

# Positive Behaviour Support: Consistent and fair consequences

## Overview and rationale

Positive relationships underpin all effective classroom management practices.

This resource is the ninth component in a suite of resources collectively called Positive Behaviour Support – Effective Classroom Practice, which are available through the Universal Resources Hub. It provides classroom teachers with support to:

- understand, describe and use consistent and fair consequences
- respond to behaviours of concern using consistent and fair consequences as part of the behaviour continuum.

Having consistent and fair consequences is one of the many effective classroom practices which research shows has the greatest positive impact on learning and behaviour. These proactive strategies assist teachers to increase the time available for instruction, and decrease the amount of time spent responding to inappropriate or unwanted behaviour.

Effective classroom management is critical to the provision of a safe and supportive learning environment, and helps build positive relationships. Research has consistently demonstrated the relationship between effective classroom management and both academic achievement, and teacher and student wellbeing.

## Target audience and instructions for use

Teachers across all school settings can use this resource to support all students P-12.

**When to use/ timeframes:** Teachers can use this resource at any time in the year as a stand-alone resource to support them to establish and maintain consistent and fair consequences or as part of the suite of effective classroom management resources. The first resource is about positive relationships, which underpins all resources in the suite.

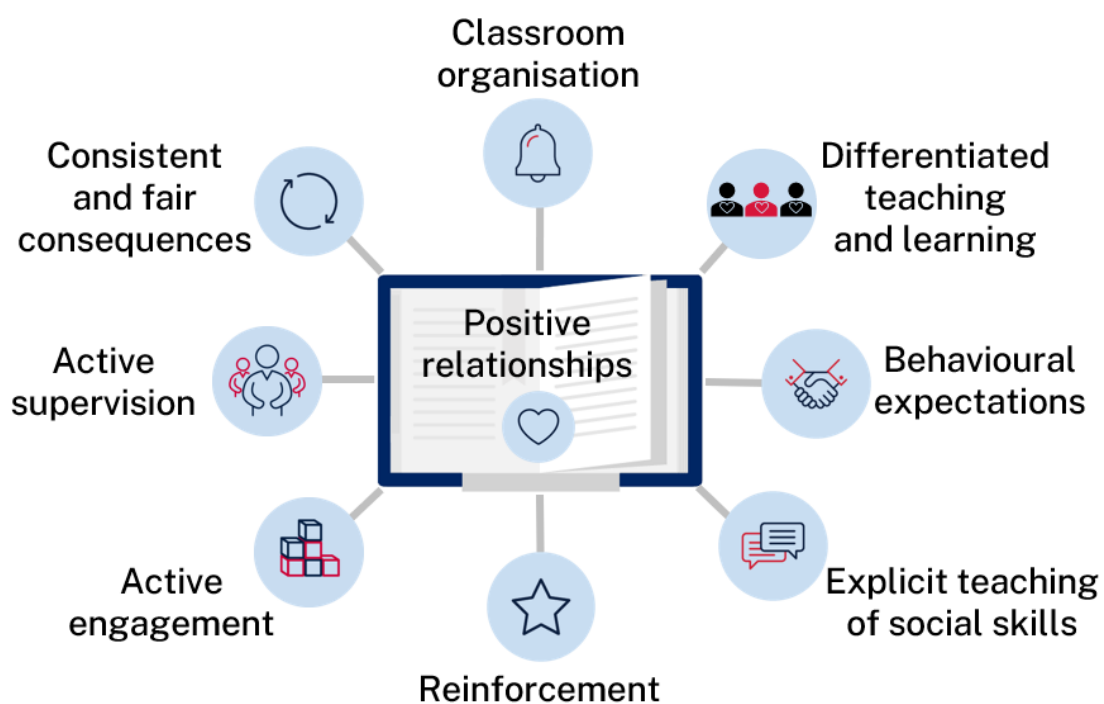
This resource will work most effectively when:

- a whole-school framework for behaviour support and student learning and wellbeing is in place
- schoolwide systems are in place for teaching, acknowledging and responding to behaviours
- data-based decision-making is in place to guide implementation
- classroom systems are linked to the schoolwide system of positive behaviour support
- effective pedagogy, including differentiation, is in place in classrooms.

