



DEAL PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR & RELATIONSHIPS POLICY



Policy created: January 2024

Date to be reviewed: January 2025, or as necessary before this date.

Policy created by: Head teacher, SENCO, Nurture Lead.

The policy was created in consultation and developed in collaboration with teaching and support staff.

Head teacher: J Brown

SENCO / Inclusion lead : M Fox

Nurture lead: N Bugden

Agreed by governing body: Spring term 2024

Vision Statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.

TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

Underpinning this policy is Deal Parochial School's Christian Values.

At Deal Parochial School we teach behaviours and values through our Christian values, a range of ongoing adult modelling and regular positive references as well as through character education and PHSE.

Key characters that are placed in the school's Christian Values uphold our Christian vision which is delivered during our collective worship. At such times pupils have the opportunity to reflect on their actions, their choices of behaviour towards others and their conduct through making links with stories from the Bible and other religions. The Christian values are:

Kindness, Trust, Friendship, Respect, Courage, Forgiveness.



These are celebrated through sharing our ideas and behaviours in displays, pupil worship, PHSE, all curriculum and enrichment events and charity work.

Rationale

Deal Parochial School champions the right for everyone to learn and work in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from others.

This policy has been reviewed by a working party consisting of teachers, the Inclusion Manager / SENCO, and head teacher. The working party was guided by The Church Of England's Vision for Education, "Deeply Christian Serving the Common Good" 2016, and "Valuing All God's Children" 2017. The Head teacher and school governors are guided by Ethos Enhancing Outcomes published by The Church of England Foundation for Educational Leadership.



The principles of our school behaviour policy:

- To raise self esteem
- To promote/develop integrity, empathy , dignity and respect for self and others
- To develop a sense of self discipline and an acceptance of responsibility for our own actions
- To value the school and its routines
- To learn the importance and impact of forgiveness.
- To acknowledge that the maintaining of good behaviour is a shared responsibility
- To ensure that positive behaviour is always recognised
- To inspire confidence in the right to be treated consistently and fairly
- To develop a positive, proactive approach to behaviour management
- To ensure the rights and responsibilities of all members of the school community
- To promote / uphold inclusion
- To build positive relationships and partnerships
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The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in acts of collective worship and through the modelling of good social behaviour from all adults and children within the school community.

Good behaviour:

The following is an agreed list of means by which the staff will promote good behaviour and discourage inappropriate behaviour.

- Children are expected to behave to a high standard, so that they are willing and ready to learn.
- Staff should endeavour to recognise and praise such behaviours as much as possible.
- As well as the normal vocabulary of praise and encouragement that teachers should use daily, there are formal rewards across the school.

Class Rules

We expect everyone who enters Deal Parochial School to act as a role model for positive behaviour. Everyone is responsible for their own actions and is encouraged to think carefully about their actions and the consequences of these.

Classes discuss and agree a set of rules at the beginning of the year that they will follow from day to day.

Playground Rules:

- Kind hands
- Kind words
- Kind feet
- Do as you are asked by the adults on duty or other playground leaders



- Only return to the classroom if you have permission and a member of staff is present

Line up routine and script for all lining up:

- On the first whistle stop, on the second whistle walk calmly to your class line.
- Face the way you are walking.
- Hands down by your side
- Walk slowly and quietly

Rewards:

Merit Cards: Each child in each coloured house has a Merit Card. Merits are given for excellent work that demonstrates that pupils have tried to be 'The Best That I Can Be, as God Intended'. The children collect Merits individually and their efforts are rewarded on a progressive system. Their points are also included in a total for all the children in a coloured house. The winning house each week will be announced in worship. Pupils completing Merit Cards 3, 6, 9, 12, 15 and 18 will be awarded with a certificate, badge or prize that is presented at a Praise Worship.

