Carmel College
Safeguarding Plan 2026



Version: 1.2

Last updated: June 2026

Brisbane Catholic Education
teaching · challenging · transforming

Our Safeguarding Commitment

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

Accessibility

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

Contact for enquiries

Carmel College,

20 Ziegenfusz Road,

Quandamooka Country,

PO BOX 1725, Cleveland, 4163

07 34887777

www.carmelcollege.qld.edu.au

Attributions

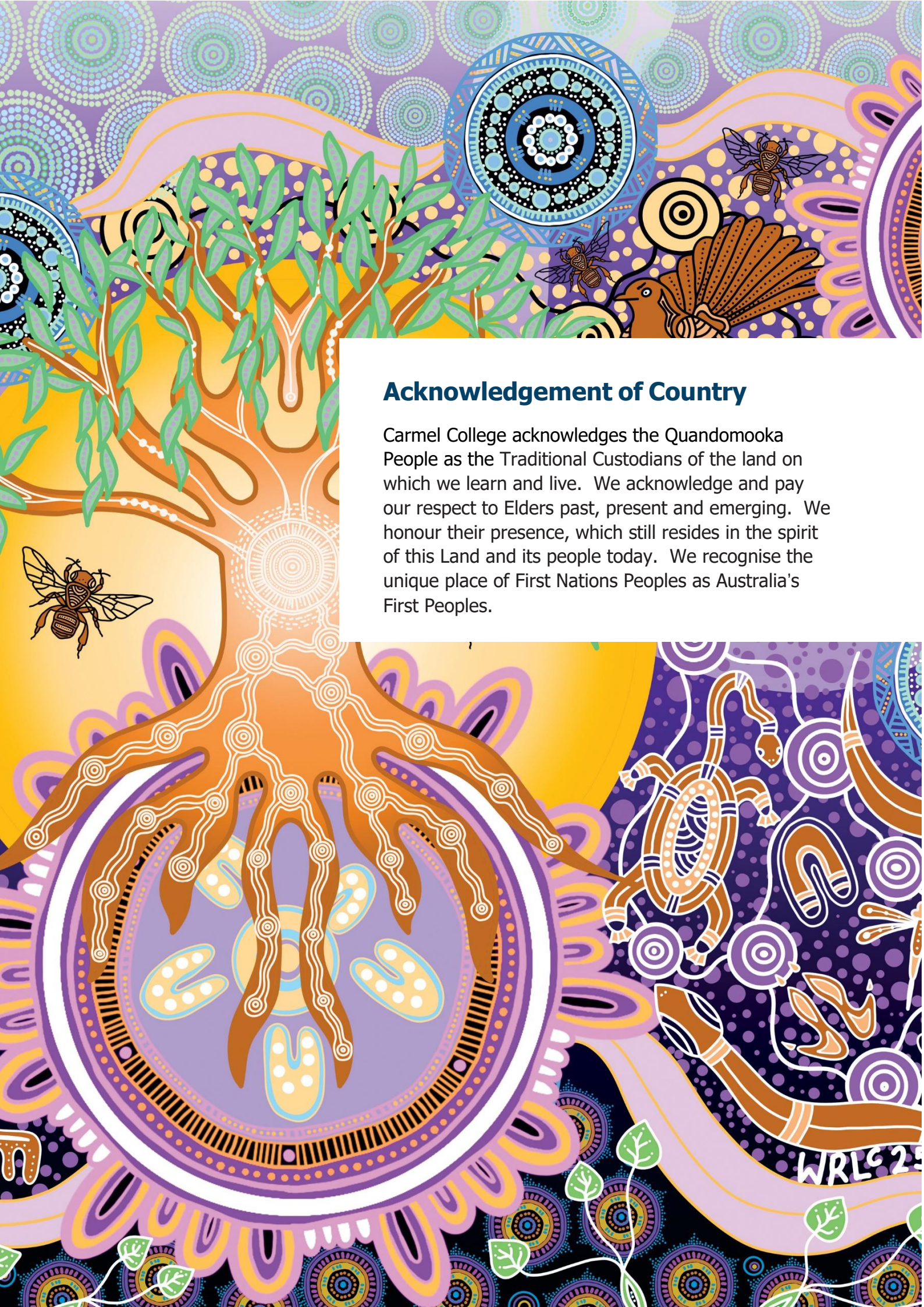
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: Champagnat Stained Glass Window by Glynnis Rout, 2025

