St Peter Claver College Safeguarding Plan 2026

Version: V1

Last updated: 2 April 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

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

Cover:

Drone photo of St Peter Claver College, Year 2024

Page 4:

Photo of Cross outside Andre Michel Centre at St Peter Claver College.

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Acknowledgement of Country

St Peter Claver College's vision for reconciliation is to continue to foster a culturally inclusive and culturally safe school in which Aboriginal and Torres Strait Islander peoples, perspectives, experiences, and voices are heard and respected. As a community we are committed to deepening our learning and expanding our understanding of First Nations cultures and histories. We remain committed to learning from Aboriginal and Torres Strait Islander peoples, and we continue to embed this learning in the curriculum and learning environments of our school community.

St Peter Claver College acknowledges the Traditional Custodians of the Land, the Jagera, Yuggera and Ugarapul Peoples. We recognise their ongoing connection to Land, sky, waterways, seas and communities. We pay our respect to the Elders past and present, for they hold the memories, the traditions, the cultures and hopes of Aboriginal and Torres Strait Islander peoples across the nation. We acknowledge the longstanding and continuing contributions of Aboriginal and Torres Strait Islander peoples and cultures in shaping Australia's past, present and future alike. May we walk gently on the Land.

Introduction

> **Because wherever a child or vulnerable person is safe, there you serve and honour Christ.**
>
> Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.

St Peter Claver College, Riverview, 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 St Peter Claver College 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 St Peter Claver College:

•We ensure that all staff are aware of their Safeguarding responsibilities through mandatory training and regular updates. This year we completed Code of Conduct conversations and processes and enlightened staff to the Child Safe practices and the new Safeguarding Policy.

•The school has designated Student Protection Contacts (SPC) who receive training on how to manage student protection concerns. Student Protection posters are displayed in all classrooms and Home Class teachers introduce students to them and who our SPC's are. Pastoral Leaders receive professional development around Student Protection to ensure that, as first responders to student concerns, they are aware of how to effectively and safely manage student situations.

•Staff are provided with details of 'What to Do' if they receive information from a student about a protection concern – these documents are all located in the online Staff Handbook. The Safeguarding practices are included in the new staff inductions and within ongoing Early Career Teacher (ECT) support.

•Students who demonstrate negative behaviours are risk assessed, monitored and supported. The Student Behaviour Support Plan is available on the college website for families and members of the community to engage with the way behaviour is addressed and monitored at our school.

•Students who experience mental health concerns and who could be a danger to themselves, are risk assessed with Guidance Counsellors and Safety plans are constructed.

•We prioritise safety and wellbeing by reviewing practices regularly when a change is needed or a new 'unsafe' practice comes to light. We use College Assemblies and Staff Briefings (twice a week) to ensure that staff are kept up to date on any safety and wellbeing issues that need to be addressed.

•When there is a concern in the school we talk to students and their families to gather opinions about the safety of students in the school.

•Families are surveyed (e.g. Tell Them From Me survey) to gauge how safe they believe the school is.

•All events at the school and school visits to off campus locations are assessed for risk. Safeguarding is imbedded in all staff preparation for excursions, incursions and camps.

[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:

Students at St Peter Claver College (SPCC) develop their understanding of rights, personal safety, and trusted relationships through a comprehensive and age-appropriate wellbeing curriculum. This learning is embedded across multiple contexts, including Health and Physical Education (HPE), Wellbeing lessons, Year Level and Whole School Assemblies, and The Resilience Project (TRP).
Students also engage with expert external providers such as Internet Safe, Consent Labs, DVERT and Red Frogs, ensuring contemporary and relevant education around safety and respectful relationships.
In addition, students are consistently supported to identify trusted adults within the school community, including Pastoral Leaders, Home Class teachers and Guidance Counsellors, who are readily accessible to provide guidance and support.

The school gathers student voice through

- Student Leadership meetings
- Home Class discussions
- Whole-school and targeted surveys (TTFM etc)
- Curriculum opportunities, particularly within Religious Education
- Principal and leadership team consultations

Importantly, student voice is also embedded within individualised support processes, including re-entry meetings, behaviour support planning and attendance planning. This ensures that students are active participants in developing strategies that support their wellbeing, engagement and success.
Feedback gathered from these avenues is carefully considered and used to inform decision-making, particularly in the development of policies, programs and practices that directly impact students and the broader college community.

