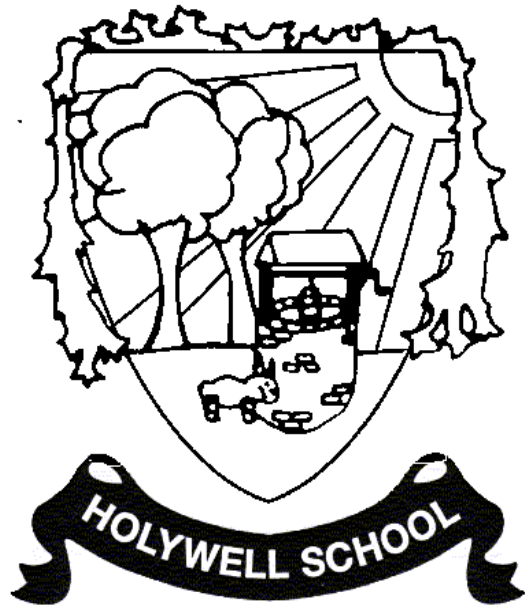


Holywell Primary and Nursery School

Adopts a **Thrive** Approach



We've introduced
thrive
in our Setting



Introducing the Thrive Approach

Thrive is a holistic approach to support the social and emotional development of children and young people. At the heart of Thrive, is the knowledge and understanding that behaviour represents a form of communication, expressing underlying needs. The Thrive approach is preventative and reparative, supporting individual needs through connection and positive relational reinforcement. When a child or young person's developmental needs are identified and met, they will become more able to flourish and thrive in life.

The Principles of Thrive

There are four guiding principles of the Thrive Approach:

- Every child is a unique person, constantly developing and learning in different ways and at different rates.
- Children's healthy development, emotional well-being and learning are crucially dependent upon, and promoted through, positive relationships.
- Children flourish when they are confident, self-assured, capable and resilient.
- Children thrive in enabling environments, in which their individual development, learning experiences and needs are understood, responded to and supported.

Underpinning of the Thrive Approach

- **Child development**
- **Attachment theory**
- **Neuroscience**
- **Play and Creativity- using the arts**



Why use Thrive?

Thrive helps us to better understand children's needs being signalled by their behaviour. Sometimes children may struggle as a result of temporary setbacks or other longer-term changes in their lives. They may signal and communicate their distress by becoming more withdrawn and distant, or perhaps more challenging and disruptive, or even by trying too hard to please. If this happens, we use Thrive to look beyond the behaviour, providing the support and relational reinforcement needed to get children back on track.

At Holywell we have introduced and embedded the Thrive approach into our school's values and community ethos.

What are the benefits of Thrive?

- Thrive teaches the understanding of children's behaviour as communication, reinforcing the importance of relationship and emotional well-being.
- Thrive creates practical strategies and tailored action plans to best support pupil's social and emotional development and removes barriers to learning.
- Thrive supports practitioners, providing them with confidence to work with more challenging and vulnerable children, in partnership with families and integrated teams.
- Positive relationships are at the heart of Thrive. We will use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development.
- Thrive helps to maintain and develop strong positive home/school partnerships.
- The Approach is targeted, rigorous and measured.



The Thrive Approach. (2019). *The Thrive members handbook*. Devon. Fronting the Challenge Projects Ltd

How does Holywell carry out Thrive assessments?

As part of our ongoing assessments, teachers complete whole class Thrive on-line screening three times during the academic year. Pupils are assessed against right time social and emotional developmental learning needs. The information generated from the screening, enables teachers to action plan specific targets and activities to work on together as a class. These set targets and activities are incorporated into the curriculum, daily routines and whole class Thrive sessions.

Pupils needing a little extra help are identified in the screening process and are supported by Mrs Linton and Mrs Swalwell our school's Licensed Thrive Practitioners. Thrive intervention support is delivered through tailored 1:1 or small group sessions. **At this stage a letter is sent home to obtain parent/carers consent.**

Pupils can be highlighted for Thrive intervention at any time should their teacher feel it would be beneficial, or through families asking for Thrive support themselves. Mrs Linton and Mrs Swalwell are happy to meet with families in school to discuss individual needs.



Thrive Development Framework

The building blocks model represents the emotional and social developmental stages from 0-18 years. However, life is not linear and straightforward, sometimes for all sorts of reasons we all experience difficulties and gaps in our development. Thrive identifies these gaps as interruptions, which can often alter the foundations of our social and emotional development at different stages. Moreover, impacting on our ability and resilience to deal with the challenges in life we may encounter.

Thrive uses a development strands framework, initiating from the third trimester of pregnancy to 18 years of age, to identify the connections between social and emotional development, behaviour and learning. There are six age appropriate development strands within the framework:

Being
Doing
Thinking
Power and Identity
Skills and Structure
Interdependence



Interdependence

- Establishing independence
- Connecting with peers
- Exploring identity and gender

Skills and Structure

- Developing an identity
- Distinguishing fantasy from reality
- Exploring power with responsibility

Power and Identity

- Developing an identity
- Distinguishing fantasy from reality
- Exploring power with responsibility

Thinking

- Expressing a view
- Learning about cause and effect
- Feeling, thinking and problem-solving

Doing

- Exploring and experimenting,
- Experiencing options
- Initiating, engaging and doing

Being

- Being safe
- Being special
- Having needs met



What are the VRFs?

Vital Relational Functions are the tools used in the Thrive approach to address a child's emotional state during a crisis.

Attunement: this is where you are alert to how they are feeling. You demonstrate that you understand the intensity, pitch, pace, volume and experience of the child's emotional state.

Validation: this is where you are alert to the child's experience. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings.

Containment: this is where you demonstrate that you understand the pitch, intensity, quality of their feeling or mood and that you can bear it. Showing that you can take their deep distress, raging anger or painful sorrow and make it a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, in named, small digestible pieces.

Soothing and Regulation: this is where you must be alert to how a child is feeling and demonstrate emotional regulation, by soothing and calming their distress. Catch it, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves.

The Thrive Approach. (2017). *Delegates handbook*. Devon. Fronting the Challenge Projects Ltd.



Thrive Interventions

At Holywell, Thrive interventions take place weekly through 1:1 and small group sessions with our Thrive practitioners. A tailored action plan underpins each session and learning objectives, working on individual right time social and emotional developmental needs. Often, some children require extra support and intervention. Our school's Thrive practitioners are accessible throughout the day, to check in with pupils and provide emotional regulation when needed.

Teachers and school staff work closely with Mrs Linton and Mrs Swalwell, to help remove any barriers to pupil's emotional well-being and learning within the school environment.

Thrive journals are created for children to share memories and experiences, celebrating creative expression and artwork masterpieces.



Holywell's Rainbow Room

Our Rainbow room is a designated calm place for pupils to relax and develop their social and emotional skills. Pupils have access to the Rainbow room and a Thrive practitioner throughout the school day.



Dan Hughes P.A.C.E Model

Thrive promotes and incorporates the work of Dan Hughes and his P.A.C.E acronym approach. P.A.C.E identifies key features and attitudes that can help children and young people grow and develop a healthy sense of selfhood.

Dan Hughes identifies supportive attitudes as:

- P** = Playful
- A** = Accepting
- C** = Curious
- E** = Empathic

Hughes, D. (1998). *Building bonds of attachment*. London. Aronson

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Should you wish to find out more please contact

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