

STUDENT SAFEGUARDING FRAMEWORK

Keeping Young People Safe

At Jabiru, we walk alongside young people who may have had hard experiences with school, life or systems that didn't work for them. That's why safety sits at the core of everything we do.

Safeguarding means protecting the physical, emotional, cultural and psychological safety of every young person at Jabiru. It's not just a policy, it's part of our culture. It is how we build trust, share power, listen carefully and notice when something doesn't feel right.

We're committed to creating environments where all young people are protected from harm and able to thrive, following Queensland's *Child Safe Organisations Act 2024*.



Our promise

We will always:

- Listen to young people and take you seriously
- Create spaces where young people feel safe, respected and included
- Protect young people from harm, abuse, neglect and exploitation
- Notice risks early and act on them
- Support First Nations young people in culturally safe ways
- Make safeguarding part of everyday school life



What everyday looks like

Jabiru's safety framework applies to all of us – staff, leaders, volunteers, contractors, the Board, students, families and carers. We are all expected to:

- Respond immediately to harm
- Create conditions where harm is less likely to occur
- Foster inclusive and respectful environments
- Support young people to express their views
- Create a culture where young people feel safe to speak up

Mandatory reporting

Most Jabiru staff are mandatory reporters under the *Child Protection Act 1999*. This means they must report reasonable concerns that a young person may be experiencing harm.

Staff don't need proof. They report concerns based on what they see, hear or are told. They are responsible for protecting young people and reporting concerns, but do not investigate allegations themselves.

If something doesn't feel right



No door is ever closed to you at Jabiru.

You can speak to any adult at the school that you trust, from a youth worker or teacher, all the way up to the Co-Principals. Families and carers can contact the school directly at any time. If a young person is in immediate danger, contact emergency services or the relevant authorities.

Our safeguarding culture

Jabiru uses four building blocks to guide how our safety work is practiced across the entire school:

LEADERSHIP – Our commitment to keeping young people safe comes from the top

PEOPLE – Our people are well trained in working safely with young people

ENVIRONMENTS – Our spaces are intentionally safe and welcoming

RESPONSE – If something does go wrong, we all know what to do about it

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Acknowledgement of Country

Jabiru Community College acknowledges the Turrbal and Jagera peoples of Meanjin, the Traditional Custodians of the land on which we learn. We honour Elders past, present and emerging, and recognise the enduring strength and sovereignty of Aboriginal and Torres Strait Islander Peoples. We acknowledge the ongoing impacts of colonisation and support calls for truth-telling, treaty and justice. Our College is committed to ensuring First Nations staff, young people, families and communities feel respected, connected and valued within our community.

Jabiru Community College is committed to embedding child safety and wellbeing in every aspect of our work by upholding the 10 Child Safe Standards and the Universal Principle. We place the rights, voices, and cultural identities of all children and young people at the centre of our community, ensuring they are respected, included, and protected from harm.

From our Co-Principals

At Jabiru Community College, we walk alongside young people whose experiences of education and life have often been shaped by exclusion, marginalisation, and systemic barriers. Our purpose—to be a safe and creative learning community—cannot be realised without an unwavering commitment to safeguarding.

Safeguarding is not just about compliance with legislation or policy or responding when something goes wrong. It is about culture – how we build relationships, how we share power, how we listen deeply, and how we notice when something does not feel right. Our young people trust us with their stories, their identities, and their futures. With that trust comes responsibility.

This Student Safeguarding Framework sets out our collective commitment to protecting the physical, emotional, psychological and cultural safety of all young people at Jabiru Community College. It applies to all of us – staff, leaders, volunteers, contractors, the Board, students, families and carers – and it reflects our shared belief that safeguarding is everyone's responsibility, and part of our daily practice. We want a culture where safety is actively lived out in our daily actions and where open conversations about safeguarding are encouraged and expected.

To our staff: you will always be supported when you raise concerns in good faith. And to our students, families and caregivers: your safety and wellbeing are our priority. Please tell us if something doesn't feel right. We will listen, and we will respond.

We encourage you to explore this Framework, understand the Building Blocks that support it, and reflect on how each of us contributes to the safe, empowering environments we are so proud to create at Jabiru Community College. Safeguarding is not just a duty; it's a promise we make to every young person we support within our community and learning environment.

