St Michael's College
Safeguarding Plan 2026

ST MICHAEL'S COLLEGE



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Brisbane Catholic Education
teaching · challenging · transforming

Our Safeguarding Commitment

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

Accessibility

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

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Attributions

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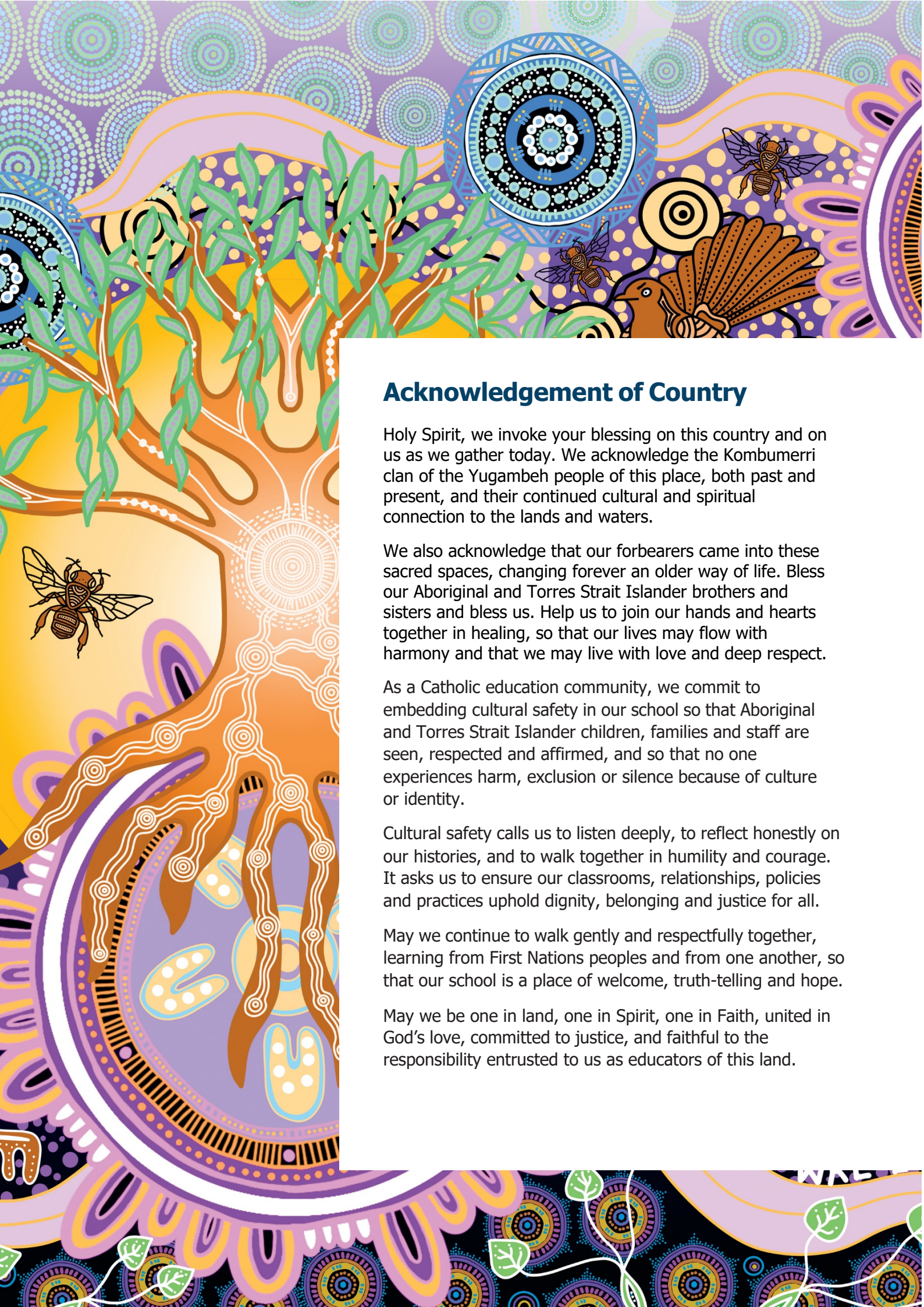


Acknowledgement of Country

Holy Spirit, we invoke your blessing on this country and on us as we gather today. We acknowledge the Kombumerri clan of the Yugambeh people of this place, both past and present, and their continued cultural and spiritual connection to the lands and waters.

