

Tuesday 25th March

Key Aims:

- 1. To understand what the zones of regulation are
- 2. To identify key self-regulation strategies used in school
- 3. To understand emotion coaching
- 4. To identify further ways to support children at home



ACTIVITY 1: THE ZONES

Match the emotion or feeling with the zone you feel it matches best – there should be 5 in each!

sad

devastated excited

mad/angry

frustrated out of control tired

loss of some control

focused

silly/wiggly

relaxed happy

moving slowly

bored

The **ZONES** of Regulation™



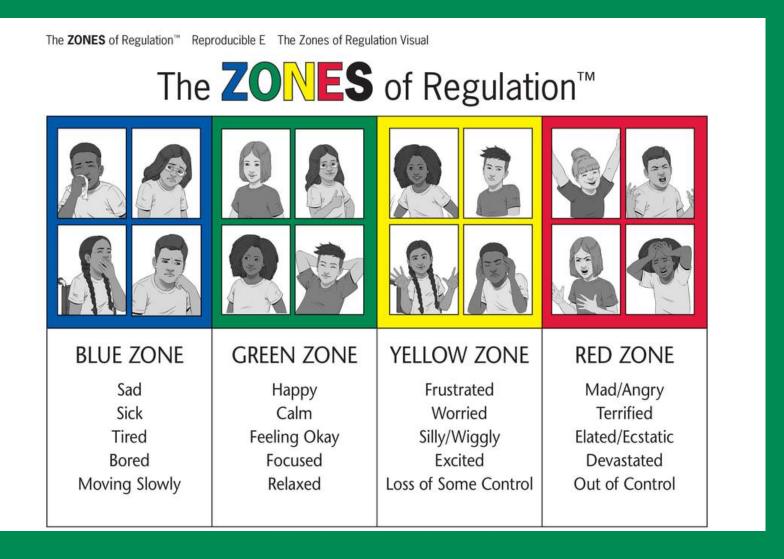
feeling okay

y sick worried terrified

elated/ecstatic

calm

What are the Zones of Regulation?





The Zones can be likened to traffic lights:

Green: you are 'good to go!'

Yellow: slow down or take warning

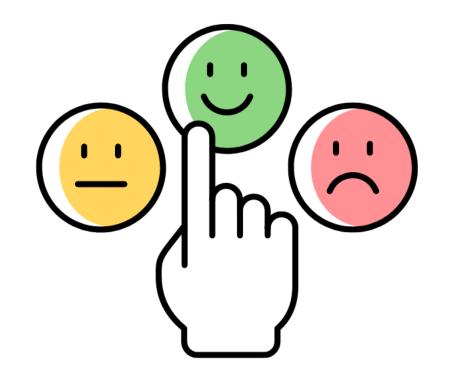
Red: stop and regain control

Blue: rest area where you pull over when you're tired and need to recharge.



What is

SELF-REGULATION?





Identifying the Zones of Regulation

ACTIVITY 2: Can you identify which zones and feelings/emotions the following characters are displaying in the clip below?



https://www.youtube.com/watch?v=dOkyKyVFnSs



Self-Regulation Strategies used in School

- Zones Check-ins: Children regularly check in with how they're feeling at the beginning of the day or an activity. This builds emotional awareness.
- Emotion Coaching: We help children understand their emotions and guide them through strategies to manage them. For example, instead of saying "calm down" when a child is angry, we may say, "I see you're feeling angry. Let's talk about what we can do to help you feel better."
- Calming Tools: If required, children can have access to resources like fidget toys, calm-down corners, and breathing exercises to help them manage their emotions.
- Role-Playing: We use role-playing and social stories to help children practice problem-solving and dealing with their emotions in different scenarios during PSHE sessions.



Well-being Club

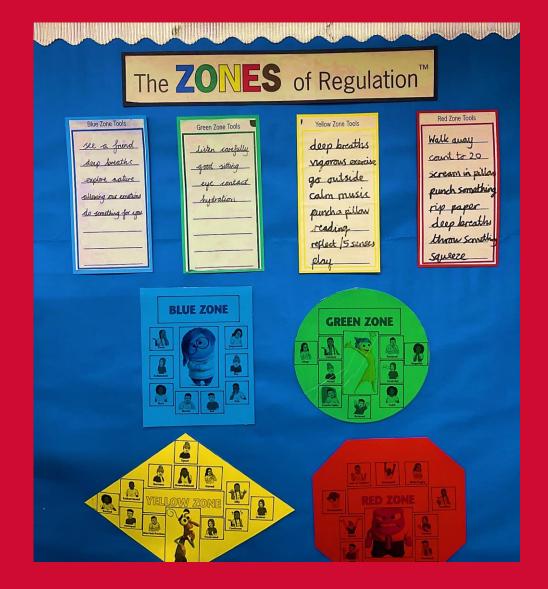
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- Painting
- Colouring
- Word searches/crosswords
- Crafting
- Kinetic sand

Classroom Displays

- Each class has the zones of regulations displayed clearly and visually for both children and adults to refer to frequently.
- The framework is embedded through dialogue and children progressively become more confident with using, helping them to articulate, recognise and manage their feelings and emotions.
- It is also good practice for adults to share which zones they are in with children to identify how we all experience a range of different feelings and emotions, unpicking how they can fluctuate over time.





