



Thrive Approach

At Trellech Primary School

'Nurture, Inspire, Achieve'

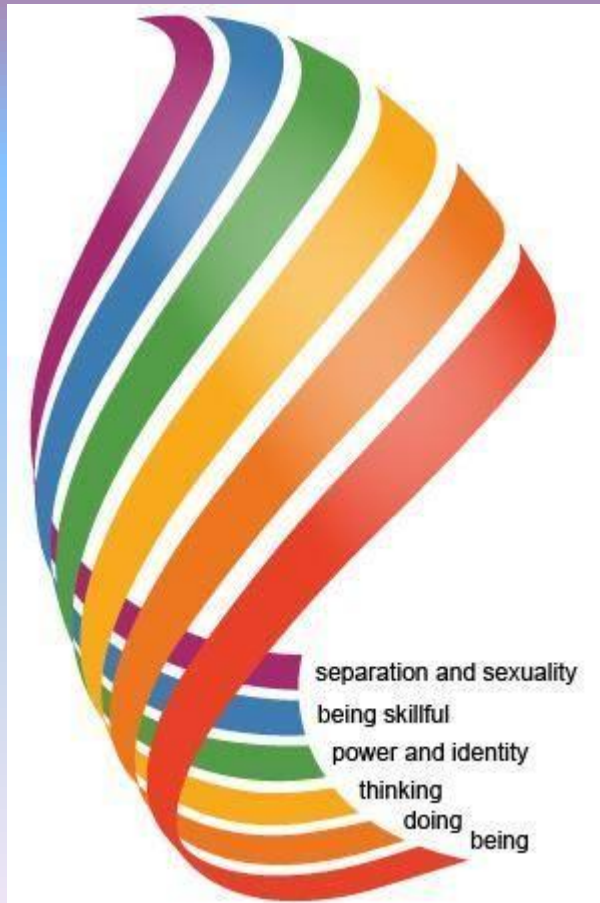


What is Thrive?

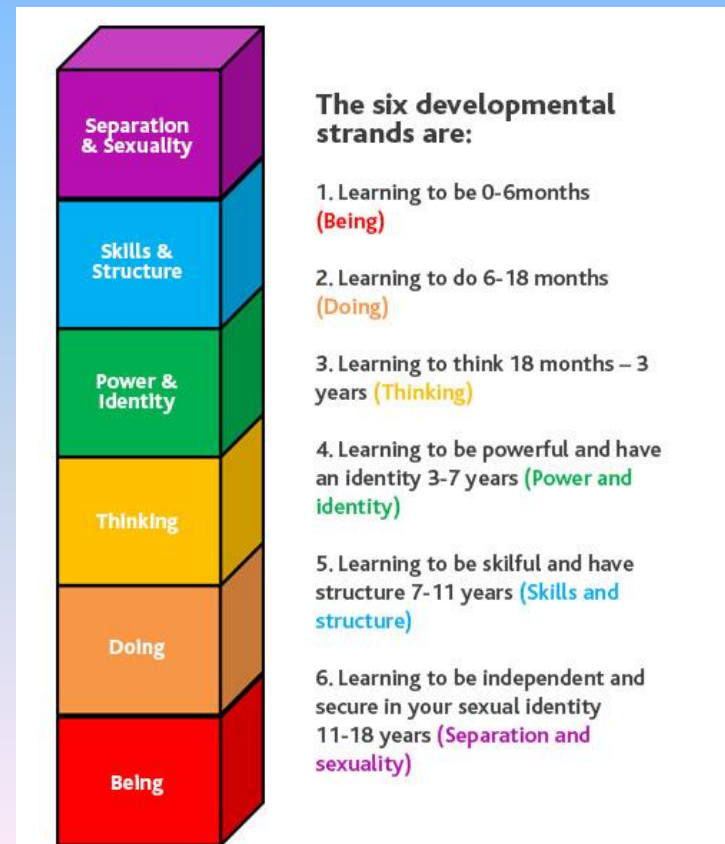
- Thrive is a systematic approach to the early identification of emotional development in children.
- It is preventative, reparative, pragmatic and an easy identification tool to use.
- **Thrive draws on four main theories and research:**
 - Attachment Theory
 - Latest Neuro-Science research
 - Child Development
 - Research into the role of creativity and play in emotional resilience

