

Safeguarding Plan 2026



St Thomas' Catholic Primary School, Camp Hill



Version: 1

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Our Safeguarding Commitment

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

Accessibility



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

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Attributions

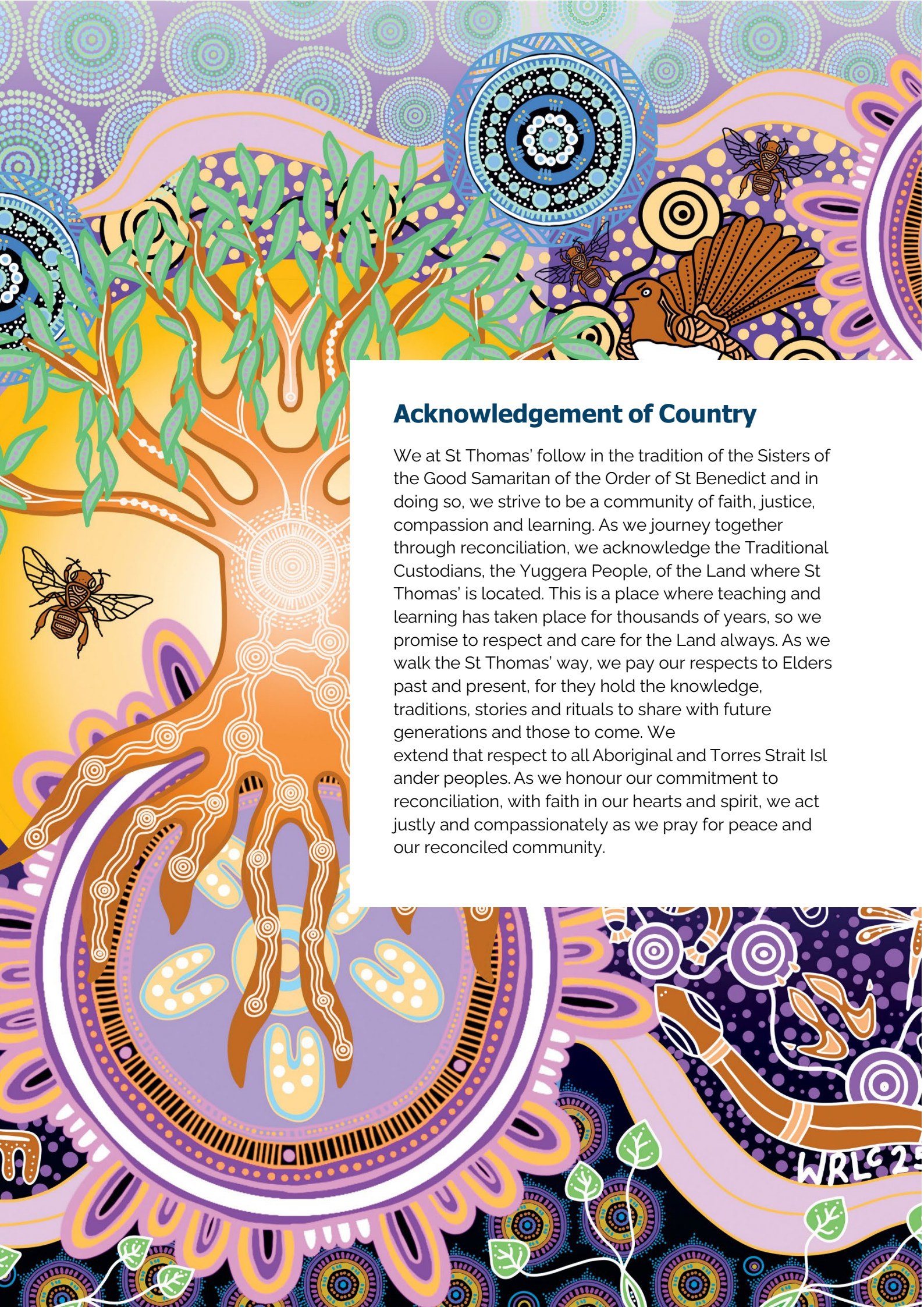
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: St Thomas' School image, taken by Viv Thomspson, APRE, 2026

Page 4: Image of school Faith Gives Us Wings mural, created by St Thomas' Staff, Bernadette Kelly and Mario Collura, photograph taken 2026.

