



# PARK HILL JUNIOR SCHOOL

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19th January 2021

Dear Parents and Carers,

In September we introduced a new part of our curriculum called The Zones of Regulation. The goal of this curriculum is to teach children about self-regulation and how to strengthen their self-regulation skills. Children who can regulate their own emotion and attention are better ready to learn and thrive.

The 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, excited, worried, anxious, or surprised.

**Red Zone** - when you have “flipped your lid.” You have extreme feelings such as terror/uncontrolled anger/aggression/elation.

We teach the children that EVERY EMOTION YOU FEEL IS OK. It's what you do when you're in that zone that we must learn to manage. We believe that it is invaluable for the children to learn about their emotions and how to manage them effectively. Children at first find it difficult to identify what emotions they are feeling beyond happy and sad. For example, some children may confuse feeling angry with feeling hungry or tired.

Through our curriculum children have been taught in a variety of ways what emotions are, how to identify an emotion, and what they can do to manage that emotion. Through the use of The Zones children have the opportunity to identify where they are within the zones at regular points throughout the day and have an understanding that no one emotion is better than another, the important part is how you deal with it. In school, children check in regularly on a board in their classroom to let their class teacher which zone they are in. We are hoping to replicate this check in on our virtual classrooms in the next few days.

Since the introduction of The Zones across the school, staff have observed that children have become more aware of their emotions and realise it's OK to discuss how they feel. They understand that looking after ourselves mentally is just as important as looking after ourselves physically. It is also great to see how they support each other when they see a peer is not in their optimum zone for learning or playing.

We would love your support in continuing to build on the children's knowledge of the Zones of Regulation and encourage you to try the same principles at home throughout this period of remote learning if at all possible. Attached is a guidance on how this could be incorporated into your homes if you wish to use it.

If you use the Zones of Regulation vocabulary at home, please use neutral language. For example, “I notice you are in the Blue Zone. What is your plan for moving to the Green Zone?” Or “The Yellow Zone is great for the playground, but right now we are getting ready for dinner. Can you tell me what Zone would be a better match for getting ready for dinner?” “You are in the Red Zone. It is hard to solve problems when you are in the Red Zone. Do you need help getting calmer, so you can be in the Yellow or the Green Zone?”

Thank you for your continued support,

Yours Sincerely,

Mrs Moorhouse & Miss Filiga



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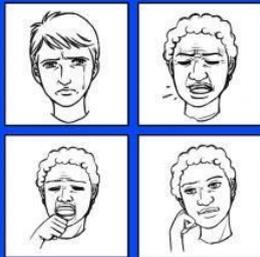
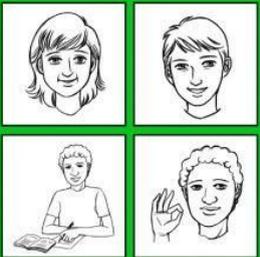
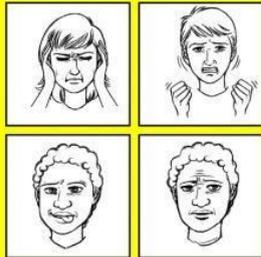
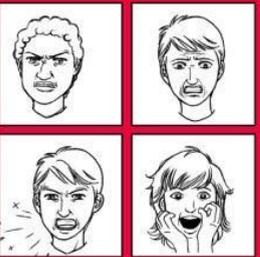
## Zones of Regulation - Guidance for parents

The goals of The Zones of Regulation curriculum are for children to learn:

- How to recognize emotions in themselves and others
- About triggers which cause them to move between Zones
- Strategies to assist moving between the different Zones
- Problem solving strategies

You can support your child in learning The Zones by:

- Talking about The Zones – how you feel and how you see them feeling
- Talking about “expected” and “unexpected” emotions
- Share with your child how his or her behaviour is affecting the zone you are in and how you feel

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

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

- 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 4 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 (eg. “You look sleepy, are you in the Blue Zone?”)
- Engaging 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 (e.g. “It’s time for bed, let’s read a book together on the sofa to get to the Blue 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/encourage your child to share which Zone they might be in. **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.**