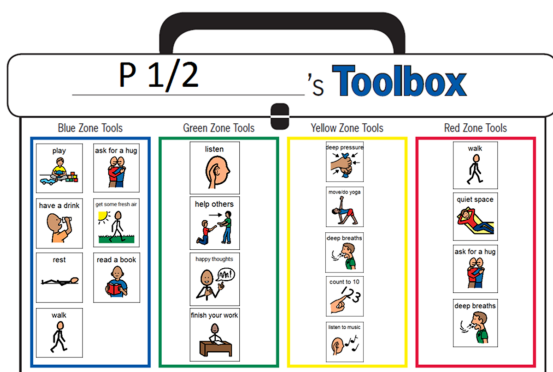


How can you support Zones of Regulation work at home?

- Have a look at the different emotions in the different zones.
- Talk to your child about the tools in their toolkit that they use to support their solutions to problems.
- discuss what zone a character might be in in a story?
- Parents can help reinforce the Size of the Problem work
- Look out for ZOR in LOL tasks
- Ask your child to tell them/talk to you



about the Zones

Cornbank Primary School Vision, Values and Aims

Our Shared Vision

Cornbank - Where everyone works together to inspire learners to be their best now and in the future.

Our Core Values

Respect Inclusion Safe Excellence

#RISE

Our Aims

- To form strong and trusted partnerships within our learning community
- To support and challenge our pupils to develop and apply their skills in literacy and numeracy
- To use our Cornbank Toolkit to support development of skills for lifelong learning, and for pupils to be Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals
- To nurture and support emotional and social well being for all
- To encourage respect for each others' differences, and embrace and celebrate diversity as a Rights Respecting School
- To ensure everyone's voice is valued, and they are able to contribute to and lead improvements



Zones of Regulation at Cornbank Primary School

Information for Parents and Carers



What are the Zones of Regulation?

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

Charles Swindoll

The Zones is an approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones.

The Zones framework provides strategies to teach pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. It can also help children become more aware of how others are feeling.

Why are we looking at this?

Research has shown that being able to self regulate has an impact on health and wellbeing, as well as supporting attainment. Zones of Regulation aims to give all pupils and staff a 'common language' and help pupils develop their own strategies to help manage their own emotions. This ties in to our work over the past few years on restorative approaches to supporting relationships in school and builds on our Vision, Values and Aims, which are overleaf.

Which zone are you in?

There are four different zones.

Blue Zone— understimulated: sad, sick, tired, moving slowly, bored

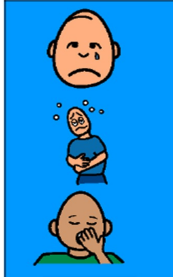
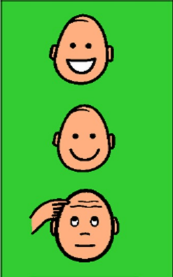
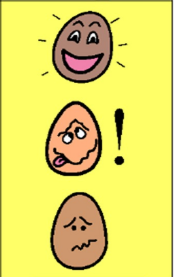

Green Zone— ready to learn: happy, calm, feeling OK, focused, ready to learn

Yellow Zone—becoming excitable: frustrated, worried, silly, excited, loss of some control

Red Zone— overstimulated—need for time out: mad/angry, terrified, yelling/hitting, elated, out of control

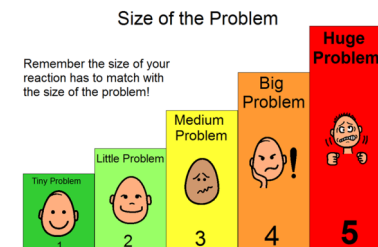
We can't be in the green zone all of the time. We move between the zones at different times of the day.

We may need strategies to help ourselves become more alert, e.g. if we are in the Blue zone, or less alert/active if we are in the Red or Yellow Zones.

			
Blue Zone	Green Zone	Yellow Zone	Red Zone
sad sick tired	happy calm feeling ok focused ready to learn	frustrated worried silly/wiggly excited loss of some control	mad/angry terrified yelling/hitting elated out of control

How are we teaching this?

Staff at different stages will be introducing Zones of Regulation in different ways. It is already being used in our ELCC (Nursery). Children may be playing games to look at the vocabulary and will begin to develop their own toolkit of strategies to help themselves in the different zones.



Size of the Problem

We will encourage children to think about the size of the problem and consider whether their reaction to a situation matches the situation itself. We will ask children to consider whether they need help to solve the problem and which tools in their toolkit they can use to help themselves.