CASSY CIANTAR & LIZA PAGE
CO-PRINCIPALS

Who we are and our approach to safeguarding

Jabiru Community College (JCC) is a Brisbane-based independent Special Assistance School providing flexible, student-centred education for young people in Years 10–12.

We work alongside young people who have often disengaged from mainstream schooling and who may be navigating complex life circumstances. We believe all young people are inherently capable, creative and gifted, and that education is a human right. Our role is to provide a safe, personalised, inclusive, authentic and engaging learning experience where young people feel welcome, safe, valued, included and respected.

Our practice is informed by our **Four Strategic Goals** that recognise that wellbeing, learning and safety are deeply interconnected:

- Energise and empower our young people
- Connect with community
- Invest in and aim for what matters
- Create safe and supportive spaces

As a result, safeguarding at JCC is understood as our obligation to protect young people from harm while creating physical and online environments where they feel safe, respected and empowered. It includes both prevention and response, and extends beyond physical safety to encompass emotional, cultural and psychological wellbeing.

We are committed to creating environments where all young people are protected from harm and able to thrive. This commitment is grounded in a human rights-based approach and reflects our obligation to do everything in our power to prevent child abuse, neglect and exploitation, identify risks early and remove these risks.

We recognise that many of the young people we work with may be impacted by trauma, structural disadvantage and disconnection from traditional education systems. These realities require a safeguarding approach that is relational, trauma-informed and responsive to individual needs.

Safeguarding at JCC is not separate from our work – it is embedded in our culture, our relationships and our everyday practice.

Legislative context

JCC operates within the context of Queensland's *Child Safe Organisations Act 2024*, which establishes the Child Safe Standards and the Reportable Conduct Scheme.

The Child Safe Standards require organisations to create environments where children and young people are safe, respected and heard, and where safeguarding is embedded in leadership, culture and everyday practice. The Universal Principle emphasises the importance of culturally safe and inclusive approaches for Aboriginal and Torres Strait Islander children.

The Reportable Conduct Scheme strengthens accountability by requiring organisations to report and respond to allegations of harm or misconduct by employees or volunteers.

At JCC, we view these reforms not simply as compliance requirements, but as an opportunity to strengthen our safeguarding culture and ensure that the rights, voices and wellbeing of young people remain central to all that we do.

How this Framework fits with our policies and procedures

This Framework provides the foundation for how JCC understands and approaches safeguarding. It sits alongside the College's policies and procedures, including the Student Safety & Wellbeing Policy, Reporting Concerns of Harm and Abuse Policy, Staff Code of Conduct and Staff Handbook.

While policies offer procedural guidance and compliance steps, this Framework gives cultural context—reminding us that safeguarding is about doing what's right to prioritise the safety and wellbeing of young people.

Safeguarding in daily practice

At JCC, safeguarding is part of our everyday work with young people. It is not only about responding to harm, but creating conditions where harm is less likely to occur. This includes fostering inclusive and respectful environments, supporting young people to express their views, and building a culture where it is safe to speak up.

All JCC staff are expected to:

- Maintain appropriate professional boundaries to ensure that relationships remain safe, respectful and appropriate
- Take steps to actively prevent the abuse or exploitation of children and young people
- Remain attentive to early indicators of distress, disengagement or risk (eg: changes in behaviour, attendance or relationships)
- Take all concerns seriously and adopt a trauma-informed approach in your support of young people
- Document concerns clearly and follow reporting processes

Mandatory reporting

Most JCC staff, as teachers are mandatory reporters under the *Child Protection Act 1999* and are legally required to report reasonable suspicions of harm experienced by a young person. A report must be made based on professional judgment, behaviour observations, or disclosures – proof is not required. Staff are responsible for protecting the young person, documenting and reporting concerns in line with College procedures, but do not investigate allegations themselves.

What to do if you have a concern

At JCC there is no 'wrong door' approach for raising a concern about safety.

Young people are encouraged to speak to any trusted adult within the College. Families and carers can contact the College directly, or external authorities if they believe a young person is at immediate risk. Staff are required to report concerns promptly and follow established procedures.

