St John Vianney's
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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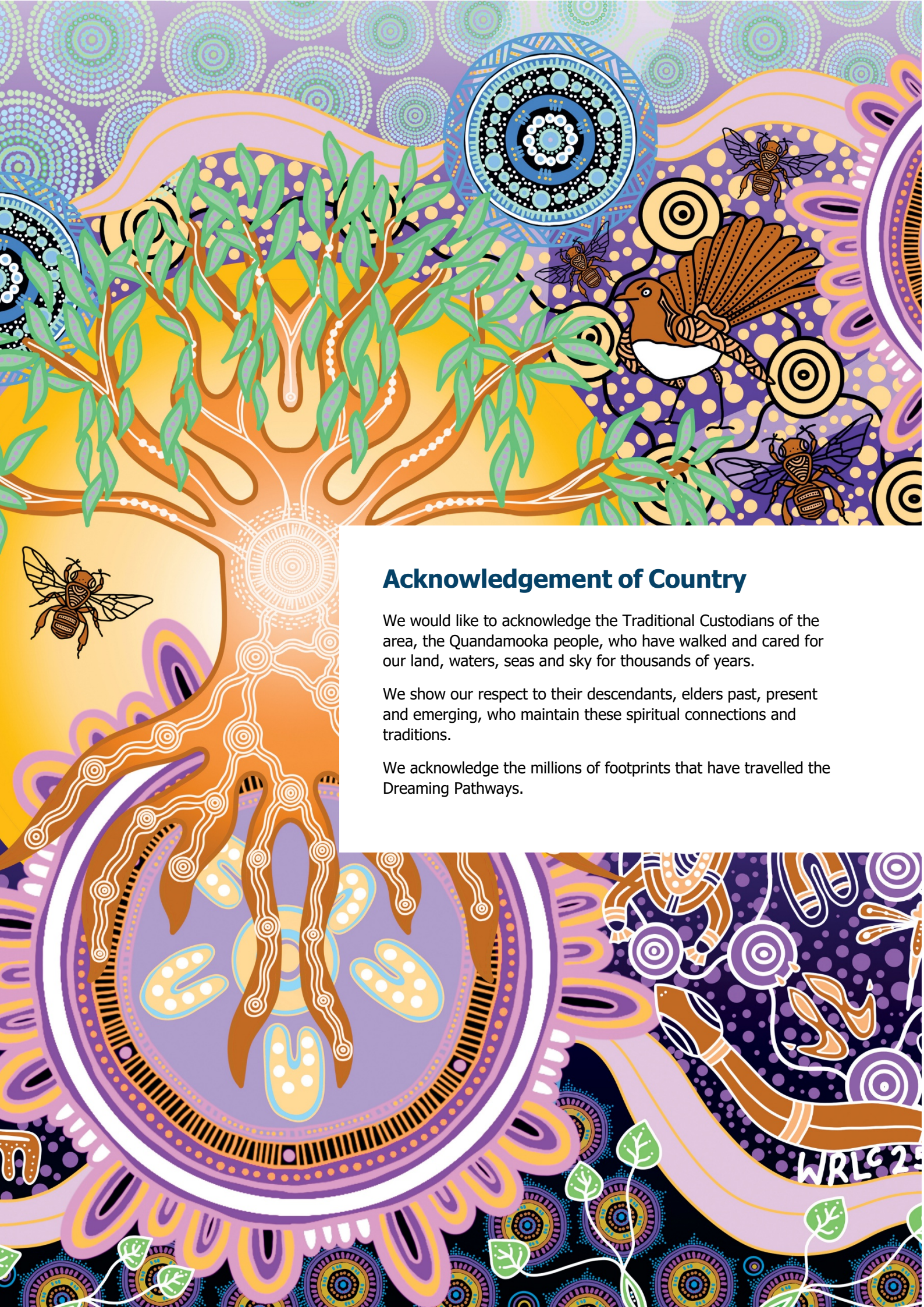

Acknowledgement of Country

We would like to acknowledge the Traditional Custodians of the area, the Quandamooka people, who have walked and cared for our land, waters, seas and sky for thousands of years.

We show our respect to their descendants, elders past, present and emerging, who maintain these spiritual connections and traditions.

