

Southern Cross Catholic College Scarborough

Safeguarding Plan 2026



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Our Safeguarding Commitment

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

Accessibility



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

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Attributions

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Acknowledgement of Country

Brisbane Catholic Education acknowledges the Traditional Custodians of the lands on which our schools and offices stand. We honour the enduring relationship with Country, the lands, waters and skies that have been cared for through wisdom, responsibility and love for tens of thousands of years by First Nations peoples. We extend our deep respect to Elders past and present, and to Aboriginal and Torres Strait Islander peoples who continue to nurture culture, community and identity across generations.

We give thanks for the rich cultures, Spiritualities and knowledges that First Nations peoples share with us. These ways of knowing, being and doing continue to shape our understanding of community, justice and care for one another and for creation.

As a Catholic education community, we commit to embedding cultural safety in our school so that Aboriginal and Torres Strait Islander children, families and staff are seen, respected and affirmed, and so that no one experiences harm, exclusion or silence because of culture or identity.

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

May we continue to walk gently and respectfully together, learning from First Nations peoples and from one another, so that our school is a place of welcome, truth-telling and hope.

May we be one in land, one in Spirit, one in Faith, united in God's love, committed to justice, and faithful to the responsibility entrusted to us as educators of this land.

Introduction

Because wherever a child or vulnerable person is safe, there you serve and honour Christ.

Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



Southern Cross Catholic College Scarborough, 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.

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 Southern Cross Catholic College Scarborough 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 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



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 **Southern Cross Catholic College Scarborough**, safeguarding is a fundamental responsibility that underpins all aspects of leadership, decision-making and daily practice. The College takes its safeguarding obligations extremely seriously and is committed to ensuring that every student is safe, supported and protected from harm. Student safety and wellbeing are not viewed as additional responsibilities, but as core expectations embedded within the College's culture, governance and leadership structures.

Guided by our Catholic identity and the teachings of, Southern Cross Catholic College places the dignity, safety and wellbeing of children and young people at the centre of all that we do. Our leadership team actively promotes a culture where safeguarding is everyone's responsibility and where students are encouraged to speak up, seek support and trust that their concerns will be taken seriously and responded to appropriately.

Clear leadership accountability for safeguarding is established and maintained across the College. The Principal holds overall responsibility for safeguarding, supported by Student Protection Contacts, Heads of Campus, Pastoral Leaders and Guidance Counsellors. Together, these leaders oversee and reinforce a culture where student safety is paramount, ensuring that safeguarding considerations inform pastoral care, behaviour support, curriculum planning, staff supervision and engagement with families.

Safeguarding is a standing priority within College Leadership Meetings, with regular discussion focused on student wellbeing, emerging risks, and the effectiveness of current practices. This deliberate focus ensures that safeguarding remains visible, proactive and embedded in everyday leadership decisions rather than being addressed only in response to incidents.

The College ensures that safeguarding expectations are clearly communicated to all staff, students and families. The Archdiocesan Safeguarding Commitment is displayed prominently across College campuses as a visible reminder of our zero tolerance for abuse and our shared responsibility to protect children. Leaders model appropriate behaviour, professional boundaries and respectful relationships, reinforcing the standards expected of all employees and volunteers.

Southern Cross Catholic College actively fosters a culture of vigilance and care, where concerns are identified early and responded to in a timely, child-focused and trauma-informed manner. Student Protection Contacts, Heads of Campus, Pastoral Leaders and Guidance Counsellors work collaboratively to monitor student wellbeing, support vulnerable students and ensure that concerns are escalated and managed in accordance with Brisbane Catholic Education policies and procedures.

Continuous improvement is a key feature of our leadership approach to safeguarding. The College regularly reflects on safeguarding practices, learns from incidents and feedback, and strengthens systems to ensure ongoing compliance with the Child Safe Standards. Through strong leadership, clear accountability and a shared commitment to student safety, Southern Cross Catholic College strives to create an environment where every child feels safe, valued, listened to and protected.

