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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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.



Unity College, Caloundra is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

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

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

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

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

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

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

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

The Child Safe Standards

Standard 1: Leadership and Culture
Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.

Standard 2: Voice of children
Children are informed about their rights, participate in decisions affecting them and are taken seriously.

Standard 3: Family and community
Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 4: Equity and diversity
Equity is upheld and diverse needs respected in policy and practice.

Standard 5: People
People working with children are suitable and supported to reflect child safety and wellbeing values in practice.

Standard 6: Complaints management
Processes to respond to complaints and concerns are child-focused.

Standard 7: Knowledge and skills
Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.

Standard 8: Physical and online environments
Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.

Standard 9: Continuous improvement
Implementation of the Child Safe Standards is regularly reviewed and improved.

Standard 10: Policies and procedures
Policies and procedures document how the entity is safe for children.

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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

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

Cultural Safety Indicators

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

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

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

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

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

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

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

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

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

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

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

Child safety and wellbeing at Unity College is led deliberately and visibly, and is sustained through clear governance, ongoing staff formation, regular monitoring, and active participation by students, staff and our governing bodies.

Leadership and governance in practice
Student safeguarding is led through established school structures, including the College Leadership Team and a dedicated Safeguarding Team. These groups create time and space for safeguarding to remain "alive" through regular discussion, review of procedures, and coordination of responses and improvement actions. Unity College has confidence that these governance structures support a consistent and coordinated approach to safety and wellbeing, with safeguarding prioritised through collaboration and scheduled meeting cycles.

Safeguarding is visible and communicated
Student Protection Staff are identified publicly (e.g., in assemblies and on the college website), helping students know who they can approach for support. The school maintains open channels through which students and staff can request support, reinforcing a culture where concerns are listened to and responded to.

Staff capability and shared responsibility
Unity College invests in regular Student Protection training to strengthen staff knowledge, confidence and shared responsibility. Staff voice in the self-assessment highlights the importance of relationship-first practice and trauma-aware, wellbeing-informed pedagogy, including approaches that intentionally build belonging and connection.

Monitoring culture using data
Unity College uses safeguarding culture and wellbeing data to monitor effectiveness and guide improvement.

Student voice and belonging as a safeguarding priority
Student feedback emphasises practical actions that strengthen safety and belonging: creating more opportunities for connection, running trust-building activities more regularly, ensuring access to supports, and maintaining consistent rules and procedures.

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

Standard 2: Voice of children

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

Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

At Unity College, children and young people are informed about their rights to safety, information and participation through curriculum, pastoral care, safeguarding processes and everyday relationships with trusted adults. Students learn about their rights, personal safety and who they can trust through Health and Physical Education, wellbeing lessons, pastoral programs, assemblies, student protection messaging and targeted formation opportunities. Across the P–12 context, students learn about protective behaviours, consent, respectful relationships, help-seeking and personal safety in age-appropriate ways, with key messages revisited developmentally so that understanding deepens as students mature.

The College gathers and responds to student voice through the Student Representative Council, student surveys, pastoral conversations, class discussions, wellbeing check-ins and student involvement in Individual Behaviour, Learning and Health Plans where appropriate. Students are supported to express their views in different ways, including through discussion, written feedback, trusted adult conversations and structured planning meetings. Their participation influences decision-making by informing pastoral responses, wellbeing supports, learning adjustments, behaviour planning, student leadership initiatives and improvements to communication and support pathways. This helps students understand that their voice is valued and that decisions about their learning, safety and wellbeing should include them wherever possible.

Cultural safety shapes this approach by requiring staff to listen respectfully, recognise the identities and lived experiences of students and families, and respond in ways that promote dignity, belonging and trust. The importance of friendships, belonging and peer connection is recognised across the College. Pastoral programs, year-level structures, student leadership, co-curricular activities, wellbeing spaces, peer support opportunities and staff supervision all contribute to helping students feel connected and less isolated. Staff are expected to be visible, relational and attentive to peer dynamics, particularly where students may be vulnerable, new to the College, experiencing conflict, navigating cultural or communication barriers, or needing support to access positive friendships.

