

St Pius X Salisbury Safeguarding Plan 2026



Version: V3

Last updated: 20 September 2026

Our Safeguarding Commitment

As an agency of the Archdiocese of Brisbane, Brisbane Catholic Education has zero tolerance for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries and services. At St Pius X Catholic Primary School, Salisbury, 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 culturally and linguistically diverse backgrounds.

If you have difficulty understanding this document, you can contact the Translating and Interpreting Service National on 13 14 50 to arrange for an interpreter to translate it for you.

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Attributions

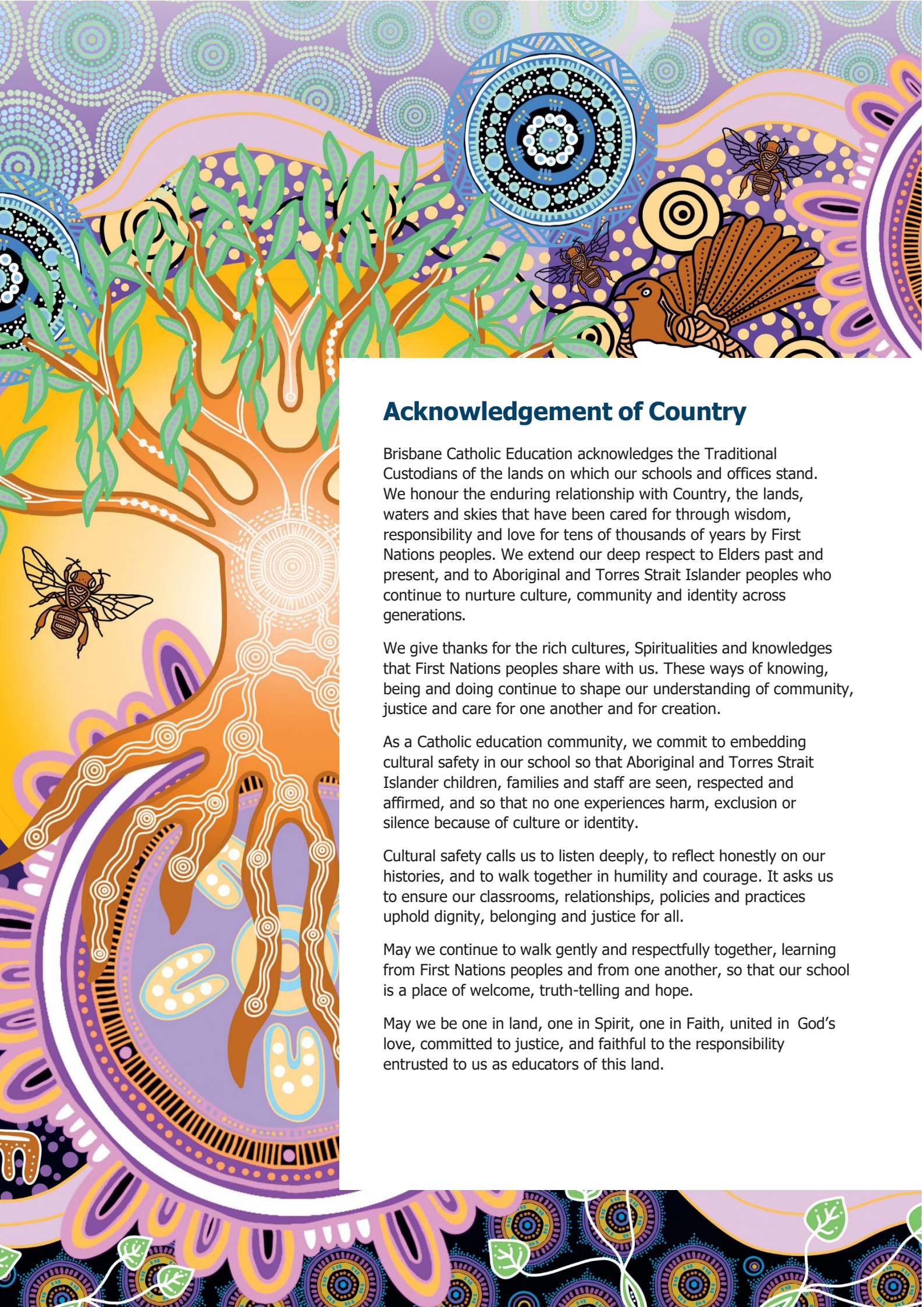
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Acknowledgement of Country

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.