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 **Southern Cross Catholic College Scarborough**, student voice is recognised as central to safeguarding practice. The College is committed to ensuring that children and young people are informed about their rights, understand what it means to feel safe, and know who they can approach if they have a concern. Students are actively encouraged to share their views and experiences, and their voices are taken seriously in decisions that affect their wellbeing and safety. The College deliberately creates opportunities for students to learn about personal safety, trusted adults and how to seek help in age-appropriate and accessible ways. Through pastoral programs, wellbeing lessons and daily interactions with staff, students are supported to develop confidence in recognising unsafe situations and speaking up when something does not feel right. These messages are reinforced consistently across year levels to ensure that students understand that their safety matters and that adults have a responsibility to listen and respond.

Student voice is embedded within the College's pastoral and wellbeing structures. Pastoral Leaders, Heads of Campus, Student Protection Contacts and Guidance Counsellors work closely with students to provide safe, supportive and confidential spaces where concerns can be raised. Students are made aware of who these trusted adults are and how they can access support, whether through informal conversations, pastoral check-ins or referrals to wellbeing staff. Southern Cross Catholic College values student participation and feedback as a means of strengthening safeguarding practice. Student perspectives are gathered through wellbeing surveys, pastoral conversations and structured opportunities for feedback within classrooms and year-level settings. This feedback informs leadership decision-making and helps the College to identify emerging issues, areas of risk and opportunities to improve student safety and wellbeing.

The College is particularly attentive to ensuring that diverse student voices are heard, including students who may be more vulnerable or less likely to speak up. Adjustments are made to ensure that students with additional needs, learning differences or heightened anxiety are supported to express their views in ways that are meaningful and appropriate for them. Guidance Counsellors and Pastoral Leaders play a key role in advocating for students and ensuring their perspectives are considered when planning supports or responding to concerns.

When students raise concerns or provide feedback related to safety or wellbeing, the College responds in a timely, respectful and child-focused manner. Students are reassured that their voices are important and speaking up will lead to appropriate action. Where concerns highlight areas for improvement, the College reflects on these learnings and strengthens practices to better support student safety.

Through intentional leadership, consistent messaging and genuine engagement with student voice, Southern Cross Catholic College fosters a culture where children and young people feel heard, respected and empowered. By valuing student voice as a key component of safeguarding, the College reinforces its commitment to creating an environment where every student feels safe, supported and confident to speak up.

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 **Southern Cross Catholic College Scarborough**, families and communities are recognised as essential partners in safeguarding children and young people. The College is committed to open, respectful and timely communication with families to ensure safeguarding expectations are clearly understood and that shared responsibility for student safety and wellbeing is actively promoted.

Safeguarding information is communicated to families through multiple channels, including the College website, newsletters, parent information sessions and direct correspondence. Key safeguarding messages, including behavioural expectations, respectful communication and child safety responsibilities, are reinforced regularly so that families understand the standards that guide staff conduct and the protections in place for students.

The College actively encourages families to engage with and contribute to safeguarding and wellbeing initiatives. Parents and carers are invited to participate in information sessions related to wellbeing, pastoral care and student safety, and are encouraged to raise questions or concerns if they are worried about a child's wellbeing. This approach supports transparency and helps to build trust between families and the College.

Southern Cross Catholic College works collaboratively with families when responding to safeguarding or wellbeing concerns. Pastoral Leaders, Heads of Campus and Guidance Counsellors engage with parents and carers in a respectful, child-focused manner, ensuring that communication is clear, timely and supportive. While maintaining appropriate confidentiality and professional boundaries, the College seeks to involve families in planning and supporting positive outcomes for students wherever possible.

The College also values the role of broader community partnerships in promoting student safety and wellbeing. Where appropriate, Southern Cross Catholic College engages with external agencies, parish communities and professional services to support students and families, particularly in complex or high-needs situations. These partnerships help to strengthen the College's safeguarding approach and ensure that students and families can access appropriate support beyond the school environment.

