ALL SAINTS SCHOOL
ALBANY CREEK

All Saints Parish School

Safeguarding Plan 2026

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Brisbane Catholic Education
teaching · challenging · transforming

Our Safeguarding Commitment

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

Accessibility

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

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Attributions

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Acknowledgement of Country

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

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

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

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

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

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

Introduction

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

All Saints Parish School, Albany Creek 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.

> 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.

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 All Saints Parish School to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

The Child Safe Standards

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

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

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

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

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

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

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

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

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

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

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:

The Universal Principle

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

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

Cultural Safety Indicators

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

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

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

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

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

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

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

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

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

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

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At All Saints Primary School, the safety and wellbeing of every student is central to our leadership, governance and school culture. We are committed to creating an environment where all children feel welcome, safe, valued, included and respected.

All Saints demonstrates its commitment to child safety and wellbeing through visible and ongoing actions. The Archdiocese of Brisbane Safeguarding Commitment is prominently displayed within the school environment, including on the front door to the school, serving as a regular reminder to staff, students and visitors that safeguarding is a shared and non-negotiable responsibility.

We also promote cultural safety through visible acknowledgements, including Aboriginal and Torres Strait Islander flags, our 'Walk in Love' First Nations mural, the First Nations dedicated learning space in the library, the use of the school's Acknowledgement of Country statement at assemblies and formal events, and Acknowledgment of Country and Vision for Reconciliation signage, reinforcing our respect for First Nations peoples and our commitment to the safety and wellbeing of Aboriginal and Torres Strait Islander students and families. Progress against our Reconciliation Action Plan (RAP) is monitored regularly, ensuring commitments to cultural safety and inclusion are embedded in practice rather than remaining symbolic.

Safeguarding is intentionally embedded in leadership and governance practices at All Saints. The Principal and Leadership Team actively promote a culture where safeguarding informs all planning, decision-making and daily practice. Student safety and wellbeing are prioritised in leadership discussions to ensure these considerations remain at the forefront of decisions relating to curriculum, staffing, resourcing and school operations. During our weekly Student Engagement Team meetings we deliberately allocate time focusing on students' safety and wellbeing.

Governance structures support accountability for safeguarding priorities. All members of the leadership team are Student Protection Contacts as well as the guidance counsellor. All staff maintain current Student Protection professional development accreditation. We have clear Codes of Conduct for employees, volunteers, third parties, parents and visitors which provide guidelines on expected behavioural standards and responsibilities. These are communicated with these parties in newsletters, on the parent portal, in staff meetings, FACE meetings, at briefings before excursions and parent volunteering on site. Through visible commitment, intentional leadership focus, cultural safety, and strong partnerships, we ensure every child is safe, supported and seen.

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

Standard 2: Voice of children

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

Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At All Saints Parish School, we actively promote and value the voice of every child as a central element of our safeguarding culture. We ensure students understand their rights, feel safe to speak up, and know they will be listened to and supported.

At All Saints our curriculum planning embeds students' rights to safety, information and participation through age-appropriate teaching on consent, respectful relationships and protective behaviours delivered through Australian Curriculum units and planned cohort learning.

Students learn about their rights, personal safety and trusted adults through age-appropriate classroom learning, wellbeing programs and the explicit teaching of protective behaviours. These concepts are embedded across the curriculum and are reinforced through daily interactions, helping students understand respectful relationships and how to seek help if they feel unsafe.

Student voice is actively gathered through class discussions, wellbeing check-ins, leadership opportunities, and informal feedback processes. A Parliamentary model is followed by our year six leaders who go to classrooms once per term to gather student voice. The leadership team meet with the Hospitality, Social Action, Cultural and Creation we care leaders on a regular basis to promote activities each term. Teachers and staff create supportive environments where students are encouraged to share their ideas, concerns and experiences, confident that their perspectives are valued.

Student participation informs decision-making across wellbeing initiatives and school practices. Feedback from students is considered by staff and leadership when reviewing approaches to learning, behaviour support, wellbeing and school culture, ensuring decisions remain child-centred and responsive. Each class has a wellbeing check in process carried out each week. We involve our students in planning tools such as personalised support plans. When we meet with students about these plans, Support Teachers will take the time to clearly explain why plans are being developed and engage students in student - voice conversations to inform goal-setting and reflect on their own progress.

Cultural safety shapes our approach to student voice and participation. We are committed to ensuring Aboriginal and Torres Strait Islander students feel respected, valued and safe to share their perspectives. We take intentional steps to listen to and respond to the voices of all students, particularly those who may feel marginalised or vulnerable.

Strategies: Parliamentary Model for student voice; Friendship bench; Buddies; Awards at assemblies; Safe spaces provided at breaks e.g. LS room, library, Structured Play; Well research programs used in the school; launch of Safe, Seen, Supported logo. Mantras: It's not possible to be best friends with everyone however we must be friendly to everyone; I have the right to feel safe at all times; Mrs Wilden's most important job is to keep us safe;

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

Standard 3: Family and community

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

Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

All Saints Parish School recognises that safeguarding is a shared responsibility between the school, families and the wider community. We work in partnership with parents and carers to promote a safe, respectful and supportive environment for all children.