## Key components of effective classroom management

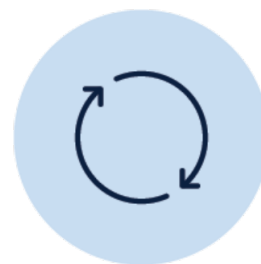
The visual below depicts the components of effective classroom management demonstrated by research to reduce rates of inappropriate or unwanted behaviour and increase student engagement with learning. Each component can be broken down into a number of practices, which teachers can utilise to build a positive classroom environment and maximise instructional time.

This resource focuses on consistent and fair consequences. Refer to the separate resources for more information about each of the other eight components.



## Consistent and fair consequences

While an emphasis on prevention and positive behaviour support strategies is foundational to effective classroom management, it is important that teachers also respond consistently to inappropriate or unwanted behaviours using fair, logical, and predictable consequences.



The purpose of a consequence is to correct and teach; therefore, the provision of a consequence should always contain an opportunity to reteach the expected behaviour. Consequences should be selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.

### Corrective feedback

Corrective feedback should be provided to students to get the student back on track without the need for further consequences. Corrective feedback describes the observed behaviour and tells the student what to do next time, for example:

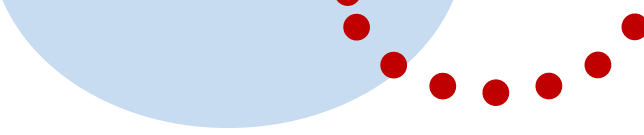
*'You are calling out, remember to put your hand up.'*

Feedback should be provided calmly and respectfully and should be brief and neutral in tone.

### Logical consequences

A logical consequence is different to what is commonly known as 'punishment'. Punishment is the application of a consequence following a behaviour, which stops or reduces the behaviour. For example, if a student receives a reprimand for calling out and the calling out stops, then the reprimand would in effect be a punishment.

However, in schools and society in general, punishment is usually considered to be an aversive consequence applied to 'teach a lesson' or make the recipient suffer. In fact, an aversive consequence that does not consider the reason for the behaviour will often backfire and cause the behaviour to increase, damage teacher-student relationships, or result in student disengagement from school. Take, for example, a student who already dislikes school – suspending this student as a result of inappropriate or unwanted behaviour may increase this student's dislike of school and reward the negative behaviour by providing the student with a break from school, which is exactly what they want.



Logical consequences, on the other hand, are planned in advance and designed to help students learn appropriate prosocial behaviours to help them succeed at school. Logical consequences should match the type and severity of the inappropriate or unwanted behaviour. For example, if a student consistently arrives late to class after breaks without a reason, then a logical consequence would be for them to make up the time before going to the next break.

Low-level disruptive behaviour should merit a low-key consequence, whereas more severe or repeated behaviours of concern should merit a more serious consequence. For example, a student who deliberately hits another student in the playground without provocation might be required to spend play time in a supervised area for the remainder of the week. A student who impulsively pushes past a student to get to the canteen might be moved to the end of the line.

While it may be tempting to create a list of infractions and corresponding consequences, this is best avoided. Having a set list does not allow for individual circumstances to be considered and may encourage dissatisfaction among students and parents. It is much better to have a list of possible consequences which match with the seriousness of unwanted behaviours rather than a list of increasingly aversive consequences that allow no flexibility. It is the certainty that a consequence will be applied, rather than the harshness of the consequence that is important, remembering that the purpose of a consequence is to correct and teach.

It is important to remember that consequences alone do not change behaviour. Consequences should always be applied in the context of positive behavioural supports and are only effective when the expected behaviour has been taught and the student has received opportunities to practise, followed by acknowledgement for using expected behaviours.

## A continuum of responses

Consequences for inappropriate or unwanted behaviours can be conceptualised as being on a continuum from low-key to more direct or intrusive or responsive responses. Having a range of possible responses helps to avoid over-reaction to unwanted behaviour.

Teachers can select the most appropriate response, based on the seriousness of the behaviour. Typically, for low-level disruptive behaviours teachers would first use a prompt or non-verbal reminder. More serious behaviours of concern, or behaviour which continues after a reminder or re-teach, may merit use of a simple choice or student conference.

Step systems, which use pre-determined universal consequences, are ineffective as they do not allow for individual circumstances or underlying reasons for the behaviour to be considered.