We also acknowledge that our forbearers came into these sacred spaces, changing forever an older way of life. Bless our Aboriginal and Torres Strait Islander brothers and sisters and bless us. Help us to join our hands and hearts together in healing, so that our lives may flow with harmony and that we may live with love and deep respect.

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

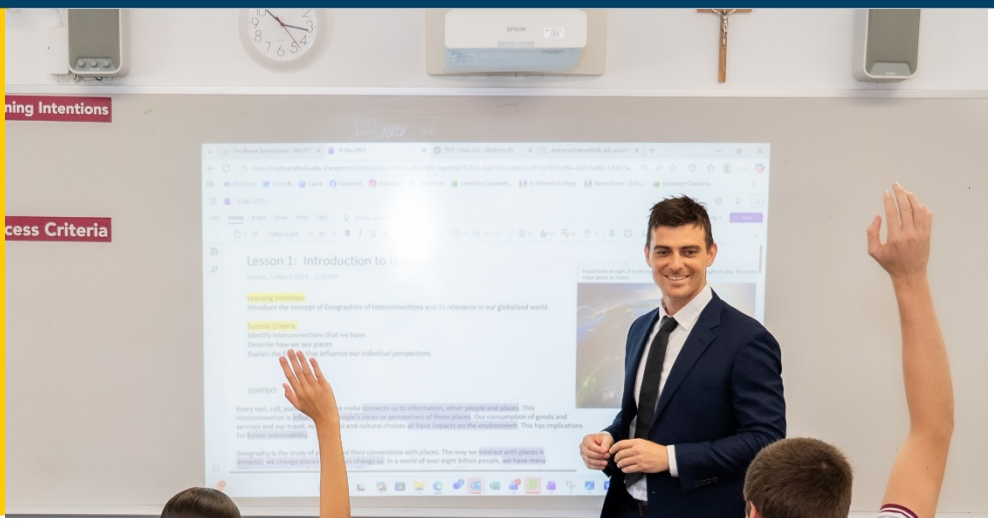
Cultural safety calls us to listen deeply, to reflect honestly on our histories, and to walk together in humility and courage. It asks us to ensure our classrooms, relationships, policies and practices uphold dignity, belonging and justice for all.

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

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

Introduction

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



St Michael's College, Merrimac 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 Michael's 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 Michael's, we prioritise the safety and wellbeing of every student, including ensuring Aboriginal and Torres Strait Islander children, families and Community feel welcome, safe, valued and respected. Visual representations such as the Aboriginal and Torres Strait Islander flags, artwork and Acknowledgement of Country signage are displayed across the College.
- The Archdiocese of Brisbane Safeguarding Commitment, Work Health and Safety Commitment, Uluru Statement from the Heart, and Stopline information are displayed in the main reception foyer as a visible reminder that student safety and wellbeing are paramount.
- The College Leadership Team champion student safety and wellbeing by visiting classrooms at least twice per week, reminding students they can speak with any trusted staff member if they have a concern.
- The Principal meets with the Student Leadership Team at least twice per term to discuss key issues and gather student voice. Students can also provide feedback through the Voice tab on SharePoint.
- Students can report safety concerns through the Upstander app on SharePoint, with reports managed confidentially by the Head of Students, Wellbeing and Engagement. Students can also self-refer to either Guidance Counsellor via the Counsellor app on SharePoint.
- The College employs two full-time Guidance Counsellors who provide Tier 1, 2 and 3 wellbeing support for students.
- Heads of Engagement meet fortnightly to discuss pastoral concerns and respond to students who may be at risk.
- Student Protection Contacts are listed on the College website and regularly communicated to staff, students and families.
- Creating a child-safe environment is a shared responsibility. All staff contribute — from the groundskeeper maintaining safe spaces, to teachers supporting students daily, and front office staff providing a welcoming presence.
- Each year the School Board reviews key documents such as the Student Behaviour Support Plan and Student Wellbeing Procedure, ensuring they reflect the experiences of students, staff and families. Student Safety and Wellbeing is also a standing agenda item at every School Board and WHS Committee meeting, with updates provided by the Principal, Deputy Principal and WHS Officer.
- Safeguarding updates are communicated to the community via email and the College Newsletter, published three times per term.
- Brisbane Catholic Education's Code of Conduct for Employees outlines expected professional behaviour. Each year a member of the leadership team discusses this with students so they understand what respectful and appropriate adult behaviour looks like.
- As part of the termly safeguarding plan review, the leadership team monitors evidence of the Code's implementation through staff induction records, meeting minutes and family communication, ensuring it is embedded in practice.
- St Michael's partners with external consultants—Dr Candace Kruger (Griffith University Lecturer, Yugambeh Elder and Songwoman), Lann Levinge (Yugambeh Elder), and Clinton Brewer (Kombumerri-Ngarangwal man), who provide guidance on local cultural protocols and support decisions affecting Aboriginal and Torres Strait Islander students.
- Our Reconciliation Action Plan is approved annually through the Narragunnawali Program, supporting meaningful action towards reconciliation between non-First Nations Australians and Aboriginal and Torres Strait Islander peoples.
- Risk assessments are completed before every event, excursion and incursion, addressing student safety and wellbeing including supervision ratios, privacy, transport arrangements and consent for photos or recordings.
- The Workplace Health and Safety Committee meets once per term and includes a multidisciplinary team that addresses safety and wellbeing concerns across the College.
- As part of our Ready to Learn processes, students can access Regulate and Reconnect time during the school day, providing a safe space to regulate independently or with support before returning to learning.
- Our formation plan outlines key areas addressed through the pastoral program. The program is age-appropriate, responsive to cohort needs and provides a holistic approach to student wellbeing.
- The Student Handbook outlines expectations, procedures and supports at the College, helping students and families understand how we maintain a safe, respectful and supportive learning environment.