Respect Leaves: These are given to children to celebrate respect for

- Themselves
- Others
- The environment



This is an inclusive set of rules that clearly states our expectations for behaviour and relationships. Every class has worked out their class rules that are appropriate for their age group. We reinforce these rules in Share and Praise Worship when one child per class is selected and a Headteacher's pencil awarded.



Headteacher's Cups: These are awarded at the end of each term in the Share and Praise worship. One child from each year group whose behaviour, attitude and class work has been exemplary is chosen to be the recipient and the child gets to keep the cup for the whole term.

Doves from Above: These are awarded termly to pupils or groups of pupils for showing a sense of Spirituality in their behaviours at school. The behaviour is shared and celebrated with the whole school and a Dove is pinned to a special board in the hall.



Attendance & Punctuality: These are celebrated weekly in Share and Praise assembly. The class with the best attendance get to keep the Attendance Cup in class and the class with the best punctuality has Punctuality Pup for the week.

Pupil of the Week: Every week, one child is chosen from each year group to be the Pupil of the Week based on one of our school values. This is celebrated in the Share and Praise worship. They are chosen for exemplifying the motto 'The Best That I Can Be, As God Intends'. Teachers write a certificate with the reason outlined.

The values are:

Respect, Forgiveness, Trust,



Friendship, Courage, Kindness

Supporting Children with additional needs:

The SEN Code of Practice 2015 states: 'All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential. This should enable them to achieve their best' (pg 92)

All behaviours are a form of communication. Some children can become dysregulated and find it difficult to make appropriate choices. At times all children can experience a level of dysregulation. As a staff we aim to recognise these triggers and respond with compassion in order to support the children with co-regulation strategies. We will differentiate according to the diverse range of needs of the children.

Sanctions and Consequences

Research shows us that children need clear boundaries and behaviour expectations which are consistently followed up so they know what is happening.

The first instance of supportive actions for all staff towards pupils is to attempt to de-escalate & co-regulate. Our aim in doing this is towards enabling children to learn how to be independent, have self control and understand their own signs of emotional dysregulation in order to carry out simple and effective methods for self regulation.

Support strategies:

- Assess the individual circumstances, the child and their needs.
- Verbal prompts either positive affirmation of where we see good behaviour, modelled by pupils nearby.
- Reminder of expectations using the child's name.
- Repeat process in a more authoritative tone.
- Regular check-in on 1-1 basis and remind them of the consequences of their choices. Encourage them to make the right / better choice. Offer explanations.
- Give them the appropriate options to recalibrate (eg. time out)
- Stop and reflect as a class being mindful of sensitive children.
- If behaviours continue, re-evaluate the needs of the children.
- Consider is the task or expectation not appropriate and make adjustments.
- Consider providing an alternative work space where the child can succeed.
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Useful scripts to use:

- 'I can see that you are struggling to focus here.
- Let's find somewhere else for you to succeed. '
- 'I can see that you have a busy brain at the moment. Why don't you take a couple of minutes and join in when you are ready to learn. '
- I can see that you are upset, I am here to help you.
- You are important to me, I am here to help
- I am here to help you make the right choice.
- Either try X or try Y
- I will come back in 10 minutes to try and help
- Use a gentle / quiet voice.
- It is ok to feel angry, I understand. But is not ok to hurt.... We are here to help



- Try to breathe deeply with me and it will be ok
- Tell me about how you are feeling, I am listening

There are occasions when children need an individualised “well-being plan” in order to help adults and pupils maintain good relationships and cooperate successfully.

Our priority aim is always that the child’s well-being is considered, as well as that of the other children and the centre of all decisions.

Playtimes

Before going out the children need to be reminded of the playground rules. Supervision on the playground is important. Adults will ensure that they are watching the children and being proactive in intervening, deescalating and stopping any inappropriate play if needed. If necessary children will stand with an adult to have some thinking time and reflect on their behaviour.

Zones of Regulation

Leah Kuypers - The Zones of Regulation Creator and Founder & CEO, The Zones of Regulation, Inc.

