

St Kevin's School, Geebung

Safeguarding Plan



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

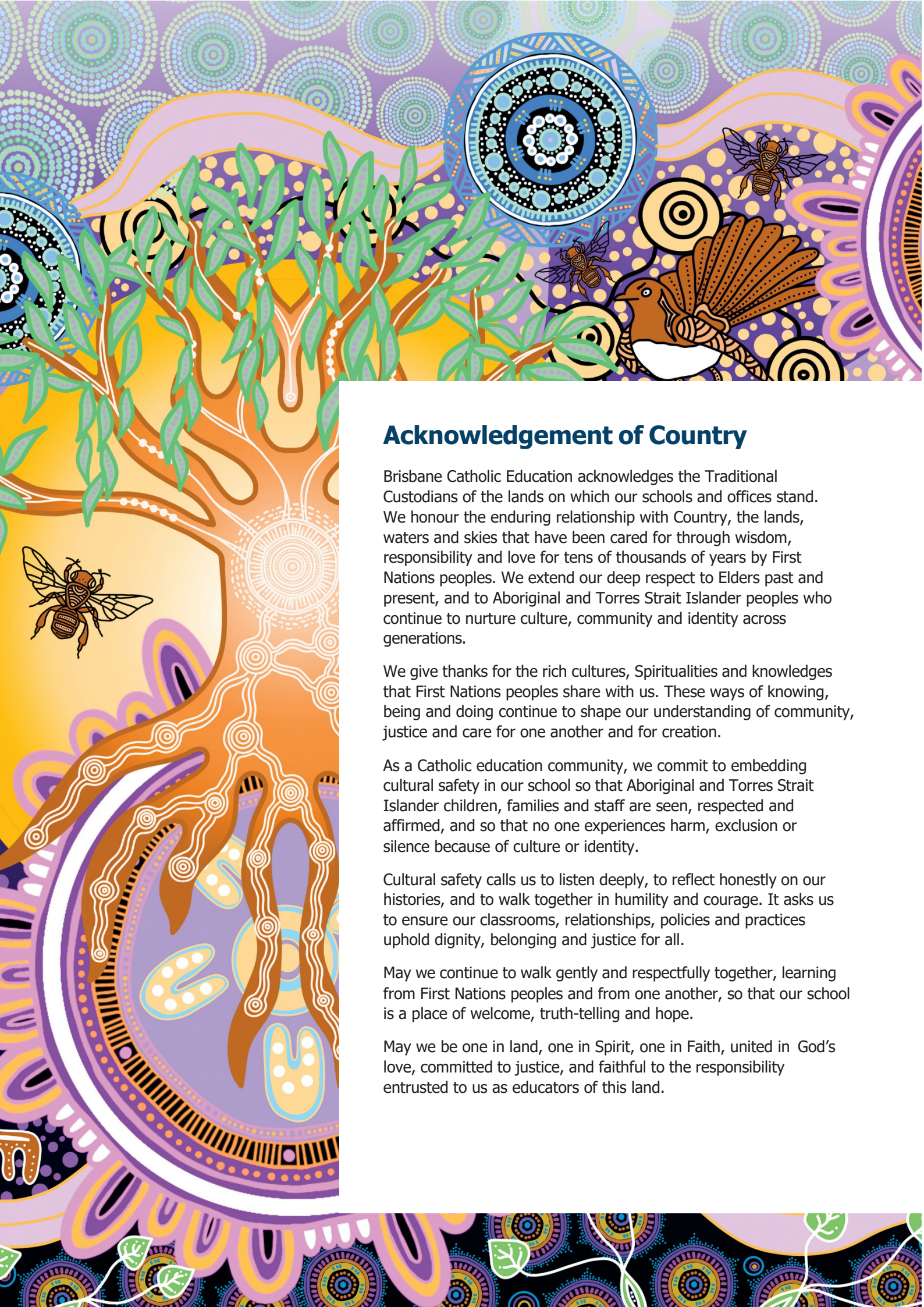
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Acknowledgement of Country

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.



St Kevin's School, Geebung 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 Kevin's School to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At St Kevin's School, the safety and wellbeing of students is a clearly articulated and consistently enacted priority, embedded within leadership practices, governance structures, and everyday school operations. Safeguarding is intentionally maintained as a lived practice rather than a static set of policies, ensuring it remains visible, relevant, and responsive across the school community.