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

Standard 2: Voice of children

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

Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At St Michael's College, we promote the participation and empowerment of children by ensuring students are informed about their rights to safety, information and participation, and by creating learning environments where student voice is actively encouraged, respected and used to inform practice. We are committed to embedding a rights-based, inclusive approach across curriculum and classroom practice so students can confidently contribute to decisions that affect their learning, wellbeing and safety.

- Student voice is gathered using structured and informal mechanisms, including class unit reflections, activity feedback, student forums, student "pulse" and check in surveys, and regular classroom discussions. Whole-school feedback is captured through the "Tell Them From Me" survey, with staff facilitating deeper engagement with students by establishing and facilitating Student Voice Panels to explore survey results that highlight areas for growth. This is co-facilitated by the college student leaders so that voice collected is collected from students, by students. This leads directly to processes to review data and design responses or improvements where appropriate.
- Formalised relationship-based practices, such as regular check-in, check outs with students that are exhibiting dysregulated behaviour as identified by our student support team, pastoral conversations with Heads of Engagement and Student Services staff, the Ready to Learn process and room, our College Guidance Counsellor referral process among many other avenues. All these mechanisms serve to further support students to speak openly about learning, wellbeing and safety in a variety of settings, utilising a variety of different staff, and mediums of communication. A tiered response to support is adopted whereby supports offered to students promote heightened vigilance and opportunities for voice for students identified as vulnerable, or at risk. Digital tools, including the Upstander app and Guidance Counsellor referral app provide alternative pathways for students to raise concerns or share information in ways that feel safe and accessible.
- College whole-school trauma aware practices are being rolled out, and Professional development in the Berry Street Education Model (BSEM) being provided to all student facing staff to facilitate an environment that prioritises student feelings of biopsychosocial safety as paramount. Our commitment to providing spaces with "consisted, predictable routines" and where students are "present, centred, and ready to learn" has the added benefit of promoting a culture where students feel safe and supported. The focus of 2026 is on Body regulation, and Relationships.
- Curriculum planning incorporates key elements of students' rights through learning experiences that explicitly teach expectations for respectful behaviour, wellbeing, safety and support in line with the ACARA Personal and Social Capabilities in the Australian Curriculum. Age and developmental stage appropriate content, particularly within Health and Physical Education, Ignite (Personal Development), Connect and Religious Education, addresses topics such as online safety, consent, respectful relationships, help-seeking and participation, contributing to safe and inclusive classroom environments.
- Opportunities for student voice and participation are embedded within everyday teaching and learning through collaborative learning structures, discussion, reflection, feedback processes and leadership opportunities. Students are encouraged to share perspectives, reflect on their learning experiences and engage in decision-making that shapes their classroom and school experience.
- Planned improvement focuses on strengthening a consistent, whole-school rights-based approach by making the language of safety, information and participation more explicit in curriculum documentation and classroom practice – this language is strengthened. This includes embedding rights-based language in unit and lesson planning templates, developing consistent routines that promote student voice (such as feedback cycles and co-construction of goals), providing professional learning for staff, and auditing current practices to identify strengths and gaps.