We work to ensure that raising a concern is safe, supported and taken seriously. Creating a culture where people feel confident to speak up is central to preventing harm.

The Building Blocks of Safeguarding Culture

JCC adopts the BBSafe Building Blocks Framework to guide how safeguarding is embedded across the organisation. This framework supports a shared understanding of safeguarding across leadership, people, environments and response, ensuring safeguarding is consistently understood and practiced.



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The Building Blocks of Safeguarding Culture will help us break down the detailed legal requirements into easily understood components, so people at all levels of our organisation can understand what safeguarding means in practice, not just in policy or legislation. The Building Blocks also give us a common language for safeguarding the young people that we work with. The table below shows how the Child Safe Standards map against the Building Blocks.

Child Safe Standard		Building Block
1	Leadership and Culture Child safety and wellbeing is embedded in organisational leadership, governance and culture.	BB1
2	Voice of Children Children are informed about their rights, participate in decisions affecting them and are taken seriously.	BB1
3	Family and Community Families and communities are informed and involved in promoting child safety and wellbeing.	BB1 (4)
4	Equity and Diversity Equity is upheld and diverse needs respected in policy and practice.	BB1 (3, 4)
5	People People working with children are suitable and supported to reflect child safety and wellbeing in practice.	BB2
6	Complaints Management Processes to respond to complaints of child abuse are child focused.	BB4
7	Knowledge and Skills Staff and volunteers are equipped with the knowledge, skills and awareness to keep children safe through ongoing education and training.	BB2
8	Physical and Online Environments Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.	BB3
9	Continuous Improvement Implementation of the Child Safe Standards is regularly reviewed and improved.	BB4 (1)
10	Policy and Procedure Policies and procedures document how the organisation is safe for children.	BB1
UP	Universal Principle for First Nations children (embedded throughout all Principles)	All BB

The Building Blocks of our Safeguarding Culture for Jabiru Community College

BB1

BB1: Leadership

We are committed to keeping young people safe and here is how we will show it:

- The safety of children and young people is our highest priority.
- Our Board, staff, and volunteers regularly talk about the safety of children and young people and what it means for us and the young people we work with.
- You will see evidence of our commitment to safeguarding throughout our school community — in our classrooms and wellbeing programs, across school events and daily interactions, on our website, and embedded in our school policies and procedures.
- We focus on the physical, spiritual, cultural and emotional safety of young people.
- We value the diversity and backgrounds of young people, including their cultures and their individual identities.
- We listen to and communicate clearly with young people and their families and reassure them that we will take their concerns seriously.



BB2

BB2: People

Our people are great at working safely with young people and here is how we make sure of that:

- The people working with us know that the safety of young people is our priority.
- When we recruit people including staff, volunteers and contractors, we ask them why they want to work with young people and check their full employment history and references.
- Everyone working with and around young people will have a valid working with children check.
- People who work with us sign up to a Staff Code of Conduct, so everyone knows what's in and what's out and where our professional boundaries sit
- People who work with us will get training, support and supervision to be great at their jobs and work with young people in a safe way.
- Our team know the signs of grooming and abuse and will speak up and act on concerns.



BB3

BB3: Environments

Our environments are safe and welcoming for young people and here is how we go about that:

- We know what the safety risks are in the environments we work with and for the young people we work with, and we will eliminate them as much as possible.
- We make our physical spaces safe for young people
- We make our online spaces safe for young people
- We make our spaces warm and welcoming for young people and families from all backgrounds and cultures



BB4

BB4: Response

If something does go wrong, we all know what to do about it because:

- We listen to young people, their families and our staff and volunteers if they tell us something is concerning them or that something is wrong.
- We have a clear process for people to come forward to talk about any concerns.
- We will work with authorities to protect anyone being harmed or at risk of harm.
- We want to learn from reports, concerns and incidents to keep getting better at safeguarding.
- If a young person has been harmed, we respond with compassion and support and in a way that is meaningful to them.



