



Thrive

at Dallimore Primary
and Nursery School



thrive ®

What is the Thrive Approach?

Dallimore Primary and Nursery happily considers itself a Thrive school. We have embraced the theory and resources of the Thrive Approach and integrated them across our setting.



The Thrive Approach is a dynamic approach to supporting children's emotional health and wellbeing. Based on latest research in neuroscience, attachment theory, child development theory and the role of creativity and play, the approach encourages us to understand that children's behaviour is a way of them communicating an unmet emotional need. The training, alongside the online tool, enable us to reshape our conversations with children, meet them with assertive empathy and allow them the space, time and resources to be able to communicate how they are feeling.

We have a shared understanding that unless a child is able to access the thinking part of their brain they are unable to inhibit impulses and core emotions and sometimes this can cause overwhelm. Thrive is about modelling and supporting regulation until a child is able to do it for themselves, supporting them to access their thinking brain to make sense of how they are feeling, and develop their ability to stop, think and choose their behaviour.

Children's emotional development.....

Children's brains develop from the bottom up and from right to left. The building blocks of children's emotional development are central to Thrive theory. We have a non-judgmental understanding that children may have interruptions to healthy development due to all kinds of events that occur in life. The adult role at each of these times is key in supporting healthy development, and seeking to support interruptions as they are recycled through life. Children have key tasks to learn at each age.

	Strand	Age	Key Task
	Interdependence	11-25 years	To learn about independence and interdependence
	Skills and Structure	7-11 years	To learn about their own and others way of doing <u>things</u> , and be motivated to learn new things.
	Power and Identity	3 -7 years	To develop a positive sense of self and understanding of self and others
	Thinking	18 months - 3 years	To understand cause and effect, to know about feelings and how to express them appropriately
	Doing	6-18 months	To be supported to be creative, encouraged to initiate, explore and do
	Being	3 rd trimester-6 months	Having a positive experience of dependency

The adult role in children's emotional development.....

We are the co-regulator, co-adventurer and co-creator of meaning for children in the early years of their lives. The way we respond to their stress and distress shapes their stress regulation system and determines whether in times of challenge children are able to access their social engagement system for self regulation or are triggered into flight, flight and freeze.

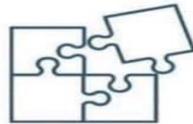
Things we model for our kids, whether we realize it or not...

OOPS

how we handle mistakes



how we deal with frustration



how we solve problems



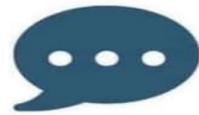
how we take care of ourselves



how we apologize & repair



how we ask for help



how we "speak up" for self & others



how we navigate conflict



how we approach differences



how we care for animals



how we care for our environment



how we listen

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess tremendous power to make a student's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a student humanized or de-humanized.

Haim Ginott

It's all about relationships

Relationships are at the heart of all of our provision at Dallimore, whether that is between colleagues, children and adults in school or school staff's relationships with parents.

AS EDUCATORS. THE MORE WE KNOW ABOUT 'WHO' WE TEACH. THE MORE EFFECTIVE WE WILL BE WITH 'WHAT' WE TEACH. GETTING TO KNOW OUR STUDENTS IS ARGUABLY THE MOST IMPORTANT ACADEMIC DECISION WE CAN MAKE.

DR. JUSTIN TARTE



And if those children are unresponsive, maybe you can't teach them yet, but you can love them.