Evidence of practice includes curriculum and pastoral learning, assemblies and student protection messaging, SRC processes, student surveys, wellbeing and pastoral records, individual planning documentation, behaviour and learning support processes, and examples of student feedback informing school responses. Unity College has identified that some elements of Standard 2 are well embedded, particularly student voice, trusted relationships, student participation and staff responsiveness. The continuing improvement focus is to make student-friendly safeguarding tools and help-seeking pathways more visible, consistent and accessible across all year levels, especially for younger students, new students, Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds, and students with diverse communication or learning needs.

[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 Unity College, families and community partners are recognised as essential contributors to child safety. Safeguarding expectations are communicated through newsletters, the College website, broadcast messages, enrolment and transition processes, parent information opportunities and direct contact with key staff. These channels outline expectations for safe and respectful behaviour, reporting concerns, student protection contacts, pastoral supports and the shared responsibility of adults and students in maintaining a safe school environment.

Parents and carers contribute to safety and wellbeing initiatives through personalised learning, behaviour support, medical and wellbeing planning, re-entry meetings, pastoral conversations, community events and volunteer opportunities. Where appropriate, students are included in these processes so that their voice informs decisions affecting them. This partnership supports early response, a stronger understanding of each child's context, and support that is relational, culturally safe and responsive.

The College engages the Parent Advisory Committee, College Board, RAP Committee, local services and community partners through consultation, events, volunteering and collaboration on student safety priorities. These relationships reinforce consistent messages about belonging, respectful relationships, cultural safety, student protection, online safety and access to support. They are most effective when connected to existing community moments such as liturgies, celebrations, parent evenings, student showcases, year-level events and service activities.

Feedback is gathered through parent and staff perspective data, enrolment and transition feedback, support planning conversations, PAC and Board engagement, RAP Committee input, and concerns raised through pastoral or leadership channels. This information is used to identify strengths, respond to individual needs, refine school processes and improve the visibility of help-seeking and reporting pathways. Evidence of practice includes regular safeguarding communication, documented planning processes, student support records, community engagement activities, Board and PAC consultation, RAP processes and examples of feedback informing school responses. The continuing improvement focus is to provide clearer follow-up to families, strengthen cohort-level messaging, build confidence that concerns such as bullying and wellbeing access are addressed consistently, and deepen co-design with community partners around safety, wellbeing and cultural safety in the local Unity College context.

[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:

At Unity College, equity, inclusion and respect for diversity are promoted by seeking to understand each student in context and responding to individual circumstances with dignity, consistency and care. Students who may require additional support are identified through student protection processes, records of concern, behaviour and attendance data, pastoral and wellbeing check-ins, learning support processes, staff observations, family communication and consultation with relevant student or community voices.

Supports and adjustments are coordinated through safeguarding, pastoral, counselling, inclusion and leadership structures. Responses are tailored rather than one-size-fits-all, taking account of student voice, family context, trauma, disability, cultural identity and learning needs. Staff seek to understand behaviour as communication and adjust routines, expectations or interventions where needed so students can feel safe, regulated and ready to learn.

Students learn who they can talk to, how to seek help and what may happen when a concern is raised through assemblies, pastoral care, student protection messaging, trusted adult relationships and direct guidance from teachers and support staff. Safeguarding information is made suitable for different ages, cultures, languages, identities and abilities through clear language, repeated reminders, visual supports, individual explanation and translated or simplified communication where required.

Cultural safety and anti-discrimination are embedded through professional learning, student protection training, RAP work, consultation, case management and reflective practice. Staff and volunteers are supported to recognise bias, respond respectfully to difference, and ensure that student identity, culture, disability, language and family background do not create barriers to safety or participation. Aboriginal and Torres Strait Islander perspectives are strengthened through student and family voice, relationship-based engagement and ongoing attention to local context, Country, kinship and belonging.