We acknowledge the millions of footprints that have travelled the Dreaming Pathways.

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 John Vianney's Primary School, Manly, is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

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

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

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

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

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

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

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

The Child Safe Standards

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

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

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

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

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

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

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

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

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

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

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

Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



The Universal Principle

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

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

Cultural Safety Indicators

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

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

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

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

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

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

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

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

The Cultural Capability Framework

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

Teaching

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

Relationships

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

Environment

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

Leadership

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

Standard 1: Leadership and Culture

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

Brisbane Catholic Education's commitment to Standard 1

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

What Standard 1 looks like at our school:

Child safety and wellbeing are embedded in organisational leadership, governance and culture. At St John Vianney's, safeguarding is a shared responsibility and is deliberately embedded within the everyday leadership and operation of the school. Leaders establish clear expectations, provide opportunities for staff to raise concerns and ensure that agreed safeguarding actions are followed through.

Safeguarding is regularly communicated to staff and forms part of an ongoing cycle of discussion, review, action and accountability. Staff participate in structured safeguarding discussions, with matters subsequently reviewed by the School Leadership Team. Agreed actions and relevant updates are communicated through established staff processes.

Cultural safety is included within this leadership responsibility. The school continues to strengthen Aboriginal and Torres Strait Islander voice through consultation, cultural learning and opportunities to contribute to school decision-making. This reflects the Universal Principle that cultural safety is integral to child safety.

How you can see this at SJV

- Safeguarding is a standing item in the weekly staff memorandum, providing staff with relevant safeguarding information, supervision requirements and agreed actions.
- Staff meet twice each term, in Weeks 5 and 10, to discuss safeguarding in Prep–Year 2 and Years 3–6 groups.
- The School Leadership Team reviews staff safeguarding feedback, allocates follow-up responsibilities and communicates agreed actions through established staff processes.

[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:

Children are informed about their rights, participate in decisions affecting them and are taken seriously. At St John Vianney's, students are supported to understand that their voice matters and that they have the right to feel safe, ask questions, express concerns and seek support from trusted adults.

Student voice is encouraged through classroom relationships, wellbeing processes, surveys, conversations, student leadership and structured consultation. Staff provide age-appropriate opportunities for students to discuss their safety and school experience and support students to identify adults they trust.

Student feedback contributes to leadership discussion, planning and safeguarding review. The school continues to strengthen ways of hearing students whose voices may be less readily heard, including younger students, Aboriginal and Torres Strait Islander students, students with communication differences and students requiring additional support.

How you can see this at SJV

- Students in Years 3–6 participated in structured safeguarding conversations during 2026 and identified practical matters relating to playground safety, inclusive play, supervision and the school environment.
- Students identified a range of trusted adults they could approach, including classroom teachers, school leaders and administration staff.
- First Nations student voice was deliberately sought through age-appropriate conversations about feeling safe, trusted adults, help-seeking and opportunities to improve school practice.

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

Standard 3: Family and community

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

Families and communities are informed and involved in promoting child safety and wellbeing. At St John Vianney's, families and the wider community are recognised as essential safeguarding partners. Families are encouraged to share relevant information, raise concerns, ask questions and participate in decisions affecting their child.

The school communicates with families through BCE Connect, newsletters, meetings, surveys, telephone contact, email and everyday conversations. These different pathways help families access information and participate in their child's learning, safety and wellbeing.

Family and community perspectives also contribute to broader school reflection and improvement. The school seeks to include diverse viewpoints, including families, carers, parish partners and Aboriginal and Torres Strait Islander community members.

How you can see this at SJV

- Families receive regular information through BCE Connect, newsletters, meetings and direct school communication.
- Parents and carers are informed when students are invited to participate in targeted safeguarding consultation.
- Family and community participation is considered alongside student voice, staff consultation and school evidence during the school's safeguarding review process.

[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:

Equity is upheld and diverse needs are respected in policy and practice. At St John Vianney's, safeguarding recognises that every child is unique and that some students require additional or different support to experience safety, participation and belonging.

Pastoral care, inclusion processes, differentiated support and individual planning are used to respond to students' circumstances and needs. Staff work collaboratively to identify barriers to participation and support students who may experience increased vulnerability.

