Our Lady of Dolours

Safeguarding Plan 2026



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Our Safeguarding Commitment

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

Accessibility

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

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Attributions

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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.



Our Lady of Dolours, Mitchelton, 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 Our Lady of Dolours 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:



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.

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.

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:

We prioritise the safety and wellbeing of our students and keep our safeguarding practices up to date and current.

At Our Lady of Dolours Primary School, student safety and wellbeing are not treated as compliance requirements, but as living practices embedded into our daily decision-making, culture and structures.

The first agenda item at every weekly Student Behaviour Support and Student Protection Committee (SPC) meeting is student safety and wellbeing. This deliberate practice ensures that every decision—whether related to curriculum planning, student support, staffing or recruitment—is made through a safeguarding lens, with the child at the centre.

Safeguarding is also highly visible and accessible across the school. Student protection posters are displayed in all classrooms, administration areas and play spaces, ensuring students know who they can talk to and how to seek help. Our Student Protection Team includes:

- Mrs Howard (Principal)
- Mrs O'Brien (Deputy Principal)
- Mrs Sullivan (Guidance Counsellor)

To further strengthen support across the week, we are planning to add Mrs Jodie Gibson (STIE) to the team, recognising the importance of accessibility given part-time roles within the team.

We actively engage families as partners in safeguarding. Each term, our school newsletter includes student protection information linked to the BCE Code of Conduct, highlighting expectations such as respectful communication and safe professional boundaries. This transparency supports shared understanding between staff and families.

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

Standard 2: Voice of children

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

Brisbane Catholic Education's commitment to Standard 2

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

What Standard 2 looks like at our school:

Our Lady of Dolours School, Mitchelton demonstrates how student voice, safety education and cultural responsiveness are embedded across the life of the school. Our approach reflects a deep commitment to empowering every child to understand their rights, feel safe, and actively contribute to decisions that affect them.

Students are explicitly taught about their rights, personal safety and trusted adults through a structured and ongoing curriculum approach. This learning is embedded in Health and Physical Education, the Second Step social emotional learning program and the General Capabilities. Key concepts such as consent, personal boundaries, respectful relationships and help-seeking are introduced and revisited in developmentally appropriate ways, ensuring understanding grows over time. Students also learn who their Student Protection Contacts are and how to access support, reinforced through classroom discussions, assemblies, guidance counsellor visits and safeguarding storybooks. Visible signage around the school further supports this learning, using child-friendly language to remind students of their rights and where to seek help.

Student voice is actively gathered, valued and responded to through both formal and informal processes. In 2026, the establishment of the Student Voice Council has created a structured platform for students, led by Year 6 leaders, to share ideas, raise concerns and contribute solutions, particularly in relation to safety and wellbeing. Student perspectives are also captured through tools such as the Tell Them From Me survey, with staff reflecting on feedback and sharing outcomes with students to strengthen transparency and trust. At an individual level, students are included in personalised learning plans and support processes, where they contribute to goal setting and reflect on their progress.

Student participation meaningfully influences decision-making at Our Lady of Dolours. Feedback from students informs improvements to wellbeing initiatives, playground opportunities, and school practices. Planned actions, such as student voice training and increased leadership opportunities in assemblies, further strengthen students' capacity to contribute. This ensures students not only feel heard but see the tangible impact of their voice on school improvement.

[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)

Cultural safety is a foundational element of our approach. Guided by our Catholic identity and commitment to dignity and belonging, the school intentionally creates inclusive environments that respect diversity and honour First Nations perspectives. Staff recognise that safety, particularly for Aboriginal and Torres Strait Islander students, is built through strong relationships, trust and culturally responsive practices such as yarning, storytelling and collaboration with community. Adjustments are also made to ensure all students, including those with additional needs, can access and understand safety and wellbeing learning.

Evidence of practice is visible in our curriculum delivery, student leadership structures, inclusive planning processes, and data-informed decision-making. Ongoing professional learning, particularly in Consent and Respectful Relationships Education, strengthens staff capability to deliver high-quality, sensitive and inclusive teaching. Looking forward, we aim to further refine how student voice data is analysed and enacted, ensuring students clearly see the link between their contributions and school change.

Together, these practices ensure that at Our Lady of Dolours, every child is known, heard and empowered creating a safe, connected and responsive learning environment where student voice genuinely shapes outcomes.

