

Our Lady of Fatima, Acacia Ridge Safeguarding Plan 2026



**Our Lady
of Fatima**
Primary School
ACACIA RIDGE



Version: V1

Last updated: June, 2026



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Our Safeguarding Commitment

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

Accessibility



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

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Attributions

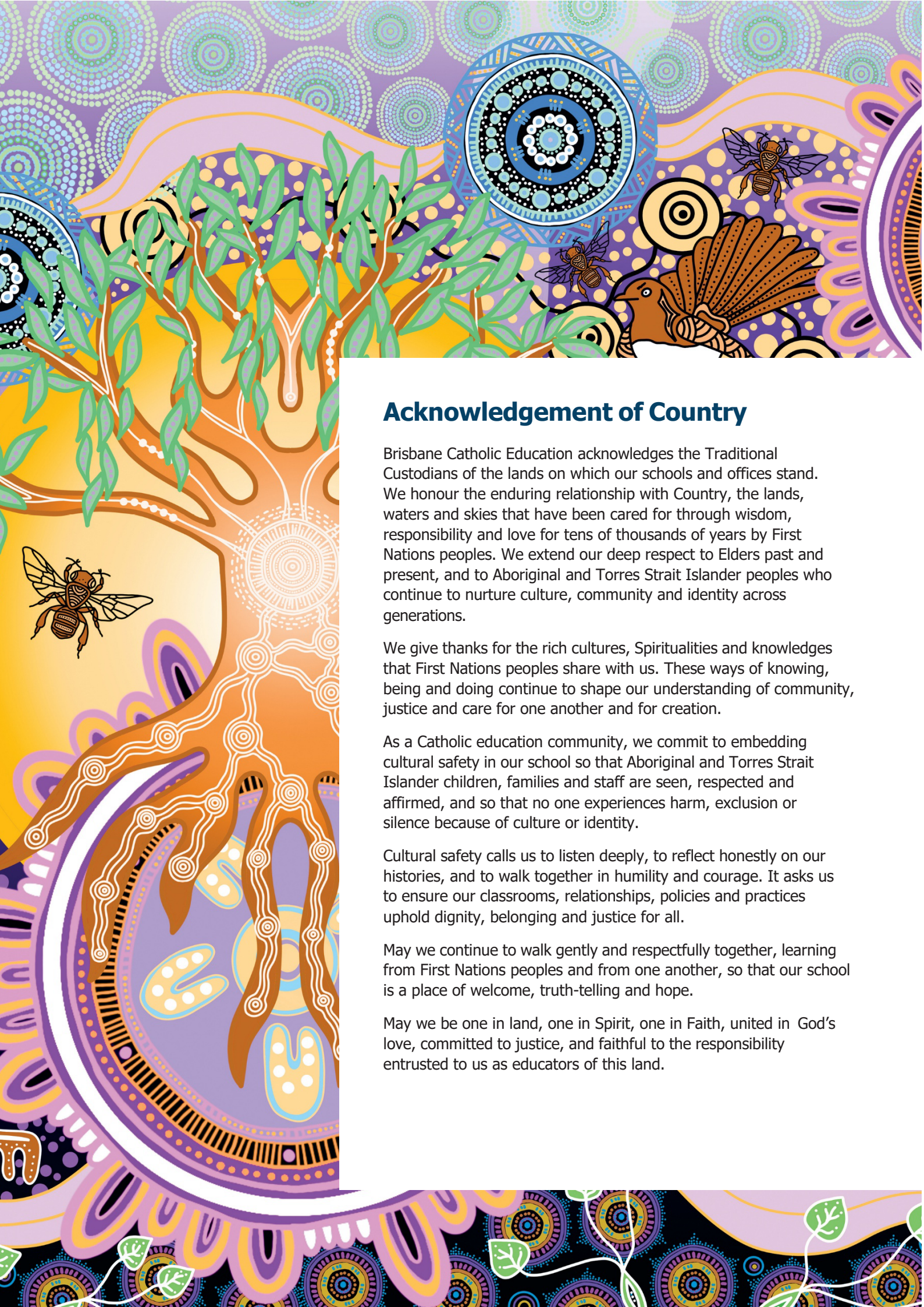
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Acknowledgement of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the lands on which our schools and offices stand. We honour the enduring relationship with Country, the lands, waters and skies that have been cared for through wisdom, responsibility and love for tens of thousands of years by First Nations peoples. We extend our deep respect to Elders past and present, and to Aboriginal and Torres Strait Islander peoples who continue to nurture culture, community and identity across generations.

