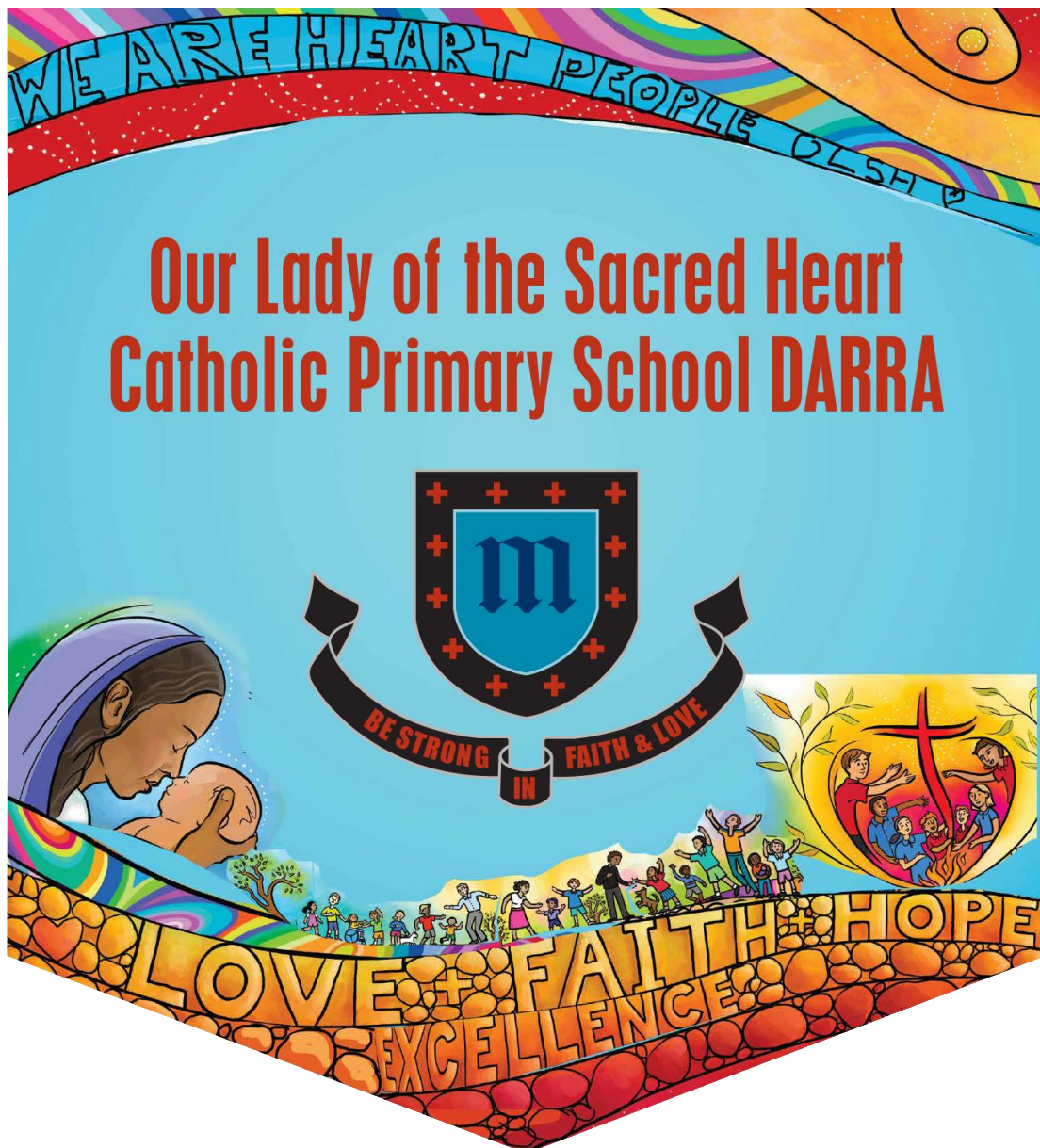


Our Lady of the Sacred Heart Safeguarding Plan 2026



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

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Turrbul and Yuggera Country,