What is Emotion Coaching?

- Validating your child's feelings by acknowledging them (e.g., "I see you're feeling upset, and that's okay").
- Helping them understand their emotions and why they may be feeling that way.
- Guiding them through strategies to manage their feelings (e.g. taking deep breaths or having a quiet moment).



Emotion coaching helps children feel **understood** and builds **emotional resilience** over time.

Emotion Coaching

Attend to the emotion

Acknowledge somethings wrong



SAY

"Whoa! I can tell something's up right now"

Name the emotion

Put the emotion your child's experiencing into words

02

SAY

"You look really mad " or "you seem disappointed"

Validate the emotion

Remember - all emotions are valid, even if the behavior accompanying them is inappropriate.



SAY

"It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]

Meet the Need of the Emotion

Help your child get through the emotion until it passes



SADNESS needs comfort FEAR needs safety & security ANGER needs patience & boundaries

Emotion Coaching helps kids learn that feelings are normal, and they need to be experienced, not suppressed or avoided. It also helps them develop tolerance to sitting with uncomfortable emotions.

emotion coaching

You seem angry as you're

clenching your fists and

It's normal to feel angry

about that, I would feel

... it's not OK to

behave like that

others

We don't deal with our

emotions by hurting

shouting

that way too

helping children understand their feelings and manage their emotions by co-regulation

... these are the rules

that we all have to

follow

and Empathing

Jalidate and Log

Limit Setting

Connect before Correct



PIP and RIP

Restor and repail



problem

How were you feeling when that happened? What were you trying to achieve by ... Have you felt that way before?

I can see that something's not quite right - can you tell me about it?

what is happening, gather your evidence. What is the child feeling and why?

I can see that you get frustrated when that happens

I'm sorry that happened to you, you must feel very

I can see that you're frowning and you're kicking the wall and expressing a lot of energy. I would be feeling like that too if I didn't want to do something

... the rules are that we do not ...

We don't throw

things, it's not safe

... it's OK to feel like that but it's not OK to behave like that

PROBLEMATISING

This first step does not require physical action, but it's the process of 'tuning in' to the situation, looking for physical and verbal signs of the emotion being felt. Bear witness to

> Let's think of what you could of done instead

I can help you think of a different way to

Do you think that... would be more helpful?

Try and do this next time you feel like this

Let's decide what you will do next time you feel like





























Can you think of

a different way

to deal with your feelings?















What is attachment?

Attachment is an **emotional bond** with another person or primary caregiver (e.g. parent, carer, teacher).



45's of Attachment

1. Safe



3. Soothed



2. Seen



4. Secure



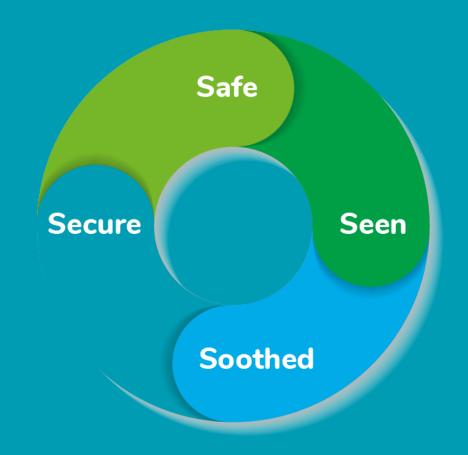
Ocreative. clinical. psychologist



"Children who form secure
attachments with their caregivers lead
happier and more fulfilling lives."
Dr. Dan Siegel

These bonds are formed when we respond to the **needs** of their children with the Four S's:

SAFE, SEEN, SOOTHED, SECURE.



The 4 S's of Attachment

SAFE

Parents are not a source of fear. Children feel safe and are protected from physical, emotional, and relational harm.

SEEN

Parents are empathetic.
They work to understand
and respond to their
child's inner experiences.