[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:

- When working with Aboriginal and Torres Strait Islander families, St Michael recognises that decision-making may involve extended family members, Elders or trusted community representatives. Staff work collaboratively with families to identify who they would like involved in discussions and decision-making processes, rather than assuming a traditional nuclear family model. The College also works closely with the Family Engagement Team to provide additional support and strengthen partnerships with families and the wider community.
- At St Michael's, we engage a range of stakeholders in risk management procedures. For instance, when developing specialised plans for school camps involving students with medical needs, both the student and their family are consulted to provide input into the risk management plan so students and their families can be fully aware of safety measures being put in place, and also the expected response should concerns arise.
- At St Michael's College, when behavioural incidents escalate and a student's needs may be linked to ADHD, trauma, disability, mental health or other wellbeing factors, the College responds through a consistent, trauma-informed and relationship-based approach. Support is coordinated by a stable multidisciplinary team which may include the Principal, Deputy Principal, Head of Students, Wellbeing & Engagement, Year Level Coordinators, Guidance Counsellor, classroom teachers, Inclusive Education staff, Student Wellbeing personnel.
- At St Michael's we create regular, informal opportunities for connection with families through community events such as family evenings, welcome evenings, community mornings and open days. Student safety, wellbeing and cultural safety are woven into these moments through conversation, check-ins, visibility of leadership, and shared expectations, rather than being addressed only through formal policy documents.
- Leaders communicate about safeguarding using plain language across newsletters, email, social media school portals and face-to-face conversations.
- St Michael's communicates its student safety approach with parents and carers in ways that are clear, relational and culturally responsive. When the school is making decisions about safeguarding or wellbeing (e.g., supervision, reporting pathways, behaviour support or online safety), staff explain what is happening and why using accessible language, and check families' understanding. Rather than prescribing a single response, the school discusses options with families and invites questions.
- At St Michael's, safeguarding information is shared with families at enrolment, revisited at the start of each year via our newsletter, and reinforced when new programs, staff or activities are introduced. Families are clearly informed about who to contact if they have a concern and what will happen if they raise one.
- The school uses culturally relevant resources to explain student safety in Plain English, supported by visuals and strengths-based language. Resources (e.g., child/family-friendly posters) include First Nations artwork and symbols that reflect respect and belonging, clearly show who children and families can talk to if something does not feel safe, and are displayed in classrooms, the front office, wellbeing spaces and community areas.
- St Michael's College regularly meets with the Family and Parent Engagement Group and the College Advisory Board to seek feedback on a range of operational, policy and governance matters. Parents are encouraged to contribute agenda items and raise any questions, concerns or suggestions for discussion.
- Feedback from families experiencing behaviour support, discipline or safeguarding processes informs changes to school procedures, including how meetings are run, how language is used, and how timeframes are managed.
- St Example School includes First Nations families and community representatives on its Reconciliation Action Plan Working Group and other consultative groups across the school, to review school policies and practices through cultural and lived-experience lenses.
- The school maintains partnerships with local organisations and community services to support children and families, strengthening shared responsibility for safety and wellbeing, particularly for families who may experience additional barriers to engagement.