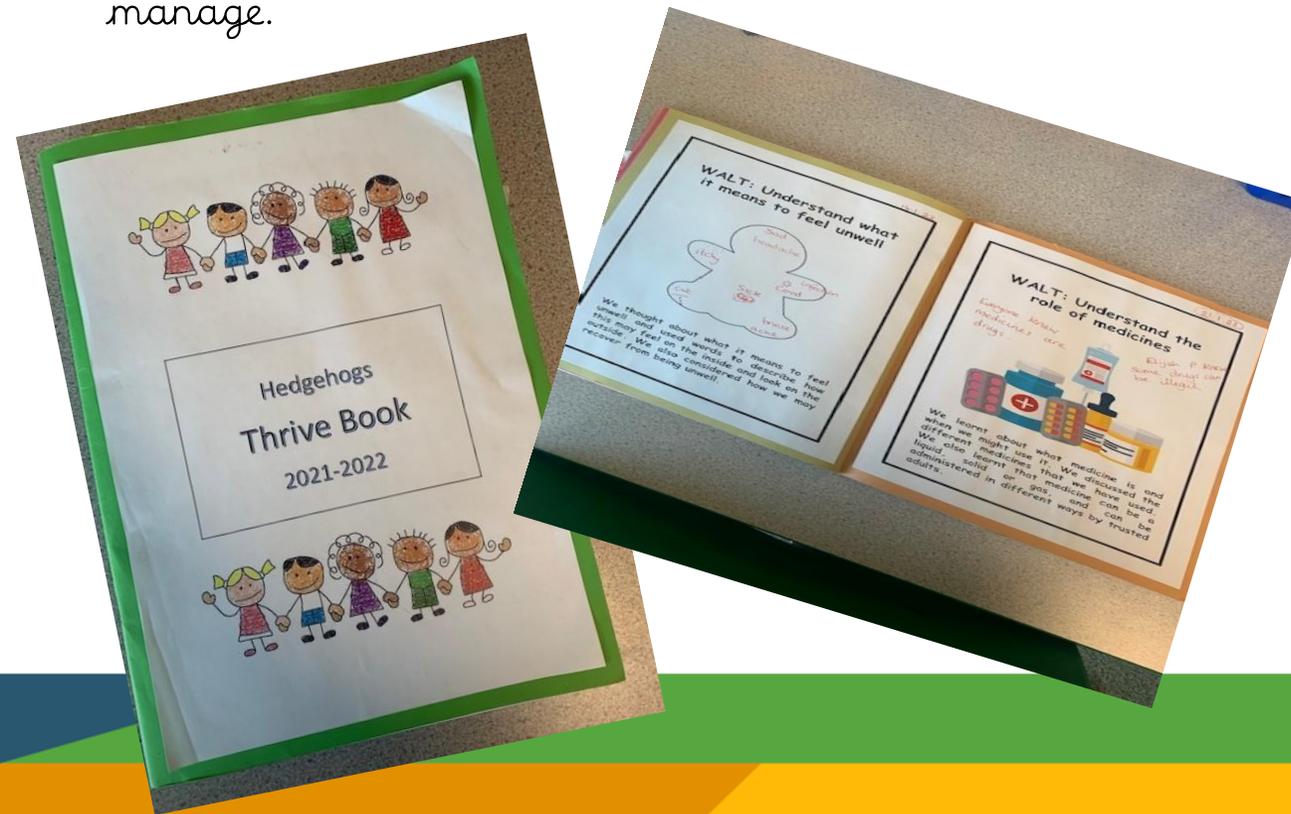
And if you love them today, maybe you can teach them tomorrow.

@TraumaSensitiveTeachers

~Teaching Special Thinkers

What does Thrive look like at Dallimore?

We work with children both at the *right time* level of development (*Power and Identity* for EYFS and key stage 1 and *Skills and Structure* for Key Stage 2). Children have Thrive time weekly and this is recorded in their Thrive time books. Class screenings are completed and action plans created for each class based on the developmental tasks covered for each of the above strands. We also work with children *reparatively*. This might be for a developmental interruption that children have resulting in distress behaviours, disengagement in learning, or struggling with emotional and mental health. This work can be done 1:1 or in a small group depending on the need. It may be a long term commitment of support or support offered in response to a life event that children are finding difficult to manage.





Our Thrive Values

We are a Thrive School Because:

Thrive
Helps
Relationships
Improve
Validating
Emotions

Our understanding of the Thrive theory helps us all to feel safe, secure and special because we know that our big feelings are seen and understood

Thrive is about how we are as well as what we do!