We give thanks for the rich cultures, Spiritualities and knowledges that First Nations peoples share with us. These ways of knowing, being and doing continue to shape our understanding of community, justice and care for one another and for creation.

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

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

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

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

Introduction

Because wherever a child or vulnerable person is safe, there you serve and honour Christ.

Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



Our Lady of Fatima, Acacia Ridge, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

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

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

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

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

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

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

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

The Child Safe Standards



Standard 1: Leadership and Culture

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



Standard 2: Voice of children

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



Standard 3: Family and community

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



Standard 4: Equity and diversity

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



Standard 5: People

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



Standard 6: Complaints management

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



Standard 7: Knowledge and skills

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



Standard 8: Physical and online environments

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



Standard 9: Continuous improvement

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



Standard 10: Policies and procedures

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



Universal Principle

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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



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

Cultural Safety Indicators

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

The Cultural Capability Framework

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



Teaching

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



Relationships

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



Environment

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



Leadership

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

Standard 1: Leadership and Culture

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



Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

At Our Lady of Fatima, we are committed to prioritising every student's safety and wellbeing, this includes ensuring Aboriginal and Torres Strait Islander children, families and Community feel welcome, safe, valued, included and respected. At Our Lady of Fatima, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags, artwork and Acknowledgement of Country signage that demonstrate our commitment to ensuring the safety and wellbeing of First Nations students and their families.

Cultural safety is especially important at Our Lady of Fatima, considering the multicultural profile of the community. From 2026, the Our Lady of Fatima staff are engaging in Cultural Capability Training with Multicultural Australia to support staff in ensuring the cultural safety of all staff, students and families.

The Archdiocese of Brisbane Safeguarding Commitment is displayed in our school administration, staffroom and staff meeting room. This Safeguarding Commitment serves as a regular reminder that at Our Lady of Fatima, the safety and wellbeing of our students are paramount.

At Our Lady of Fatima, we intentionally allocate time in our Student Support Team Meetings and Student Protection Contact Meetings to discuss student safety and wellbeing. This ensures we put the safety and wellbeing of students at the front and centre of our minds with every decision we make, from curriculum planning to staff recruitment.

The Our Lady of Fatima website includes links to the BCE Safeguarding Policy, Student Protection Processes, and BCE Code of Conduct documents. Additionally, these documents are shared through the School Newsletter at the beginning of each term and uploaded to our Parent Portal. This helps families to understand the expectations of staff, students and families.

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

Standard 2: Voice of children

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



Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At Our Lady of Fatima, students learn about rights, safety and help-seeking through age-appropriate teaching in Health and Physical Education and Religious Education. This includes personal safety, consent, protective behaviours, respectful relationships, recognising unsafe situations, identifying trusted adults and knowing how to report concerns. These messages are reinforced through SOAR expectations, Student Protection Contacts, classroom reminders, posters, assemblies, wellbeing messages, restorative conversations and the Whole School Behaviour Support Plan.

Student voice is gathered through classroom discussions, Year 6 leadership, Personalised Learning Plan conversations, Guidance Counsellor and Student Wellbeing Officer check-ins, Tell Them From Me surveys, Engage data and Student Support Team reviews. Our Lady of Fatima Primary School responds by using this feedback to review wellbeing supports, safe spaces, behaviour patterns, curriculum needs and student protection communication. Student participation informs decisions about learning adjustments, classroom and playground supports, safe spaces, student protection reminders and whole-school wellbeing priorities. A planned improvement is to document what students have said, what action was taken and what changed as a result, so the feedback loop is clear and visible.

