



South Avenue Primary School

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Head of School: Miss Tracy Cadwallader

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Dear Parents, Carers and Guardians,

This school year, staff and children at South Avenue will be learning about the Zones of regulation (or "The Zones" for short), which is a framework to help pupils gain skills in the area of self-regulation. Self-regulation can go by many names, such as: self-control; self-management; and impulse control. Common language between home and school can be very helpful for students. Zones of Regulation groups all the ways that children feel and act into four "Zones".

Blue Zone — when your body is running slowly, such as when you are tired, sick, sad or bored.

Green Zone — when you are ready "good to go." You feel happy, calm and focused.

Yellow Zone — when you feel your engine running high, such as when you are frustrated, overwhelmed, silly, wiggly, excited, worried, anxious, or surprised.

Red Zone — is when you have "flipped your lid." You have extreme feelings such as terror, uncontrolled anger, aggression, or elation.

Zones of Regulation focuses on two areas. In the first, our children will learn about how their emotions and attention are connected, and then how to recognise emotions and attention in themselves and classmates. They learn that they move through their Zones throughout the day, and that they can improve their control over their Zones through practice.

The second area of Zones of Regulation, teaches about tools for changing from one Zone to another, and encourages each child to build a repertoire of tools. The goal of the framework is for children to gradually become more able to call upon their toolkit, rather than needing adults to regulate them.

It is very important to know that none of the Zones is "bad" or "naughty." All of the Zones are expected at one time or another. As the year progresses, children will practise identifying what Zone is expected, and how to change Zones to better match their levels of alertness and emotions to their situation.

Things you can do at home

-Use the language and talk about the concepts of The Zones as they apply to you. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."

- Talk about what zone is "expected" in a specific situation. For example, when playing games is expected to be excited and in the yellow zone, but the Yellow Zone is not expected when you are about to go to sleep.
- Help your child become comfortable using the language to communicate his or her feelings and needs by encouraging your child to share his or her zone with you.
- Show interest in learning about your child's triggers and Zones tools. Ask what tools they use to get back to the green zone.

We Discover, We Learn, We Grow

- Make sure you praise your child for being in the expected zone rather than only pointing out when they are not.

It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones. All of the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment.

Thank you for your ongoing support.

Kind regards,

A handwritten signature in blue ink, appearing to read 'S Savva', with a long, sweeping underline.

Mr S Savva
SENDCo