



Catholic
Education
Commission
Tasmania

Student Behaviour and Wellbeing Policy

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1 PURPOSE

- 1.1 The purpose of this policy is to outline the overarching principles that all Catholic Education Tasmania (CET) staff must use to promote a positive learning environment. It ensures that legislative and registration requirements are met with in regards to:
- 1.1.1 Providing pastoral care
 - 1.1.2 Behaviour management
 - 1.1.3 Harassment and bullying of students
 - 1.1.4 Student exclusion
- 1.2 Implementation of this policy is enacted through the student welfare and pastoral care procedures, protocols and the Response to Unacceptable Student Behaviour Policy and Procedure.
- 1.3 Any matters that are identified via this policy as child safety matters will be dealt with under the CECT Child Safety Policy and associated documents.

2 WHO DOES THIS POLICY APPLY TO

This policy applies to all Catholic Schools operating in the Archdiocese of Hobart.

3 POLICY PRINCIPLES

- 3.1 Schools must provide a *Pastoral Care Protocol* that:
- 3.1.1 Minimises the risk of harm to students
 - 3.1.2 Allows students to feel physically secure
 - 3.1.3 Allows students to feel emotionally secure
 - 3.1.4 Allows students to feel psychologically secure
 - 3.1.5 Is developed in consultation with student representative
- 3.2 Schools must provide a *Student Behaviour Management Protocol* that:
- 3.2.1 Provides students with positive guidance and encouragement towards acceptable behaviour.
 - 3.2.2 Ensures students are given opportunities to develop respectful and positive relationships with each other, staff and volunteers.
 - 3.2.3 Expressly forbids punishments that threatens or humiliates students.
 - 3.2.3 Ensures procedural fairness is followed.
 - 3.2.4 Clearly communicates and disseminates behavioural expectations and consequences to students.
 - 3.2.5 Is developed in consultation with student representatives.
- 3.3 Schools must provide a *Student Anti-harassment and Anti-bullying Protocol*, or equivalent document, that addresses harassment and bullying for all students. This includes:
- 3.3.1 Taking reasonable steps to ensure that all students are able to attend school, use the

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facilities and services, and participate in the courses or programs provided by the school without experiencing bullying, harassment or discrimination.

- 3.3.2 Developing and implementing strategies and programs to prevent bullying, harassment or discrimination of any student.
- 3.3.3 Ensuring that curriculum, pedagogy and assessments are aligned and meet the needs of diverse student groups.
- 3.3.4 Develop anti-discrimination, anti-harassment and anti-bullying approaches in consultation with students.

3.4 Schools must provide a *Student Exclusion Protocol* that:

- 3.4.1 Protects the physical and emotional safety of all students and staff
- 3.4.2 Upholds procedural fairness, clear communication, and support during decisions involving potential exclusion
- 3.4.3 Ensures that learning vulnerability, disability, trauma, or unmet needs are identified and addressed prior to exclusion decisions wherever possible
- 3.4.4 Supports collaborative planning with families and allied health professionals before, during, and after an exclusion

3.5 Schools must provide a *Student Code of Conduct* approach that:

- 3.5.1 Clearly communicates the behaviours expected of all students in school, online, and during school-related activities
- 3.5.2 Ensures all students understand their responsibility to treat others with respect, care, and fairness
- 3.5.3 Upholds a learning environment free from bullying and harassment.

4 RESPONSIBILITIES

ROLE	RESPONSIBILITY
Executive Director or Delegate	<ul style="list-style-type: none"> a) Familiarise themselves with and comply with this Policy and associated Procedures b) Ensure that any documentation is stored in a secure manner and within the parameters of the Privacy Act, especially in relation to sensitive information and health information.

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Director of School Services	<ul style="list-style-type: none"> a) Familiarise themselves with and comply with this Policy and associated Procedures b) Support schools in meeting their commitments of this Policy and associated Procedures
Principal Leads	<ul style="list-style-type: none"> a) Familiarise themselves with and comply with this Policy and associated Procedures b) Coordinate support to schools as required
Principals	<ul style="list-style-type: none"> a) Familiarise themselves with and comply with this Policy and associated Procedures b) Required to follow and ensure the implementation of this Policy and associated procedures in their school. c) Required to develop and implement associated protocols in their school. d) Develop strategies to engage students in the development of the school's associated protocols. e) Develop strategies to follow up pastoral care and student wellbeing matters and communicate expectations on behaviour within their school. f) Understand that repeated absences or a significant decline in school attendance can be an indication of a wellbeing or child safety matter and act accordingly to support the child. g) Follow CET's Attendance Policy, if there are repeated absences or a significant decline in school attendance. h) Record all action taken in response to a Student's behaviour in the student's confidential file to ensure the school has a complete record of issues and actions. Action taken under the <i>Expulsion Procedure</i> must also be recorded using the relevant CETKP form.

