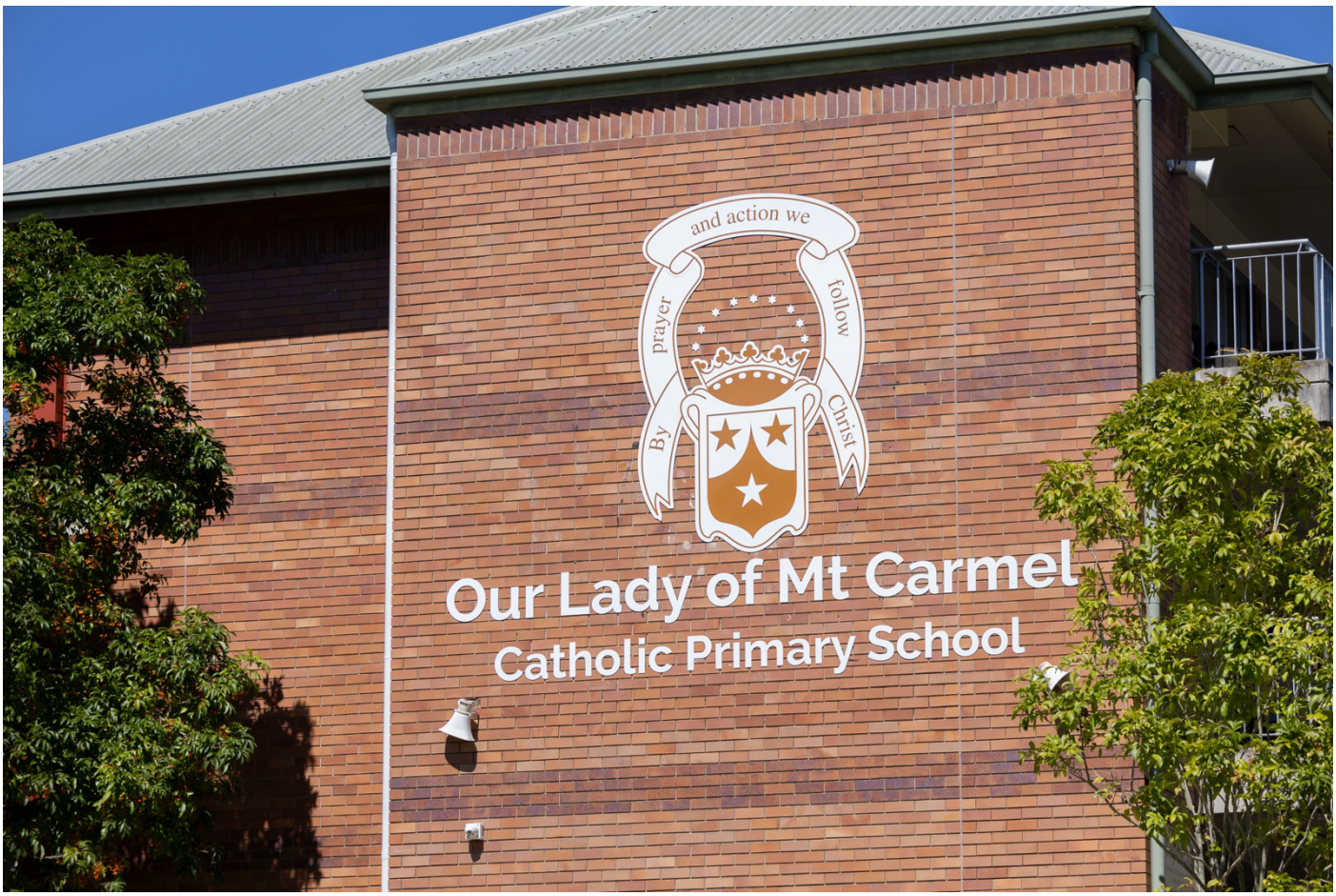
Safeguarding Plan 2026

Our Lady of Mt Carmel School



Version: Version 1

Last updated: 10/03/2026

Brisbane Catholic Education

teaching · challenging · transforming

Our Safeguarding Commitment

As an agency of the Archdiocese of Brisbane, we have a zero tolerance for all forms of abuse and are committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

Accessibility

Brisbane Catholic Education is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. If you have difficulty understanding this document, you can contact Translating and Interpreting Service National on 13 14 50 to arrange for an interpreter to translate it for you.

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Attributions

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Acknowledgement of Country

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

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

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

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

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

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

Introduction

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



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

Our Lady of Mt Carmel, Coorparoo, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

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

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

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows Our Lady of Mt Carmel 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 Child Safe Standards

Standard 1: Leadership and Culture
Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.