[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 Michael's prioritises emotional regulation, safety and connection, reducing barriers and focusing on predictable routines, trusted relationships and consistent adult responses. This is reflected in our Ready to Learn processes which are research based and trauma informed.
- At St Michael's College, staff are committed to understanding and responding to each student's individual circumstances when addressing behaviour, learning and wellbeing needs. As a relationship-focused Catholic secondary college, the College recognises that a student's experiences and wellbeing can impact their engagement at school, and where appropriate, routines, expectations and supports may be adjusted to meet individual needs rather than applying a one-size-fits-all approach. These adjustments are documented and regularly reviewed in collaboration with the student, their family, relevant staff and external support agencies (where applicable and with consent), reinforcing the College's commitment to a personalised, inclusive and trauma-informed approach.
- Key St Michael staff collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning. By carefully and considerately managing the information shared, staff evaluate each activity in relation to how it may be experienced by the students involved.
- Staff at St Example have participated and will continue to participate in ongoing professional learning focused on trauma aware education (Berry Street Education Model).
- As a staff group we do the required Student Protection Refresher Training modules each term and then use the activities to reflect as a team how we will embed the learnings from that term's module.
- At St Example, students are regularly reminded of who they can talk to if they feel worried or unsafe. This happens through classroom discussions, assemblies, visual resources and informal conversations, rather than being limited to induction or one-off lessons. An example of this is explaining the "Rules for Adults" resource to students.
- At St Michael's, students can schedule an appointment with the Guidance Counsellor using an online form, via email or in person.
- Each Day, the College leadership team join students for before school and during the school day in the College grounds. This helps build connections and makes the leadership team approachable, so students know they can turn to them if they feel unsafe and helps break down barriers of authority within the school environment.
- Complaints and concerns raised by or about students are handled transparently, with adults explaining processes in child friendly language, checking for understanding and revisiting explanations as needed; families are included so children are not left feeling blamed or confused.
- At St Michael's College, the College leadership team regularly reviews student protection, behaviour, wellbeing and attendance data to identify patterns, trends and emerging needs across student cohorts. This process supports the College in monitoring students who may be impacted by harmful behaviours or wellbeing concerns and assists in identifying appropriate preventative and responsive strategies. The College also reflects on incidents and related processes to inform continuous improvement, strengthen support practices and reduce the likelihood and impact of future harm.
- At St Example, the school Behaviour Support Plan is aligned to Multi-Tiered Systems of Support, so wellbeing and behaviour support responses sit on a clear continuum of tiered supports (universal, targeted and individualised) to promote learning environments that are inclusive, safe, respectful and support the dignity of each child.
- The College values the role of families and community in supporting student wellbeing and seeks feedback from students and families to inform continuous improvement in safeguarding, wellbeing and behaviour support practices. This includes reflecting on how school processes can strengthen relationships, promote student voice and foster a safe and inclusive school culture.
- Behaviour support approaches at the College are grounded in restorative and relationship-based practices, with an emphasis on understanding context, repairing relationships and supporting positive outcomes for students. Staff are encouraged to consider the individual experiences, backgrounds and wellbeing needs of students when responding to behaviour and safeguarding concerns.

[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:

- Students, parents and guardians are informed of their right to raise complaints and concerns and are provided with multiple avenues to do so. This is documented on the College website, communicated via out newsletter and through Principal correspondence.
- Concerns are encouraged to be raised directly with the teacher or relevant staff member in the first instance, this process is communicated with families on a regular basis e.g. the newsletter, FACE & College Board.
- Further escalation pathways are available through College leadership and the Principal when concerns cannot be resolved.
- Complaints regarding the Principal can be submitted directly to Brisbane Catholic Education Head of School Progress & Performance.
- All complaints and safeguarding concerns are acknowledged, documented, assessed and responded to in a timely manner in accordance with BCE policies and child safeguarding requirements.
- Students, parents and guardians are able to raise concerns without fear of adverse consequences.
- The College works collaboratively with students and families to achieve respectful, fair and appropriate resolutions.
- The College adopts a child-focused, trauma-informed approach to complaint handling that prioritises student safety, wellbeing, confidentiality and procedural fairness whilst minimising the risk of retraumatisation.
- Complaint and reporting processes are communicated through the College website, newsletters, principal communications, student-friendly resources, staff induction, volunteer onboarding and safeguarding training.
- Staff are trained in safeguarding, child protection and reporting obligations, with concerns involving staff or volunteer conduct managed and escalated in accordance with BCE policies, legislative requirements and the Reportable Conduct Scheme.
- Where appropriate, Aboriginal and Torres Strait Islander students and families are offered culturally safe supports to assist them in raising concerns and navigating complaint processes. For example, First Nations Liaison
- Complaints and concerns are regularly reviewed by a review committee to inform continuous improvement, strengthen safeguarding practices and enhance outcomes for students and families.