Safeguarding expectations, including codes of conduct and respectful communication, are communicated to families through newsletters, enrolment processes, school policies and ongoing interactions. Families are encouraged to engage with safeguarding information and to raise questions or concerns at any time.

Families and community members participate in safety and wellbeing initiatives through school events, consultations and collaborative activities. The school values family insights and perspectives, recognising their important role in supporting student wellbeing. At All Saints, families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised support plans, behaviour support planning, and safety or wellbeing planning where required.

We actively engage with the FACE (Family and Community Engagement Body, formerly P&F), the parish and the OSHC and relevant community partners to strengthen wellbeing supports and promote shared understanding of child safety responsibilities.

Feedback from families is gathered through surveys, conversations and formal and informal communication channels. This feedback is reviewed by staff and leadership and informs improvements to school practices, safeguarding responses and family engagement strategies.

Evidence of practice includes regular communication with families, community engagement activities and documented opportunities for feedback. Planned improvements focus on strengthening consistency of communication and enhancing opportunities for family voice in safeguarding matters.

Strategies: Welcome Back BBQ; Getting to know you surveys and interviews; Leadership on duty before and after school; Running club; FACE Meetings; Newsletter, BCE Connect, Facebook, Open classrooms after assemblies and liturgies, and celebrating grandparents, Mothers' and Fathers' day; regular email communications encourage; regular meeting times available for carers, RAP community connections.

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

Standard 4: Equity and diversity

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

Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

All Saints Parish School is committed to creating a safe, inclusive and respectful environment where diversity is valued and every child feels a sense of belonging. Equity and inclusion are central to our safeguarding practices.

The school promotes respect for diversity through inclusive policies, classroom practices and wellbeing initiatives that acknowledge different backgrounds, abilities, cultures and experiences. Students are supported to understand and appreciate diversity, promoting empathy and respect for others.

Supports and reasonable adjustments are provided for students with diverse learning, wellbeing or accessibility needs. These adjustments are planned in collaboration with families and relevant professionals to ensure students can fully participate in school life. Key All Saints staff collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning.

Cultural safety is intentionally embedded across the school. We honour Aboriginal and Torres Strait Islander cultures through visible acknowledgements, curriculum inclusion and respectful practices that affirm identity and belonging. Anti-discrimination principles guide our interactions, policies and responses to concerns.

Safeguarding information is made accessible and suitable for students of different ages, abilities and cultural backgrounds, ensuring all students understand how to seek support and report concerns. Key All Saints staff collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning.

Evidence of practice includes inclusive learning practices, wellbeing supports and cultural safety initiatives. Planned improvements focus on strengthening inclusive practices, further embedding cultural capability and ensuring all safeguarding information remains accessible and inclusive.

Strategies: Shadowing; check in, check out; student protection posters; parliamentary model providing students voice; complaints processes in newsletter twice per year; SET meeting weekly with Learning Support staff and Leadership; GC time increased to 5 days; RAP parent involvement; regular PD at staff meetings e.g. Trauma informed practices

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

Standard 5: People

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

Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

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

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

Governance and Policy Framework

All Saints Parish School follows BCE policies, including Student Protection Processes, the Complaints Policy, and a School Safeguarding Plan. These processes are communicated regularly to staff and students via newsletters, staff meetings, assemblies, and visible contact points in the school environment. Designated Student Protection Contacts, such as the Principal, Assistant Principals, and Guidance Counsellor, are trained to support students in reporting concerns. Topics on safety and reporting are reinforced in assemblies and lessons, including through programs like Say NO to Bullying and the Daniel Morcombe program. The school also engages with First Nations communities through projects like the Reconciliation Wall and the Reconciliation Action Plan, fostering inclusivity and cultural recognition .

Child Safety and Reporting Procedures

When concerns or complaints arise, the child's safety and wellbeing remain paramount. Staff receive annual training to recognize, respond to, and report concerns appropriately. Reports are made to relevant authorities such as the Department of Child Safety and Queensland Police Service when required, in compliance with legislation and BCE procedures .

Culturally Safe and Supportive Complaint Handling

The school ensures complaint processes are culturally safe, accessible, and responsive to diverse needs. Regular wellbeing check-ins, use of QR codes, and parliamentary-style discussions promote listening to children's voices while protecting their dignity. The school takes care to minimize retraumatization and provides wellbeing supports to students and families throughout investigations .

Complaint Management Steps

The complaint handling process at All Saints involves several key steps:

* **Listening and Acknowledging:** Complainants, whether parents, carers, students, or staff, are given time to explain concerns without interruption. Their feelings are acknowledged, and the seriousness of the matter is conveyed. Most concerns are received via email .
* **Fact Gathering and Process Adherence:** Details are recorded clearly, relevant information is checked, and appropriate staff are consulted following the school's grievance procedures to ensure fairness, consistency, and transparency. Responses are typically provided within 24 hours via email or phone call .
* **Prompt Response and Resolution:** The school communicates planned actions and timeframes, follows up after addressing the matter, and aims for respectful resolutions that support the child's wellbeing and maintain family trust. Investigations are conducted, meetings held with stakeholders, and appropriate steps implemented. The Complaints Register is reviewed twice per term to identify any patterns or systemic issues .