Staff data reflects strong agreement that student safety is prioritised, safeguarding responsibilities are clearly understood, and policies and procedures are consistently implemented. These results indicate that safeguarding values are well established at both a cultural and procedural level. This commitment is demonstrated through a range of deliberate and sustained practices, including:

- Weekly S.T.A.R meetings include safeguarding as a standing agenda item to monitor trends and drive responsive action.
- Ongoing consultation with governance and partners (Parish, School Board, F.A.C.E, OSHC and BCE teams) to review safeguarding processes and coordinate practice across contexts.
- Termly principal-led assemblies explicitly reinforce child safety messages, reporting pathways, expected staff behaviours and how to seek help.
- Student Protection Contacts are highly visible and accessible, reinforced through classroom displays, high-traffic signage, assemblies and staff induction (including new and relief staff).
- Whole-school prevention and teaching through PB4L (SHINE Behaviour Matrix), Second Step, the Daniel Morcombe Child Safety Curriculum, and Bullying. No Way! Week.
- Regular safeguarding communication to families and staff via newsletters, email, BCE Connect, stand-ups, staff meetings and "Keeping Connected" updates (including reviews of processes such as duty rosters).
- Clear reporting and escalation processes, supported by data sharing, WHS/risk and compliance meetings, and annual mandatory Code of Conduct and Student Protection training.

Together, these practices demonstrate that safeguarding at St Kevin's is actively championed by leadership, reinforced through systems and structures, and lived out in daily interactions, ensuring student safety and wellbeing remains a shared and sustained responsibility.

¹ Alignment with National Catholic Safeguarding Standard (NCSS): Standard 1: Committed Leadership Governance and Culture | Working with Children (Risk Management and Screening) Regulation 2020 (Qld), Schedule 1, Section 2(1), (2)(a) and (2)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 6 (1), (2) and s9 (e)

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously²



Brisbane Catholic Education's commitment to Standard 2

We strive to create a culture where every child feels safe, heard and confident to share their ideas or concerns. Our employees and volunteers are supported to engage respectfully with students, listen carefully, and respond to their immediate needs. BCE's school safeguarding storybooks and animation series help explain our policies, processes and key safeguarding concepts to students in age appropriate ways. We also support schools to deliver Consent and Respectful Relationships Education so students understand their rights, identify trusted adults, and build positive, healthy and respectful relationships. Each year, students across all BCE schools are invited to share their views through the *Tell Them From Me* survey. This feedback helps us understand how students are feeling, their concerns and how we can strengthen safety and support in our schools. Our Student Voice Program gives students a platform to contribute to BCE wide decisions affecting their safety, wellbeing and learning. Our Archdiocesan First Nations Student Representative Council and our Aboriginal and Torres Strait Islander Education Team help co-design culturally safe policies and practices.

What Standard 2 looks like at our school:

Current curriculum planning demonstrates a strong and intentional embedding of students' rights to safety, information and participation across curriculum, pastoral structures and whole-school practice. Students engage in explicit, developmentally appropriate learning about consent, protective behaviours and respectful relationships through the Daniel Morcombe Child Safety Curriculum, Health, Personal and Social Capabilities, Second Step, PB4L and the SHINE Matrix. These approaches ensure students are taught key safety concepts such as recognising concerns, responding appropriately and reporting to trusted adults, while also being supported to practise these understandings through classroom discussion, reflection and ongoing reinforcement across school contexts.

These messages are reinforced beyond formal lessons through assemblies, newsletters, visible student protection posters, leadership and Guidance Counsellor engagement, and consistent staff dialogue. As a result, safety and participation are highly visible in the daily life of the school rather than confined to isolated teaching moments. Students are supported to understand who they can talk to, how to seek help, and that their concerns will be listened to and acted upon. This is further strengthened through class check-ins, circle time, teacher mailboxes, trusted relationships with staff, and whole-school opportunities for student voice, including surveys and regular classroom conversations.

The school also intentionally fosters belonging, friendship and respectful relationships through the Guiding Lights, the SHINE Matrix and restorative responses to conflict. Students are supported to navigate friendship difficulties through explicit teaching, relational support and targeted interventions such as Culture Club, Guidance Counsellor friendship groups and STIE programs. Together, these practices reflect a cohesive and proactive approach in which curriculum, wellbeing structures and everyday interactions work together to promote safety, inclusion, voice and connection for all students.

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:

The school demonstrates a strong and intentional approach to communication, using multiple platforms to ensure families and the broader community remain informed about child safety, wellbeing and inclusion. Key messages are shared through assemblies, newsletters, BCE Connect posts, direct emails and FACE meetings, creating regular and accessible opportunities for communication. This layered approach supports transparency and ensures that important information reaches families in a variety of ways. The Guidance Counsellor also contributes to this work through newsletter items and resources that strengthen family understanding of safety, wellbeing and inclusion.

