





# Inclusion at KSA: Zones of Regulation

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Primary Deputy SENCo and  
Secondary SENCo

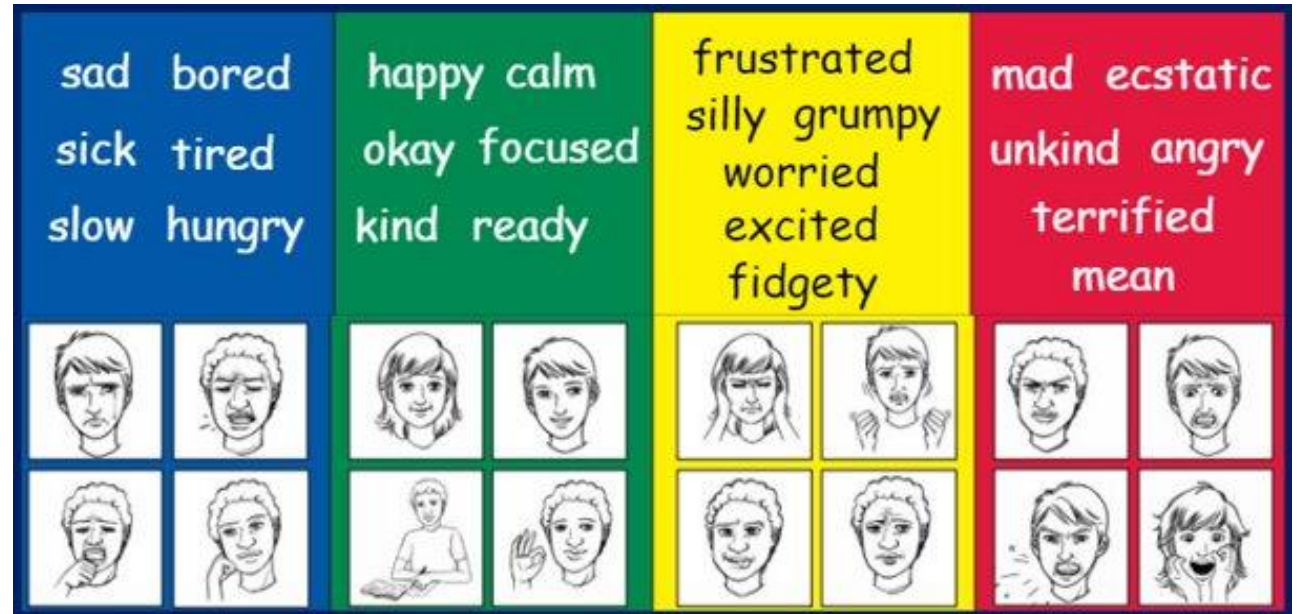


Now your turn: which zone are you in? Why?

|  |   |  |  |
|--|---|--|--|
| <p>sad bored<br/>sick tired<br/>slow hungry</p>                                    | <p>happy calm<br/>okay focused<br/>kind ready</p>                                   | <p>frustrated<br/>silly grumpy<br/>worried<br/>excited<br/>fidgety</p>               | <p>mad ecstatic<br/>unkind angry<br/>terrified<br/>mean</p>                          |
|  |  |  |  |

# Why? Responding to Covid-19

- Missed school
- Isolation
- Illness
- Anxiety



## What?

Zones of Regulation: promoting self-awareness and emotional self-regulation



## Agenda:

Do Now: Recap 'Zones of Regulation'

To understand how we identify zones in Primary and Secondary

To understand why and how 'triggers' affect us and our zones

To share strategies which support us to manage our zones

# Do Now

1. I'm finding it easy to concentrate on my learning today.
2. I can't stop shuffling in my chair.
3. I have got no energy at all.
4. I shouted at my brother because he wouldn't share the toy with me.