Page 4: Brisbane Catholic Education Carmel College, 2021

© The State of Queensland (Queensland Family and Child Commission) Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland. These Guidelines and the related symbols contained in this work are adapted from material licensed under the Creative Commons Attribution (CC BY) 4.0 International licence.





Acknowledgement of Country

Carmel College acknowledges the Quandomooka People as the Traditional Custodians of the land on which we learn and live. We acknowledge and pay our respect to Elders past, present and emerging. We honour their presence, which still resides in the spirit of this Land and its people today. We recognise the unique place of First Nations Peoples as Australia's First Peoples.

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.



Carmel College, Thornlands 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 Carmel College 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:

At Carmel College, we are committed to prioritising every student's safety and wellbeing, this includes ensuring Aboriginal and Torres Strait Islander children, families and Community feel welcome, safe, valued, included and respected. At Carmel, we publicly display visual representations such as Aboriginal and Torres Strait Islander flags, artwork, and Acknowledgment of Country signage. We use a Jandai language greeting – "Yura Bunji" (Welcome Friend) in classes and as signage on our administration building welcoming all to the school and demonstrating our commitment to ensuring the safety and wellbeing of First Nations students and their families. We engage with Aboriginal and Torres Strait Islander staff and community members to lead updates to our Reconciliation Action Plan, ensuring accountability to our commitments.

The Archdiocese of Brisbane Safeguarding Commitment displayed in our school foyer serves as a regular reminder that at Carmel, the safety and wellbeing of our students are paramount. At Carmel, we deliberately allocate time at all meetings to focusing on student safety and wellbeing. This ensures we put the safety (including cultural safety) and wellbeing at the front of our minds and centre of every decision we make. We undertake risk management strategies for all practical and non-routine activities and ensure Curriculum Activity Risk Assessment (CARA) is in place for practical class activities.

At Carmel we regularly and routinely communicate the College Pillars of Respect and Positive Relationships via posters in every room and through student management processes. We utilise the newsletter and email to inform families of the BCE Code of Conduct and Carmel College communication protocols which helps families understand what they can expect from staff and what staff expect in return.

[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 Carmel College, our curriculum planning embeds students' rights to safety, information and participation through age-appropriate teaching on consent, respectful relationships and protective behaviours delivered through Australian Curriculum units and planned cohort learning. Students engage in interactive classroom-based lessons that support understanding of personal safety, respect for self and others, and help-seeking, with opportunities to ask questions and participate in discussion. In the classroom, all teachers are active in encouraging students to speak up and share their voice, they offer different ways to do this in the classroom is evident in the way students are actively encouraged to speak up, share their voice and participate in matters that affect their safety and wellbeing. In classrooms, teachers provide a range of age-appropriate opportunities for students to express their views, including class discussion, group work, written feedback to teachers and mini surveys. Staff are also reminded of the importance of protective interrupting so that concerns are heard respectfully and followed up appropriately.

Termly Learner Surveys across every class provide regular opportunities for students to identify gaps in safeguarding, while the annual Tell Them From Me survey allows the College to review culture and student experience against broader norms. Student voice is further strengthened through student leaders, who include safeguarding as a standing agenda item in their weekly meetings, ensuring current concerns from the wider student body can be raised and considered.

