

**Amblecote Pre-school**

Personal, Social and Emotional  
Development workshop.

**Thursday 30th January 2025**

**In general, this covers:**

**Who am I and how do I feel?**

**•How do I regulate my feelings and behaviour?**

**How do I manage myself both physically and emotionally?**

**How do I build good relationships?**

Some examples of this might include:

- Having a positive approach to learning and finding out about the world around them.
- Having confidence in themselves and their ability to do things, and valuing their own achievements.
- Being able to get on, work and make friendships with other people, both children and adults.
- Becoming aware of – and being able to keep to – the rules which we all need to help us to look after ourselves, other people and our environment.
- Being able to dress and undress themselves, and look after their personal hygiene needs.
- Being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.
- Understanding the need for taking turns.
- Following instructions.
- Knowing right from wrong.



Parents Guide to:

# Zones of Regulation





We use the Zones of Regulation as a way to teach and support our children to manage and regulate their emotions.

# What is it?

The Zones of Regulation is an approach which supports children in **managing their feelings**.

By categorising the different ways we can feel and states of alertness, children can be supported to **identify** their own feelings and understand how their **feelings can then affect their behaviour**.

## The **ZONES** of Regulation®

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

# Why do we use it?

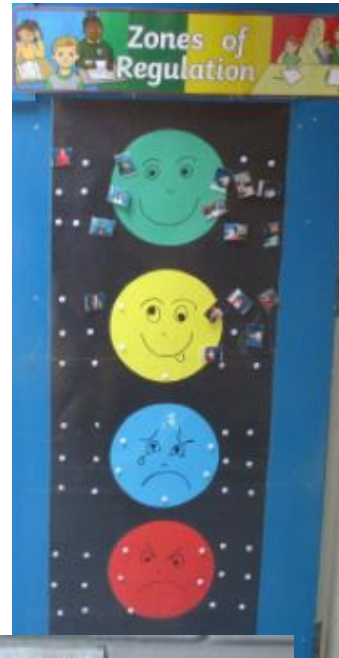
To teach our pupils:

- How to identify their feelings as well as read others' facial expressions
- Understand how their behaviours can influence others' thoughts, feelings and behaviours
- How to regulate their own feelings and in doing so, develop their own 'toolbox' of strategies to self-manage their thoughts and emotions.
- Problem solve and find positive solutions to different emotions



The ultimate goal is for independent regulation.

# What does it look like in school and how do we use it?



Children are encouraged to talk about their feelings!  
By doing so, this will support their understanding and consolidate their learning further.

Our pupils can then decide whether to **check in** with their feelings through the school day.

Our staff can support by reminding them of the 'tools' they could use to help them navigate through their feelings.

Here are some examples:

- Talk to a trusted adult.
- Belly breathing (deep breathing exercises)
- Finding a quiet space to calm down
- Drinking water
- Movement and/or sensory breaks
- Fidget toys/ cuddly toys



# The four zones:

## ZONES OF REGULATION

Choose your **zone**. How are you feeling?

Blue	Green	Yellow	Red
 A blue character with large eyes and glasses, looking sad and holding a blue ball.	 A blue character in a yellow dress, dancing happily with arms raised.	 A purple character with a long nose, looking worried and holding its hands together.	 A red character with a flame on its head, shouting with clenched fists.
<p>Sad Sick Tired Bored Moving slowly</p>	<p>Happy Calm Good to go Focused Ready to learn</p>	<p>Frustrated Worried Silly Anxious I need some help</p>	<p>Mad Angry Yelling / Hitting Out of control I need time and space</p>





The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels **sad, tired, sick, or bored**.



The **Green Zone** is used to describe a calm state of alertness. A person may be described as **happy, focused, content, or ready to learn** when in the Green Zone. This is the zone where optimal learning occurs.



The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however one has more control when they are in the Yellow Zone. A person may be experiencing **stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness** when in the Yellow Zone.



The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing **anger, rage, devastation, or terror when in the Red Zone**.