Instead, teach and discuss expectations and possible consequences with students and apply consequences consistently, but with flexibility, across students and situations. Simple charts, like the example below, can be developed with students as a reminder of possible positive and negative consequences.

What might happen if?	
I get my work done	<ul style="list-style-type: none"> <li>I will improve my grades and feel successful</li> <li>I will be proud of myself</li> </ul>
I don't get started or stay on task	<ul style="list-style-type: none"> <li>I will have to catch up on my work later</li> <li>I might not do well in assignments or tests</li> <li>My mum or dad might have to come for a meeting</li> </ul>
I show respect to others	<ul style="list-style-type: none"> <li>People will want to be my friend</li> <li>I will be respected and feel good about myself</li> </ul>
I tease, swear or yell	<ul style="list-style-type: none"> <li>Other kids might not want to play with me</li> <li>I will need to find a way to make it up</li> </ul>
I look after things	<ul style="list-style-type: none"> <li>I will feel responsible and others will trust me</li> <li>I might be given important jobs to do</li> </ul>
I damage property	<ul style="list-style-type: none"> <li>I might have to do jobs to pay for replacing things</li> <li>Other people might not trust me</li> </ul>
I do what I'm asked straight away	<ul style="list-style-type: none"> <li>I will get all my work done and earn free time</li> <li>I might be asked to be a leader</li> </ul>
I don't follow teacher instructions	<ul style="list-style-type: none"> <li>My teacher will have to spend time reminding me</li> <li>I won't be given special privileges or jobs</li> <li>My parents might have to come for a meeting</li> </ul>



## Prompting

Many low-level inappropriate behaviours can be managed by minimal teacher prompts such as proximity and body language. For example:

- Moving close to a student who is looking out of the window will likely cue that student to pay attention.
- Looking directly and questioningly at two students who are chatting can provide a signal to resume work.
- Putting a finger to your mouth can prompt a student to stop talking.

Use of proximity and body language minimises teacher attention to inappropriate or unwanted behaviour and allows learning to continue. Remember, however, that there are some students who do not readily recognise non-verbal prompts or cues and you may need to be more explicit by verbalising or writing down what it is you want from them.

When a verbal prompt is needed, this should be provided using neutral body language and tone of voice and should focus on the behaviour of concern. Often, a question or offer of help can be enough to redirect a student. At other times a brief direction to the task or restatement of the expectations will refocus off task students. For example:

*'Everyone should have finished their summary by now and be onto part two.'*

*'Remember to work quietly and put your hand up if you need help.'*

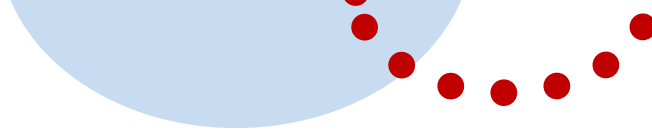
Intentional use of student names can also communicate that the teacher is aware of what is going on in the room and encourage students to take responsibility for their own learning.

When using names, it is important to use an even but firm tone, without shouting or sounding angry.

## Parallel cueing and planned ignoring

An effective strategy that contributes to a positive classroom tone is to ignore the inappropriate behaviour (not the student, the behaviour) and provide acknowledgement to another student nearby who is meeting the classroom expectations.

If Wendy is slow to start work the teacher can say to Megan, who is seated next to her, *'Good job getting started straight away, Megan.'*



This strategy works across all year levels – to use it effectively, give no eye contact to the off-task student and provide the praise to an on-task student in the area. Provide the acknowledgement sincerely in a voice loud enough for the target student to hear.

Tactically ignoring low-level inappropriate behaviour can also be an effective strategy by itself, but should only be used for short periods of time for behaviours that are not disruptive to others.

During the period of ignoring, the student behaviour should be monitored and an acknowledgement (when student begins to display appropriate behaviour) or redirection (if inappropriate behaviour continues) should be provided after a period of about a minute.

## Redirection

When inappropriate or unwanted behaviours continue despite initial teacher prompting, it may be necessary to increase the level of response. Try to minimise the interruption to learning by keeping redirections brief and, where possible, private. Simply state what you want the student to do using a neutral, firm voice. For example:

*'Put it away and get back to work.'*

*'Keep your hands to yourself, thanks.'*

Saying 'thanks' at the end of the request helps to signal that you expect compliance. Pause after the redirection and move away, but scan back within 10 seconds to check if the student has complied. Follow up with a low-key acknowledgement, or provide one more redirection which includes a quick re-teach of the expectation.