“We believe that regulation is essential for leading a healthy and meaningful life. At The Zones of Regulation, we empower learners of all ages to understand the full range of their feelings, as well as explore tools and strategies to support their well-being.”

The Zones of Regulation help children to manage difficult emotions, known as ‘self-regulation’. Self-regulation can go by many names such as ‘self-control’, ‘impulse management’ and ‘self-management’. Self-regulation is best described as the best state of alertness for a situation. From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called ‘self-regulation’.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal ‘toolkit’). W

Consistent approach through zones – Social and Emotional Policy.

Research states “If we can recognize 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.”

National Nurturing Schools Programme

At Deal Parochial we believe, that by fully understanding the social, emotional and behavioural development of all our children, we can begin to address challenges they may be experiencing.



One of the ways we achieve this is by completing Boxall Profiles on our children as part of our journey to becoming a National Nurturing School.

Nurture UK states:

Children and young people are struggling with social, emotional and mental health issues like never before. An approach to learning that truly supports their needs is more vital than ever.

Nurture gets to the heart of a child's challenges and supports children and young people to build connections and resilience. It is a highly effective way of supporting improved behaviour and increased attendance in schools, leading to better attainment and reduced exclusions.

Class System

Every class has a visual display, with all children's names starting each day on Green for good.

Depending on the year group, teachers use this as a motivational prompt for instant verbal praise, or alternatively as a warning.

Children can move their names up the ladder of verbal praise. When children make the wrong choice their names can be moved to a thinking zone.

More Serious Incidents

In more serious incidents the member of staff will use their professional judgement and refer the incident to a member of the Senior Leadership Team.

Behaviour can be tracked on CPOMS.

Parents may be contacted when necessary.

Where behaviours are repeated by a children a record on CPOMS is made, ensuring that the ABCs are detailed. (A = Antecedent / B = Behaviour / C – consequence)

Parents / carers are expected to support the school in changing the behaviours and enabling their child to flourish.

Behaviour support plans, emotional literacy groups and de-escalating anger management strategies may be offered as part of a plan to make positive changes. We have trained staff who can carry out such short term intervention programmes.

In the most severe of cases, such as:

- injury to a pupil or member of staff,
- threatening behaviour,
- an act of hatred / prejudice
- sexual assault or harassment
- verbal or physical aggressive acts towards property, self or other;

the incident will be immediately referred to the Headteacher or member of the Senior Leadership Team who is acting on their behalf.

Additional time out of class away from the provocation will be an option, allowing the issues to de-escalate.

The pupil will be required to talk with the head teacher and account for their inappropriate choices and apologise to whoever they have offended. There may be further consequences that follow the line of severity.

Additional consequences include:-

contacting parents / carers in order to attend a meeting with the possibility of further loss of school privileges such as play times, involvement in clubs and school events, as well as a referral for some additional external intervention support.

All behaviour must be considered within the context of the individual and situation and reasonable adjustments made to the expectations placed upon them. We hope that everyone will learn to understand that the context



in which the behaviour occurs is as important as the behaviour itself and that there will be times where sanctions given may be different. We endeavour to treat everyone fairly and any sanctions must be considered in line with the duties as outlined in the Disability Discrimination Act 2006.



MENDing Conversations;

This is a strategy staff promote that enables children to problem solve and reflect on their own conduct towards their peers and also enables some simple mediation between pupils.

The system gives children time to talk to each other using the structured approach.

1. What has happened?
2. What did you want to happen?
3. How has this upset them?
4. How has this upset you?
5. What could you do to fix this?



Mediating **E**nds **N**egative **D**isagreements

Time out

The purpose of time out is to allow the children time to calm down and think rationally about the way they have behaved and how this has affected others. The children will always be placed in an area where other children cannot aggravate them. Whilst in the time out area they may have help to reflect on what has happened and how this can be avoided in future.

Exclusions and Managed Moves

Any exclusions or managed moves will be made in line with the Kent guidelines and the LCSP Managed Moves Principles.