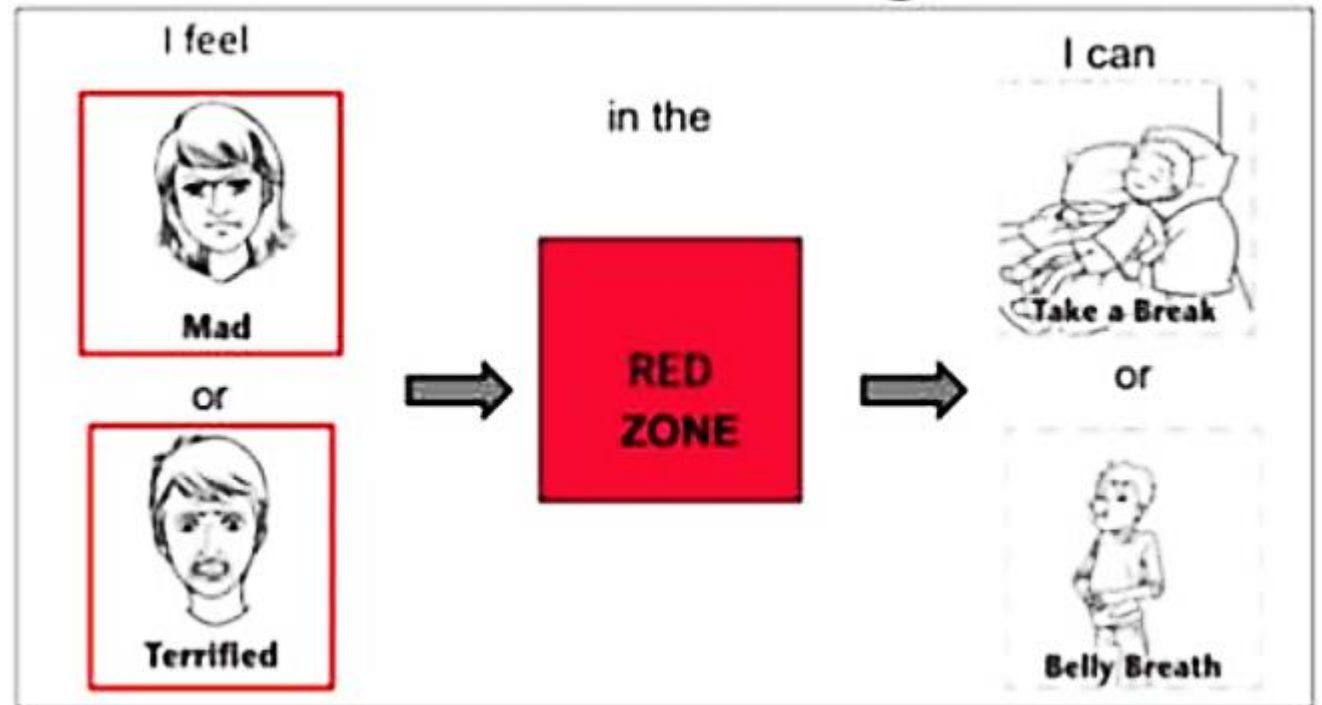
# Worth remembering...the Red Zone is not a bad zone!

In fact, none of the zones are bad!

The feelings of anger, terror, devastation etc are perfectly normal

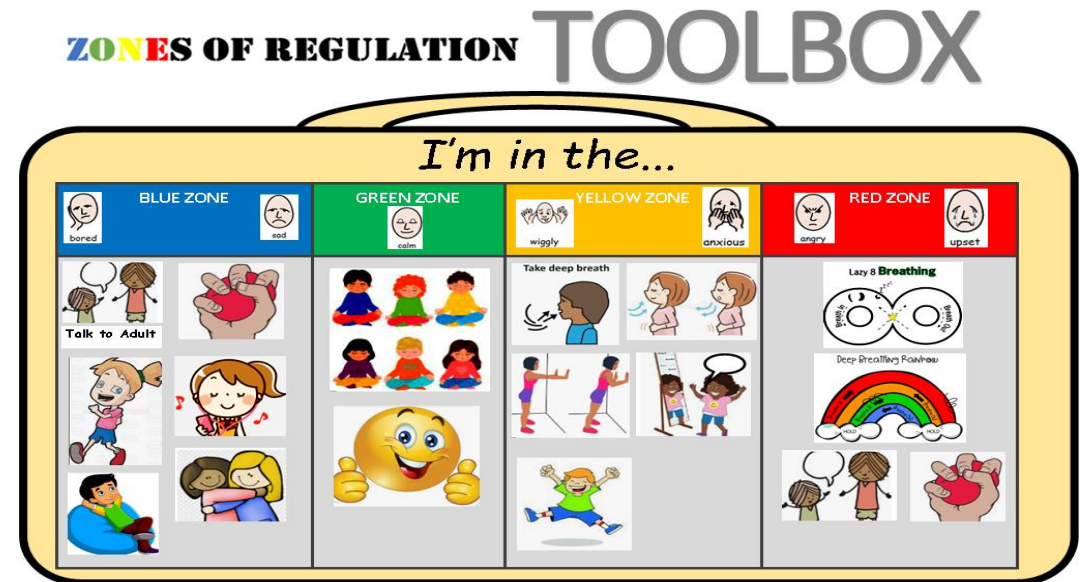
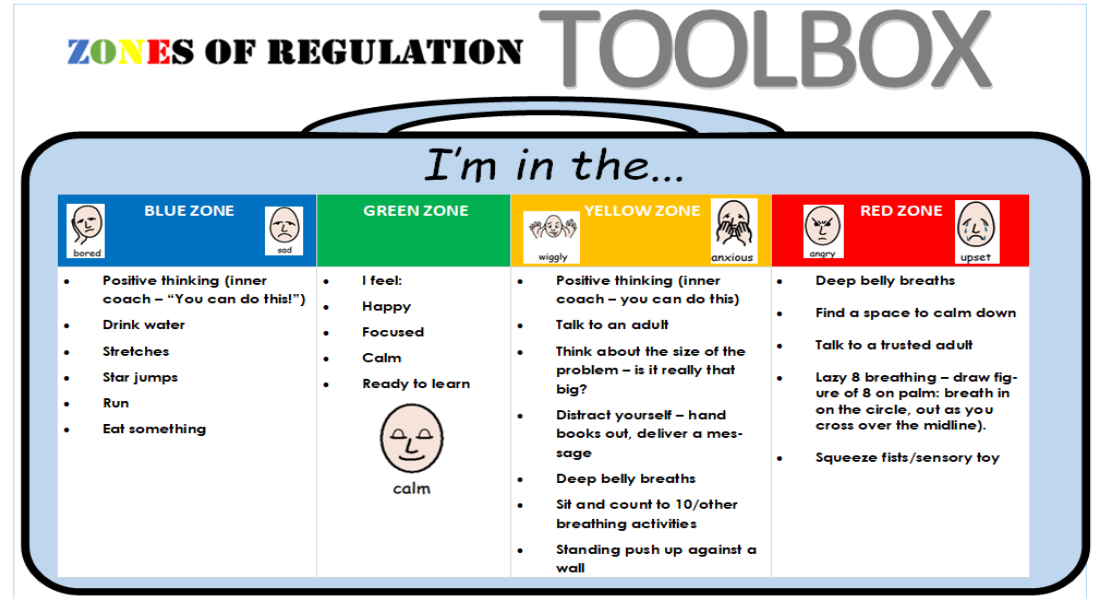
to feel but what matters is **how**