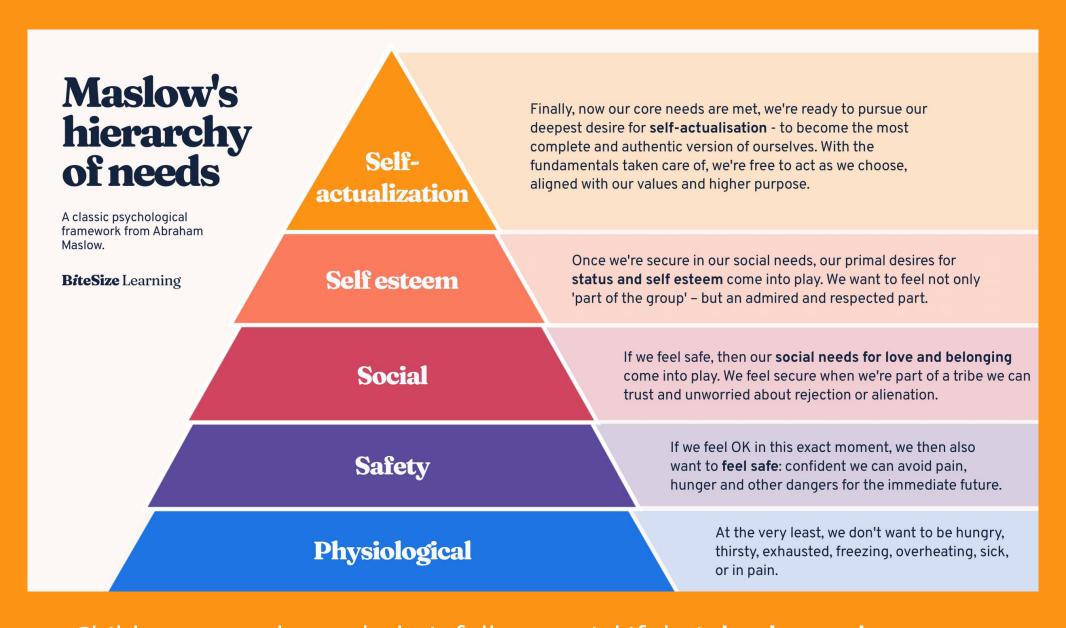


SOOTHED

Parents are present and attentive when their child is distressed. Soothed children learn how to understand and regulate their emotions.

SECURE

Parents are a secure base for their child from which to explore, and a safe haven for them to return.



Children can only reach their full potential if their **basic needs** are met alongside their **safety needs**, **social needs** and **self-esteem needs**.

Benefits of Zones of Regulation



- 1. Increased **self-awareness** and social/emotional skills
- 2. A common, consistent and familiar language for communication
- 3. More time spent on **learning** instead of on behaviour management
- 4. A healthier, more **inclusive** school climate
- 5. Empowers children and adults to **understand** their feelings and emotions
- 6. Providing a safe place where all children feel a sense of belonging and feel supported
- 7. Prioritises mental and physical wellbeing of all children (and adults!)
- 8. Teaches children that everyone experiences a range of emotions IT'S OKAY TO FEEL!



Any questions?

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What Are the Zones of Regulation?

The Zones of Regulation is a framework used to teach children how to identify and regulate their emotions.

There are four zones, each representing a different emotional state:

- Blue Zone: Low energy or sadness (e.g., feeling tired, sad, or bored)
- Green Zone: Calm, focused, and happy (ideal for learning and engaging)
- Yellow Zone: More intense emotions like frustration, anxiety, or excitement
- Red Zone: Very intense emotions such as anger, rage, or terror (harder to control)

Each zone helps children recognize their emotions and understand how they can manage them.

The ZONES of Regulation ** BLIE ZONE Sch Sch Sch Send Henling Henling

ZONES OF REGULATION

How Are the Zones of Regulation Embedded at School?

At Radford Semele C of E Primary School, we teach the Zones of Regulation progressively across all year groups:

- . Early Years (Reception): Children begin by identifying emotions using coloured visuals and simple stories to help them recognize the different zones.
- Key Stage 1 (Years 1 and 2): Children learn about why they may feel certain emotions and begin using calming strategies like deep breathing or taking breaks.
- Key Stage 2 (Years 3 to 6): Students gain independence by self-monitoring their emotional states and using self-regulation techniques like mindfulness or positive affirmations/self-talk.

Self-Regulation Strategies Used in School:

- . Zones Check-ins: Children regularly check in with how they're feeling at the beginning of the day or after a transition period. This builds emotional awareness.
- Emotion Coaching: We help children understand their emotions and guide them through strategies to manage them. For example, instead of saying "calm down" when a child is angry, we may say, "I see you're feeling angry. Let's talk about what we can do to help you feel better."
- . Calming Tools: Students have access to resources like fldget toys, calm-down corners, and breathing exercises to help them manage their emotions.
- . Role-Playing: We use role-playing and social stories to help children practice problem-solving and dealing with their emotions in different scenarios.

What Is Emotion Coaching?

Emotion Coaching is an important technique we use both at school and recommend for use at home. It involves:

- Validating your child's feelings by acknowledging them (e.g., "I see you're feeling upset, and that's okay").
- · Helping them understand their emotions and why they may be feeling that way
- · Guiding them through strategies to manage their feelings, such as taking deep breaths or having a quiet moment.

Emotion coaching helps children feel understood and builds emotional resilience over time.

How Can You Support Your Child at Home?

Here are some simple ways you can reinforce the Zones of Regulation at home:

- 1. Talk About Emotions: Use the Zones language with your child. Ask them which zone they're in and discuss their feelings.
- Create a Zone Chart: Make a simple chart at home with the coloured zones and associated emotions. This will help your child identify their feelings more easily.
 Practice Calming Strategies: Teach your child calming techniques like deep breathing, counting, or using a stress ball when they are in the Yellow or Red Zones.
- 4. Praise Emotional Awareness: Celebrate when your child identifies their emotions or uses a self-regulation technique. Positive reinforcement encourages them to
- 5. Be Consistent: Consistent language and strategies at home will help your child build emotional intelligence. Use the same vocabulary as we do at school.