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Acknowledgement of Country

We at St Thomas' follow in the tradition of the Sisters of the Good Samaritan of the Order of St Benedict and in doing so, we strive to be a community of faith, justice, compassion and learning. As we journey together through reconciliation, we acknowledge the Traditional Custodians, the Yuggera People, of the Land where St Thomas' is located. This is a place where teaching and learning has taken place for thousands of years, so we promise to respect and care for the Land always. As we walk the St Thomas' way, we pay our respects to Elders past and present, for they hold the knowledge, traditions, stories and rituals to share with future generations and those to come. We extend that respect to all Aboriginal and Torres Strait Islander peoples. As we honour our commitment to reconciliation, with faith in our hearts and spirit, we act justly and compassionately as we pray for peace and our reconciled community.

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 Thomas' Catholic Primary School, Camp Hill 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 St Thomas' Catholic Primary School, Camp Hill 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 St Thomas' 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 St Thomas', we publicly display visual representations such as Aboriginal and Torres Strait Islander Flags, our Justic artwork Mural, Stephen Street Mural, Reconciliation Wall, Welcome to Country mats, and Acknowledgment of Country signage that demonstrates our commitment to ensuring safety and wellbeing of First Nations students and their families.

At St Thomas', we deliberately allocate time during our weekly leadership meetings to focusing on student safety and wellbeing. We have established a Wellbeing and Engagement Team where we meet fortnightly to discuss the safety and wellbeing of our students. This ensures we put safety (including cultural safety) and wellbeing at the front of our minds and centre of every decision we make, from curriculum planning to staff recruitment.

To ensure staff have consistent access to key safeguarding and wellbeing information, the Staff Week Ahead Sway opens with Quick Links to the Code of Conduct, Student Protection, PB4L Matrix, and key processes and policies.

At the beginning of our School Newsletter, we have the link for our community to complete the 2026 *Volunteer Student Protection and Code of Conduct Training*. Inviting families to be volunteers and reminding them of the expectation that at school you are required to do this training on an annual basis.

Our Reconciliation Action Plan Working Team members meet termly to monitor progress and ensure accountability to our commitments rather than symbolic action. These findings are shared with our staff during allocated staff meetings across the year.

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:

St Thomas' school signage, playground design and common areas visually reinforce student safety and belonging. Our posters that are up around the school explain student rights, expected behaviours and where to get help using child-friendly language and images.

In 2025, St Thomas' established a formal student voice group called Student Representative Council. This was developed after feedback from students provided as part of a student survey that asked about a range of school-related topics. This group is led by teachers to provide students with a platform to raise ideas, concerns and solutions, including those that relate to student safety and wellbeing.

Students are explicitly taught about who the Student Protection Contacts (SPCs) are at St Thomas' and child-safe reporting pathways in age-appropriate ways. This is done using the safeguarding storybook series as a conversation prompt, as well as during class discussions assemblies and classroom visits by the Guidance Counsellor, which happen regularly. We ensure students know who they can talk to, how to ask for help, and what happens when a concern is shared.

At St Thomas' we make intentional adjustments for students living with disability or who have additional learning needs to ensure concepts are accessible and understood. This may include modified language, visual supports, smaller group delivery or collaboration with specialists. This extends to protective behaviour, consent, safety and rights education

During National Child Protection Week, St Thomas' participates in Australia's Biggest Child Safety Lesson with the Daniel Morcombe Foundation. In addition to this we use the 'Day for Daniel' as an opportunity to spotlight and reinforce student safety messages across all year levels by doing protective behaviour activities such as 'Body Clues' and 'Safety Hands'.

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

Standard 3: Family and community

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



Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At St Thomas' families are actively invited to participate in planning and decision-making processes that affect their child. This includes involvement in personalised learning plans, behaviour support planning, re-entry meetings following absence, and safety or wellbeing planning where required. Meetings are scheduled flexibly, and families are asked how they would prefer to engage, rather than being offered a single pathway.

At St Thomas', we engage families and students 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.

St Thomas' creates regular, informal opportunities for connection with families through community events such as BBQs, welcome evenings, community mornings and classroom open nights. 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, parent information sessions, school portals and face-to-face conversations. Families are encouraged to ask questions, and leadership is visible and accessible. This is visible in our school (in particular at events) when we regularly communicate the safeguarding expectations around things like: o photographing students (other than your own), o clear signage designating adult toilets and student toilets, o staff supervision in the bathroom area at events so adults and children use separate bathrooms

St Thomas' documents questions and feedback raised by families about student safety and wellbeing, follows up with clear timeframes and named contacts, and shares back what has changed (or why it can't), so engagement builds trust and leads to visible action.

Student safety, behaviour support, complaints processes and available services are explained in Plain English (often verbally as well as in writing) and revisited over time so families can reflect, ask questions and consult with family and community, rather than receiving one-off messages.

Parent and carer boards and committees provide structured opportunities for families to contribute to school direction and decision-making, with relationship-based efforts to engage families who may feel less confident participating in formal governance structures.

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:

Staff at St Thomas' have participated and will continue to participate in ongoing professional learning focused on trauma aware education. In 2024, the team completed training in trauma-informed learning led by an Senior Education Advisor from Brisbane Catholic Education.

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.

Every morning and afternoon our School Leadership Team are on duty. 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.

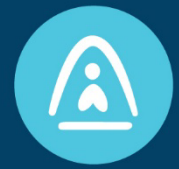
At St Thomas' our School Leadership Team regularly review student protection, behaviour, wellbeing and attendance data to identify patterns and trends for student cohorts impacted by harmful behaviour. This includes reflecting on incident and process learnings and identifying strategies to reduce the likelihood of recurrence and minimise the impact of harm. For example, when the team identified an increase in incidents of student sexual behaviour within a particular year level, the school responded by delivering targeted education sessions that reinforced curriculum learning and clearly restated expected student behaviour.

Feedback from Aboriginal and Torres Strait Islander students, families and community members is actively sought and used to inform continuous improvement, including through the school's Reconciliation Action Plan and broader safeguarding work, and through working closely with the community and the BCEO Aboriginal and Torres Strait Islander Education team to strengthen local processes.

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 Thomas', students and families are encouraged to raise concerns or complaints early, and we treat this as an important part of keeping students safe and well. Students are regularly reminded who they can speak to if they feel unsafe, worried or uncomfortable, including classroom teachers, the Guidance Counsellor, Student Protection contacts and school leadership. These messages are reinforced through classroom conversations, assemblies, Wellbeing week, visual resources and everyday interactions so that speaking up is understood as a normal and supported part of school life.

St Thomas' staff know that they do not investigate matters themselves beyond their role and understand when concerns must be referred to leadership and external authorities. Staying within role boundaries helps ensure serious concerns are managed through the right process by the right people. It also reduces the risk of children being retraumatised through repeated questioning, receiving inconsistent responses from different staff, or having serious concerns handled informally.

At St Thomas' complaints and concerns raised by students, families or community members are treated as important child safety and wellbeing information. The school understands that concerns, complaints and worries raised by others is not information to be "managed" or "closed"; it is an opportunity to listen deeply, identify harm, restore safety, strengthen relationships and improve practice across the school. Staff listen carefully, gather enough information, consider the child's age, identity, relationships, previous experiences and context, and determine whether the concern may involve bullying, racism, discrimination, exclusion, cultural disrespect, online harm, adult conduct, peer behaviour or unsafe school practices.

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

Parents are informed regularly through newsletters of the process of making complaints and raising concerns.

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:

St Thomas' have created a welcoming and culturally safe environment starting from the front of the school and office with an Acknowledgement of Country displayed and a Welcome to Country mat at the entrance of the school. In the front office there are beautiful First Nations iconography and artefacts, Justice artwork created by our talented First Nations connections, Lauren Turner and Eric Ellis. Throughout the school our connection to country and St Thomas' Camp Hill story is displayed with plaques and artworks and murals.

At St Thomas', staff monitor spaces and times where students may be more vulnerable, such as less visible playground areas, toilets, walkways, pick up and drop off zones, transitions, online chat functions and unsupervised waiting times. Staff pay attention not only to physical risk, but also to signs of exclusion, bullying, distress, racism or discomfort in these settings.

St Thomas' has clear expectations for the safe use of school-owned learning devices at school, including when devices may be used, where they are stored, how students are supervised, how photos or recordings are managed, and how staff respond to misuse, unsafe contact, bullying, racism, inappropriate content or breaches of privacy. Safety controls, such as filtering, approved platforms, restricted settings, supervision and reporting pathways, are balanced with students' rights to learn, connect, seek help, access age-appropriate information and participate safely in digital learning.

