



Wheatcroft Community Primary School  
'Learn and Care'



**THRIVE policy – November 2023**

**Policy statement**

This policy is written for the benefit of all members of the school community. It allows all members to understand our principles and approaches to being a Thrive school, outlining our reasons for adopting a THRIVE approach and how this will be implemented in the school environment.

As a school, all of our interactions with staff, children and families have our school motto of 'Learn and Care' at the heart of them. This is reflected in our school Code of Conduct and our Relationships and Behaviour Policy. Using the THRIVE approach supports and underpins the systems already in place and permeates all aspects of school life and culture.

The Governing Body of, and all staff at, Wheatcroft CP School understand that positive relationships and the right-time social and emotional development of all Wheatcroft CP School pupils is vital to their short- and long-term development and the application of the THRIVE approach supports this belief.

**Meet our THRIVE practitioners**

Although developing a THRIVE culture is everybody's responsibility in school, we have a dedicated team of THRIVE practitioners who drive the approach and champion THRIVE practices in school.

**Our licensed THRIVE Practitioners**



Mr. Robinson - Teaching Assistant and Licensed THRIVE practitioner.



Mrs. Petrie - Teaching Assistant and Licensed THRIVE practitioner.

### **Our SLT THRIVE team**



Mr. Dyer - Head teacher



Mr. Levett - Acting Deputy Head teacher



Miss. Glass – SENCO, Designated Safeguarding Lead and  
Mental Health Lead.

Mr. Dyer, Mr. Levett and Miss. Glass have all completed the THRIVE Senior training and take a strategic overview for the implementation of THRIVE in school.

### **What is THRIVE**

*'Thrive offers a trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and young people.'*

*At such a crucial time in children's development, using a positive relational stance, through play, creativity and the arts, the Thrive Approach helps primary settings make the most of pupil's learning opportunities – helping to manage distressed behaviour and reduce exclusions. Seizing these, and meeting developmental needs at the right-time, helps pupils become more resilient and open to learning.*

*In practice, Thrive offers primary settings practical strategies and skills to improve emotional wellbeing and social wellbeing; increasing attendance, reducing anxiety and enhance learning. This can involve creating dedicated Thrive spaces, engaging children in art activities that reduce stress and developing an underlying focus on the wellbeing of pupils, staff and parents' (THRIVE, 2023).*

### **How we implement THRIVE**

At Wheatcroft, we allow THRIVE to permeate all aspects of school life, underpinning our daily interactions with children to provide an emotionally supportive environment in which they can excel and thrive. For some children, further support will be required to enable them to achieve their potential and we apply a *graduated approach* to identifying these children and providing them with the appropriate provision. This is a non-consent system within school.

All children throughout school will be screened at the start of each term using the Thrive Online program (assessment tool), allowing teachers to become more mindful and aware of the needs of their class and use this to embed THRIVE into each and every aspect of the school day.

For those children who are highlighted as requiring some additional emotional and social support through the assessments, a six-week THRIVE plan will be developed by one of our licensed THRIVE practitioners. These plans and the plan overviews will be shared with teachers to support the individual children to thrive in the whole-class setting, and with parents as valued partners. A template for the plan overview can be seen in **appendix 1**.



*Suffolk SENDIASS, 2021*

Where any teachers have concerns about a child's emotional and social well-being and development between the whole-class screenings, an individual screening will be undertaken for that child and, if required, the same planning and sharing process will be undertaken as following a whole-class screening.

Once a child's six-week THRIVE program has been completed, our licensed THRIVE practitioners will feedback to the class teachers and families of the child. A program review will be undertaken

and the child will be screened again, determining whether our whole-school THRIVE provision alone is now appropriate for them or whether they still require individual THRIVE sessions too.

This cycle is ongoing and will ensure that every child at Wheatcroft has the opportunity to meet their full emotional and social potential, developing them as people and learners.