Cultural safety shapes practice by promoting belonging, dignity, inclusion, faith, identity, culture, family context and learning needs. Students are more likely to speak up and seek help when they feel respected, known and safe. This is supported through the Reconciliation Action Plan process, Religious Education, NAIDOC Week, Harmony Week, Multicultural Australia partnerships, cultural capability learning, trauma-informed practice and inclusive responses for students with disability or neurodiverse needs.

Evidence includes HPE and Religious Education curriculum planning, the SOAR Chart, Whole School Behaviour Support Plan, Student Protection Contacts, restorative conversations, classroom and assembly reminders, Year 6 leadership, student surveys, PLP conversations, wellbeing check-ins, Student Support Team reviews, Engage behaviour data, NAIDOC Week, Harmony Week, National Student Protection Week and inclusive education practices. Planned improvement includes implementing a whole-school HPE Scope and Sequence, strengthening child-friendly safety information, embedding regular student protection reminders, creating a consistent process for recording and responding to student voice, monitoring data for patterns and building staff capability in trauma-informed, culturally responsive and inclusive practice.

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

Standard 3: Family and community

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



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

Safeguarding and wellbeing expectations are communicated through newsletters, BCE Connect, the school website, assemblies, parent information sessions, P&F Advisory Group discussions, parent meetings and visible Student Protection Contact information. Families receive information about student protection, wellbeing supports, respectful relationships, online safety, cultural safety and how to raise concerns.

Families participate through parent teacher meetings, Personalised Support Plan meetings, Student Support Team processes, parent information evenings, assemblies, liturgies, cultural celebrations, Harmony Week, NAIDOC Week and National Child Protection Week. These opportunities promote belonging, inclusion, respectful relationships, cultural safety and shared responsibility for student wellbeing.

The school engages families through the P&F Advisory Group, community events, parent meetings and partnerships that support wellbeing, inclusion and cultural engagement. These forums provide opportunities to share key safeguarding messages, seek parent input and strengthen the school-community commitment to child safety.

Feedback is gathered through Tell Them From Me survey data, parent surveys, P&F discussions, targeted meetings and informal conversations with families. Feedback indicates that families generally feel welcomed, included and safe, while also identifying the need for clearer, more consistent and more accessible communication about safeguarding, cultural safety and concern-raising pathways.

Evidence includes regular wellbeing communication, visible Student Protection Contact information, parent engagement processes, eSafety resources, cultural events, support planning meetings and staff commitment to student protection practices. Planned improvements include simplifying communication for families, regularly promoting Student Protection Contacts, making concern pathways clearer, strengthening feedback opportunities, increasing accessibility for EALD families, and making cultural safety commitments more visible.

³ Alignment with National Catholic Safeguarding Standards: Standard 3 Partnering With Families Carers And Communities | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)–(b)

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice⁴



Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

Our Lady of Fatima Primary School promotes equity, inclusion and respect for diversity through trusted relationships, inclusive practices, Positive Behaviour for Learning, restorative approaches, curriculum links, and whole-school events such as Harmony Day and NAIDOC Week. These practices strengthen belonging, safety, cultural awareness and help-seeking.

Diverse learners are supported through personalised learning plans, reasonable adjustments, inclusive education processes, counselling, wellbeing support, targeted supervision, family partnerships and student support team planning. Staff use data such as attendance, behaviour, engagement, referrals, parent concerns and safeguarding records to identify students needing additional or targeted support.

Cultural safety and anti-discrimination are supported through trauma-informed and inclusive practice, visible recognition of diversity, curriculum learning, Harmony Day, NAIDOC Week and emerging collaboration with Multicultural Australia. Planned improvements include further staff capability building in cultural responsiveness, truth-telling, trauma-informed practice, inclusive education, and more accessible communication for culturally and linguistically diverse and First Nations families.

