

Siena Catholic Primary School Safeguarding Plan 2026



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Our Safeguarding Commitment

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

Accessibility



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

Contact for enquiries

Siena Catholic Primary School

Sippy Downs,

Kabi Kabi Country,

58 Sippy Downs Drive

5376 3500

<https://www.sienaprimary.qld.edu.au/Pages/default.aspx>

Attributions

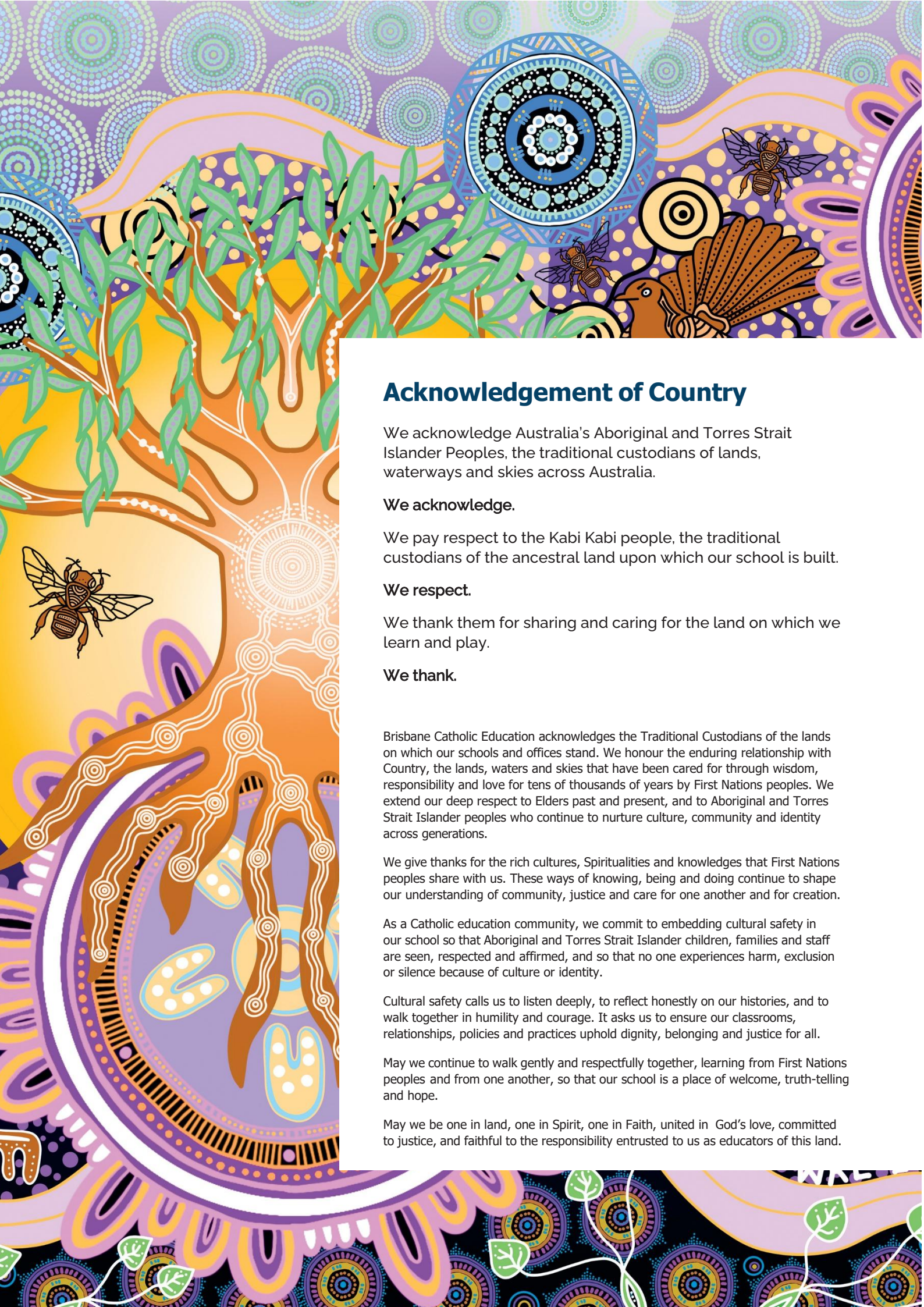
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Acknowledgement of Country

We acknowledge Australia's Aboriginal and Torres Strait Islander Peoples, the traditional custodians of lands, waterways and skies across Australia.

We acknowledge.

We pay respect to the Kabi Kabi people, the traditional custodians of the ancestral land upon which our school is built.

We respect.

We thank them for sharing and caring for the land on which we learn and play.

We thank.

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.



Siena Primary School, Sippy Downs 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 Siena 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 Siena, we are committed to prioritising every student's safety and wellbeing. This includes ensuring Aboriginal and Torres Strait Islander children, families and community feel welcome, safe, valued, included and respected. At Siena, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags, our Rainbow Serpent mural collaboration with First Nations artist Jandamarra Cadd, and Acknowledgment of Country signage that demonstrates our commitment to ensuring the safety and wellbeing of First Nations students and their families.

