# Safeguarding Plan 2026

Christ the King Catholic Primary School
Side by side we grow

# Christ the King Deception Bay




Version 1

Updated: 16th March, 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

As we gather together at Christ the King
we acknowledge the Traditional Custodians,
the Kabi Kabi Peoples, who have had a continuing
connection to this Country for tens of thousands of years.

We pay our deepest respect to the Elders past, present and emerging.
With their guidance we seek to understand how to care for the land,
waterways and our animals, to connect with Culture and
to speak truth of our Nation's history.

With Compassion, Courage, Hope and Justice we will work as one to
continue the sharing and learning of knowledge.

May we walk together so we too are one in Land, one is Spirit, one in Faith,
united in God's love, as Side by Side we grow.



# 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.



Christ the King, Deception Bay, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

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

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

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

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

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

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

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

# The Child Safe Standards

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

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

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

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

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

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

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

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

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

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

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

## Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



# The Universal Principle

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

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

## Cultural Safety Indicators

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

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

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

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

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

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

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

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

## The Cultural Capability Framework

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

### Teaching

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

### Relationships

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

### Environment

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

### Leadership

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

# Standard 1: Leadership and Culture

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

## Brisbane Catholic Education's commitment to Standard 1

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

## What Standard 1 looks like at our school:

At Christ the King, Child Safe Standard 1 is lived out through strong, active leadership and a culture where student safety is embedded in every decision we make.

Our Leadership Team, which includes the Principal, APRE, Guidance Counsellor, Support Teachers Inclusive Education, Primary Learning Leader, and WHS/Risk and Compliance Officer, meets weekly with safeguarding, student protection, and wellbeing of students and families as standing agenda items. This ensures that concerns are identified early, shared appropriately, and responded to consistently.

The Student Protection Contacts meet weekly to monitor and support our most vulnerable students and families. Safety expectations are clearly communicated to parents at the start of each year, and every school event, excursion, incursion, or camp is supported by a detailed Risk Assessment, staff and volunteer briefing, student briefing, and post-event review.

Regular assemblies reinforce safety messages, procedures, and expectations, and our students tell us they feel safe because they know their wellbeing comes first. Staff decision-making always begins with the question, "What keeps students safest?", and our predictable routines, strong relationships, and visible adult presence reflect this commitment. Open communication, psychological safety for staff, and strong parent partnerships ensure that concerns are raised early and addressed promptly.

Our governance structures, supported by a comprehensive Staff Handbook and Playbooks are detailed, consistent, and responsive, and our data shows that students, staff, and families experience our school as a place where children are protected, valued, and ready to learn.

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

# Standard 2: Voice of children

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

## Brisbane Catholic Education's commitment to Standard 2

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

## What Standard 2 looks like at our school:

At Christ the King, the safety and wellbeing of every student is our highest priority. We regularly review our practices and share with our community how we are strengthening child safety, student voice, and inclusive, culturally safe environments.

Students are explicitly taught about their rights, personal safety and respectful relationships through the Health and Physical Education curriculum from Prep to Year 6. This includes age-appropriate learning about consent, protective behaviours and help-seeking strategies. This learning is reinforced through The Resilience Project, classroom discussions, assemblies, and whole-school wellbeing practices. Students learn how to recognise safe and unsafe situations, set boundaries and seek help from trusted adults. Clear messaging is embedded beyond the classroom. At assemblies and before extra curricula activities and school events, students are reminded about safety expectations. Student Protection Contacts are regularly identified and promoted so that all children know who they can talk to.

Student voice is actively sought through a range of formal and informal processes. Learning Walks and Talks provide regular opportunities for students to share how safe they feel, what supports them, and what could be improved. Student voice through surveys (Tell Them From Me and The Resilience Project), classroom discussions and restorative conversations, create multiple avenues for them to express their views and raise concerns. Student feedback is analysed ensuring their perspectives are taken seriously and directly inform school practices and priorities.

Student voice is a key driver of school improvement. Feedback gathered from students is used alongside family and staff input to inform planning, wellbeing initiatives and decision-making across the school. Students' experiences of safety are regularly reflected upon by leaders and staff to ensure the school continues to meet their needs. Inclusive practices are used to ensure that all students, including those whose voices may be less heard, are supported to contribute.