All staff are trained in the basics of the Thrive Approach. We try to meet children with assertive empathy. We use the PACE stance as a basis of how we are with the children, and use the VRFs (Vital Relational Functions) as strategies to support us with what to do.

Playful
Accepting
Curious
Empathic

Attune	Notice the change - catch and match the feeling
Validate	Stop the behaviour - validate the feeling "It's ok to feel angry, it's not OK to hit out"
Contain	Make safe - hold boundaries - make the Unbearable survivable. "Let me shoulder that for you for a little while".
Regulate	Meet the intensity and then calm, soothe or stimulate

The Thrive Team



Katie Smith
Deputy head
SENCO /Pastoral lead & Thrive
trainer



Katie Reynolds
Thrive Practitioner
Senior Mental Health Lead



Leanne Smith
Thrive Practitioner
Counsellor



Emma Hardy Thrive Practitioner



Ardelle Chapman Thrive Practitioner

Ruby is our school dog and an important member of the Thrive team. She is very intuitive to children's emotions, knowing just when they need her to be alongside them. Ruby spends a lot of time on the field with our children.

What can Thrive offer?

1:1 sessions

Group support

Class based Thrive time

Support for families

Yoga

Distress behaviours

Friendship issues

Transitions

Family circumstances

Confidence and self-esteem

Bereavement

Anxiety



Thrive in our classrooms

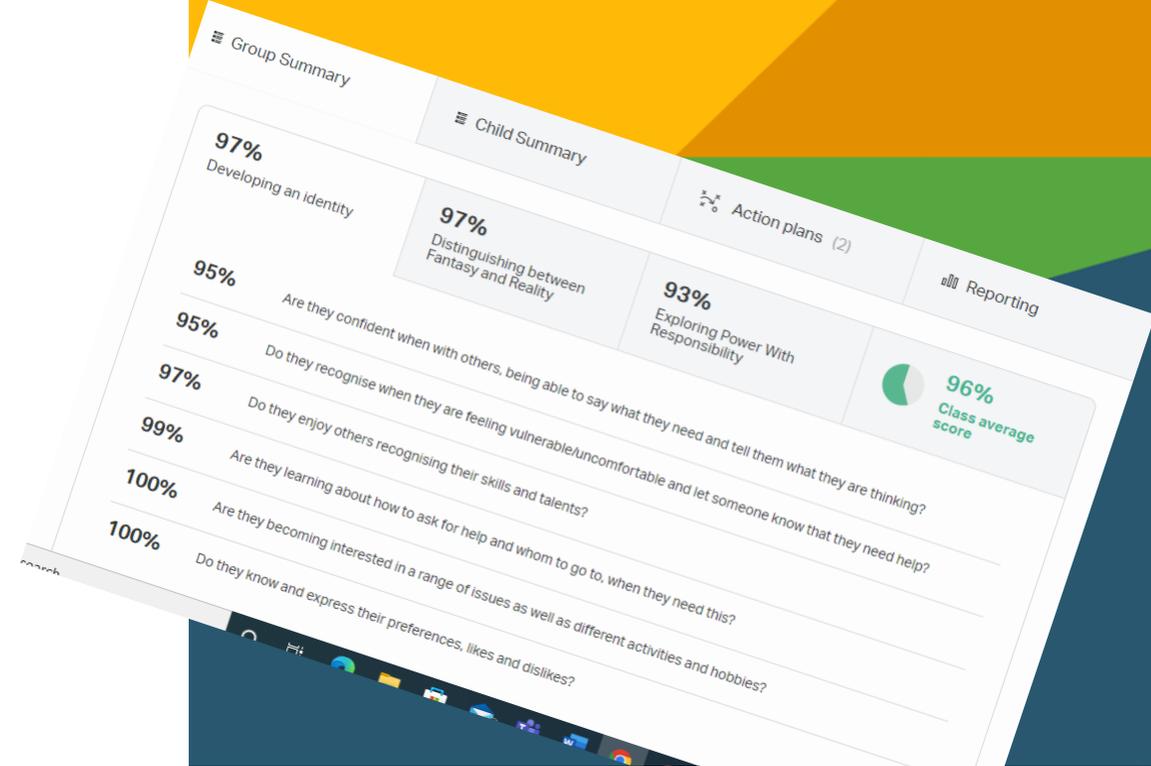
Class teachers and teaching assistants complete

screenings and create action plans for their classes.

