Zones of Regulation

Zones of Regulation (by Leah Kuypers) is 'a curriculum designed to foster self-regulation and emotional control'

At Leybourne St Peter and St Paul we recognise the importance of the social and emotional well- being of our pupils and the affect that low self- esteem has on their ability to learn and maintain friendships. We are noticing that more of our pupils are struggling with anxiety, are not able to verbalise their emotions and do not yet have a repertoire of strategies to enable them to self- regulate. We are therefore introducing Zones of Regulation on a school-wide basis. We feel this will benefit everyone, with adults taking part as well as pupils, so pupils will become aware that adults, as well as themselves, have different emotions and use different strategies to self- regulate.

What is self-regulation and how will this help?

'Self- regulation is defined as the best state of alertness of both body and emotions for the specific situation'. The idea is to help pupils 'recognize when they are in different zones' and to understand that everyone will experience all of the zones at certain times. There is no right or wrong zone and NO zone is 'bad' or 'naughty'. Alongside learning to recognise, categorize and communicate feelings and emotions, children will learn which strategies or tools to use to help cope with however they are feeling and to move between zones.

Zones of Regulation at Leybourne St Peter and St Paul School.

The full Zones of Regulation programme is very involved, so we have adapted it to suit our school. It will be introduced to the whole school in January 2020. We think it is important that you, as parents and carers, understand the language and strategies of the Zones of Regulation, so that you can also support your children to become more emotionally aware and, more importantly, how to help themselves self-regulate and also to be more aware of others' emotional needs.

The 4 Zones (attached shows how the Zones will appear in the classrooms)

The Zones are in 4 colours and used to describe states of alertness and emotions.

The Blue Zone: Low states of alertness; maybe feeling sad, tired, unwell or bored- our body or brain is moving slowly or sluggishly.

The Green Zone: Regulated state of alertness, being in control; maybe feeling calm, happy, focused, ok.

The Green zone is generally where we need to be for learning and socializing.

The Yellow Zone: Heightened state of alertness, starting to lose some control; maybe experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, wriggly.

The Red Zone: Extremely heightened states of alertness, very intense feelings, not in control; maybe anger, rage, explosive behaviour, panic, terror, or elation.

Outline of the Routine

Once each class has been introduced to the Zones they will then discuss in class and try out suitable strategies to help themselves move to the Green Zone. Examples of strategies that maybe used in school are attached (the 'workout' poster will be visible for use at break times and the other poster illustrates what is meant by 'self- talk' in the list of strategies) There will be many more you can discuss with your child for use at home.

Each morning the pupils will try to identify how they are feeling on entering school and peg the appropriate area on the Zone poster in their class; they will also be given opportunities at other times of the day to move their pegs if their emotions change. Staff will also be placing their peg on the poster and discussing their feelings with the pupils. Staff will also be aware of any pupil who may need extra support to recognise their emotions and choose appropriate strategies to help themselves.

As the pupils become more familiar with the Zones they will, hopefully, automatically use the strategies that work for them to move to the Green Zone, so becoming more able to self-regulate.

We trust you will support us to work with your children to further develop their ability to cope with their emotions and increase their resilience.