

# Safeguarding Plan 2026

## St Dympna's Primary





## Our Safeguarding Commitment

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

## Accessibility



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

## Contact for enquiries

St Dymphna's Primary School

491 Robinson Rd

Aspley 4034

[paspley@bne.catholic.edu.au](mailto:paspley@bne.catholic.edu.au)

07 3375 8900

## Attributions

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

**Cover:** (c) Brisbane Catholic Education, St Dymphna's Primary 2026

**Page 4:** (c) Brisbane Catholic Education, St Dymphna's Primary 2026

© The State of Queensland (Queensland Family and Child Commission) Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland. These Guidelines and the related symbols contained in this work are adapted from material licensed under the Creative Commons Attribution (CC BY) 4.0 International licence.







## Acknowledgement of Country

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

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

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

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

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

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



# Introduction

**Because wherever a child or vulnerable person is safe, there you serve and honour Christ.**

Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



St Dympna's Primary, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

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

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

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows St Dympna's Primary to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

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



# The Child Safe Standards



## Standard 1: Leadership and Culture

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



## Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously.



## Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing.



## Standard 4: Equity and diversity

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



## Standard 5: People

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



## Standard 6: Complaints management

Processes to respond to complaints and concerns are child-focused.



## Standard 7: Knowledge and skills

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



## Standard 8: Physical and online environments

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



## Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved.



## Standard 10: Policies and procedures

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



## Universal Principle

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

## Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:





# The Universal Principle

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



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

## Cultural Safety Indicators

- 1 Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.
- 2 Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.
- 3 Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.
- 4 Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.
- 5 Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.
- 6 Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.
- 7 Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.
- 8 Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

## The Cultural Capability Framework

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



### Teaching

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



### Relationships

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



### Environment

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



### Leadership

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



# Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture<sup>1</sup>



## 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 St Dymphna's Primary, child safety and wellbeing are embedded at the heart of our leadership, staff culture and decision-making. The first agenda item at every weekly School Leadership Team meeting is a student and staff safety and wellbeing check-in, ensuring these considerations are front of mind and central to every decision we make. Our leadership team works in close partnership with our full-time Guidance Counsellor through regular, scheduled consultations to monitor student wellbeing, respond to emerging concerns, and review safeguarding practices as required.

Staff at St Dymphna's Primary share a strong culture of responsibility and accountability for safeguarding, demonstrated through a clear understanding of and commitment to the Code of Conduct, student protection processes and safety standards, behaviour expectations, and risk management practices.

Proactive risk management is a key feature of our leadership and staff culture; prior to every school event, excursion or incursion, a comprehensive risk assessment is completed with a specific focus on student safety and wellbeing. This includes careful consideration of supervision ratios, student privacy, transport arrangements, and consent for photographs or recordings.

Through strong leadership, shared expectations and a collective commitment to safeguarding, we foster a culture where safety, wellbeing and dignity are actively promoted and upheld across all aspects of school life.

<sup>1</sup> 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<sup>2</sup>



## 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 St Dymphna's, Standard 2 is evident in the way students are supported to understand their right to be safe, heard and included in decisions that affect them. Curriculum planning embeds age-appropriate learning about consent, respectful relationships, protective behaviours and help-seeking, helping students build the confidence to ask questions, express their views and seek help from trusted adults.

Students are explicitly taught who the Student Protection Contacts are, how to report concerns and what happens when a concern is shared. These messages are reinforced through classroom discussions, assemblies, Guidance Counsellor visits, newsletters and posters in classrooms and shared spaces, as well as through National Child Protection Week and Day for Daniel.

Student voice is encouraged through positive relationships with staff, class meetings, classroom discussions, leadership opportunities, surveys and wellbeing lessons. Our school is working towards a Student Council to provide an even greater platform for student voice. Staff create supportive environments where students can share ideas and raise concerns, and respond to safety or wellbeing concerns in a timely and appropriate way. The Resilience Project has been embedded at St Dymphna's since 2024, with lessons linked to the Australian Curriculum and focused on gratitude, empathy, mindfulness, emotional literacy, respectful relationships and positive help-seeking behaviours.

