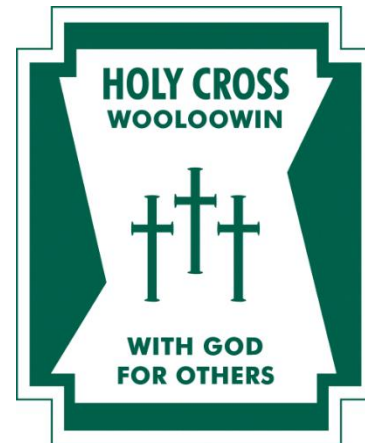


Holy Cross Primary School Safeguarding Plan 2026



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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Attributions

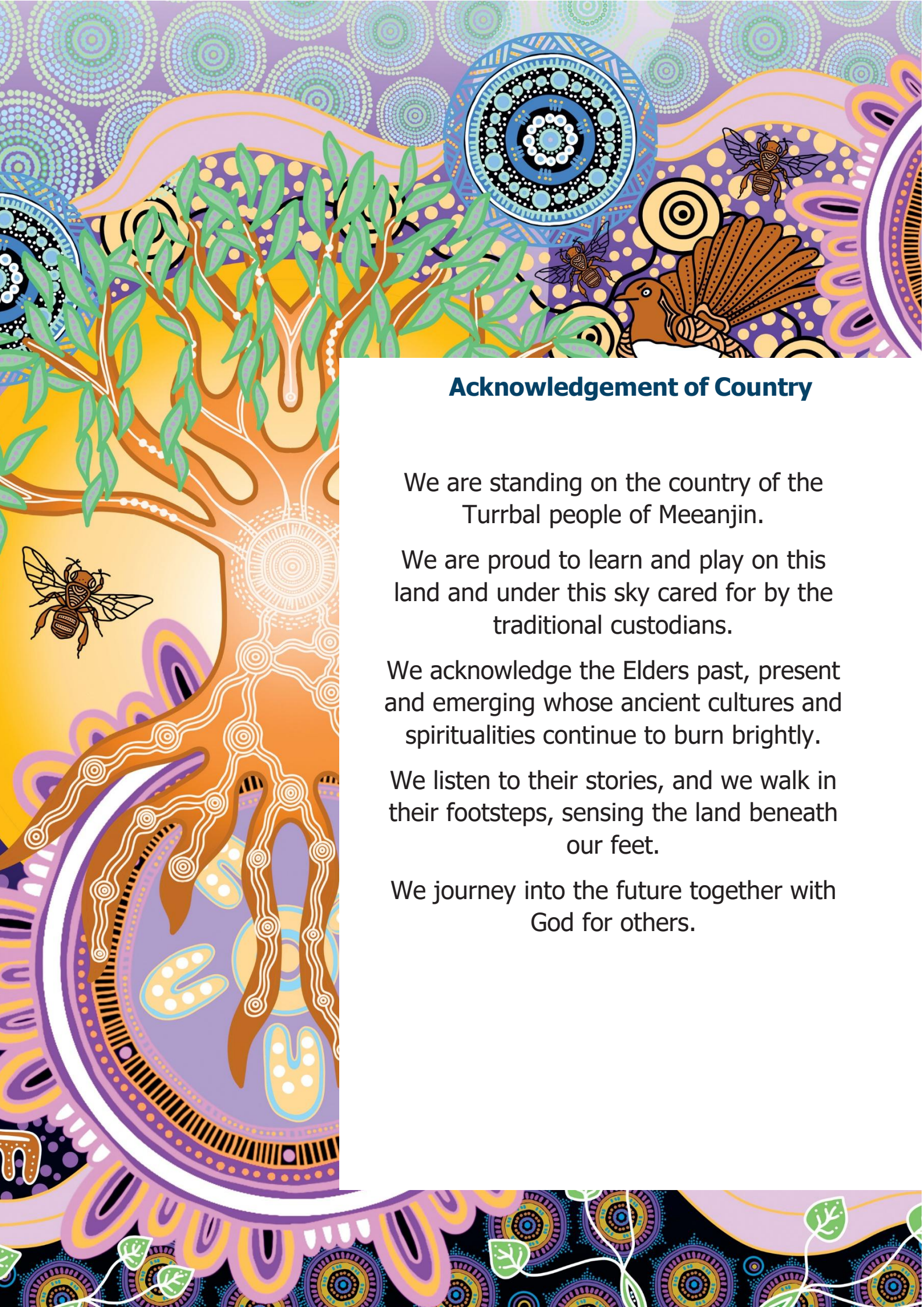
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