Standard 2: Voice of children
Children are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 3: Family and community
Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 4: Equity and diversity
Equity is upheld and diverse needs respected in policy and practice.

Standard 5: People
People working with children are suitable and supported to reflect child safety and wellbeing values in practice.

Standard 6: Complaints management
Processes to respond to complaints and concerns are child-focused.

Standard 7: Knowledge and skills
Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.

Standard 8: Physical and online environments
Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.

Standard 9: Continuous improvement
Implementation of the Child Safe Standards is regularly reviewed and improved.

Standard 10: Policies and procedures
Policies and procedures document how the entity is safe for children.

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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

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

Cultural Safety Indicators

1 **Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.

2 **Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.

3 **Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.

4 **Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.

5 **Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.

6 **Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.

7 **Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.

8 **Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

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

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At Our Lady of Mt Carmel, strong and visible leadership ensures that child safety is central to every decision in daily practice. School leaders model child safe behaviour, communicate clear expectations and make safeguarding a regular focus in meetings, planning and staff development. Policies, codes of conduct and student protection processes are well understood by staff, students, parents and volunteers and they guide how everyone behaves and responds to concerns. Staff meetings are devoted each term to be proactive in the safeguarding space.

A culture of shared responsibility is evident across the school with every adult recognising their role in keeping children safe. Students are encouraged to speak up, ask for help and participate in shaping a safe and respectful school environment (classroom posters with SPC contacts visibly showcase the approach to Recognise, React, Report). Parents are active partners in safeguarding and are kept informed through regular communication and engagement opportunities (School Board and P&F standing agenda item for safeguarding).

Risk management is proactive and thorough with all activities, excursions and online environments assessed for potential risk to student safety. Staff are trained to identify early sighs of harm or unsafe behaviour and risk management plans are regularly reviewed and updated. This team approach is supported by our risk compliance officer, and student protection contacts. Timetabled meetings occur each term to review data and consider improvement.

Safeguarding practices are monitored through internal reviews, NSSAB compliance and consistent reporting to school leadership and BCE office support staff (Student Protection, Safeguarding, Legal, Wellbeing, Inclusive education). The school is transparent about its progress and committed to continuous improvement.

Cultural safety is a priority, particularly engagement with our reconciliation action plan. Staff engage in ongoing learning to ensure the school is inclusive, respectful and free from discrimination or bias. Students are empowered through education about their rights, personal safety and help seeking strategies. Their feedback is valued and used to strengthen safeguarding practices across the school.

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

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously[2]

Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

Our Lady of Mt Carmel embeds the right to safety, information and participation through explicit teaching, whole-school practices and a culture that values student voice. Students learn about their rights, protective behaviours and who they can trust through the Health and Physical Education curriculum across all year levels, where concepts such as respect, boundaries, consent, inclusion and help-seeking are taught in age-appropriate ways. These messages are reinforced through whole-school Second Step lessons, Child Safety posters in every classroom, SPC class visits, Child Protection Week, Day for Daniel and regular assemblies.

Student voice is gathered through weekly meetings, classroom discussions, leadership opportunities and personalised learning and safety planning. Staff intentionally create child-friendly ways for students to express concerns, ask questions and participate in decisions that affect them. The school's focus on encouraging students to be upstanders strengthens peer support and reinforces the importance of friendships in keeping each other safe.

Cultural safety shapes practice through inclusive adjustments, visible recognition of diversity and intentional support for students with additional needs. Examples include tailored access arrangements for students with disabilities, culturally responsive celebrations and ensuring all students know who they can talk to and how concerns are managed.

Evidence of practice includes safeguarding meetings, Second Step implementation, risk assessments, volunteer induction processes and the Engage/ROC systems for monitoring wellbeing. Planned improvements include strengthening cultural inclusion, enhancing communication clarity for families and continuing to refine student-friendly tools that help children understand their rights and safety.

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

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing[3]

Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

Our Lady of Mt Carmel demonstrates a strong and intentional approach to meeting Standard 3 – Family and Community**,** ensuring families are informed, involved and actively engaged in promoting child safety and wellbeing. Safeguarding expectations are clearly communicated through multiple channels, including newsletters, assemblies and P&F and School Board updates, where key information such as student protection contacts and complaints processes are explicitly shared. This consistent messaging reinforces that student safety is prioritised across all aspects of school life.

Families and the wider community are actively engaged through structured opportunities such as P&F, School Board and Class Convenor meetings, each incorporating safeguarding as a standing agenda item. In addition, community events including Welcome Back BBQs, Open Day and Family Movie Nights provide accessible and inclusive forums to promote wellbeing initiatives and strengthen partnerships. Volunteer induction processes and clear eligibility requirements ensure that all community members understand their role in maintaining a safe environment.

