

Our Lady Help of Christians Safeguarding Plan 2026



Our Lady Help of Christians

FAITH • COURAGE • ACTION

Co-Educational Prep - Year 6

Our Lady Help of Christians
CATHOLIC PRIMARY SCHOOL



Version: V2

Last updated: June 2026



**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

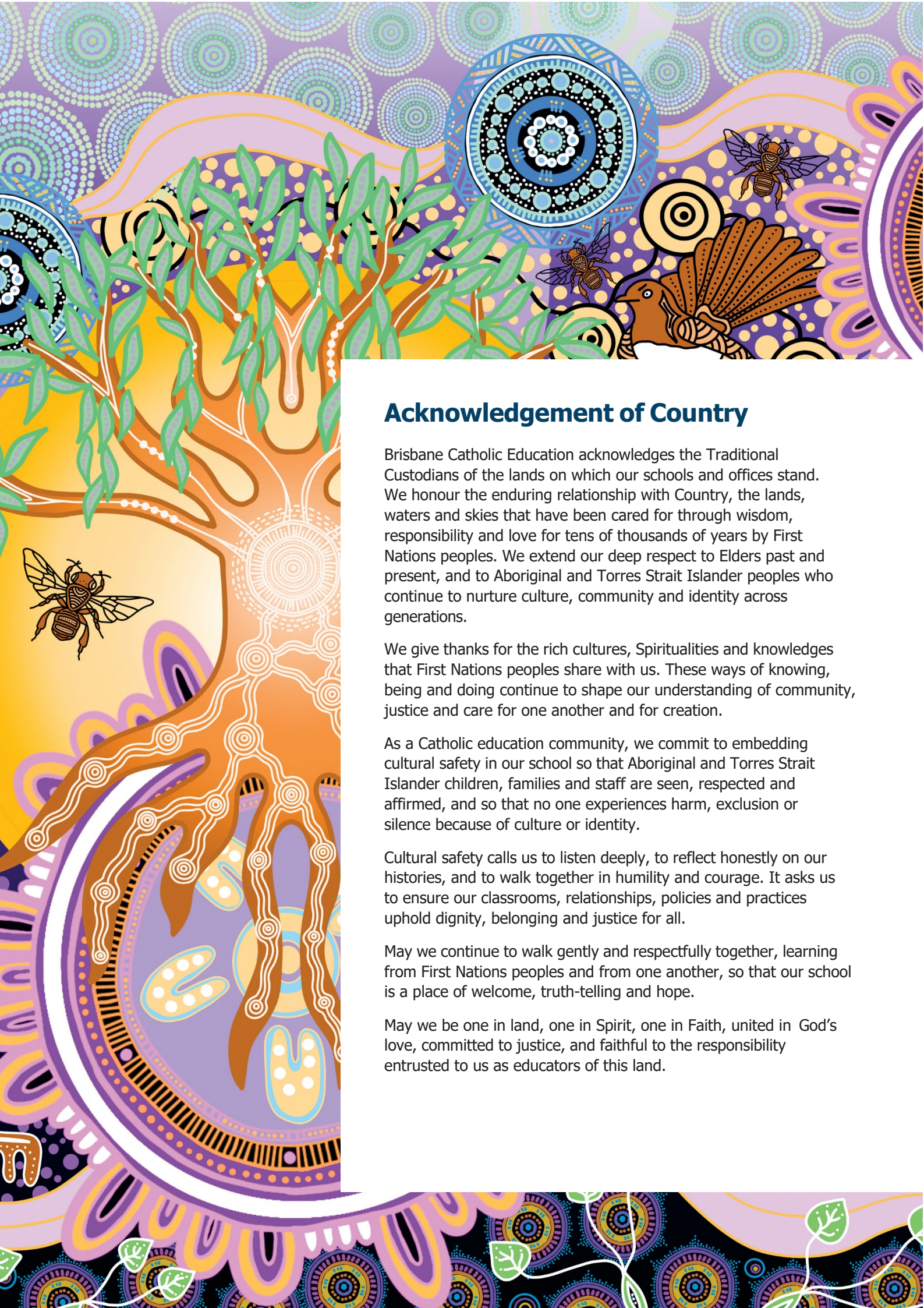
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Acknowledgement of Country

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.



Our Lady Help of Christians, Hendra, 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 Our Lady Help of Christians to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

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

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture¹



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

Our Lady Help of Christians Hendra demonstrates its commitment to child safety by fostering strong leadership and a positive culture that prioritises the wellbeing and protection of students. The school meets the standard of child safety through the following measures:

- Clear policies: The school has established comprehensive child safety policies that outline expectations, procedures, and responsibilities for staff, students, and families.
- Codes of conduct: All members of the school community are guided by codes of conduct that promote respectful interactions and set boundaries to protect children.
- Student protection processes: The school implements robust processes for reporting and responding to concerns, ensuring students' voices are heard and their safety is prioritised.
- Risk management plans: Leadership reviews and maintains risk management plans to proactively identify and address potential risks to child safety within the school environment.
- Behavioural expectations: The school sets clear behavioural expectations through our positive behaviour for learning framework for staff and students, reinforcing positive values and discouraging actions that may compromise child safety.
- Risk monitored through Regular monitoring, Internal audits, Escalation pathways: Leadership ensures ongoing monitoring of risks through regular reviews, internal audits, and established escalation pathways for addressing issues swiftly and effectively.
- Cultural safety: The school promotes cultural safety by respecting diversity and fostering an inclusive environment where all children feel safe and valued.