BB1: Leadership

What Guides Us

- 1.1 The safety of children and young people is our highest priority.
- 1.2 Our Board, staff, and volunteers regularly talk about the safety of children and young people and what it means for us and the young people we work with.
- 1.3 You will see evidence of our commitment to safeguarding throughout our school community — in our classrooms and wellbeing programs, across school events and daily interactions, on our website, and embedded in our school policies and procedures.
- 1.4 We focus on the physical, spiritual, cultural and emotional safety of young people.
- 1.5 We value the diversity and backgrounds of young people, including their cultures and their individual identities.
- 1.6 We listen to and communicate clearly with young people and their families and reassure them that we will take their concerns seriously.



What We Do

- 1.1 Whenever we are making decisions at JCC, we will consider the safety of young people. We commit to being open and transparent and are clear that the safety of young people is our highest priority.
- 1.2 Safety is regularly discussed by our Board and by staff and volunteers. We all know what safeguarding means for our roles and we know what to ask to check in on how things are going with young people. Our Board gets a report from our leadership on safeguarding issues that arise, and the Board has high expectations that concerns will be thoroughly considered and followed up.

Our Board, staff, and volunteers know their legal obligations, and we all take responsibility for making sure we are meeting our requirements.
- 1.3 Our policies and procedures give effect to our legal obligations and to our culture of safeguarding. Policies and procedures are regularly reviewed and kept up to date with legislative changes and changes in approach.

On the JCC website and in our school, you will easily find information about our commitment to safeguarding and what this means for the young people we work with.
- 1.4 We know that safeguarding is more than just keeping young people physically safe – though of course that is an important part of it. The young people we work with are from diverse backgrounds which means that safety can look different for each of them. This includes being mindful of the unique cultural and historical experiences of First Nations young people. We celebrate diversity and identity across all aspects of our learning community. We want young people and their families to feel that they can raise any concerns with us, and this means providing safety in relation to their cultural, spiritual and emotional needs. We will all strive to be trusted guides for young people and their families so that they can raise any concerns with a person they feel connected to. We will also ensure that they know that we invite and welcome feedback, complaints and concerns on any matter, and we make sure we respond, so that young people and families feel heard and valued. If young people and their families feel confident to raise lower-level issues, they are more likely to come to us with more sensitive concerns.

- 1.5 Our young people are diverse, resilient, and vital to our community. We are committed to recognising their strengths, listening to their voices, and celebrating them as individuals. We will create inclusive and equitable spaces that respect and reflect each young person's culture, background, gender identity, ability, and lived experience. We especially commit to understanding and supporting young people with complex needs, ensuring they feel seen, valued, and safe. By embracing diversity and promoting equity, we foster environments where all young people know they belong and matter.
- 1.6 We communicate clearly with young people and their families about the standards of behaviour they can expect from us, the importance of feeling safe, and the importance of speaking up if they have any concerns. We make it clear that concerns will be taken seriously and acted upon. To support this, we use language and tools that are accessible, age-appropriate, and relatable for young people, and we reinforce these messages regularly.

How We Know

- Safety is a standing agenda item in leadership, staff, and Board discussions, and is visibly prioritised in reporting, decision-making and organisational planning.
- Staff, volunteers, and Board members model safe, respectful and accountable behaviour in their interactions and decisions.
- Young people report feeling safe, heard and respected and know how to raise concerns.
- Policies and procedures are current, regularly reviewed, and reflect up-to-date legal and cultural safeguarding practices.
- Cultural safety and inclusion are visible in practice, recognising the diverse cultural, spiritual, and emotional needs of young people.

BB2: People

What Guides Us

- 2.1 The people working with us know that the safety of young people is our priority.
- 2.2 When we recruit people including staff, volunteers and contractors, we ask them why they want to work with young people and check their full employment history and references.
- 2.3 Everyone working with and around young people will have a valid working with children check.
- 2.4 People who work with us sign up to a Staff Code of Conduct, so everyone knows what's in and what's out and where our professional boundaries sit.
- 2.5 People who work with us will get training, support and supervision to be great at their jobs and work with young people in a safe way.
- 2.6 Our team know the signs of grooming and abuse and will speak up and act on concerns.