Feedback from families and community members is welcomed and used to inform continuous improvement. The College provides clear pathways for families to share feedback or raise concerns, and these are taken seriously and responded to in accordance with Brisbane Catholic Education policies and procedures. When feedback highlights opportunities to strengthen safeguarding practice, leadership reflects on these insights and adjusts approaches to better meet the needs of students and families.

Through consistent communication, respectful engagement and collaborative partnerships, Southern Cross Catholic College fosters a community culture where safeguarding is shared, understood and prioritised. By working closely with families and the wider community, the College reinforces its commitment to creating a safe, supportive and inclusive environment where every student's wellbeing is protected.

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 **Southern Cross Catholic College Scarborough**, safeguarding practice is underpinned by a strong commitment to equity, inclusion and respect for diversity. The College recognises that children and young people experience safety differently and that effective safeguarding requires deliberate attention to the diverse backgrounds, identities and needs of students.

The College strives to create learning and pastoral environments where all students feel safe, respected and valued, regardless of their background, ability, culture, gender, faith, family circumstances or personal experiences. Safeguarding practices are designed to be inclusive and responsive, ensuring that no student is excluded or placed at greater risk due to barriers to participation, communication or understanding.

Southern Cross Catholic College is committed to cultural safety, particularly for Aboriginal and Torres Strait Islander students. Cultural respect and inclusion are embedded within the life of the College through visible symbols, inclusive practices and respectful relationships. Leaders and staff work to ensure that First Nations students and families feel welcomed, affirmed and safe, and that cultural identity is respected and celebrated within the school community.

Support for diverse learners is an integral part of the College's safeguarding approach. Students with additional learning, wellbeing or behavioural needs are supported through reasonable adjustments, targeted pastoral care and collaboration between teachers, Pastoral Leaders, Heads of Campus and Guidance Counsellors. These supports are designed to promote engagement, dignity and safety, while reducing the risk of harm, exclusion or misunderstanding.

The College recognises that some students may require information about safeguarding, rights and safety to be communicated in different ways. Staff adapt language, resources and approaches to ensure that safeguarding information is accessible, age-appropriate and responsive to individual student needs. Guidance Counsellors and Pastoral Leaders play a key role in supporting students who may find it difficult to articulate concerns or advocate for themselves.

Anti-discrimination and inclusive practices are reinforced through staff expectations, professional learning and leadership modelling. Staff are expected to uphold respectful relationships, challenge discriminatory behaviour and create classrooms and pastoral spaces where diversity is acknowledged and respected. Safeguarding considerations are embedded in behaviour support processes to ensure responses are fair, trauma-informed and child-centred.

Southern Cross Catholic College continually reflects on its practices to identify and address barriers to safety and inclusion. Feedback from students, families and staff is used to inform improvements, strengthen cultural safety and ensure that safeguarding measures respond to the lived experiences of students.

Through intentional leadership and inclusive practice, Southern Cross Catholic College works to ensure that equity and cultural safety are not separate from safeguarding, but essential to it. By recognising and responding to diversity, the College reinforces its commitment to protecting the wellbeing, dignity and safety of every child and young person in its care.

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 **Southern Cross Catholic College Scarborough**, safeguarding is supported by robust people and practice frameworks that ensure all employees, volunteers and third parties are suitable, appropriately screened and committed to upholding child safety and wellbeing. The College recognises that safe environments are created through both strong systems and the professional conduct of those who work with children.

The College adheres to Brisbane Catholic Education recruitment, screening and onboarding requirements for all employees, volunteers and contractors. This includes mandatory Working with Children Checks, referee checks and safeguarding declarations prior to engagement. These processes are applied consistently to ensure that only suitable individuals are entrusted with the care and supervision of students.

Safeguarding expectations are clearly communicated to all employees and volunteers from the commencement of their engagement. Codes of Conduct, professional boundaries and child safety responsibilities are reinforced through induction processes and ongoing communication. Staff understand that safeguarding is a core professional obligation and that their conduct, both in person and online, must reflect the values and expectations of the College and Brisbane Catholic Education.