Students are supported to identify trusted adults and understand how to seek assistance. The school continues to strengthen ways of hearing students whose communication, disability, behaviour, cultural background or personal circumstances may make conventional help-seeking more difficult.

Cultural safety is embedded within this commitment through our acknowledgement of Quandamooka Country, Reconciliation Action Plan, Yura SJV and continuing engagement with Aboriginal and Torres Strait Islander histories, cultures and perspectives.

How you can see this at SJV

- Individual planning and wellbeing processes lead to practical adjustments for students, including alternative spaces, additional support and communicated supervision arrangements.
- The Guidance Counsellor and inclusion staff contributed directly to the 2026 Child Safe Standards review, considering student voice, vulnerable learners, protective behaviours, cultural safety and trauma-informed practice.
- SJV has specifically identified the need to strengthen voice and help-seeking opportunities for students with communication difficulties and students who may internalise their concerns.

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

Standard 5: People

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

Brisbane Catholic Education's commitment to Standard 5

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

What Standard 5 looks like at our school:

People working with children are suitable and supported to reflect child safety and wellbeing values in practice. At St John Vianney's, safeguarding begins with ensuring that people working with children are suitable for their role and understand the responsibilities that accompany work in a school.

Recruitment, selection, screening and employment processes operate within Brisbane Catholic Education requirements. Child safety and suitability are considered through recruitment and selection, referee and pre-employment processes and the screening or registration requirements applicable to each role. New employees are supported through BCE onboarding and school-based induction. Safeguarding expectations include Student Protection responsibilities, professional conduct and boundaries, responding to concerns, reporting, record keeping and appropriate information sharing.

Relevant requirements also apply to volunteers, contractors and third-party providers. Visitor management, sign-in, identification, induction, role definition and supervision provide additional safeguards when people who are not school employees are working or volunteering on site.

Safeguarding responsibilities continue after appointment or induction. Expectations relating to professional conduct, supervision, student wellbeing and child safety are reinforced through staff communication, professional learning, leadership oversight and regular safeguarding discussions.

How you can see this at SJV

- Employees are recruited and screened through BCE processes, including applicable suitability, referee, pre-employment, registration and screening requirements.
- Volunteers complete applicable BCE volunteer requirements, including annual training, school induction and Blue Card requirements relevant to their role.
- Contractors complete SJV's formal contractor induction process before commencing work, including the Contractor Induction Manual, Site-Specific Requirements and signed Contractor Induction Register.

[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:

Processes to respond to complaints and concerns are child-focused. Families can access formal complaint pathways online through Brisbane Catholic Education and may also raise concerns directly with St John Vianney's.

Complaints and concerns are considered through child-focused processes that prioritise safety, wellbeing, appropriate confidentiality, documentation, timely response and procedural fairness. Where a concern relates to safeguarding, student wellbeing or conduct, the school responds within relevant BCE Student Protection, complaints and legislative requirements.

Information arising from complaints and concerns is also used to improve school practice. Leadership considers whether a matter identifies opportunities to strengthen supervision, communication, student support, procedures or other safeguards.

The school continues to strengthen culturally responsive pathways for Aboriginal and Torres Strait Islander children and families when raising concerns. Families may request appropriate support when communicating with the school about a concern or complaint.

How you can see this at SJV

- Families can access BCE's formal complaints information and complaint pathways online and may also contact the school directly.
- Formal complaints are managed under the BCE Complaints Policy and the Student, Parent and Guardian Complaint Procedure.
- Complaints are appropriately documented, considered by the relevant school or BCE personnel and progressed towards an outcome that is communicated to the complainant.

[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:

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children safe through ongoing education and training. At St John Vianney's, safeguarding learning is treated as an ongoing responsibility rather than a once-a-year compliance activity.

Employees complete required BCE safeguarding and Student Protection learning. This is supported locally through professional learning, staff awareness activities, regular safeguarding communication and opportunities to revisit responsibilities throughout the year. Staff learning addresses recognising indicators of abuse and harm, including grooming; responding when concerns or disclosures arise; understanding professional boundaries; and knowing how and when concerns must be reported. Staff are reminded that their responsibility is to listen, respond and report through the appropriate pathway rather than investigate a disclosure themselves.

