

So who gets Thrive?

Everyone! Though they might not realise it. All our pupils have access to regular class based Thrive activities; most art and sport activities are taught within the Thrive Approach and we want to use specific whole class Thrive PSHE across our curriculum. But if your child needs regular out of class Thrive time, one-to-one or in a small group, you will be consulted and asked for your input into their assessment and action plan.



What makes Gulval School a Thrive school?

At Gulval School we don't consider Thrive to be an intervention for just a few children, we consider it to be a whole-school approach. We believe that all behaviour is communication and that communication needs to be understood and supported. Thrive feeds into everything we do; Shining Star assemblies, getting to know everyone and their families, sharing all achievements not just academic ones, celebrating our diversity and our collective spirit playtimes and of course learning time.

If you want to know more about Thrive, do visit the Thrive Approach website;

www.thethriveapproach.com

or speak to Mr Baker, Mrs Welch or Mrs Davies who will be happy to help you.



Thrive Approach at Gulval School

For everyone here at Gulval School, our first priority is to **care** for every child in a **secure, friendly** environment enabling them to **skip** into school and **leap** into life!



We have embraced the Thrive approach to support all children's **emotional** and **social** learning throughout their school day.

We do this during lesson times, break times, in one to one or group sessions and through our extra curriculum activities such as sport, art, cooking, role play, music and drama.



We are watching our children Thrive and grow in confidence right in front of our very eyes as we encourage and teach them to face new challenges, become more independent and believe in their own abilities.

What is the Thrive Approach?

Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling. The Thrive Approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help the school to understand the needs being signalled by children's behaviour. It gives us targeted strategies and activities to help them re-engage with learning and life.



Why do we need Thrive?

Unfortunately, like all of us at some point in our lives, children may face challenges that knock them off course. What is needed then is understanding and support to get them back on track. Many children will respond to the care, understanding and support given by parents, family, friends and teachers. However, some children need a little bit extra.

What extra support can Gulval School offer?

Children who need a little bit of extra help are identified through our whole-class screening process, by class teachers, or through communication with families or outside agencies. For some children there may be an obvious reason why they need a bit of extra support. This might be bereavement, family break down or an identified medical condition such as ADHD. For others, there can be no obvious trigger to why they are finding some aspects of school and/or home life difficult. Working closely with parents and class teachers, our Thrive Practitioners: Mr Baker and Mrs Welch will carry out full assessments to identify children's social, emotional and behavioural needs. This helps us to build a bespoke Thrive Action Plan of activities to support their needs.

What is a Thrive Action Plan?

A Thrive Action Plan is a plan of activities tailored to support a child's identified social and emotional learning targets. The activities are one-to-one and small group relational, play and arts-based activities designed to help the child feel better about him/herself; become more resilient and resourceful; form trusting, rewarding relationships; be compassionate and empathetic; and/or be able to overcome difficulties and setbacks. They might include playing in the sand, puppets, cooking, painting, model making, exploring difficult situations through role-play or comic strips, playing strategy games or projects focusing on the child's own interests. Action Plans are shared with parents and they are encouraged to do some of the activities at home if possible. They are reviewed regularly to see the progress children have made.