This communication is supported by evidence-based resources that reinforce child safety and wellbeing across the school community. The Daniel Morcombe Child Safety Curriculum provides structured, age-appropriate teaching of protective behaviours, while Student Protection Spotlights maintain visibility of key messages and language over time. Together, these resources help create a consistent and embedded approach in which students and families are regularly exposed to clear expectations, shared language and practical guidance relating to safety and support.

Family engagement is strengthened through liturgical celebrations and community events such as ANZAC Day, Mother's Day, Father's Day, Grandparents Day, Under 8s Day and Spotlight on STEM, which foster belonging and partnership between the school and its families. This is further strengthened by intentionally embedding child safety and safeguarding messages within these high-attendance opportunities, as well as through principal assembly addresses and weekly PB4L focuses. Overall, the evidence reflects a comprehensive and proactive approach to communication and engagement, with strong foundations already in place.

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:

The school has strong, multi-layered systems in place to support students who may have experienced harm or be at risk, with early identification and responsive intervention embedded across school practice. Students are supported through individual safety plans, Personalised Learning Plans, targeted risk assessments, Guidance Counsellor support, Check In Check Out processes, and strong communication between staff, leadership and OSHC. Potential concerns are identified through classroom and playground observations, staff dialogue, student and family feedback, and student voice opportunities, allowing the school to respond proactively to both individual and cohort needs. Students are also explicitly taught who they can talk to, how to seek help, and what happens when they report a concern through the Daniel Morcombe Child Safety Curriculum, assemblies, newsletters, student protection posters, and ongoing reinforcement from trusted adults.

The effectiveness of this approach is monitored through ongoing observation, targeted tracking of students, feedback from students, staff and families, and professional review processes that support continuous improvement. Overall, the evidence reflects a comprehensive and embedded approach to child safety and wellbeing, with strengths in continuity of care, proactive support and relational trust.

Current evidence highlights strengths in the use of personalised supports, layered wellbeing structures, proactive monitoring, clear behaviour expectations and strong collaboration between staff and settings, reflecting a relational and student-centred approach that prioritises safety, regulation and inclusion.

In 2026, a Reconciliation Action Plan (RAP) Team was formed to refine our RAP and further embed First Nations perspectives across all areas of school life.

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 St Kevin's School, we are committed to creating a safe and supportive environment where every student knows they have the right to speak up, seek help and be heard. Students are regularly reminded, through assemblies, classroom discussions and everyday interactions, about the different ways they can raise concerns or ask for support.

Student Protection Contacts are clearly promoted and regularly reviewed with students, staff and families. These contacts provide a trusted and visible avenue for students to speak with an adult if they feel unsafe, worried or in need of support. Our school community is regularly reminded of who these contacts are and how they can be accessed.

Across the school, students are encouraged to share their voice in age-appropriate ways. Some classes use practices such as Circle Time or teacher mailboxes to help students communicate worries, concerns or ideas. We recognise the importance of a consistent approach across all year levels and are continuing to strengthen opportunities for students to safely and confidently share their voice.

Concerns and complaints are taken seriously and followed up promptly. Where appropriate, actions and relevant information are documented to ensure concerns are managed carefully and consistently. We work in partnership with students and families to understand concerns, provide support and identify appropriate next steps.

Student voice continues to be an important focus at St Kevin's. Students are explicitly supported to understand how they can seek help, report concerns and contribute to a positive and safe school culture.

Complaints are managed with sensitivity and care. When a direct response may cause further distress, the school carefully considers how best to support students, address concerns and provide broader education around safe, respectful and inclusive behaviours.

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At St Kevin's School, staff know students well and consider their individual needs when planning learning experiences, school activities, excursions and events. This supports a holistic approach to child safety and wellbeing, with attention given to students' physical, social, emotional, spiritual and cultural needs. Consistent routines are an important part of creating a safe and predictable school environment. Across classrooms and whole-school settings, including assemblies, transitions and specialist lessons, routines are regularly reinforced to support student regulation, confidence and wellbeing from Prep to Year 6. Feedback from students, staff and parents has highlighted the importance of maintaining safe physical environments and strong supervision practices, particularly during break times, transitions and in areas such as verandas, bathrooms and other spaces that may require closer monitoring.