Student participation is recognised as integral to meaningful and sustainable school improvement. When students are authentically involved in decision-making, they develop a strong sense of ownership and connection to their school.
At SPCC, students already contribute through leadership structures and broader Brisbane Catholic Education (BCE) Student Voice initiatives, which allow student perspectives to inform system-level thinking.

St Peter Claver College is proud of its culturally diverse community and is committed to fostering an environment where all students feel safe, respected and valued. Cultural identity is actively celebrated and affirmed across the school.
Targeted supports are in place to ensure cultural safety, particularly for First Nations students. The First Nations Mentor and Beyond the Broncos program and staff, provide culturally safe spaces where students can express their identity, share their perspectives and feel a strong sense of belonging.
Whole-school events, such as Harmony Day, further strengthen this culture of inclusion by providing opportunities for students to celebrate diversity through food, music, dance and cultural expression. These experiences reflect the college's commitment to respect, inclusion and community.

Looking ahead, the introduction of a Student Council in 2027 will further strengthen opportunities for student representation, ensuring a broader and more inclusive platform for student voice across the college.

[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:

St Peter Claver College communicates safeguarding expectations to families through its School Safeguarding Plan and ongoing school communication about student safety and wellbeing. Families are informed that the College has zero tolerance for all forms of abuse and that student safety, voice, inclusion and wellbeing are shared responsibilities which are valued. The school also communicates child safety expectations before and during key events, including attendance protocols, sign-in and sign-out requirements, designated seating and bathroom arrangements, volunteer training and compliance requirements, and the visible presence of staff in student-designated areas.

Families and community members participate in safety and wellbeing initiatives through consultation, surveys, school events and opportunities to contribute to decision-making. Families are also engaged through high-participation events such as sport carnivals, parent-teacher interviews, Open Day, the new parent BBQ, cultural events and school celebration days. These provide natural opportunities to promote safeguarding messages and invite family input about student safety, wellbeing, inclusion and cultural safety. The P&F respond to targeted questionnaires which ask for their opinion /knowledge about safety in the school.

The school recognises parents and community partners as important stakeholders in the safeguarding process. Community engagement is strengthened through consultation with the First Nations Student Mentor, the use of programs such as Beyond the Broncos, and the Wellbeing 'Guest Presenter' opportunities focused on online safety, consent, respectful relationships and personal safety. These partnerships support a broader shared understanding of student safety and wellbeing.

Feedback and data gathered is used to identify strengths, gaps and next steps, including improving accessible communication for families, strengthening consultation on child safety matters, and reviewing behaviour and wellbeing data for patterns that may show where further support or education is needed.

Planned improvements include using family events for further child safety consultation, introducing accessible tools such as infographics for EALD families, strengthening processes for family and community participation in policy and practice review, and continuing to measure student understanding and wellbeing through surveys, behaviour data, pastoral conversations and follow-up activities.

[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:

St Peter Claver College promotes equity, inclusion and respect for diversity through its curriculum, pastoral structures, student voice processes and whole-school safeguarding approach. Equity and Diversity are key to the Motto of Concern, Love, Justice and the charism of the school.

The College recognises that its student population includes a higher proportion of First Nations students and students with disability than the BCE average, which reinforces the need for inclusive, accessible and trauma-informed practices.

Respect for diversity is also promoted through curriculum and community activities. The College identifies community events such as Cultural Night, Harmony Day, Grandparents BBQ and the Welcome BBQ as contributing to inclusion and positive community relationships.

Supports and adjustments are provided through targeted wellbeing, pastoral, curriculum and inclusion practices. The College uses student demographic, behaviour and attendance data to identify cohorts requiring additional support. This data is used to inform targeted support and further investigation into patterns that may indicate the need for additional teaching, wellbeing or pastoral responses. Support is also provided through pastoral processes that are completed with students rather than to students. Students are invited to contribute their perspective in behaviour planning and decision-making, including identifying where they feel comfortable accessing support, such as choosing a "Chill Out" space or an appointment with a Guidance Counsellor.

