



We are very proud of our THRIVE intervention here at Ashleigh.

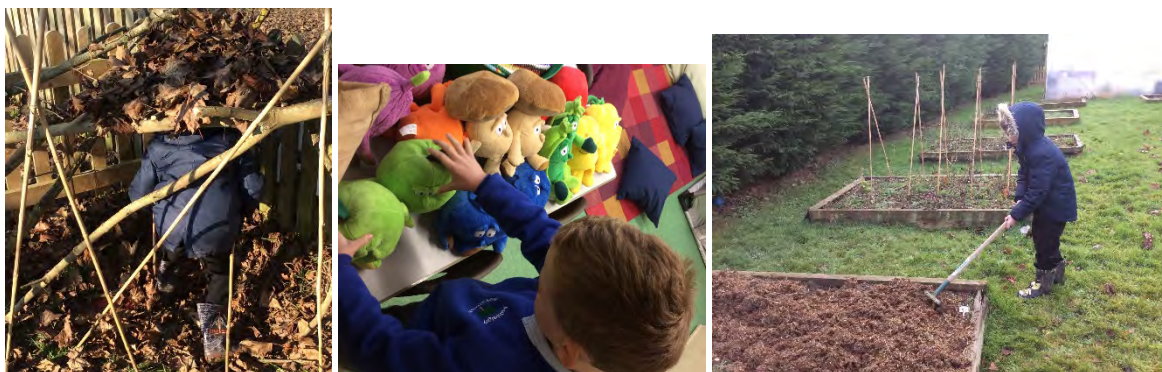


THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.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



	Building Blocks	Developmental age
	<b>Interdependence</b>	11 - 18 years
	<b>Skills and Structure</b>	7 - 11 years <b>Key Stage Two</b>
	<b>Power and Identity</b>	3 - 7 years <b>Early Years Foundation Stage + Key Stage One</b>
	<b>Thinking</b>	18 months - 3 years
	<b>Doing</b>	6 - 18 months
	<b>Being</b>	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 session 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 interruptions 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 Plans are created 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 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 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".

At Ashleigh we strive to ensure a secure base exists for all pupils, staff and visitors, where we all feel valued and respect. With this in place we are able to promote self-actualisation where rich learning takes place for all. Thrive is part of our valued response to social, emotional and mental health needs within our school, however we embed the secure base principles across school. Alongside Thrive we have a Nurture group, Forest School provision, PATHS, Sanctuary lunchtime club, school dog and Ashleigh Farm.



## What Thrive looks like at Ashleigh Primary



Let's help every child  
**thrive**

A Senior Educational Psychologist completed an audit of our 'secure base' in November 2016 after whole school training and commented;

- Ashleigh offers a high degree of emotional, social and practical security to its staff and pupils. The practice observed during my visit and historically, in many respects, has been exemplary. Particular examples include how staff utilise PATH communication tools with children who have very difficult home lives and high levels of wellbeing need, use of secure base principles to work with children who have been traumatised by early life experiences and the genuine commitment of all staff I have met to the wellbeing and holistic development of children.
- Ashleigh is well positioned, not only to extend the provision it offers in-school, but also acting as a cluster hub to demonstrate exceptional practices and outreach support to partner schools.
- Ashleigh have a 'whole team' response to their setting – this is a key reason why their Secure Base is so strong. This includes close working relationships with external professionals and parents, including a mindfulness of visitor's needs during their visits to school. Ashleigh have and continue to strive towards building an inclusive community which starts, but does not end with pupils in school. This is admirable against local and national demands on resources.
- There is a strong leadership team in place at Ashleigh who both support individual staff members and drive through exciting and innovative changes. This has included implementing PCRs as part of the school's LAC offer, the development of outdoor learning including Forest School and farm, as well as full commitment to Secure Base, THRIVE and PATH initiatives. On the whole staff feel supported and their commitment to providing the best outcomes for children in every respect makes Ashleigh a vibrant, inclusive and solution-orientated community.