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

Standard 7: Knowledge and skills

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

Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

Safe Physical Environments

All Saints Parish School maintains welcoming, inclusive, and well-supervised physical spaces such as classrooms, playgrounds, specialist areas, toilets, and communal spaces. These areas are regularly monitored to identify and mitigate risks related to visibility, supervision, access, student movement, and maintenance. Risk assessments are conducted for various school activities including excursions, camps, and events, with controls like adjusted supervision, designated safe areas, visitor management, and emergency procedures implemented as needed. Staff remain vigilant to environmental factors impacting student safety .

The school commits to clear behaviour expectations, positive relationships, visible staff supervision, safe routines, visitor sign-in, emergency drills, and regular risk assessments. Weekly reviews of engagement data and playground supervision rosters help analyse and address potential risks. Traffic management and care for students with medical or individual needs are also emphasized, with the Student Engagement Team meeting weekly to use evidence for improving outcomes.

Safe Online Environments

The school supports safe, responsible, and purposeful use of digital technologies aligned with child safety expectations and staff codes of conduct. Students receive explicit teaching on respectful online behaviour, privacy, personal information protection, help-seeking, and handling unsafe online interactions. Digital risks such as cyberbullying, inappropriate content, image sharing, and unsafe communication are addressed through prevention, education, monitoring, and timely responses. The school collaborates with families and external agencies when online safety concerns arise. Measures include teaching digital citizenship, monitoring devices and platforms, spot checks, secure logins, filtered internet access, and addressing cyberbullying .

Student Voice, Cultural Safety, and Inclusion

The school values student voices as partners in creating safe environments. Students are encouraged to communicate with trusted adults, raise concerns, contribute to behaviour expectations, and engage in age-appropriate learning about safety, wellbeing, relationships, and respect. The school strives to ensure Aboriginal and Torres Strait Islander children and families experience culturally safe, respectful, and inclusive environments. Physical and online spaces are designed to reflect belonging, dignity, and respect for diverse identities, backgrounds, abilities, and needs.

Overall, All Saints Parish School demonstrates a structured, multi-faceted approach to child safety that integrates risk management, education, supervision, and community partnership to foster a safe and inclusive environment for all students and staff .

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

Standard 9: Continuous improvement

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

Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At All Saints Primary School, we are committed to continuously reviewing and strengthening our child safety and wellbeing practices to ensure they remain effective, responsive and aligned with BCE safeguarding expectations.

All Saints regularly reflects on how safeguarding policies and procedures operate in practice. Student protection and safeguarding are addressed through staff meetings and leadership discussions, where staff engage with current processes, clarify expectations and reflect on how child safety is enacted in daily school life. This supports ongoing awareness and shared responsibility for safeguarding across the school community.

During weekly assemblies, Mrs Wilden (Principal) leads a succinct session around safety and wellbeing. To strengthen visibility and student understanding, All Saints will implement the "Safe, Seen, Supported" phrase and logo across the school from Term 3. This will support consistent messaging and reinforce to students that their safety, voice and wellbeing are prioritised. This will form part of the Consent and Respectful Relationships Education.

The school draws on a range of information to inform safeguarding improvement, including staff feedback, leadership reflections, surveys (TTFM), student wellbeing check-ins and parent communication. This information helps identify strengths, emerging risks and areas for development, enabling timely and appropriate adjustments to practice.

During Leadership meetings, Student Engagement Meetings and meetings with our Senior Leader, termly 'Health Checks' are undertaken to monitor key indicators of student safety and wellbeing, including Blue Card compliance, attendance, behavioural data, complaints and wellbeing measures.

Staff adhere to comprehensive procedures around risk assessment and workplace health and safety. The school holds a workplace health and safety meeting each term.

All Saints listens to Aboriginal and Torres Strait Islander students and staff, ensuring cultural safety is prioritised and that our practices continue to reflect First Nations perspectives.

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

Standard 10: Policy and procedures

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

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At All Saints Primary School, we use Brisbane Catholic Education (BCE) safeguarding policies and procedures, which are regularly reviewed and updated to ensure they meet the requirements of the BCE Safeguarding Framework and Child Safe Standards.

Clear procedures for safeguarding children are in place and are communicated to staff through professional learning and ongoing school processes. These procedures support staff to respond consistently and appropriately to concerns relating to student safety and wellbeing.

Safeguarding processes and expectations are also clearly communicated to families. At the beginning of each school year, key child safety information and reporting processes are shared through the school newsletter. Further reminders and updates are provided through regular whole-school newsletter communication across the year. This supports shared understanding and partnership with families in promoting child safety and wellbeing.

Relevant policies and procedures are accessible to all members of our community. Students, parents, caregivers, volunteers and third parties can access relevant documents through the parent portal and school website.

Through the use of clear policies, regular communication and visible safeguarding messaging, All Saints ensures that child safety processes are understood, accessible and embedded within everyday school life.

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

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