The school works collaboratively with the P&F and community partners to design and implement risk assessments for events, demonstrating shared responsibility for safety. Feedback is actively gathered through formal mechanisms such as Tell Them From Me surveys and informal consultation with parents, with evidence of responsive adjustments to event timing and communication practices to better meet family needs.

Evidence of practice reflects a strong culture of inclusion and support, including connections to parish services and financial assistance for families where required. Ongoing improvement priorities include strengthening communication clarity and further enhancing cultural inclusivity, ensuring all families experience a consistent and visible commitment to safeguarding.

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

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice[4]

Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

Our Lady of Mount Carmel demonstrates a strong commitment to Safeguarding Standard 4 by embedding equity, inclusion and respect for diversity across policy, curriculum and daily practice. Inclusive values are promoted through whole-school initiatives such as Harmony Day, Neurodiversity Week, Acknowledgement of Country, and culturally responsive community engagement activities, including partnerships with community groups. These opportunities foster a respectful environment where diversity is visible, celebrated and understood.

The school provides targeted supports and adjustments for diverse learners through a coordinated Student Support Team, which meets regularly to monitor student needs and implement personalised strategies. Adjustments include tailored learning plans, environmental modifications, and individual supports, ensuring equitable access to learning and school participation. Evidence of this is seen in responsive practices such as adjustments for students with physical disabilities and the provision of additional resources to support access and inclusion.

Cultural safety and anti-discrimination practices are embedded through ongoing professional learning, implementation of the school's Reconciliation Action Plan, and explicit curriculum teaching around respect, inclusion and identity. Student and parent feedback data further informs areas for growth, particularly strengthening visible cultural inclusion and engagement with Aboriginal and Torres Strait Islander perspectives.

Students access safeguarding information through age-appropriate curriculum delivery, including Health and Physical Education, protective behaviours education, and evidence-based programs such as Second Step. This is reinforced through visible resources, wellbeing initiatives, and opportunities for student voice and participation.

Ongoing evaluation, consultation and data analysis drive continuous improvement, with planned actions focusing on enhancing cultural inclusion, strengthening communication with families, and refreshing staff capacity in trauma-informed practice.

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

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice[5]

Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused[6]

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At Mount Carmel Coorparoo students and families are encouraged to raise worries, concerns or complaints early, and we treat this as an important part of keeping students safe and well. Students are regularly reminded who they can speak to if they feel unsafe, worried or uncomfortable, including classroom teachers, the Guidance Counsellor, Student Protection Contacts and school leadership. These messages are reinforced through classroom conversations, assemblies, visual resources and everyday interactions so that speaking up is understood as a normal and supported part of school life.

At the beginning of each term, students at Mount Carmel conduct a "Safeguarding in Practice" discussion. Students and teachers work through a powerpoint and age-appropriate activities about trusted adults and help-seeking, and their families receive more comprehensive safeguarding updates through the school newsletter, social media platforms and the beginning of term power point is emailed to all parents.

Staff participate in a complaint-handling refresher using real-life scenarios twice yearly (in January and again at the start of Term 3). The school then asks students and families to reflect on the safeguarding messaging throughout the whole year using simple questions such as "Would you know who to talk to if you had a concern?" and uses the feedback to identify whether complaint processes are genuinely understood and accessible.

Where a complaint or concern involves a student, staff aim to respond in a child-focused, trauma-informed and culturally safe way. We try to limit repeated retelling and questioning, use calm and age-appropriate language, consider timing and location, involve trusted adults where appropriate, and check what support the student needs before, during and after the process. This helps students feel heard, believed and supported, and reduces the risk of causing further distress

When concerns are raised, our leadership team, including our Student Protection Contacts use BCE complaints, student protection and behaviour procedures to guide how matters are received, escalated, documented and responded to. Staff understand when a concern can be managed at school level and when it must be escalated to BCE or external authorities. This helps ensure serious concerns are managed through the right process, by the right people, and that students and families receive a clear and consistent response.

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

Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training[7]

Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed[8]

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At Mount Carmel Primary School, Coorparoo, student safety and wellbeing are considered across the whole school day, including arrival, classroom learning, prayer and liturgy, breaks, transitions, sport, excursions, pastoral care, co-curricular activities, support spaces and online learning. Staff know students well and use predictable routines, calm spaces, trusted adults and adjusted support for students who may have increased vulnerabilities.