What We Do

- 2.1 From the moment a person starts to think about working with us, they will see our commitment to safety. It will be written into job ads, position descriptions and applicant information material.
- 2.2 In any interview for a young person related role, we ask people why they want to work with young people and how they maintain professional boundaries, and we listen carefully to the answers. We explore employment history, including any gaps or time working overseas. We undertake detailed reference checks including asking if the referee would employ the person again, and whether they have any concerns about the person working with young people. We look for red flags.
- 2.3 Every person who works in a young person related role, including administration staff and volunteers, will have a current Working With Children check clearance as well as any other check required for the context (such as disability worker screening; and criminal history checking). We understand that these checks do not guarantee the ongoing suitability of a person to work with young people and that's why we do all the other things. We understand that teachers registered with the Queensland College of Teachers (QCT) are not required to hold a blue card when performing their primary duties within a school setting.
- 2.4 People who work with us sign a Code of Conduct for working safely with young people. This sets out behavioural expectations of our team, and our people are required to restate their commitment to the Code of Conduct annually. The Code of Conduct is a living, breathing document for us. It makes clear that there are professional boundaries we must observe.

Professional boundaries are important because we know that abuse can occur where there are trusting relationships between staff, young people and families. We want to create this trust to get the best outcomes for young people, so we need to make sure that these relationships are appropriate to schooling context. When there is blurring of the lines, there can be confusion, and this can be the type of situation where grooming and ultimately abuse can occur. This is why, for example, we prohibit staff and young people and their families connecting on social media.



- 2.5 People who work with us will get training, support and supervision to be great at their jobs and work with young people in a safe way. Staff will know how much they are valued, and this will support them to do a great job with the young people they work with. We will make sure staff working with young people get ongoing training on safeguarding issues. They will be supported to speak up about concerns. Supervision includes working as part of a team and includes opportunities to debrief and reflect on their own work practice. We will consider whether certain roles include key performance indicators in relation to safeguarding and build these into performance agreements as appropriate.
- 2.6 We will ensure our team have at least annual training on the signs of grooming and abuse. This means that they know what to look for and are aware of the possibilities. Safeguarding will be regularly discussed in team meetings, performance reviews, staff gatherings and at the leadership and board level. There will be clear reporting processes and all staff know their roles in supporting young people.

How We Know

- Staff demonstrate a clear understanding of safeguarding responsibilities and apply them in daily practice.
- Professional boundaries are consistently maintained and across all relationships with young people.
- Concerns are identified early and responded to appropriately by staff.
- Staff engage in ongoing training and supervision related to safeguarding.
- Staff report feeling supported to speak up, confident to raise concerns and seek guidance when needed.

BB3: Environments

What Guides Us

- 3.1 We know what the safety risks are in the environments we work in and for the young people we work with, and we will eliminate them as much as possible.
- 3.2 We make our physical spaces safe for young people.
- 3.3 We make our online spaces safe for young people.
- 3.4 We make our spaces warm and welcoming for young people and families from all different backgrounds.



What We Do

- 3.1 We know there are things that can make environments safer for young people. Some of these are the way our people behave and treat young people as we talk about in BB2. The relationships our team has with young people, families and each other is critical to safety – these relationships must be appropriate to our school context and always maintain professional boundaries.

You should expect to see information about safety in our spaces – both physical and online. It will be visible in our communications to young people and families.

We understand that the nature of the work we do comes with the risk that someone will exploit the trust that is placed in us. We also know that many of the young people we work with have experienced difficulties in their lives and that this can make them more susceptible to abuse and exploitation by those engage positively with them.

We will take steps to mitigate the risk that comes with relationships of trust, considering the vulnerabilities of young people.

- 3.2 We will conduct risk assessments on our environments and spaces. We will ensure that there is good line of sight wherever possible, that spaces are well lit, that there is appropriate privacy and supervision of toilets and areas where natural surveillance is not possible. We will think about transporting young people where that is required and make sure that is done in a safe way. Where young people of mixed ages are together, we will ensure that they are supervised. We will model respectful behaviour, so young people know how we expect them to treat each other.
- 3.3 In our online spaces, our connections must be appropriate to the school context. Any online communications with young people and families will be through official channels, unless it is an emergency.

Where we are required to communicate with young people directly, we will use official channels (e.g. school email accounts) and official devices as appropriate. Our staff will not connect with young people on social media and will only communicate with young people as required as part of their school activities.

