

Gulval School Thrive Charter

We have embraced the Thrive Approach at Gulval School but what does that mean for our children and what can they expect as part of our Thrive Charter?

All professionals in school take great pride in our Thrive status and will;

- Ensure that all physiological and psychological needs are met
- Be consistent, reliable and provide clear boundaries following the schools behaviour policy
- Be a role model when talking to other adults
- Make eye contact with adults and children, using their name and smiling at them
- Make facial cues explicit and clear
- Teach explicit calming, breathing and relaxing techniques and model how to regulate emotions
- Acknowledge and validate experiences and feelings of children
- Regularly make reference to sensations and match these to a range of feelings
- Get to know children well, notice small details, show interest in their lives and be curious about any changes
- Provide an inspirational learning environment, catering for a range of needs and abilities and include quiet spaces
- Celebrate the gifts and talents of all children, celebrate what make us all unique and special
- Have fun with children and model playfulness
- Create time and give their full attention to children showing warmth and genuine interest
- Provide meaningful roles and responsibilities in school for pupils including, for example looking after the school rabbits.

For a great many reasons there are times when children will need additional support. What does this include?

- The provision of properly resourced Safe Spaces around school
- Time out of class to be with the Principal, Vice Principal or a Thrive Practitioner
- Unrelenting support to ensure that all children are able to access and/or re-engage with learning and life.
- Transitional objects
- Additional notice about change and early warning of activities finishing
- Indoor playtime and lunchtime activities
- Outdoor structured play activities
- The provision of sensory equipment such as stress balls and stretchy toys for anxious moments and additional support to meet the needs of children by for example;
- Visual reminders including 'now and next' boards
- An acknowledgment that on big occasions, or at times of change, children may become overwhelmed so additional resources and/or support will be needed by for example;
 - Providing drawing activities to link sensations to feelings
 - Use singing to calm and soothe
 - Playing games that are based on non-verbal signals
 - Using puppets to explore a range of feelings
 - Using feathers, face painting and bubbles to explore a range of senses
 - Providing sand trays and opportunities to explore social stories
 - Providing opportunities for children to cook together, play musical instruments and percussion games
 - Providing opportunities to take part in games that are based on trust