## Reteach

When a student fails to stop inappropriate or unwanted behaviour after a prompt or redirection, the teacher should quickly reteach the expected behaviour. For example:

*'Calvin, we need to be respectful in our classroom. That means working quietly at our desks so that others can concentrate.'*

This should be followed up by an immediate opportunity to practise:

*'Show me quiet working now, please.'*

When the student complies, give specific descriptive feedback straight away: 'You are working quietly Calvin. Thanks for showing respect.'



## Giving choices

When students continue to fail to follow class expectations, the teacher can provide a simple choice between a preferred and less preferred option, both of which are acceptable to the teacher. It is important that the teacher gives some thought to the choices and does not present the choice as a threat or ultimatum. The delivery of the choice is key here – the choices should be stated in a calm, matter of fact way and provide the student with the opportunity to demonstrate the expectation. For example:

*‘Ryan, you can put your mobile phone in your bag or leave it with me for the rest of the lesson.’*

The way the choice is presented makes the difference between it being a choice or a threat; the intention should be to support the student to make positive choices, not to embarrass or berate the student.

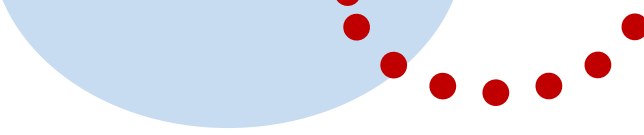
## Individual conference

At times it may be necessary to spend time talking 1:1 with a student about expectations for their behaviour. This should be reserved for when the previous strategies have proved ineffective in reducing the inappropriate or unwanted behaviour. Individual conferencing is best done in private and needs more time than the previous strategies, although no more than 5 minutes should be necessary.

The following steps should be included when conferencing with students about behaviour:

1. State the behaviour of concern briefly and factually, for example:  
*‘Dale, during today’s lesson you were off task and talking several times.’*
2. State the class expectation:  
*‘In our class we show we are learners by staying on task until we have finished.’*
3. Provide a rationale for the expected behaviour:  
*‘When you stay on task you can get all your work done and get out to lunch on time.’*
4. Ask the student to demonstrate the expectation or tell you what they need to do next lesson. Provide some prompting if needed.





*'What do you need to do in tomorrow's lesson to show me you are being a learner?'*

5. Ask the student what you can do to help them follow the expectation next time.

*'What can I do to help you do that?'*

6. Ask the student for a commitment to do what they have said they will do.

*'Are you prepared to stick to that plan next lesson?'*

7. Thank the student for willingness to listen/commitment to do better and tell them you will be looking to see them doing the right thing.

*'Thanks for talking this through and being ready to make some changes. Tomorrow I'm going to be looking to see you working on your tasks quietly.'*

## **Responding to ongoing behaviours of concern**

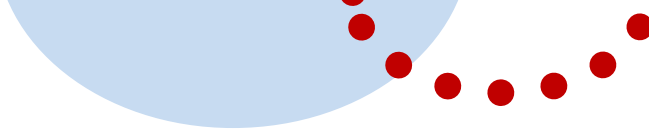
If class expectations have been taught and regularly revisited and teachers maintain a high acknowledgement to correction ratio, the majority of classroom related behaviours of concern will be successfully addressed using the outlined responses. Teachers should constantly monitor the effectiveness of negative consequences and make adaptations, as needed.

In addition, teachers should collect data on the occurrence of inappropriate or unwanted behaviours in order to identify patterns and help generate solutions. When a student's behaviour does not improve, there may be some underlying reasons for the student's behaviour.

Teachers may need to use [classroom data](#) to problem-solve with colleagues or mentors to develop a plan to support the student.

The way that teachers respond to inappropriate or unwanted behaviours has a large bearing on whether the behaviour will be reduced or escalated. Careful consideration needs to be given to body language, tone of voice, words and actions:

- Respond calmly and immediately
- Talk privately, away from others
- Use a calm, even tone
- Speak quietly, but firmly
- Keep interactions brief

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- Allow processing time
  - Move away and monitor
  - Be prepared to follow up later.

