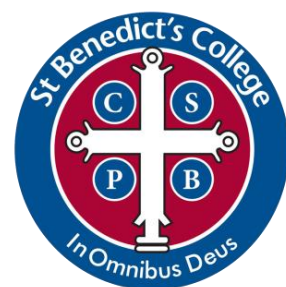


Safeguarding Plan 2026



Version: V2

Last updated: June 2026

Our Safeguarding Commitment

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

Accessibility



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

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Attributions

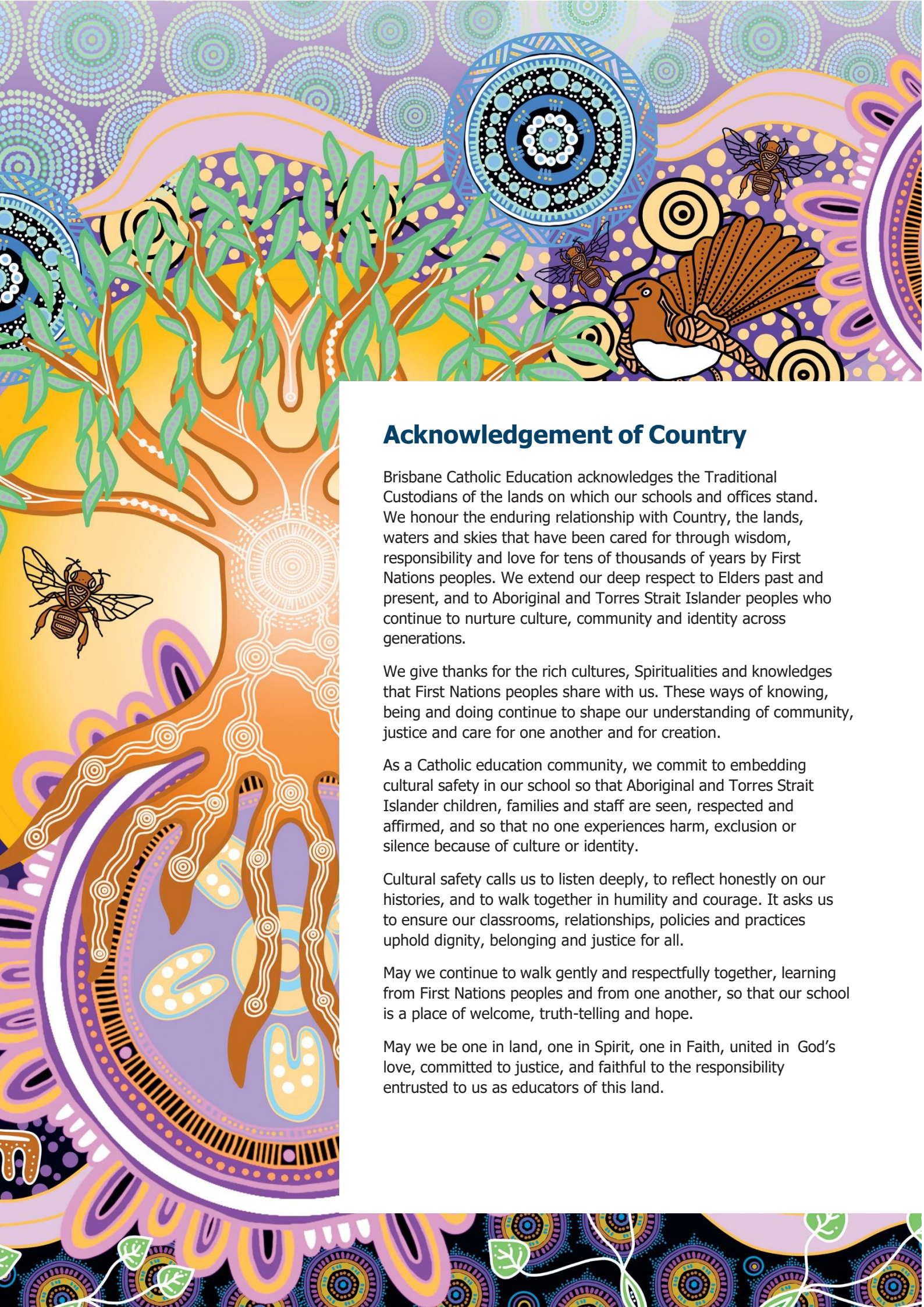
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: Photo: Brisbane Catholic Education, St Benedict's College, 2025

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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 Benedict's College, Mango Hill, 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 Benedict's College 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:

Commitment to child safety

St Benedict's College maintains a child safe culture in which student safety and wellbeing are paramount. As a Catholic school within the Archdiocese of Brisbane and Brisbane Catholic Education, the College has zero tolerance for abuse and recognises safeguarding as a shared community responsibility.

