

Safeguarding Plan 2026

Immaculate Heart Leichhardt



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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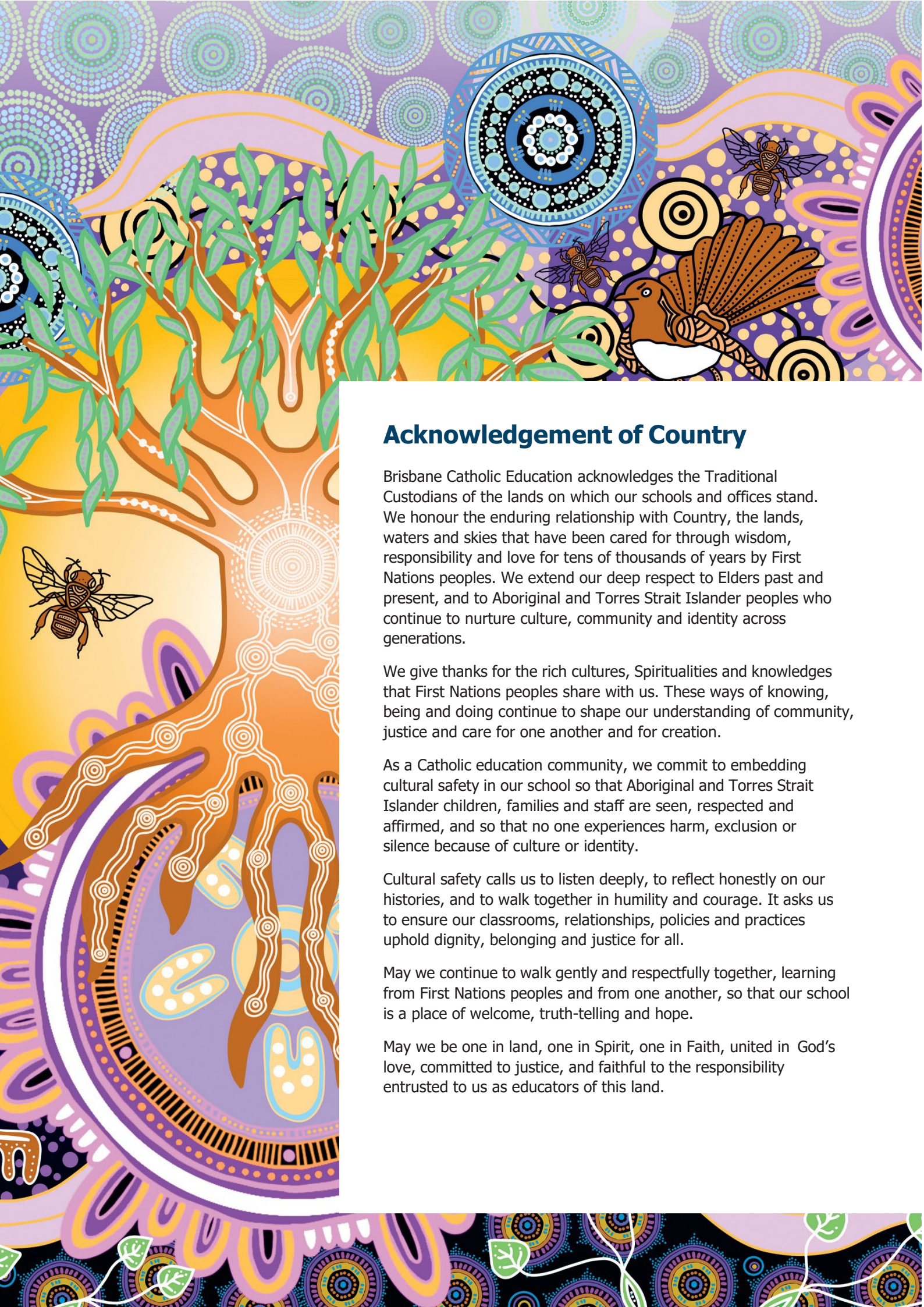
<https://www.immac-heart.qld.edu.au/Pages/default.aspx>

Attributions

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



Immaculate Heart Primary School, Leichhardt, 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 Immaculate Heart Primary School to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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.