1. G

B

G

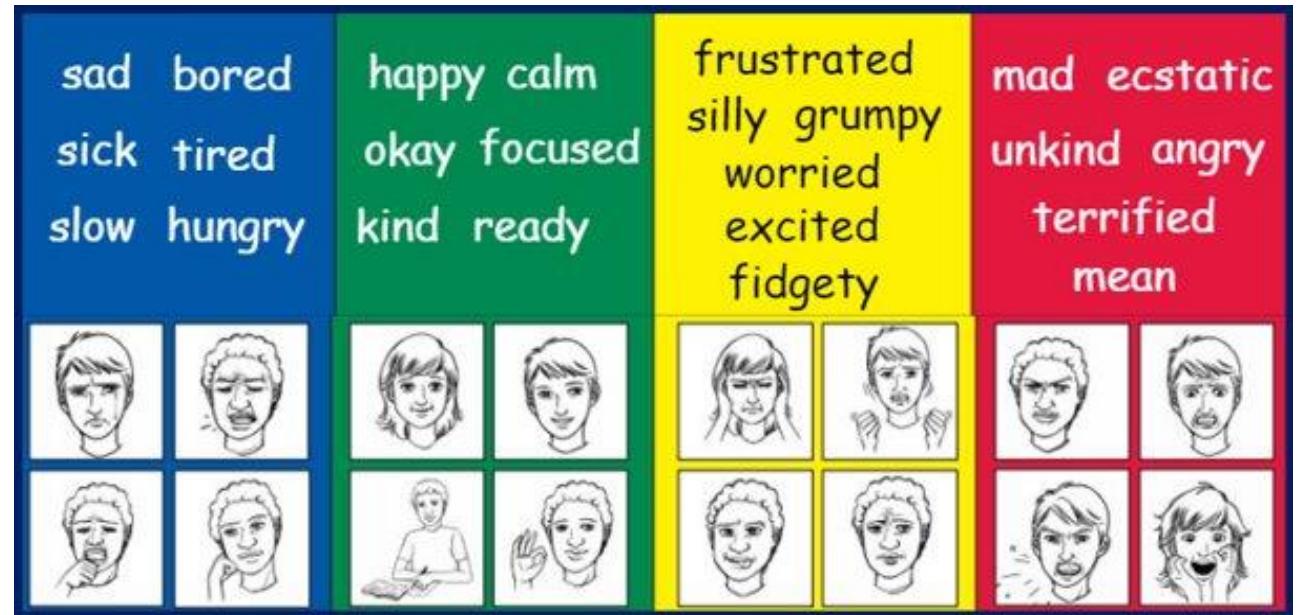
Y

R

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| sad<br>sick<br>slow  | bored<br>tired<br>hungry   | happy<br>okay<br>kind  | calm<br>focused<br>ready   | frustrated<br>silly<br>worried<br>excited<br>fidgety                                 | mad<br>unkind<br>terrified<br>mean   | ecstatic<br>angry  |
|   |   |   |   |   |   |   |
|  |  |  |  |  |  |  |

# Do Now

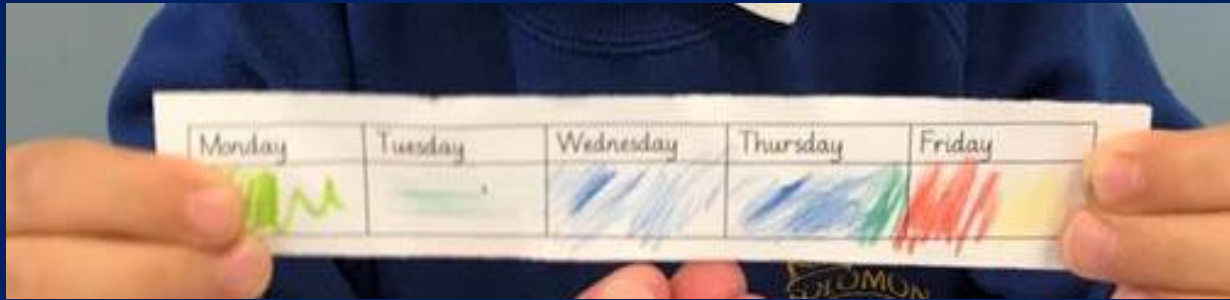
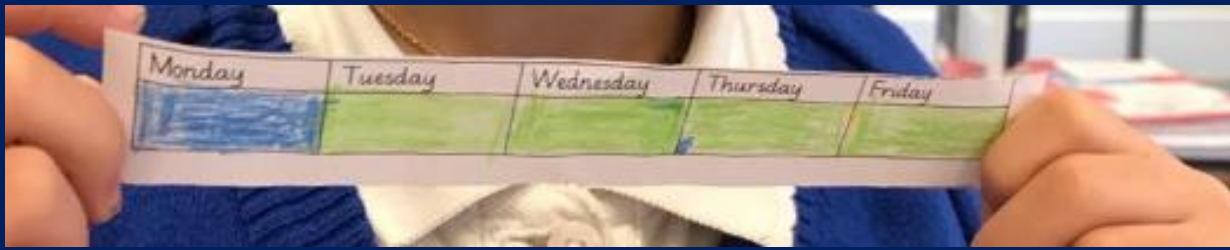
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How?