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Attributions

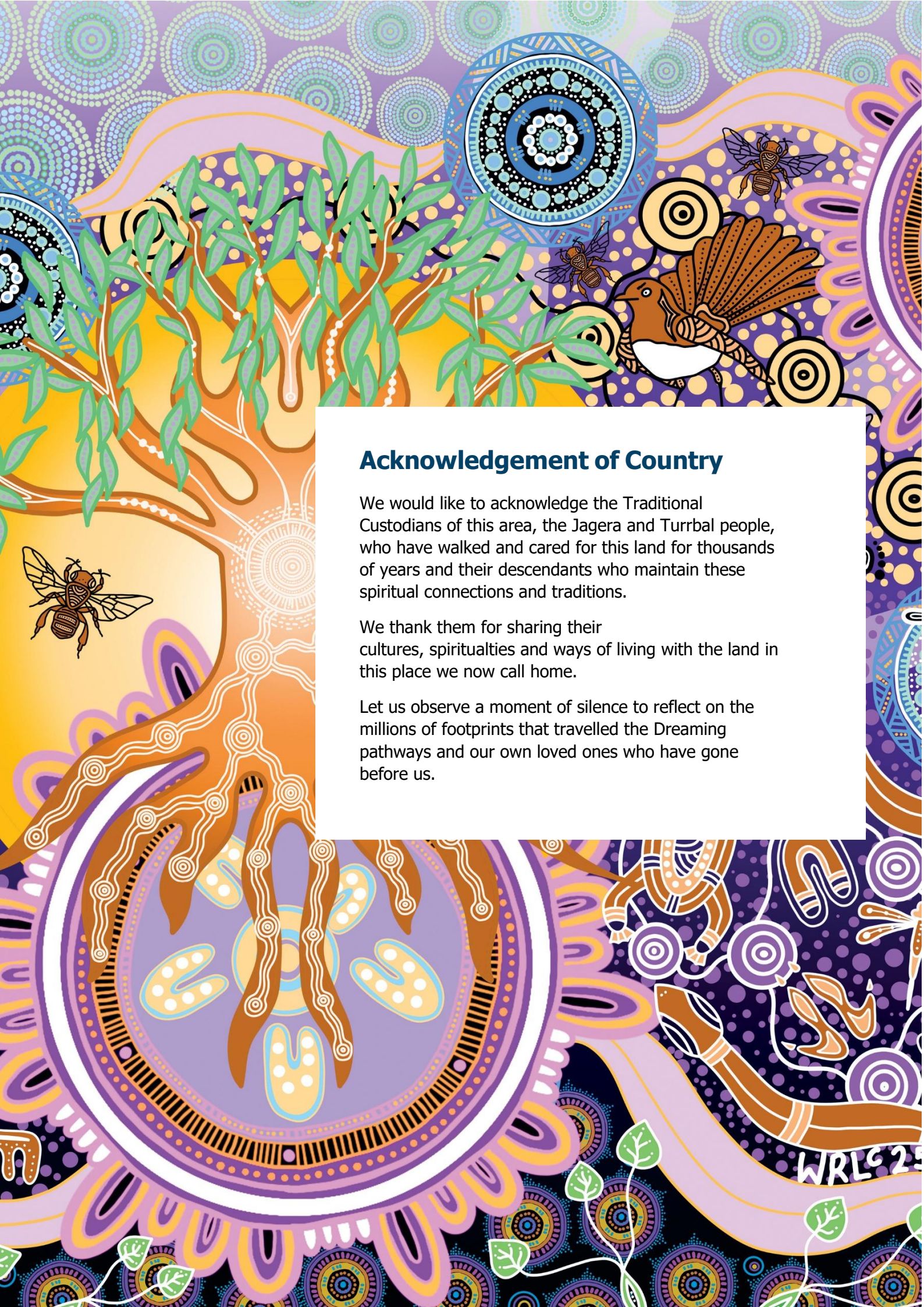
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: OLSH School Banner (Brisbane Catholic Education, OLSH, 2024)

Page 4: [OLSH School Street Front (Brisbane Catholic Education, OLSH, 2026)

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Acknowledgement of Country

We would like to acknowledge the Traditional Custodians of this area, the Jagera and Turrbal people, who have walked and cared for this land for thousands of years and their descendants who maintain these spiritual connections and traditions.