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 culture¹



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

- At Immaculate Heart, we are committed to prioritising every student's safety and wellbeing, this includes ensuring Aboriginal and Torres Strait Islander children, families and Community feel welcome, safe, valued, included and respected. We publicly display visual representations such as Aboriginal and Torres Strait Islander flags and artwork that demonstrates our commitment to ensuring the safety and wellbeing of First Nations students and their families.
- This School Safeguarding Plan is publicly available on the school website. This is our commitment to ensuring our school is a child safe organisation which prioritise the safety and wellbeing of every student. Our School Safeguarding Plan also demonstrates how we do this at Immaculate Heart within the context of the Queensland Child Safe Standards
- A member of Immaculate Heart's Leadership Team or a Student Protection Contact (SPC) is rostered as an additional staff member at our emotional regulation space called Pitstop. SPC's are also rostered onto duty at drop off and pick up times. This visible presence of key staff members alongside regularly reminding our students ensures our students know that our staff are present and known to the community
- At Immaculate Heart, our entire staff engage in mandated, system Student Protection (student safeguarding) training which occurs at the beginning of every year.
- At Immaculate Heart, regular reminders are provided to the students to recognise, react and report information to adults, so we can assist students to problem solve concerns.

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:

In line with our implementation plan, at the end of Term 2 we will explain:

How students learn about rights, safety and who to trust

Students are explicitly taught about who the Student Protection Contacts (SPCs) are at Immaculate Heart and child-safe reporting pathways in age-appropriate ways. This is done during class discussions assemblies and classroom visits by the Student Protection Contacts, which happen termly. Schools ensure students know who they can talk to, how to ask for help, and what happens when a concern is shared.

How the school gathers and responds to student voice

At Immaculate Heart we involve our students in planning tools such as personalised support plans, EASPs or behaviour support processes where appropriate. When we meet with students about these plans, Student Support Team will take the time to clearly explain why the plans are being developed and engage students in conversations to inform goal setting and reflect on their own progress.

How student participation influences decision-making

In 2024 and 2025, Immaculate Heart used our Tell Them From Me results to better understand the experience and wellbeing of our students. Immaculate Heart leadership team reflected on the data and together developed a strategy to inform students at each year level, of the outcomes.

How cultural safety shapes our approach

In practice, cultural safety at Immaculate Heart is visible in everyday school routines and spaces: families can see their cultures and languages respectfully represented; staff use warm, plain language and offer, cultural protocols are followed (e.g. Acknowledgement of Country), racism is treated as a student safety and wellbeing issue with clear, trusted pathways to raise concerns.

Evidence of practice and planned improvement

At Immaculate Heart we make intentional adjustments for students living with disability or who have additional learning needs to ensure concepts are accessible and understood. This may include modified language, visual supports, smaller group delivery or collaboration with specialists. This extends to protective behaviour, consent, safety and rights education. Risk assessments are a key part of keeping students safe at Immaculate Heart. Event and activity risk assessments include safeguarding considerations and are supported by structured pre-activity briefings for staff and volunteers, including how to respond to disclosures and incidents during excursions, camps and events, and (where relevant) consideration of individual student circumstances and needs.

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:

In line with our implementation plan, at the end of Term 2 we will explain:

How our school communicates safeguarding expectations to families

Leaders communicate about safeguarding using plain language across newsletters, parent information sessions, school portals and face-to-face conversations. Families are encouraged to ask questions, and leadership is visible and accessible. This is visible in our school (in particular at events) when we regularly communicate the safeguarding expectations around things like: photographing students (other than your own), clear signage designating adult toilets and student toilets, staff supervision in the bathroom area at events so adults and children use separate bathrooms. At Immaculate Heart, safeguarding information is shared with families at enrolment, revisited at the start of each year, and reinforced when new programs, staff or activities are introduced. Families are clearly informed about who to contact if they have a concern and what will happen if they raise one. This information is spoken about and is also clearly documented in our Immaculate Heart Parent Handbook that is given to families every year. Student safety, behaviour support, complaints processes and available services are explained in Plain English (often verbally as well as in writing) and revisited over time so families can reflect, ask questions and consult with family and community, rather than receiving one-off messages. At Immaculate Heart, safeguarding-related operational decisions are shared clearly with families, including the reasoning behind changes, through a variety of accessible methods (e.g. newsletter and PAG).

