

At Tackley School we have adopted the Zones of Regulation approach to managing feelings, emotions and behaviour. Staff have received training and children have been introduced to the Zones in all classes. The following information is designed to help you understand the approach we use at school and to give you the tools to use the same approach at home if you would like to.

Part 1 (below) gives you information about the approach and what the Zones are. Part 2 (to come next week) is to give you ideas of how you can use the Zones at home if you wish to do so.

The Zones of Regulation is an internationally renowned intervention which helps children to manage their emotions, known as 'self-regulation'. Self-regulation can be defined as:

"...the capacity to manage one's thoughts, feelings and actions in adaptive and flexible ways across a range of contexts."

Jude Nicholas

It encompasses:

- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control
- Sensory regulation

Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn.

Why is self-regulation important?

Life is 10% what happens to us and 90% how we react to it.

Charles Swindoll

Research has found that higher academic achievement is more likely when interventions include self-regulation components. Typically, children who can self-regulate will turn into teens who can self-regulate.

A person who can self-regulate is able to:

- Remain calm and organised in a stressful situation. (Executive Function)
- Cheer themselves up after a disappointment. (Emotional Regulation)
- Knows when they are experiencing sensory overload and can make adjustments. (Sensory processing)
- Understands when it is appropriate to cheer and shout and when to be quiet. (Social cognition)

At Tackley and Wootton CE Primary Schools, we now use the Zones of Regulation throughout the whole school. We want to teach all our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

In the classroom, children can sometimes panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings it might make them better able to tackle learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want children at our school to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger, and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them.

What are the different Zones?

Blue Zone:

low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone:





calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone:

heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

We will teach the children that everyone experiences all of the Zones and that none of them are 'bad' Zones. Our aim is to ensure that children recognise the feeling or 'Zone' they are currently in, be able to communicate this where necessary and seek strategies to manage any resulting behaviours. All of the Zones are expected at one time or another.

We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

Although all feelings are 'normal' and an expected part of being a human, we also want children to recognise that behaviours which impact others are not okay. For example, it is okay to be in the Red Zone, because you are angry about how a game went, but it is not okay to hurt someone else. If a child is in the Blue Zone, feeling bored, it is not okay to disrupt the learning of others by distracting them or encouraging them to take part in unfocused activities.

Children will need time to stop and reflect on any behaviours which have impacted others negatively. They may need time and support to move their feelings and emotions into a calmer Zone to enable reparation to occur and 'putting the situation' right to be both sincere and meaningful.

How will my child learn about the Zones of Regulation?

Zones are introduced through lessons in class and through our PSHE curriculum. We will also be using the Zones language as part of daily school life so all staff will be referring to them, not just their class teacher. Each classroom will have an interactive Zones of Regulation display and children will be encouraged to use this as a 'check in' throughout the day.