Cultural safety is embedded through consultation, curriculum, community engagement and recognition of Aboriginal and Torres Strait Islander perspectives. Aboriginal and Torres Strait Islander voices as part of embedding the Universal Principle throughout the safeguarding process.

Anti-discrimination practices are supported through explicit attention to diversity, inclusion, respectful relationships, student safety and wellbeing. The HPE and wellbeing curriculum includes learning about stereotypes, respect, empathy, valuing diversity, equality, inclusion and respectful relationships across Years 7–10. The College also identifies parent perceptions about racial and ethnic tensions as an area to monitor, noting that perceptions have increased marginally over the past three years and may reflect broader local community matters with school connections.

Students access safeguarding information through the HPE curriculum, wellbeing programs, pastoral care, student protection processes and external presentations. Students receive a robust education about consent and protective behaviours through HPE and wellbeing programs across all year levels. Students in Years 7–10 receive explicit learning through units such as "How safe are you?", "Identity", "Gender and Identity", "Consent and Respectful Relationships", drug awareness and resilience. Senior students access safeguarding-related learning through DVERT sessions, wellbeing sessions, VET Health Certificate modules and programs such as Beyond the Broncos.

Beyond the classroom, students participate in year-level presentations with Brett Lee on internet safety, as well as Consent Labs sessions for Years 7–10. Year 11 and 12 students receive workshops from DVERT focusing on consent, legal responsibilities and personal safety in young adult life.

The College also reinforces safeguarding information through Homeroom/Pastoral structures. Homeroom teachers ensure students know who the Student Protection Contacts are and understand that they can speak to these staff members. Students are also supported to raise concerns, ask questions and participate in decisions that affect their safety and wellbeing

The college will continue to gauge safe processes with students through student voice and data analysis. The programs to support the safety of students and respond to these concerns will be researched and applied to relevant cohorts to help safeguard all in school and life beyond 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:

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 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 St Peter Claver College, students and families are encouraged to raise concerns or complaints early, and we treat this as an important part of keeping students safe and well. Students are regularly reminded who they can speak to if they feel unsafe, worried or uncomfortable, including classroom teachers, home class teachers, pastoral leaders, the Guidance Counsellor, Student Protection Contacts and school leadership.

These messages are reinforced through classroom conversations, assemblies, visual resources and everyday interactions so that speaking up is understood as a normal and supported part of school life. At the beginning of each school year staff participate in a complaint-handling refresher using real-life scenarios. Students learn about staying safe through the Home Classes and Pastoral Care / Wellbeing activities. Parents receive information about safeguarding / safety through the newsletter and parent information evenings. Parents and students can reflect on, and provide feedback on safety in the school, through surveys and family /student discussions/conversations, in person.

Where a complaint or concern involves a student, staff aim to respond in a child-focused, trauma-informed and culturally safe way. We try to limit repeated retelling and questioning, use calm and age-appropriate language, consider timing and location, involve trusted adults where appropriate, and check what support the student needs before, during and after the process. This helps students feel heard, believed and supported, and reduces the risk of causing further distress.

When concerns are raised, our leadership team, including our Student Protection Contacts use BCE complaints, student protection and behaviour procedures to guide how matters are received, escalated, documented and responded to. Staff understand when a concern can be managed at school level and when it must be escalated to BCE or external authorities. This helps ensure serious concerns are managed through the right process, by the right people, and that students and families receive a clear and consistent response.

[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:

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 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:

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

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

At St Peter Claver College, student safety and wellbeing are considered across the whole school day, including arrival, classroom learning, prayer and liturgy, breaks, transitions, sport, excursions, pastoral care, co-curricular activities, support spaces and online learning. Staff know students well and use predictable routines, calm spaces, trusted adults and adjusted supports for students who may have increased vulnerabilities. At St Peter Claver College, risk management forms part of regular operational decision-making.

