St Martin's School Carina
Safeguarding Plan 2026



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Brisbane Catholic Education
teaching · challenging · transforming

Our Safeguarding Commitment

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

Accessibility

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

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Attributions

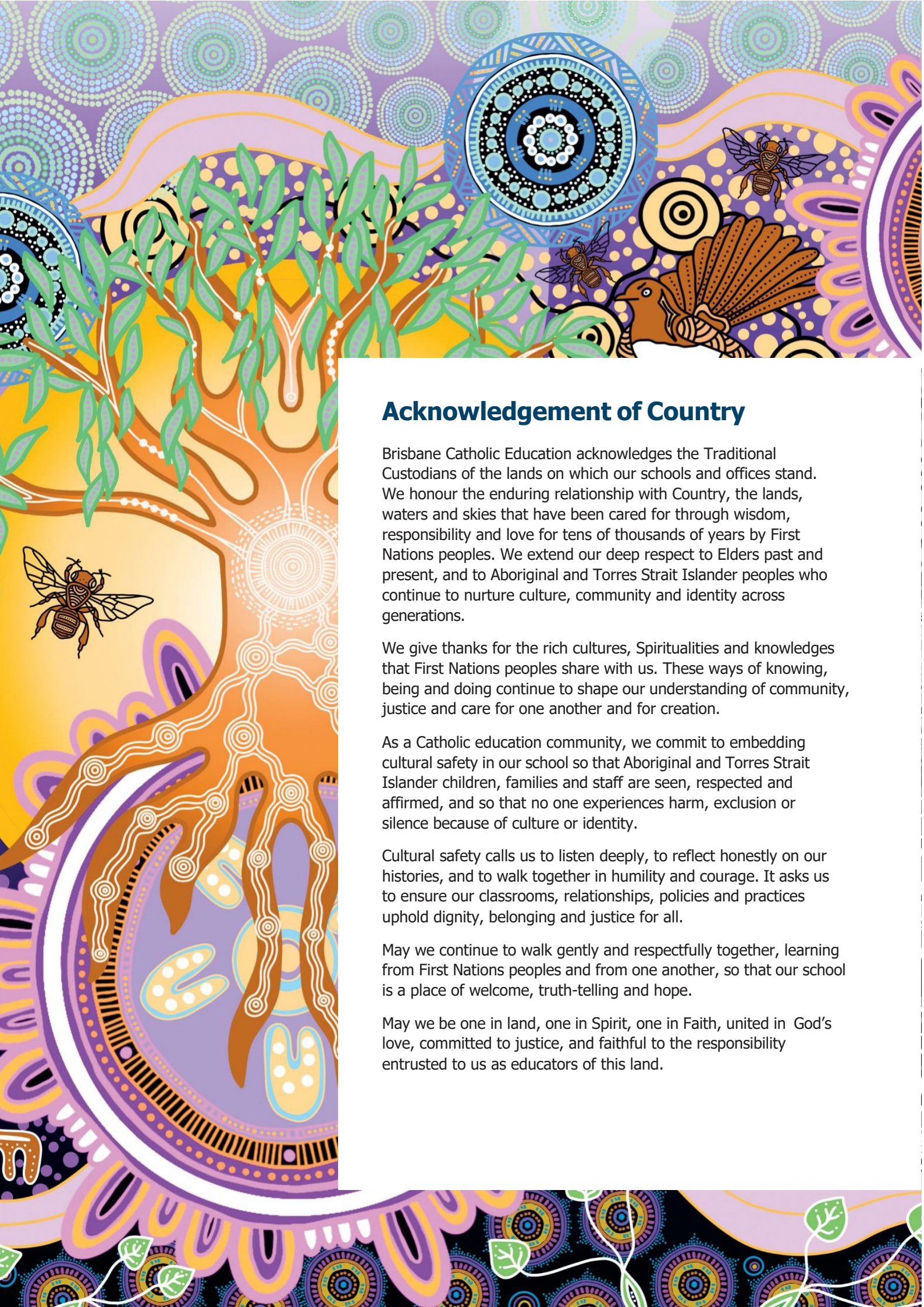
Artwork: Ngulli Gumera artwork by Waylene Currie of WRLC Arts, 2025.