We thank them for sharing their cultures, spiritualities and ways of living with the land in this place we now call home.

Let us observe a moment of silence to reflect on the millions of footprints that travelled the Dreaming pathways and our own loved ones who have gone before us.

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 of the Sacred Heart, Darra 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 of the Sacred Heart 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](#).

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.

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:

OLSH demonstrates a clear public commitment to student safety and wellbeing, including cultural safety for Aboriginal and Torres Strait Islander children and families. The Archdiocese of Brisbane Safeguarding Commitment is prominently displayed in the school foyer.

A strong child safe culture is actively modelled through leadership practices. Student safety and wellbeing is priorities through regular meetings: Leadership, Student Support, Student Protection Contacts. This ensures safety, including cultural safety, is central to decision-making across curriculum, staffing and school operations.

Governance structures support safeguarding through active Leadership. Progress against the school's Reconciliation Action Plan is documented, planned for and monitored through strategic planning (AIP), ensuring safeguarding and cultural safety commitments are reviewed, embedded and strengthened through accountable leadership practices.

OLSH promotes clear behavioural expectations through the Brisbane Catholic Education Code of Conduct. Regular communication in the school newsletter highlight key expectations such as respectful communication and safe boundaries, supporting shared understanding among staff, volunteers and families.

Aboriginal and Torres Strait Islander community members contribute to school progressing its RAP. First Nation representative are enlisted to provide staff PD in relevant areas including curriculum delivery and also school iconography and shared creation of artwork.

Risk management at OLSH is proactive and embedded in leadership and governance processes. Student safety and wellbeing, including cultural safety, is prioritised through scheduled meetings with the Work Health and Safety Officer (WHSO), WHS Committee, and Risk Compliance Officer (RCO). These meetings support the identification, monitoring and mitigation of risks to children, enabling timely responses that promote safe, inclusive learning environments.

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:

Our Lady of the Sacred Heart, Darra, is developing its implementation of Standard 2 by strengthening how students are informed about their rights, encouraged to participate in decisions that affect them, and supported to speak up and be taken seriously. Our self-assessment indicates that many of the foundations of this standard are already present in everyday school life through student wellbeing practices, classroom relationships, pastoral care structures and our Catholic commitment to the dignity of each child. The next phase of implementation is focused on making these practices more explicit, more consistent across year levels and more clearly evidenced as part of our safeguarding approach.

Current practice

At OLSH Darra, students are supported to learn about rights, personal safety and trusted relationships through age-appropriate teaching, regular classroom conversations, wellbeing programs and staff guidance. Students are encouraged to identify safe adults, understand help-seeking pathways and recognise that their concerns will be listened to respectfully. Student voice is gathered through both formal and informal opportunities, including day-to-day classroom interactions, pastoral care conversations and student leadership opportunities. These processes support students to contribute to decisions about their learning, wellbeing and school experience. Cultural safety also shapes our approach. As a school community on Turrbul and Yuggera Country, we recognise the importance of belonging, respect, inclusion and relational trust in creating a child-safe environment, particularly for Aboriginal and Torres Strait Islander students and for students from diverse cultural and family backgrounds.

Evidence

Evidence available at this stage includes the school's safeguarding planning, wellbeing and pastoral care practices, staff commitment to child-centred responses, and opportunities for student participation already embedded in school life. Additional evidence may include student leadership structures, records of student consultation, classroom and wellbeing program content related to rights and safety, visible information about reporting concerns, and examples of how student feedback has informed school practice. The self-assessment process has highlighted the importance of documenting these practices more systematically so that the school can clearly demonstrate how students are informed, heard and taken seriously within safeguarding and decision-making processes.