Drawing attention to student behaviours may result in unintended consequences. In general, minimise attention to inappropriate behaviour and maximise attention to the appropriate.

Public displays of student names such as on step charts, level systems and peg charts may seem like an effective way to signal misbehaviour and achieve consistency, but such systems are not in keeping with positive behaviour support practices because of the potential for emotional and psychological harm to the most vulnerable students in our care. Instead, focus on teaching, acknowledgement and accountability to build consistency and a positive classroom environment.

## Behaviours of concern

A behaviour of concern is defined as a challenging, complex or unsafe behaviour that requires more persistent or intensive interventions. A behaviour of concern does not include low-level, developmentally appropriate behaviours, such as testing boundaries and rules, which can be redirected and minimised through universal behaviour support strategies.

Some challenging and complex behaviours can be unsafe and have direct impact on others. School examples include hurting others through physical or verbal aggression, stealing, or taking illicit substances.

Each school should develop schoolwide systems and processes for responding to behaviours across a continuum, which should be documented in the [School Behaviour Support and Management Plan](#). Class teachers can support the schoolwide process by being aware of the School Behaviour Support and Management Plan, reporting incidents, following the referral process and health and safety procedures, as required. Teachers can also foster positive relationships by providing a fresh start to students after major incidents have been responded to.

## Preventing escalation

No matter how effectively teachers implement classroom management and behaviour support strategies, there will always be occasions when student behaviour escalates. This may be due to a range of factors, which may or may not be under the control of the teacher. An understanding of the phases of escalation and knowledge of individual students will assist

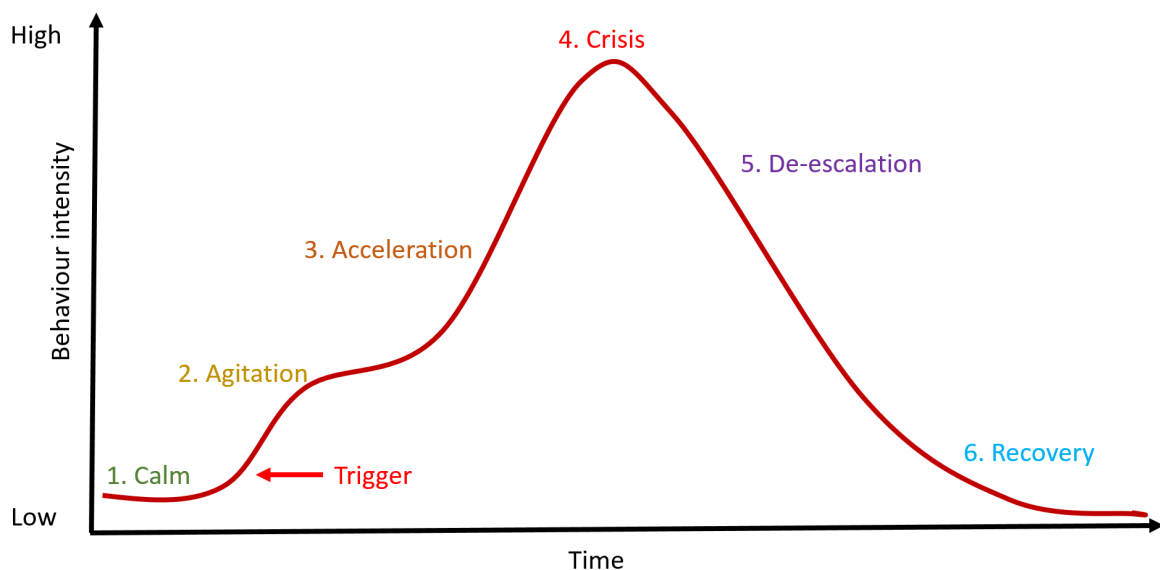
teachers to recognise the early signs of agitation so they can intervene early to de-escalate or minimise unsafe behaviours.

Prevention is always better than cure, so implementation of the classroom management strategies contained in this guide should always be the first step in creating a calm and positive learning environment.

## The behaviour continuum

The **behaviour continuum** and the phases of escalation below have been adapted from Colvin and Sugai, 1989.

