



Wood Lane
Sheffield
S6 5HN

Tel: 0114 234 2268

Fax: 0114 231 0343

Email: enquiries@shootersgrove.sheffield.sch.uk

Headteacher: Mrs Louise Chadwick

Assistant Heads: Mr S Crabtree and Mrs R Biondi

Friday 19th March 2021

Dear Parents/carers,

In order to support our pupils to further understand and respond effectively to their emotions, we have introduced The ZONES of Regulation™ in KS1 and KS2.

The Zones of Regulation curriculum are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help our children improve their skills in the area of self-regulation. The lessons and learning activities are designed to help the students recognise when they are in the different 'Zones' as well as learn how to use strategies to change or stay in the Zone that they are in.

In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem-solving skills.

You can support your child during this process by doing the following:

- Using the language and talk about the different Zones.
- Reiterate that it is natural that we all experience the different Zones.
- Help your child gain awareness of his or her Zones and feelings.
- Validate what Zone your child is in and help them to come up with strategies to regulate these emotions.
- Help your child become comfortable using the language to communicate his or her feelings and needs by encouraging them to share his or her Zone with you.
- Remember that the Red and Yellow Zones are not the "bad" or "naughty" Zones. We just have to learn how to effectively manage our emotions when in each Zone.

Here is a glossary of terms that have been shared with your child in school. This should help you to use this language, being used at school, with your child at home.

- **The Zones:** A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorise how the body feels and emotions into four coloured Zones with which the students can easily identify.
- **Blue Zone:** Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.
- **Green Zone:** Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The child feels a strong sense of internal control when in the Green Zone.

- **Yellow Zone:** Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The child's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.
- **Red Zone:** Used to describe an extremely heightened state of alertness. A child may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.
- **Toolbox:** A collection of calming and alerting strategies the child can pull from depending on the present need.
- **Tools or strategies:** Used interchangeably to refer to a calming or alerting technique that aids the child in self-regulation.
- **Trigger:** An irritant that causes a child to become less regulated and increases the likelihood of going into the Yellow or Red Zone.
- **Big Problems:** Problems that many people share and that have no easy, quick, or pleasant solution.
- **Medium Problems:** Problems some people share that are able to be resolved in an hour to a couple of days.
- **Little Problems:** Problems that only affect one to two people and can be ignored or solved in a matter of minutes.
- **Inner critic:** Used to describe negative, self-defeating thoughts.
- **Inner coach:** Used to describe positive thoughts.

If you would like any more information, please do not hesitate to contact me.

Kind regards,

Mrs Rhona Biondi

Assistant Headteacher