

The Calm Classroom — Free Primary Resource Pack

You bought the book, or you're thinking about it. Either way, here are the six tools it points to, ready to print. They're built for a real classroom on a real Monday, not for a display board. Print them, laminate the de-escalation card, keep the rest in the drawer you actually open.

Everything here is for Reception to Year 6. Nothing here is legal advice. Where something depends on your own school's policy or on current statutory guidance, it's flagged so you check before you act.

The Calm Classroom series · Emma Whitcombe · emma-whitcombe.com

1

The de-escalation card

When a child is 'in the red', you have very little spare attention. So this is short. Read it down the list, top to bottom. Laminate it, put it on a lanyard or by the door.

Calm is a thing you do, not a thing you feel. Your voice and your face are the intervention.

When a child is in the red

1. Lower your own volume. Slow down. Drop your shoulders before you do anything else.
2. Give space. Step back, turn slightly side-on. Don't loom, don't square up.
3. Fewer words. Name what you see, not what you think: 'I can see you're really cross.'
4. One instruction, calmly, then wait. Count to ten in your head. Let it land.
5. Offer a way out, not a showdown: 'Do you want to sit by the window or by me?'
6. Drop the audience. Move the rest of the class on, or move the child to the edge of the room.
7. Don't argue the facts now. The incident is for later, when the child is calm.
8. Once they're back down, a short, warm reconnection. Then quietly note what happened (see Tool 3).

Reasonable force is a last resort, has its own rules, and your school sets them. Don't improvise it.

[🔗 Check your school's policy & current statutory guidance](#)

2

The first-six-weeks planner

The first half-term sets the year. Routines now save you hours in November. Tick as you go. You won't do every line every week, and that's fine.

Week 1 – Names, doors, basics

- Greet every child at the door by name, every morning
- Learn and use all names by the end of the week
- Teach one entry routine and one exit routine, then rehearse them
- Show the class where everything lives: trays, toilets, water, the calm corner
- Agree three or four simple class rules, in the children's words

Week 2 – Routines stick

- Rehearse lining up, carpet time and tidy-up until they're automatic
- Teach your attention signal and practise it cold
- Notice and name the children who get it right, out loud, often
- Set up the calm corner with the cards from Tool 6

Week 3 – Relationships

- Have a one-minute chat with each child about something not school
- Send one positive message home for a child who rarely gets one
- Spot the child who's drifting at the edges and find them a small job

Week 4 – Consistency

- Apply your routines the same way on a tired Friday as on Monday
- Re-teach any routine that's slipping, don't just nag it
- Check your seating: who needs moving, who needs a partner

Week 5 – The harder cases

- List the two or three children you're already worried about
- Start a behaviour log for any recurring pattern (Tool 3)
- Talk to your SENCo if a child may need more than classroom strategies
- Plan a positive first contact with those parents before any problem call

Week 6 – Review

- Re-read your class rules with the children, keep what works
- Reset any routine that's gone slack over half-term

- Note what to carry into next half-term: _____
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3

The behaviour log template

Plain, dated, factual. Write what happened, not what you think it meant. If a concern goes further, this is what holds. One line per incident. Keep it where it belongs under your school's record-keeping.

Facts, not feelings. 'Threw a chair, it hit the wall' holds. 'Was being aggressive and difficult' doesn't.

Date & time	Pupil	What happened (facts, not interpretation)	Trigger / before	My response	Outcome / who told
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If anything in here touches a child's welfare or safety, it's no longer just a behaviour note. See Tool 4.

4

The 'is this one for the DSL?' prompt sheet

Most of what you handle is behaviour, and it stays with you. Some of it is a safeguarding concern, and that goes to your Designated Safeguarding Lead. This sheet helps you tell them apart and act on the right one.

Probably a behaviour issue (you handle it)

- A child broke a class rule, was rude, refused work or lost their temper
- It fits your normal behaviour policy and the de-escalation steps
- Nothing about it makes you worried for the child's safety or welfare

You log it (Tool 3), follow the policy, and where useful talk to parents (Tool 5).