Cover: Image of a Curlew, native to the area. Photo taken by staff member.

Page 4: Image of Curlews, native to the area. Photo taken by staff member.

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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.

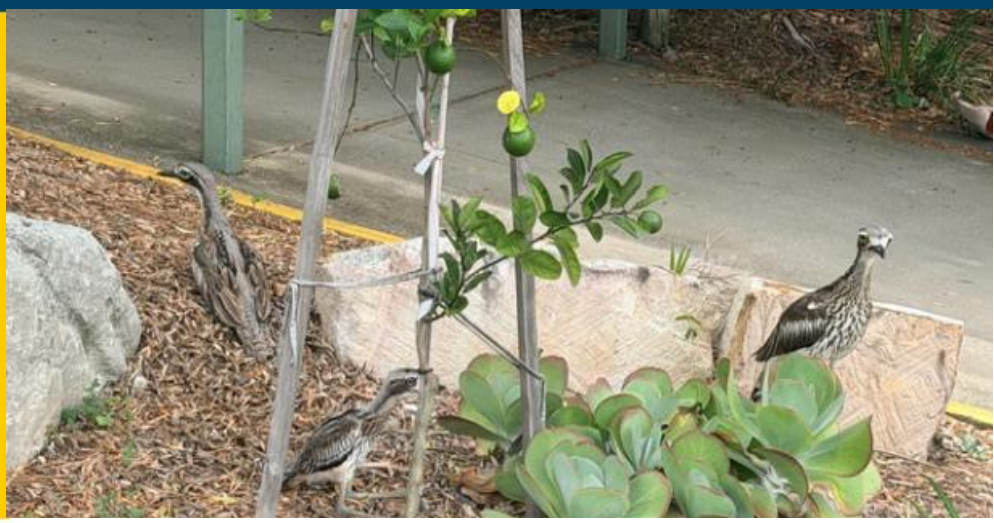
Cultural safety calls us to listen deeply, to reflect honestly on our histories, and to walk together in humility and courage. It asks us to ensure our classrooms, relationships, policies and practices uphold dignity, belonging and justice for all.

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.



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

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

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

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

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows St Martin's School Carina 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 St Martin's School, the safety and wellbeing of every child is a shared responsibility and a core priority embedded in our leadership, governance, and everyday school culture. Our leaders actively champion child safety, ensuring it is central to decision-making, planning, and daily practice across the school.

Our commitment to child safety is visible and practical. Before any incursion, excursion, or major school event, risk assessments are completed with specific consideration given to student safety and wellbeing. Leadership Team meetings include a standing agenda item focused on safety and wellbeing, ensuring these considerations remain active and ongoing rather than confined to policies or compliance requirements.

We foster a culture where safeguarding practices are kept "alive" through regular communication and engagement. Safety and wellbeing information is shared with families through school newsletters and community communications, including reminders about procedures, expectations, and programs that support student wellbeing. This helps ensure families, staff, and students understand how child safety is promoted at our school.

Governance structures at St Martin's School support a consistent and coordinated approach to safeguarding. Clear leadership roles, reporting lines, and communication processes enable staff to confidently raise concerns, participate in safeguarding discussions, and contribute to continuous improvement. Our staff demonstrate a strong commitment to student safety, supported by ongoing training and a culture that values professional responsibility and accountability.

Risk management is an essential part of our safeguarding approach. We actively identify, assess, and mitigate risks to children across learning, play, and community contexts, ensuring that prevention and early identification are prioritised.

St Martin's School also acknowledges the importance of ongoing growth in this area. We are committed to strengthening inclusive leadership practices, including continuing to develop opportunities for Aboriginal and Torres Strait Islander voices to inform leadership and decision-making, in alignment with the Universal Principle.

