# The ZONES of Regulation®

## A Parents Guide

## Harford Manor School

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Foundations For Futures

# The Zones of Regulation at Harford Manor School

For the last couple of years staff have been using the Zones of regulation with pupils in different ways, depending on pupil needs and ability, to support regulation of behaviour.

Here is an outline of what staff and pupils mean when you see written in reviews or EHCP plans or hear staff talking about at school pupils being in different zones.

There are 4 zones: **BLUE**, **GREEN**, **YELLOW** AND **RED**.

Each zone is linked to a different emotional state and different tools and strategies are used to support different pupils in different colour zones.

Classes also use the zones as a way of labelling pupils in different emotional states within lessons and different parts of the school days as we recognise that pupils can change from one zone to another and back throughout the day. Also that it is appropriate to be in different colour zones depending on what the child is doing e.g.: at playtime it is appropriate to be in the Yellow Zone laughing and giggling, however in lessons we need to be focussed in the Green Zone.

## Blue Zone

Language used:

- Tired
- Sad
- Ill
- Bored

This is where pupils are usually in a low state of alertness. Typically pupils are slow, unfocussed and need prompting or support to engage.

For some pupils a run around; walk; jump on trampoline; helping to complete jobs; wobble seat cushion or short activities with breaks, help support children to get out of the Blue Zone and move into the Green Zone

However there are times when we would expect to see children in the blue zone or

# Green Zone

Language used:

- Calm
- Focused
- OK
- Learning

This is where pupils are in a calm state of alertness. Typically pupils are happy, focused and ready to learn

For some pupils, using symbols to support; fiddly toys; weight or pump squeeze jacket help support children to stay in the Green Zone

# Yellow Zone

Language used:

- Silly
- Giggling/ laughing
- Fidgety
- Excited
- Anxious

This is where pupils are in a heightened state of alertness with elevated emotions.

For some pupils, weight; chewy's; movement breaks; runs; walks or sensory circuits help students to move out of the Yellow Zone and back to the Green Zone, so they are ready to learn

However it is reasonable for children to be in the yellow zone for example: when playing in the playground, or swimming, children can be excited and running around laughing, as long as we know how best to support them when play has finished to get them back focused in the green zone. Strategies such as weight, or slow walk after playing.

# Red Zone

Language Used:

- Angry
- Cross
- Mad

Typically this is where students are in a heightened state of alertness with intense emotions. This is where we may see some pupils with extreme behaviours (kicking; biting; hitting; screaming etc.)

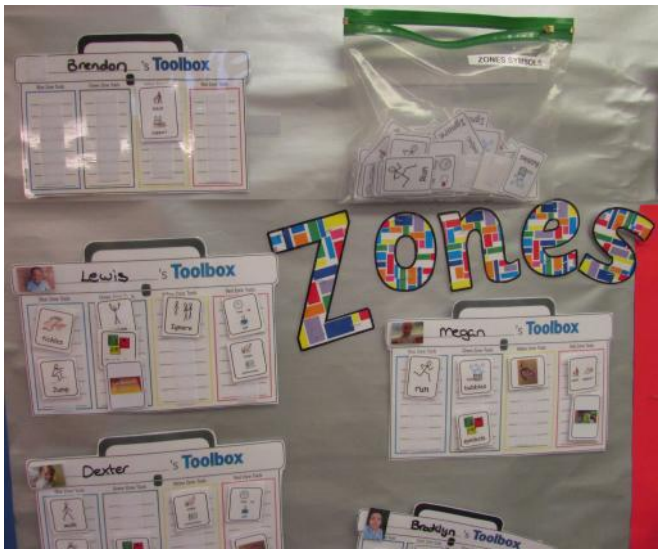
For some pupils this is where a beanbag or quiet, reduced distraction and stimulus and noise area may support. Tools such as chewy's; weight or deep pressure may help children to be able to be calm and then receive further support to get them back into the Green Zone

# Zone Toolkits

Each pupil has their own individualised zones toolkit which will show what works for each pupil in the different coloured zones to support emotions and regulation of behaviour.

For some pupils they will also have symbols so they can tell a member of staff what they require to support themselves or have the language ability to tell staff or other adults.

However, how each pupil use these strategies will vary from pupil to pupil.




**If you are unsure or would like further support about the zones of regulation and how they are used with your child, please do speak to their class teacher**