

Relationships & Behaviour Policy



THE
ZONES OF
REGULATION®

Parent Meeting – Wednesday 17th September 2025

6. Self Awareness

We encourage pupils to be self-aware

We recognise the link between emotional regulation and behaviour, and the impact differing emotions can have throughout the day in a response to events as they occur, and the behaviours that are displayed. If we are able to recognise when we are becoming less regulated, we are able to do something about it. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. Therefore, we provide regular opportunities for pupils to share how they are feeling as a preventive measure for unwanted behaviour. These opportunities are built into the school routine and adults respond to all pupils' attempts to communicate their feelings. We do this by using the Zones of Regulation.

Zones of Regulation

At Bridlewood Primary School, we have implemented the Zones of Regulation across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Adults and pupils alike, adopt the principles of the Zones on a daily basis and we incorporate these into lessons and daily life. The Zones of Regulation incorporates Social Thinking concepts and numerous visuals to teach pupils to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

There are four zones:

- ✓ **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.
- ✓ **Blue Zone** - is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored.
- ✓ **Yellow Zone** – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- ✓ **Red Zone** – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

Sanctions

How we address misbehaviour

We use the Zones of Regulation as the first approach in preventing and addressing unwanted behaviours or dysregulated emotions. As a staff we recognise that self-reflection is also key to ensuring poor behaviour is addressed in the most appropriate way. A few children who need more support to regulate their behaviour may have different targets and strategies agreed with the SENDCo and Headteacher.

Step 1- Adults **notice** the dysregulated behaviour, help the pupil label their emotion/zone they are in and provide opportunities for them to calm down and regulate. This avoids pupils reaching a point of losing control and displaying physical or unwanted behaviour.

Step 2- If the unwanted behaviour continues, the pupil will receive a **reminder** from the class teacher/adult. The pupil is encouraged to use Zones of Regulation strategies to manage their emotion and adults will support the pupil by giving an example of a positive target on how to make a good choice. *i.e. remember to take your turn when speaking so that everyone has a chance to share*

Step 3 - If the unwanted behaviour continues the pupil will receive a reminder that unless they regulate their behaviour, they will spend some time during the next playtime to reflect on their choices. Adults will **direct** the pupil to use the Zones of Regulation strategies to help them regulate their behaviour and pupils are **offered a brain break** in the nurture room or snug or to go to another classroom to continue their learning.

Step 4- If the pupil is unable to regulate their behaviour they will be directed to have a **restorative conversation** with a member of senior staff during the **next playtime** to reflect on their behaviour choices. This action is recorded on CPOMs and parents/carers are informed at the end of the day.

Step 5- If the unwanted behaviour continues, the pupil and class teacher meet with the SENDCo or Headteacher and parent and a **behaviour target is agreed**. The pupil's behaviour is then **monitored** for a number of days. The class teacher gives feedback to the pupil and the parent/carer on whether or not they have met their behaviour target.

Behaviour Target Card

Name:	Class:	Date:
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My target is:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-10.45am					
Break time					
11.00-12.00pm					
Lunch time					
12.55-2.00pm					
2.00-3.15pm					
SLT signature					

Class teacher to indicate whether target has been met for each session with a ☺ or ✓

Member of SLT to sign each day

Sanctions in the Early Years

Staff may temporarily restrict access to certain activities or areas to help the pupil return to successful and safe engagement. These limits are always explained clearly and simply, with adult support provided to help the pupil understand and move forward. In some cases where misbehaviour is recurrent or is serious misbehaviour, pupils may spend some of their lunchtime play reflecting on their choices. Any such response remains proportionate, developmentally appropriate, and rooted in helping the pupil build the skills they need to make better choices in future.

▲ 8. Adaptations for SEND & Trauma

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) or as a result of historic or ongoing trauma. This does not mean we ignore the behaviour, but it may need a different approach to managing the behaviour and supporting all involved.

Appendix 3: Playtime Restorative Conversation Prompts for Adults

Honesty

1. Can you tell me what happened from your point of view?
2. Can you explain why you think this happened?
3. How did you feel when this happened (which ~~colour~~ zone of regulation)?
4. How could this have been avoided?

Respect

5. How do you think the other person/people felt when this happened?
6. What do you think should happen now (say sorry, fix the damage, help tidy up, miss playtime...)?

Responsibility

7. What will you remember next time you are in that situation (use the zones of regulation strategies, use kind hands, tell an adult, think before I speak...)?

THE **ZONES** OF REGULATION[®]

What is it?

THE **ZONES** OF REGULATION®

What is it all about?

*Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of **The Zones of Regulation**.*



Why do we lose
CONTROL
of our
emotions?



Can we match the emotions to the zones?



Sad



Hopeful



Overwhelmed



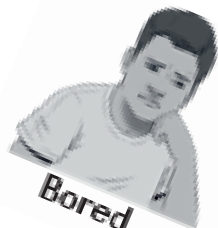
Out of Control



Excited



Happy



Bored

Blue Zone



Emotion

Recognise

Action

Yellow Zone



Emotion

Recognise

Action

Green Zone



Emotion

Recognise

Action

Red Zone



Emotion

Recognise

Action

building self-regulation
starts with
CO-REGULATION



co-regulation



self-regulation





Co-Regulation

The art of caregivers providing just enough support for a child to manage their emotions.



**As a child's
abilities increase
over time,
parents add less.**

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