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:

Our Lady of Dolours demonstrates a strong, relational and proactive approach to partnering with families and the broader community to support student safety and wellbeing. This is grounded in clear communication, meaningful participation opportunities and a commitment to listening to and acting on feedback.

Our school communicates safeguarding expectations to families in ways that are consistent, accessible and built on trust. Information about student safety and wellbeing is shared through multiple channels, including newsletters, the school website, parent information sessions, emails and face-to-face conversations with leadership. Safeguarding processes are introduced at enrolment, revisited at the beginning of each year and reinforced as new programs or activities are introduced. Families are clearly informed about who to contact and what will happen when concerns are raised, with key information also available in the Parent Handbook. Communication is intentionally delivered in plain, respectful language, ensuring it is understandable and culturally responsive for all families.

Family and community participation is a strong feature of practice at Our Lady of Dolours. Families are actively invited to contribute to decisions that impact their child, including personalised learning plans, behaviour support processes and wellbeing planning. Engagement is flexible and responsive, recognising that families may prefer different ways of participating. The school also acknowledges the importance of cultural context, particularly for Aboriginal and Torres Strait Islander families, by inviting extended family members or trusted community representatives to be part of decision-making processes. This ensures planning is inclusive, respectful and centred on the child.

We also engage families through everyday school life. Community events such as BBQs, open mornings, discos and sports carnivals provide natural, high-attendance opportunities for connection. These events are intentionally used to share key messages about student safety and wellbeing through informal conversations, leadership presence and clear expectations—making communication more accessible than relying solely on formal sessions.

The school actively engages with the Parents and Friends Advisory Group and other community partners to strengthen shared responsibility for student wellbeing. Parent advisory teams contribute to areas such as fundraising and community wellbeing, providing feedback to the leadership team and informing school decisions. The school also maintains partnerships with local organisations and services to support families, ensuring a coordinated and community based approach to safeguarding and care.

[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)

Feedback is gathered through a variety of sources and is used to inform continuous improvement. Staff feedback reflects strong confidence and a shared commitment to student safety, while family feedback highlights a positive sense of belonging and inclusion within the school. However, the difference between staff and family perceptions indicates a need to strengthen communication, particularly in making safeguarding practices more visible and clearly understood. Feedback is also gathered through parent participation in meetings, advisory groups, and lived experiences of school processes, with this input shaping improvements to communication, behaviour support approaches and inclusive practice.

Evidence of effective practice is seen in the school's welcoming culture, strong relationships and increasing levels of family engagement in decision-making. Over time, data shows improvement in how families and students are involved in decisions about education, safety and wellbeing, alongside consistently high levels of inclusion for diverse families. Planned improvements include refining behaviour management approaches, strengthening the visibility of safeguarding practices, and more intentionally capturing and responding to family and student voice.

Through these actions, Our Lady of Dolours continues to build a transparent, inclusive and collaborative school community where families feel informed, valued and actively engaged in supporting the safety and wellbeing of every child.

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:

Our Lady of Dolours demonstrates a strong and intentional commitment to promoting equity, inclusion and respect for diversity, ensuring that every student is supported to feel safe, valued and able to participate fully in school life. This is informed by student demographic data, which highlights the diverse needs within the school, including students with disability, Aboriginal and Torres Strait Islander students and those from culturally and linguistically diverse backgrounds.

Equity and inclusion are embedded in everyday practice through a deep understanding of each child as an individual. Staff recognise that behaviour, engagement and wellbeing are shaped by a student's background, experiences and relationships. As a result, the school prioritises relationship-based approaches, empathy and flexibility, rather than a one-size-fits-all model. There is a strong emphasis on belonging, connection and emotional safety, ensuring all students feel respected and included within the school community.

Supports and adjustments for diverse learners are both proactive and responsive. Students with disability and those experiencing trauma are identified early and supported through personalised approaches, including individual learning or behaviour plans, predictable routines, trusted adults and ongoing monitoring. Weekly leadership meetings ensure that requests for support are reviewed promptly and that timely actions are implemented. Staff work collaboratively to develop strategies that respond to each student's needs, and these are regularly reviewed in partnership with families and, where appropriate, the students themselves. Adjustments are also considered in planning school activities, ensuring all students can participate with dignity and care.

