



My classroom self-control plan

Short sections for you: when it gets hard, what is behind it, a shared routine, a calming menu, practice, a log and who to work with.

01 1. Read first: when this is not the tool

If a child tells you someone is hurting them, or you are worried about their safety, stop here. This worksheet is not the tool: follow your school's safeguarding policy and speak to your designated safeguarding lead (DSL) the same day. In the US you are a mandated reporter: follow your school's reporting procedure and report to your state's child protective services or the police. Childhelp (1-800-422-4453, not a reporting line) can help you find the right agency. If a child is in immediate danger, call 999 (UK), 911 (US) or your local emergency number. If a pupil talks about hurting themselves, tell your DSL straight away. If difficulties with self-control are lasting, speak to your SENCo (UK) or school counsellor or psychologist (US) about getting support looked at. This is not therapy and not a professional assessment, and it cannot say why a child struggles. You matter too: look after yourself, and find someone to talk to about a hard week.

My DSL, and my SENCo or school counsellor (names and how to reach them):

How settled does my class feel at the moment?

1	2	3	4	5	6	7	8	9	10
Very unsettled					Very settled				

02 2. When it gets hard, and what might be behind it

List the moments when impulses win. Then think about what is going on around the child, not what is wrong with them. Hunger, tiredness, noise, a change of routine, a worry from home or an unclear instruction can all make stopping and waiting harder for anyone.

The moment	What it looks like	What might be behind it
e.g. queueing, transitions, carpet time	Just what you see, no labels	Tired, hungry, loud, unclear, anxious, new
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Things in my room I could change before I ask a child to change:

- ☐ Make the routine for this moment the same each day
- ☐ Say the expectation before the moment, in one short sentence
- ☐ Show the steps on the board or on a card
- ☐ Give a warning before a change or a transition
- ☐ Reduce waiting time, or give the waiting a job
- ☐ Check who has not had a drink, a snack or a break
- ☐ Move a seat so a pupil is nearer to me or further from a trigger

What low self-control can look like in class (tick what you see, and describe it, do not label it):

- ☐ Calling out or interrupting
- ☐ Rushing through work, or grabbing materials
- ☐ Struggling to wait a turn or stay in a line
- ☐ Big reactions to small things, such as a lost game or a correction
- ☐ Finding it hard to stop an activity when the class moves on

03 3. A shared stop-think-choose routine

A short routine the whole class uses the same way: stop, take a breath, think about the choices, pick one. Many schools and homes teach a version of this routine, so adapt it. Keep the words short enough for a five-year-old or a fourteen-year-old to say to themselves.

Step	Words we will use	Signal or picture
Stop · Breathe · Think · Choose	Class language	Hand, card, poster

A moment in my day where the whole class could use it first:

04 4. A calming moves menu for the room

A pupil who is overwhelmed may not be able to reason in that moment. A small menu lets them pick something that helps, without a fuss. Offer it as a choice, not a punishment, and let pupils try the moves when they are calm so they know what each one feels like. Do not use any move that involves holding a child.

Moves I could put on the menu:

- ☐ Slow breathing with a longer breath out
- ☐ Pushing palms together or against a wall
- ☐ Drinking water
- ☐ A quiet corner with a timer, offered as a choice, never as exclusion, and never alone
- ☐ A short job, such as carrying a message or handing out books
- ☐ Squeezing a soft object
- ☐ Drawing or doodling for two minutes
- ☐ A short walk with an adult nearby
- ☐ Stretching or shaking out the arms and legs

Where the menu will live, and how a pupil can point to it without speaking:

05 5. Practise when calm, and notice effort

Repeated practice, with the challenge rising gradually, is what Diamond and Lee found shared by successful programmes. In school that can be as simple as a short game that needs waiting, stopping on a signal or taking turns, played at the start of a lesson. These are ideas to try and watch. If a child tells you something that worries you about their safety: stay calm, listen, do not promise to keep it secret, do not press for detail, write down their words, and use the numbers in the safety section at the top of this page today.

Practice ideas I could fit in (2 to 5 minutes):

- ☐ Freeze or stop-on-the-signal games
- ☐ Turn-taking games where the wait is part of the game
- ☐ A quiet countdown before answering a question
- ☐ Role-playing the routine with a puppet or a teacher getting it wrong
- ☐ Movement breaks, such as stretching, yoga or a short walk
- ☐ A two-minute 'what would you do?' story where we practise the choices

**When I will
practise**

Day and time

What we will do

**How I will make it
a bit harder next
time**

What I saw them do

Specific, e.g. 'you waited while Sam finished'

What I will say

Describe the effort, no labels

06 6. My observation logs

Write down what you see, not what you think it means. A log helps you spot patterns, such as a moment of the day or a type of task, and gives you something concrete to share with colleagues. Keep a pupil's log secure and share it only with those who need it. Type no names or initials on screen. Write pupil details on the printout only.

Class log

Date and time	Moment	What helped or didn't	Settled (1 to 10)
	What was happening		Whole class
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Pupil I am watching (write on the printout, not here):

One-pupil log

Date and time	What happened before	What I saw	What helped

After a few weeks: how steady are the hard moments in my class now?

1	2	3	4	5	6	7	8	9	10
Very hard					Much steadier				

07 7. Working with colleagues and school policy

A routine works better when other adults use the same words. Check how your plan fits your school's behaviour and inclusion policies, and agree anything shared with a pupil's family.

Before I carry on:

- ☐ My plan matches the school's behaviour and inclusion policy
- ☐ Teaching assistants and cover staff know the routine and the calming menu
- ☐ I have told the SENCo (UK) or counsellor or psychologist (US) about a pupil I am concerned about
- ☐ I have spoken to the family with a calm, specific description, not a label
- ☐ I have a date to review this plan

Who I will talk to this week, and what I will ask:

When you're done, a moment to reflect

- Which moment of the day is hardest for the class, and what is happening just before it?
- What could I change in the room or the routine before asking any child to change?
- Which one calming move would I want on the menu first, and why?
- When did I last see a pupil stop and choose differently, and what did I say?
- Who at school could I share my log with, and what would I like their help with?

Free worksheet from selfgrowth.org. Free self-growth worksheets for real life. Fill it in online and it saves as you go: selfgrowth.org/worksheets/self-control-worksheet-for-teachers



If things feel heavier than a worksheet can hold

These are self-reflection tools, not therapy. If you're struggling, especially if you have any thoughts of harming yourself, please reach out to someone now. In the US, call or text **988**. In the UK & Ireland, call **116 123** (Samaritans). Elsewhere, find a free helpline at findahelpline.com. If you're in immediate danger, call your local emergency number.