

THRIVE

We are very proud to define Dartington as a THRIVE school. For us this means that we aim to have THRIVE within our whole school ethos and THRIVE approaches across our whole setting.

AN INTRODUCTION

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

The programme was created by a multi agency team, with experience of being teachers, advisers, Ofsted inspectors, social workers, family therapists, foster and adoption specialists across education and care settings. They have drawn together their experience with theories and research to create this rich resource.

THRIVE draws on an understanding of six 'building blocks' of development and growth that comes on line sequentially and remains in play throughout life.



	Building Blocks	Developmental age
	Interdependence	11 - 18 years
	Skills and Structure	7 - 11 years Key Stage Two
	Power and Identity	3 - 7 years Early Years Foundation Stage + Key Stage One
	Thinking	18 months - 3 years
	Doing	6 - 18 months
	Being	0 - 6 months

Knowledge of the social and emotional learning that takes place at each stage supports our school in planning 'right time' experiences, activities and opportunities to underpin each one. It is embedded in our understanding that learning happens across the whole day, especially in 'Out'N'About times where less structured interactions enable pupils to apply skills that are vital for healthy development and expand their social and emotional learning.

Learning about power, our own identity, holding a viewpoint, understanding others, grasping cause and effect, learning to be skilful in relationships ...each one requires experiencing, modelling and teaching

from adults and peers, descriptive feedback and opportunities for reflection. Addressing emotional developmental needs early builds resilience, decreases the risk of mental illness, prepares children for school and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions to children's development.

'Promoting Children and Young People's Emotional Health and Wellbeing'
Public Health England, March 2015

In an average class of 30 15-year-old pupils:

- *three could have a mental disorder*
- *ten are likely to have witnessed their parents separate*
- *one could have experienced the death of a parent*
- *seven are likely to have been bullied*
- *six may be self-harming*

Public Health England exists to protect and improve the nation's health and wellbeing, and reduce health inequalities.

As well as structured 'right time' learning through the developmental stages THRIVE addresses 'interruption's that children might be experiencing.

Children come to school to learn, but some are not ready or able to do so. They may move appropriately through each stage and then encounter a life experience that creates a setback, as happens to us all at times.

At these times pupils may exhibit behaviours that are challenging and disruptive, restless or withdrawn. Current brain science shows, for many of these children, their stress management, emotional regulation and seeking /exploring systems are not yet sufficiently developed for them to access learning, or are set back to our earliest levels of need through trauma.

THRIVE provides a systematic approach to the early identification of emotional developmental need so that differentiated provision to address those needs can be put in place quickly by those close to the child. As the children's emotional and social development needs are met, they re-engage with life and learning.

The practice of THRIVE is underpinned by THRIVE Online, an assessment and extensive activity planning resource. THRIVE Online ensures a systematic approach with measurable outcomes.

Individual THRIVE Action Plan

At Dartington, if any child is identified as experiencing a need, which might be raised by parents and carers or by school, we will work together to explore what might be happening and how to respond. Permission will always be gained from parents and carers for deeper, individual work and action planning. Partnership, mutual respect and confidentiality are vital.

Whether it is used age appropriately in Early Years Foundation Stage, developmentally in Key Stage One and Two or reparatively with older children THRIVE supports emotional and social development.

'Promoting Children and Young People's Emotional Health and Wellbeing'
Public Health England, March 2015

The National Institute for Health and Care Excellence (NICE) advises that primary schools and secondary schools should be supported to adopt a comprehensive, 'whole school' approach to promoting the social and emotional wellbeing of children and young people. Such an approach moves beyond learning and teaching to pervade all aspects of the life of a school, and has been found to be effective in bringing about and sustaining health benefits.

DfE also identifies a whole-school approach to promoting good mental health as a protective factor for child and adolescent mental health. The report of the Children and Young People's Mental Health and Wellbeing Taskforce (2015) identifies a national commitment to "encouraging schools to continue to develop whole school approaches to promoting mental health and wellbeing".