How families and communities participate in safety and wellbeing initiatives

Immaculate Heart provides informal opportunities for connection with families through community events such as BBQs, welcome evenings, community mornings, assemblies, grandparents day, celebration of learning in classrooms, prep orientation/information sessions and year level liturgies. Student safety, wellbeing and cultural safety are woven into these moments through conversation, visibility of leadership, and shared expectations, rather than being addressed only through formal policy documents.

How the school engages PAG and community partners

Parent and carer groups (PAG) provide structured opportunities for families to contribute to school direction and decision-making, with relationship-based efforts to engage families who may feel less confident participating in formal governance structures.

How feedback is gathered and acted on

PAG meetings (held monthly) agenda items raised seeking feedback when necessary, eg. Uniform changes. TTFM survey annually. Leadership creates a power point presentation regarding areas of attention for the following years AIP. This power point is shared with students and staff.

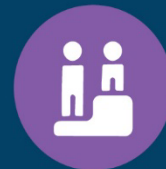
Evidence of practice and planned improvements

At Immaculate Heart, families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised learning plans, behaviour support planning, re-entry meetings following suspensions, and safety planning where required. Meetings are scheduled by the school and families are asked to attend and collaborate.

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:

In line with our implementation plan, at the end of at the end of Term 2 we will explain:

How the school promotes equity, inclusion and respect for diversity

Immaculate Heart prioritises emotional regulation, safety and connection, reducing barriers and focusing on predictable routines, trusted relationships and consistent adult responses. Meetings included family and external supports identified by the family, strengthening trust and shared responsibility.

How supports and adjustments are provided for diverse learners

At Immaculate Heart, the school Behaviour Support Plan is aligned to Multi-Tiered Systems of Support, so wellbeing and behaviour support responses sit on a clear continuum of tiered supports (universal, targeted and individualised) to promote learning environments that are inclusive, safe, respectful and support the dignity of each child. We undertake regular support planning to ensure key staff come together to align adjustments and monitor progress for students with diverse needs or experiences.

How cultural safety and anti-discrimination practices are embedded

Cultural safety and inclusion will be embedded visually into the classroom and assemblies to promote valued and respected partnerships regarding our shared commitment to a better future for all of us.

How students access safeguarding information suitable for them

At Immaculate Heart, students are regularly reminded of who they can talk to if they feel worried or unsafe. This happens through classroom discussions, assemblies, visual resources and informal conversations, rather than being limited to induction or one-off lessons. At Immaculate Heart, we have created a simplified version of our Student Protection poster (that lists the SPCs, their role, contact numbers and some basic information)

Evidence of practice and planned improvements

Staff at Immaculate Heart have participated and will continue to participate in ongoing professional learning focused on trauma aware education. As a staff group we do the required Student Protection Refresher Training modules each term and then use the activities to reflect as a team how we will embed the learnings from that term's module.

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

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice⁵



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

- In line with our implementation plan, at the end of Term 4 we will explain:
- How we screen and onboard employees, volunteers and third parties
- How we ensure safe supervision and conduct
- How we apply BCE recruitment and HR procedures for employees and volunteers
- How we track and keep safeguarding screening requirements current
- Evidence of practice and planned improvements

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

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

How students and families can raise concerns

At Immaculate Heart, students are regularly reminded that there is always someone they can talk to if they are worried, upset or feel unsafe. They are encouraged to speak with a trusted staff member, Student Protection Contact, Guidance Counsellor or member of leadership. We reinforce that no problem is too small to share and asking for help is a strength. Families are encouraged to contact teachers, leadership or Student Protection Contacts with concerns about their child's safety, wellbeing or learning.

Child-focused, trauma-informed responses

When a student shares a concern, our first priority is helping them feel safe, heard and supported. We understand children may need time, reassurance or a familiar staff member before they are ready to talk. Staff respond with patience and care, looking beyond the behaviour to understand what may be happening for the child. Students and families are included in support planning where appropriate.