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	<p>i) Ensure that any documentation is stored in a secure manner and within the parameters of the Privacy Act and CET Information Management protocols, especially in relation to sensitive information and health information.</p> <p>j) Ensure that any child safety notifications and mandatory reporting has been completed including to report reportable conduct to the Independent Regulator.</p>
Teachers and all other school staff	<p>a) Familiarise themselves with and comply with this Policy and associated procedures.</p> <p>b) Are expected to abide by the policies and procedures of a Catholic School and the Catholic Education system.</p>
Students and Parents/Guardians of Students	<p>a) Familiarise themselves with and comply with this Policy and associated procedures.</p> <p>b) Are expected to abide by the policies and procedures of a Catholic School and the Catholic Education system as part of their enrolment in a Catholic School.</p>

5 RECORD KEEPING

Records must be kept required for the length of time required by our legal requirements and records retention schedule,

6 COMPLIANCE (LEGISLATION AND OTHER DOCUMENTS)

Legislation

Commonwealth Legislation

- a) [Disability Discrimination Act 1992 \(Cth\)](#)
- b) [Disability Standards for Education 2005 \(Cth\)](#)
- c) [Sex Discrimination Act 1984 \(Cth\)](#)

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State Legislation

- a) [Anti-Discrimination Act 1998 \(Tas\)](#)
- b) [Child and Youth Safe Organisations Act 2023](#)
- c) [Child and Youth Safe Standards](#)
- d) [Criminal Code Act 1924 - Stalking and Bullying](#)
- e) [Education Regulation 2017 \(Tas\)](#)
- f) [Office of the Independent Regulator - Reportable Conduct Scheme](#)

Other

- a) [Privacy Policy](#)
- b) [Enrolment Policy](#)
- c) [Attendance Policy](#)
- d) [Child Safety Policy](#)
- e) [Mandatory Reporting Policy](#)
- f) [Reportable Conduct Policy](#)
- g) [Critical Incident Policy](#)
- h) [How to make a Complaint Policy](#)
- i) [Child Safety Code of Conduct](#)
- j) [Records Management Policy](#)
- k) [Response to Unacceptable Student Behaviour Policy](#)
- l) [Response to Unacceptable Student Behaviour Procedures](#)

7 DEFINED TERMS

7.1 For the purposes of this policy and related policy documents, the following definitions apply:

- a) **Adjustment**, a measure or action (or a group of measures or actions) taken by an education provider that has the effect of assisting a student with a disability.
- b) **Concern** as the meaning assigned by the Office of the Independent Regulator <https://www.oir.tas.gov.au/about/reportable-conduct-scheme>
- c) **Direct Discrimination** Direct discrimination takes place if a person treats another person on the basis of any prescribed attribute, imputed prescribed attribute or a characteristic imputed to that attribute less favourably than a person without that attribute or characteristic.
- d) **Indirect Discrimination** takes place if a person imposes a condition, requirement or practice which is unreasonable in the circumstances and has the effect of disadvantaging a member of a group of people who share, or are believed to share, a prescribed attribute.

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- e) **Harassment** is an action taken in relation to a student’s attribute or characteristic that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the student. It includes bullying, direct and indirect discrimination or any behaviour that demeans or excludes others.
- f) **Reasonable**, an adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. For more information, see *Disability Standards for Education* (2005).
- g) **Reportable conduct** as the meaning given by the Office of the Independent Regulator <https://www.oir.tas.gov.au/about/reportable-conduct-scheme>
- h) **Victimisation** has the meaning given by section 42 of the *Disability Discrimination Act 1992 (Cth)*.

Refer to CECT Terms and Definitions document available on the CET Website for other terms and definitions

8 FURTHER INFORMATION AND ASSISTANCE

- 8.1** For further information and assistance in relation to this Policy please contact Advisor: Governance Policy and Research policy@catholic.tas.edu.au

9 REVIEW OF THIS POLICY

- 9.1** This Policy will be reviewed every four years.
- 9.2** Updated versions of this Policy will be available on the CET website and on request.

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