Southern Cross Catholic College ensures that employees are supported to uphold safe practice through supervision, guidance and access to leadership. Heads of Campus, Pastoral Leaders and the Principal provide oversight and support to staff, particularly in relation to student wellbeing, behaviour support and boundary management. Where concerns arise regarding conduct or practice, these are addressed promptly and in accordance with BCE policies and procedures.

The College actively promotes safe supervision and clear role boundaries across all settings, including classrooms, playgrounds, co-curricular activities and excursions. Staff are expected to follow supervision requirements and report concerns about student safety or colleague conduct without fear of reprisal. This reinforces a culture of accountability and shared responsibility for safeguarding.

Third parties and external providers engaged by the College are also subject to safeguarding expectations. The College ensures that contractors and service providers are aware of child safety requirements and that appropriate screening and supervision arrangements are in place when they are working on site or with students.

Ongoing reflection and review of people and practice supports continuous improvement. Leadership monitors compliance with safeguarding requirements and responds to emerging risks or gaps in practice. Where learning opportunities are identified, the College strengthens systems and provides guidance to support safe, consistent and child-focused practice.

Through clear expectations, strong recruitment processes and active leadership oversight, Southern Cross Catholic College ensures that the people entrusted with the care of students are supported to act in ways that protect dignity, wellbeing and safety. These practices reinforce the College's commitment to creating a safe and trustworthy environment for all children and young people.

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 **Southern Cross Catholic College Scarborough**, the safety and wellbeing of students is prioritised through clear, accessible and child-focused processes for responding to concerns and complaints. The College is committed to ensuring that students and families know how to raise concerns and can do so with confidence that matters will be taken seriously, responded to promptly and managed with care.

Students and families are informed about how to raise safeguarding or wellbeing concerns through multiple channels, including pastoral conversations, College communications and engagement with key staff. Students are supported to identify trusted adults within the College, including Student Protection Contacts, Pastoral Leaders, Heads of Campus and Guidance Counsellors, who are available to listen and provide support. This ensures that students understand that they are not alone and that help is accessible. All responses to concerns are guided by child-focused and trauma-informed principles. The College recognises that disclosures may be difficult for students and families and ensures that responses are respectful, sensitive and supportive. Staff are expected to listen carefully, respond calmly and avoid actions that may cause further distress or harm. Student wellbeing and safety remain central throughout any response or investigation process.

Southern Cross Catholic College follows Brisbane Catholic Education policies and procedures when managing complaints and safeguarding concerns. Matters are recorded appropriately, escalated when required and managed in line with legislative and organisational requirements. The College ensures that concerns are addressed in a timely manner while maintaining appropriate confidentiality and professional boundaries.

The College is committed to meeting its obligations under the **Reportable Conduct Scheme**. Where concerns relate to alleged conduct by employees or volunteers, these matters are managed in accordance with BCE processes and statutory requirements. Leadership ensures that reportable conduct matters are identified, reported and responded to appropriately, with a focus on protecting students and upholding procedural fairness.

Families are engaged respectfully throughout complaint and concern processes, where appropriate. While recognising the need to protect privacy and integrity of processes, the College seeks to communicate clearly with families about how concerns are being managed and what steps are being taken to support student wellbeing. This approach supports trust and transparency while remaining child-centred.

Southern Cross Catholic College uses learnings from concerns and complaints to strengthen safeguarding practice. Leadership reflects on incidents and feedback to identify opportunities for improvement, refine processes and reduce future risk. This reflective approach reinforces a culture of accountability and continuous improvement.

Through clear processes, compassionate responses and strong leadership oversight, Southern Cross Catholic College ensures that concerns and complaints are managed in ways that prioritise the safety, dignity and wellbeing of children and young people. These practices reinforce the College's commitment to being a safe, responsive and trustworthy environment for all students.

