

# ZONES OF REGULATION

Parent/Carer Workshop

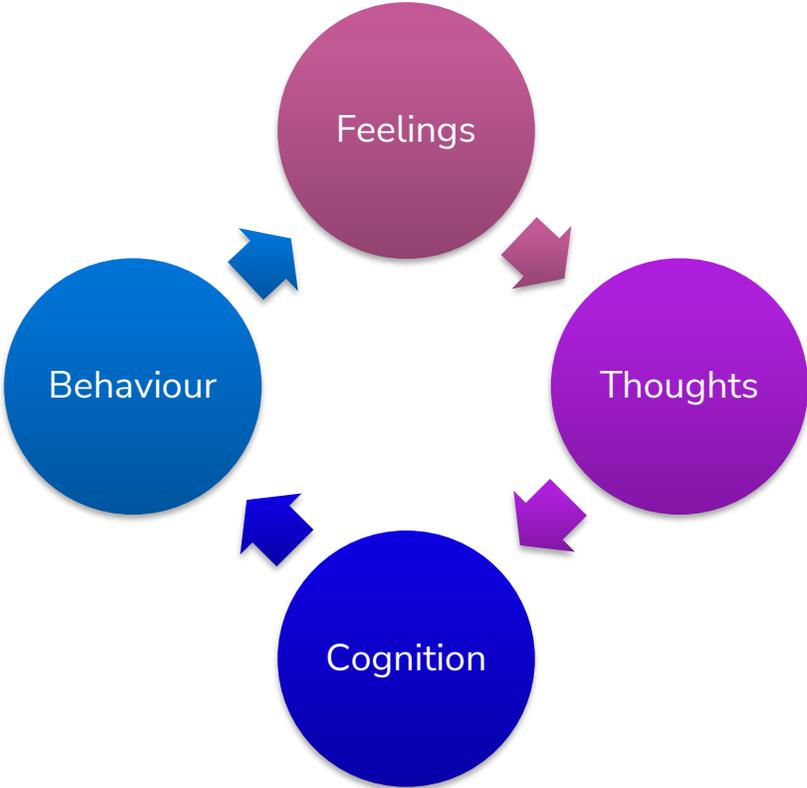
Sarah-Jane Ferguson – Behaviour and Wellbeing Adviser



## During today's session:

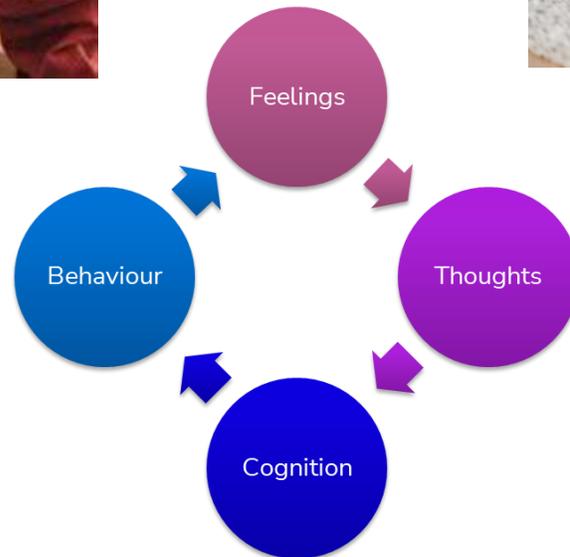
- Self-regulation and Zones of Regulation Programme
- Key messages that underpin the approach
- What it 'looks like' at Panshanger
- How, as parents/carers, you can support the approach and use in home setting

# THE SCIENCE BIT...



# SELF REGULATION AND CHILDREN

Self-regulation grows out of co-regulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance.



# ZONES OF REGULATION

## It is not...

- A behaviour approach
- A discipline model, punitive in nature
- Only about teaching the 4 zones and feelings associated within them

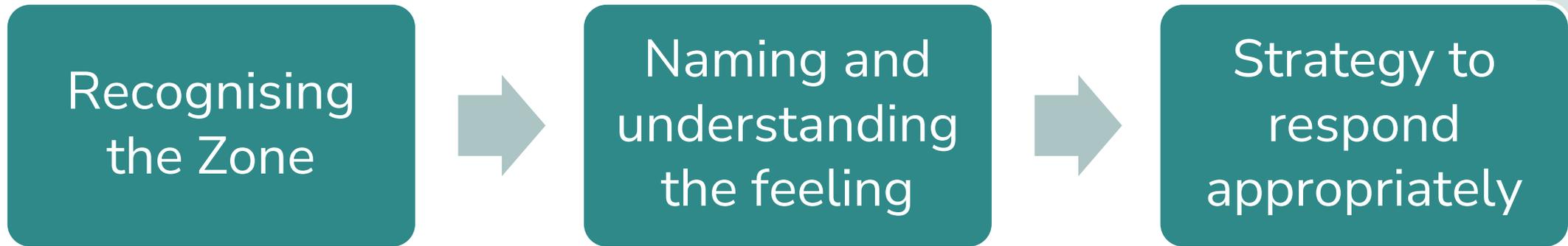
## It is...

- A proactive skills based approach
- Simple common language to understand, talk about and teach regulation
- Consistent metacognitive pathway to follow for regulation

# ZONES OF REGULATION



# PROCESS 3 STAGES





## KEY REMINDERS:

- It is natural to experience all of the Zones; there is no bad zone.
- Our Zone is defined by the feelings and internal states we experience on the inside.
- Our behaviour is a by-product of how we manage our Zone; therefore, consequences **should not** be tied to a Zone.
- Recognise and unpick the external influences that have led to this zone
- Developing self regulation techniques are life long skills

- Do we have any questions/  
queries/ thoughts  
so far?