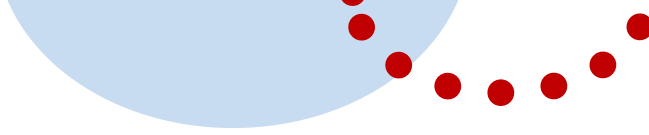
Further information about the behaviour continuum and behaviour response plan is available on the [How do I plan for behaviour support](#) webpages, including the behaviour support planning cycle and [understanding behaviour support planning professional learning](#).



### Phase 1: Calm

During this phase the emphasis should be on prevention and keeping the student calm:

- Build positive relationships by using eye contact, greeting students and showing interest
- Explicitly teach and prompt expected behaviours and procedures
- Provide high rates of acknowledgement to all students
- Get to know students and their personal signs of distress

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- Identify times or situations that may potentially be stressful or difficult
  - Provide tasks and activities at the correct level for all students
  - Provide opportunities for active engagement
  - Actively supervise classroom and non-classroom areas for potential areas of conflict.

### **Trigger**

During this phase something in the environment or inside the student triggers a stress reaction. This is usually signalled by physical changes in the student. Teachers need to be alert to these changes so they can move to modify the environment, provide reassurance or remove triggers. The aim is to return the student to a calm state.

Effective strategies include:

- Intervene early at the first signs of stress or agitation
- Remove or minimise triggers
- Demonstrate a supportive approach through facial expression and body language
- Respond flexibly by adapting to the specific situation
- Speak calmly.

### **Phase 2: Agitation**

At this stage there are usually signs that the student is experiencing stress, agitation or other negative emotions. It is critical that teachers get to know students so they can recognise these early signs. The focus at this stage is to reduce anxiety and prevent further escalation.

This can be achieved in the following ways:

- Use active listening
- Address issues individually, talking to students aside from others, where possible
- Provide gentle prompt for expected behaviours
- Use distraction or change of activity
- Give reasonable choices and be prepared to compromise
- Be sincere and avoid sarcasm or belittling students
- Provide space

- Reduce or remove demands.

### **Phase 3: Acceleration**

If, despite best efforts, the student's behaviour continues to escalate, the focus now needs to be on safety. This applies to the safety of the individual student, the safety of other students in the vicinity, and the safety of the adults involved.

This is not the time to try to reason with the student or lecture them about consequences. Keep interaction brief, but remain supportive and monitor the situation.

- Brief verbal redirection
- Give processing time
- Provide space
- Move others away

### **Phase 4: Crisis**

Once the behaviour reaches its peak, it must be allowed to run its course. Adults should continue to monitor the student and ensure that the immediate environment is as safe as possible by removing objects and keeping a distance from the escalated student. Continue to use the previous strategies and follow relevant school and student plan/s.

### **Phase 5: De-escalation**

At this stage, the behaviour will have run its course and the student needs time to return to a calm state. The focus should be on ensuring that the student has the time and space to recover. This may be provided by allowing the student to get a drink, go for a walk, or have a rest.

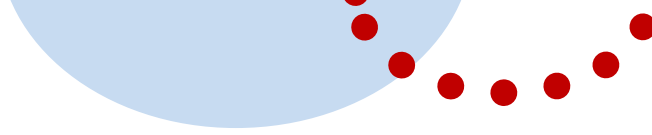
This is not the time to discuss consequences. We need to ensure that the crisis has truly passed because at this stage it is still possible for behaviour to re-escalate.

An effective response at this phase is to:

- Speak calmly
- Acknowledge feelings
- Emphasis having a fresh start.

### **Phase 6: Recovery**

The recovery phase is about the re-establishment of routines and activities. During this phase, the focus is on problem-solving and accountability. An



opportunity to debrief should happen once the student has returned to a rational and calm state.

If possible, debriefing should take place on the same day, but in some cases may need to wait till the day after. The purpose of debriefing should be on re-establishing communication, rebuilding relationships and problem-solving. A plan should be developed for what everyone could do differently to avoid another similar situation.

Logical consequences for behaviours which caused harm or disruption to others should be explained to the student, with an emphasis on teaching rather than punishment. The student should receive positive acknowledgement for taking part in the debriefing process and support should be put in place (for example, additional practice opportunities, direct teaching of calming strategies), and documented.