[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 St Martin's, student voice is central to our safeguarding culture. We are committed to ensuring that all children are informed about their rights, supported to speak up, and taken seriously in decisions that affect their safety, wellbeing and learning.

Curriculum planning embeds students' rights to safety, information and participation through age-appropriate teaching of consent, respectful relationships and protective behaviours within the Australian Curriculum: Health and Physical Education, Friendology and The Resilience Project.

Students participate in interactive, discussion-based lessons that build understanding of personal safety, help-seeking and respectful relationships. Teachers intentionally create classrooms where

sharing concerns is normalised and expected, offering multiple ways for students to share their views including verbal discussion, written reflection and non-verbal options.

Clear and consistent help-seeking pathways are reinforced through Student Protection Contact posters, assemblies, classroom discussions and visual resources. Staff respond to student concerns in a timely and transparent manner and explain outcomes to students where appropriate, helping to build trust and confidence in reporting processes. Students are actively involved in Personalised Support Plans and behaviour support planning where appropriate. Support teachers engage students in age-appropriate conversations to inform goal-setting, reflect on progress and strengthen student agency.

From a First Nations perspective, staff recognise that connection, identity and belonging are critical to safety and wellbeing. Cultural safety is supported through acknowledgement of Country, inclusive curriculum experiences and opportunities for Aboriginal and Torres Strait Islander students to share their perspectives in safe and supported ways.

Staff participate in ongoing professional learning focused on trauma-informed and culturally safe practice, ensuring learning environments support all students to feel safe, valued and capable of learning.

Student Voice Example:

"I like that we can talk to the principal if we have an idea or a problem. When we said we wanted more places to sit at lunch, they listened and got us new benches." — Year 4 SRC member

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

Standard 3: Family and community

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

Brisbane Catholic Education's commitment to Standard 3

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

What Standard 3 looks like at our school:

At St Martin's, we are committed to working in genuine partnership with families and the wider community to promote child safety and wellbeing. We recognise families as key partners in safeguarding and value open, transparent and respectful communication.

Families are actively invited to participate in decisions affecting their child through Personalised Support Plans, behaviour support planning, re-entry meetings and wellbeing discussions.

Engagement is flexible and responsive, recognising diverse family structures and circumstances.

High-engagement events such as Celebration of Learning, school assemblies and community events provide opportunities for families to connect with staff and engage in conversations about learning, wellbeing and safety.

Clear information about safeguarding practices is shared through newsletters, emails, the Parent Handbook, school website and information sessions. Student Protection Contacts and reporting pathways are explicitly communicated to families.

Advisory and consultative structures provide opportunities for family voice in school operations and governance. Feedback from families informs review of policies, procedures and school practices,

including safeguarding priorities.

Family Voice Example:

"We always feel welcome at St Martin's. The staff are approachable, and we know who to talk to if we have a concern."
— Parent, Celebration of Learning feedback

[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 St Martin's, equity and diversity are upheld as fundamental to child safety. The school is committed to supporting students with diverse needs through culturally safe, trauma-informed and inclusive policies and practices.

Staff take time to understand each student's unique circumstances and respond with trauma-informed and relational approaches. Supports are adjusted to meet individual needs rather than applying a uniform approach.

Personalised Support Plans, behaviour support plans and targeted interventions are used to support students who require additional assistance. These plans are developed collaboratively with students, families and support staff and reviewed regularly.

Students have access to clear, accessible and age-appropriate information about how to seek support and raise concerns. Visual supports, trusted adults, assemblies and classroom teaching reinforce these pathways.

The school pays particular attention to supporting students who may experience additional barriers, including students with disability, students from culturally and linguistically diverse backgrounds and Aboriginal and Torres Strait Islander students.

Cultural safety is supported through acknowledgement of Country, visible representation, inclusive curriculum practices and professional learning for staff. Aboriginal and Torres Strait Islander perspectives inform ongoing reflection and improvement, including work connected to the school's Reconciliation Action Plan.