Leadership and governance

The College's publicly available School Safeguarding Plan guides leadership and decision-making. Student safety and wellbeing is the first agenda item at weekly College Leadership Team meetings so that risk, protection and wellbeing inform strategic, operational and pastoral decisions.

Safe practices and risk management

Safeguarding is embedded in everyday practice. Risk management processes apply to College activities, including excursions, camps, liturgies and significant events, with clear expectations for supervision, privacy, transport, consent and staff accountability.

Staff capability and accountability

All staff complete BCE-mandated safeguarding and student protection training and are accountable to the BCE Code of Conduct. The student-friendly *Rules for Adults* is discussed by Pastoral Leaders at the beginning of each year and revisited mid-year so students understand expected adult behaviour and feel confident to raise concerns.

Reporting and communication

Student Protection Contacts are identified in every teaching space and promoted through assemblies, electronic signage and newsletters. Students may seek support from Student Protection Contacts, Pastoral Leaders, Guidance Counsellors or the Leadership Team. Families receive safeguarding information through newsletters, parent meetings and the College website.

Cultural safety

The College supports cultural safety for Aboriginal and Torres Strait Islander students, families and community members through visible symbols, curriculum engagement and Reconciliation Action Plan initiatives. Consultation through the RAP committee supports continued growth in voice, leadership and participation.

Review and continuous improvement

Through visible leadership, effective governance, clear communication and regular review, St Benedict's College keeps safeguarding central to everyday practice and supports every student to feel safe, respected and heard.

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:

Children have access to resources and tools to understand their rights

At St Benedict's College, students develop an understanding of their rights to safety, participation, and respect through explicit teaching in the Health and Physical Education curriculum and General Capabilities, where concepts such as consent, boundaries, inclusion, and help-seeking are reinforced across year levels. This is supported by a physical environment that promotes belonging and safety, including student-friendly signage and shared spaces designed with student input, such as the Futures Room. Student voice is embedded through the Student Representative Council and personalised planning processes, where students are actively involved in goal-setting and decision-making.

Friendships and peer support are recognised and promoted

The College recognises the importance of peer relationships in fostering safety and belonging. Social and emotional learning programs build students' skills in empathy, communication, and conflict resolution, supporting healthy relationships. Structured opportunities such as lunchtime clubs, inclusive activities, and Youth Support services provide connection points for students who may feel isolated. Staff promote inclusion through visible supervision and early intervention, while culturally responsive practices strengthen belonging for Aboriginal and Torres Strait Islander students and other diverse groups.

Access to age-appropriate protective education and information

Students are provided with age-appropriate protective education that supports their understanding of safety, consent, and help-seeking. They are explicitly taught about Student Protection Contacts and reporting pathways through assemblies, classroom discussions, and engagement with staff, ensuring they know who to approach and what happens when concerns are raised. Students also have access to support resources, including external services, with adjustments made to ensure accessibility for students with diverse learning needs.

Staff and volunteers are attuned and support children to express their views

Staff and volunteers create an environment where students feel safe to speak up and are confident they will be heard. Through training and strong relational practices, adults are attuned to signs of harm and respond in respectful, consistent ways. Students are supported to express their views through formal and informal opportunities, and when concerns are raised, they are listened to, informed of next steps, and supported throughout, reinforcing trust 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 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:

Families have opportunities to participate in decisions affecting their child

At St Benedict's College, families are actively engaged as partners in decision-making processes that support student wellbeing, learning, and safety. Families contribute to personalised learning plans, behaviour support planning, re-entry meetings, and risk management processes, with flexible approaches to engagement that recognise the diverse needs of families. When working with Aboriginal and Torres Strait Islander families, the College honours cultural protocols by inviting the involvement of extended family or trusted community representatives where appropriate, ensuring decision-making is relational, inclusive, and culturally responsive.

The school engages and communicates openly with families and communities

The College uses a layered and consistent approach to communication, ensuring families are well informed about student safety and wellbeing. Key messages are introduced at enrolment and reinforced through the Parent Handbook, newsletters, school website, and regular communication from leadership. Engagement is further strengthened through community events, information evenings, assemblies, and College forums, providing opportunities for families to understand and contribute to the school's approach to safeguarding.

Families and communities have access to relevant information and resources

Families are provided with clear and accessible information about safeguarding practices, including Student Protection processes, support services, and curriculum content related to consent, respectful relationships, and protective behaviours. This ensures families understand how the College promotes safety and wellbeing and how to access support. Communication is designed to be practical and transparent, supporting families to feel informed, confident, and able to engage with the College's safeguarding approach.