Preventing unwanted behaviours – supporting positive self esteem

SEN Code of Practice 2015 states that “All professional should look to enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy”. (pg 28)

Procedures for providing children with opportunities to discuss appropriate behaviour

- ✓ Code Of Conduct
- ✓ Class rules - agreed by each class at the beginning of the autumn term
- ✓ Peer mentoring
- ✓ Classroom monitors & roles for positive self worth
- ✓ A programme of religious education which includes ethical issues and focuses on promoting Christian Values (see RE policy)
- ✓ Collective Worship
- ✓ A programme of personal social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility, including S.E.A.L. (see PSHE policy) and the Jubille Foundation PHSE Character Education.
- ✓ Circle time – an opportunity for open discussion held in class groups at regular intervals
- ✓ Colour Monsters – emotional literacy - classroom display enabling pupil interactive voice
- ✓ Reflection areas in classrooms and around school
- ✓ Prayer station events
- ✓ Peer Mediation and mentoring
- ✓ Conferencing with a senior member of staff
- ✓ Nurture UK & Boxall Profiles
- ✓ Informal support and nurture time as needed
- ✓ The 5 point scale for anger management



- ✓ “I’ve got a Volcano in my Tummy” intervention programme
- ✓ Parachute games
- ✓ Emotional Literacy groups
- ✓ Small group interventions that focus on Physical exercise, including circuits, tennis, morning run along, horse riding.

Liaising with Parents

Parents will be kept informed about their child’s behaviour. Parents will be contacted when there have been serious incidents of poor behaviour which result in injury to others or damage to property. Parents will also be contacted when it is felt that a child is behaving inappropriately with some regularity. A rule of thumb will be that if there have been 3 CPOMS filled out about a child, then a member of the SLT will contact the parent to discuss their child’s behaviour. At times when behaviour has to be monitored on a regular basis a ‘home/school contact’ book may be started. This communication can help the school to identify ‘triggers’ for inappropriate behaviour or at least understand the context in which the behaviour is happening. In more severe cases a Pastoral Support Plan (PSP) will be implemented. This helps to establish targets between the family, school and the individual.

Outside Agencies

Any worries about any pupil should be discussed, in the first instance, with the class teacher. The class teacher will refer to the Inclusion Manager / Special Needs Co coordinator (SENCO), Senior Leaders and maybe with the visiting cluster link person/Specialist Teaching Service (STS) teacher. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Headteacher, or as the result of discussion at a school based SEN review, which takes place 3 times a year. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Parents’ written permission is required before any child can be referred for any External Agency involvement and support.

There are some behaviours that may give rise for concern about the child’s well being .

Parents will be consulted about these concerns . The inclusion manager / SENCO is responsible for carrying our external referrals.

It may be helpful to refer to the **Early Help Support** agency that supports families and schools in a variety of ways. This referral can only be made with the written consent of the parents / carers.

Other emotional and behavioural strategies and support that are available at Deal Parochial C.E.P School.

- Adapted timetable, areas to play, class seating, screen to block out distractions, concentration aids, time out with a quiet work station.
- Small group or 1-1 teaching assistant support.
- Personalised behaviour charts and Home / school contact books.
- Increased supervision.
- Draw and Talk – in school led sessions with a trained TA.
- Lego Therapy - in school led sessions with a trained TA
- Circle Time – this can be whole class, once a week time tabled, with additional small group circle time
- Social skills small group work – tailor made to meet issues and concerns.
- Counselling 1-1 (CHATS). A bought in from a service provider on arrangement with parents / carers.
- Play therapy - This is bought in from a service provider on arrangement with parents / carers.
- Horseriding



Key staff for upholding the Behaviour and relationships policy at Deal Parochial C.E.P School;

- Head Teacher / Lead Safeguarding Officer: Ms J Brown
- SENCO / INCLUSION Manager – Mrs Fox .
- Nurture lead: Mrs N Bugden.
- Deputy Head Teacher: Mrs K Porteous
- Early Years lead teacher: Mrs L Friend

Monitoring

In light of this policy the Senior Leadership Team will continually monitor the behaviour throughout the school. After twelve months the effects of this policy will be evaluated by the SLT and Ethos Team. Agreed changes to this policy will then be incorporated as necessary and published on the school website



Appendix 1:

Sample letter to parents informing them of recorded behaviour incidents.