Standard 1 is visible at Siena through the way we lead, communicate and model a child-safe culture every day. Our leadership team promotes clear safeguarding expectations, ensures staff understand their responsibilities, and regularly reviews practices so that safety, inclusion and respect are strengthened across the school.

In 2025 we have introduced the ST:EW (Student: Engagement and Wellbeing) role to strengthen our coordinated approach to student safety, engagement and wellbeing. The ST:EW supports staff to respond early to emerging concerns, assists with planning adjustments and supports, helps coordinate communication with families, and ensures that student voice and wellbeing data inform timely, child-focused decision-making.

We maintain a continued focus on consistent, predictable routines and shared expectations across classrooms and learning spaces. This approach helps students feel safe and connected, builds skills for self-regulation and problem-solving, and supports staff to respond in ways that protect dignity, reduce harm and restore relationships.

Standard 1 is also reinforced through a regular focus on our school rules, the 4 Cares. We explicitly teach, model and revisit what it means to show Care for Self (making safe choices, using help-seeking strategies, knowing trusted adults, and speaking up when something feels unsafe) and Care for Others (respectful relationships, inclusion, standing up for others, and using words and actions that do not cause harm). These shared expectations create a common language for safety and wellbeing across classrooms, playgrounds and school events.

Together, these actions ensure safeguarding is not an "add-on" at Siena, but a visible and lived commitment. Students are supported to identify trusted adults, families are welcomed as partners, and cultural safety remains central so that every child is known, valued, heard and protected.

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:

At Siena Primary, students learn about their rights, safety and trusted adults through age-appropriate Health and Physical Education lessons, cohort learning on consent, respectful relationships and protective behaviours, and explicit classroom teaching. These messages are reinforced through discussion, help-seeking practice, assembly messages, focus on our 4 Cares, National Child Protection Week and Day for Daniel activities.

Student voice is gathered through morning circles, class discussions, check-ins, and student involvement in Ready 2 Learn Plans, Personalised Support Plans and Student Wellbeing Plans. These processes help students express concerns, ask questions and contribute to decisions that affect them. Staff respond by listening, following up concerns, collaborating with families and adjusting support where needed.

Student participation informs decision-making by ensuring student perspectives help shape wellbeing, learning and safety supports. Staff explicitly teach students how to seek help, speak up and navigate relationships safely. Focus students also participate in Social Skills groups facilitated by the Wellbeing and Engagement team, providing targeted support to strengthen relationships and social confidence. Friendship and belonging are strengthened through relationship-repair processes, including restorative conversations and actions between students facilitated by leadership staff. Proactive opportunities such as structured lunchtime clubs—including Trading Cards, Guitar Club, Fairy & Dinosaur Garden, and Minecraft—also help students develop friendship skills and a stronger sense of belonging.

Cultural safety shapes our approach by recognising that students need to feel safe, respected, included and known, to participate fully. Our work is grounded in belonging, respectful relationships and inclusion, and reflects our commitment to cultural safety for Aboriginal and Torres Strait Islander students and families.

Evidence of practices which support our students to feel safe, respected, included and known includes HPE planning using TRP as a main resource, cohort safeguarding lessons, National Child Protection Week, Day for Daniel, the 4 Cares, assembly messages, morning circles, student check-ins, support planning and lunchtime clubs.

Planned improvement includes strengthening consistency in how safety messages are taught and revisited, and in how student voice is gathered, documented and used to inform practice.

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

Standard 3: Family and community

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



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At Siena, families are kept informed about school priorities, including safeguarding, at Parent Rep and PFG meetings, the school website and regular communication through our weekly Newsletter.

Leaders communicate safeguarding expectations in plain language through newsletters, parent information sessions, school portals and face-to-face conversations, and this is particularly visible at school events where expectations are regularly reinforced around matters such as photographing students other than your own, clear signage for adult and student toilets, and staff supervision in bathroom areas to ensure adults and children use separate facilities.

Parent and carer information sessions are offered across the year (typically once per Semester) on topics such as online safety, mental health and supporting students' wellbeing. The sessions focus on our involvement in The Resilience Project (TRP), facilitated by our ST:EW. We also engaged the Safe on Social team to deliver Online Safety Education. These sessions are well received by families. Where families could not attend, key information was shared in follow up communications and recordings of sessions were distributed via email.

Our Reconciliation Action Plan (RAP) has now been published, and our next step is to reflect on our current RAP and continue strengthening it in practice. As part of this ongoing improvement, we recognise the importance of deepening collaboration with our First Nations families by intentionally reaching out, listening to their perspectives and inviting greater involvement in shaping and reviewing our RAP priorities and actions.