St Pius X Catholic Primary School, Salisbury is committed to creating an environment where children and young people feel protected, valued and heard. Safeguarding is a shared responsibility, and every child has the right to grow, learn and thrive free from harm.

We are guided by our Catholic tradition and the teachings of Jesus Christ, who welcomed, valued and protected children and those who were vulnerable. Our mission to teach, challenge and transform is lived through Catholic Social Teaching and our commitment to the dignity of every person as part of the Archdiocese of Brisbane.

The Queensland Government has introduced new Child Safe Standards. These Standards 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 and welcoming cultures, hearing and valuing children's voices, working closely with families, celebrating diversity, ensuring the right people work with children, responding quickly to concerns and continually improving safety.

Throughout 2026, St Pius X Catholic Primary School, Salisbury will review its compliance against the Child Safe Standards using a phased approach, in line with Queensland Family and Child Commission guidelines and Brisbane Catholic Education processes. 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 Pius X to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

As a Catholic primary 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 has been developed in consultation with students, families and employees, and is contextualised to our local school environment at St Pius X Salisbury. 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](#).

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.

The Child Safe Standards

For more information or to request an accessible format, please contact the Principal of St Pius X Catholic Primary School, Salisbury.



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 culture¹



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 Pius X Salisbury, child safety and wellbeing are at the heart of who we are as a Catholic school community. Guided by the teachings of Jesus, Brisbane Catholic Education policies, and the Archdiocesan commitment to safeguarding, we recognise that every child has the right to feel safe, valued, respected and heard. Child safety is not treated as a separate initiative, but as a core part of our leadership, decision-making, school culture and daily practice.

At St Pius X, safeguarding is led visibly and actively by the school leadership team. The Principal and leadership team set clear expectations that child safety is everyone's responsibility, and this is reflected in our policies, procedures, staff practices and communication with families. Safeguarding responsibilities are embedded in leadership structures, staff induction processes, professional learning, student wellbeing practices and school improvement planning.

Our school culture promotes respect, inclusion, dignity and care for every child. We work intentionally to create an environment where students know they are known, cared for and supported by trusted adults. Through our pastoral approach, student wellbeing structures, behaviour support processes and daily interactions, we foster a culture in which children are encouraged to speak up and adults are expected to listen and respond.

At St Pius X, child safety is also reflected in the way we review and strengthen our practice. Leadership regularly considers safeguarding in decision-making, risk management, staffing, student support, family engagement and the organisation of school activities. We use feedback, reflection and compliance processes to ensure our safeguarding practices remain current, effective and responsive to the needs of our students and community.

As a school community, we are committed to ensuring that safeguarding is understood not only as compliance, but as a lived expression of our mission. This means that child safety is embedded in our relationships, our culture of care, our expectations of staff and volunteers, and the way we partner with families to support the wellbeing of every child.

At St Pius X, Standard 1 is evident through:

- school leaders consistently model and prioritise child safe practices
- safeguarding is included in leadership planning, school improvement and decision-making
- staff understand that child safety is a shared responsibility
- students experience a culture of care, trust and belonging
- families see child safety as an important and visible part of school life
- policies, procedures and everyday practices reflect our commitment to protecting children
- concerns about safety or wellbeing are taken seriously and responded to promptly

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 seriously²



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 Pius X Salisbury, student voice is embedded in curriculum, wellbeing and daily relationships. Students learn their right to feel safe, identify trusted adults and use help-seeking strategies through HPE, classroom learning, pastoral conversations and restorative practice. Staff provide age-appropriate and accessible ways for students to raise concerns and contribute to decisions affecting safety, belonging and participation.

Evidence at St Pius X is evident through:

- HPE planning for consent, protective behaviours and help-seeking across Prep to Year 6
- classroom check-ins, student leadership discussions, restorative conversations and informal feedback
- trusted-adult and help-seeking messages reinforced through child-friendly visuals and pastoral support
- student feedback informing inclusive play, wellbeing supports, friendship initiatives and supervision review

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 wellbeing³



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 Pius X Salisbury, safeguarding is strengthened through respectful partnership with families, carers, the parish, the P&F and relevant community and BCE supports. Child safety expectations and support pathways are communicated through enrolment and transition processes, newsletters, the school website, meetings and direct family contact. Family perspectives are considered with student voice, employee knowledge and safeguarding information when improvements are planned.

