



Policy Number:	SU24	Originator:	Lukasz Miecznikowski/April Hewings
Issue Number:	1	Authoriser:	Jason Goddard
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## 1. Aim of the policy

The aim of this policy is to outline the Thrive approach adopted by the Greater Horseshoe School and ensure that it is applied consistently.

Thrive is a systematic approach to early identification of emotional developmental need in children and young people so that differentiated provision can be put in place quickly by adults working most closely with the child or young person. It is preventative, reparative, pragmatic and easy to use.

What does Thrive Consist of?

- Thrive Online: a web-based assessment and action planning tool.
- Training and licensing
- All informed by up to date neuroscience, attachment research, learning theory, child development studies and research into risk and resilience factors.

## 2. Thrive Intent at the Greater Horseshoe School

Our school believes that the therapeutic approach is needed when it comes to our young people attending the school. All staff are trained in the 'Therapeutic Approach' and this approach interlinks with Thrive, therefore having Thrive in our setting is absolutely essential to support our children more thoroughly and further with their social and emotional needs.

- Thrive Implementation at the Greater Horseshoe School
- Follow EHCP if thrive identified as intervention
- Timetable
- Across the whole curriculum
- Thrive at school/farm

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## 3. Thrive implementation at the Greater Horseshoe School

In your parental pack, you will receive information about in the Parent Guide. This will also include consent forms for you to sign if you feel happy to do so. Our Thrive practitioners are more than happy to have a chat about Thrive if you are unfamiliar with it.

As a school, we recognise that every young person has a right to feel comfortable, safe, feel special and have their needs met. We encourage our young people to voice how they feel and what they need from us. Therefore, building relationships and connecting with our young people is really important to our school. This enables them to trust us, talk to us, and feel safe with us.

All our Thrive activities are about the young person. It is what that Young Person wants to do. If they want to experiment, we might make slime, potions, or playdough. If the Young Person wants to explore, we might go out to the woods, beach and park to allow them to have that opportunity. They are curious individuals and at The Greater Horseshoe School, we accept this, which allows them to flourish and Thrive!

### Trainers in Thrive:

- April Hewings: Early Years and Childhood Thrive Licensed Practitioner.
- Holly Doidge: Blended Childhood Thrive Licensed Practitioner
- Katie Lobb: Adolescent Thrive Licensed Practitioner

Staff in our school have an insight of Thrive as they have done the introduction awareness course. The Thrive Licensed Practitioners run workshops for staff to give them ideas of 'Brain Break' activities to do within their session so it is embedded in other sessions within the school. This could be as simple as reading a book together, or playing hide and seek to allow the child to help meet with their developmental strand (Being, Doing, Thinking, Power and Identity, Skills and Structure and Independence).

### How do we assess with Thrive?

Licensed Thrive practitioners use the Thrive Online Tool to assess our children and young people's emotional and social skills which are against age related expectations. This allows us to quickly identify those children who need specific support. We can choose from dozens of differentiated strategies to address specific learning targets.

We assess our children termly. If we have a new student starting with us we get to know them and allow them to settle into the school for at least 6 weeks until we do an assessment.

### Thrive meetings

At our school, we have regular meetings amongst staff team to review best practice. We are part of a wider group to share best practice. Linking up with Wessex Lodge School which allows us to share resources and updates of Thrive News.

At the Greater Horseshoe School, we have regular meetings with the 'THRIVERS' (those that deliver Thrive at the school) to ensure that best practice is prohibited across the school and

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we are all singing from the same hymn sheet. This is really effective and enables the 'THRIVERS' to discuss anything they need extra support with, to ensure that the children and young people have a profound Thrive experience.

### 3. How does Thrive impact our students and school?

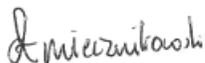
Thrive is a very important asset to our school. It gives our children and young people opportunities to play, lead, explore and experiment in a safe and comfortable way. Supporting our children and young peoples social and emotional development FIRST before any form of academics allows us to build connections and that positive relationships the child and young person needs. We have seen loads of great progress with Thrive, for example, a child that could not explain an emotion to now openly discussing what they are feeling and why is remarkable.

### 4. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Group Director for Education and Learning. Enhanced Children's Services will then actively respond to the enquiry.

This policy is written by Lukasz Miecznikowski

Date: 1<sup>st</sup> of May 2020

Signed 

This policy is quality assured by Jason Goddard, Group Director for Education and Learning.

Signed: 

Date: 1<sup>st</sup> of June 2020

The policy is quality assured by Governor: