St Ignatius School

Safeguarding Plan 2026

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Brisbane Catholic Education

teaching · challenging · transforming

Our Safeguarding Commitment

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

Accessibility

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

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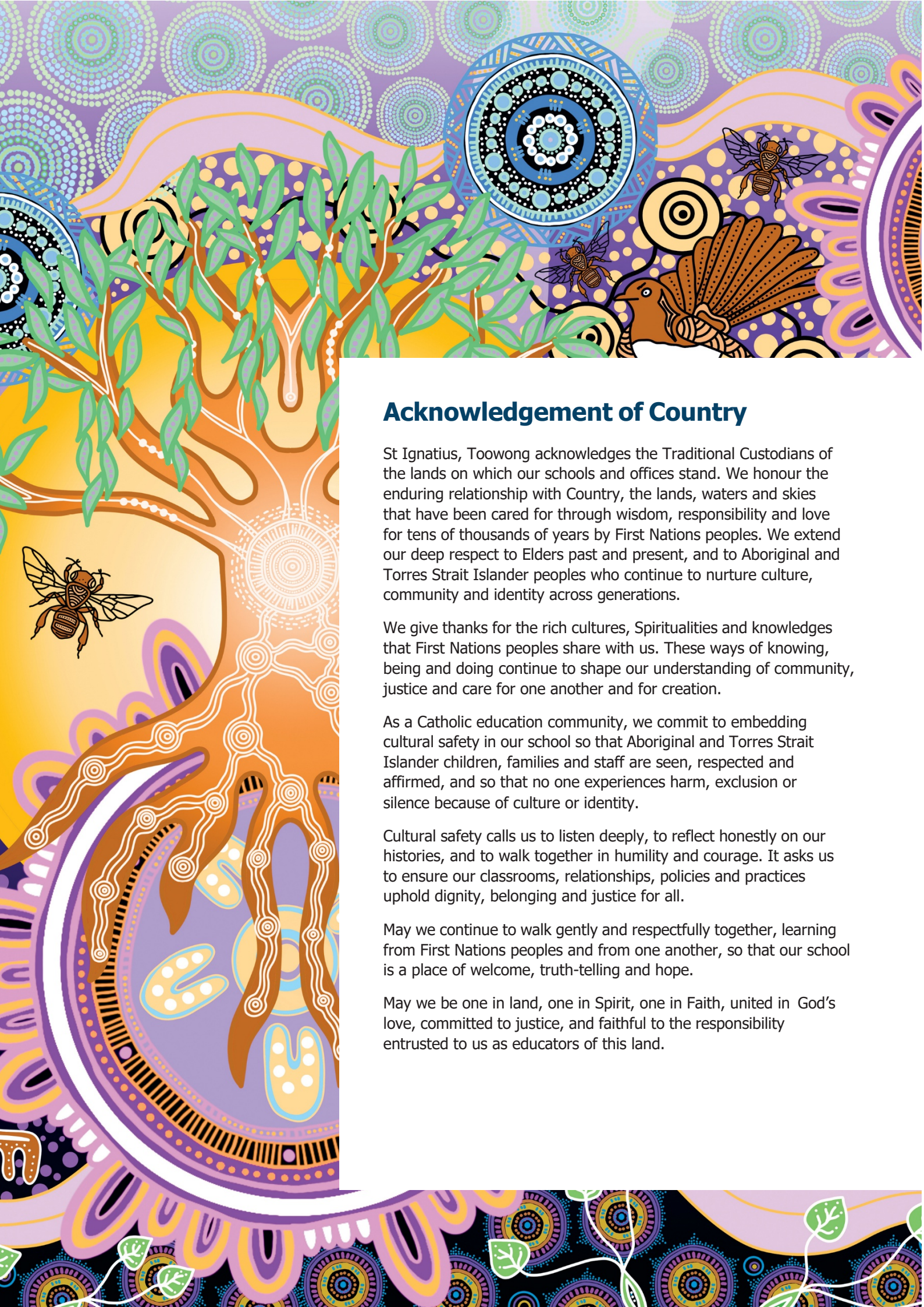
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Acknowledgement of Country

St Ignatius, Toowong 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.

St Ignatius School, Toowong, 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.

> 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.

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 Ignatius School, Toowong 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.

Non-Sensitive – Internal

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:



Non-Sensitive – Internal

The Universal Principle

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

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

Cultural Safety Indicators

1 **Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.

2 **Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.

3 **Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.

4 **Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.

5 **Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.

6 **Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.

7 **Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.

8 **Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture[1]

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

Key safeguarding practices

- **Leadership accountability:** School leadership provides clear safeguarding leadership (Principal, Assistant Principal, Guidance Counsellor).

- **Defined safeguarding roles:** A named **Student Protection Contact (SPC) Team** leads and coordinates student protection actions.
- **Safeguarding built into governance:** Safeguarding is embedded in governance processes (e.g., **School Board**), including **standing agenda items** for safeguarding discussion.
- **Ongoing cycle of improvement:** Each term follows a structured cycle—**Participation, Data, Activity, Evaluation**—to keep safeguarding active and reviewed.
- **Staff engagement and capability-building:** Safeguarding is discussed with all staff using real data points (e.g., a dedicated staff meeting session led by the Principal).
- **Student voice and consultation:** Student perspectives are actively gathered (e.g., SPC members speak with students and bring themes back; consultation via **Student Representative Council**).
- **Use of evidence/data:** Regular use of safeguarding and culture data (e.g., the **Safeguarding Data Dashboard**, "Tell Them From Me" survey prompts) to identify strengths, risks, and priorities.
- **Follow-through into actions:** Consultation and data are used to identify **practical actions** and improvement opportunities, not just recorded for compliance.

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

Standard 2: Voice of children

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

Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

Our curriculum helps students understand their rights to safety, information and participation through age-appropriate learning about respectful relationships, personal safety, help-seeking and protective behaviours. Teachers regularly invite students to ask questions, share ideas and raise concerns through classroom discussions and other developmentally appropriate approaches. Students are encouraged to speak up and to seek support from a trusted adult or Student Protection Contact whenever they feel worried or unsafe. Student perspectives are gathered through classroom conversations, consultation with leaders and Student Protection Contacts, surveys and the Student Representatives.

These insights are considered alongside safeguarding and culture data to identify strengths, emerging risks and priorities for improvement. When a concern is raised, employees listen calmly, respond respectfully, document and escalate the matter through BCE processes, and provide appropriate follow-up. This demonstrates that students' concerns are taken seriously and that their participation can shape school action. Participation is tailored to students' age, communication, learning, cultural and accessibility needs. Aboriginal and Torres Strait Islander voices are intentionally included to embed the Universal Principle and strengthen cultural safety.

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

Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing[3]

Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At St Ignatius School, Toowong, families and carers are valued partners in safeguarding and student wellbeing. The school shares safeguarding expectations, Student Protection Contact details, reporting pathways and relevant BCE policies through enrolment and induction, parent information, newsletters, the school website and direct communication when needed. Families contribute to decisions affecting their child, including personalised learning, behaviour support, wellbeing, medical and safety planning. Staff seek family perspectives, agree on appropriate supports and document actions. Feedback from families and the community is gathered through meetings, surveys, consultations and governance processes, including the School Board. Safeguarding priorities, actions and progress are communicated clearly and respectfully while protecting privacy and confidentiality. Communication and participation are adapted to meet language, cultural, disability and access needs, with interpreting or alternative arrangements provided where required. Before working with students or delivering services, community partners and third parties must meet applicable BCE safeguarding, screening, induction, insurance and risk-management requirements.

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

Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice[4]

Brisbane Catholic Education's commitment to Standard 4

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

What Standard 4 looks like at our school:

St Ignatius School, Toowong, employees consider each student's individual circumstances before responding to learning, behaviour, wellbeing or safety needs. Reasonable and necessary adjustments are planned with the student, family and relevant staff and are reviewed as needs change. Individual planning may include changes to routines, expectations, communication, supervision or learning supports. Where parent or carer consent is provided, relevant external professionals may contribute. Information is shared only with those who need it to support the student safely and appropriately. The school recognises that some students may experience additional barriers to feeling safe, included and heard. Cultural safety, inclusion and trauma-aware practice are considered in behaviour support, wellbeing responses, curriculum, complaints and reporting processes. Students are regularly reminded who they can speak with if they feel worried or unsafe through classroom conversations, assemblies, visual information and informal interactions. Safeguarding information is provided in child-friendly and accessible formats. Activity and excursion risk assessments consider individual disability, health, mental health, behaviour, communication, cultural and wellbeing needs while protecting student privacy.

