

Zones of Regulation

Intent

At River View Primary School, we use the Zones of Regulation approach to develop emotional literacy, self-awareness and self-regulation. We aim to help children recognise and understand their emotions, identify how they are feeling and learn strategies to regulate their emotions and behaviour.

The approach promotes a shared language across the school, supporting consistency for pupils. By explicitly teaching regulation skills, we aim to increase resilience, reduce anxiety and support positive participation in learning and social situations.

Implementation

Zones of Regulation is implemented through explicit teaching, daily check-ins and ongoing reinforcement throughout the school day. Staff model the use of the Zones language and support children to identify their current emotional state and select appropriate regulation strategies.

Principle	Purpose	Examples in Practice	Expected Outcome
Emotion Identification	Recognise and label emotions feelings	Zone check-ins, visual displays, discussions	Improved emotional awareness
Regulation Strategies	Develop coping tools	Calming strategies, movement breaks, sensory tools	Improved self-regulation
Reflection	Understand emotional responses	Problem-solving conversations, restorative discussions	Increased resilience and self-awareness
Consistency	Promote generalisation	Shared language across classrooms	Greater independence in using strategies

Examples of Activities

Area of Development	Example Activities	Resources
Emotional Literacy	Emotion sorting, matching and discussion	Zone visuals, emotion cards
Regulation	Strategy practice, calming activities	Sensory tools, regulation toolkits
Reflection	Scenario discussions, problem-solving tasks	Prompt cards, social scenarios

Impact

Children will develop increased awareness of their emotions and behaviours and demonstrate an improved ability to regulate themselves across a range of contexts. They will become more confident in identifying how they are feeling and selecting appropriate strategies to support regulation.

Improved emotional literacy and self-regulation will support learning, relationships and overall wellbeing. Staff will observe increased resilience, reduced dysregulation and greater participation in both classroom and social situations.