[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:

Physical Environments and Supervision

- Staff receive regular training in duty of care, safeguarding responsibilities and active supervision practices.
- Supervision expectations are documented in the Staff Handbook, with staff required to wear high-visibility vests, remain actively engaged during duties and carry mobile phones.
- Duty areas, supervision schedules and line-of-sight arrangements are regularly reviewed to improve student safety.
- Out-of-bounds areas are identified and monitored, with additional supervision provided in known high-risk locations which are determined through careful data analysis.
- The College provides supervised spaces during break times, including the library, cultural and sporting activity clubs, Year 7 passive area and Ready to Learn support space.
- Students requiring additional support may have individual wellbeing planning or risk assessments to guide supervision and support strategies.
- Student support, counselling and learning spaces balance privacy with visibility through the use of glass panels, frosted windows and clear expectations around student interactions.

Online Safety and Digital Citizenship

- Online safety education is delivered through the Ignite Program, Health and Physical Education curriculum, year-level assemblies and guest presenters.
- All Year 7 students participate in a technology induction program outlining expectations for safe and responsible use of digital devices.
- Parents and carers receive ongoing communication regarding online safety and student wellbeing through newsletters and Family and Community Engagement (FACE) meetings.
- Staff model appropriate digital behaviours and use technology in accordance with safeguarding requirements, College policies and professional standards.

Risk Assessment and Continuous Improvement

- Student behaviour, incident and injury data are reviewed regularly to identify trends related to locations, activities and times of day.
- Student wellbeing and engagement data, including *Tell Them From Me* survey results, are used to identify emerging risks and inform preventative action.
- Risk assessments are completed for excursions, camps, sporting activities, high-risk curriculum areas, extra-curricular activities and college engagement with external providers.
- Site inspections, staff briefings and safety reviews are conducted prior to activities and events.
- Attendance monitoring, missing student procedures, CCTV coverage and targeted supervision strategies support student safety and accountability.
- The College continues to review high-risk locations, supervision practices, attendance processes and online safety education as part of its commitment to continuous improvement in child safeguarding.

[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:

- Our St Michael's Student Protection Contact (SPC) Team confers on a regular basis. This ensures our SPCs stay up to date with any student concerns and that students have the right supports in place when they need them. The team can consider matters holistically, identify trends in student behaviour, and work proactively to keep every student safe and well.
- For any critical incident, we follow the BCE critical incident flowchart. We have a School Incident Management Team and complete a School Critical Incident Post review to monitor and review local priorities and procedures following an incident.
- All complaints are stored in complaints register. Staff are made aware of this process during staff meetings. All complaints are raised at a fortnightly CLT meeting so as a team we can highlight and respond to any gaps in our processes.
- St Michael's College uses both LEAD data (Engagement, Attendance and Student Voice) and LAG data (Tell Them From Me – TTFM) to inform continuous improvement and respond to emerging student needs. The leadership and pastoral teams regularly analyse these data sets to identify trends and areas for growth. For example, following analysis of TTFM and student voice data, the pastoral team conducted a targeted student review on perceptions of safety, which informed the implementation of a consent and respectful relationships program for students in Years 10–12. Feedback and data trends have also guided practical improvements, such as upgrading bathroom facilities to enhance student safety and wellbeing.
- With the implementation of the Child Safe Standards in Queensland in 2026, St Michael's is undertaking a comprehensive and progressive review of all aspects of student safety and wellbeing. Across 2026 we will self-assess against all ten Child Safe Standards (including the Universal Principle), through consultation with a diverse range of students, families, and staff, review of safeguarding data, and reflection on existing strengths and areas for improvement. Findings from this process will inform ongoing actions and be documented in our School Safeguarding Plan, which will be regularly updated and available on our website to ensure our families and broader community can clearly see how St Michael's prioritises the safety and wellbeing of all students.
- St Michael's uses a combination of feedback surveys, focus groups and wellbeing check-ins to understand whether our child safety initiatives are effective. For example consultation with F.A.C.E.
- Each term, we consult all staff regarding safeguarding matters, with School Officers engaged through Connect briefings and review meetings, and teachers through staff meetings and review processes. This ensures all staff are informed, able to raise concerns, and contribute to ongoing safeguarding practices.
- Once per fortnight our Head of Students, Wellbeing and Engagement meets with Year Level Pastoral Leaders to monitor and respond to the holistic progress of students.
- Our WHS committee meet each term and discuss safety and safeguarding concerns for whole of community.
- We monitor progress on our Reconciliation Action Plan to ensure that child safety and wellbeing are actively supported. This helps us focus on creating a culturally safe environment that is genuinely experienced by students, not just outlined in planning.
- At St Michael's, all staff understand their safeguarding responsibilities. Through professional development, training and performance planning processes, staff are supported to understand and fulfil these responsibilities as part of their ongoing practice.
- We provide safety updates during fortnightly whole-staff briefings, sharing important information and reminders as required.
- After every excursion or incursion, the College conducts a debrief to review the activity, reflect on what went well, and identify areas for improvement. This process ensures that any issues related to student safety, supervision, or wellbeing are considered and addressed in future planning. Outcomes from these debriefs are documented within the risk assessment records, creating a continuous feedback loop that supports learning, accountability, and the ongoing refinement of safe practices for all school activities.