At Mount Carmel Coorparoo, risk management forms part of regular operational decision-making. Risk assessments consider risks arising from the setting, activities and physical environment, both on and off campus, including supervision, visibility, access, student wellbeing, cultural safety and individual student needs. This includes risk assessment around processes involving third parties and other non-staff individuals who are part of the school community. The effectiveness of risk controls is monitored through incident data, behaviour records, feedback and leadership review, with findings used to inform ongoing improvements to safeguarding practice

Active supervision is an important safeguarding practice at Mount Carmel Catholic School. Duty rosters, staff briefing reminders and agreed active supervision expectations help staff remain visible, mobile and alert during higher-risk times such as lunch breaks, before and after school, transitions and wet-weather routines.

Our school considers cultural safety as part of how students experience physical and online environments.

Online safety is supported through approved platforms, filtering, privacy settings, the Student Acceptable Use Agreement, staff modelling and clear expectations for respectful digital behaviour. Staff respond to online behaviour, including bullying, exclusion, racism, inappropriate contact, unsafe sharing of content or behaviour that undermines a student's dignity or sense of belonging. As online issues have had a flow-on impact into the school day, we continue to strengthen student education, parent communication and help-seeking messages

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved[9]

Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At Our Lady of Mt Carmel, Standard 9 is reflected through a strong culture of continuous improvement where safeguarding practices are regularly reviewed, strengthened and embedded into everyday school life. Our safeguarding team has scheduled meetings throughout the term to ensure safety is prioritised. Child safety is viewed as a shared responsibility with leaders, the safeguarding team and staff actively engaging in reflection, dialogue and learning to ensure practices remain current, responsive and effective. Safeguarding is not treated as a static compliance requirement, but as an evolving commitment that is informed by evidence, feedback and professional judgement (as visible in the safeguarding self-review).

Ongoing professional learning plays a key role in sustaining this approach. Staff participate in regular training, updates and discussion that reinforce expectations, clarify responsibilities and build confidence in recognising and responding to concerns. Induction processes ensure new staff understand safeguarding obligations from the outset, while ongoing support and reminders strengthen consistency across the school. Leaders model openness and accountability, encouraging staff to raise questions, reflect on practice and continue to improvements without fear, fostering a culture of trust and shared ownership. The safeguarding team also reach out to office support (Legal, Student Protection, Safeguarding) to model dialogue within the community.

Feedback from students, families and staff is intentionally sought and valued as part of our review process. Insights from survey, conversations and observations are used to refine practices, improve communication and strengthen relationships. Safeguarding considerations are embedded in the school planning cycles, including risk assessments, wellbeing monitoring and behaviour data analysis, ensuring decisions are informed by evidence and focused on prevention rather than reaction.

Data incidents (PB4L and engage staff reviews) and emerging trends are reviewed proactively to identify areas for improvement and reduce risk. Safeguarding remains a standing focus in leadership discussions, staff meetings and school reviews, ensuring it is visible, prioritised and sustained over time. Through this ongoing cycle of reflection, learning and improvement, our school maintains a strong, responsive and child-centred safeguarding culture aligned with the intent of standard 9.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children[10]

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

Policies and procedures document how Our Lady of Mt Carmel is safe for children.

At our school, safeguarding policies and procedures are comprehensive, current and clearly articulate how we ensure the safety and wellbeing of children. They are aligned with Brisbane Catholic Education system requirements and the QLD child safe standards, including the universal principle and provide a strong, consistent framework for child safe practices across the school.

Safeguarding policies are reviewed regularly through structured self-assessment processes, leadership review and system guidance to ensure they remain contemporary responsive and effective. This ongoing review cycle enables the school to identify emerging risks, respond to feedback and strengthen practice, ensuring policies remain relevant to the lived experiences of students, staff and families.

Policies and procedures are well documented, accessible and written in clear, user-friendly language. They are published on the school website and are actively referenced during staff induction, professional learning, volunteer onboarding and parent communication. Volunteer induction involves both face-to-face and online training. This ensures all members of the school community understand safeguarding expectations, know where to locate key documents and are confident in how to act if concerns arise.

The school safeguarding team actively champions and models compliance of safeguarding policies and procedures. Regular class visits, assembly updates and weekly TEAM social emotional reminders attest to these procedures. Leaders consistently reinforce expectations through professional learning, staff meetings and daily practice, embedding safeguarding as a shared responsibility and a core aspect of school culture. Staff and volunteers demonstrate a strong understanding of safeguarding procedures, including reporting obligations, risk management and professional boundaries and apply these consistently in their work.

The development and refinement of policies are informed by best practice models and meaningful consultation with staff, students and families. There is a deliberate focus on cultural safety and inclusion, ensuring safeguarding processed promote equity, dignity and belonging for all students. Policies and procedures are embedded, well understood and are actively shaping a safe, transparent and child focused environment.

[10] Alignment with National Catholic Safeguarding Standards (NCSS): Standard 10 Policies And Procedures Support The Safety Of Children And Adults | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) s 2 (3-6) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)


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