Evidence of practice includes documented adjustments, learning and behaviour support plans, wellbeing records, student protection processes, pastoral follow-up, RAP actions, professional learning, family consultation and student feedback. The continuing improvement focus for Standard 4 is to make support and complaint pathways more visible for students who face the greatest barriers, strengthen targeted student voice opportunities, and more explicitly include Aboriginal and Torres Strait Islander knowledge systems and perspectives in safeguarding practice, staff formation, family engagement and school review 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 practice[5]

Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

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

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

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

Standard 6: Complaints management

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

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At Unity College, the safety and wellbeing of every student are central to our work. Students, families, staff and volunteers are encouraged to raise concerns early. Students can seek help from a trusted adult, including their classroom or PC teacher, a Pastoral Leader, Guidance Counsellor, Student Protection Contact or College leader. Students can also use Safeguard reporting. We reinforce these options through classroom and pastoral conversations, visible Student Protection information and regular reminders that speaking up is a positive and protective action.

Feedback from students and our wider community helps us review and strengthen these processes. Students have told us that they want adults to listen carefully, take every concern seriously, consider different perspectives fairly, respond consistently and explain what will happen next. In response, the College will continue to teach students how to seek help, provide regular wellbeing check-ins, make support services easier to identify and strengthen follow-up communication with students and families. We will also explore an age-appropriate confidential reporting option for Upper Primary students.

When a concern or complaint involves a student, Unity College responds in a child-focused, respectful and culturally safe manner. Staff use calm, age-appropriate communication, seek to minimise repeated retelling and ensure students can access appropriate support before, during and after the process. We are committed to ensuring First Nations students and families can access culturally safe support, including First Nations-led advice or trusted community connections where appropriate.

All concerns are managed in accordance with Brisbane Catholic Education requirements and relevant legal obligations. Matters are assessed, documented and referred to the appropriate authority when required. Unity College is committed to responding promptly, respectfully and thoroughly, while maintaining privacy and providing clear information about the process wherever possible. We will continue to review our practices so that complaint pathways remain accessible, culturally safe and well understood across our community.

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

Standard 7: Knowledge and skills

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

Brisbane Catholic Education's commitment to Standard 7

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

What Standard 7 looks like at our school:

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

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

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

Standard 8: Physical and online environments

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

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At Unity College, the safety and wellbeing of every student guide the way we plan learning, activities, facilities and daily routines. We take a holistic approach that supports students' physical, social, emotional, spiritual and cultural wellbeing. Strong relationships with trusted adults, clear expectations and inclusive practices help students feel safe, connected and ready to learn.

The College identifies and manages risks in physical and online environments through established planning, supervision and review processes. Staff consider student needs, appropriate visibility, privacy, accessibility and cultural safety when planning activities and using spaces on or off campus. External providers and facilities are also reviewed to ensure that child safety responsibilities and supervision arrangements are clear.

Student, staff and family feedback is an important part of continuously improving our safeguarding practices. Feedback indicates that students feel safe and know which adults they can approach for help. It also informs ongoing improvements to supervision, facilities, transitions between spaces and access to suitable wellbeing and support areas. The College regularly reviews its environments and practices so that emerging needs can be identified and addressed.

Unity College is committed to providing environments that are welcoming, respectful, inclusive and culturally safe. We seek and consider the experiences of students, families, staff and community members, with particular attention to younger students, students with disability or additional support needs, and Aboriginal and Torres Strait Islander students and families. Appropriate cultural and community support is accessed where needed.

Online safety is supported through age-appropriate education, approved digital platforms, device safeguards and monitoring processes. Students learn how to behave respectfully online, protect their personal information, recognise unsafe situations and seek help. The College also works in partnership with families to promote responsible and safe technology use at school and beyond. Our physical and online safety practices are reviewed regularly and incorporated into ongoing safeguarding planning.

[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:

1. A Systematic Review Cycle is Embedded

Unity College implements Standard 9 through a planned and recurring safeguarding improvement cycle, aligned with BCE's School Safeguarding Framework and the Term 1 Self-Assessment process.

Each term, safeguarding practice is examined through four interconnected lenses:

- Participation
- Data
- Activity
- Evaluation

This ensures safeguarding is not treated as a compliance exercise, but as a living process of review and improvement, consistent with BCE expectations

2. Use of Multiple Data Sources to Measure Effectiveness

Unity College uses multiple forms of quantitative and qualitative data to assess whether safeguarding practices are working effectively, including:

a. BCE Safeguarding Culture Data

b. Student Voice and Wellbeing Data

[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

3. Consultation as a Core Improvement Strategy

Consistent with BCE procedures, Unity College embeds broad and meaningful consultation into its review processes, ensuring safeguarding improvement is shared and participatory.

