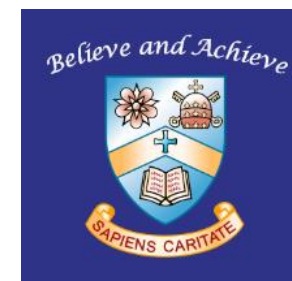


Story of Improvement

Zones of Regulation



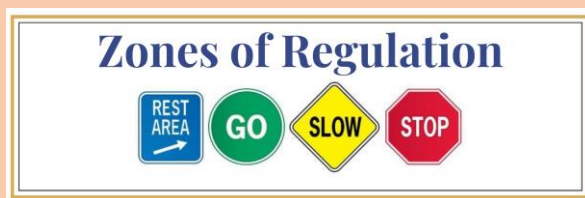
Healthier behaviour outcome:

Increase in the number of children/young people who report using different methods of managing stress and achieving calm

Why was this intervention chosen?

The school is a trauma informed school. All staff have been trained on trauma, ACES and relational and restorative practice. In the academic year 2020 - 2021 The EYFS phase leader and PSHE lead completed 'Attachment, trauma and recovery' training to enable them to become trauma representatives for the school.

From this training, we realised the importance of teaching and supporting positive 'self-regulation' in the school community. In addition, the launch of the Physical Health and Mental Wellbeing statutory guidance further confirmed to us that we needed to explicitly teach children to identify and manage their emotions.



Intervention work carried out:

The PSHE lead planned three lessons to introduce ZOR to the Y1 and Y4 classes:

- Lesson 1 - The Zones of Regulation
- Lesson 2 - Triggers
- Lesson 3 - Self-regulation tools

These sessions were shared with those classes and ZOR displays and calm areas / baskets added to those classrooms. Children were taught to:

- identify different emotions;
- recognise that emotions change constantly
- know what they can do to help manage their emotions.

The class teachers began to talk openly and regularly about the ZOR and this was found to be particularly useful in restorative conversations.

How has this intervention impacted the children?

The ZOR have further added to the school's trauma informed relational practice. We recognise the importance of relationship building and share this with the children through restorative practice. The ZOR have enabled children to further develop their emotional literacy by identifying changing emotions and how and why this can happen.

The majority of children are able to recognise how their actions impact the emotions of both themselves and others and what they can do to manage their stress levels and achieve calm. Children now know when and how to use the calm areas / baskets and do so readily. They are able to report a range of techniques which enable them to manage stress and achieve calm including: exercise, prayer, meditation, fiddle toys, colouring, talking and sitting quietly.

Next steps as a result of the intervention:

This year we will seek to embed the scheme fully across the school and will support children to use the stem sentence: 'I feel _____, I am in the _____ zone. I need to _____.' We will continue to support children in identifying the best calming strategies for individuals to use to further personalise the use of Zones of Regulation and support children in making significant progress.