NEWSLETTER



Zones of Regulation

This week's newsletter is all about 'Zones of Regulation', a new whole school approach that we hope will support our children to:

- become aware of their emotions and to identify their feelings
- develop effective self-regulation tools
- to know when and how to use tools
- to problem solve to find possible solutions
- To understand how their behaviour influences other people's thoughts and feelings

We hope that this information is useful, and could even be used at home if appropriate.

The four different zones

We have introduced children to four zones:



Blue zone: a low level state of alertness

Green zone: a calm state of alertness and an optimal learning zone Yellow zone: a heightened state of alertness with elevated emotions

Red zone: an extremely heightened state of alertness and intense emotions

The four zones

When we are in the Blue zone, we need help to wake up our bodies, feel better and regain our focus.

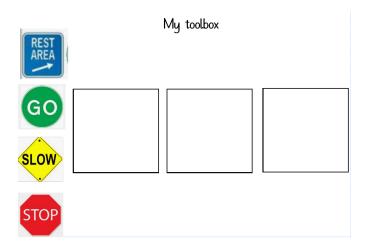
In the Green zone, we need help to stay calm, focused and feeling good.

In the Yellow zone, we need help to regain control and calm ourselves.

In the Red zone, we need help to stay safe and help us to calm down.

Strategies for children

Children who spend their days in the Yellow and Red zones need help to experience what it is like to be in the green zone. With guidance, children can create their own tool box with strategies that can help them:



Strategies for the tool box can include:

- Exercise e.g. going for a walk, Cosmic yoga
- Listening to some calming music
- Having a drink of water or squash
- Mindfulness activities e.g. colouring, drawing a picture
- Breathing activities
- Sensory activities such as playdoh

Parent workshop

If you are interested in finding out more information about Zones of Regulation, Mrs Grove will be hosting an informal workshop for parents to attend or to ask questions. This will take place on Monday 28th March at 9am. Please contact the school office to book yourself a place on this session.