Christ the King is committed to creating a culturally safe and inclusive environment where every student feels valued, respected and supported. This includes intentionally recognising and responding to diverse backgrounds, identities and needs of our students. Students are supported through strong relationships with staff, inclusive practices, and a school wide focus on respect, belonging and acceptance.

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

# Standard 3: Family and community

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

## Brisbane Catholic Education's commitment to Standard 3

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

## What Standard 3 looks like at our school:

At Christ the King we recognise that child safety is a shared responsibility. We work in partnership with families and the wider community to ensure a consistent, informed and collaborative approach to safeguarding and wellbeing. Our safeguarding expectations are clearly and consistently communicated through multiple platforms, ensuring all families understand how we prioritise student safety and wellbeing. Key information is shared through the school newsletter, class newsletters, direct email communication, school app notifications and the school website.

Families are also informed through:

- Parent information evenings
- Permission notes and pre-event communication outlining safety expectations
- Assemblies and whole-school messaging
- Enrolment processes and policy documentation

Families also have access to targeted information sessions led by external consultants and organisations, such as Queensland Police (ThinkUKnow), and BehaveAbility to support families in areas such as online safety and behaviour management.

Families and community members are actively involved in promoting child safety and wellbeing through both formal and informal opportunities.

Families contribute through:

- Participation in Support Team Meetings and ongoing communication with teachers
- Engagement in surveys and feedback processes
- Attendance at information sessions and school events
- Involvement in discussions about safety and wellbeing

Parent engagement in school life including liturgies, community celebrations and wellbeing initiatives, help to build a strong, shared understanding of safety, belonging and inclusion.

Christ the King is committed to ongoing improvement and expanding opportunities for authentic parent and community voice in school decision-making and building further awareness of culturally safe practices across the 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 practice[4]

## Brisbane Catholic Education's commitment to Standard 4

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

## What Standard 4 looks like at our school:

At Christ the King, we are committed to ensuring every student feels safe, valued and respected. Our approach to safeguarding is grounded in equity, inclusion and a deep respect for diversity, recognising that each child has unique strengths, needs and experiences. We foster a strong culture of belonging where all students are respected and included. Staff intentionally build positive relationships with students and families, creating environments where diversity is recognised and valued.

We are highly responsive to the diverse needs of our students and provide targeted supports to ensure every child can access learning and feel safe.
Support is provided through:

- Personalised Support Plans and targeted interventions
- Ongoing monitoring through dedicated support meetings and data analysis
- Classroom adjustments designed to meet individual needs and promote success
- Early Intervention through partnerships with families and external services

Cultural safety is embedded across the school through deliberate and consistent practices. Staff are committed to understanding each student's background and responding with respect, empathy and inclusivity. Staff are also supported to provide trauma-informed approaches, responding to student behaviour with understanding, consistency and care.

This includes:

- Recognising and respecting cultural identities, beliefs and experiences
- Building strong, trusting relationships with students and families
- Creating safe classroom environments where all students feel valued
- Embedding First Nations perspectives and ways of knowing, being and doing
- Ensuring inclusive and equitable practices across teaching, learning and wellbeing

Christ the King is committed to continuous improvement with a focus on strengthening staff capability in culturally safe and trauma-informed practices, explicitly teaching safeguarding concepts and continuing to ensure inclusive practices are consistently visible and embedded across the school.

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

# Standard 5: People

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

## Brisbane Catholic Education's commitment to Standard 5

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

## What Standard 5 looks like at our school:

At Christ the King, child safety and wellbeing are prioritised throughout the recruitment, selection, induction and ongoing supervision of staff, volunteers and other relevant people working with children. Our recruitment and selection practices are aligned with BCE recruitment and human resource procedures and are designed to ensure that people working with children are appropriately qualified, suitable for their roles and committed to maintaining a safe, respectful and supportive environment for every student.

Recruitment includes appropriate screening and referee checks, with consideration given to professional conduct, relationships with students, the ability to maintain appropriate professional boundaries and overall suitability to work with children. Relevant background checks, compliance requirements and mandatory training are confirmed prior to commencement. Relief staff are also required to have completed relevant training and compliance requirements before working within the school, helping us maintain consistent safeguarding expectations across permanent and temporary staff.