Consultation in Term 1 included:

- College Leadership Team
- Safeguarding Team / Student Protection Contacts
- All staff (via Student Protection training and feedback processes)
- Student Representative Council
- College Board
- NARA staff and student leaders (Aboriginal and Torres Strait Islander voices)

This ensures improvement actions are informed by lived experience, staff confidence levels, and student voice, aligning with both Standard 9 and the Universal Principle.

4. Analysis of Concerns, Incidents, and Practice Gaps

Unity College demonstrates Standard 9 by actively reflecting on what is working and what requires strengthening, rather than assuming effectiveness.

5. Reporting and Shared Accountability

Unity College demonstrates continuous improvement by:

- sharing self-assessment findings with staff, leadership, and the College Board,
- embedding safeguarding reflection into leadership and safeguarding meetings,
- reinforcing that safeguarding is a shared responsibility, not confined to specialist roles. This aligns with BCE's requirement that review outcomes inform practice and governance decision making.

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:

Policies and Procedures
Standard 10 requires that policies and procedures document how an organisation is safe for children and are embedded, accessible, understood, and enacted in practice. As a school owned and operated by Brisbane Catholic Education, Unity College meets Standard 10 through the implementation of BCE mandated safeguarding policies and procedures, supported by school based practices that ensure these policies are visible, understood, and consistently applied.

1. Alignment with Brisbane Catholic Education Safeguarding Frameworks

Unity College operates within the BCE system of governance, which provides:

- systemwide Child Safety and Wellbeing Policies,
- Student Protection Procedures,
- a Code of Conduct for staff and volunteers, and
- clear reporting, escalation, and accountability processes.

The self-assessment confirms that key safeguarding governance requirements, including the Code of Conduct and core safeguarding policies, are met through BCE level provision, ensuring consistency and compliance across the system.

2. Policies Embed All Child Safe Standards and the Universal Principle

Unity College's safeguarding policies and procedures:

- embed all Child Safe Standards, including leadership, continuous improvement, and child centred practice,
- are underpinned by risk management strategies focused on preventing, identifying, and responding to harm, and
- acknowledge the importance of inclusion, participation, and cultural safety, including engagement with Aboriginal and Torres Strait Islander staff and student leaders (NARA) in safeguarding consultation processes. This demonstrates alignment with Standard 10.1, ensuring safeguarding is comprehensive rather than fragmented.

[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)

3. Accessibility and Clarity of Policies and Procedures

The self-assessment evidences that safeguarding policies and procedures are:

- reinforced through regular Student Protection training for all staff,
- made visible through assemblies, where Student Protection Contacts are clearly identified for students,
- supported by multiple reporting pathways, including digital safeguarding tools, student support meetings, and staff structures.

4. Best Practice and Consultation Inform Policy Implementation

Unity College demonstrates Standard 10 by ensuring policy implementation is informed by:

- staff voice, gathered through structured consultation and reflective questioning about student safety and wellbeing,
- student voice, captured through student leadership groups and direct student consultations across year levels,
- data informed reflection, including BCE Safeguarding Culture data and Tell Them From Me survey results. This ensures policies are not static documents, but are enacted responsively in light of lived experience and emerging needs.

5. Leadership Champions and Models Compliance

The self-assessment confirms that safeguarding compliance is actively championed by leadership through:

- regular Safeguarding Team and leadership meetings,
- prioritisation of student protection discussions in formal meeting structures,
- visible leadership engagement in training, review, and evaluation processes. This leadership approach reinforces that safeguarding is a shared responsibility and a core expectation of professional practice at Unity College.

6. Staff Understanding and Implementation

Unity College demonstrates Standard 10 through:

- mandatory and ongoing Student Protection training for all staff,
- evidence of increasing staff confidence in recognising and responding to concerns,
- clear expectations that all staff actively fulfil their safeguarding responsibilities


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