### **Our Whole-School implementation of THRIVE**

We recognise that to truly maximise the impact of THRIVE in our school community, the principles must permeate all aspects of school life. Our Relationships and Behaviour Policy clearly outlines the ways in which staff will communicate in the following ways with children to ensure that their social and emotional development is at the heart of all interactions:

- Meet and greet children on the gate/ in the classroom.
- Model positive relationships and behaviours.
- Use positive language. ("Walk please" instead of "Don't run")
- Praise and celebrate the positive relationships and behaviours of others regularly.
- Communicate clearly, respectfully and calmly.
- Stand alongside colleagues to support, guide, model and show a united consistency to our children.

Whenever any child needs to be supported with their behaviour or learning choices, staff will always seek to follow the THRIVE Vital Relational Functions (VRFs). The consistency that children receive as a result of all staff following this approach helps them to feel safe and secure and therefore more able to make better choices that support their learning and their interactions with those around them.



### **Our THRIVE Lunch Club**



Each lunchtime, we run a THRIVE Lunch Club (TLC). Children will be invited by their class teachers to attend TLC to help support their social and emotional development by being given a TLC Ticket. At TLC, children will engage with a range of activities that may be artistic, musical or following their interests but all activities will support the children to develop both socially and emotionally.

## My Happy Mind

All children at Wheatcroft have My Happy Mind sessions regularly. My Happy Minds is a program of learning that facilitates the children to better understand their brains and how they function, allowing them to engage in metacognition – thinking about thinking.



*'Our team brings together a wealth of experience in education design, leadership, social sciences and child psychology. All of our products are built based on positive psychology and neuroscience, and powered by innovative technology to help nurseries, schools and families develop resilient and thriving children.'* (My Happy Mind, 2023)

### How can you support your child at home?

All children receiving bespoke THRIVE sessions will have their plan overviews shared with parents/carers so that a collaborative approach is being taken to supporting the child's social and emotional development. However, as we recognise in our practice at school, all children benefit from the THRIVE approach and families can support children with this in lots of simple ways at home.



#### What are the 'Five to Thrive' steps?

Step	What's happening?	Importance for the brain
<b>RESPOND</b>	being emotionally available for someone	develops patterns in the brain for feeling safe and belonging
<b>ENGAGE</b>	close proximity between two people so nervous systems can match	develops patterns in the brain for connecting with others and trusting others
<b>RELAX</b>	supporting someone with attachment needs to relax	develops patterns in the brain for self-regulation
<b>PLAY</b>	processing the activity using positive non-verbal communication and stimulating the right brain	develops patterns in the brain for understanding and managing feelings
<b>TALK</b>	creating a narrative and stimulating the left brain	develops patterns in the brain for making sense of experience through the use of words and narrative



## **How Parents Can Help: things you can do when your child is learning about BEING**

Children love having parents who are playful & fun & interested & curious about them. Children enjoy feeling important & special & really benefit from having some special individual time with parents, if possible as much as 20 minutes or more each day. From the following activities choose something you would enjoy doing with your child & you will be able to keep doing regularly for as long as you both enjoy this

- Play peek-a-boo together
- Make funny faces together
- Put a sticker on your face and wait for your child to notice it
- Let child know how much you enjoy their features e.g. colour of eyes, hair
- Play a game where your child has to keep looking at your face whilst you pull funny faces that will make them laugh.....but they are not to laugh.....when they do...swap
- Feed your child something sweet and gooey
- Use face paints together
- Use finger to draw flower on child's hand
- Massage child's hand with lotion
- Tracing a word on your child's back with your finger
- Play clapping game
- Lots of 'Hi 5s'
- Hold hands whilst walking together
- Sing along together
- Dance together: perhaps teach your child a dance you did when you were younger
- Use a blanket or rug to wrap around yourself with your child, making a warm safe cocoon
- Make mealtimes fun
- Find every opportunity to catch your child doing something 'right' and praise them
- Tuck the child in at night after a goodnight hug
- Decide on a bedtime routine & keep to it as much as possible
- Keep instructions simple
- Have clear boundaries that the child understands & keep to these as much as possible
- Remember to tell your child what's happening each day
- Find something to celebrate each day

If your child gets easily 'over the top' the following activities may help them learn how to calm themselves:

- Ask them to count 1 to 10 backwards or say the alphabet or recite a poem they know & like
- Get the child to take some deep breaths & breathe in same way with them
- Do loud singing then quiet singing or very active movement then slow movement (what's important is that the child is learning about pace)

