

The Zones of Regulation

At Roger Ascham Primary School we strive to create a supportive and open culture of mental health and wellbeing, and aim to equip children to be able to identify and regulate their emotions safely.



What are The Zones of Regulation?



<http://www.youtube.com/watch?v=zZ9X-d3oZvQ>



The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

Supportive techniques

Fear needs reassurance
first not logic.

Sadness doesn't need
cheerfulness, it needs
recognition.

Lend your calm.
Breathe with them and help
them to ground and anchor
themselves.

Joy needs to be shared and
noticed.

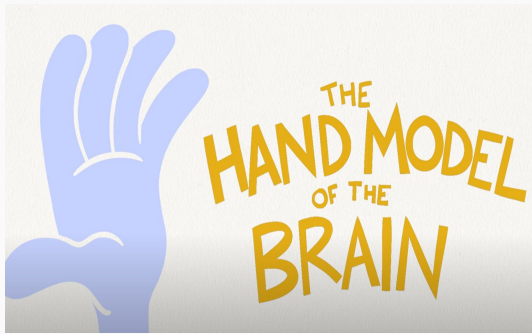
Psychological First Aid (PFA) - Listen



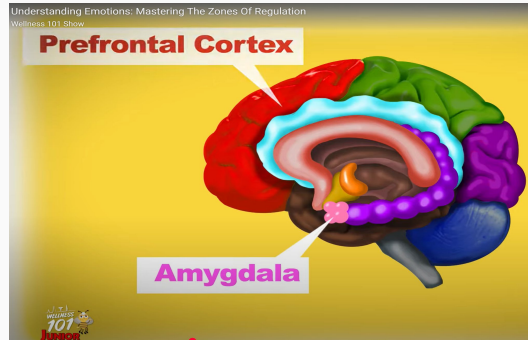
Active listening is essential to understand other people:

- Listen very carefully
- Summarise
- Reflect back what you think you heard
- Check you have it right
- Defer judgement
- Repeat with open questions e.g. "Is there anything else you want to talk about?"
- Respond appropriately – beware leaping into premature action, be open to working out a collaborative plan

Supportive resources



<https://www.youtube.com/watch?v=Kx7PCzg0CGE>



<https://www.youtube.com/watch?v=MIEdDAnhqbg>



<https://www.youtube.com/watch?v=66ogmkG98pl>



What does it look like in our school

All children are encouraged to check in with their feelings throughout the school day and particularly at the start of the day and after lunch. Staff are able to support the children to use appropriate tools to help them to navigate through their feelings and emotions safely. Here are some examples:

- Talking to a trusted adult
- Box breathing
- Drinking water
- Access to a class calm corner
- Mindful colouring
- Playdough
- Worry worms
- Movement or sensory break
- Access to a purple pastoral card to enable children to see a member of the pastoral team
- Access to either of our two sensory rooms

How will children learn about the Zones of Regulation?

Teachers introduce the Zones of Regulation through a series of discrete lessons and through our PSHE curriculum and whole school assemblies.

All staff are trained in using the Zones of Regulation and language as part of school life.

There may be some children who prefer not to use the Zones language but are able to label their emotions directly and this is encouraged.

Classroom Self Regulation Chart

Each classroom has a self check in area so that children can begin to recognise how they are feeling and staff can respond and adapt appropriately. Children should be encouraged to check in first thing in the morning and straight after lunch.



Classroom Calm Corners

Each classroom has a calm corner which may aid children who need access to tools that will help them to self regulate.



Sensory Rooms

There are two sensory rooms and one soft play area. Children can use these spaces to help them to regulate their emotions.

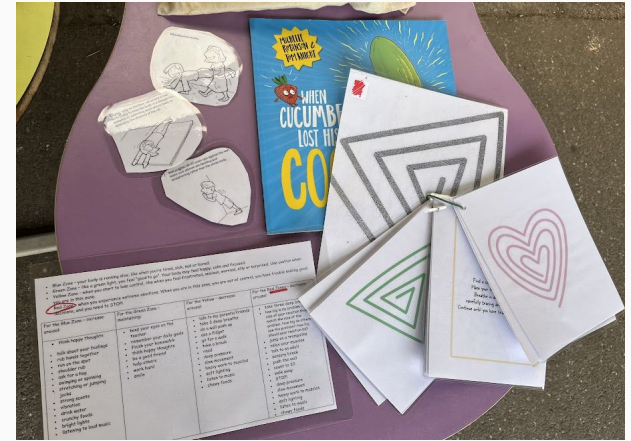


In EYFS

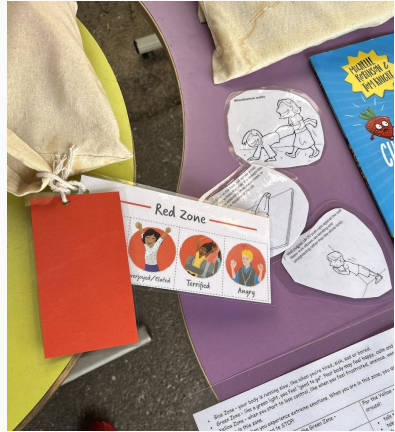
Children begin to use Zones of Regulation when they start Nursery. As they self-register with their parents, children put their name into the box to reflect their feelings.



Children then work with adults on activities to help them to self-regulate safely. Fidget toys, tracing shapes and sharing stories about the emotion they are feeling.



In EYFS



Physical activities including stretching, spinning, jumping, running, pushing against the wall, heavy work that engages muscles.



Widgets provide another visual prompt.

Building Positive Mental Health, Wellbeing and Resilience

The Zones of Regulation help to support positive mental health and wellbeing, and children with SEND. It also helps to build children's resilience.

Our PSHE curriculum, assemblies and opportunities for wider personal development and leadership encourage this development.