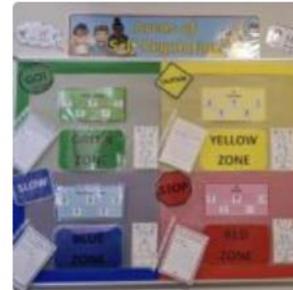


# WHAT DOES ZONES OF REGULATION LOOK LIKE AT PANSHANGER?

## Zones of Regulation

 [Letter to Parents - Zones of Regulation](#) (621.63KB)

 [Zones of Regulation](#) (1.43MB)

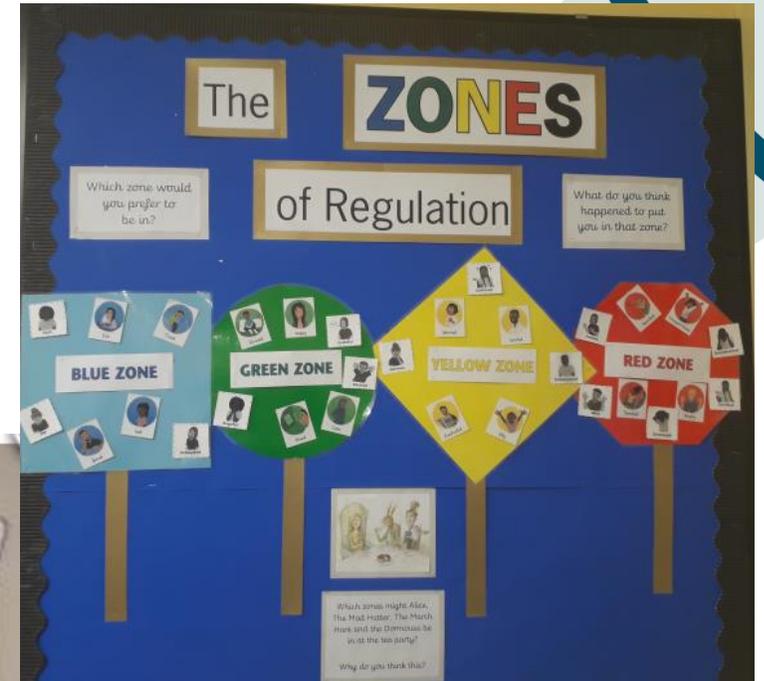
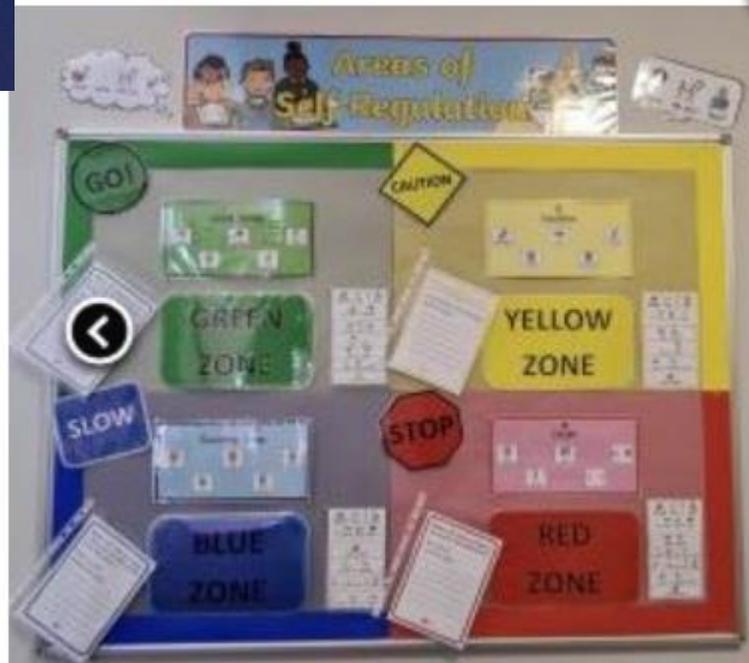


At Panshanger Primary School, we are making use of the Zones of Regulation within the whole school.

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, we might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

[Panshanger Primary School](#)  
[» Zones of Regulation](#)

# PROGRESSION THROUGH YEAR GROUPS





## COMING SOON!

- Class Regulation Stations
- Whole School Regulation Station
- Playground/lunchtime regulation areas and check in spaces



# USING ZONES OF REGULATION IN A HOME SETTING

- I can see you are feeling....
- Your face is....
- I am feeling XXX what could help me?
- How were you feeling when you did XX?
- It's ok to feel XXX
- Where can you feel that in your body?
- Watching films and/cartoons
- Reading books
- Reflecting on day – own examples
- Incidentally during the day

# SUGGESTED BOOKS

- **The Colour Monster** - Anna Llenas
- **Conker the Chameleon** - Hannah Peckham
- **The Way I feel** - Janan Cain
- **Ruby's Worry** - Tom Percival (large selection of books by same author)
- **Howl** - Kat Patrick and Evie Barrow.
- **Something Else** - Kathryn Cave and Chris Riddell



# KEY TAKEAWAYS

- Zones of Regulation is for EVERYONE
- There is NO CORRECT ZONE
- All emotions are OK
- Focus on positive strategies to self manage within each Zone
- Life long skills
- Be aware of your own zone and self regulation
- It will take practise

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so far?