Through these strategies, Our Lady Help of Christians upholds a culture of vigilance and accountability, with leadership setting the tone for a safe and supportive school community.

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

Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously²



Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At Our Lady Help of Christians Hendra, we are dedicated to ensuring the safety, wellbeing, and empowerment of every student. We prioritise teaching students about their rights and safety, encourage active student participation, and foster a culturally inclusive environment. Our commitment is reflected in our ongoing efforts to provide meaningful opportunities for student voice and involvement throughout the school.

- Students are taught about their rights, safety, and trusted adults through curriculum sessions and classroom discussions.
- The school gathers student voice via surveys, classroom conversations, and the Student Senior Leaders, and responds with clear communication and follow-up.
- Student participation shapes school decisions, with representatives contributing to policies, event planning, and improvement initiatives.
- Cultural safety is promoted through ongoing staff training, inclusive policies, and celebration of diverse backgrounds.
- Current evidence includes explicit teaching and regular consultation, with plans to expand cultural safety and leadership opportunities for students.

We remain committed to continually improving our practices by listening to student voices, enhancing cultural safety, and creating leadership opportunities. By working together, we strive to build a school community where every student feels valued, protected, and supported.

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

Standard 3: Family and community

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



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At Our Lady Help of Christians School Hendra, we are deeply committed to creating a nurturing and safe environment for all children where families and the schoolwork together to share the responsibility for protecting students.

- Our Lady Help of Christians School Hendra ensures that safeguarding expectations are communicated to families through regular newsletters, parent information evenings, and updates to our website. Policies and procedures are shared openly, ensuring all families understand their roles in ensuring a safe environment for every student.
- Families and community members are actively involved in safety and wellbeing programs such as workshops, school assemblies, and awareness campaigns. Their participation helps reinforce the importance of child safety and supports a culture where student wellbeing is a shared responsibility.
- The school collaborates closely with the Parents & Friends Advisory Group (PFG), School Pastoral Board, Parish Finance Council, and community partners to deliver joint initiatives, promote safety messages, and organise events that foster a connected and protective community. These partnerships ensure that safeguarding remains a collective focus both within and beyond school grounds.
- Feedback from families and students is gathered through surveys, open lines of communication, and dedicated consultation sessions. The school leadership reviews this input regularly and communicates actions taken or planned through school newsletters, PFG and school board reports, and meetings, demonstrating a commitment to continuous improvement.
- Evidence of our commitment includes documented policies, records of professional development sessions for staff, and minutes from collaborative meetings with families and partners. Planned improvements involve ongoing review of safeguarding strategies and the introduction of new programs to address emerging needs and feedback received from our community.

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:

At Our Lady Help of Christians School Hendra, a strong commitment to creating an inclusive and respectful community underpins all aspects of school life. The school's approach is guided by a dedication to upholding the values of equity and diversity, ensuring every student feels welcomed and supported.

- The school actively promotes equity, inclusion, and respect for diversity through curriculum initiatives, community engagement, and celebrating cultural events.
- Supports and adjustments are provided for diverse learners by tailoring educational plans, offering specialised resources, and facilitating access to additional assistance.
- Cultural safety and anti-discrimination practices are embedded through ongoing staff training, inclusive policies, and student-led awareness campaigns.
- Students access safeguarding information suitable for them via age-appropriate materials, dedicated wellbeing sessions, and clear communication channels.
- Evidence of practice includes regular review of policies, feedback from students and families, and planned improvements such as expanding cultural awareness programs and enhancing support structures.

Our Lady Help of Christians School Hendra continually strives to improve its practices, ensuring a safe and supportive environment for all students.

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:

At Our Lady Help of Christians Hendra, we have a strong commitment to ensuring that all staff, students and visitors feel safe and that all who work with children are supported and equipped to uphold child safety. We recognise that safeguarding is strengthened by ongoing professional learning, supervision and shared accountability. Through this standard, OLHC continues to build a culture where staff, volunteers and visitors understand their responsibilities and contribute to a safe, respectful and child-centred environment.