Friendship, inclusion and positive relationships are promoted through classroom learning, wellbeing programs, buddy programs, community-building activities and supported play spaces such as lunchtime GEM Club. Playground supervision is also understood as a safeguarding responsibility, with staff being visible, proactive and attentive to peer dynamics.

Student safety and voice are further supported through targeted programs and partnerships, including Bravehearts personal safety education for Prep and Year 1 students, Queensland Police online safety sessions for Year 6, the Responsible Use of Technology agreement, and Guidance Counsellor support programs such as Seasons for Growth and social skills support. Older students contribute to a safe school culture through buddy programs and leadership opportunities. Risk assessments for events and activities include safeguarding considerations, individual student needs and staff and volunteer briefings, ensuring student safety and voice remain central beyond the classroom.

St Dymphna's uses Tell Them From Me data and The Resilience Project student survey results to inform whole-school wellbeing responses. Staff training in safeguarding, Student Protection Contacts and The Resilience Project supports staff to create safe spaces for students to participate, ask questions and raise concerns.

<sup>2</sup> 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<sup>3</sup>



## Brisbane Catholic Education's commitment to Standard 3

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

## What Standard 3 looks like at our school:

At St Dymphna's, Standard 3 is lived through the way families and community members are welcomed, informed and included as partners in child safety and wellbeing. The school has strong family engagement, supported by a wide variety of well-attended events and opportunities for families to be part of the school community, including parent information evenings, open days, liturgies, sporting events, student performances, community celebrations, parent groups and informal conversations with staff and school leadership. Our monthly PFG meetings are well attended, in person and via Teams. The Pastoral Care Parent network throughout the school creates connection between families. All these opportunities help build trust, strengthen relationships and keep child safety and wellbeing visible in everyday school life.

Families receive regular and accessible information about safeguarding expectations, available supports, Student Protection Contacts and the processes for raising concerns. This information is shared through newsletters, BCE Connect, the parent handbook, parent information sessions, the school website, emails and face-to-face communication. As a result, families have a clear understanding of who they can contact if they have a concern, what steps will be taken when a concern is raised, and how the school works in partnership with families to support student safety and wellbeing.

Families are also actively invited to contribute to decisions that affect their child, including personalised learning plans, behaviour support planning, re-entry meetings following absence, and safety or wellbeing planning where required. Meetings are arranged flexibly, with families asked how they would prefer to engage, so that participation is not limited to one pathway. Where relevant, students and families are also included in risk management processes, such as planning for camps or activities involving specific medical, safety or wellbeing needs.

The school recognises that strong relationships, cultural identity and a sense of belonging are important protective factors for children. St Dymphna's is continuing to strengthen cultural safety by inviting feedback from families, including First Nations families and community representatives, and by ensuring concerns such as racism are treated as student safety and wellbeing matters. Ongoing feedback, survey responses, attendance at parent events and everyday conversations help the school monitor the effectiveness of its communication and identify opportunities to further strengthen family and community engagement.

<sup>3</sup> 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<sup>4</sup>



## 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:

At St Dymphna's, Standard 4: Equity and Diversity is reflected in the way we uphold the dignity, safety and belonging of every child. We recognise that children come to school with different backgrounds, cultures, abilities, family experiences and individual needs. Our staff work to create inclusive environments where students feel safe, respected, valued and connected, and where their identity, voice and experiences are acknowledged in everyday interactions, classroom practices and school procedures.

Equity at St Dymphna's means responding to children according to their individual circumstances rather than applying a single approach for all. Staff consider each student's learning, wellbeing, behaviour, cultural and family context when planning support or responding to concerns. Where appropriate, adjustments are documented in individual support plans and reviewed with relevant staff, families and external agencies, with parent consent. This helps ensure that each child receives the support they need to participate safely and confidently in school life.

We also strengthen cultural safety and inclusion through curriculum, professional learning and whole-school practices. Staff continue to build their understanding of culturally safe and trauma-informed approaches, including ways to support Aboriginal and Torres Strait Islander perspectives, culturally and linguistically diverse students, students with disability, and children who may require additional wellbeing or learning support. Cultural celebrations, identity-affirming practices and opportunities to learn about different histories, cultures and perspectives help students value diversity and strengthen their sense of belonging.