Next steps

By the end of Term 2, OLSH Darra will continue to build on the ways we help students understand their rights, personal safety and the trusted adults they can turn to, while also making sure these messages are reinforced consistently across the school. We will further strengthen student voice by identifying clear and consistent ways to gather students' views and show them how their feedback is heard and acted on. We will also continue to document how student perspectives help shape school decision-making, particularly in matters related to wellbeing and safeguarding. Alongside this, the school will keep embedding cultural safety within its child-safe practices by reflecting on inclusion, representation, relationships and how we respond to the diverse identities of students and families. An ongoing focus will be to gather and organise evidence of practice so we can monitor, review and continue to strengthen our implementation of Standard 2 over time.

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 of the Sacred Heart, Darra, we invite families to be part of the journey that shapes their child's experience at school. This might include personalised learning planning conversations, wellbeing and behaviour support planning, re-entry meetings after an absence, or safety planning when needed. We know that strong family engagement is built on relationships and responsiveness, so we aim to provide more than one way for families to be involved and to make that involvement accessible and respectful of each family's circumstances. This reflects our commitment to child-centred practice and to working in partnership with parents and carers as important contributors to each child's safety and wellbeing.

OLSH Darra's self-assessment indicates that parent and carer voice is incorporated through both school operations and relationship-based engagement with families. Families are consulted in matters that affect learning, wellbeing and inclusion, and the school seeks to communicate operational and safeguarding-related decisions clearly through accessible methods such as newsletters, direct communication, community conversations and other school communication channels. In our context on Turrbul and Yuggera Country, cultural safety is an important part of how we work with families and community. We recognise that decisions may involve extended family members, trusted adults or community representatives, particularly for Aboriginal and Torres Strait Islander families, and we aim to make space for those voices in ways that are respectful and inclusive rather than assuming one model of family engagement.

Evidence for this area includes consultation records, personalised planning processes, wellbeing and support meeting documentation, school communication with families, and existing partnerships with parish, community organisations and support services that help strengthen shared responsibility for student safety and wellbeing. Our self-assessment also highlights next steps. OLSH Darra will continue to strengthen how parent and carer voice is documented, how consultative opportunities are communicated, and how families can see the impact of their participation on school decision-making. We will also build on culturally safe engagement practices by reflecting on whose voices are included, how decisions are made, and what further partnership opportunities may support children and families who experience additional barriers to participation.

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 of the Sacred Heart, Darra, staff are committed to responding to each student in a way that recognises their unique circumstances, strengths and needs. When issues relating to behaviour, learning or wellbeing arise, we seek to understand the context for the student and, where appropriate, adjust routines, expectations and supports rather than applying a one-size-fits-all response. These adjustments may be short-term or ongoing and are reflected in individual planning and support processes where applicable. Our approach is relational, child-centred and trauma-informed, and includes collaboration with the student in age-appropriate ways, their family or carers, and additional supports or external agencies where consent is provided. In the same way, staff work together when planning activities and assessing risk to ensure that the individual needs of students are considered carefully, and that school experiences are safe, inclusive and responsive to the children and young people involved.

Our self-assessment indicates that OLSH Darra recognises that some students may experience additional barriers to feeling safe, included and heard, and that these barriers may relate to disability, trauma, cultural background, family circumstances, language, identity or other overlapping experiences. We are continuing to strengthen our responses so that they are culturally safe, inclusive and responsive to the lived realities of students and families in our community. As a school on **Turrbul and Yuggera Country**, we acknowledge the importance of Aboriginal and Torres Strait Islander ways of knowing, being and doing, and we understand that cultural safety is essential to student wellbeing and safeguarding. This commitment is also supported by our engagement with Brisbane Catholic Education resources and guidance, including collaboration with relevant support staff and teams where appropriate.