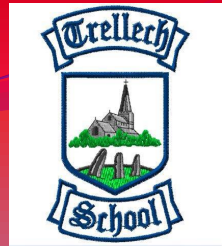


Developmental Stages as Strands



Each develops sequentially and remains in play throughout our life.





Neocortex
Higher-order thinking

Limbic system
Emotions

Brain stem
Survival instincts

Let's help every child
thrive

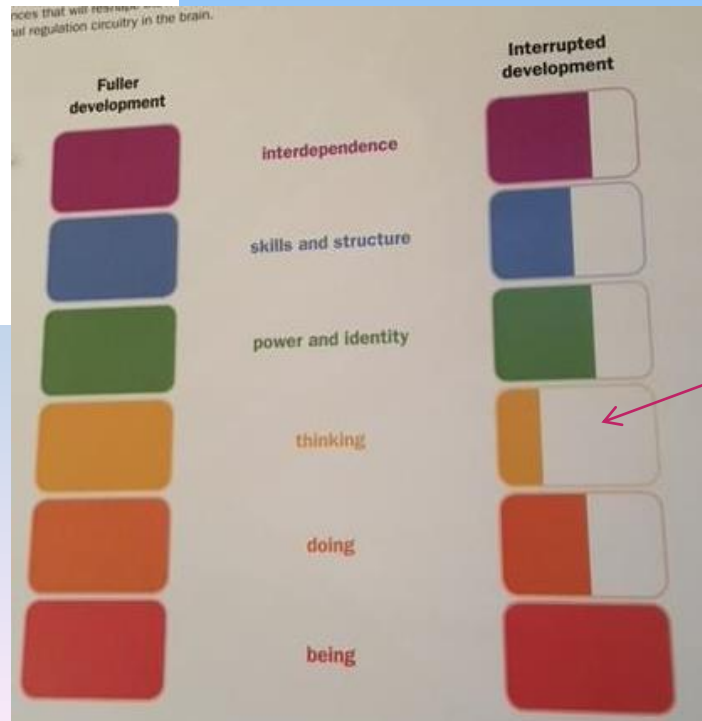
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The diagram shows a sagittal cross-section of the human brain. Three horizontal lines point from text labels on the right to specific regions of the brain. The top line points to the large, wrinkled outer layer (neocortex). The middle line points to the inner, more complex region (limbic system). The bottom line points to the base of the brain (brain stem). To the right of each label is a small image: a young girl thinking for the neocortex, a chimpanzee for the limbic system, and a crocodile for the brain stem. The 'thrive' logo is at the bottom right, and copyright information is at the bottom left.

Holes in Our Emotional Development



None of us have completed blocks or strands. We all have 'gaps'. However, because we had 'good enough' early life experiences, we have the resilience to bounce back.



Overwhelmed by feelings
 No cause/effect thinking
 Does not relate actions to consequences
 Feels and acts- no thought or choosing right/wrong behaviour
 Confused, conflicted and then dis-regulates



How can we help?

The Good News...the brain has plasticity.

Neuronal Pathways grow in context of Relational experience.

Positive Human Interaction

- Organises brain systems
- Increases brain growth
- Develops pro-social and calming brain systems
- decreases negative effects on the brain
- Regulates body systems
- Brains are switched on to life and learning.



Our Journey.....

Train four staff members as Thrive Trained Practitioners (10 days) .

Develop an Action Plan

Develop and Resource a THRIVE Room (resources linked to each strand.