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Students are regularly reminded who they can speak with if they feel worried or unsafe through classroom conversations, assemblies, visual information such as RU OK Day and SPC identification and informal interactions. Safeguarding information is provided in child-friendly and accessible formats. Activity and excursion risk assessments consider individual disability, health, mental health, behaviour, communication, cultural and wellbeing needs while protecting student privacy.

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

Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice[5]

Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

St Ignatius School, Toowong applies BCE recruitment, screening and onboarding requirements for employees, volunteers, contractors and third parties before they undertake child-related work or activities. Relevant teacher registration, Blue Card or exemption information, identity, safeguarding documentation and role requirements are checked and recorded as applicable. Volunteers and third parties complete the required induction, declarations and training before commencing.

The BCE Code of Conduct, professional-boundary expectations and local induction processes reinforce that safeguarding is everyone's responsibility. Leaders provide role clarity, supervision and support and respond to concerns about conduct or suitability through the appropriate BCE process. The school maintains and monitors relevant records and follows up outstanding screening, induction or training requirements. Third-party documentation, including safeguarding and insurance information, is reviewed as part of activity and service planning. Evidence includes recruitment and onboarding records, registration and Blue Card records, volunteer and third-party registers, induction and training completion records and documented follow-up actions.

St Ignatius School, Toowong applies BCE recruitment, screening and onboarding requirements for employees, volunteers, contractors and third parties before they undertake child-related work or activities. Relevant teacher registration, Blue Card or exemption information, identity, safeguarding documentation and role requirements are checked and recorded as applicable. Volunteers and third parties complete the required induction, declarations and training before commencing. The BCE Code of Conduct, professional-boundary expectations and local induction processes reinforce that safeguarding is everyone's responsibility. Leaders provide role clarity, supervision and support and respond to concerns about conduct or suitability through the appropriate BCE process. The school maintains and monitors relevant records and follows up outstanding screening, induction or training requirements. Third-party documentation, including safeguarding and insurance information, is reviewed as part of activity and service planning. Evidence includes recruitment and onboarding records, registration and Blue Card records, volunteer and third-party registers, induction and training completion records and documented follow-up actions.

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

Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused[6]

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

Students and families can raise concerns through classroom teachers, Student Protection Contacts, members of the Leadership Team, the Principal and relevant BCE complaints or student protection pathways. Information about these pathways is communicated in ways appropriate for children and families, including newsletters, developmentally appropriate visuals and conversationally.

Employees respond to disclosures and complaints in a child-focused, culturally safe and trauma-aware manner. Immediate safety is prioritised, the child is listened to, and the information is documented and escalated without employees conducting their own investigation. Complaints and safeguarding concerns are recorded, managed and resolved in accordance with BCE policies and procedures, including requirements for privacy, procedural fairness, recordkeeping and communication with relevant parties.

Allegations involving employees, volunteers or third parties are referred and managed through applicable BCE processes and Reportable Conduct Scheme requirements. The school reviews complaint and incident themes to identify contributing factors, required controls and opportunities for improvement while protecting confidentiality.

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

Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training[7]

Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

Employees complete mandatory safeguarding and student protection learning and receive school-based communication about BCE policies, local procedures, reporting pathways, professional boundaries and the Code of Conduct. New employees receive relevant compliance and safeguarding information as part of onboarding. Where a person commences after whole-staff training, a catch-up process is provided and evidence of communication or completion is retained. Volunteers and third parties complete the training and declarations relevant to their role before commencing. Staff responsible for activities confirm completion and address any outstanding requirements.
Safeguarding capability is reinforced through staff meetings, induction, briefings, Student Protection Contact communication and the termly Child Safe Standards self-assessment cycle. Cultural safety and the Universal Principle are included in professional learning and reflection so practice supports Aboriginal and Torres Strait Islander children to feel welcome, safe, valued, included and respected.