Evidence at St Pius X is evident through:

- newsletters, website information, enrolment and transition communication
- student support planning and parent meetings involving families in decisions affecting their child
- family feedback gathered through surveys, community events and ongoing conversations
- P&F, parish, BCE and community engagement, with agreed improvements recorded in the Safeguarding Action Register

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 practice⁴



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 Pius X Salisbury, equity and diversity are reflected in a Catholic culture of dignity, belonging and care. Staff consider each student's age, disability, culture, language, family context and communication needs when planning learning, wellbeing and safeguarding support. Reasonable adjustments, inclusive education processes, Guidance Counsellor support and pastoral responses enable students to participate, understand safety information and access trusted help.

Evidence at St Pius X is evident through:

- reasonable adjustments and individual planning matched to identified student need
- Inclusive Education and Guidance Counsellor support within wellbeing and case-management processes
- accessible communication, visual prompts and child-friendly help-seeking information
- trauma-informed and culturally respectful responses, including improvement actions for First Nations consultation

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 practice⁵



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:

At St Pius X Salisbury, people who work or volunteer with children are expected to be suitable, appropriately screened and supported to uphold child safety and wellbeing values. BCE recruitment, screening and people-management requirements operate alongside local induction, visitor and volunteer procedures, professional-boundary expectations and leadership oversight. Safeguarding responsibilities are reinforced for employees, volunteers, contractors and external providers.

Evidence at St Pius X is evident through:

- BCE recruitment, referee checking, screening, Blue Card and suitability requirements
- local induction, visitor and volunteer procedures, supervision expectations and the BCE Code of Conduct
- leadership oversight of professional boundaries, safeguarding responsibilities and conduct
- employee, volunteer and contractor screening records monitored through BCE and school processes

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 focused⁶



Brisbane Catholic Education's commitment to Standard 6

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

What Standard 6 looks like at our school:

At St Pius X Salisbury, complaints and safeguarding concerns are managed through BCE policies and Student Protection Processes within a child-focused and pastoral approach. Students and families can approach trusted staff, leaders, the Guidance Counsellor or Student Protection Contacts. Concerns are listened to respectfully, documented, assessed and escalated as required, with attention to safety, privacy, communication needs, cultural safety and ongoing wellbeing.

Evidence at St Pius X is evident through:

- published and promoted Student Protection Contacts, trusted adults and BCE reporting pathways
- school and BCE systems used to document concerns, complaints, Records of Concern and follow-up
- leadership and Student Protection Team review of concerns, actions and emerging patterns
- referral to BCE Employee Relations, Student Protection personnel or relevant authorities when required

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 training⁷



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 Pius X Salisbury, employees and volunteers are supported to build the knowledge, skills and confidence needed to keep children safe. BCE mandatory safeguarding and student protection learning is complemented by local induction, staff meeting refreshers, Student Protection Team guidance and professional conversations. Ongoing learning focuses on recognising and responding to harm, reporting obligations, professional boundaries, cultural safety and trauma-informed practice.

Evidence at St Pius X is evident through:

- BCE mandatory safeguarding and student protection learning included in induction and annual compliance
- staff meeting refreshers on indicators of harm, disclosures, reporting obligations and professional boundaries
- Student Protection Team guidance and access to BCE policies, procedures and support
- professional learning and reflection addressing cultural safety, trauma-informed practice, inclusion and the Universal Principle

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 harmed⁸



Brisbane Catholic Education's commitment to Standard 8

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

What Standard 8 looks like at our school:

At St Pius X Salisbury, physical and online environments are intentionally designed and monitored to promote student safety, wellbeing, dignity and participation. Active supervision, clear duty expectations, environmental risk assessments, visitor management procedures and BCE safeguarding requirements help ensure students are protected across classrooms, playgrounds, transitions, toilets, excursions and school events. The school adopts a proactive approach to identifying and reducing risks while maintaining students' rights to privacy, participation and learning. Online safety is supported through BCE acceptable-use expectations, cyber safety education, staff modelling of appropriate digital behaviours and ongoing communication with families. Student voice, wellbeing data, incident information and environmental reviews are used to strengthen supervision, improve physical spaces and ensure that both physical and online environments remain child safe, inclusive and responsive to student needs. This includes particular consideration for students requiring additional support, reasonable adjustments or wellbeing interventions.