## Targeted Support

When students have ongoing minor behavioural concerns, such as persistent disruption or task refusal, targeted support should be put in place, aimed at groups of students with similar concerns. Targeted support should also be available to students with internalising behaviours, mental health issues, or social-emotional needs.

Typically, up to 15% of the student population will require targeted support at some stage in their education. Schools should have a referral process in place to identify students and match students to the appropriate evidence-based intervention. Students may be assigned to more than one intervention, depending on the identified need.

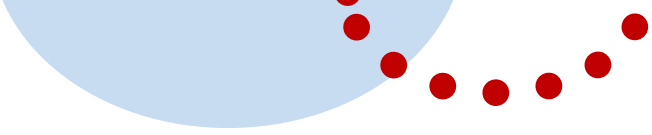
Data should be collected prior to and during implementation to evaluate the effectiveness of the intervention, and to inform whether interventions should be modified, continued or faded.

The three types of evidence-based behavioural interventions are:

1. Check in/mentoring interventions
2. Academic support interventions
3. Social skilling (including social-emotional learning) interventions

## Intensive Support

Students who do not respond to universal classroom supports and targeted supports will need individualised support and intervention. This is likely to apply to around 5% of all students in the school. This kind of intensive support may involve external agencies and should always



include caregivers. A [functional behaviour assessment \(FBA\)](#) may need to be undertaken in order to inform planning and the [individual behaviour support plan](#). The FBA should be completed by the learning and support team, or [Team Around a School](#), and the plan should be developed in consultation with the teacher(s), parents and the student, where possible.

## Additional information

While this resource provides an explanation and examples of consistent and fair consequences, it is important to remember that becoming an effective classroom teacher involves a thorough understanding of the principles of positive behaviour support. The aim of classroom management is for students to become self-managing, and to create a respectful learning environment where positive relationships are fostered, and individual learning is encouraged.

Becoming an effective classroom teacher also takes self-reflection and deliberate practice. Self-assessment and coaching have been shown to improve implementation of [effective classroom practices](#). Teachers are therefore encouraged to work with colleagues and school leaders to develop and refine classroom management understanding and skills.

### Classroom data

When individual students continue to make behavioural errors, teachers should collect classroom data about the frequency or duration of behaviours in order to inform interventions and support. Classroom data should be simple and easy to collect, and should not require much time to record. It is also not to be shared or publicly displayed in any form; it is for teacher reference only. A simple frequency tally can be used to collect information on behaviours that happen often and are easily counted, such as number of call outs, or number of put-downs that occur in a session.

Behaviours that vary in duration can be timed to record how long each behaviour lasts. Examples would be time spent out of seat or time off task. Teachers can use simple tools such as tally sheets, apps and counters to record data on frequency and duration. When students have multiple behaviours of concern, or when more than one student is demonstrating unwanted behaviours, a simple checklist can be developed for recording.

## Example of checklist for multiple behaviours

Behaviour	M	T	W	Th	F	M	T	W	Th	F
Late										
No equipment / books										
Out of seat										
Calling out										
Walked out										
Swearing at others										

## Example of checklist for multiple students

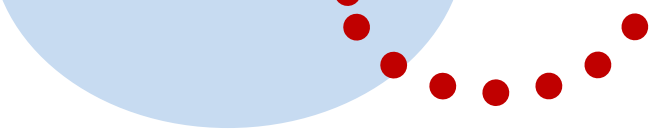
Behaviour of concern	Student	Record Dates/Sessions
Late		
No equipment/books		
Out of seat		
Eating/chewing		
No homework		
No class work		
Calling out		
Swearing at others		
Put downs/teasing		
Failure to follow inst.		
Physical harassment		

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## Functional Behaviour Assessment

[Functional behaviour assessment \(FBA\)](#) is a process for collecting information to help determine why inappropriate or unwanted behaviour occurs and to serve as a basis for the development of behaviour support plans. Research has shown that Functional behaviour assessment is a useful process for developing effective interventions.





Functional behaviour assessment aims to:

1. define behaviour in specific, observable and measurable terms;
2. determine what aspects of the environment or situation contribute towards the behaviour;
3. identify the consequences which maintain the behaviour.

