



## NEWSLETTER - Week beginning 6<sup>th</sup> February 2023 – Edition no. 8

### Notices/reminders

#### PE Survey/Sports Library

Thank you for your responses to our PE survey. This information helps us to shape both the curriculum and extra-curricular opportunities/activities, so if you have not yet returned this please do still send in your responses.

Keeping on the sports theme, we have been gifted some sports equipment from the School Games team, who were given some money following the Commonwealth Games to provide schools with a Sports Kit Lending Service. We received our bag of goodies last week.

The aim is that each child can borrow a piece of equipment to take home for the week and then bring it back. The children will get to borrow equipment on a three-week cycle as it will travel to each class. We hope to start this after February half term.

#### RSPB Bird watch

Mrs Hilton would like to thank all who supported this annual event and to those who either submitted their data directly, or returned it to school. The children have been keen to share what they observed and some even did a comparison to last year's data!

#### Dance-a-thon sponsor forms

The Buildings Trust are holding a Dance-a-thon, Thursday 16<sup>th</sup> February, 3:30 – 4:30pm. This event will in place of the normal after school provision. However, we have secured John Paul (from Full of Beans) as our DJ!! Children should bring in home clothes to wear after school. Snacks will be provided. There is a sponsor form attached to this newsletter. Any questions please do ask.

#### INSET day

Just to remind you that our next INSET day is scheduled for 27<sup>th</sup> February.

#### Dates for your diary

| <b>Spring 1</b>                 |  |
|---------------------------------|--|
| 9 <sup>th</sup> February        | Rock Steady Assembly – introducing the concept to the children   |
| 14 <sup>th</sup> February       | Dance Workshops – all day – whole school involved  |
| 15 <sup>th</sup> February       | Zones of Regulation Information evening*   |
| 16 <sup>th</sup> February       | Sponsored Dance-a-thon – to raise funds for the ongoing playground equipment refurbishment – sponsor sheets are attached |
| <b>Spring 2</b>                 |  |
| <b>27<sup>th</sup> February</b> | <b>INSET DAY</b>   |
| 2 <sup>nd</sup> March           | World Book Day – Dress up as your favourite book character   |
| Sunday 5 <sup>th</sup> March    | Parkrun – Whitley Chapel staff supporting  |
| 6 <sup>th</sup> March           | Visit from Pete the Poet – all day workshops for whole school  |

|                            |  |
|----------------------------|--|
| w/b 6 <sup>th</sup> March  | Visit to library and Cogito bookshop in Hexham |
| 17 <sup>th</sup> March     | Mother's Day service – all welcome             |
| 17 <sup>th</sup> March     | Comic Relief fundraising event                 |
| w/b 27 <sup>th</sup> March | Parent's evening week                          |
| 30 <sup>th</sup> March     | Easter Service – all welcome                   |

### Communication updates

- Previous newsletters are now available from the website, and work is being done to ensure that these are updated regularly.
- Calendar dates are also being updated on the website.
- We are continuing our search for an email/text parent communication tool and we'll keep you posted about this.

### Zones of Regulation Information evening\*





I have spoken with a number of parents in recent weeks about this strategy to help children with regulating their emotions. We will be using this strategy at school and it is something that works well at home too. We have an information session **Wednesday, 15<sup>th</sup> February**, straight after school for staff and parents to join, run by our Educational Psychologist Helen Tamworth. It'll be around 45 minutes with plenty of time to ask questions.

#### WHAT ARE THE ZONES?

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us with an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others.

If you are interested in attending please return the reply slip on the last page so that we can gauge numbers.

### ZONES OF REGULATION!

| Blue  | Green  | Yellow  | Red   |
|---|--|---|---|
|  |  |  |  |
| Sick<br>Sad<br>Tired<br>Bored<br>Moving Slowly                                      | Happy<br>Calm<br>Good to Go<br>Focused<br>Ready to Learn                             | Frustrated<br>Worried<br>Silly/Wiggly<br>Anxious<br>Excited                           | Mad/Angry<br>Mean<br>Yelling/Hitting<br>Out of Control<br>I Need Time and Space       |

COPYRIGHT - JULIA WISHART, OCCUPATIONAL THERAPIST

# THE ZONES of REGULATION

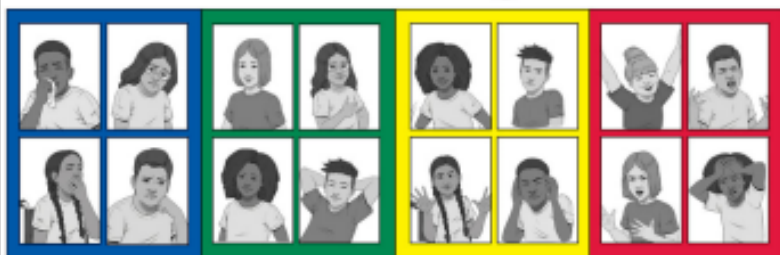


Be you



Northumberland  
County Council

## The ZONES of Regulation™



### What are the "Zones of Regulation?"

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones.

#### BLUE ZONE

Your body is running slow, like when you're tired, sick, sad or bored.

#### GREEN ZONE

Like a green light, you feel "good to go". Your body may feel happy, calm and focused.

#### YELLOW ZONE

When you start to lose control, like when you feel frustrated, anxious, worried, silly or surprised.

#### RED ZONE

When you experience extreme emotions; feels mad/angry, terrified, yelling/ hitting, elated, out of control.

### The Goals of the Zones of Regulation

The goals of the zones of regulation are to teach children to:

- Identify their feelings and levels of alertness
- Develop effective regulation tools
- Learn when and how to use the tools
- Problem solve positive solutions
- Ultimately – develop independent regulation

### Tips for Practicing the Zones of Regulation

- Know yourself and how you react in difficult situations before dealing with your child's behaviours.
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
- Know your child's triggers.
- Be consistent in managing your child's behaviour and use the same language you use at home.
- Empathize with your child and validate what they are feeling.
- Have clear boundaries/routines and always follow through.
- Do not deal with an angry, upset child when you are not yet calm yourself.







There are so many names up on the Proud Pegs board – we will publish all the names for this term in the next edition!! Well done to everyone – it is so lovely to hear about their successes in Celebration Assembly each week.

#### Zones of Regulation reply slip

Name of child \_\_\_\_\_

I am interested in attending the session, 15<sup>th</sup> February at 3:30pm, I would like \_\_\_\_\_ (number of seats).

I am interested in attending but can't make that time. I would be interested in attending another session – YES/NO