St Pius X is evident through

- documented duty rosters and active supervision expectations for all staff
- regular review of playgrounds, toilets, transitions and identified higher-risk locations
- Child and Youth Risk Management Strategy (CYRMS), excursion risk assessments and activity risk management processes
- visitor sign-in procedures and contractor compliance requirements
- student voice consultation regarding safety, supervision and safe spaces
- age-appropriate online safety learning embedded through curriculum and wellbeing programs
- BCE acceptable-use expectations for technology, digital communication and student images
- leadership review of incident, injury and safeguarding data to identify trends and inform improvements
- additional supervision and individual student supports for students with disability, regulation needs or identified vulnerabilities

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 improved⁹



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 Pius X Primary School Salisbury, safeguarding is understood as an ongoing commitment rather than a one-off compliance task. As a Catholic school within Brisbane Catholic Education, we are committed to regularly reviewing our child safe practices to ensure they remain effective, relevant and responsive to the needs of our students, families and community. Guided by our School Safeguarding Plan, BCE policies and the Queensland Child Safe Standards, we use a phased approach across 2026 to review, reflect on and strengthen our practice.

At St Pius X, this means leadership actively monitors how safeguarding is embedded in school life, including student wellbeing, supervision, behaviour support, family engagement, complaints processes, staff responsibilities and risk management. We seek feedback from students, families and staff, and use this feedback to inform improvements to our procedures and practices. Review is part of our culture of continuous improvement and helps us ensure that safeguarding is lived in everyday practice, not just written in policy.

Our commitment to review and improvement is also shaped by our Catholic identity and pastoral approach. We aim to create a school environment where every child is known, respected, heard and protected. By regularly evaluating our safeguarding actions, we can respond to emerging needs, strengthen what is working well and make changes where needed so that child safety remains visible and effective throughout the school.

At St Pius X, Standard 9 is evident through:

- safeguarding practices are reviewed regularly as part of the school's phased implementation plan across 2026
- leadership reflects on school processes and uses evidence to strengthen child safe practice
- feedback from students, families and staff helps inform improvements
- safeguarding actions are monitored as part of school planning, compliance and continuous improvement
- the school reviews whether policies and procedures are working effectively in practice
- child safety remains an active priority in leadership decision-making and daily school life
- improvements are made when gaps, risks or emerging needs are identified
- safeguarding review processes help ensure the school remains child-centred, culturally safe and responsive

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 children¹⁰



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 Pius X Salisbury, child safety is supported by clear policies and procedures that guide everyday practice. As a Brisbane Catholic Education school, we implement system-wide safeguarding requirements within our local context so that staff, volunteers and families understand their responsibilities. These documents support consistent practice in areas such as student protection, behaviour support, complaints, supervision, risk management and responding to concerns. Leadership ensures policies are communicated, reviewed and embedded in school life so that safeguarding remains visible, practical and responsive to the needs of our students and community. Brisbane Catholic Education safeguarding policies and procedures are implemented at school level and applied within the St Pius X context.

At St Pius X, Standard 10 is evident through:

- The School Safeguarding Plan documents local safeguarding practices, responsibilities and priorities for implementation.
- Leadership ensures relevant policies are communicated to staff and embedded into practice, rather than existing only as compliance documents.
- Safeguarding procedures are incorporated into staff induction and ongoing professional expectations.
- School-based processes align with BCE requirements for student protection, complaints handling, behaviour support, risk management and supervision.
- Policies and procedures guide consistent responses to concerns, helping staff know what to do, who to contact and how to escalate matters appropriately.
- The school reviews its safeguarding documentation as part of its phased implementation and self-assessment process across 2026.
- Procedures support culturally safe and inclusive practice, including consideration of diverse student needs and family contexts.
- Families can access clear information about the school's safeguarding commitment and how to raise concerns or seek support.
- Policies and procedures are supported by leadership oversight, ensuring they remain current, relevant and aligned to both BCE requirements and the local school context.
- Safeguarding expectations are reflected in everyday school operations, including student wellbeing, supervision, excursions, pastoral care and management of complaints or disclosures.
- Documentation is used to strengthen consistency, accountability and transparency in how child safety is enacted at St Pius X.

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)