This one's for the DSL

- Something a child said or showed that worries you about harm, neglect or abuse
- An injury, a disclosure, or a change you can't explain by ordinary behaviour
- Anything that makes the hair on your neck stand up about a child's welfare

What you do with a safeguarding concern

1. Report it to your DSL or deputy DSL. That's the route. Not the police, not children's social care yourself.
2. Don't investigate. Don't question the child to 'get the full story'. You raise the concern, they decide.
3. Don't promise to keep it secret. You can't, and you shouldn't say you will.
4. Write it down: what was said or seen, in the child's own words where you can, dated and signed.

If in doubt, record, and tell your DSL. If a child is in immediate danger, that's a 999 / children's social care call. [Check your school's policy & current statutory guidance](#)

Your school's safeguarding policy names your DSL and the exact steps. Read it before you need it.

[Check your school's policy & current statutory guidance](#)

5

The parents' meeting planner

The aim of a hard conversation isn't to win it. It's to get both of you on the same side as the child. Prepare, lead with something true and warm, and leave with one shared next step.

Before the meeting

- Decide the one thing you most need them to leave understanding
- Have two specific, positive things to say about their child, ready
- Re-read your behaviour log so you speak in facts, not impressions
- Check whether your SENCo or anyone else should be in the room
- Plan a private, uninterrupted space and enough time

During the meeting – a structure

1. Open warm. Thank them for coming, say something genuine about their child.
2. Name the concern plainly, in facts: 'This week, three times, _____'
3. Stop and listen. Ask what they see at home. Let them talk.
4. Find the shared goal: you both want their child to be happy and settled here.
5. Agree one or two small, concrete next steps, on both sides.
6. Close on the child, not the problem: what you'll both watch for next.

Notes

- The one shared goal we agreed: _____
 - What they told me about home: _____
 - What I'll do: _____
 - What they'll do: _____
 - When we'll check back in: _____
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6

The calm-corner cards

Print, cut along the lines, keep in the calm corner. Simple self-regulation prompts a child can use on their own. Pick the language that fits your class.

----- ✂ FRONT ✂ -----

Breathe like a balloon

Breathe in slowly through your nose. Fill up like a balloon. Let it out, slow and soft. Do it five times.

----- ✂ BACK ✂ -----

When your tummy feels fizzy or your hands feel tight, slow breathing tells your body it's safe.

----- ✂ FRONT ✂ -----

Name three things

Look around. Find three things you can see. Say them quietly to yourself. Now find one sound you can hear.

----- ✂ BACK ✂ -----

Noticing what's around you brings your mind back from the big feeling to right here, right now.

----- ✂ FRONT ✂ -----

Squeeze and let go

Make your hands into tight fists. Squeeze, and count to five. Now let them go, all floppy. Feel the difference.

----- ✂ BACK ✂ -----

Tight then loose teaches your body what calm feels like, so it's easier to find next time.

----- ✂ FRONT ✂ -----

How big is it?

Is this a small problem, a medium problem or a big problem? Small ones we can often fix by ourselves.

✂ BACK ✂

Sorting the size of a worry makes it smaller. A grown-up can help with the big ones.

✂ FRONT ✂

Five slow steps

Stand up. Take five slow steps on the spot, like walking through thick mud. Count each one out loud or in your head.

✂ BACK ✂

Moving slowly on purpose uses up some of the buzzy energy that a big feeling brings.

✂ FRONT ✂

Warm drink hands

Pretend you're holding a warm cup. Breathe in the smell, slow. Now blow on it to cool it, slow and long.

✂ BACK ✂

The slow blow out is the part that calms you. Long out-breaths help your body settle.

✂ FRONT ✂

When I'm ready

I can sit here as long as I need. When my body feels calmer, I'll go back to my place. No rush.

✂ BACK ✂

The calm corner is a place to settle, not a place you're in trouble. You decide when you're ready.

✂ FRONT ✂

Ask for help

If the feeling is too big to do on my own, that's alright. I can put my hand up, or show my teacher the help card.

✂ BACK ✂

Asking for help is a brave, sensible thing to do. Grown-ups are here for exactly this.