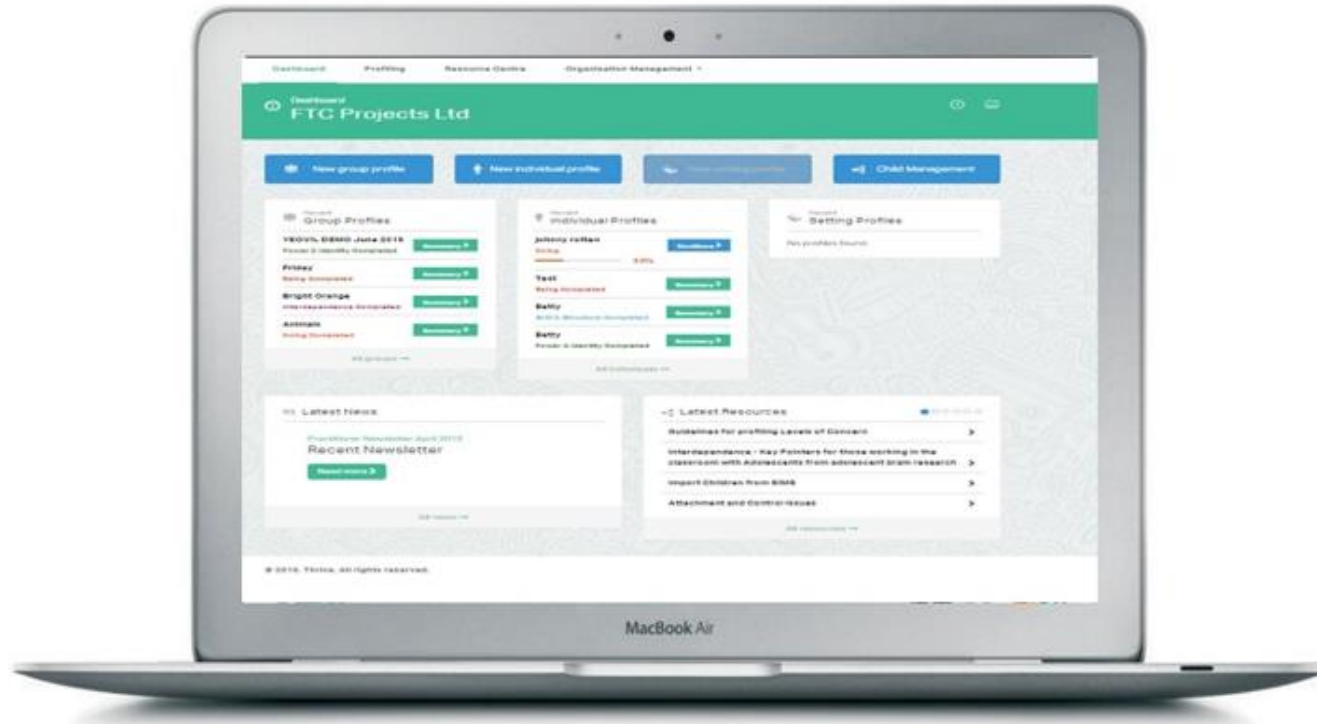
Complete and Review an Individual Profile, complete an Individual Profile and a Group Profile (Training Requirement)

We have completed Individual Profiles, Group Profiles and a each academic year a Class Profile.

Each Practitioner renews their licence annually



Thrive-Online



Class screening – showing each child

Group Summary
Child Summary
Action plans (0)
Reporting

Rarely (8)

Emerging (22)

Developing (0)

Secure (0)

There is an urgent need for the children/young people in this group to have additional 1:1 or small group support. Carry out baseline skills profiles (BLS) at Being to create individual action plans. Where necessary, consider safeguarding and SEND procedures and make any related referrals. If an individual profile is to be carried out, parental/carer consent must be obtained.

