

Dear Parents/Carers,

As a school, we have always recognised the importance of mental wellbeing. Mrs Sawyer, Mrs Hart and Miss Balaam are trained as Mental Health First Aiders. Miss Prall and Mrs Sawyer are trained ELSAs and Mrs Prall is currently completing training as Emotional Literacy Support Assistants (ELSA) As part of our school ethos we use Zones of Regulation, to support children's social and emotional needs. I wanted to share the basics of zones of regulation with you all.

Zones of Regulation starts by splitting emotions into 4 colour zones: blue, green, yellow and red. Within each of these zones we expand the vocabulary relating to emotions, for example:

Blue could be sad, depressed, tired or exhausted.

Green could be calm, proud, focused or content.

Yellow could be excited, frustrated, anxious or overwhelmed.

Red could be angry, aggressive, terrified or elated.

There are no bad colour zones and we will all feel each of the zones at different times. When we are in the blue, yellow or red zones, we are not able to make good choices or focus on our learning.



Once the children are able to identify their emotions (and physical reactions connected to them), we work with them to identify the tools that will help them return to **green**. The tools used will be different for each child and could include breathing techniques, drawing, going to a quiet space or simply talking.

Once the children have an understanding of how to regulate their emotions, we work on identifying triggers that send them out of the **green** zone and how their actions may affect others.

We have always had an open approach in discussing children's emotions. We feel that by using the Zones of Regulation curriculum, we have developed a vocabulary that all staff and children are using in the same way so we have a consistent approach across the school. Colour Zone posters are displayed in all classrooms (and Mrs Baker's office), and children are encouraged to refer to these throughout the day. Children are able to be proactive in identifying that they are in the **blue**, **yellow** or **red** zones. They can then work with an adult to address their concerns and use strategies in order to return to the **green** zone, enabling them to focus on their learning. The response from one child, following some time with an adult talking through their emotions and using breathing exercise, was 'I feel happy and safe now'.

If you would like more information about Zones of Regulation, a copy of the zones to use at home or further information on how we are working to support mental wellbeing in school, please contact myself or any member of staff.

Kind regards

Mrs Sarah Baker

Headteacher