Students access safeguarding information through classroom teaching, assemblies, wellbeing conversations, visual reminders, Student Protection Contact displays, trusted adults, HPE, Religious Education, behaviour support processes and the SOAR Chart. The school will strengthen consistency by using simpler language, visuals, translated supports and developmentally appropriate formats.

Evidence includes Tell Them From Me data, student voice, attendance, behaviour and wellbeing records, PLP reviews, parent feedback, safeguarding records, staff observations and support service engagement. Planned improvements focus on clearer safeguarding messages, more accessible help-seeking information, stronger student voice, better cohort monitoring, staff professional learning, Reconciliation Action Plan progress and targeted support for students facing barriers.

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

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice⁵



Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How we screen and onboard employees, volunteers and third parties
- How we ensure safe supervision and conduct
- How we apply BCE recruitment and HR procedures for employees and volunteers
- How we track and keep safeguarding screening requirements current
- Evidence of practice and planned improvements

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At Our Lady of Fatima Primary School, every child has the right to feel safe, respected, valued and ready to learn. Please tell us if your child feels unsafe, worried, upset, unheard or unsure.

At Our Lady of Fatima, students and families are reminded that they can speak with a trusted staff member, classroom teacher, school officer, school leader or the Principal. They can also contact the school office, ask for a meeting, use the school or Brisbane Catholic Education complaint process and ask for an interpreter or trusted adult to help. Students can also speak up during class check-ins, wellbeing talks, student voice activities or informal conversations with trusted adults. We remind families through enrolment, newsletters, meetings and school messages that concerns are welcome and responded to.

We respond in a child-focused, trauma-informed and respectful way. Student safety and wellbeing always comes first. Our staff listen calmly, do not blame or judge, and reassure students that it is right to speak up. We consider each child's culture, language, disability, age and needs. Information is shared only with people who need to know to keep the child safe. Support may include trusted staff, wellbeing, guidance, pastoral or external services.

At Our Lady of Fatima, we record concerns using Brisbane Catholic Education procedures and school safeguarding processes. We record key facts, including what was seen, heard or reported, who was involved, dates, times, actions taken and steps used to keep students safe. Serious concerns about student safety, harm, abuse, neglect, adult behaviour or professional conduct are reported to the Principal or a school leader straight away. The Principal decides next steps using BCE policy, the law and safeguarding procedures. This may include keeping a student safe, speaking with BCE Student Protection, Safeguarding or Employee Relations, completing records, reporting to Child Safety or Queensland Police when required, contacting parents or carers when appropriate and safe, arranging support, and checking in with the student and family.

All staff at Our Lady of Fatima must report adult behaviour that may place a child or young person at risk. Serious concerns may include behaviour that harms a child, places a child at risk, or breaks professional expectations. Concerns may involve employees, volunteers, contractors or other adults involved in school activities. The school follows BCE safeguarding, student protection and employee conduct procedures. Staff complete training and induction, concerns are reported quickly, BCE is asked to support and respond when required, privacy and fairness are protected, affected children are supported, and school practices are reviewed.

We will keep improving by making information accessible for students and families, including families who speak languages other than English; giving students more ways to share ideas about safety, belonging and wellbeing; reviewing signs and messages; continuing staff learning; improving how concerns are recorded and followed up; and following BCE procedures and the Queensland Child Safe Standards.

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

Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training⁷



Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How employees, volunteers and third parties complete required safeguarding training
- How the school reinforces safeguarding practice throughout the year
- How cultural capability is embedded in training
- How the school monitors and supports employees and volunteers to undertake mandatory training
- Evidence of practice and planned improvements

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

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed⁸



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At Our Lady of Fatima Primary School, student safety is central to who we are. It reflects our Catholic identity, duty of care, safeguarding expectations, and belief that every child has the right to be safe, respected and protected from harm.

