

## THRIVE

### What is Thrive?

Thrive is embedded throughout our school and informs and underpins all of our practice. Thrive is our primary SEMH intervention based on established neuroscience, attachment theory and child development.

- Thrive is a systematic approach to the early identification of emotional developmental needs. It is preventative, reparative, nurturing and pragmatic.
- Addressing emotional developmental needs builds resilience and resourcefulness and helps those pupils who are at risk of underachieving to remain in school and engage with learning.
- The Thrive approach can inspire pupils, making learning more accessible, more effective and more fun. It enhances emotional literacy and directly contributes to the development of learning power: resilience, resourcefulness, reflective capacity and reciprocity.



### Why do we use Thrive?

Thrive is a holistic approach which supports social and emotional development. Research has shown us that how we behave is linked to how we feel, and that our emotions are linked to how we learn. Teaching pupils how to recognise and notice these feelings and emotions can help with their development and learning. Our aim is for all pupils to feel safe, valued, special, appreciated and included.

Thrive enables us to analyse and evidence progress in their emotional or social skills, improving our provision for vulnerable and challenging pupils.

### How do we implement Thrive in our school?

Using Thrive Online as an assessment tool, pupils are identified from one of six strands:

- **Being** – Being safe, being special, having needs met
- **Doing** – Exploring and experimenting, experiencing options, initiating, engaging and doing
- **Thinking** – Expressing a view, learning about cause and effect, feeling, thinking and problem-solving

- **Power and identity** – Developing an identity, distinguishing fantasy from reality, exploring power with responsibility
- **Skills and Structure** – Motivation for developing skills, developing morals and values, understanding the need for rules
- **Interdependence** – Establishing independence, connecting with peers, exploring identity and gender

## What does Thrive look like in our school?

We create a calm, welcoming, safe environment by:

Licensed practitioners across all units, daily meet and greet for all pupils, tutor time where pupils and staff can eat breakfast together which is an opportunity to regulate pupils in preparation for the day ahead, individual action plans and timetabled Thrive sessions, a whole school approach to Thrive and staff embedding Thrive into their everyday practice, use of *relational draw and talk* and *drawing and talking*, and protected wellbeing hours for further interventions to support behavioural and targeted individual needs.

Designated Thrive rooms in each unit where pupils can access for support if needed or to go when they are dysregulated. Access to transitional and sensory objects to encourage self-soothing and maintain positive connections.

## Family Thrive

Licensed practitioners offer a six-week personalised course that creates a warm, safe space that welcomes parents and carers of children and young people at all stages of development and abilities. The course supports parents to meet the varying needs and experiences of their families, helping them to feel seen, valued and better able to support their children's emotional growth.