- Concerns can be raised through familiar pathways, including classroom teachers, the Principal, school leadership, the front office, parent communication channels and BCE complaints processes.
- Staff regularly remind students that they can speak with a trusted adult if they feel unsafe, worried or unheard.
- Families are encouraged to contact the school early so concerns can be addressed promptly and respectfully.
- Concerns are listened to, recorded and followed up through school leadership, relevant staff and, where appropriate, the Student Support Team.
- OLHC follows BCE procedures for escalation, reporting and referral, including contact with relevant authorities when required.
- Responses aim to be timely, respectful and thorough, with follow-up actions monitored through school processes.
- For Aboriginal and Torres Strait Islander students and families, OLHC seeks culturally safe support where appropriate, including BCE personnel, First Nations-led advice, trusted community contacts or Elders.
- Student concerns are managed in ways that prioritise safety, wellbeing and voice, while minimising further distress through calm listening, confidentiality where appropriate and limited repeated questioning.

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:

At Our Lady Help of Christians School Hendra, we have a strong commitment to creating an inclusive and respectful community that underpins all aspects of school life. The school's approach is guided by a dedication to upholding the values of equity and diversity, ensuring every student feels welcomed and supported.

- OLHC Hendra supports student safety and wellbeing through clear routines, active supervision, predictable transitions and attention to students' physical, social, emotional, spiritual and cultural needs.
- Student wellbeing is supported through classroom teachers, leadership, the Student Support Team, fortnightly support meetings and termly staff discussions focused on student needs.
- Staff use duty rosters, designated supervision zones and clear expectations for active supervision during play breaks, transitions, before school and dismissal.
- Higher-risk areas, including toilets, garden and shaded spaces, busy transition areas and playground areas with reduced visibility, are monitored and reviewed through staff feedback, incident data, injury reports and Engage records.
- Environmental risks are reduced through visible staff presence, clear movement routines, visitors sign-in through the front office.
- Staff ensure duty areas are not left until the next staff member arrives or students transition safely.
- Activities and excursions are planned with risk assessment, supervision arrangements, student needs, participation, privacy and learning access considered before students take part.
- Technology use is guided by BCE and school expectations, with staff supervising online learning environments and reinforcing safe, respectful and appropriate online conduct.
- Parents and carers are supported through school communication about technology expectations, online safety and appropriate use of school digital platforms.
- Our school implements device and network restrictions, including appropriate filtering, monitoring and access controls, to support safe online participation and reduce risks to students in line with safeguarding expectations.
- When external providers or third-party facilities are used, OLHC checks supervision roles, child safety expectations, risk management requirements and staff responsibilities before student participation.

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:

Our school is committed to ongoing reflection, review and improvement of child safeguarding practices to ensure the safety, dignity and wellbeing of all children entrusted to our care.

- Regular policy and procedure reviews: Child safeguarding policies are routinely assessed to ensure they remain relevant, effective, and compliant with BCE and legislative requirements.
- Seeking and valuing feedback: The school actively gathers input from students, families, and staff to guide improvements and foster a culture of shared responsibility.
- Monitoring and analysing concerns: All incidents and disclosures related to child safety are reviewed to identify patterns and risks, enabling proactive responses.
- Implementing improvement actions: When areas for development are found, documented action plans with clear responsibilities and deadlines are established.
- Leadership oversight and accountability: School leaders maintain governance and review processes that ensure strong oversight and accountability for safeguarding practices.
- Risk management reviews: Physical, online, and operational risks are regularly reassessed so that safeguarding strategies remain responsive and effective.
- Staff capability development: Ongoing professional learning and training are provided to staff, adapting to emerging needs and legislative changes.
- Transparent communication and evaluation: Policy updates are clearly communicated to the community, and effectiveness is evaluated to promote student safety and wellbeing—not just compliance.

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:

Our school is committed to ensuring that clear, accessible and effective policies and procedures document how we provide a safe, supportive and inclusive environment for all children.

To fulfil this commitment, the school:

- documents clear policies and procedures that prioritise child safety and wellbeing and reflect Brisbane Catholic Education directives, legislative obligations and best practice.
- Ensures Child safeguarding documents clearly outline the roles and responsibilities of staff, volunteers, contractors and leadership in creating and maintaining child safe environments.
- Makes child safeguarding documentation accessible and understandable with policies and procedures written in clear, practical language and are readily accessible to staff, families and the wider school community.
- Embeds child safeguarding across all school policies and practices integrating child safety principles across governance, behaviour support, risk management, complaints handling, recruitment and curriculum-related policies to ensure a consistent approach.
- Uses consultation and best practice to inform documentation by drawing on Brisbane Catholic Education guidance, stakeholder feedback and contemporary best practice when developing and updating child safeguarding policies and procedures.
- Ensures staff understand and implement safeguarding policies through Staff formation, induction and professional learning to support a shared understanding of child safeguarding policies and expectations, ensuring they are enacted consistently in daily practice.
- Regularly reviews and updates child safeguarding documentation. Child safeguarding policies and procedures are reviewed on a scheduled basis to ensure they remain current, effective and responsive to emerging risks and community needs.

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)

