

Emotional Regulation 2025-2026



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United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School



Why does Emotional Regulation matter?

Emotional regulation is important because it helps us feel good, learn better and get along with others.

Why it matters:

Helps us stay calm and manage big feelings.

Makes it easier to focus and learn.

Helps us bounce back when things go wrong.

Makes friendships and teamwork stronger.

Helps us make safe and sensible choices.

Gives us confidence to handle challenges on our own.



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PSED curriculum

1A. Emotional regulation, confidence and self-esteem

1B. Friendships and relationships

2A. Respecting diversity and inclusion

2B. Understanding responsibilities

3A. Healthy habits, internet and digital safety

3B. Moral values and character development

PSED Curriculum Overview



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Emotional regulation,
confidence and self
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Friendships and
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and inclusion

Understanding
responsibilities

Healthy habits,
internet and
digital safety

Moral values
and character
development

Zones of Regulation

We are committed to supporting every child's wellbeing and success.

This year, we are excited to introduce **The Zones of Regulation** – an internationally renowned approach which helps children develop skills in managing their emotions and behaviours, known as **self-regulation**.

Self-regulation can also be described as:

- Self-control

- Impulse management

- Self-management

In simple terms, it means finding the **best state of alertness** for a given situation.

Example: A child needs to feel more alert and energised when playing football than when working quietly in the library.

Zones of Regulation

From time to time, all of us, adults as well as children, experience strong emotions such as:

- Worry
- Frustration
- Anger
- Tiredness

These feelings can sometimes stop us from:

- Learning
- Concentrating
- Managing our day effectively

The *Zones of Regulation* teaches children strategies to:

- Recognise these feelings
- Manage and cope with them
- Return to a calm, focused state where they are ready to learn

By embedding the Zones of Regulation across our school, we aim to give every USI child the tools to:





- Build resilience when faced with challenges.
- Develop healthy coping strategies.
- Grow into confident, responsible, and compassionate young people.



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Zones of Regulation

- The Zones of Regulation are used to teach children how to regulate their own emotions.
- Help children recognise/communicate feelings
- Help children develop empathy when others are in the different zones
- Gain insight into what might trigger a move between Zones.
- Children use strategies to get them into a more regulated zone
- Zones and strategies are taught/discussed/modelled
- Zones are defined by our energy level, state of alertness or feelings. 4 colours
- Understand influences such as emotions, lack of sleep, hunger, or environment that affect their Zone.
- Strengthen resilience and problem-solving skills when faced with challenges.
- Create a personal 'toolkit' of calming and alerting strategies to support themselves.

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified



Zones of regulation

What Zone Are You In?

Blue Zone	Green Zone	Orange Zone	Red Zone
 SAD	 HAPPY	 SURPRISED	 ANGRY
 HURT	 FOCUSED	 CONFUSED	 RAGING
 SICK	 CALM	 WORRIED	 TERRIFIED
 TIRED	 EXCITED	 SILLY	 ANNOYED
What can I do?	What can I do?	What can I do?	What can I do?
REST	GO	SLOW DOWN	STOP
Take a break Ask for help Talk to someone Jump up and down 5 x I can also.....?	Think happy thoughts Finish my work Help others Share ideas I can also.....?	Take deep breaths Talk to someone Go for a short walk Count to ten I can also.....?	Take a time out Run a lap Squeeze a stress ball Drink water I can also.....?