Students at OLSH Darra are regularly reminded that they have the right to feel safe and to speak with trusted adults if they are worried or unsure. This occurs through classroom conversations, wellbeing teaching, visual reminders, assemblies and everyday interactions with staff, rather than through one-off messages alone. Safeguarding information is communicated in ways that are intended to be accessible and age-appropriate, helping students understand their rights, personal safety and who they can turn to for help. Evidence of this work includes student support planning processes, risk assessment practices, student wellbeing structures, safeguarding resources used across the school, and the ways staff build supportive relationships with students and families., including arranging interpreting service, harmony day celebrations, parent teacher interviews. Our next steps are to continue strengthening documentation of these practices, ensure consistency across year levels and contexts, and further demonstrate how cultural safety, inclusion and trauma-informed practice are embedded in our safeguarding approach.

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 of the Sacred Heart, Darra, students, parents and caregivers are encouraged to raise worries, concerns or complaints as early as possible. We see this as an important part of keeping children safe, supported and listened to. Our school works to ensure students know who they can speak to if they feel unsafe, worried, upset or uncomfortable, including their classroom teacher, trusted staff members, Student Protection Contacts, Guidance Counsellor, school leadership and other safe adults within the school community.

Students are regularly reminded that speaking up is welcomed and supported. These messages are reinforced through classroom conversations, assemblies, wellbeing and student protection learning, visual reminders, everyday interactions and age-appropriate discussions about trusted adults and help-seeking. At OLSH, we want every child to understand that they have a right to be safe, to be heard and to ask for help.

Families are also supported to understand how concerns and complaints can be raised. Safeguarding information is shared through school communication channels such as newsletters, emails, parent updates and enrolment or transition processes. Our school continues to strengthen the accessibility of this information so that families know who to contact, what to expect when a concern is raised, and how the school will respond.

When a concern or complaint involves a student, OLSH aims to respond in a child-focused, trauma-informed and culturally safe way. Staff seek to use calm, respectful and age-appropriate language, minimise the need for students to retell their experience unnecessarily, consider the timing and location of conversations, involve trusted adults where appropriate, and identify what support the student may need before, during and after the process. This approach helps students feel heard, believed and supported, while reducing the risk of further distress.

Concerns and complaints are managed in line with Brisbane Catholic Education procedures, including complaints management, student protection and behaviour support processes. The Principal, school leadership team and Student Protection Contacts use these procedures to guide how concerns are received, documented, escalated and responded to. Staff understand that some matters can be managed at school level, while others must be referred or escalated to Brisbane Catholic Education or external authorities.

Through our Standard 6 self-assessment, OLSH has identified that complaint-handling processes are in place and supported by BCE policies and procedures. Staff are aware of their responsibilities in responding to student safety concerns, and there are clear pathways for escalation when serious concerns arise. Our next area for continued improvement is to ensure students and families can more easily recognise and access these processes, and that safeguarding and complaint-handling messages are revisited consistently across the year.

In practice, Standard 6 at OLSH means that concerns are taken seriously, students are supported to speak up, families know how to raise issues, staff respond with care and consistency, and the school uses feedback and reflection to keep strengthening its child-safe culture.

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 of the Sacred Heart, Darra, student safety and wellbeing are considered across all parts of the school day, including arrival and departure, classroom learning, prayer and liturgy, playground breaks, transitions, excursions, sport, co-curricular activities, support spaces and online environments. We aim to provide safe, welcoming and predictable environments where students are known, supported and able to seek help when needed.

Staff know students well and understand that some children may need additional support due to disability, learning needs, trauma, family circumstances, cultural background, health or behaviour needs, or other vulnerabilities. Predictable routines, trusted adults, active supervision, calm spaces, adjusted supports and individual planning help reduce risk and strengthen student safety.

Risk management is part of everyday practice at OLSH. Staff and leaders consider supervision, visibility, access to spaces, transitions, student wellbeing, cultural safety, online activity and the involvement of visitors, volunteers, contractors and other third parties. Risk assessments are used for excursions, camps, sporting events and other activities where additional safeguards may be required, in line with Brisbane Catholic Education procedures.