Name	UPN	Score	Gender	
Ann		8%	Female	Profile
Joy		22%	Female	Profile
Louise		22%	Female	Profile
Ramona		18%	Female	Profile
Ronald		22%	Male	Profile
Susie		17%	Female	Profile
Thelma		24%	Female	Profile
Verna		24%	Female	Profile

[Create Group](#)

Individual profile – summary

☰ Summary

🔄 Action plans (2)

📄 Reporting

About Power & Identity

This child's developmental task is **to learn to have secure identity and to know how to use power appropriately in relationship.**

Profile Score 42%

Key task

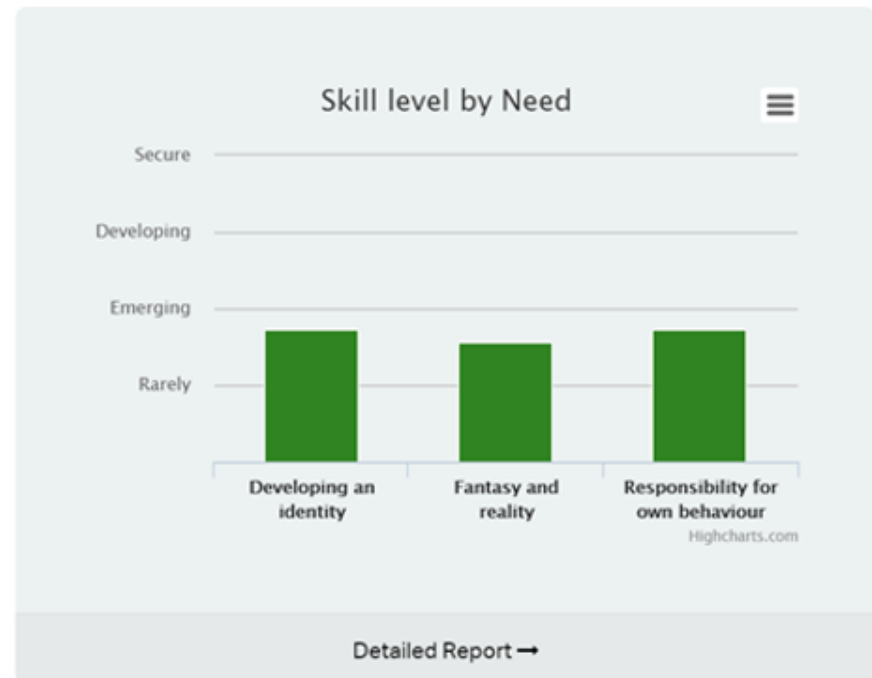
Developing a positive sense of self and understanding and respecting self and others.

Needed Developmental Experience

Developing an identity 43%

Fantasy and reality 39%

Responsibility for own behaviour 43%



Individual – sample action plan

Action Plan #397535



Child Name: James

Child ID: #554897

Date completed: 15/02/18

Profile Type: Baseline Skills at Being

Profile ID: #272898

Action Plan Setting: Educational

Action Plan Focus: Other Support, General - Always tick this option

The child's key task is: To have a positive experience of being dependent and then being able to move on to make new relationships.

The needed developmental experience is: Being Safe - Being Special - Having Needs Met

Chosen learning targets to work on:

- Can make eye contact with an adult (Being Safe)
- Can meet a visitor or guest without getting upset or embarrassed (Being Safe)

Chosen Strategies for this plan

1. Remember to make eye contact and smile as you work alongside the child/young person
2. Regulate child or young person's emotional state by your breathing, voice, words or attuned actions; remember to support emotional range
3. Be reliable and contactable. Let the child or young person know where and when they can find you.

Chosen Activities for this plan

1. Draw round hands, feet, bodies. Talk with the child as you are doing this activity e.g. 'I am approaching your foot etc.'
2. If the child agrees, use feather tickling on face, arms and hands to increase their sensory awareness
3. Finger puppet friends: name and play at feelings conversations; use puppets to explore situations and name feelings

Please note that Thrive-Online relates only to the child's emotional and social developmental needs and is NOT an assessment of any other person or influence.