Red Zone – STOP

- Heightened emotions – feelings which overwhelm us and cannot be sustained e.g. ecstatic
- Stop and think – how can we manage this
- Allows for a pause to gain that sense of control back

Strategies:

- Squeeze a stress ball
- Drink of water
- Time out



Zones of regulation

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Yellow Zone – Slow down

Little heightened but still have some cognitive control – anxious, worried or agitated but not angry

Recognise I'm a more heightened state – what regulation tools can we use to support us to gain that control back

Strategies:

Count to 10

Take deep breaths

Go for a short walk



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Green Zone – Go sign

Calm, emotions are more level

Happy, content, focused, peaceful,
proud

Good to go – continue in this zone

Strategies:

Drinking lots of water

Exercise

Positive reflection

Share thoughts and ideas



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Blue Zone – Rest sign

Lower state of alertness – heart rate is slower, muscles more relaxed – down emotions

Tired, sick, bored

Strategies:

Rest

Ask for help/challenge

Talk to someone

Exercise



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Zones of regulation

Stand alone lessons

Assemblies

Check in/check out

Vocabulary used to the
chart when themes arise









Zones of regulation

KS1 - Whole class display

ZONES OF REGULATION

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
Sad Tired Sick Bored	Calm Happy Focused Content	Frustrated Anxious Nervous Silly	Panicked Furious Terrified Overjoyed
Strategies	Strategies	Strategies	Strategies

KS2- Individual displays





























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Zones of regulation

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ZONES OF REGULATION

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SCHOOL BEHAVIOUR SECRETS PODCAST



WITH SIMON CURRIGAN AND EMMA SHACKLETON

The Zones Of Regulation: How To
School Behaviour Secrets with Simon Currigan



28:30 - (Cont.) The Zones Of Regulation: How To Help Kids Man...

-2:39

Parent Tips for Supporting Your Child's Emotional Regulation



1. **Name the feeling** - Help your child put words to their emotions (e.g., “I can see you’re feeling frustrated”)
2. **Stay calm yourself** - Children often mirror adult reactions. Responding with calmness models self-regulation and reassures them that emotions can be managed safely.
3. **Create a calm space** - Have a quiet, safe place at home where your child can go to calm down (a cosy corner with cushions, books or calming toys).
4. **Teach calming strategies** - Practice simple techniques like deep breathing, counting to ten or squeezing a stress ball. Doing these together makes it feel less like a punishment and more like a tool.
5. **Talk about your own feelings** - Share how you cope with frustration or disappointment
- This normalises healthy coping.
6. **Encourage problem-solving** – Guide your child to think of solutions rather than fixing everything for them. This builds independence and self-control.

Parent Tips for Supporting Your Child's Emotional Regulation



Tip from Nicole –

Also adding techniques that can involve parents and children regulating their emotions together such as:

Family Mindfulness - this can help calmness with your child, develops a deeper connection and peace for parents themselves - [10 Minute Guided Mindfulness Meditation for Families](#)

Physical exertion - a way to workout/stretch to release everyday stresses – work out together - help with bonding and regulating any stress they have both faced during the day (something to look forward to).

Q&A - responses

1. Homework pressures – give your child controlled choices, now and next boards, use a timer, chunk the homework, sticker chart, positive praise – connect with the teacher
2. Suppressing emotions – model you expressing your emotions, check in regularly, allow children to feel emotions
3. Separating on a morning – create a goodbye routine, short and positive – avoid lingering, talk positively about the school, look through timetable, plan the night before – bag/lunch, consistency – never trick your child

Q&A - responses

1. How to deal with your child feeling disappointment – student council/show/choir

Let your child express their disappointment without immediately trying to fix it - “It’s okay to feel disappointed; I would feel the same way.”

Explain that everyone faces setbacks sometimes, even adults.

Share examples: “I didn’t get a promotion at work last year, and I was disappointed too, but I learned from the experience.”

Ask gentle questions to help them process the experience:

“What did you enjoy about trying out?”

“What could you do differently next time?”

Praise their effort, preparation, and courage rather than the result:

“I’m proud of how much you practiced and gave it your best.”

Help them see that one disappointment doesn’t define their abilities or potential.

Encourage alternative ways to engage: “Maybe you could help backstage or join another club to try something new.”

Show healthy ways to handle setbacks, like taking a break, talking about feelings, or setting new goals.

Encourage goal-setting and trying again in the future:

“What’s your next challenge?”



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Thank You Parents

Attending this workshop, supporting at home, having open communication with the school and working with us.