Induction at Christ the King ensures that new staff understand their responsibilities for child safety and wellbeing from the beginning of their employment. New staff are also supported to understand the needs of students with complex backgrounds and the importance of trauma-aware approaches to behaviour, wellbeing and learning. At Christ the King, induction is not viewed as a single event. New teachers continue to be actively supported as they transition into the school. Leadership and members of the support team spend time within classrooms, assisting with complex student needs, observing practice and working alongside staff to establish safe, predictable and inclusive learning environments. This ongoing presence allows professional learning, and support needs to be identified early and responded to appropriately.

Through rigorous recruitment, appropriate screening, comprehensive induction and ongoing professional support and supervision, Christ the King works to ensure that the adults entrusted with the care and education of our students understand that maintaining a child-safe culture is a shared and ongoing responsibility.

Christ the King continues to review these processes to strengthen consistency across employees, volunteers, relief staff and other people working with children and to ensure safeguarding responsibilities remain clearly understood and actively implemented.

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

# Standard 6: Complaints management

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

## Brisbane Catholic Education's commitment to Standard 6

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

## What Standard 6 looks like at our school:

At Christ the King Primary School, we are committed to creating a culture where children, families, staff and volunteers feel safe, respected and supported to raise concerns, seek advice and provide feedback.

We encourage open communication and provide multiple ways for students and families to share concerns with teachers, school leaders and support staff. Families regularly seek guidance regarding student wellbeing, online safety matters and concerns affecting children. We are committed to responding promptly, respectfully and fairly, ensuring that student safety and wellbeing remain at the centre of all decision-making.

Student wellbeing and safety remain central to all responses. Students are supported to speak up if they feel unsafe, worried or need help, and staff work to ensure every child knows who they can turn to for support. The school recognises that responding early to concerns helps prevent escalation and strengthens trust within the community.

The school has implemented numerous safeguards to reduce opportunities for harm, including high-visibility supervision practices, additional support for vulnerable students, active monitoring of identified high-risk areas, and explicit teaching of safety expectations.

Christ the King Primary School is committed to culturally safe and inclusive practices. We work collaboratively with all families, including First Nations families, to ensure concerns can be raised in ways that are respectful, accessible and responsive to individual needs.

Through strong relationships, effective communication and clear processes for responding to concerns and complaints, we strive to ensure that every child feels safe, valued, heard and empowered within our school community.

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

# Standard 7: Knowledge and skills

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

## Brisbane Catholic Education's commitment to Standard 7

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

## What Standard 7 looks like at our school:

At Christ the King, we are committed to ensuring that employees, volunteers and other adults working with children have the knowledge, confidence and support required to recognise, respond to and report concerns about the safety and wellbeing of children. Required safeguarding training and mandatory learning are completed in accordance with BCE requirements.

Safeguarding learning is reinforced throughout the year and is not viewed as a one-off training requirement. Staff undertake ongoing professional learning that strengthens their ability to recognise signs and indicators of harm, respond appropriately when concerns arise, understand mandatory reporting responsibilities and know who to approach for safeguarding support. Leadership and Wellbeing personnel provide ongoing guidance and support, helping staff apply safeguarding requirements confidently in everyday practice.

Christ the King has an established and collaborative approach when concerns about a student arise. When teachers or other staff notice changes in a student's presentation, behaviour or wellbeing, or receive information that raises concern, the matter is referred promptly to the Student Protection Contacts for follow-up and investigation. Staff create pastoral notes to communicate and track concerns, ensuring relevant information can be appropriately shared and considered. This is particularly important when supporting children and families experiencing complex circumstances. Our collaborative processes ensure information from multiple staff members is brought together.

Cultural capability is an important part of our safeguarding practice and ongoing professional learning. Staff are supported to understand how culture, identity, history and lived experience can influence a child's experience of safety, belonging and help-seeking. Our ongoing learning reinforces culturally responsive and trauma-aware practice, including the importance of creating culturally safe environments for Aboriginal and Torres Strait Islander children and families. This contributes to a school culture in which every child is respected, listened to and supported to experience a strong sense of belonging.

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

# Standard 8: Physical and online environments

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

## Brisbane Catholic Education's commitment to Standard 8

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

## What Standard 8 looks like at our school:

Christ the King Primary School maintains physical and online environments that promote student safety, wellbeing, inclusion and participation while minimising opportunities for harm. A child-safe lens is applied to all aspects of school life, including learning environments, play spaces, excursions, camps, sporting activities, wellbeing programs and online learning.