Student experience, behaviour and wellbeing data are used to monitor impact and guide continuous improvement to ensure equitable outcomes for all students.

Student Voice Example:

"*The NEST helps me when I feel upset. I know I can go there and someone will help me calm down.*"
— Year 3 student

[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:

Safe Recruitment, Induction and Ongoing Support

St Martin's School uses Brisbane Catholic Education (BCE) recruitment templates, safeguarding-focused interview questions, referee checks and pre-employment screening processes. Referee checks go beyond employment history and consider applicants' professional conduct, commitment to student safety and professional boundaries. From Term 1 2027, every recruitment process will also include an interview question about how applicants use trauma-informed and culturally safe practice to help every student feel safe, respected and included.

Blue Cards, teacher registration and all other screening requirements are verified before a person commences. These requirements are monitored by the school's leadership team and recorded within BCE systems.

All new staff, relief staff, volunteers and contractors take part in a safeguarding induction led by a member of the Leadership Team in their first week. This ensures every leader communicates the same expectations. Induction builds on BCE onboarding requirements, online training modules and termly Student Protection training. It covers safeguarding responsibilities, professional conduct and boundaries, trauma-informed practice, cultural safety, reporting obligations, information sharing and key school contacts. It includes the "Pause, listen, follow up" approach for responding when a child shares a worry. Early Career Teachers are also assigned a mentor teacher to support their understanding of BCE and school-based policies, procedures and safeguarding protocols.

Student Protection Contacts are visible and accessible throughout the school. Posters with their names and photographs are displayed in every classroom and major gathering space, and they are included in the school newsletter, website and staff handbook. This ensures staff, students and families know where to seek advice and support.

[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)

Volunteer Screening and Support

Volunteers are screened, trained and supported before they start. All volunteers complete a mandatory induction with a member of the Leadership Team and meet BCE Volunteer Student Protection and Code of Conduct training requirements, and completion records are maintained.

Volunteers who support excursions also attend an induction session covering reporting requirements, appropriate conduct, confidentiality, student wellbeing, safeguarding responsibilities and the professional boundaries of the volunteer role. Volunteer Blue Cards are verified before commencement and removed from the school's volunteer records when the volunteering arrangement ends.

Reporting and Support Pathways

Clear reporting and support pathways are maintained across the school. Staff are confident knowing who to go to and how to respond, and they understand how to seek advice from, report concerns to, or escalate matters through a Student Protection Contact. We continue to strengthen practical support for staff, including recording concerns and recognising online harm.

Student disclosures and student protection matters are supported collaboratively by the Leadership Team, Guidance Counsellor and Student Protection Contact Team. Child safety, student wellbeing, professional boundaries and cultural safety are reinforced through staff meetings, professional learning and regular safeguarding updates.

Where We Are Growing

We are continuing to strengthen how cultural safety and trauma-informed practice are built into induction and everyday staff support. This includes updating our Staff Handbook, strengthening our Reconciliation Action Plan (RAP) to promote cultural safety and belonging for Aboriginal and Torres Strait Islander students and families, and ensuring that ongoing supervision and staff conversations regularly address child safety, wellbeing, professional boundaries and cultural safety.

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

Standard 6: Complaints management

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

Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

Students are regularly reminded who they can speak to if they feel worried, unsafe, uncomfortable or concerned about themselves or others. Trusted adults include classroom teachers, Student Protection Contacts, school leaders, support staff and other members of our school community.

Families are encouraged to raise concerns early through classroom teachers, leadership staff and established Brisbane Catholic Education complaint and student protection processes. Information about reporting concerns and accessing support is communicated through school procedures, family communications and leadership support.

When concerns are raised, school leaders respond in a timely and respectful manner. Complaints are documented, allocated to appropriate staff, investigated where required and followed up with families. Leadership reviews concerns to identify patterns, emerging risks and opportunities for improvement to safeguarding practices across the school.