Families and communities contribute to policy and practice development

The College creates opportunities for families to contribute to shaping school practices through feedback mechanisms, consultation processes, and ongoing engagement. Family perspectives are considered in decision-making about student wellbeing, behaviour support, and broader school priorities, ensuring policies and practices reflect the lived experience of the community. This approach supports shared responsibility for safeguarding and strengthens alignment between school, family, and student perspectives.

Families and communities are informed and involved in school operations and governance

Families are encouraged to engage in the broader life of the College through community events, forums, and governance structures, supporting transparency and shared understanding of student safety priorities. Strong attendance at events, positive feedback, and clear understanding of how to raise concerns indicate that families feel informed, supported, and confident in their partnership with the College in promoting student wellbeing and safety.

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:

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

At St Benedict's College, equity and inclusion underpin all aspects of school life, ensuring that every student is supported to feel safe, respected, and able to participate fully. Policies, procedures, and classroom practices are designed to recognise and respond to the diverse learning, cultural, and wellbeing needs of students. Adjustments are made to curriculum delivery, assessment, and support processes ensure accessibility.

Children with diverse needs are supported to experience safety and wellbeing

The College provides targeted and personalised support for students with additional needs through structures such as personalised learning plans, EASPs, and wellbeing support processes. Staff work collaboratively with students, families, and specialist personnel to ensure supports are responsive, inclusive, and focused on both learning and wellbeing outcomes.

Aboriginal and Torres Strait Islander children feel culturally safe and included

St Benedict's prioritises culturally responsive practice to ensure Aboriginal and Torres Strait Islander students experience a strong sense of belonging, identity, and safety. The College recognises the importance of relationships, cultural understanding, and community connection in supporting wellbeing. Opportunities are created for students to connect with culture, and staff work in partnership with families, community members, and the Indigenous Liaison Officer to ensure culturally safe practices are embedded in everyday school life.

Children from culturally and linguistically diverse backgrounds feel included

Students from culturally diverse backgrounds are supported through inclusive practices that recognise language, culture, and identity. Staff provide adjustments and targeted support to ensure students can access learning, communicate effectively, and participate confidently in school life. The College fosters an environment of respect and inclusion, where diversity is valued and students feel acknowledged and supported.

Risk factors related to equity are identified and addressed

The College actively identifies and responds to potential risks to student safety and wellbeing, including those linked to disability, cultural identity, or social isolation. Data, wellbeing monitoring, and staff observation inform proactive and responsive supports. Safeguarding practices are embedded across all activities and environments, ensuring that all students—particularly those who may be more vulnerable—are supported to feel safe, included, and protected.

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:

Our Commitment

St Benedict's College maintains clear, accessible, child-focused processes for raising, responding to, escalating and reporting complaints and safeguarding concerns. Guided by BCE complaints, safeguarding and student protection policies, we prioritise student safety, wellbeing, dignity and cultural safety.

Student Access, Voice and Support

Students can approach teachers, Pastoral Leaders, Guidance Counsellors, Student Protection Contacts or another trusted adult when they feel unsafe, worried or uncomfortable. Calm, non-leading, developmentally appropriate communication helps them share information safely and at their own pace. To minimise distress, unnecessary repetition is avoided and, where possible, a trusted staff member coordinates information sharing. Students may access a trusted support person and, where appropriate, culturally responsive or First Nations-led support.

Staff and Volunteer Responsibilities

Through induction, training and ongoing guidance, staff and volunteers learn to respond appropriately to disclosures, maintain role boundaries and meet internal and external reporting obligations. Concerns are promptly referred to the appropriate school leader, BCE or relevant authority when required.

Complaint Response and Management

Complaints are promptly acknowledged, consistently recorded in the school Complaints Register and managed by appropriate staff. Complainants are informed, where appropriate, of next steps, available supports, progress and outcomes. Each response considers the student's age, identity, cultural background, communication needs, previous experiences and individual circumstances. Face-to-face and relational options are offered where formal written processes may create barriers.

Follow-Up and Continuous Improvement

After a complaint or disclosure, student safety and wellbeing are monitored and learning, attendance and wellbeing supports adjusted as needed. The Leadership Team reviews the Complaints Register monthly for timeliness, follow-up, recurring concerns and improvement opportunities. Feedback and complaints inform procedures, supervision, communication, professional learning and other whole-school practices.

Evidence of Implementation

Evidence includes BCE policies and procedures; staff induction and training records; student protection and reporting processes; student and family communications; the school Complaints Register and Leadership Team meeting records; wellbeing follow-up documentation; student voice activities; and records of actions and improvements arising from complaints.

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:

Holistic Student Wellbeing

St Benedict's College promotes a holistic, strengths-based approach to safety and wellbeing that supports the physical, emotional, social, spiritual and cultural wellbeing of all students. Through pastoral care, wellbeing programs and inclusive practices, the College fosters safety, belonging, participation and positive relationships across all aspects of school life.