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Acknowledgement of Country

We are standing on the country of the
Turrbal people of Meeanjin.

We are proud to learn and play on this
land and under this sky cared for by the
traditional custodians.

We acknowledge the Elders past, present
and emerging whose ancient cultures and
spiritualities continue to burn brightly.

We listen to their stories, and we walk in
their footsteps, sensing the land beneath
our feet.

We journey into the future together with
God for others.

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.



Holy Cross School, Woolloowin, 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 Holy Cross School to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At Holy Cross School, we are committed to prioritising the safety and wellbeing of every student. At the beginning of each school term, class teachers intentionally revisit and explicitly teach the Student Protection Safety Poster with their classes. This ensures consistent reinforcement of the Recognise, React and Report framework, supporting students to clearly understand how to identify concerns, seek help, and report worries in a timely and appropriate way. As part of this learning, students are supported to identify their personal safety network, which includes trusted adults both within the school and at home. This strengthens students' help-seeking behaviours and reinforces shared responsibility for their safety and wellbeing.

Clear, accessible decision-making flowcharts related to student protection and safeguarding are prominently displayed throughout the school. These resources are located in key staff areas, including the staffroom, photocopy room, and main office, and are embedded within the Staff Handbook and staff induction materials. This ensures all staff, including new and relief staff, have consistent guidance and are supported to respond confidently and appropriately to safeguarding concerns in line with legislative and system requirements.

The school maintains proactive and transparent communication with families regarding expectations for behaviour and safety, including Codes of Conduct for camps and excursions. Information is provided to families prior to each event and is explicitly unpacked with students by teachers. Families are encouraged to reinforce these expectations at home, promoting shared understanding and safe, respectful behaviours across school and family contexts.

Student wellbeing and safety are further prioritised through regular whole-school communication. Each week, the Principal communicates the focus of the Get GRIT Social and Emotional Learning program through Week at a Glance and staff briefings, supported by family-friendly resources and daily assembly messages. Structured parent education, including student protection training at the Term 1 Parent Information Night, further strengthens partnerships and fosters a strong, transparent culture of child safety within the Holy Cross School community.

Holy Cross School has a Reconciliation Action Plan Committee which works to enact our school plan. We publicly display the Aboriginal and Torres Strait Island flags and artwork and utilise the community developed Acknowledgement of Country.

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 curriculum planning embeds students' rights to safety, information and participation through age-appropriate teaching on consent, respectful relationships and protective behaviours delivered through Australian Curriculum units and planned cohort learning. Students engage in interactive classroom-based lessons that support understanding of personal safety, respect for self and others, and help-seeking, with opportunities to ask questions and participate in discussion.

Through our Social and Emotional Wellbeing Program – Get GRIT we explicitly teach skills and content around positive social interactions and safety, understanding feelings, understanding emotions and how to take charge of feelings and emotions to promote positive wellbeing.

Our Year 5/6 students engage in session with Let's Chat which looks puberty education including consent and safety. This is accompanied by sessions and resources for families as well

All students from Yrs. 1-6 also participate in the Think U Know online safety sessions which look to prevent online child exploitation. This is also accompanied by an information session for families.

During National Child Protection Week, Holy Cross participates in Australia's Biggest Child Safety Lesson with the Daniel Morcombe Foundation. In addition to this we use the 'Day for Daniel' as an opportunity to spotlight and reinforce student safety messages across all year levels by doing protective behaviour activities such as 'Body Clues' and 'Safety Hands'

Our school displays our Safety Hero signage, which are highlighted with students every term. This is to keep the message of safety and well as the key messages of recognise, react and report at the front of students' minds.