Where concerns involve students, staff seek to respond in child-focused and trauma-informed ways. This includes using calm and age-appropriate communication, reducing the need for repeated retelling, considering the timing and location of conversations, involving trusted adults where appropriate, and ensuring students receive support throughout the process.

The school reviews complaint information regularly to identify trends relating to student wellbeing, safety, supervision, behaviour, respectful relationships and school practices. These reviews help inform continuous improvement and strengthen safeguarding across the school.

St Martin's is committed to culturally safe complaint processes and seeks support from Brisbane Catholic Education personnel, including First Nations support services where appropriate, to ensure Aboriginal and Torres Strait Islander students and families feel respected, heard and supported when raising concerns.

[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 St Martin's School, learning about child safety and wellbeing is part of everyday practice. We recognise that staff and volunteers have different roles, so the training and support they receive is matched to those roles.

All staff complete Brisbane Catholic Education's mandatory safeguarding training. It builds their understanding of child protection, professional boundaries, the signs of harm and their reporting responsibilities. Volunteers complete BCE's online Volunteer Training and Volunteer Code of Conduct before they begin, so they understand how to help keep our school child safe.

Staff are supported to recognise the many ways children may experience harm, including abuse, neglect, bullying, online harm, exclusion and vulnerability. They build their confidence through training, professional conversations and case-based discussions. We regularly ask staff how confident they feel to recognise, respond to and report concerns. We use their feedback to plan further learning, including practical guidance on completing a Record of Concern and on recognising online harm and grooming, using primary-school examples.

Staff know they are not alone when something is difficult. Our Leadership Team, Guidance Counsellor and Student Protection Contact Team are available to advise and support anyone who has received a disclosure or has a concern, including when a colleague is affected.

We also want every member of our community to feel culturally safe. Whole-school events, classroom learning and community celebrations help us value the cultures and traditions of our students and families. In 2027, staff will have the opportunity to take part in a cultural immersion and spiritual formation day at Ngutana-Lui. This will deepen their understanding of Aboriginal and Torres Strait Islander histories, cultures, perspectives and connection to Country, and it supports learning about truth-telling. Our year level teams are also working to include First Nations perspectives and voices in curriculum planning.

[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:

Student wellbeing is considered across the entire school day, including arrival and departure times, classroom learning, prayer and liturgy, playground activities, sport, excursions, transitions, support programs, student wellbeing spaces and online learning environments.

Active supervision is a key safeguarding practice at St Martin's. Staff receive clear expectations regarding supervision through induction processes, the Staff Handbook, professional learning, student protection training and ongoing reminders throughout the year. Duty staff are visible through the use of high-visibility vests and are strategically positioned throughout playground and learning environments to maximise student safety and support.

The school reviews student behaviour, incident and injury data to identify patterns, trends and emerging risks. This information is used to review supervision arrangements, identify high-risk locations and inform decisions regarding staffing, environmental controls and student support.

Students with additional vulnerabilities are supported through targeted supervision, personalised planning and responsive adjustments to meet their individual needs. Supervision arrangements are reviewed regularly and adapted in response to student wellbeing, behavioural and learning needs.

One-to-one and withdrawal spaces are designed to balance safety, dignity, privacy and visibility. These areas incorporate visibility features such as glass panels, windows and open spaces to ensure appropriate oversight while allowing students to access support and regulation opportunities. Staff are expected to avoid isolated one-to-one situations and follow established safeguarding expectations when working individually with students.

[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

The school promotes safe and responsible use of technology through explicit teaching, staff supervision and ongoing partnerships with families. All students from Prep to Year 6 participate in online safety education and sign an ICT Acceptable Use Agreement each semester. Online safety expectations are explicitly taught and reinforced throughout the year.

Students in Years 5 and 6 participating in the one-to-one iPad program, together with their parents, sign an additional technology agreement outlining expectations for online safety, digital citizenship, responsible technology use and care of devices. Students also participate in an iPad boot camp when devices are issued, supporting safe and responsible use from the commencement of the program.

