



Happy new year! The start of a new year is always the chance for reflection, plans and thoughts of fresh starts. The children have returned to school with a seemingly new found energy and ready to learn. Mrs George has been delivering lessons about The Zones of Regulation and we would describe them as being generally 'good to go'. The impact of the children's knowledge about Zones, coupled with our positive approach to behaviour is being felt and we will now update you about this so that you can support the work we are doing. As with any resolution, consistency, commitment and the key to its success. We thank you, as ever, for your support. Mrs Brown

Behaviour and Attitudes

Our value focus for next half term is:



School Uniform and Equipment

One way of ensuring your child is 'good to go', is by ensuring they are in full uniform, dressed appropriately for the weather and have the right equipment for school. We noticed a lot of variations on uniform towards the end of term and wish to remind you of our expectations. These consistencies help children to feel equal and by reinforcing the message we keep it fair.

[Uniform Information | Langar C of E Primary School](#)

The Uniform

White or royal blue polo shirt, white blouse or shirt,

Grey pinafore dress, skirt or trousers (which can also be black)

A navy blue jumper or cardigan

White, black, navy or grey socks or tights

Black shoes NO TRAINERS

Elaborate accessories (such as large head bands, wrist bands or jewellery) or dangling earrings are not permitted and children will be asked to remove them

On the days when classes have PE, children come to school in and wear PE uniform all day. **The PE indoor uniform is a yellow or white t-shirt, black or navy blue shorts and plimsolls/ trainers. The outdoor PE uniform is a yellow or white t-shirt; black, navy blue or grey tracksuit bottoms or leggings; a navy blue SCHOOL jumper and trainers. Any child in non-uniform sportswear will be asked to remove it and will be provided with a plain t-shirt.**



Follow the link for the full calendar—[Calendar | Langar C of E Primary School \(secure-primariesite.net\)](#) which you are able to sync with your personal calendar by following the instructions on the website

January

Monday 15th —Connect and Reflect Afternoon (Drop in between 2.00 and 3.00)

Monday 22nd—Full Governing Body Meeting at 6.00pm

February

Friday 2nd—9.00 am Awards and Achievements

Friday 9th—school ends for half term

Monday 19th—School starts for children

March

Friday 1st—Troy Jenkins Children's Author in for talk and workshops, and World Book Day launch

Friday 1st—Class 3 sharing assembly (2.30pm because of author visit)

Thursday 7th—World Book Day (Details to follow)

Monday 18th—5.00pm Governors Committee Meetings

Monday 25th—Snap Shot Reports published

Tuesday 26th—Parent/ teacher meetings throughout the day and Experience Easter Day

Thursday 28th—Easter crafts and activities day with parents invited from 2.00pm to join in activities

Life is 10% what happens to us and 90% how we react to it.

-Charles Sindoll

Behaviour and Attitudes

The Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want our children to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- ⇒ Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in and increase their emotional vocabulary so they can explain how they are feeling.
- ⇒ Recognise when other people are in different Zones, thus developing better empathy.
- ⇒ Develop an insight into what might make them move into the different Zones.
- ⇒ Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- ⇒ Develop problem-solving skills and resilience
- ⇒ Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The Zones can be likened to traffic lights:

Green: you are 'good to go!'

Yellow: slow down or take warning

Red: stop and regain control

Blue: rest area where you pull over when you're tired and need to recharge.

We teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

We have been introducing the Zones through discrete teaching lessons and through our PSHE curriculum. We will also be using the Zones language as part of daily school life so all staff will be referring to them, not just their class teacher. Some children might prefer not to use the 'Zones language' but label the emotions directly – this is fine and encouraged!

How can you help your child use The Zones of Regulation at home?

- ⇒ Identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone."). Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- ⇒ At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- ⇒ Engage your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated / calm.
- ⇒ Teach your child which tools they can use. (eg: "It's time for bed. Let's read a book together in the comfy chair to get you in the Blue Zone.")
- ⇒ Regular Check-ins. "How are you feeling now?" and "How can you get back to Green?"
- ⇒ Modelling It is important to remember to show the children how you use tools to get back to the green zones. You might say "I am going to make myself a cup of tea and do some breathing exercises because I am in the blue zone" and afterwards tell your child how using those tools helped you get back to the green zone.
- ⇒ Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy / go into the Green Zone.
- ⇒ Put up and reference the Zones visuals and tools in your home.
- ⇒ Praise and encourage your child when they share which Zone they are in. Tips for practicing the Zones of Regulation
- ⇒ Know yourself and how you react in difficult situations before dealing with your child's behaviours.
- ⇒ Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
- ⇒ Know your child's triggers.
- ⇒ Be consistent in managing your child's behaviour and use the same language you use at home. Empathise with your child and validate what they are feeling. Have clear boundaries/routines and always follow through.
- ⇒ Do not deal with an angry, upset child when you are not yet calm yourself.
- ⇒ Discuss strategies for the next time when you are in a similar situation.
- ⇒ Remember to ask your child how their choices made you feel (empathy).
- ⇒ Praise your child for using strategies. Encourage your child to take a sensory break to help regulate their bodies.
- ⇒ Create a 'calm' box full of things which help to keep your child calm and alert. Advice about what could go in the box can be found on our website in the 'Zones Toolkit' section.

Common questions on the Zones of Regulation

Can my child be in more than one zone at the same time? Yes. Your child may feel tired (blue zone) because they did not get enough sleep, and anxious (yellow zone) because they are worried about an activity at school. Listing more than one Zone reflects a good sense of personal feelings and alertness levels.

Should children be punished for being in the RED Zone? It's best for children to experience the natural consequences of being in the RED zone. If a child's actions/choices hurt someone or destroys property, they need to repair the relationship and take responsibility for the mess they create. Once the child has calmed down, use the experience as a learning opportunity to process what the child would do differently next time.

Can you look like one Zone on the outside and feel like you are in another Zone on the inside? Yes. Many of us "disguise" our Zone to match social expectations. We use the expression "put on a happy face" or mask the emotion so other people will have good thoughts about us. Parents often say that their children "lose it" and goes into the Red Zone as soon as they get home. This is because children are increasing their awareness of their peers and expectations when in the classroom. They make every effort to keep it together at school to stay in the Green Zone. Home is when they feel safe to let it all out.