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

Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed[8]

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At St Ignatius School, Toowong, we promote safe physical and online environments that support the wellbeing of every student and minimise opportunities for harm. We do this by completing regular risk assessments of classrooms, playgrounds, facilities, equipment, excursions, camps and school activities. Clear staff supervision procedures guide practice across learning spaces, playgrounds, transitions, arrival and dismissal. We monitor high-risk or less-visible areas and respond promptly to identified hazards or concerns. Visitor sign-in processes, identification requirements and appropriate access controls help us manage who enters the school, with staff challenging visitors who are unknown or not wearing identification. We also ensure contractors, volunteers and external providers meet BCE safeguarding, screening and supervision requirements.

Students are provided with clear, age-appropriate ways to report unsafe situations, bullying, cyberbullying or concerning online behaviour. Through the curriculum and pastoral programs, we teach digital citizenship, respectful online communication, privacy, consent and help-seeking. BCE-approved digital platforms, filtering, monitoring and access controls support safe technology use, alongside clear expectations for the appropriate use of school devices, online platforms, email, images and social media.

We respond promptly to physical safety incidents, online safety concerns and breaches of the Student Behaviour Support Plan or staff Code of Conduct. In doing so, we respect students' rights to privacy, learning, information and social connection while taking reasonable steps to protect them from harm.

These practices reflect our Catholic commitment to the dignity of every person and are regularly reviewed through school risk-management, safeguarding and continuous-improvement processes. This aligns with Queensland Child Safe Standard 8, which requires physical and online environments to promote safety and wellbeing.

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

Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved[9]

Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At St Ignatius School Toowong, we know our safeguarding practices are working when evidence from our regular review cycle (Participation–Data–Activity–Evaluation) shows that students feel safe, staff act consistently, concerns are identified early, and follow-up actions are completed and communicated. We build confidence through clear leadership (Principal, Assistant Principal and Student Protection Contacts), regular monitoring, and ongoing consultation with staff, students and our School Board.

We use data to test what we think we know, reviewing our Safeguarding Index, culture risk indicators and student voice data, including Tell Them From Me trends in belonging and safety, to identify strengths, emerging risks and priorities. We also check that safeguarding roles and reporting pathways are understood. Staff can name the Student Protection Contacts, know how to record and escalate concerns, and understand that safeguarding is everyone's responsibility rather than a specialist task. This shared responsibility is reflected in consistent, everyday practice. Staff follow the Code of Conduct, maintain professional boundaries, use safe supervision practices and respond to disclosures calmly, promptly and respectfully, documenting concerns and acting in line with procedures. We build staff confidence through active formation, keeping safeguarding visible in staff meetings, including through the sharing of key data, and in leadership and Student Protection Contact meetings so that expectations remain current and embedded in practice.

We listen to students and act on what we hear. Student Protection Contacts and school leaders intentionally seek feedback, including through the Student Representative Council, identify themes and use this input to shape practical improvements. Safeguarding also remains a standing item for School Board discussion, supporting governance and accountability through the review of themes, actions and progress over time.

We look for evidence that our actions make a difference. When data or feedback highlights an issue, such as staff willingness to challenge unacceptable behaviour, we respond with agreed actions, communicate expectations and recheck the impact in the next review cycle.

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

Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children[10]

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At St Ignatius School Toowong, our child-safety policies and procedures are implemented through a combination of Brisbane Catholic Education (BCE) system requirements (including the Code of Conduct and student protection obligations) and our school-based processes, including a named Student Protection Contact (SPC) team, clear leadership accountabilities, established reporting/recording pathways, and safeguarding as a standing agenda item for governance discussions. T

These arrangements align with the Child Safe Standards (including Standards 1, 9 and 10) and are supported by our termly self-assessment cycle (Participation–Data–Activity–Evaluation) to check that practice remains current and consistent. Overall, our documentation and processes are accessible and straightforward for staff to use, and we continue to strengthen visibility and understanding for students and families through regular communication, refreshers of roles and reporting steps, and consultation to ensure our procedures remain clear, culturally safe and practical in day-to-day school life.

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


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