



Thrive Policy

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 Castle Hill Primary school, 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.

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 Castle Hill Primary School need to access the THRIVE programme, in order to support their emotional development. Those children, who require support from the THRIVE programme, for a number of various reasons are below the age related expectations for social and emotional development. Although the SEAL 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 vulnerable children that provides physical 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
- Recognises that if children do not get experiences positively they will seek them negatively

Purpose.

It is our purpose at Castle Hill Primary School 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
- A lunchtime DOING club for children who find the unstructured time difficult to deal with

The THRIVE process.

- Identify vulnerable children to THRIVE trained staff (not necessarily disruptive children) or children raised as a concern on a whole class screening
- Obtain parental consent
- Online Assessment and Action Planning Tool used based on observations and/or class teachers views
- Action Plan created (if possible with parents and key workers) based on assessment outcomes
- Sessions carried out on a weekly basis
- Review Action Plans (approx. every 6 - 8 weeks)

THRIVE assessments

When a child has been identified by a class teacher and once parental consent has been obtained, the assessment can be completed following the online process.

Due to the delicate nature of THRIVE, assessment must be carried out under the guidance of the THRIVE licensed practitioner. (Sarah Laycock & Tracy Bardsley)

Once a minimum of 2 assessments have been completed under guidance, further assessments may then be carried out independently (under distant supervision).

Results from any assessment must be passed to the THRIVE licensed practitioner. Copies of the assessments must be kept in the THRIVE file.

THRIVE in practice.

Wave 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, circle time and when supporting the child with learning. Strategies for the teacher will be provided by the THRIVE licensed practitioner.

Wave 2: will consist of group interventions led by one of the 2 THRIVE TA's. Groups will be made up of children who have the same 'interruption'. They will ideally be split into KS1 and KS2 groupings.

Wave 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 TA they will be given strategies to use outside of the THRIVE sessions by the practitioners.

The progress of children at levels 2 and 3 is reviewed on a 6-8 week basis. Their actions plans will be adjusted accordingly.

Date Agreed:

Agreed by: SLT, staff and SEN Governor

Review: Spring 2018