Active supervision is a key safeguarding practice. Duty rosters, staff communication and shared expectations help staff remain visible, mobile and attentive during higher-risk times such as before school, lunch breaks, transitions, wet-weather routines and after-school movement. Staff monitor interactions, respond early to concerns and support respectful behaviour in shared spaces.

OLSH also considers cultural safety in the way school environments are created and experienced. Located on Turrbal and Yuggera Country, we continue to strengthen practices that help Aboriginal and Torres Strait Islander students and families feel respected, connected and included through language, symbols, relationships, consultation, student voice and family engagement.

Online safety is supported through approved digital platforms, filtering, privacy settings, student acceptable use expectations, staff modelling and explicit teaching about respectful digital behaviour. Staff respond to online concerns such as bullying, exclusion, racism, inappropriate communication, unsafe sharing of content or behaviour that affects a student's dignity or sense of belonging.

Through our Standard 8 self-assessment, OLSH has identified that many safeguarding practices are embedded in daily operations, including supervision routines, risk assessment processes, staff knowledge of students, behaviour and wellbeing responses, and BCE procedures. Our continued focus is to make these practices more explicit, consistently reviewed and informed by student, family and staff feedback.

In practice, Standard 8 at OLSH means safeguarding is evident in how we supervise, plan, manage risk, support vulnerable students, promote cultural safety and teach students to stay safe in physical and online spaces.

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:

At Our Lady of the Sacred Heart, continuous improvement in safeguarding is embedded through regular, structured review processes informed by data, student voice, and collaborative decision-making.

Each semester, the school reviews key safeguarding practices through WHS, Risk Compliance Officer (RCO), and Leadership Team meetings. These reviews include but are not limited to; visitor sign-in processes, supervision arrangements in transition zones, and mechanisms for gathering student feedback. This enables the school to identify areas for improvement and implement changes in a timely and transparent way.

Safeguarding data is analysed through the Engage system and considered during Student Support Team (SST) and Student Protection Contact (SPC) meetings. This includes Records of Concern, pastoral notes, attendance data, emergency drills, and anecdotal information. Students are supported to identify SPCs, who regularly visit classrooms to discuss safety and wellbeing. Visits are planned and diarised at these meetings.

The Student Support Team meets weekly, and the Student Protection Contacts meet twice per term. These meetings support a holistic understanding of student wellbeing, identification of trends (ie-behaviours, patterns of absence, health and well-being), and proactive planning to support students. The Principal participates in both teams to ensure clear communication and timely action.

Across 2026, OLSH will self-assess against all ten Child Safe Standards. Findings will inform ongoing actions and be documented in the School Safeguarding Plan, which is regularly updated and published to ensure transparency and accountability.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At **Our Lady of the Sacred Heart, Darra (OLSH)**, safeguarding policies and procedures are embedded through our alignment with **Brisbane Catholic Education (BCE)** frameworks and practices. While OLSH does not currently maintain school-specific safeguarding policies or procedures, we implement and adhere to BCE 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 guidance for safeguarding children

OLSH relies on BCE policies and procedures that are explicitly designed to address all Child Safe Standards and the Universal Principle. These policies guide safeguarding practice across leadership, staff, volunteers, and school operations, ensuring consistent and compliant approaches to child safety across the school community.

BCE policies and procedures are informed by best-practice safeguarding frameworks and are reviewed and updated regularly. At the school level, OLSH supports culturally responsive practice by ensuring families from culturally and linguistically diverse backgrounds can access safeguarding information in appropriate formats and languages, enabling meaningful engagement with safeguarding expectations and processes.

School leaders at OLSH actively champion safeguarding by ensuring BCE policies and procedures are consistently implemented across the school. Key safeguarding processes are communicated to families through parent information nights and ongoing communication via the school newsletter, reinforcing the importance of child safety and the shared responsibility of the school community.

Staff and volunteers at OLSH are expected to understand and implement BCE safeguarding policies and procedures as part of their professional responsibilities. Safeguarding expectations and key processes are reinforced through regular school communications and engagement with families, supporting consistent practice and shared understanding of how children are kept safe at OLSH.

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)