Cultural capability is also part of safeguarding capability. Staff learning is supported through our work on Quandamooka Country, Yura SJV, the Reconciliation Action Plan and Aboriginal and Torres Strait Islander histories, cultures and perspectives.

The school uses feedback and evidence to identify future professional learning needs. This includes considering staff confidence alongside reporting behaviour, professional practice and safeguarding discussions.

How you can see this at SJV

- Employees complete BCE's mandatory annual Student Protection training and other required safeguarding learning.
- Safeguarding is revisited through the weekly staff memorandum, twice-termly safeguarding discussions, school-based awareness activities and leadership follow-up.
- Staff feedback and safeguarding evidence are used to identify further learning needs, including indicators of harm and grooming, responses to disclosures, reporting responsibilities and cultural safety.

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

Standard 8: Physical and online environments

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

Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

Physical and online environments promote safety and wellbeing and minimise opportunities for children to be harmed. At St John Vianney's, child safety is considered when planning, supervising and reviewing the physical and online environments in which students learn and participate.

Physical safeguards include active supervision, duty arrangements, visitor management, risk assessment and student support planning. Staff consider how spaces, routines, transitions and activities may affect safeguarding and adjust supervision or controls where required.

Digital environments are supported through BCE systems, policies and safeguards. Staff and students are expected to use technology in safe, responsible and age-appropriate ways.

Safeguarding considerations also inform camps, excursions, extracurricular activities, community events, building work and engagement with external providers. Risks are considered in relation to the activity, environment and needs of participating students.

How you can see this at SJV

- SJV uses active supervision, staff duty arrangements and student-specific risk controls, with relevant changes communicated to staff.
- Students contributed to the 2026 environmental review by identifying matters involving playground surfaces, equipment, structured play, perimeter security and supervision.
- Contractors must sign in, wear identification, observe defined work-site boundaries, avoid student toilets and follow the school's evacuation and lockdown arrangements.

[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:

Implementation of the Child Safe Standards is regularly reviewed and improved. At St John Vianney's, safeguarding operates through a continuing cycle of listening, reviewing, acting and improving.

During 2026, the school progressively reviewed its practices against all 10 Child Safe Standards and the Universal Principle through BCE's phased self-assessment process. The review drew on student, staff, family and community participation, school information, safeguarding records, environmental review and everyday practice.

The School Safeguarding Plan explains how safeguarding is enacted at SJV. The School Safeguarding Self-Assessment records the school's evaluation of its practices, while the School Safeguarding Action Register records areas requiring further action or strengthening.

Safeguarding improvement is reinforced through regular staff discussions, weekly communication and School Leadership Team review. This ensures that identified matters lead to action and are not left at the point of discussion.

How you can see this at SJV

- SJV progressively completed the Child Safe Standards Self-Assessment across 2026, using student voice, staff consultation, school data and observable practice.
- Safeguarding discussions occur twice each term, with subsequent leadership review, assignment of actions and communication of follow-up.
- Identified improvement work is recorded and monitored through the School Safeguarding Action Register, with completed actions retained as evidence of progress.

[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:

Policies and procedures document how the school is safe for children. St John Vianney's operates within Brisbane Catholic Education's safeguarding, Student Protection and related policy and procedural framework.

These requirements are translated into local school practice through recruitment and induction, staff communication, professional learning, supervision, student support, complaints management, risk assessment and leadership processes.

Safeguarding expectations are regularly reinforced through the weekly staff memorandum and staff discussions. This helps staff connect formal policies and procedures with the decisions and responsibilities encountered in everyday school practice.

The school continues to strengthen the accessibility of safeguarding information so that policies, procedures and local guidance are not only available but can be readily located, understood and used by staff, students and families.

How you can see this at SJV

- Current Student Protection information, conduct requirements and relevant complaints processes are available through BCE's published resources.
- SJV's Student Behaviour and Engagement Plan and Student Code of Conduct provide school-specific expectations for safe, respectful and inclusive behaviour.
- Staff receive safeguarding procedures in an applied form through induction, professional learning, weekly communication and practical discussion of supervision, reporting, student support and complaints.

[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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