

**Thrive Policy**

**"Every child matters and no child is ever left behind..."**

***"Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of God belongs*."**

**Luke 18:15-17**

**Holy Trinity C of E Primary School**

Holy Trinity School is a church and village school in the truest tradition. We have a school ethos based on 'Love thy neighbour as yourself' - Matthew 22 Vs. 3-9, of which we are all extremely proud and which has served the Church families and the village community for a huge part of the community's history.

Our aims are to meet the needs of individual children so that they are able to make the most of their abilities and to achieve personal excellence, whilst providing spiritual, moral, social and cultural guidance with the aim to prepare them to take on the responsibilities of later life; including those related to fundamental British Values, in an atmosphere of a caring Christian setting, where there is equality of opportunity for all children.

**Thrive Practitioner - Amanda Baines**

**Academy Councillor – Christine Patton-Wood**

Policy Reviewed Nov 24

Date of Next Review: Annual

At Holy Trinity we believe that a consistent approach is important. The involvement of all staff is paramount to the overall success of the Thrive programme. Within the caring, Christian ethos all children should feel able to approach any member of staff in addition to the programme.

The Education Reform Act states that the curriculum should:

• Promote the spiritual, moral, cultural, emotional and physical development of pupils at the school and of society

• Prepare pupils for the opportunities, responsibilities and experiences of adult life

**Aims**

At Holy Trinity C of E, we believe that children have the right to independence, choice and inclusion, and we seek to provide opportunities for personal growth and emotional health and wellbeing. Thrive offers a whole-setting approach to supporting the right-time social and emotional development of all children and young people.

**Rationale**

Children learn who they are and how the world is, by forming relationships with people and things around them. The quality of a child’s relationship with significant adults is vital to their healthy development and emotional health and wellbeing.

A number of children at Holy Trinity need to access to specific targets in the THRIVE programme, in order to support their emotional development. Those children, who require support from the THRIVE programme, for a number of various reason for social and emotional development. Although the ‘Jigsaw’ programme is well embedded throughout the school, children who struggle to the vital social and emotional skills are not always able to access this curriculum and so need further support from the THRIVE programme.

**THRIVE**

• Is a dynamic developmental approach to working with all children and vulnerable children. It provides strategies to address their needs

• Is an approach based on relationships with caring, consistent adults

• Finds the earliest missing experience and fills the gaps in the developmental stages. If a child is on SEN Support their social and emotional targets from their IEPs may be included

• Recognises that if children do not get experiences positively they will seek them negatively

**Purpose**

It is our purpose at Holy Trinity to provide a secure caring atmosphere of trust and stability, giving all children the necessary support and guidance for their social and emotional development. We hope to achieve this through the following:

• A promise of confidentiality in order to support children and parents alike

• A fair and consistent approach towards requests for support

• All school staff to be aware of the theory, underlying principles and assessment procedures of

THRIVE

• All staff to use THRIVE techniques and strategies on a daily basis when encountering children

• Designated time slots throughout the week for group and/or 1:1 work with the THRIVE TA’s.

• A developing bank of resources for activities agreed in the action plan and experiences the child needs. Resources from other social and emotional programs can also be used to support the child’s needs eg ELSA.

• Identify vulnerable children to THRIVE trained staff or children raised as a concern on a whole class screening or from parents

• Online Assessment and Action Planning Tool used based on observations and/or class teachers views

• Action Plan created based on assessment outcomes

• Sessions carried out on a weekly basis

• Review Action Plans

**THRIVE assessments**

Whole class Thrive assessments will be completed to ensure children are identified. When a child has been identified, the action plan can be completed following the online process. Due to the delicate nature of THRIVE, 1:1 assessment must be carried out under the guidance of the THRIVE licensed practitioner. (Amanda Baines)

**THRIVE in practice.**

Level 1: carried out in the classroom through strategies that will benefit all children in the class but in particular the child who requires THRIVE. Strategies can be built into daily rules and routines, PSHE time and when supporting the child with learning.

Level 2: will consist of group interventions led by one of the teachers/HLTAs/TAs. Groups will be made up of children who have the same ‘interruption’.

Level 3: will consist of 1:1 sessions, within the group session, (or individually if this is deemed to be in the best interests of the child). If the child has a 1:1 they will be given strategies. The progress of children at levels 2 and 3 is reviewed. Their actions plans will be adjusted accordingly.

**The Development of the brain**

Thrive identifies 6 developmental building blocks of healthy brain development:

• Being 0 – 6 months

• Doing 6 – 18 months

• Thinking 18 months – 3 years

• Power and Identity 3 – 7 years

• Skills and Structure 7 – 11 years

• Interdependence 11-18 years

Some children may be operating within the 0 – 3 years strands of development and may struggle with emotional regulation. They may need a carefully planned and implemented approach to help fill the developmental interruptions in order for them to successfully engage in learning. When a child’s life is interrupted by fear or anxiety, the thinking brain will be disengaged as how we feel is closely linked to how we behave and emotions are key to the learning process.

**Stages:**

• Being stage of development (physiological), the key focus are: safety; having needs met and being special. The adult takes the role of regulator/container.

• Doing stage of development (relational/emotional), the key focus are: exploring safely; knowing body limits; experiencing doing and learning about options. The adult takes the role of co-adventurer.

• Thinking stage of development (cognitive), the key focus are: thinking about feelings; problem solving; learning about cause and effect and expressing a view. The adult takes the role of co-constructor of meaning.

• Power and Identity stage of development, the key focus: developing a positive sense of self and understanding others and explore power and responsibilities. Distinguish between fantasy and reality. The adult takes the role of discovering individuality, different relationships and the consequences of behaviour.

• Skills and structure stage of development, the key focus: to learn about their own and others’ way of doing things and develop new skills. To understand morals and values and understand the need for rules. The adult takes the role of encouraging the child to develop skills and introduce diverse experience and people.

**The Vital Relational Functions (VRFs)**

In all interactions with pupils, staff endeavour to use the VRFs outlined in the Thrive Approach. These are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child’s emotional, social and neurological development. They are:

• Attunement – demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.

• Validation – demonstrating that their feelings are real and justified.

• Containment – Offering their feelings back to them, named and in small pieces.

• Soothing – Soothing and calming their distress repeatedly.

• Regulation – Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child, is a significant contributing factor to the child’s developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource so, by using Thrive, this relationship is enhanced. It can help a child get ready to learn and enhance their learning, build positive relationships between a child and their peers and it can improve attainment.