We use all school spaces with safety in mind, including classrooms, playgrounds, gates, toilets, walkways, the oval, eating areas and transition spaces. Staff actively supervise students before school, during breaks and after school. They respond quickly to risks or unsafe behaviour. All adults onsite during classroom hours sign in and out at the office. We also provide first aid, follow emergency procedures, set safe play expectations, report maintenance concerns and support students who need adjustments.

In line with the Australian Curriculum, we teach students to be safe, respectful and responsible online. Students learn to protect personal information, use approved platforms, ask trusted adults for help, report unsafe online behaviour and understand that online choices can affect themselves and others. Staff model safe digital behaviour by using school-approved systems, keeping professional boundaries, protecting student privacy, using appropriate communication channels and supervising student technology use. Concerns are reported and recorded through student protection and safeguarding processes.

At Our Lady of Fatima, we value our large outdoor spaces and learning and play environments. We assess physical risks through planning, daily observation, hazard reporting, incident review and support for individual students. Risks are managed through supervision, maintenance, classroom and playground expectations, first aid, emergency procedures, behaviour support and risk assessments for excursions, events and higher-risk activities.

Online risks are managed through explicit teaching, staff supervision, approved systems, age-appropriate access, reporting pathways, parent communication and follow-up. If concerns involve behaviour, wellbeing, privacy, unsafe contact or inappropriate content, staff respond through school processes and escalate student protection concerns when needed.

Our planned improvements are to review supervision areas, improve visibility in transition spaces, use incident information to identify repeated risks, develop a clearer whole-school online safety plan, strengthen parent communication, and review physical and online risk information more regularly through leadership and staff processes.

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

Each semester, Our Lady of Fatima staff review policies, procedures and practices relating to children's safety and wellbeing. Part of this process includes opportunity for evaluation and improvement to update policies to keep current. Following staff review, evaluation and improvement, student protection policies, procedures and practices are shared with students, families and community stakeholders, including our Parents and Friends Advisory Group, Parish representatives and Multicultural Australia, to communicate updates and seek further feedback.

Each term during a whole-school assembly, Mrs Cheesman (Principal) leads a short session with all students about student safety and introduces the Student Protection Contacts. Every room at Our Lady of Fatima has a poster showing the Student Protection Contacts.

Each term, all staff engage in mandatory face to face Student Protection training. This ensures that staff are equipped with regular updated information relating to Student Protection and students are aware of who to approach if they need help.

During Term 3, we recognise Child Protection week using the resources created and supplied by BCE. During October we recognise Day for Daniel.

When a complaint or concern highlights a gap in our processes, the Our Lady of Fatima leadership team discuss what happened, the underlying contributing factors and what changes will be implemented, with a focus on learnings and what can be done differently in the future.

Our Lady of Fatima uses a combination of feedback surveys (including Tell Them From Me), focus groups and wellbeing check-ins to understand whether our child safety initiatives are effective.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children¹⁰



Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At Our Lady of Fatima, we use BCE policies and procedures which are regularly reviewed and updated to ensure they address the requirements of the Child Safe Standards and the Universal Principle and include clear procedures for safeguarding children.

Our Lady of Fatima is a multicultural community. We are working towards translating several frequently used policy and procedure documents into the most spoken languages other than English that make up our school community. They will be placed in a visible location in the school office, as well as on our school website and Parent Portal.

Parent Main/Other Languages other than English	
African Languages (not elsewhere classified)	Malayalam
Albanian	Punjabi
Arabic	Samoan
Danish	Shona
Fijian	Sinhalese
Filipino	Spanish
French	Tagalog
Ga	Tongan
Hindi	Vietnamese
Krio	Yoruba

Our Lady of Fatima uses the BCE Safeguarding Storybook series to communicate safeguarding messages and policies to our students in a child-friendly way. These resources help students understand that their safety and wellbeing are our priority, while also supporting staff to model and facilitate open, age-appropriate conversations about safeguarding and wellbeing topics. Key safeguarding processes are explained to parents during parent information nights and regular communications via the school newsletter.

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)

