



Zones of Regulation

A guide for Parents



Woodlea has recently adopted a Zones of Regulation approach when supporting children to self-regulate and learn about their own and others emotions. Learning about our emotions, how to recognise, label and then learn to regulate them can be very challenging. Using this visual support system has proven to have a positive impact on pupils understanding and ability to communicate emotions appropriately. We have assembled this pack to give you an idea of the language we use and how Zones of Regulation can support communication and understanding around emotions and regulation. We hope you find it useful and consider using this at home too.

The Green Zone – Ready to Learn

This is the zone pupils should strive to be in, especially when they are at school. When we are in the Green Zone, we can be calm, focused, happy and ready to learn. We begin exploring what being in the Green Zone means to us e.g., What I like to do when I am in the Green Zone or What I do when I am in the Green Zone. Throughout the school day, we label and model Green Zone emotions. e.g. “You are proud of the work you have done, you are in the Green Zone!” or “You completed that piece of work all by yourself, you are focused and in the Green Zone!”

The Blue Zone – Moving Slowly

When we are in the Blue Zone we can be sad, tired, bored, poorly or moving slowly. Usually, when pupils say they are in the Blue Zone it is because they are tired. This is a great opportunity to help pupils talk about why they may be tired and to think of strategies/tools to get themselves back into the Green Zone e.g. ask to eat a snack, stretch, ask to take a walk. Pupils that are in the Blue Zone may also be feeling another emotion on the Zones of Regulation board e.g. tired and happy. Zones of Regulation boards can help pupils begin to explore feeling more than one emotion at the same time.

The Yellow Zone – I need to take care

When we are in the Yellow Zone we can be frustrated, excited, silly, worried or have lost some control. The Yellow Zone has negative and positive emotions in it. The Yellow Zone helps us to explain that having negative emotions is natural and everybody feels both positive and negative emotions. When we are in the Yellow Zone we are beginning to experience the loss of some control. This can be when we feel excited or when we feel frustrated. Using a Zones of Regulation board allows pupils to tell an adult that they may need some help to self-regulate by moving their name into the zone. At school we are working with the pupils to find strategies/tools for individuals. This is an ongoing project and we will share strategies/tools that work with your child.

The Red Zone – I need to stop

When we are in the Red Zone we can be terrified, elated, angry and have lost control. When we are in the Red Zone we will need help to self-regulate. The aim for our pupils is that they will recognise emotions in the Yellow Zone and put strategies/tools in place independently (self-regulate) preventing them from going into the Red Zone. If a pupil is in the Red Zone they will have an individual set of strategies/tools to help them return to the Green Zone e.g. take a break. All strategies should be developed with the understanding that we need to keep ourselves and others safe.

Each class at Woodlea has a Zones of Regulation display in class. Below are some examples of differentiated boards and displays used throughout the school.