Recording, managing and escalating concerns

Concerns are taken seriously and followed up appropriately. Staff seek support from Student Protection Contacts, leadership or BCE when needed. Concerns may be managed through support and monitoring or formally recorded and escalated through BCE processes. Actions may include family meetings, student check-ins, increased supervision, support plans, BCE advice or formal reporting.

Reportable Conduct Scheme

Concerns about adult behaviour towards children, including inappropriate conduct, boundary breaches or suspected harm, are taken seriously. Staff complete safeguarding and student protection training, and concerns are managed in line with BCE processes and legislative requirements.

Evidence of practice

Safeguarding is part of everyday school life at Immaculate Heart. Staff are visible and accessible, students are regularly encouraged to seek help, and families are included in conversations about support when needed.

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

Standard 7: Knowledge and skills

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



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

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

How physical spaces are designed and supervised for safety

At Immaculate Heart, we want students to feel safe, supported and connected throughout the school day. Staff are visible and available in classrooms, playgrounds and during arrival and departure times. Students know where to find help, including Pit Stop, Student Protection Contacts and leadership. These everyday interactions help build trusted relationships and allow staff to notice when a student may need extra support. Risk assessments for excursions, camps and events also consider physical safety, wellbeing and individual student needs.

How the school promotes online safety

Online safety is an important part of student wellbeing. Students regularly learn about being safe, respectful and responsible online and what to do if something makes them uncomfortable. We reinforce that the same expectations of kindness, respect and responsibility apply online as they do face-to-face. Families are included when online concerns arise.

How employees model safe digital behaviours

Staff model appropriate digital behaviour by using BCE-approved systems and professional communication practices. Student information is treated carefully and shared through appropriate channels. Ongoing safeguarding training supports staff understanding of their responsibilities in both physical and online environments.

How physical and online risks are assessed and managed

We try not to wait for problems to occur before taking action. Supervision, wellbeing information, behaviour data and concerns raised by students, families or staff help us identify where additional support may be needed. Our Student Protection Contact team regularly discusses concerns and patterns, which may lead to changes in supervision, additional support or working more closely with families. Online concerns are approached in the same way, with a focus on understanding what has happened and reducing future risks.

Evidence of practice and planned improvements

Safeguarding is part of everyday school life. Students know trusted adults they can approach, Student Protection Contacts are accessible, and conversations about safety and help-seeking happen regularly. We continue to seek feedback from students, families and staff and will keep strengthening student voice, online safety and our review of physical and online risks.

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:

- Immaculate Heart's Student Protection Contact (SPC) Team meets to ensure our SPC's are staying up to date with any student concerns and ensures our students have appropriate supports in place when they need them. Our team is able to look at matters holistically, identify trends in student behaviour and work proactively to keep every student safe and well.
- Our school nominated SPC's participate in appropriate child safe standard training so we are up to date with policy or procedural changes.
- We track progress against our Reconciliation Action Plan actions related to child safety and wellbeing, using indicators developed with Aboriginal and Torres Strait Islander families. These indicators help us understand whether cultural safety is felt, not just planned.
- At Immaculate Heart, we use yarning circles. We meet with First Nations students to understand how they feel safe in the school community and what we can do better to make our school space culturally safe. When feedback is implemented, we share this with the whole school community to continue to ensure we provide a safe and respectful space for all students, staff and visitors.
- Student support safety plans are shared termly with teaching staff to assist understanding the support structures in place for the students while they are at school.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

- At Immaculate Heart, we use BCE policies and procedures which are reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principle and include clear procedures for safeguarding children.
- We have developed a school-based policy around uniforms. This policy was developed with students, the parent/carers community and our school staff and includes the redesign of the uniform based on direct feedback from across the student community.
- Our onboarding process for new staff includes a briefing on the location, content and application of safeguarding policies and procedures and acknowledge our school is a child-safe environment.
- Policies and procedures are communicated via the school newsletter or broadcasts. They are placed in a visible location on the school website.
- Where necessary, school-level procedures exist to localise system requirements. These are communicated in school newsletters or broadcasts to assist with community understanding and compliance to the processes.

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)