Cultural safety and anti-discrimination practices are clearly embedded across the school. Staff demonstrate an understanding that cultural safety is essential to student wellbeing, particularly for Aboriginal and Torres Strait Islander students. This is reflected in respectful relationships with families, engagement with community perspectives and the inclusion of cultural knowledge within everyday practice. The school also acknowledges the importance of diverse cultural identities, celebrating these through events and inclusive practices that foster a sense of belonging. Anti-discrimination is approached proactively, with racism and exclusion recognised as student safety concerns and addressed through clear, supportive 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)

Students are supported to access safeguarding information in ways that are appropriate for their age, ability and context. This includes regular reminders of trusted adults, the use of child-friendly resources such as safeguarding storybooks, and visible posters identifying Student Protection Contacts. Information is shared through classroom discussions, assemblies and informal interactions, ensuring it is reinforced over time rather than delivered as a one-off message. Processes for raising concerns are explained clearly, with understanding checked and revisited as needed so that students feel confident to seek help.

Evidence of effective practice can be seen in the school's strong support structures, including the visible presence of the Student Protection Team, Guidance Counsellor and School Chaplain, as well as the consistent use of data to inform decision-making. Professional learning in trauma-informed practice and cultural safety further strengthens staff capability and consistency. Looking ahead, the school is committed to ongoing reflection and improvement, including strengthening staff understanding of diverse experiences, enhancing culturally responsive practices, and continuing to refine systems that ensure all students, particularly those who may experience additional barriers, are safe, included and empowered.

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:

In line with our implementation plan, at the end of Term 3 we will explain:

At Our Lady of Dolours, we are committed to ensuring that all concerns, complaints and safeguarding matters are managed in a way that prioritises the safety, wellbeing and dignity of every child. Guided by Brisbane Catholic Education's Complaints, Safeguarding and Student Protection policies, our approach is child-focused, trauma-informed and culturally responsive.

Students and families are encouraged to raise concerns through a range of accessible pathways. Students learn through classroom discussions, wellbeing programs such as *Second Step*, assemblies and student voice opportunities about who they can talk to if they feel unsafe, worried or uncomfortable. Families can raise concerns through conversations with teachers, school leaders, Student Protection Contacts (SPCs) or BCE complaint processes. We recognise that some families and children may feel hesitant to speak up, so we aim to provide supportive and respectful options that help people feel safe, heard and valued.

When concerns are raised, Our Lady of Dolours responds using child-focused and trauma-informed practices. Staff are trained to listen carefully, respond calmly and avoid actions that may retraumatise a child. Students are supported to share information at their own pace, while communication with families is tailored to their individual needs and preferences. All students are provided with care and concern ensuring culturally safe processes for all students, including Aboriginal and Torres Strait Islander families and families from diverse cultural backgrounds, including access to support people, First Nations Liaison Officers and other trusted community supports where appropriate.

All complaints are recorded and managed through clear processes that outline how concerns are documented, investigated, escalated and resolved. Complaints are entered into the school's Complaints Register, reviewed by leadership, and monitored to ensure timely and appropriate responses. Serious concerns, including safeguarding matters, are escalated through BCE

[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

and external authority pathways as required. The school fully cooperates with relevant authorities and follows all mandatory reporting obligations.

Our Lady of Dolours also implements the Reportable Conduct Scheme through BCE policies and procedures. Staff understand their responsibilities for reporting concerns involving potential misconduct towards children and know when matters must be referred beyond the school for investigation and oversight.

Evidence of practice includes staff induction and professional learning, student education programs, leadership review of complaint trends, use of the Complaints Register and ongoing consultation with families. Planned improvements include further strengthening community awareness of complaint pathways, increasing opportunities for feedback on cultural safety, and continuing to refine trauma-informed and child-focused practices to ensure every child feels safe, respected and supported.

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:

Our Lady of Dolours takes a holistic, strengths-based approach to safety and wellbeing, ensuring student safety is considered across the whole school day and in every environment where students learn, play, pray, connect and participate. This includes classrooms, playgrounds, transitions, prayer and liturgy, pastoral care, co-curricular activities, transport, student support areas and online spaces. Staff consider physical, emotional, social and cultural safety, with particular attention to students who require additional support due to wellbeing, learning, disability, communication, behaviour or participation needs.

Daily routines and school environments are intentionally used to build connection, belonging and emotional regulation. Students are welcomed by name, supported through calm and predictable routines, provided access to quiet or regulated spaces, and offered check-ins with trusted adults. The school also promotes inclusion and student voice through awareness days and community events such as NAIDOC Week, National Reconciliation Week, Harmony Week, International Day of People with Disability, R U OK? Day, Child Protection Week, Mental Health Week and Diversity at Dolours.

