





Zones of Regulation At St Joseph's

Last year, St Joseph's implemented 'The Zones of Regulation Curriculum' across the whole school. The curriculum is a framework and teaching tool that supports pupils emotional growth and development.

There are 4 x 'zones' which are used to describe our:

Feelings, Energy Levels and Arousal States

- These are paired with colours and visuals for ease of recognition

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Or you can think about it like this...

- **'Big' emotions** (red & yellow zones)
- **'Feeling just right'** (green zone)
- **Feeling slow** (blue zone)

What can you do...

Regulation strategies aim to help us... Focus / Calm / Think / Move / Breathe / Connect depending on what we need at the time.



Green Zone: You're okay as you are, ready to learn



Blue Zone: Stand up and stretch, move around, have a drink or a snack, take a break!



Activate your Senses!

Take notice of your senses and name:
5 things you can see
4 things you can feel or touch
3 things you can hear
2 things you can smell (or like to smell)
1 thing you can taste (or like to taste)



Yellow Zone: Open a window / physically cool down, deep breaths, become aware of your senses – try and ground yourself in the moment



Red Zone: Tense and relax your muscles. Breathe!



Stay calm to bring calm:

Children will feed off the emotional regulation of the protective figures around them.



Therefore, as adults, it's vital that we reflect on our own emotional regulation needs, acknowledge them and seek your own support if necessary.

- **Further support** is available from <https://www.sheffieldchildrens.nhs.uk>



The 'Zones' help children to develop

Emotional Regulation

Emotional regulation makes up a significant part of our emotional intelligence and is about being able to have strategies to adjust our emotional states to cope with external demands

Key Skills for Emotional Regulation

- Being able to notice emotions and feelings
- Being able to label emotions/feelings
- Having internal strategies to calm or stimulate
- Being able to utilise external sources of support
- Being able to ask for support

It is natural to experience **all** of the Zones - there is **no 'bad zone'**.

The aim is to accept all emotions, acknowledge them and help children to **cope** with the feelings they are experiencing and to manage their states and behaviours e.g. "It's **OK** to be angry but it is **not** OK to hit..."

Recognising emotions is the first step to regulating them

It teaches students:

- ✓ Vocabulary for emotional terms
- ✓ How to recognise their own emotions
- ✓ How to detect the emotions of others
- ✓ What may trigger certain emotions
- ✓ How others may interpret their behaviour
- ✓ Problem solving skills
- ✓ Provides a common language to discuss emotions – a language that is non-judgemental
- ✓ It is simple for children but is helpful for all
- ✓ Healthy coping and regulation strategies

Executive function and emotional regulation skills bring lifelong benefits to both individuals and society.

(Harvard Centre on the Developing Child)

• School Achievement

Development of non-cognitive skills improves readiness to learn and enhances attainment

• Positive behaviours

Teamwork skills, leadership, decision making, critical thinking, empathy, impulse control, reduced anti-social behaviour

• Good physical and mental health

Helps people make more positive choices, reduce risk taking and primes out biological and coping systems to respond well to stress

• Enhanced relationships

Greater life-satisfaction, improved emotional well-being, sensitive and appropriate parenting

• Increased potential for economic success

Better organised, motivated, innovative, competent and workforce