

Embracing Thrive:

a parent and carers guide



Thrive® is delighted that your child's school has chosen Thrive to promote the wellbeing of all its students and help to prevent mental health issues arising.

The Thrive Approach®

The Thrive Approach has evolved over the last 25 years, providing those who work with children and young people with the knowledge, skills and tools to optimise social and emotional development. Thrive is committed to supporting and encouraging the development of confident, curious, creative and capable children and young people who are open to learning and better equipped to deal with life's ups and downs.

Building positive relationships

The connections children and young people have with the adults around them is key. Repetition of positive experiences developed through Thrive activities supports their development, helping them to:

- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional wellbeing
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way
- ...and much more.

"I cannot stress enough the value of The Thrive Approach in the short term. We have experienced a cultural shift in a matter of weeks, and I am extremely curious to see if the improved emotional regulation of the children has a positive impact on their attainment as we move through the year."

Headteacher

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How does it work?

Appropriate for all children from birth to adulthood, the Thrive Approach draws on the latest research into brain science, child development theory and attachment theory. It helps us to understand how the brain develops, and how parents, teachers and other professionals can best support this development by providing the best experiences for the children at each stage.

What difference does Thrive make?

Schools that have adopted the Thrive Approach have reported many benefits. These include calmer children, less disruptions in class, improved attendance, reduced exclusions and higher achievements. The knock-on effect of this can be better parent-school relationships and improved staff morale. You can read about these on the Thrive website: mythrive.uk/case-studies.

How will my child be involved in Thrive?

We use a screening and monitoring tool called Thrive-Online® which identifies the developmental needs of individuals or groups and suggests action plans to meet these needs so that children and young people can move forward and fulfil their potential.

Thrive-Online will be led by your school practitioners who will:

- Profile whole groups as well as individual pupils identified as having additional needs.
- Create an action-plan at a group and individual level, with a raft of strategies and age-appropriate activities to build into teaching to support social and emotional development.
- Measure and report on the progress of whole groups and individuals over time.

Find out more

There is lots more information on the Thrive website (thriveapproach.com) and also the Thrive Community Facebook group: The Thrive Approach - supporting the community to weather the storm.



"Thrive has helped my son tremendously. It has given him more confidence and also it has helped him to calm down in difficult situations. I can see a huge difference in him. He looks forward to his Thrive time." Parent

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Dear Parent/Carer

Thrive Assessments & Action Plans

At our school we are using Thrive-Online® to help us identify what aspects of the social and emotional curriculum we need to focus on for each class/group of pupils. We use this to adapt how and what we teach to best meet the needs that are indicated.

We also use Thrive-Online to assess and develop action plans for individual children. This ensures the staff working with them understand their individual needs and are able to meet these most effectively. We would like to assess and develop an individual action plan for your child to support them better and, before doing so, would like to tell you how we do this:

- A Thrive assessment is carried out. This involves school staff assessing the positive display of important social and emotional skills from an individual child or small group of children and then determining the frequency and confidence of the skills being exhibited. The assessment is based on the normal daily observation of school staff. It does not involve the child directly responding to questions or having to experience being assessed.
- Minimal personal data will be gathered relating to your child in order to carry out the Thrive assessment and action plan. This may include contact details, date of birth and information relating to your child's learning and behaviour at school.
- Your child's information will be reviewed by Thrive trained staff in school and an automated process will assist with the development of an action plan specifically tailored to the needs of your child. The actual plan will be created by individuals from within the school.
- Where there are other professionals and services involved, or required, for the best support of the child and/or family, it may be of benefit to share the Thrive action plan and profile. We will always inform you and gain your consent prior to information being shared. Typically, this could include speech and language therapy, CAMHS provision, social care, educational psychology or other provision from the appropriate local authority, although this is not an exhaustive list.

Information gathered in the Thrive assessment will be stored in secure computer systems and anonymous statistical information will be created. The data will be deleted in accordance with the school's data retention policy.

The school will only use any personal data collected for the purposes detailed above, the education of your child in accordance with the law and in accordance with its privacy policy. The online tool is provided by Thrive who will process data on behalf of the school. If you agree in the future, personal data may also be shared by the school with other organisations who may provide support to your child.

I understand that I can object to my child being assessed in this way.

I am the parent/carer (*delete as appropriate*) of..... (*child's name*) and have received and read the information above.

My Name.....

Signed..... Date.....