Safe Physical and Online Environments

St Benedict's College identifies, assesses and mitigates risks across physical and online environments through supervision, environmental reviews, risk assessments and safeguarding procedures. These practices support student safety while maintaining children's rights to privacy, participation, learning, information and social connection.

Safe and Respectful Online Practice

The College promotes safe, respectful and responsible use of technology in accordance with Brisbane Catholic Education's Code of Conduct, Child Safety and Wellbeing Policy, Safeguarding Policy and related procedures. Staff model professional conduct and appropriate boundaries, while students are supported to develop safe online behaviours and digital citizenship skills.

Risk Management and Continuous Improvement

Risk management is embedded across school operations, environments and activities. The College undertakes risk assessments for school events, excursions, camps, sporting activities and external providers, and regularly reviews incident data, student voice, family feedback and staff observations to strengthen safeguarding practices and controls.

Safe Engagement of Volunteers, Contractors and Third Parties

St Benedict's College applies Brisbane Catholic Education procurement and safeguarding requirements when engaging volunteers, contractors and external providers. Screening, induction, supervision and monitoring processes ensure third parties understand and comply with child safety, safeguarding and reporting obligations.

Cultural Safety

St Benedict's College is committed to fostering culturally safe environments where Aboriginal and Torres Strait Islander students, families and staff feel respected, valued, safe and included. Cultural safety is embedded within wellbeing initiatives, learning environments, risk management processes and community engagement practices.

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:

Commitment to Continuous Improvement

St Benedict's College is committed to the continuous review and improvement of its safeguarding practices to ensure they remain effective, responsive, and aligned with the Queensland Child Safe Standards and Brisbane Catholic Education requirements. Safeguarding is understood as an ongoing responsibility that requires reflection, consultation, and purposeful action to respond to the evolving needs of students, families, and staff.

Structured Self-Assessment and Review

The College undertakes a structured and staged self-assessment process across the school year, reviewing selected Child Safe Standards each term through participation, data analysis, activity, and evaluation. This process enables the College to embed the Standards meaningfully over time. Findings from each self-assessment cycle inform updates to the School Safeguarding Plan and guide improvement actions relevant to the College context.

Safeguarding Oversight and Monitoring

Ongoing safeguarding oversight is supported through regular Student Protection Contact (SPC) Team meetings, which provide opportunities to monitor student wellbeing, review current concerns, and identify emerging patterns or trends. These meetings support timely and coordinated responses aligned with Brisbane Catholic Education Student Protection Processes.

Data-Informed Evaluation

A range of data sources is used to evaluate the effectiveness of safeguarding practices, including Tell Them From Me survey data, staff and student feedback, wellbeing check-ins, and cohort-specific surveys. This data is analysed to identify strengths and areas for improvement and to inform pastoral planning and wellbeing initiatives.

Consultation, Communication and Accountability

Consultation with students, staff, and families supports continuous improvement, with feedback gathered through surveys and consultation opportunities. Safeguarding findings and improvement actions are communicated through leadership forums, staff meetings, assemblies, newsletters, and engagement with the School Board, supporting transparency and shared accountability. Through ongoing review and reflection, St Benedict's College ensures safeguarding practices continue to evolve to support the safety and wellbeing of all students.

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:

Safeguarding Policies and Procedures

St Benedict's College implements Brisbane Catholic Education safeguarding policies and procedures to ensure the College is safe for children and that safeguarding expectations are clear, accessible, and consistently applied. These policies align with the Queensland Child Safe Standards and the Universal Principle and are supported by school-based processes that reflect the local context and needs of the College community.

Embedding Safeguarding in Daily Practice

Safeguarding policies and procedures are embedded into daily practice through staff induction, ongoing professional learning, and regular reinforcement by College leadership. All staff are required to complete mandatory Brisbane Catholic Education safeguarding and student protection training prior to engaging with students and participate in regular refresher training to support consistent understanding and application of safeguarding responsibilities.

Communication with Students and Families

College-specific safeguarding processes and expectations are communicated clearly to students and families through the Parent Handbook, newsletters, assemblies, and parent information evenings. Key procedures, including student protection pathways and expected standards of adult behaviour, are explained in age-appropriate ways to support transparency and confidence in reporting concerns.

Review, Consultation and Leadership

Safeguarding policies and procedures are reviewed and strengthened through consultation with staff, students, families, and the School Board to ensure they remain practical, responsive, and aligned with best practice. Through leadership modelling, clear communication, and regular review, St Benedict's College ensures that safeguarding policies are living documents that guide consistent practice and support the safety and wellbeing of all students.

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)