Dear Parents / Carers

In line with the school's behaviour policy, I am writing to let you know there have been three recent recorded incidents of poor behaviour by your child_____.

I appreciate that this may cause you some concern. Staff at school know that poor behaviour is a sign that there is something troubling a child and we want to help and sort this out.

You can help us by talking about the disruptive behaviour to your child. Please support the school by explaining that we do want to help but that this behaviour is unacceptable and must change.

If you would like to discuss this in greater detail with a member of staff please contact the school office to make an appointment so that we can work together to find some positive solutions and prevent further problems.

Yours sincerely

Justine Brown



Appendix 2

'De-escalation is more often than not subtle and effective learner management. When staff de-escalate well, it is almost like the learner doesn't realise it...' (Steve Brown, 2014).

Brown celebrates using a checklist to guide staff, 'lots of professionals use checklists to remind them of what they need to do and what they need to remember... to inform them of risks and solutions in more high-risk circumstances'¹³. See below a guide or checklist of strategies.

De-escalation Strategies

1. Take an empathic and non-judgmental approach

If someone says or does something you perceive as strange or irrational in behaviour, judging them or discounting their feelings can have an adverse effect on the situation as it unfolds.

Whether or not you think those feelings are justified, they are a reality to the other person. Actively listen to create or maintain a connection.

2. Respect personal space

Personal space is 360 degrees, horizontal and vertical. Towering over a learner, standing in front of doorways and exits or being in any other way intimidating with your use of space during an intervention can provoke an unwanted response.

Have an awareness of the effects of your positioning in relation to the learner. In some cases, an individual may feel supported and anchored by close proximity and in others de-escalation is more successful when there is more distance.

3. Use of Non-Verbal Communications (NVCs)

Being mindful of gestures, facial expressions, movements, and tone of voice can be of benefit in de-escalation. The more a person feels loss of control, the less they hear other people's words. Learners are then more likely to respond positively to non-threatening, non-aggressive NVCs.

4. Consistent, calm, adult behaviour

Behaviour influences behaviour. Remaining calm, rational, and professional when responding to behaviours is imperative. Behaviour interventions should be delivered with both parties' dignity intact.

¹ Steve Brown (2014) Autism Spectrum Disorder and De-escalation Strategies: A practical guide to positive behavioural interventions for children and young people.



5. Feelings in focus

Getting the facts into a perspective context is important, however, how a person feels is a major factor in dealing with behavioural situations. In certain behaviours, people have trouble identifying how they feel about what is happening to them. Ask questions that support the other party in expressing their feelings. Be prepared to listen to the other's perspective without interruption even if it is different to your own. Remain curious and open to finding out something you don't know.

6. Use 'drive bys'

Before speaking, attempt to refocus a learner with gentle reminders of the expectations. Use simple encouraging gestures or signs to point them in the right direction before challenging them directly. Examples of drive bys may be: putting the necessary equipment on their desk, a thumbs up, pointing to the sign of the rule needed to succeed or asking if they are ok.

7. Script your interventions

Agree a script for landing a tough message softly. Explain to learners what you have noticed, remind of the rule or agreement and calmly state what needs to happen next or what their options are. Ensure you are assertive and not aggressive. Planning a script ensures you are focused and helps you to avoid verbosity.

8. Set limits

If a person's behaviour is aggressive, defensive, hostile or disruptive, an appropriate action to take is to give them clear, simple, and enforceable limits. In circumstances where a person acts in a belligerent way, offer concise and respectful choices and consequences.