[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 Michael's follows BCE policies and procedures, regularly reviewed to meet Child Safe Standards and the Universal Principle, providing clear safeguarding processes.
- The College also implements local policies such as the Mobile Devices Policy, Professional Dress Standards, Student Injury Support Procedure, and a school-based uniform policy with an infringement procedure developed with input from students, parents/carers, and staff. These policies provide guidance on expectations, safety, and wellbeing, ensuring consistent, transparent, and fair practices.
- New staff complete an onboarding process covering the location, content, and application of safeguarding policies, including how the school meets Child Safe Standards daily.
- The College is developing a working procedure document outlining key processes and responsibilities for staff to maintain a safe and supportive environment.
- Local policies and procedures are accessible via the College website, parent portal, or staff portal, including Attendance Roll Marking, Uniform Infringement, and the Student Handbook.
- Policies are reviewed annually or every two years to ensure clarity, accessibility, and relevance.
- Visual guides are provided to families to explain key safety processes, such as reporting bullying or accessing wellbeing programs, ensuring all families understand how St Michael's keeps children safe.
- Vivi displays key safety information in classrooms, student reception, and student services to inform the whole community.
- The staff handbook outlines safeguarding procedures or directs staff to where key information can be found.
- When updating procedures, the College consults staff, parents, students, and the School Board to ensure practices are practical, relevant, and aligned with contemporary child safety expectations.
- St Michael's maintains strong connections with local Aboriginal and Torres Strait Islander Elders, engaging them to guide cultural safety initiatives and ensure processes reflect First Nations perspectives.
- The Leadership Team reinforces safeguarding procedures in staff meetings and models safe practices, such as visitor sign-ins, maintaining boundaries, and following reporting pathways.
- Key safeguarding information, such as visitor sign-in procedures, is displayed in the staff room for ongoing reference.
- During classroom visits, leaders observe teaching, learning, and student interactions, supporting a safe and respectful environment in line with the 2026 AIP for trauma-informed practice.
- The College has a Wellbeing Procedure outlining programs and processes that support student wellbeing.
- All staff complete an annual safeguarding refresher, including scenario-based learning, supported by face-to-face training in Terms 2, 3, and 4, ensuring consistent policy application.
- Volunteers complete the same full induction as staff, reinforcing mandatory training, supervision expectations, appropriate interactions, and reporting procedures, ensuring they meet the same standards as paid staff.
- Teachers integrate reminders of safeguarding practices into daily routines, such as pointing out SPCs in classrooms and modelling respectful communication.
- Year Level and Whole College assemblies regularly communicate key safety processes, reinforce expectations, and share wellbeing information to ensure students understand procedures, support services, and how to raise concerns.
- Flowcharts of key processes are provided to staff to clarify obligations and steps in procedures, supporting consistent practice and confidence in maintaining safety and wellbeing.
- The Year 7 induction program supports student transition, providing guidance on procedures, expectations, and where to go for support, helping students settle confidently and maintain their safety and wellbeing.

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