Risk assessments consider risks arising from the setting, activities and physical environment, both on and off campus, including supervision, visibility, access, student wellbeing, cultural safety and individual student needs. This includes risk assessment around processes involving third parties and other non-staff individuals who are part of the school community. The effectiveness of risk controls is monitored through incident data, behaviour records, feedback and leadership review, with findings used to inform ongoing improvements to safeguarding practice

Active supervision is an important safeguarding practice at St Peter Claver College. Duty rosters, staff briefing reminders and agreed active supervision expectations help staff remain visible, mobile and alert during higher-risk times such as lunch breaks, before and after school, transitions and wet-weather routines.

Our school considers cultural safety as part of how students experience physical and online environments. We seek feedback from Aboriginal and Torres Strait Islander students, families, staff and community members about whether school spaces, routines, language, symbols and relationships feel safe, respectful and inclusive. This includes yarning circles and consultation with First Nations students and families to understand what helps them feel safe and connected at school.

Online safety is supported through approved platforms, filtering, privacy settings, the Student Acceptable Use Agreement, staff modelling and clear expectations for respectful digital behaviour. Staff respond to online behaviour, including bullying, exclusion, racism, inappropriate contact, unsafe sharing of content or behaviour that undermines a student's dignity or sense of belonging. As online issues have had a flow-on impact into the school day, we continue to strengthen student education, parent communication and help-seeking messages. This is done through classrooms, messages from external providers, information in newsletters, platforms for parents such as School TV etc.

[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 St Peter Claver College, we have six dedicated Student Protection Contacts who work collaboratively to support the safety and wellbeing of all students. They meet regularly to collaborate and confer around student protection matters and provide updates through our weekly College Leadership Team meeting, where student safety remains a standing agenda item.

•With the introduction of the Child Safe Standards in Queensland in 2026, SPCC is undertaking a comprehensive and ongoing review of all aspects of student safety and wellbeing. Throughout 2026, we will self-assess our practices against all ten Child Safe Standards. This process will involve consultation with students, families, and staff, analysis of safeguarding data, and reflection on our current strengths and opportunities for improvement. We will address our own Safeguarding policy with staff in Staff Briefings, Staff Forums and in Twilights throughout the year.

•The insights gained will guide our continuous improvement efforts and will be documented in our School Safeguarding Plan. This plan will be regularly updated and made available on our website, ensuring families and the wider community can clearly see how St Peter Claver College prioritises the safety and wellbeing of every student.

•In our school we work to ensure that First Nations students are provided, where possible, with First Nations representation at Student Support meetings, re-entry meetings etc. Students can work with our First Nations Cultural Mentor and staff at the Beyond the Broncos program meetings held at the school.

•We ensure that students are introduced to the Student Protection contacts and what they do, in Home Classes in Term 1 and the posters in the room are referenced throughout the year.

•We regularly review student attendance and potential safeguarding matters that may arise in this process.

[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:

•St Peter Claver College follows the policies and procedures of Brisbane Catholic Education (BCE), which are regularly reviewed and updated to ensure they meet the requirements of the Child Safe Standards and the Universal Principle. These policies outline clear processes for safeguarding children and supporting their wellbeing.

•In addition to BCE policies, the College has developed several school-specific policies designed to promote student safety and positive wellbeing. Some examples of our School Based Policies include the Personal Mobility Devices Policy, Use of Information Technology Policy, Assessment Policy, Social Media Policy etc which are created by staff, informed by BCE guidelines including the Child Safe Standards, and are endorsed by our College Board, which includes representatives from our parent community.

•All policies, including the Safeguarding Policy, are accessible on the College website and via the Parent Portal. Families are regularly reminded of these resources so they can refer to them whenever needed.

•During Term 2, staff at St Peter Claver College will use BCE Safeguarding resources to communicate key safeguarding messages to students in a child-friendly and age-appropriate way. These messages, along with parent-focused resources, will also be shared with families to reinforce our community-wide commitment to student safety. Information will be distributed through parent evenings, newsletters, and school email.

•We will also ensure that all third-party providers and volunteers working within our school community receive a copy of our Safeguarding Policy. This helps ensure that everyone supporting our students understands our core beliefs about safeguarding and the high priority we place on student safety. Previously we have ensured that the CYRMS documents went to Relief Staff, 3rd party workers and volunteers to ensure that they knew of the importance of the safety of our students to SPCC.

[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)

Brisbane Catholic Education

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