Carmel College's vertical pastoral structure supports students to build safe and respectful relationships across year levels, while circle-based Pastoral Care promotes inclusion and ensures all voices can be heard. Consistent staffing and House Leader support over six years helps students develop strong, trusted relationships with adults who know them well. When students raise concerns about safety, including issues relating to bullying, peer conflict, staffing, staff conduct or home life, the College Leadership Team and Pastoral Team respond in a timely way in line with established Behaviour Support and Student Protection processes. Where appropriate, the College focuses on repairing relationships and teaching students how to manage disagreements, understand healthy friendships and maintain connection with others.

CLT members regularly join students for lunch in the school grounds and conduct playground and bus duty. This helps build connections and makes the leadership team approachable, so students know they can turn to them if they feel unsafe and helps break down barriers of authority within the school environment. All leadership

[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:

Carmel College actively involves families in planning and decision-making processes that affect their child. This includes begins with enrolment interviews for every child, includes twice yearly student-parent-teacher conferences, through to involvement in personalised learning plans, behaviour support planning, re-entry meetings following absence, and safety or wellbeing planning where required. Meetings are scheduled flexibly, and families are asked how they would prefer to engage, rather than being offered a single pathway. We recognise that decisions may involve extended family members or trusted community representatives and do not assume a nuclear family model, especially when working with Aboriginal and Torres Strait Islander families.

Carmel College creates regular, informal opportunities for connection with families through community events such as welcome evenings, sports carnivals and arts performances. Formalised opportunities exist through information evenings, parent forums, SET Plan meetings and as part of individualised support meetings for learning, behaviour or wellbeing. Parents have access to a permanent online feedback survey which includes a safeguarding question. Student safety, wellbeing and cultural safety are woven into these moments through conversation, check-ins, visibility of leadership, and shared expectations, rather than being addressed only through formal policy documents.

At Carmel College we actively promote child safety and wellbeing through integration into various events formally and informally. This may include event addresses, informal conversations on the day between staff and parents/carers, as well as the sharing and promoting of resources and key contacts (for example – School SPCs and Parent Portal Toolkit). These events provide easy ways to connect with families and the community during scheduled gatherings.

At Carmel College the leadership team take responsibility for ensuring engagement is sustained, respectful and appropriately resourced, recognising diversity within Aboriginal and Torres Strait Islander communities and avoiding over-reliance on the same individuals; family and community involvement is embedded in everyday governance and practice, including review of child safety policies and practices through a cultural safety lens and alignment with the school's Reconciliation Action Plan.

[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 Carmel College our annual Professional Learning Plan includes cultural awareness and trauma-informed practice training for staff to deliver learning across the year. As a staff group we do the required Student Protection Refresher Training modules each term and then use the activities to reflect as a team how we will embed the learnings from that term's module. Staff utilise Multi-Tiered System of Supports (MTSS) in working with students and families to ensure responses are appropriately varied according to need.

Carmel College is committed to considering each student's unique circumstances before addressing issues related to behaviour, learning, or wellbeing. When needed, routines, expectations, and supports are changed - either temporarily or long-term - to match what the student is experiencing instead of applying a uniform approach. These modifications are noted in the student's individual support plan (if applicable), which is routinely reviewed with everyone involved: the student (in an age-appropriate way), their family, and any additional supports, including external agencies if parents provide consent. By considering these factors, we can address each child's needs effectively and reinforce our commitment to a strong, individualised, trauma-informed approach.

Staff collaborate when developing activity risk assessments to ensure the individual needs of students are appropriately considered during activity planning. By carefully and considerately managing the information shared, staff evaluate each activity in relation to how it may be experienced by the students involved. An example of this for Carmel occurred during preparations a Year 12 formal in which staff identified that charter boats were not required to provide disability access. In consultation with parents and the student, a purpose-built wheelchair ramp was constructed to allow the student in a wheelchair to access her formal with dignity.

At Carmel, students are regularly reminded of who they can talk to if they feel worried or unsafe. This happens through classroom discussions, assemblies, visual resources and informal conversations, rather than being limited to induction or one-off lessons. We use the Safeguarding School Resources, which are a suite of child-friendly and accessible resources designed to explain BCE specific safeguarding policies, processes, and key concepts to students. Staff are actively present to students maintaining positive relationships which promote a culture of openness, sincerity and safety.