Identify the Zone



| on | Monday  | Tuesday | Wednesday | Thursday | Friday  |
|----|---------|---------|-----------|----------|---------|
|    | Blue    | Blue ✓  | Blue      | Blue ✓   | Blue ✓  |
|    | Green ✓ | Green ✓ | Green ✓   | Green ✓  | Green ✓ |
|    | Yellow  | Yellow  | Yellow    | Yellow   | Yellow  |
|    | Red     | Red     | Red       | Red      | Red     |
| AM | calm    | sick    | calm      | calm     | tired   |
| PM | calm    | tired   | happy     | tired    | happy   |

11.09.20 Blue-tired  
I felt tired because I don't sleep early. I also feel tired because I hate getting up.

16.09.20 Yellow-Excited  
I felt excited because I am about to have music. This is because I love music and haven't done it for so long.

18.09.20 green-kind  
I felt kind because I wake up feeling happy and kind I was not moody.

# Daily personal check-ins Primary



# Friday Morning Message

**Friday Zones Reflection**

1. What do you notice about your zones this week?
2. How do you feel about this?
3. What did you do to manage your zones this week?
4. What would help you manage better next week?
5. What can we do to support the team?
6. KSA Values - Who do you want to nominate? Why?

Thank and praise your team/partner for sharing.

Allocated time to reflect on zones throughout the week, using appropriate personal daily reflection resources.

**ZoR check in**

Show on fingers

|                     |                          |                       |                          |  |   |          |
|---------------------|--------------------------|-----------------------|--------------------------|--|---|----------|
| sad<br>sick<br>slow | bored<br>tired<br>hungry | happy<br>okay<br>kind | calm<br>focused<br>ready | frustrated<br>silly<br>worried<br>excited<br>fidgety | mad<br>unkind<br>terrified<br>angry<br>mean | ecstatic |
|---------------------|--------------------------|-----------------------|--------------------------|--|---|----------|

Daily personal check-ins  
Primary

# Class check-ins

## Primary



sad  
bored  
tired  
slow  
sick  
hungry



happy  
calm  
okay  
focused  
kind  
ready



frustrated  
silly  
grumpy  
worried  
excited  
fidgety



mad  
ecstatic  
unkind  
angry  
terrified  
mean

# Secondary

## How are the pupils learning to self-regulate?

- Half-termly during advisory - 30 min sessions
- Assemblies

| Year group  | Reflection Times              | How  |
|-------------|-------------------------------|--|
| Year 7, 8   | Morning Meeting and dismissal | Self-register in planners on today's date – colour with supporting sentence Encourage independent use at other times of the day when appropriate |
| Year 9      | Morning Meeting               | Self-register in planners on today's date – colour with supporting sentence Encourage independent use at other times of the day when appropriate |
| Year 10, 11 | Independent use               | Use in conversation/in planners where necessary  |

# Embedding into behaviour management

| Steps  | Actions   |
|--------|---|
| Step 1 | <b>PAUSE:</b> Do this by observing physical and verbal signs of the emotion being felt e.g. sighing, no eye contact, swearing etc.  |
| Step 2 | <b>DESCRIBE:</b> Do this by using the colour of the zone and words to describe the feelings within it – “name it to tame it”<br>Keep this factual!  |
| Step 3 | <b>NAME:</b> Do this by thinking out loud what the underlying emotion <u>could be</u>   |
| Step 4 | <b>LIMIT:</b> Do this by communicating that all emotions and feelings are acceptable but some behaviours are not. This is not about ignoring unacceptable behaviours! Link this to the KSA values<br><br>Issue a demerit/auto if needed to ensure the pupil knows they have not met KSA expectations                                  |
| Step 5 | <b>SOLVE:</b> Do this by working with the pupil to consider what they could do differently next time if they feel these strong emotions again. New solutions should be driven by the pupil so we promote the belief that pupils have it <u>within themselves</u> to develop skills to self-regulate. Model this first with an example |



How?