We want to increase the opportunities we take to engage families in conversations about student protection and wellbeing through community building and engagement events such as Siena-hosted Mass, Mother's Day and Father's Day breakfasts, Grandparents' Day, Parent Engagement Sessions, the PFG and weekly newsletters. These occasions provide valuable opportunities to share key messages, resources and contacts, such as our School SPCs, while also building relationships, inviting questions, listening to family perspectives and strengthening shared understanding of how we work together to support student safety and wellbeing.

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:

Siena prioritises emotional regulation, safety and connection by reducing barriers to learning and fostering predictable routines, trusted relationships and consistent adult responses. This commitment is strengthened through our implementation of The Resilience Project, our whole-school adoption of Berry Street Morning Circle routines, which support student wellbeing, belonging and readiness to learn, and PB4L.

The principal and leadership team make a clear commitment that all staff are responsible for creating culturally safe, trauma-informed environments for every student, particularly Aboriginal and Torres Strait Islander students. This is reinforced through our regular focus on Siena's school rules, the 4 Cares, especially Care for Others, which highlights the expectation that every person is treated with dignity, respect and compassion.

As a staff group, we complete the required Student Protection Refresher Training modules each term and then use the activities to reflect as a team how we will embed the learnings from that term's module. Opportunities are provided for catch up sessions to ensure all staff receive the required refresher training.

At Siena, students are regularly reminded about who they can talk to if they feel worried or unsafe. This occurs through classroom discussions, assemblies, visual prompts and everyday conversations, rather than being limited to induction or one-off lessons. At each assembly, students are encouraged to *Be Bold*, *Be Brave* and *Speak Up* to a trusted adult, reinforcing that their voice matters and support is always available.

At Siena, students are explicitly taught about the behaviours and expectations that help keep everyone safe and supported. This is reinforced through our regular focus on the 4 Cares, with each class collaboratively developing shared ideas about what Care for Learning, Care for Self, Care for Others and Care for Siena looks like in their own classroom and school. By revisiting these expectations regularly, students build a clear understanding of their role in creating respectful, safe and positive learning environments.

At Siena, requests for student support by class teachers are responded to through a collaborative team approach. The strategies and adjustments implemented are designed to strengthen each student's achievement, engagement and wellbeing, while promoting learning environments that are inclusive, safe, respectful and responsive to individual needs. Through regular support planning, key staff work together to clarify roles, align responses and monitor progress for students requiring additional 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:

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

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

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

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

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

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

To support continuous improvement in child safety and wellbeing, the school has introduced the Berry Street Morning Circle routine across classrooms. This structured daily practice strengthens student voice, supports emotional regulation, and provides staff with regular opportunities to notice and respond to emerging wellbeing or safety concerns. Feedback and observations gathered through Morning Circle inform ongoing reflection, review and refinement of wellbeing and safeguarding practices.

To support continuous improvement in child safety and wellbeing, the school implements The Resilience Project as a whole-school wellbeing approach. This evidence-based program strengthens students' emotional literacy, empathy and help-seeking skills, while providing staff with regular insight into student wellbeing. Feedback, observations and engagement data gathered through the program inform ongoing reflection, review and refinement of safeguarding and wellbeing practices.

As part of our ongoing commitment to Standard 9, the Student Support Team meets with the Principal each week to ensure a consistent and coordinated approach to student safety, wellbeing and support. These meetings provide a regular forum to share observations, review student needs, monitor wellbeing trends, and plan timely actions and adjustments. Through these regular conversations, the school strengthens early identification of concerns, ensures appropriate follow-up and communication with families, and confirms that supports, referrals and safeguarding responses are documented, reviewed and enacted in the best interests of each child.

As part of our commitment to ongoing continuous improvement around safeguarding, Siena ensures we remain up to date with current Blue Card compliance expectations as well as mandatory safeguarding training requirements for staff, volunteers and relief staff. This includes implementing current BCE/ClassCover onboarding and screening processes.

At least once per term, Class Teachers review Behaviour and Attendance data to provide timely follow-up, supports to strengthen engagement and wellbeing.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At Siena, we use BCE policies and procedures which are regularly reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principle and include clear procedures for safeguarding children.

When updating procedures and processes at Siena, we consult with staff, parents, students and if applicable our School Board to ensure our procedures are practical, relevant and aligned to contemporary expectations for child safety.

Siena's Support Team meets weekly to discuss student well-being and engagement. Our Leadership Team promotes student safety as a top priority and staff are regularly reminded that if they have any student protection concerns, or something does not seem right, to come and speak to an SPC. Our SPC team will then respond to student protection matters in line with BCE Student Protection Processes and Guidelines.

All staff at Siena complete annual safeguarding refresher training that ensures they understand how to apply policies in real world situations. This supports consistent implementation across the school.

Teachers at Siena ensure that, at least once per term, they facilitate a dedicated safeguarding conversations with their class around their Safety Network and the message to Be Bold, Be Kind, Speak Up.

All people who volunteer at Siena receive a brief orientation before beginning their role, which reinforces the information they get in their mandatory training includes clear guidance on appropriate interactions, supervision expectations, and what to do if they are worried about a student. This helps ensure volunteers uphold the same standards as paid staff.

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)