Teachers also access resources from the E-Safety Commissioner that are used at regular times during the school year to promote online safety.

The work of the school RAP committee in particular education for staff and students has supported the work on culturally safe environment for Aboriginal and Torres Strait Islander students and families. This has included staff PD and cultural immersions for the school students. It has also looked at examining how our school addresses these perspectives through learning and teaching and having physical spaces in our school grounds such as the Bush Tukka Garden and mural that connect with Aboriginal and Torres Strait Islander people as well as the wider community.

² Alignment with National Catholic Safeguarding Standards: Standard 2 Children and Adults Are Safe, Informed and Participate | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)-(b)

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing³



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

Safeguarding information is shared with families at enrolment, revisited at the start of each year, and reinforced when new programs, staff or activities are introduced. Families are clearly informed about who to contact if they have a concern and what will happen if they raise one. This information is spoken about and is also clearly documented in our Holy Cross Parent Handbook that is given to families every year.

- At Holy Cross, families are kept informed about school priorities, including safeguarding, through the PFG, the school website, newsletter and regular communication from leadership.
- When there are incidents at school, we include parents and carers in the response and planning for their child – which includes the provision of resources and information about how we handle and respond to incidents.
- Parent and carer information connected with online safety and wellbeing are shared through the newsletter, Week at a Glance document and through dedicated information sessions, (such as Think U Know and Let's Chat) which occur yearly depending on the topic. Get GRIT is a key resource used across the school that supports the teaching of emotional and social wellbeing. Updates are provided to families in the Week at a Glance about the focus for the week as well as a direct to a podcast that contains a family friendly version of the topic.
- We use our already scheduled events such as our school Open Days, discos, sports carnivals, and parent/carers days, to actively promote the school's student safety and wellbeing approach. This is done through the event opening addresses, through informal conversations on the day between staff and parents/carers, as well as the sharing and promoting of resources and key contacts (for example – School SPCs). This is effective because we find that parents more readily come to these events and celebrations rather than events that are specifically focussed on "student safety and wellbeing" – which generally have low attendance.
- Reconciliation Action Plan Working Group – parents are part of this group. Attendance however is low, and we'd like to increase this. We have one external community member in the group, and we invite parents to join via the newsletter. Our SYP students are involved in the Noonga Reconciliation event which occurs annually in May, and the parents are invited to attend this event as well.

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:

Staff are always vigilant in monitoring for signs of potential harm and reporting these appropriately. Our Student Support Team and SPCs are key points of contact where staff raise concerns. Concerns that need to be monitored are entered either as a Pastoral note or Case Note through the Engage system. This ensures these are not lost and can be tracked. Conversations with SPOs will occur as required regarding children who may be potentially experiencing harm. Our school also works to establish good communication and connection through formal (parent / teacher interviews, student support meetings) and informal (casual catch ups, visibility at pick up and drop off times, etc.) to maintain positive flow of information between school and home.

Our school reminds students at the start of every term who the SPCs for the school are. The safeguarding posters are referred to, and these posters contain the names and images of the SPCs. Students are also spoken to about their safety network and strategies to use if they are feeling unsafe or have a worry. This information is delivered in age-appropriate ways- focussing more on visuals in the early year and written / oral communication in the middle and upper years. Our school also has an EALD teacher working who can connect with students from different language backgrounds to ensure their understanding.

Seeking students feedback could be further enhanced to know the true understanding and impact of our processes.

Staff would have a degree of understanding our 'culturally safe' and 'trauma-informed support'. This would be from experiences through PD in the areas of Aboriginal and Torres Strait Islander Peoples and through the use of our Get GRIT program which is underpinned by a trauma informed approach.

We would be unsure of the level of understanding held by volunteers around these two areas. While staff will participate in identified and ongoing PD, volunteers do not.