[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:

Child safety is embedded in recruitment and screening. Carmel College uses BCE recruitment templates, safeguarding-focused interview questions, referee checks and pre-employment screening. Referee checks consider applicants' conduct, professional boundaries, commitment to student safety and responses to wellbeing concerns - not only their employment history. Blue Cards, teacher registration and other screening requirements are checked before commencement, monitored by the Business Manager and recorded in our HR System.

New staff receive safeguarding induction. All new staff complete BCE onboarding and school based induction covering safeguarding responsibilities, professional conduct, reporting pathways, information sharing, recordkeeping and key school contacts. Cultural safety is introduced through the school's Reconciliation Action Plan, local context and culturally safe practice expectations. Student Protection Contacts are visible and accessible so staff know where to seek advice and support.

Volunteers are screened, trained and supported before commencing. Volunteers complete mandatory training and induction, and their attendance is recorded. Volunteer Induction is supported by a practical induction pack containing the Volunteer Statement of Responsibility and key school contacts and information. It covers reporting, conduct, confidentiality, wellbeing, cultural safety, safeguarding responsibilities and the boundaries of the volunteer role. Volunteer Blue Cards are verified and de-linked when volunteering ends.

Clear support and reporting pathways are maintained. Staff are confident in their reporting obligations and know how to contact or escalate concerns to a Student Protection Contact. Disclosures and student-harm matters are supported by the Assistant Principal, Pastoral Leader and Student Protection Contact team. Child safety, student wellbeing, professional boundaries and cultural safety are reinforced through staff meetings and regular safeguarding updates.

[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 Carmel College, complaints, concerns and safeguarding matters are treated as an important part of keeping students safe, supported and heard. The College promotes clear and accessible pathways for students, families, staff and volunteers to raise concerns through trusted adults, college leadership, wellbeing staff, Student Protection Contacts and established Brisbane Catholic Education complaint processes.

Students and parents are supported to follow the College's Chain of Care and Concern when raising issues. Safeguarding messages are reinforced through newsletters, assemblies, staff induction, leadership processes and regular reminders about staff responsibilities. Concerns are documented, reviewed and escalated where required, with the College cooperating with BCE processes and external authorities when appropriate.

When concerns involve students, Carmel College seeks to respond in a timely, respectful and thorough way. Staff use student-centred, trauma-informed and developmentally appropriate approaches, including support from trusted adults and wellbeing staff. Information is handled sensitively and shared only with those who need to know, helping minimise further distress and ensuring students feel safe, respected and supported throughout the process.

Carmel College also recognises the importance of culturally safe complaints handling. Current structures have supported First Nations students and families to raise concerns through existing pathways. Where additional cultural support or advice is needed, the College seeks appropriate support through BCE or local First Nations community connections.

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

[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:

At Carmel College, learning about child safety and wellbeing is ongoing and connected to everyday practice. We recognise that staff and volunteers have different responsibilities and therefore require different levels of training and support. All staff and contractors that work with children are required to complete mandatory safeguarding training in accordance with BCE's Safeguarding Mandatory Training requirements, with training requirements tailored to their role.

Volunteers at Carmel complete BCE's online Volunteer Training module as part of the school's volunteer induction process. The training helps volunteers understand BCE's expectations for child-safe behaviour, professional boundaries, responding to concerns, reporting pathways and their role in supporting student safety and wellbeing. Together with the Volunteer Code of Conduct and school-based induction, this training supports volunteers to understand and apply all of BCE's child safety and wellbeing policies in their interactions with students and the broader school community.

Staff are equipped to recognise indicators of harm. Existing training provides foundational knowledge about abuse, neglect and student wellbeing. Staff report strong confidence in recognising common and visible indicators of harm and identifying students who may need wellbeing support. Safeguarding is a standing item on all meeting agendas.