The school fosters safe, supportive and inclusive learning environments through positive staff-student relationships, active promotion of student voice, and the implementation of reasonable adjustments to support the participation and safety of all students, including those with increased vulnerabilities.

Effective risk management processes are implemented for excursions, incursions, camps and non-routine events. Risk assessments are completed to identify and mitigate potential hazards, with due consideration given to student medical, developmental, wellbeing and supervision needs. Roles, responsibilities, supervision arrangements and child safety expectations are clearly communicated during pre-event briefings.

Active supervision practices are embedded across the school through duty rosters, established procedures and targeted support arrangements where required. Supervision decisions are informed by students' age, developmental stage, individual needs and identified risks.

The school promotes safe and responsible use of technology through explicit teaching of online safety, the use of approved BCE digital platforms and clear reporting processes for online safety concerns. Parents and carers are supported through information sessions, communication and partnerships that promote safe technology use.

Robust governance processes are applied when engaging external providers and third-party facilities. Child safety compliance requirements, including Blue Card, insurance and registration obligations, are verified and recorded prior to student participation. Roles, responsibilities, supervision arrangements and child safety expectations are clearly communicated to all relevant parties.

Through these practices, Christ the King Primary School demonstrates a proactive and systematic approach to creating and maintaining physical and online environments that uphold the safety, wellbeing and dignity of every student.

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

# Standard 9: Continuous improvement

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

## Brisbane Catholic Education's commitment to Standard 9

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

## What Standard 9 looks like at our school:

At Christ the King, student safety is not a standalone initiative, it is part of the rhythm of daily school life. Standard 9 of the Child Safe Standards focuses on ensuring that all adults in a school community are equipped with the knowledge, skills, and confidence to keep children safe. This is already deeply embedded in how our staff work, learn, and make decisions together.

Our Leadership Team meets weekly with a standing focus on safeguarding, student protection, behaviour patterns, and information sharing so that staff are consistently supported to respond confidently and collaboratively. Regular meetings between the Principal, Guidance Counsellor, and Student Protection Contacts make certain that concerns are identified early and that staff have access to the resources, strategies, and professional conversations needed to keep students safe.

Safety is a visible and constant priority across the school, reinforced through staff briefings, assemblies, newsletters, and timely communication with families. Decision-making is anchored in student wellbeing, and our strong adult presence, predictable routines, and culture of psychological safety help students feel secure and supported.

Students regularly share that they feel safe at Christ the King, and their feedback informs improvements to supervision and procedures. We continue to explore ways our partnerships with First Nations families and community groups can strengthen, to deepen cultural safety and ensure our support reflects community voice.

Infrastructure improvements further enhance physical safety, while wellbeing programs like The Resilience Project build students' emotional literacy and confidence to speak up. We continue to review our safeguarding practices, consulting with students, families, and staff, and using data to guide ongoing improvement.

At Christ the King, safety is not a policy on paper, it is a lived culture, strengthened through ongoing learning, open communication, and a shared commitment to ensuring every child feels safe, known, and supported.

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

# Standard 10: Policy and procedures

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

## Brisbane Catholic Education's commitment to Standard 10

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

## What Standard 10 looks like at our school:

At Christ the King, Child Safe Standard 10 is upheld through strong governance, clear policies, and consistent procedures that ensure safeguarding is embedded in everyday practice. We follow all Brisbane Catholic Education (BCE) policies and procedures, which are regularly reviewed and updated to meet the Child Safe Standards.

These policies are publicly available on our school webpage, and all staff complete annual Mandatory BCE Training including Student Protection and Code of Conduct, as well as Student Protection refreshers each term. New and relief staff undertake BCE Core Compliance and a site-specific Health and Safety Induction, while volunteers and third-party contractors complete Safeguarding, Student Protection, Safety and Wellbeing Awareness, and Code of Conduct training before working with children.

Safeguarding messages are communicated to students through the BCE Safeguarding Storybook series, helping them understand safety in age-appropriate ways and supporting staff to facilitate open conversations about wellbeing. Parents are also kept informed through information nights and regular newsletter updates.

Our data shows that these structures are effective in practice: policies are understood and used by staff, students, and families; they align with the Child Safe Standards; and they are reinforced through daily routines, staff meetings, assemblies, and ongoing communication.

Our school handbook outlines consistent practices and safety procedures, ensuring clarity for all staff. Together, these systems create a culture where students feel safe, supported, and ready to learn.

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


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