Staff and volunteers proactively identify and mitigate risks in both physical and online environments while respecting students' rights to privacy, learning, access to information and social connection. Supervision is carefully planned for higher-risk times and locations, including playground blind spots, toilets, changerooms, corridors, bus lines, pick-up and drop-off, excursions, camps, sporting events and wet weather routines. Duty rosters, risk assessments, Personal Emergency Evacuation Plans and individual safety plans support consistent and responsive supervision.

Cultural safety is embedded in risk management and daily practice. Staff consider whether Aboriginal and Torres Strait Islander students feel respected, represented, connected and free from racism, exclusion or cultural harm. Feedback from students, families, community members, First Nations staff and Brisbane Catholic Education teams informs planning, supervision, environmental design and participation. This commitment aligns with the school's Reconciliation Action Plan and the Molum Sabe Aboriginal and Torres Strait Islander Education Strategy 2026–2027.

Online safety is supported through approved platforms, filtering, privacy settings, clear digital expectations and explicit teaching. Students learn how to recognise, respond to and report unsafe online situations, including cyberbullying, inappropriate content, unsafe contact, racism and exclusion. Staff maintain professional boundaries, use approved communication channels and respond promptly to unsafe online behaviour. Families are supported through annual agreements, guidelines, newsletters and parent information sessions.

[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

Safeguarding is also embedded in procurement, third-party engagement, emergency management and environmental planning. Risk assessments are completed for excursions, camps, events, visitors, contractors and external providers, with attention to supervision, screening, Blue Card requirements, induction, privacy, accessibility, inclusion and cultural safety. Contracted services and facilities are regularly reviewed through compliance checks, staff feedback, student and family concerns, incident records and safety data. Through these processes, Our Lady of Dolours promotes safe, inclusive and culturally responsive environments that protect dignity, strengthen belonging and support every student's wellbeing.

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 child safe standards is regularly reviewed and improved

At Our Lady of Dolours Primary School, continuous improvement in safeguarding is grounded in our Catholic mission to uphold the dignity, safety and wellbeing of every child. We understand that effective safeguarding is not static; it requires ongoing reflection, evaluation, consultation and action. Our practices demonstrate a deliberate and systematic approach to reviewing and strengthening child safety and wellbeing across our school community.

Regular Review and Improvement of Safeguarding Practices

Our leadership team actively engages in professional learning and reflective practice to ensure our safeguarding approaches remain current and effective. In Term 1, the Principal and Guidance Counsellor attended professional development focused on Child Safe Standards 1, 9 and 10. This learning informs ongoing leadership decision-making and school improvement priorities.

The Principal, Deputy Principal and Guidance Counsellor routinely review any child safety or wellbeing matters raised through BCE-compliant processes. This includes structured debriefs following complaints, concerns, incidents or observations, with reference to legal and safeguarding guidance. These reviews allow us to identify areas for improvement, strengthen preventative strategies and ensure our responses remain child-centred and proportionate.

With the implementation of the Child Safe Standards in Queensland in 2026, Our Lady of Dolours is undertaking a comprehensive, school-wide review of safeguarding practices. Across 2026, we will self-assess against all ten Child Safe Standards through:

- consultation with students, families and staff
- analysis of safeguarding and wellbeing data
- reflection on existing strengths and areas for improvement

[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:

Our Lady of Dolours Primary School

At Our Lady of Dolours Primary School, our policies and procedures for safeguarding are grounded in our Catholic identity and commitment to the dignity, safety and wellbeing of every child. We recognise that effective safeguarding requires policies that are not only compliant, but living documents—clearly understood, consistently implemented and continually strengthened through reflection and consultation.

Policies and procedures embed all Child Safe Standards and the Universal Principle

Our Lady of Dolours uses Brisbane Catholic Education (BCE) policies and procedures, which are regularly reviewed and updated to ensure alignment with the Child Safe Standards and the Universal Principle, including the right of every child to safety, wellbeing and cultural safety.

Key school-based policies that support safeguarding include:

- Student Protection Policy
- BCE Code of Conduct

These policies provide clear expectations and procedures for staff and volunteers and are embedded into daily practice. Language-safe procedures and inclusive approaches are used to ensure equity of access for all members of our multicultural school community.

Policies and procedures are well documented, accessible and easy to understand

Safeguarding policies and procedures are:

- easily accessible on the school website
- communicated regularly to families through newsletters, emails and information sessions

[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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