Where prior, or family or community relationships exist, we expect staff to disclose those relationships.

We will not photograph young people without written permission, and we will only use organisation owned devices not the personal devices of staff. Any photographs will be stored securely and only used for official purposes. Staff know and respect the reasons behind these limitations.

3.4 We are passionate about giving young people great experiences and we will work hard to make our spaces warm and welcoming for them and their families. We will honour and respect cultural diversity, welcome young people with disabilities and honour their individual identities.

3.5 The young people we work with know that if they need help or guidance that they can come to us.

How We Know

- Physical and online environments contain visible, accessible information about safety for young people and their families.
- Young people report feeling safe, included and respected in College environments.
- Risk assessments of environments and spaces are conducted regularly and action plans for enhancing safety developed (e.g. lighting, supervision, natural surveillance).
- Online interactions are conducted through appropriate and approved channels.
- Photographs or recordings of young people are only taken with documented written consent, only using organisational devices and for authorised purposes.
- Transport arrangements for young people are planned, documented, and monitored for safety, including supervision during mixed-age group travel or activities.

BB4: Response

What Guides Us

- 4.1 We listen to young people, their families and our staff and volunteers if they tell us something is concerning them or that something is wrong.
- 4.2 We have a clear process for people to come forward to talk about any concerns.
- 4.3 We will work with authorities to protect anyone being harmed or at risk of harm.
- 4.4 We want to learn from reports, concerns and incidents to keep getting better at safeguarding.
- 4.5 If a young person has been harmed, we respond with compassion and support and in a way that is meaningful to them.



What We Do

- 4.1 There will be 'no wrong door' for someone to tell us they have a safeguarding concern. Students can raise concerns with any trusted member of staff.
- 4.2 Our staff are trained to know the different ways that young people might be telling us that they have a worry about their safety. And they will act on it quickly and professionally. Our staff know they don't have to wait for "proof" that abuse is occurring, and, that they do not need to make a judgement about what they are concerned about. They will raise it with the Co-Principals and decisions will be made about the next steps with the safety of the young person as the key consideration. If a staff member is not satisfied with how a report has been handled, they will be confident to report to the authorities themselves.

Recognising early signs and reporting them allows us to intervene before harm happens. Parents are encouraged to contact the school directly if something feels "off," so concerns can be followed up appropriately and with sensitivity.

We work to reduce barriers to reporting, including communication challenges or cultural sensitivities, so that everyone feels safe to speak up. All concerns are handled with care, maintaining confidentiality while prioritising the safety of those at risk.

- 4.3 Child protection reporting is a formal process under Queensland law that in certain circumstances. However, not all concerns will meet this threshold. Sometimes, someone may notice behaviour that feels inappropriate or unsafe—such as a breach of professional boundaries or a shift in dynamics that causes discomfort. We want students, families, and staff to report these situations too, even if they're unsure whether abuse has occurred.
- 4.4 When concerns meet the legal threshold for suspected abuse, including Reportable Conduct, we follow strict external reporting obligations and will report to the relevant authority. We cooperate fully with official investigations and ensure any investigations we carry out are thorough and appropriate.

We will always take time to learn what we can from every allegation and complaint, amend our policy, procedure and practice to keep improving. We will examine overall trends in feedback, complaints and reports to help us continuously improve.

Our role is not only to report but also to protect—by advocating for the young person within the system and ensuring their voice and safety remain central throughout the process. We work to build strong, respectful relationships with authorities to break down barriers and ensure better outcomes for young people.

4.5 Where there has been harm due to the context of our schools, we will respond to all impacted people with compassion, providing support and restoring relationships where that is appropriate.

How We Know

- Young people, families, staff and volunteers report feeling safe and supported to speak up, and trust that they will be heard, believed and taken seriously.
- Concerns are raised early and responded to promptly in line with policy and legislative requirements, with a focus on safety, dignity and care.
- Staff respond to disclosures and concerns using a trauma-informed approach that prioritises the safety of young people, whilst also meeting external reporting obligations.
- The College reflects on reported concerns, complaints and feedback to strengthen practice, with a focus on continuous improvement in practice and culture.