For excursions, major events, changes to learning spaces and activities involving visitors, guest presenters or external providers, St Thomas' completes planning that considers the nature of the activity, the environment, supervision arrangements, student access and movement, privacy, adult-child interactions and how students may experience the setting. The school reviews risks associated with visitors, guest presenters and external providers before they work with students, including their role, screening or sign-in requirements, induction, supervision, communication boundaries and any specific risks connected to the activity or group of students involved. St Thomas' also maintains and regularly reviews emergency management, lockdown and evacuation procedures so staff, students, volunteers and relevant visitors understand what to do in an emergency. These processes help the school identify and manage physical, emotional, social and cultural risks while protecting students' safety, inclusion, dignity and cultural safety.

Contracted services are periodically reviewed to confirm that safeguarding expectations continue to be met. Reviews may consider staff feedback, student or family concerns, incident records, provider compliance, supervision quality and whether the service remains appropriate for the St Thomas' school community.

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved⁹



Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At St Thomas' we are committed to continually strengthening the way we respond to student protection matters. Our SPC team meets to review our school processes and procedures which are based on the Student Protection Processes and Guidelines. We reflect on real scenarios from our school to ensure our processes remain practical, current and responsive. These reviews make sure our child safety practices evolve as our school community grows and changes.

Our Student Wellbeing and Engagement team meet fortnightly. This ensures our team are staying up to date with any student worries and ensures our students have the right supports in place when they need them. Our team is able to look at matters holistically, identifying trends in students' behaviour and work proactively to keep every student safe and well.

During our Whole School Assemblies Mr Beatty (Principal) leads a GEM Chat (Gratitude, Empathy and Mindfulness) reflecting on our work with the Resilience Project. He also shares three points, one of which is around safety and wellbeing. This also includes a specific reminder around our PB4L Matrix.

With the implementation of the Child Safe Standards in Queensland in 2026, St Thomas' is undertaking a comprehensive and progressive review of all aspects of student safety and wellbeing. Across 2026 we will self-assess against the ten Child Safe Standards (including Universal Principle), through consultation with a diverse range of students, families, and staff, review the 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 families and broader community can clearly see how St Thomas' prioritises the safety and wellbeing of all students.

At St Thomas', every staff member- from teachers to grounds staff has a clearly defined safeguarding responsibility outlined in their role description. These responsibilities are reviewed annually to ensure all adults understand their role in maintaining a child safe environment.

We reinforce our collective responsibility through regular discussions and scenarios at staff meetings. These discussions help our whole team understand how safeguarding responsibilities connect and how each person contributes to making St Thomas' a safe place where students can speak up and raise issues if they need.

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 St Thomas', 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 onboarding process for new staff at St Thomas' includes a briefing on the location, content and application of safeguarding policies and procedures and we talk through how our school is a child- safe environment (i.e. how we meet the child safe standards day to day).

To help families understand key student safety processes- such as student expectations and safe parent volunteering- we provide the link to the parent volunteering course at the beginning of every newsletter, and the newsletter provides current messages about our PB4L and importance of how St Thomas keeps children safe.

When updating procedures at our school, St Thomas', we consult with staff, parents, students and our School Board to ensure our procedures are practical, relevant and aligned to contemporary expectations for child safety.

We collaborate with BCE and Ngutana Lui staff when developing resources, to enhance community understanding and embed First Nations voices. We recently strengthened this work by inviting Kevin Eastment to support staff in developing our new Reconciliation Action Plan and in deepening our sense of welcome and connection to Country through the design and purchase of our new Welcome Mats. We also engaged Marlon Riley to lead a Smoking Ceremony, offer a leadership blessing, and bless our new buildings during our School Commencement Liturgy.

At St Thomas', our Principal Liam Beatty reinforces key safeguarding procedures during staff meetings and models them in everyday practice- such as always signing in visitors, maintaining appropriate boundaries and following reporting pathways consistently.

St Thomas' Wellbeing and Engagement team meet fortnightly to confer on current student protections matters and ensure student safety remains top priority, actions are clearly documented and that the SPC team are responding to student protection matters in line with the Student Protection Processes and Guidelines.

All St Thomas' staff complete an annual safeguarding refresher that includes scenario- based learning, ensuring they understand how to apply policies in real world situations. This supports consistent implementation across the school.

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)