To further strengthen student understanding of personal and online safety, the school engages external providers and specialists throughout the year. This includes annual student presentations from Brainstorm Productions focusing on personal safety and online safety, together with expert presentations and educational opportunities addressing contemporary online safety issues and safe digital practices.

Visitors, volunteers, allied health providers, instrumental music teachers, contractors and other external providers are required to follow school procedures, including signing in, wearing identification and complying with student safeguarding expectations. When planning excursions, sporting events, incursions and other activities, risk assessments are undertaken to ensure that student safety, supervision, wellbeing, participation and accessibility remain central considerations.

Through ongoing reflection, student voice, family feedback and review of incident and wellbeing data, St Martin's remains committed to continuously strengthening our physical and online environments so that every child feels safe, respected, included and supported.

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

Standard 9: Continuous improvement

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

Brisbane Catholic Education's commitment to Standard 9

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

What Standard 9 looks like at our school:

At St Martin's School, safeguarding is an ongoing and reflective process. We are committed to regularly reviewing, evaluating, and improving our child safety and wellbeing practices to ensure they remain effective, responsive, and centred on the needs of our students.

We use a range of data sources to understand how well our safeguarding practices are working. This includes staff safeguarding culture data and student voice data, which are reviewed to identify trends, strengths, and areas for improvement. Our data shows positive growth in staff confidence and commitment to child safety, alongside strong and improving student perceptions of safety and belonging. This information helps guide our planning and decision-making.

Consultation is a key part of our continuous improvement cycle. Staff, students, and leadership contribute to reflecting on what is working well and what could be strengthened. Student voice is gathered through conversations and activities that invite students to share what helps them feel safe at school and what improvements they would like to see. These insights are shared with leadership and inform future actions and priorities.

We also review our safeguarding practices through regular leadership and Student Protection Contact discussions. These forums provide opportunities to analyse information, reflect on incidents or concerns, and identify actions that can enhance student safety and wellbeing. As a result of this review process, St Martin's School has identified and implemented actions such as increasing student education around safety and reporting concerns, and strengthening internal processes for reviewing safeguarding data.

All staff play an active role in safeguarding. One hundred per cent of staff have completed compulsory student protection training, supporting a shared understanding of responsibilities and expectations. Safeguarding messages are reinforced through assemblies, classroom conversations, and leadership engagement with students, helping ensure that children know who safe adults are and what to do if they feel unsafe.

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

Standard 10: Policy and procedures

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

Brisbane Catholic Education's commitment to Standard 10

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

What Standard 10 looks like at our school:

At St Martin's School, safeguarding children is supported by clear, consistent, and trusted policies and procedures that guide how we work together as a school community. These policies and procedures help ensure that everyone understands their role in keeping children safe and promoting their wellbeing.

St Martin's School follows the safeguarding policies and procedures of Brisbane Catholic Education (BCE). These system-wide policies are regularly reviewed and updated to ensure they align with the Child Safe Standards and the Universal Principle, and that they provide clear guidance for preventing harm, responding to concerns, and supporting children's safety and wellbeing.

Our leadership team actively champions and models compliance with these policies and procedures. Safeguarding expectations are reinforced through leadership meetings, staff training, school communications, and everyday practice. This ensures that policies are not just documents, but are understood, applied, and reflected in how we care for students across all settings of school life.

All staff are supported to understand and implement safeguarding policies and procedures. One hundred per cent of staff have completed compulsory student protection training, ensuring a shared understanding of responsibilities, expected behaviours, and appropriate responses to concerns. This consistency helps create a safe and predictable environment for students.

Safeguarding policies are also supported by practical procedures such as risk assessments for excursions, incursions, and major school events. These processes help identify and reduce risks to students and ensure safety considerations are embedded into planning and decision-making.

St Martin's School recognises that policies and procedures must continue to grow and improve over time. We are committed to strengthening how safeguarding information is communicated and made accessible to students and families, and to further embedding best-practice approaches, including meaningful consultation with Aboriginal and Torres Strait Islander peoples, in line with the Universal Principle.

[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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