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 **Southern Cross Catholic College Scarborough**, safeguarding training and education are recognised as essential to maintaining a strong child-safe culture. The College is committed to ensuring that employees, volunteers and relevant third parties understand their safeguarding responsibilities and are equipped with the knowledge and skills required to protect student safety and wellbeing.

All employees are required to complete mandatory safeguarding training in accordance with **Brisbane Catholic Education** requirements. This training supports staff to understand child safety expectations, professional boundaries, mandatory reporting obligations and appropriate responses to concerns. Completion of required training is monitored by leadership to ensure compliance and consistency across the College.

Safeguarding education is reinforced throughout the year rather than being treated as a one-off requirement. Leaders regularly revisit safeguarding expectations with staff through meetings, professional learning opportunities and pastoral briefings. This ongoing reinforcement helps to keep safeguarding practices visible and relevant, supporting staff to apply learning in their daily interactions with students.

The College recognises the importance of cultural capability in safeguarding practice. Training and professional learning opportunities support staff to develop awareness of cultural safety, inclusion and equity, particularly in relation to Aboriginal and Torres Strait Islander students and students from diverse backgrounds. This strengthens staff capacity to respond sensitively and appropriately to the needs of all students.

Southern Cross Catholic College ensures that new employees and volunteers receive appropriate induction that includes safeguarding expectations, Codes of Conduct and guidance on safe practice. This supports a shared understanding of responsibilities from the outset and reinforces the College's commitment to student safety.

Leadership actively supports staff to engage with safeguarding training and education. Heads of Campus and the Principal monitor completion of mandatory requirements and provide guidance where additional support or clarification is needed. Where gaps in knowledge or practice are identified, the College responds with targeted support to strengthen understanding and capability.

The College also recognises the importance of educating students about safety and wellbeing. Age-appropriate learning opportunities support students to understand their rights, recognise unsafe situations and identify trusted adults. These messages align with broader safeguarding education for staff and reinforce a consistent, whole-school approach.

Through ongoing training, leadership oversight and reflective practice, Southern Cross Catholic College ensures that safeguarding knowledge remains current, embedded and actively applied. These approaches support a confident, informed workforce committed to protecting the dignity, wellbeing and safety of every child and young person.

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 **Southern Cross Catholic College Scarborough**, safeguarding is supported through the deliberate design, supervision and management of both physical and online environments. The College recognises that safe environments play a critical role in preventing harm and promoting student wellbeing and takes active steps to identify and reduce environmental risks.

Physical spaces across the College are designed and supervised to support student safety. Supervision arrangements are clearly defined for classrooms, playgrounds, transition areas and co-curricular settings, with staff expectations communicated and monitored by leadership. Particular attention is given to high-risk or less visible areas to ensure appropriate oversight and reduce opportunities for harm.

The College regularly reviews supervision practices and physical environments to identify potential risks and make improvements where needed. Adjustments to supervision, routines or use of spaces are implemented in response to emerging needs, changes in student behaviour or feedback from staff and students. This proactive approach supports a safe and responsive learning environment.

Southern Cross Catholic College also recognises the importance of safeguarding in online and digital spaces. The College promotes safe and responsible use of technology through clear expectations for students and staff. Online safety education is embedded within curriculum and pastoral programs to support students to understand digital risks, respectful online behaviour and how to seek help if they feel unsafe.

Staff are expected to model safe digital behaviours and adhere to professional boundaries when using technology. Guidance is provided regarding appropriate communication with students and families, reinforcing expectations around privacy, respectful interactions and safeguarding responsibilities in online contexts.

Environmental risks, whether physical or digital, are assessed and managed as part of the College's broader safeguarding and risk management processes. Where concerns arise, leadership responds promptly to mitigate risk and strengthen protective measures. This includes reviewing supervision practices, addressing unsafe behaviours and reinforcing expectations with students and staff. Through thoughtful design, active supervision and clear expectations, Southern Cross Catholic College works to ensure that physical and online environments support student safety and wellbeing. These practices reinforce the College's commitment to creating spaces where students can learn, interact and grow in ways that are safe, respectful and supportive.