Through cultural safety training staff at Carmel are strengthening their understanding that experiences of racism, discrimination, exclusion and cultural disconnection can cause harm and impact a student's safety, wellbeing and willingness to seek help. Cultural safety is introduced through induction, safeguarding updates, and the school's Reconciliation Action Plan and expectations for culturally safe practice at our school. Staff also have access to truth-telling and cultural learning through Reconciliation Week, and cultural awareness sessions at Ngutana-Lui, supporting awareness of Aboriginal and Torres Strait Islander histories, experiences and perspectives.

[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:

Carmel College meets the key action areas of Child Safe Standard 8 through established processes that support safe physical and online environments for students. The College considers student safety and wellbeing across routines, learning activities, transitions, break times, sport, excursions, pastoral support spaces and online learning environments.

Risk management is embedded in planning for school activities. CARA processes and BCE activity planning templates are used for learning activities, excursions and events, including consideration of transport, weather, emergency arrangements, supervision, student needs and the participation of students with disability. These processes help staff identify and reduce risks while supporting student access, learning, privacy and participation.

The College maintains active supervision through staff induction, playground duty maps and expectations, role statements, class routines, leadership presence, roll marking, staff reminders and additional staffing where required for excursions, camps and activities. Planning also considers the needs of students with increased vulnerabilities, including through Student Behaviour Support Plans and individual planning for activities beyond the usual school routine.

Carmel College identifies and monitors higher-risk locations and routines through a range of practical controls. These include cameras in relevant locations, out-of-bounds expectations, garden trimming to improve visibility, the removal of teacher desks to support classroom supervision, and clear arrangements for non-routine days. Leadership oversight is also provided for higher-risk duties such as afternoon buses and road crossings.

The College's WHS Committee meets each term to review safety considerations across the school and includes representation from teaching and non-teaching staff. Safeguarding is also a standing agenda item in meetings, providing regular opportunities for staff to raise concerns about physical or online environments. Staff use a portal register to record defects or safety matters in the built and physical environment that require attention.

Online safety is supported through system processes for technology agreements, media consent, due diligence for software applications, school social media use, staff conduct expectations and approved online platforms. These processes help ensure that online environments are used in ways that are consistent with safeguarding expectations and support the dignity, privacy and wellbeing of students.

The College uses BCE processes when engaging external providers, third-party contractors or external facilities.

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

Standard 9: Continuous improvement

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

Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At Carmel College every meeting has an agenda item inviting staff to raise any Safeguarding issues. This agenda item is also present at every Student Leader Meeting. CLT review items as they are raised and develop action plans to address. This process of continual review and development informs daily actions as well as overall policy review and development. We also gather information on how safe students feel via termly feedback forms in every class and on a permanent parent feedback form. This helps us identify areas needing improvement and implement changes quickly and transparently.

As part of any policy review, there is a deliberate focus on cultural safety whereby we invite feedback and participation from First Nations students and staff to ensure that cultural safety remains a priority and that practices in our school reflect First Nations perspectives.

Carmel College manages complaints as per the BCE complaints management process and when a complaint or concern highlights a gap in our processes, we conduct a round table discussion with stakeholders to consider what happened, the underlying contributing factors and what changes will be implemented. These matters are then discussed in leadership meetings with a focus on learnings and what can be done differently in the future.

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

Standard 10: Policy and procedures

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

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

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

Carmel College communicates safeguarding messages and policies to our students through emails and assemblies. Student Leaders are regularly consulted on safeguarding matters and join in delivery of messages to the wider student body. This helps students understand that their safety and wellbeing are our priority, while also supporting staff to model and facilitate open, age-appropriate conversations about safeguarding and wellbeing topics. Students routinely complete a feedback form for each class every term which includes a safeguarding question.

Key safeguarding processes are explained to parents during parent information nights and regular communications via the school newsletter and parents are invited to provide feedback via a permanent feedback form which includes a safeguarding question.

[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)


Brisbane
Catholic
Education
teaching · challenging · transforming