*In September 2017 we look forward to joining with the EP service by taking part in a research programme exploring the impact of our provision.*

Our journey to becoming a THRIVE practicing school began in November 2015. The sessions are run by our THRIVE licensed practitioner who has also secured funding to further embed THRIVE through whole school training as well as training another THRIVE licensed practitioner in 2017-2018. During our first year our practitioner has worked with 25 pupils and has supported many families with home plans.

Follow the THRIVE link on the home page of our website to find out more.

**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)

Useful links:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414908/Final\\_EH\\_WB\\_draft\\_20\\_03\\_15.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EH_WB_draft_20_03_15.pdf)

[https://youngminds.org.uk/what-we-do/commission-us/for-schools/?gclid=Cj0KEQjw9r7JBRCj37PltTskaMBEiQAKTzTflg8QRgUsvvY6Cym\\_ZY7YGOYOU1Uhpzh06qAWLiwzsaAvHB8P8HAQ](https://youngminds.org.uk/what-we-do/commission-us/for-schools/?gclid=Cj0KEQjw9r7JBRCj37PltTskaMBEiQAKTzTflg8QRgUsvvY6Cym_ZY7YGOYOU1Uhpzh06qAWLiwzsaAvHB8P8HAQ)



Building Blocks	Developmental age	Positive Descriptors for each Developmental Stage
Interdependence	Key Stage Three + Four 11 - 18 years	<b>Key task: to learn about independence and interdependence; to look forward to being an adult; to recycle unmet needs.</b> This young person is having positive experiences of being an individual and being independent. Sometimes they legitimately need support and are dependent. They test their independence in the context of new experiences, opportunities and challenges. The young person is interested in solving complex problems and will test and question rules to find a direction for themselves. This young person trusts adults enough to know when, where and how to go for help or information when necessary. They are developing a comfortable sexual identity and know about risks and can make informed choices.
Skills and Structure	Key Stage Two 7 - 11 years	<b>Key task: to learn about their own and others' way of doing things; to develop new skills.</b> This child or young person takes pleasure in thinking about different ways of doing things and acquiring new skills. They take pleasure in difference and are curious about new and different experiences. They enjoy having appropriate responsibilities and understand the need for rules and regulations. Exploration and thought are being given to the values that underpin rules. They identify strongly with peers of the same gender as themselves
Power and Identity	Early Years Foundation Stage + Key Stage One 3 - 7 years	<b>Key task: developing a positive sense of self and understanding self and others.</b> This child or young person is developing a positive sense of themselves and establishing an individual identity. They are discovering different roles and relationships with others. They understand the consequences of their behaviour and are familiar with social expectations. This child or young person is acquiring information about the world, their bodies and their gender identity/role.
Thinking	18 months - 3 years	<b>Key task: to understand cause and effect and problem solving; to know about feelings and express them appropriately.</b> This child or young person can think for themselves. They can think about their feelings and are beginning to express and handle their feelings appropriately. They can make the link between cause and effect and can understand boundaries/rules. The child or young person is able to take responsibility for their actions and ask for help when needed. This child has been supported by a close adult to make sense of their experience and the world about them.
Doing	6 - 18 months	<b>Key task: to get support while being creative and active; to explore doing things.</b> This child or young person will confidently approach a wide range of activities. They will enjoy investigation and exploring and will use these experiences to learn about environment. They explore their potential through curiosity, creativity and taking initiative. They are active and can be easily stimulated to take an interest. This child or young person learns through and from doing and being actively involved and processing their own experiences.
Being	0 - 6 months	<b>Key task: to have a positive experience of dependency and move on.</b> This child or young person will be self-assured, confident and appropriately trusting of others. They will be receptive of the world and have a capacity for joy. They will ask for help and will demonstrate the full range of feelings. This child or young person will have established the foundations for making good relationships.