Our school RAP Committee has helped broaden the understanding of the different knowledge systems and perspectives from Aboriginal and Torres Strait Islander people, however perhaps this is not always communicated more widely with the school community. Our school has a small percentage of students who identify as Aboriginal or Torres Strait Islander, but the school does liaise with the parents when required to ensure cultural safety. The school also connected with BCE Participation Officer when required to seek advice and support.

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

Standard 5: People

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



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At Holy Cross, students and families are encouraged to raise concerns early through safe, respectful and accessible pathways. Families may speak with classroom teachers, the Leadership Team, the Assistant Principal Religious Education, the Principal, or use Brisbane Catholic Education's complaints process. School newsletters and communication direct families to relevant BCE resources and reinforce that concerns will be taken seriously. Students are supported to speak with trusted adults, including teachers, school officers, the Guidance Counsellor, Support Teacher: Inclusive Education, Student Support Team members and school leaders.

The school responds to concerns in ways that prioritise each child's safety, dignity, voice and wellbeing. Staff listen carefully, reassure students, avoid unnecessary repeated questioning, document concerns appropriately, and follow safeguarding and student protection procedures. Responses are guided by child safety, procedural fairness, cultural safety and trauma-informed practice. The school also considers students with disability or additional vulnerabilities and seeks culturally safe support, including First Nations-led advice where appropriate. Minor concerns are generally managed at the classroom or school level through family communication, pastoral follow-up and Engage records where appropriate. More serious, repeated or formal complaints are recorded in the school complaints register and escalated to the Principal, Senior Leader and/or BCE Complaints Team.

Holy Cross implements the Reportable Conduct Scheme through BCE and Archdiocesan safeguarding policies, staff training, induction, professional conduct expectations and clear escalation pathways. Any concern about adult behaviour toward a child is taken seriously, reported promptly and managed through the required safeguarding channels.

Evidence of practice includes the complaints register, Engage records, staff training, newsletter communication, BCE consultation, supervision rosters, risk assessments, visitor processes and review of student incident data. Planned improvements include strengthening student-friendly communication about speaking up, improving recording of lower-level concerns, clarifying incident categories, providing safeguarding reminders for visitors and allied health providers, identifying First Nations support pathways, and continuing to monitor play, transition and

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:

Holy Cross promotes safe physical and online environments through planned supervision, careful use of spaces, monitored technology use and ongoing review of risk. Student safety is considered holistically across classrooms, playgrounds, transitions, liturgies, assemblies, excursions, one-to-one support and online learning, with attention to students' physical, social, emotional, spiritual and cultural wellbeing.

Physical spaces are supervised through termly duty rosters, active supervision expectations, staff briefing reminders and Leadership Team presence in play areas. Staff are expected to move through supervision zones, monitor blind spots and respond to areas of concern. The new toilet block has improved visibility, and one-to-one spaces are selected to balance privacy with appropriate oversight through windows, open doors, nearby classrooms and regular foot traffic. Students with increased vulnerabilities are supported through targeted and individualised processes.

Online safety is promoted through supervised use of school devices, which are not generally taken home or used during lunch breaks. Staff monitor technology use, reinforce respectful digital behaviour and respond to concerns through normal safeguarding, pastoral and behaviour processes. The school also supports students and families through resources such as the eSafety Commissioner and ThinkUKnow presentations. The school has approved filtering, privacy settings to restrict student access to undesired sites or apps and the Student Acceptable Use Agreement is reviewed annually. Employees model safe digital behaviour by using approved systems, maintaining professional communication, protecting confidentiality, supervising student device use and following BCE conduct and safeguarding expectations.

Physical and online risks are assessed through incident and injury data, Engage records, WHS processes, supervision reviews, stakeholder consultation and risk assessments for excursions and activities.

Evidence of practice includes duty rosters, staff briefings, visitor sign-in and lanyards, visible withdrawal spaces, therapy/intervention room timetables, individual support plans, Engage records, risk assessments, WHS processes, eSafety resources and ThinkUKnow education.