children learn to regulate and manage these strong feelings.



# How can we use it at home?

1. Ask children 'how are you feeling?'/check in with their feelings.
2. Identify which zone they are in. 'Which zone are you in?'
3. Talk through strategies in their toolbox.



# How to help support PSED at Pre-school and at home?

Best practice includes:

- **Routines.** Routines reassure children as they begin to understand the structure of the day and predict what is coming next.
- **Feelings.** Children need to learn to recognise their feelings and learn the words to label them. Start to use the Zones of regulation.
- **Role models ...** Watching the adults and peers around and copying behaviours they see. Set a good example, children may pick up on your emotions.
- **Listening and Attention.** Talking and listening, following instructions from peers and adults.
- **Independence** – in thought and actions. Carrying bags into Pre-school, hanging coats up, putting coats on.
- **Resilience** – The ability to bounce back after challenges and setbacks.
- **Checking in-** Ask them how they feel today? This will reassure them you are there to support their needs.

# Activities and useful information

- Your child can help you do the shopping; ask them to find things on your shopping list; e.g. two oranges, a pack of bananas.
- Give them choices 'ham or cheese on your sandwich? Make them feel they have a voice and a choice in everyday life at home.
- Give them independence- let them choose their own outfit, let them help make dinner, give them small, achievable jobs to do.
- Tiny happy people have a great website to look at for information <https://www.bbc.co.uk/tiny-happy-people>

# Need more support?

Some children do struggle with PSED, if you think your child is struggling to regulate emotions, make friendships or if feeling very anxious and worried, please speak to Mrs Jukes. Some children display differently at home to school, we are here to help.

All Settings follow a 'graduated approach', this means assessing each child as an individual and planning the support they need to help them learn.

Some children will not need an ITP due to the fact we have no other agencies involved, if that is the case as a setting, we will produce pupil passports to allow staff to be aware of any support needed for your child.

The setting will discuss your first concerns and will keep track of them. If further support is needed this will be done by creating an SEN Support Plan(ITP) and the information must be reviewed and revised to understand how your child learns and how they can be supported to make good progress.

# Our ITP support Plans

SEN support plans should have 4 stages: assessment, plan, do and review. Plans can run in a cycle and your child might need another assessment after a review.

## **Assessment**

Evaluating your child's needs and the support required. Setting staff and other professionals will work with you and your child to look at the support they need.

## **Plan**

You and your child agree with the setting what support they will do.

## **Do**

The setting will support your child, as agreed in the plan.

## **Review**

The setting will review how your child is progressing. You and your child can say how things are going and if your child is getting the support they need.

You must be involved throughout the SEN process and kept up to date. Outreach teachers will visit your child on a half termly basis to do a monitoring visit.



Any  
Questions??

