoing approach to managing risk.

We pay particular attention to spaces where students may be less visible or where one-to-one support occurs. Support and meeting spaces are considered in relation to visibility, privacy, dignity and appropriate oversight, and visiting providers use agreed spaces and sign-in arrangements.

We also promote safe and responsible use of technology. Our online environments operate within BCE expectations for safe digital behaviour, and our staff work with students to support appropriate and respectful technology use. Our Term 3 review included consultation with IT support about online environments, technology controls and the use of Apple Classroom by teachers.

[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 improved[9]

## Brisbane Catholic Education's commitment to Standard 9

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

## What Standard 9 looks like at our school:

At St Sebastian's Primary School, safeguarding is an ongoing and shared commitment. We continually review and strengthen our child safety and wellbeing practices to ensure they remain effective, responsive and aligned with the needs of our students and community.

Child safety is a shared responsibility across the school. Staff, leadership, students and families all play an important role in maintaining a strong child safe culture, with clear expectations, open communication and collective accountability supporting continuous improvement.

We regularly review a range of data and feedback to understand how well our safeguarding practices are working. This includes staff, student and family feedback, school-based information and Engage data, which is monitored to identify emerging trends, areas of strength and opportunities to proactively reduce risk and improve practice.

Complaints, concerns and safety incidents are taken seriously and reviewed carefully. This helps us identify underlying causes, respond appropriately and make improvements that strengthen student safety and wellbeing across the school.

Safeguarding remains a regular focus of staff meetings and professional learning, ensuring that responsibilities are clearly understood and that staff feel confident to reflect, speak up and contribute to improvement. Student voice is also valued, with opportunities provided for students to share their experiences of safety, wellbeing and belonging.

Families are kept informed about safeguarding priorities and improvements through newsletters, parent information sessions and regular engagement with school leadership. By sharing information and welcoming feedback, we promote transparency, trust and shared responsibility.

Through ongoing review, data-informed decision-making and open communication, St Sebastian's ensures that safeguarding practices continue to evolve, supporting the safety, wellbeing and dignity of every child.

[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 children[10]

## Brisbane Catholic Education's commitment to Standard 10

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

## What Standard 10 looks like at our school:

At St Sebastian's Primary School, clear and accessible policies and procedures guide how we keep children safe and support their wellbeing. Our school-based practices align with the Child Safe Standards and Brisbane Catholic Education policies, ensuring that safeguarding expectations are embedded consistently across the life of the school.

Our policies and procedures are written in clear, practical language and are made accessible to staff, students and families. Key safeguarding information is shared through the school website, newsletters and school communications, supporting transparency and shared understanding within our community.

Best-practice approaches and consultation inform our safeguarding procedures. This includes engagement with staff, students and families, as well as consideration of culturally responsive practices guided by our school reconciliation action plan, to ensure safeguarding supports the dignity, voice and identity of all children.

St Sebastian's uses evidence-based programs to support student wellbeing and behaviour. The Reboot program forms part of our documented behaviour support and wellbeing procedures, providing a structured, restorative approach to supporting students to learn skills, reflect on behaviour and rebuild positive relationships.

School leaders actively model and promote compliance with safeguarding policies and procedures. Safeguarding expectations are reinforced through staff meetings, professional learning and everyday leadership practices, ensuring policies are understood and applied consistently.

Staff and volunteers are supported to understand and implement safeguarding procedures through regular training, guidance and reflection. This ensures confidence, consistency and accountability in how child safety and wellbeing are upheld across classrooms, programs and school activities.

Through clear documentation, leadership modelling and shared responsibility, St Sebastian's ensures that safeguarding policies and procedures are lived practices that protect and promote the wellbeing of every child.

[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)


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