***Remember that you and your child are doing the best you can and remember to take care of yourself***

## **How Parents Can Help: things you can do when your child is Learning about DOING**

Children love parents talking to them. This is the time when the children learn to see the world through their parent's eyes. They like parents to be there whilst they are beginning to explore the world beyond themselves, especially to make sure they don't come to any harm & to share in their excitement about new discoveries. Some children need more encouragement & support than others. Also children learn how to do things by watching & modelling from their parents. From the following activities choose something you would enjoy doing with your child and you will be able to keep doing regularly for as long as you both enjoy this

- Different home activities where you explain and show your child what you are doing, and encourage them to join in with you e.g. cooking, cleaning, gardening. Take some time to comment and give words to what your child is doing and what they may be feeling
- Have different creative materials available at home: cardboard boxes, playdoh, finger paints etc
- Making dens with cushions
- Make time to encourage your child to explore or try something new
- Show enjoyment when your child does new things
- Do something new with your child, think of activities that stimulate the different senses e.g. listening/dancing to music, look at books, making up stories
- Games/activities that involve turn taking
- Have times in the day when your child needs to check in with you at regular intervals
- Play chasing & being caught games
- Play games where you or your child pretend to be lost then quickly find each other
- Spend some time with your child that is interesting & fun
- Think of something small that your child can carry in a pocket when they are away from you (something of your that reminds them of you)

***Remember that you and your child are doing the best you can & remember to do something that you like doing for yourself***

## HOW PARENTS CAN HELP: things you can do when your child is learning about THINKING

Your child is learning about independent thinking, cause and consequence and problem solving. To help your child develop these skills some of the activities below may be useful. Remember this is the time when your child may object to everything you do, and say 'No' and 'I won't' to 100 times to every 'Yes'. Good luck as you try to keep calm...it is an important phase of development!

From the following activities choose something you would enjoy doing with your child and you will be able to keep doing regularly for as long as you both enjoy this

- Identify simple and clear home rules and let your child know what will happen if these are broken
- Invent consequences that help with learning and making amends; e.g. if your child has kicked a box of toys over, together pick them up and put them back
- Take time to support your child to think about what they have done
- Talk with your child about different feelings; happy, sad, angry, scared, and get them to think about different situations when they have the different feelings ... 'what makes you happy?' etc.
- Games that help cause and effect thinking e.g. if you take 'x' away then 'y' will fall down
- Notice when there is a problem, help your child to solve problem by showing them how and whenever possible get them to solve problems with you e.g. tidying up toys or cleaning up a spill drink
- Encourage and allow your child to have a different point of view
- Take some time each day with your child to review and reflect on their day
- Have games of making up stories, when everyone takes a turn
- Games where your child learns about taking turns and realising that they won't win every time e.g. simple board games
- 'See what happens next' games and stories
- Sorting games e.g. sorting out toys, pots and pans, clothes, socks, buttons
- Puzzle games

If your child seems flooded with emotions and unable to think the following activities might help:

- You and your child counting or singing alphabet together
- You and your child taking deep breaths together
- You and your child playing music or dancing together

***Remember that you and your child are doing the best you can and remind yourself that you can manage this. On difficult days give yourself a treat and your child a sticker!***



## **Useful links**

Our school website gives additional detail about our approaches to social and emotional development, behaviour and learning.

<https://www.wheatcroftprimary.com/>

For more specific details about our approaches to inclusion, please use the following link.

<https://www.wheatcroftprimary.com/inclusion-and-special-educational-needs-sen/>

For more details about the THRIVE approach, please visit their website by using the following link.

<https://www.thriveapproach.com/>

For more details on how to support well-being throughout your household, please use the following link.

<https://actionforhappiness.org/>

For more details about the My Happy Mind program, please use the following link.

<https://myhappymind.org/>

**Appendix 1**



**THRIVE plan**

Child's name:

Date plan created:

Date of review:

**What did the THRIVE screening tell us?**

**What will we be doing in the THRIVE sessions?**

**What can be done in the classroom to help (child's name) thrive?**

**Review of THRIVE program**

Does (child's name) require further bespoke THRIVE support?

**Y/N**