Our safeguarding practices also ensure that students and families can access support in ways that are respectful, clear and appropriate. Staff, volunteers and school leaders are supported to understand their responsibilities in relation to student wellbeing, inclusion and child safety. Risk assessments, behaviour support processes and complaints or concern pathways consider the needs of individual students, including how activities and processes may be experienced by them. Student voice and family input are valued as important sources of feedback about safety, wellbeing, belonging and inclusion, and this information guides ongoing improvement in our child safe practices.

<sup>4</sup> 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<sup>5</sup>



## 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

<sup>5</sup> 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<sup>6</sup>



## Brisbane Catholic Education's commitment to Standard 6

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

## What Standard 6 looks like at our school:

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

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

<sup>6</sup> 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<sup>7</sup>



## 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

<sup>7</sup> 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<sup>8</sup>



## Brisbane Catholic Education's commitment to Standard 8

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

## What Standard 8 looks like at our school:

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

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

<sup>8</sup> 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<sup>9</sup>



## 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:

With the implementation of the Child Safe Standards in Queensland in 2026, St Dymphna's Primary is undertaking a comprehensive, systematic and progressive review of all aspects of student safety and wellbeing. Across 2026, the school is self-assessing against all ten Child Safe Standards, including the Universal Principle, through consultation with a diverse range of students, families and staff, analysis of safeguarding and wellbeing data, and reflection on existing strengths and identified areas for improvement. Findings from this evidence-informed process guide ongoing actions and are documented within the School Safeguarding Plan, which is regularly reviewed, updated and published on the school website to ensure transparency and accountability to families and the broader community.

Student voice is a key driver of continuous improvement at St Dymphna's Primary. Through the school's partnership with *The Resilience Project*, student voice from Years 1–6 is systematically gathered as evidence across multiple domains of student safety and wellbeing. This data is analysed by the Leadership Team, shared with staff, and used to inform school-wide planning and improvement actions. The Resilience Project is implemented consistently by all staff and has strengthened collective understanding of student wellbeing and resilience.

The school's Student Protection Contact meets regularly with the Leadership Team to review student wellbeing and safety concerns, while weekly Leadership Team meetings include a standing agenda item focused on student wellbeing and safety check-ins. This ensures timely monitoring, shared oversight and responsive support for identified students. In addition, the Enrichment Team meets weekly to consider student needs holistically, identify emerging trends in behaviour and wellbeing, and implement proactive strategies to ensure every student is safe, supported and able to thrive.

Through these structured, reflective and ongoing review processes, St Dymphna's Primary demonstrates a strong commitment to continuous improvement in safeguarding practice.

<sup>9</sup> 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<sup>10</sup>



## 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 St Dymphna's Primary, safeguarding policies and procedures are clearly documented, communicated and embedded in everyday practice to ensure children are safe and supported. The school implements Brisbane Catholic Education policies and procedures, which are regularly reviewed and updated to ensure they meet the requirements of the Child Safe Standards and the Universal Principle, and provide clear, practical guidance for safeguarding children. Key safeguarding processes and expectations are communicated to families through the Parent Handbook and reinforced through regular school communications, including the school newsletter.

St Dymphna's Primary is continuing to strengthen its approach to cultural safety by prioritising its development of strong connections with local Aboriginal and Torres Strait Islander Elders to inform policies and procedures through First Nations perspectives and further uphold cultural safety as a priority.

The Principal plays a key role in reinforcing safeguarding procedures through staff meetings, face-to-face student protection training, and by consistently modelling safe practices in everyday operations, such as ensuring visitors sign in, maintaining professional boundaries, and following reporting pathways. Leaders further reinforce safeguarding expectations during classroom visits and playground walkthroughs by intentionally highlighting safe practice, including checking visibility in classrooms, ensuring supervision zones are appropriately staffed, and modelling calm, respectful interactions with students.

Teachers also embed safeguarding practices within classrooms by regularly reminding students of their right to feel safe, identifying who they can talk to for support, and ensuring students know who the Student Protection Contacts are, including by referring to displayed SPC information. Through clear policies, consistent communication and visible modelling of safe practice, St Dymphna's Primary ensures safeguarding policies and procedures are understood, implemented and upheld across the school community.

<sup>10</sup> 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)