9. Fogging and redirecting

Directly responding to challenging questions can result in providing additional oxygen to a difficult situation. If a person challenges your authority, an effective way of managing the situation is to redirect their attention to the issue at hand. Your ego doesn't need to enter the conversation.

10. Allow take up time

Allow take up time for a learner to make a decision. When being asked to turn your behaviour around space should be granted to do this. The learner should have the opportunity to do the right thing. Give them a few moments to consider what you have said to them. Although silence can cause a feeling of awkwardness, it can also be used as a chance to pause, reflect and allow a settled period of calmness to occur. This approach can provide a person with the opportunity to stop, take stock of the situation, consider what's happening around them and work out in their own mind, how they should proceed.

The aim for these strategies is to encourage and allow learners to feel they can chose to make the appropriate choices rather than feeling cornered into it.



Useful support resources for staff and parents / carers

How to de-escalate your child's anger and aggression

Anger is a perfectly normal human emotion, but it can be frightening if it escalates into physical violence. In this video, Ortis Deeley shares guidance from NHS Mental Health professionals for parents wondering what to do if their child becomes aggressive, with five tips that may help.

<https://thismayhelp.me/how-to-de-escalate-your-childs-anger-and-aggression/>



Appendix 3:

Staff working with children, providing support to de-escalate and co-regulate to soothe and settle dysregulated children should remember the following during their interactions:

PLACE - Five qualities that are considered to provide the best background to emotional learning are:

P = Playful, play alongside encourage the interaction

L = Loving, be loving, ensuring the child feels safe and cared for

A = Accepting, making sure the child knows you like them for who they are

C = Curious, be curious to find out more

E = Empathetic, I can see that you're ...

The Vital Relational Functions – dealing with those difficult moments

- **Attunement** – meet them at the same energy, demonstrate that you understand their intensity
- **Validation** – name it, tame it. This helps them to develop their understanding of emotions
- **Containment** – catch it, match it, digest it then give it back in smaller digestible chunks
- **Calm and Comfort** – support them to emotionally regulate themselves by soothing and calming their distress



Appendix 4:

The SEN Code of Practice 2015 states:

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves. (pg 95)

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. (pg 96)



Appendix 5:

Nurture and wellbeing;

Nurture UK

The Six Principles of Nurture

Everything we do has been based on and guided by the Six Principles of Nurture. For example, our [National Nurturing Schools Programme](#) is based on the **Six Principles of Nurture** that have successfully underpinned nurturing approaches for over 50 years.

Today there are hundreds of National Nurturing Schools around the UK. Teachers are trained to focus on the social and emotional needs and development, as well as the academic learning of all pupils, and to embed the Six Principles of Nurture throughout the policies and practices of a school.



Boxall Profiles

Why do we need to assess pupils' wellbeing?

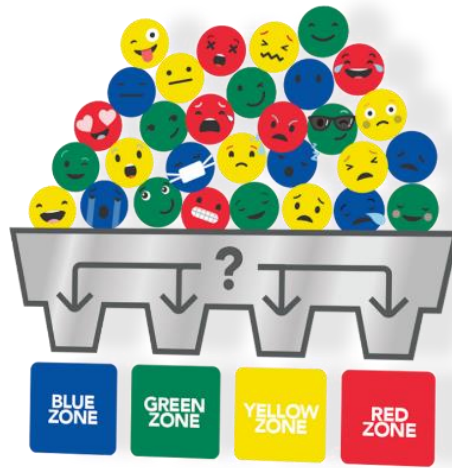
On average, over a third of pupils have some social, emotional or mental health (SEMH) need. For one in ten pupils, this need will be high, presenting as behavioural difficulties or diagnosable disorders like ADHD.

<https://www.nurtureuk.org/supporting-you/the-boxall-profile/>

Zones of Regulation

Sorting Our Emotions Into Four Zones

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four colored Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.



<https://zonesofregulation.com/>