Opportunities are sought through planning to weave the developmental tasks for their age group

throughout their core and wider curriculum subjects.

This runs alongside the statutory PSHE Curriculum.



How to be (Strategies)

What to do (Activities)

Activities relevant to your action plan

'Communicate feelings' - use different art media to express feelings (e.g. puppets, painting, drawing, collage, music, percussion) Use music, image, paintings, poetry, film as a stimulus

Focus: Curriculum Suggestions, Early years groups Specific, General - Always tick this option Setting: Early Years Settings, Educational
Needs: Developing an identity, Exploring Power With Responsibility

A project on exploring difference - i.e. gender, culture, ethnicity, age, interests, etc; consider involving drama input

Focus: Curriculum Suggestions, Early years groups Specific, General - Always tick this option Setting: Early Years Settings, Educational
Needs: Distinguishing between Fantasy and Reality, Developing an identity, Exploring Power With Responsibility



Yoga

All children from Reception to year 6 have a yoga session each week. As well as stimulating and engaging children in creative experiences, it is also vital that we teach the children the importance of being still and quiet. Miss Smith is our resident qualified yoga teacher.



Family Thrive Sessions

Family Thrive sessions have been organised and delivered by Katie Smith since 2018.

The course has been open and available to all parents and to date in July 2022, 55 parents have attended sessions. Feedback from these sessions has been overwhelmingly positive. It has developed relationships within the school community that may not have developed otherwise. It has further supported our ability to support families beyond school provision.



Family Thrive for Parents and Carers

Introduction to the Thrive Approach

If you have any further comments, please record them in the space below:

I have thoroughly enjoyed the course and will definitely be taking some of these strategies home to use in my own family. I have a better understanding of my children's behaviour and ways in which we can manage them.

If you have any further comments, please record them in the space below:

Has been really helpful to me to be able to understand more how my child is thinking + feeling and help them through any difficult and challenging times

Mrs Smith has been brilliant in explaining everything and making everybody in the group feel at ease and being open and honest with each other. Was really good to share everyone's experiences and to know you are not on your own and we can all help each other.

If you have any further comments, please record them in the space below:

Great course delivered by a great course leader who has passion to help children and their parents.
Thank you

If you have any further comments, please record them in the space below:

What a fantastic opportunity to take part in this course!

So interesting, really supportive course leader, absolutely brilliant!

would highly recommend to all parents/carers!

Whole staff training is delivered by Katie Smith. INSET time and regular staff meeting time is dedicated to ensuring that Thrive is NOT an intervention, but an ethos and school wide commitment to improving children's emotional health and well being.

Staff Development

The five Thrive Practitioners in school have access to high quality CPD through the Thrive organisation. It is a requirement to attend a number of webinars and sessions in order to be licensed for the following year.

The theory is kept up to date and the resources are constantly improved.

Most recently Katie Reynolds has started the training to become the senior mental health lead. The funded training is offered by Thrive and includes a thorough audit of current practice for us to be able to improve our provision.

This year Katie Smith has completed the Thrive Train the Trainer course to qualify as a licensed Thrive Trainer. This enables us as a school to offer training to different setting both locally and nationally.

Impact

I can talk to Miss Reynolds about anything.
If I'm sad or worried, I can go to thrive.
We catch up, we make fun stuff, we play games and we leave feeling happy.

Thrive makes me happy and playing uno is fun. I like talking about my feelings with Miss Reynolds.



In Thrive, we do activities to take away our worries. I really like doing origami with Miss Reynolds ➡

In Thrive, drawing helps me chillax.