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 **Southern Cross Catholic College Scarborough**, safeguarding is understood as an ongoing responsibility that requires regular reflection, monitoring and improvement. The College is committed to ensuring that safeguarding practices remain active, effective and responsive to the needs of students, rather than existing only as documented policies or procedures.

Leadership plays a central role in embedding safeguarding into everyday practice. Student safety and wellbeing are regularly considered within leadership meetings, pastoral reviews and operational decision-making. This ensures that safeguarding remains visible and informs how the College plans, evaluates and responds to emerging needs or risks.

The College monitors the effectiveness of safeguarding practices through a combination of reflection, feedback and review. Information gathered from student wellbeing data, pastoral conversations, incidents, complaints and informal feedback is used to identify strengths and areas for improvement. Where patterns or concerns emerge, leadership responds by adjusting practices, strengthening supports or clarifying expectations.

Southern Cross Catholic College participates in Brisbane Catholic Education's safeguarding self-assessment and implementation processes. These structured reviews support the College to evaluate its alignment with the Child Safe Standards and identify actions to strengthen local practice. Outcomes from these reviews inform the School Safeguarding Plan and guide ongoing improvement efforts.

When safeguarding concerns or incidents occur, the College reflects on learnings to reduce future risk. Leadership considers what worked well, where improvements are needed and how systems or practices can be strengthened. This learning-focused approach supports accountability while reinforcing a culture of continuous improvement.

Students, families and staff contribute to the review of safeguarding practices through feedback, conversations and engagement processes. Student voice, family feedback and staff insights are valued as important sources of information that help the College understand how safeguarding is experienced in practice.

Safeguarding actions and improvements are documented and monitored to ensure accountability. Leadership oversees progress and ensures that identified actions are implemented and reviewed within appropriate timeframes.

Through deliberate monitoring, reflection and review, Southern Cross Catholic College ensures that safeguarding practices remain current, effective and responsive. This commitment to continuous improvement reinforces the College's determination to provide a safe, supportive and child-centred environment for all students.

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 **Southern Cross Catholic College Scarborough**, safeguarding policies and procedures provide a clear and consistent framework for protecting children and young people. The College relies on Brisbane Catholic Education's system-wide safeguarding policies and procedures, which are regularly reviewed and updated to align with legislative requirements, the Child Safe Standards and best practice in child protection and wellbeing.

These policies and procedures clearly document how safeguarding is embedded across all aspects of College operations. They outline expectations for behaviour, professional boundaries, reporting obligations and responses to concerns, ensuring that staff, volunteers and third parties understand their responsibilities in keeping students safe.

Southern Cross Catholic College ensures that safeguarding policies and procedures are accessible and communicated in ways that support understanding. Key documents are available to staff and families through College communication channels, and safeguarding expectations are reinforced through induction, professional learning and ongoing engagement. Where required, leaders support families and staff to understand policies by providing clarification or guidance.

The College recognises that policies and procedures must be living documents that guide practice rather than static references. Leadership supports staff to apply safeguarding policies consistently and appropriately in day-to-day decision-making, particularly in relation to student wellbeing, behaviour support and responses to concerns.

Best practice models and stakeholder consultation inform safeguarding approaches at the College. Feedback from students, families and staff is considered when reflecting on how policies operate in practice. Where gaps or challenges are identified, the College works within BCE frameworks to strengthen local processes and ensure policies remain effective and child-centred.

Southern Cross Catholic College also ensures that school-based procedures align with BCE policy requirements and local context. This supports clarity in roles, responsibilities and processes, while maintaining consistency with system-wide safeguarding expectations.

Through clear documentation, accessibility and active implementation, safeguarding policies and procedures support a shared understanding of how the College protects children and young people. These frameworks reinforce Southern Cross Catholic College's commitment to providing a safe, supportive and accountable environment where student wellbeing is prioritised.

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)

