

There is outstanding care and support for pupils, who consequently feel very safe. Several parents told inspectors that this is the greatest strength of the school.

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BACKGROUND

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

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning 1,2 as well as their physical and social health and their mental wellbeing in adulthood.3

1 Durlak J.A., Weissberg R., Dymnicki A., Taylor R., Schellinger K. (2014) The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child Development*. 82(1), 405-432.

2 Public Health England (2014) *The link between pupil health and wellbeing and attainment*, London: Public Health England.

3 Annual Report of the Chief Medical Officer (2013) *Public Mental Health Priorities: Investing in the Evidence*, London: Department of Health.

NICE guidance recommends:

that primary education providers:

- *offer teachers and practitioners in schools training and support in how to develop children's social, emotional and psychological wellbeing*
- *train and develop teachers and practitioners so that they have the knowledge, understanding and skills to deliver a curriculum that integrates the development of social and emotional skills within all subject areas effectively. The training should include how to manage behaviours and how to build successful relationships*
- *ensure teachers and practitioners are trained to identify and assess the early signs of anxiety, emotional distress and behavioural problems among primary school children. They should also be able to assess whether a specialist should be involved and make an appropriate request*

The National Institute for Health and Care Excellence (NICE)

TOWARDS OUR VISION AND ETHOS

The school's work to promote pupils' personal development and welfare is outstanding. Parents, staff and pupils are all convinced that pupils feel very safe in school, whatever their backgrounds. A typical parental comment to inspectors was that 'the environment of the school is wonderful'. Completed staff questionnaires all agreed that the school's culture encourages calm and orderly conduct.

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Training

Our vision to be a Thrive school reached a defining point in 2012 when I undertook further training to progress from Action Plan Mentor to become a Trainer, consolidating this initially by co training with other talented Trainers from a range of educational, health, therapeutic and social care

backgrounds and finally as Lead Trainer. Delivering training creates the opportunity to be immersed in all aspects of Thrive, to deepen understanding and maintain a close connection with the Thrive family, underpinning the ongoing vision to embed Thrive at Dartington.

Training in other settings and across other authorities also enables me to identify good practice that can be replicated in Dartington, as well as sharing our own.

Additionally, the income generated from delivering training creates a sustainable way that the school can afford to train new Thrivers within our staff team, building, developing and continuously improving our provision.

2014/15 was a very positive year for Dartington as a Thrive school, with a second cohort of trainees undertaking the ten day course, including teachers, leaders, teaching assistants and administrator, bringing the total number of Licensed Thrive Practitioners to 31. Even more thrilling was the graduation of a second Trainer, as Amelia Poore completed her course. This ensures a secure and flexible long term position for sustainability and quality of provision.

2015/16 saw the school continue to build on our well laid foundations and our reputation reflected this vision and growth. Not only was a further cohort of Thrive Licensed Practitioners trained during this year, the school was also able to offer training on site to other settings, taking a role within the Learning Communities of Totnes and Ivybridge as part of a Primary Support Partnership. Training, professional development for current practitioners and a Thrive Forum now run from our school which in turn enables us to reflect on and continually develop our own practice.

The school is used as a model for the quality of its care. Staff from other schools visit the school to see the effective support, for example that offered within the school's 'Harbour' facility.

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A key element of our THRIVE ethos is the importance of self knowledge and understanding of others. With all our staff having undertaken a minimum of ten days training in order to fully understand these defining principles our school is in an exciting and almost unique position. It is a vital aspect of the way our team connects and works together and which is modelled explicitly through our relationships with each other, our pupils, parents and carers and Governors. Most vitally it means that, through these skills and understanding, pupils at Dartington are surrounded by learning opportunities which underpin emotional wellbeing and build positive strategies. This is at the heart of our ethos, drive and determination to be a THRIVE community.

Dartington Primary is a very inclusive school. It values equal opportunities for all, as shown by its successful commitment for all pupils to succeed.

Staff are committed to the care and support of the several vulnerable pupils in the school.

The school's work in providing strong emotional support for pupils is widely regarded as exemplary, and several other schools use Dartington as a model.

All staff at Dartington are trained in developing pupils' social and emotional learning.

Parents highlight the strength of this provision.

Early Years Foundation Stage:

Children make good progress in their personal development. They learn to collaborate well and listen to each other. As a result, there is a warm and orderly learning environment. Many children can speak clearly and confidently to visitors.

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