The major steps in FBA include:

- Identify and prioritise inappropriate behaviour(s) in specific, observable and measurable terms.
- Interview parents, teachers, student and other relevant stakeholders.
- Review records to determine impacting factors and previous interventions.
- Direct observation(s) of student.
- Development of hypothesis as to function of the behaviour.
- Development of an individual behaviour support plan, based on the functional behaviour assessment.
- Ongoing monitoring and review of the behavioural interventions.

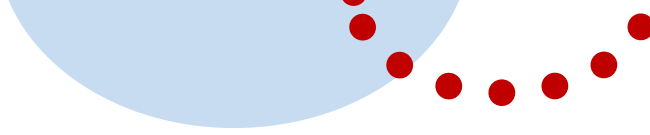
The department has a range of resources to support understanding including [functional behaviour assessments website information](#) and [professional learning](#).

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## Individual Behaviour Support Plan and the behaviour support planning process

Behaviour support planning is a student-centred continuous cycle of planning and supported growth. The behaviour support planning process has six stages or elements, which reflect the personalised learning and support process and the teaching and learning cycle. Using this process supports students needing targeted or individual intervention and leads to better outcomes for students with challenging and complex behaviour. Many different templates are available for documenting an [individual behaviour support plan](#). Whichever template is used, the following components must be included as part of the behaviour support planning cycle (identify, assess, plan, implement, monitor, evaluate) found in the [Understanding Behaviour Support Planning eLearning](#):

- A summary of the information collected showing the inappropriate behaviour pathway, desired behaviour and alternative behaviour to be taught.

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- Antecedent strategies – supports which reduce the effect of events that trigger inappropriate behaviour.
  - Teaching strategies – a description of how the skills or behaviours that serve the same function as the inappropriate behaviour will be explicitly taught.
  - Consequence strategies – responses that will increase the likelihood of more appropriate behaviour (reinforcement) and decrease the likelihood of inappropriate behaviour.
  - An implementation plan that specifies tasks, person responsible, timelines, communication and any necessary training needed to implement the plan successfully.
  - An evaluation plan detailing how student outcomes will be monitored and how implementation will be evaluated.

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## Alignment and identified need

### System priorities and/or needs

This resource aligns with:

- the [Student Behaviour Strategy](#)
- the [Inclusive, Engaging and Respectful Schools](#) policies
- the [New South Wales Department of Education's strategic outcomes](#) of improving academic achievement and wellbeing.

### [School Excellence Framework](#)

- Learning domain – Learning culture, wellbeing, curriculum, assessment
- Teaching – effective classroom practice.

### Relevant frameworks

- [Disability Standards for Education 2005](#)
- [Australian Professional Standards for Teachers](#)
  - Standard 1: 1.2 and 1.6
  - Standard 3: 3.3, 3.4 and 3.5
  - Standard 4: 1, 4.2, 4.3 and 4.4
  - Standard 6: 6.2, 6.3 and 6.4

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- [NSW Wellbeing Framework for schools](#) – behaviour, discipline and character education.

## Existing resources

- [Behaviour Support Toolkit](#) including [functional behaviour assessment](#), [planning behaviour support for individual students](#)
- [Behaviour Professional eLearning](#):
  - Classroom management fundamentals
  - Understanding behaviour support planning
  - Introduction to Positive Behaviour for Learning (PBL)
  - PBL Tier 1 School-wide support
  - PBL Tier 1 Classroom support
  - Introduction to Functional Behaviour Assessment
- [Inclusive Practice hub](#)
- Centre for Education Statistics and Evaluation (CESE):
  - [Classroom management: Creating and maintaining positive learning environments](#)
  - [What works best: 2020 update](#)
  - [Best practices - creating a positive learning environment](#)

## Consultation

Materials adapted with permission from the Guide to Effective Classroom Management (Queensland Department of Education).

### Reviewed by:

- Behaviour Services, Behaviour and Student Participation
- Delivery Support, Student Support and Specialist Programs.

**Last updated:** October 2022

**Review date:** February 2023

**Feedback:** [studentbehaviour@det.nsw.edu.au](mailto:studentbehaviour@det.nsw.edu.au)



## Evidence base

Research has consistently demonstrated:

- the importance of effective classroom management as a component of effective teaching
- the relationship between effective classroom management and teacher self-efficacy and wellbeing
- the positive outcomes associated with a small number of specific classroom management practices.

For an overview, see:

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