Risk assessments are prepared for excursions, incursions and significant school events. Safeguarding considerations are included throughout the planning process, with relevant staff contributing to ensure risks are identified, appropriate controls are in place and student needs are considered. Risk assessments are shared with staff before events and excursions. We continue to strengthen staff briefings so that all adults involved have a clear and consistent understanding of supervision arrangements, safeguarding expectations, student needs and the agreed safety measures.

Students are supported to understand safety expectations before participating in activities beyond normal classroom routines. This includes discussing relevant routines, boundaries, supervision arrangements and how students can seek help if they feel worried or unsafe.

Parent volunteers complete mandatory training before supporting school activities. We are continuing to strengthen classroom-based induction processes so that volunteers have a clear understanding of school expectations, supervision requirements, privacy obligations and procedures for raising concerns. Third-party contractors and relief staff complete mandatory training and receive an induction before working within the school environment. This helps ensure that adults who support our school understand their child safety responsibilities and the expectations of working safely and respectfully with students.

When engaging excursion providers or external organisations, staff seek to confirm that appropriate child safety expectations, supervision arrangements and risk controls are in place. This may include reviewing relevant documentation and having direct conversations with providers about how student safety will be maintained.

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:

St Kevin's School uses a range of data sources, consultation processes, and monitoring structures to evaluate the effectiveness of its safeguarding practices and to inform ongoing improvement. Staff data indicates high levels of agreement that student safety is prioritised, safeguarding responsibilities are clearly understood, and policies and procedures are consistently implemented. These results suggest that safeguarding practices are well embedded at both a cultural and procedural level. The school has established multiple, interconnected mechanisms to support continuous improvement in safeguarding practice. These include:

- Hold regular S.T.A.R Team, Student Support and SPC meetings with a strong case management focus to support student learning and wellbeing, including deliberate discussion of student protection concerns and facility-related risks.
- Use Leadership Team, Workplace Health and Safety, and Risk and Compliance meetings to identify trends, review incidents and respond proactively to emerging risks.
- Maintain clear, school-based follow-up processes for safeguarding incidents and concerns, including timely debriefing with staff, students, and families to capture learning and strengthen future practice.
- Strengthen accountability and transparency through consistent documentation and escalation processes, including use of ENGAGE to track behaviour/engagement and to record requests for support.
- Reinforce safeguarding expectations and reporting pathways through induction for new and relief staff, volunteers, and third-party providers, supported by BCE-mandated training and school-based resources (e.g., SPC posters).
- Embed preventative practices across the school, including a standing weekly assembly safeguarding focus informed by ENGAGE data, with co-constructed expectations reinforced in classrooms and playgrounds.
- Strengthen risk management and communication through visitor sign-in, Blue Card compliance, supervision of third-party providers and maintenance works, regular reviews of PLPs and Crisis Management Plans, and ongoing updates to staff and families (e.g., newsletters, memos, briefings) aligned to the Annual Improvement Plan.

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:

St Kevin's School has a comprehensive suite of school-based policies and procedures in place to support the implementation of the Child Safe Standards and the Universal Principle. These documents provide clear guidance for staff, students, families, volunteers, and third-party providers, and collectively articulate how the school ensures the safety and wellbeing of all students across learning, operational, and community contexts. The school's current policies and procedures include, but are not limited to:

- Induction Process – New Staff, Relief Staff, Volunteers, Third Party Providers
- WHS Induction
- Traffic Management Plan
- Excursion Management Procedure
- Critical Incident Plan (which includes the allocation of members in the Critical Incident Team)
- Fire and Emergency Procedures
- COVID Safe Plan
- HSW Risk Management Procedure
- Positive Behaviour for Learning (PB4L)
- Student Behaviour Support Plan
- Student Protection Processes
- Attendance Policy
- Acceptable Use of Devices and Digital Resources Agreement
- Communications and Social Media Policy
- Code of Conduct for Staff
- Code of Conduct for Parents and Visitors
- Volunteer Statement of Responsibility
- Playground Area Expectations
- Substance Management Plan

These policies and procedures are easily accessible for staff through the school's digital staff handbook and are written in clear, plain language to support consistent understanding and implementation. Key safeguarding expectations and procedures are reinforced verbally with students throughout the year to ensure student understanding of safe behaviours, reporting pathways, and support structures embedded within the school. Policies and procedures relevant to parents and families are made available via the BCE Connect App. Collectively, these practices ensure that policies and procedures at St Kevin's School are well documented, accessible, clearly communicated, and actively used to support a consistent, transparent, and child centred safeguarding approach across the school community.

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)

