



Malpas Alport Endowed Primary School  
Chester Road, Malpas, Cheshire  
SY14 8PY

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Dear Parent/Carer,

We have a very exciting opportunity to support parents in their knowledge and understanding of **'ZONES of Regulation'** and how to use this in the home.

In the school hall on **Monday 25<sup>th</sup> March 2024 at 1pm**, Dan Ramage from Archer's Brook School in Ellesmere Port will be hosting a session for parents to attend. If this is of interest to you and you would like to attend then please email [admin@malpasalportpri.cheshire.sch.uk](mailto:admin@malpasalportpri.cheshire.sch.uk) and we can add you onto the attendance list.

### Information about the **'ZONES of Regulation'**

Our pupils are participating in The Zones of Regulation™ curriculum (or "The Zones" for short), which are social and emotional learning lessons and activities to help them gain skills in the area of self-regulation. The Zones are being taught during a Personal and Social Development lesson once a week. These lessons and learning activities are designed to help our pupils recognise when they are in the different Zones as well as learn how to use strategies to manage the Zone they are in.

### What Does the Zones of Regulation Teach our pupils?

This program teaches a variety of social-emotional skills to our pupils, starting with early emotional skills and advancing on to self-regulation and navigating social situations.

### Skills covered in The Zones of Regulation include:

- Identifying your emotions by categorising feelings into four zones
- Self-regulation: regulating your body and emotional regulation.
- Identifying triggers: Learning what makes you "tick" and why
- Coping strategies: Various strategies that help manage strong emotions
- Size of the problem: the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- Expected behaviour vs unexpected behaviour: how your behaviour affects the thoughts and feelings of the people around you
- The curriculum also helps our pupils better understand their emotions, sensory needs, and thinking patterns.
- They learn different strategies to help them cope and manage their emotions based on which colour zone they're in.

### What Are the Zones Colours & Their Meanings?

The Zones of Regulation uses four colours to help our pupils self-identify how they're feeling and categorize it based on colour.





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### The Green Zone

The Green Zone means you're feeling calm and alert, or "just right".

Being in the green zone means you are calm, focused, happy, relaxed, or ready to learn. This is predominantly the state you want your child to be in. Although, the yellow zone is okay sometimes, too. And, you'll learn, that there are times when the other zones are expected.

Usually, teachers want their students in the Green Zone in the classroom, so they're ready to learn.

### The Yellow Zone

The yellow zone describes when you have a heightened sense of alertness. This isn't always a bad thing, and you still have some control of your actions when you're in the yellow zone.

Being in the yellow zone means you may feel frustrated, anxious, or nervous. But it could also mean you're feeling excited, silly, or hyper – which is okay in the right situations.

### The Red Zone

The red zone describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer able to control their emotions or reactions.

This is the zone young people are in when they are dysregulated.

Being in the red zone means you're out of control. You could be feeling many things, such as, anger, rage, terror, or complete devastation.

### The Blue Zone

The blue zone, on the other hand, is used when a person is feeling low states of alertness or arousal.

When you're in the blue zone you may be feeling down – sad, sick, tired, or bored. You're still in control, as you are in the yellow zone, but with low energy emotions.

### Using the Zones at Home

A critical aspect of this curriculum is that all of us know and understand The Zones language. This creates a comfortable and supportive environment for our pupils to practice their self-regulation skills. It also helps them learn the skills more quickly and be more likely to apply them in many situations. You can support them during this process by doing the following at home:

- Use the language and talk about the Zones as they apply to you.

***"I had a great day today and am in the Green Zone this evening"***





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- Make comments aloud so they understand it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves.

***“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.”***

- Help them gain awareness of their Zones and feelings by pointing out your observations.

***“You look sleepy, are you in the blue zone?”***

- Validate what Zone they are in and help them brainstorm expected ways to self-regulate so their behaviour is expected for the context.

***“I can see you are upset and in the Yellow and that’s OK – what can we do / do you need at the moment”***

- Share with them how their behaviour is affecting the Zone you are in and how you feel.
- Help them become comfortable using the language to communicate his or her feelings and needs by encouraging them to share their Zone with you. – Checking-in in the morning / after school
- Show interest in learning about their triggers and Zones tools. Ask them if they want reminders to use these tools and how you should present these reminders.
- Make sure to positively reinforce them for recognizing their Zone and managing their behaviours while in it, rather than only pointing out when they are demonstrating unexpected behaviours while in a Zone.

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.

If you have any questions or would like further information, please feel free to contact your child’s class teacher.

Many Thanks,  
Miss Harper