Identifying triggers

# Triggers – What is a trigger?

An event which takes us out of the green zone.

Sometimes, we need to take caution. When we see a caution sign, we are careful and prepare for whatever might be coming next. However, we are not prepared for everything in life by a caution sign!



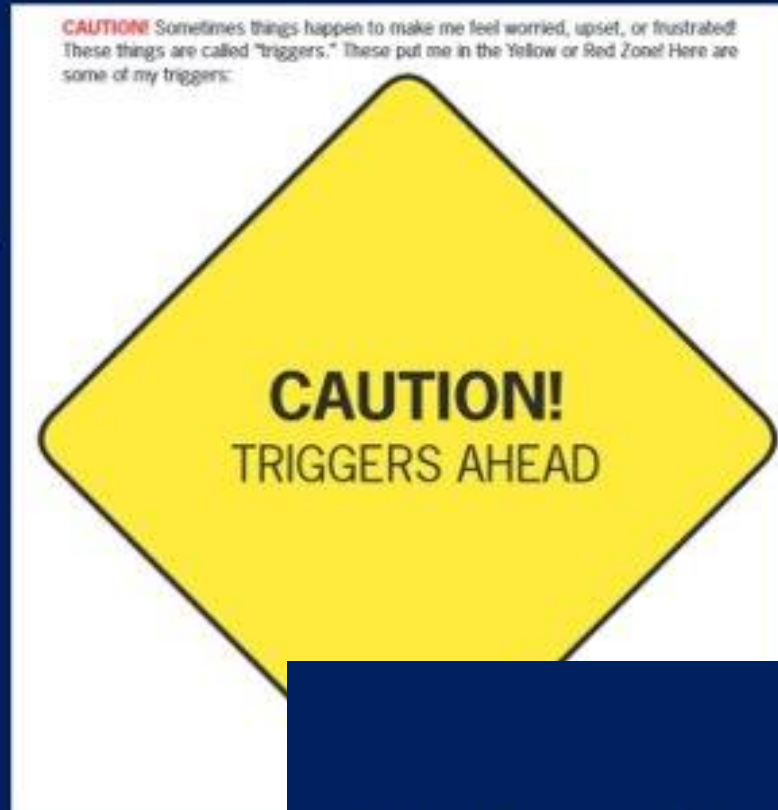
# Triggers

## You do:

Fill in your caution sign.

Which events push you out of the green zone?

**Challenge:** Can you identify which zone each trigger can put you in?



## TTYP:

Why do you think it is important to recognise your own triggers?

How will this help you?

What can you do when you detect a trigger?



What are your child's triggers?

When we spend time identifying triggers, we can do our best to remove them or prepare better for them each day.

Click your answer in the poll.

In chat: Write any more triggers which you are aware of.





How?

Identifying strategies

# Supporting our children to learn strategies

\_\_\_\_\_ 's **Toolbox**

| Blue Zone Tools       | Green Zone Tools  | Yellow Zone Tools      | Red Zone Tools |
|-----------------------|-------------------|------------------------|----------------|
| eating a<br>good meal | taking a<br>break | talking to<br>a friend | time out       |
| _____                 | _____             | _____                  | _____          |
| _____                 | _____             | _____                  | _____          |
| _____                 | _____             | _____                  | _____          |
| _____                 | _____             | _____                  | _____          |
| _____                 | _____             | _____                  | _____          |
| _____                 | _____             | _____                  | _____          |
| _____                 | _____             | _____                  | _____          |

What strategies might you and your child use to manage their zones?

In chat: Add any other tools that you can share.

Questions?

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