Our School considers culturally safety as part of how our students experience physical and online environments. We consult with our school RAP Committee and BCEO Participation Officers as required to promote safety and connectedness at school.

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:

Holy Cross School uses collaborative and reflective processes to monitor the effectiveness of its safeguarding practices and to drive continuous improvement. The Student Protection Contact (SPC) team works together to ensure staff, students, and families are aware of SPC contacts and understand how to raise safety concerns. At the beginning of each term, teachers revisit classroom Safety posters to reinforce student understanding of protective behaviours and to ensure all students can confidently identify trusted adults they can approach if they feel unsafe.

Staff knowledge and confidence are strengthened through ongoing professional learning. Each term, the Principal leads safeguarding workshops that include scenario-based discussions, enabling staff to reflect on practice, clarify responsibilities, and build consistency in responding to student safety and wellbeing concerns.

When student protection matters arise, SPC members consult with one another to ensure appropriate oversight, shared decision-making, and identification of key or recurring issues. Records are securely maintained through the Engage platform or Guidance Counsellor case files, supporting effective monitoring, documentation, and review of safeguarding responses.

As part of the ongoing implementation of the Child Safe Standards, the Leadership Team, in consultation with SPCs, regularly reviews school practices to identify areas for improvement and to inform future actions. Continuous improvement is further supported through the Reconciliation Action Plan (RAP) Committee, which meets once per term to review progress, monitor actions, and provide culturally informed guidance. This committee plays an important role in strengthening cultural safety and advancing understanding of Aboriginal and Torres Strait Islander perspectives within the school community.

At least 3-4 times per week the Principal leads short session connected to our work in the Get GRIT Social / Emotional Wellbeing program. These sessions will focus on what is being taught that week in the Get GRIT lesson which promotes Getting Along, Resilience, Identify Emotions and Taking Charge. The principal also shares with parents each week via the Week at a Glance communication and school Facebook the Get GRIT focus for the week so that families can reinforce the same message at home.

This program began in Semester 2, 2025 and the Leadership Team plans to monitor the TTFM wellbeing and safety data in the 2026 survey to see the impact of this program for students.

The Leadership identifies that it would like more opportunity for student voice around matters of Safety and Wellbeing. As the 10 Child Safe standards are reviewed opportunities for further student voice will be explored and identified.

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:

Holy Cross School implements safeguarding policies and procedures that are primarily developed and endorsed by Brisbane Catholic Education, ensuring alignment with system-wide expectations and legislative requirements. These policies are complemented by locally developed procedures that respond to the specific needs of our school community. For example, the school's Uniform and Grooming Procedure is reviewed annually and communicated to families four times per year. This procedure is inclusive and considers gender diversity and disability, offering multiple uniform options and allowing for individual adjustments through a Principal-approved process.

Recognising the cultural diversity within our school community, Holy Cross School ensures that policies, procedures, and key safeguarding information are accessible to all families. At significant whole-school events, such as Parent Information Nights, Spanish subtitles are incorporated into presentations to support understanding. Where required, key communications are also translated into Spanish or Portuguese by class teachers to ensure families can engage meaningfully with safeguarding and school expectations.

Safety and safeguarding procedures are regularly reviewed and reinforced with staff and students on a termly basis. The school's Be Rules are revisited at least once per term, with explicit discussion around safety, learning, and respect. Clear role-specific Volunteer Role Cards are available on the school website and at the school office, outlining expectations and requirements for various volunteer roles. At the commencement of each year, staff and families are informed of volunteer guidelines and compliance requirements. To strengthen consistency, the school will provide the start-of-year volunteer induction presentation to new volunteers who join throughout the year.

The Principal actively monitors compliance with safeguarding, wellbeing, and risk management requirements through the Power BI tool. In collaboration with the Risk and Compliance Officer, the Principal regularly reviews the Blue Card Register, online portal, and third-party training records to ensure all staff and volunteers remain current with mandatory compliance requirements. These checks occur multiple times each term, supporting ongoing accountability and continuous improvement in safeguarding practice.

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)

