

# The Levett School



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Positivity | Determination | Reflection | Integrity

## Thrive Policy

<b><i>Policy agreed by Governors on:</i></b>	November 2023
<b><i>Review date for Governors:</i></b>	November 2025
<b><i>Allocated Group/Person to Review:</i></b>	Head of School
<b><i>Agreed frequency of Review, by allocated person:</i></b>	Every Two Years
<b><i>Last Review date:</i></b>	October 2023

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB

Upper School, Lansdowne Road, Intake, Doncaster, DN2 6QN

**The Education Reform Act states that the curriculum should:**

- Promote the spiritual, moral, cultural, emotional, and physical development of pupils at the school and of society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life

**Aims**

At The Levett School, we believe that pupils have the right to independence, choice and inclusion, and we seek to provide opportunities for personal growth and emotional health and wellbeing.

We have embraced Thrive-Online® in our school. The Thrive Approach has been implemented and designed to equip us to understand the social and emotional needs of our pupils. It consists of five key elements, when put into practice, these elements create a whole- school setting to support the right time social and emotional needs of all our pupils as well as the reparative needs of all those with gaps in their earlier development.

**Rationale**

Pupils learn who they are and how the world works, by forming relationships with people and things around them. The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing.

We offer all the pupils at Levett School access to the THRIVE programme, in order to support their emotional development. (See Appendix A). Those pupils, who require support from the THRIVE programme, for a number of various reasons are below the age-related expectations for social and emotional development. Although the PSHE programme is well embedded throughout the school, pupils who need support to emotionally regulate are not always able to access this curriculum and so need further support from the THRIVE programme.

**THRIVE**

- Is a dynamic developmental approach to working with pupils that provides physical strategies to address their needs.
- Is an approach based on relationships with caring, consistent adults.
- Finds the earliest missing experience and fills the gaps in the developmental stages.
- Recognises that if pupils do not get experiences positively, they will seek them negatively.

**Purpose**

It is our purpose at Levett School to provide a secure caring atmosphere of trust and stability, giving all pupils the necessary support and guidance for their social and emotional development.

We hope to achieve this through the following:

- A promise of confidentiality to support pupils and parents alike.
- A fair and consistent approach towards requests for support.
- All school staff to be aware of the theory, underlying principles, and assessment procedures of THRIVE.
- All staff use THRIVE techniques and strategies daily when supporting pupils.
- Embracing THRIVE whole school through teaching Right Time sessions within classes/groups.

- Designated time slots throughout the week for small groups and/or one to one reparative intervention with the THRIVE Practitioner.
- A developing bank of resources for activities agreed in the action plan.

### **THRIVE Online®**

We use Thrive-Online® to assess and develop action plans for individual pupils. This ensures staff working with pupils understand their individual needs and are able to meet these most effectively. We assess and develop an individual action plan for a pupil.

This involves school staff assessing the positive display of important social and emotional skills from an individual pupil or small group of pupils 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 pupil directly responding to questions or having to experience being assessed.]

Once a minimum of two assessments have been completed under guidance of the Thrive Practitioners, further assessments may then be carried out independently. Results from any assessment must be passed to the THRIVE licensed practitioner. Copies of the assessments are kept on CPOMS.

Where there are other professionals and services involved, or required, for the best support of the pupil and/or family, Levett School share the Thrive action plan and profile. Typically, this could include speech and language therapy, CAMHs provision, social care, educational psychology, or other provision from the appropriate local authority.

### **The Process:**

- Use online assessment and action planning tool used based on observations and/or class teachers views.
- An action plan is created based on assessment outcomes and activities are planned to meet the target(s).
- Sessions are carried out on a weekly basis.
- Action plans are reviewed approx. every 6 – 8 weeks before the process is then repeated.

### **THRIVE in Practice**

**Level 1:** Delivered in the classroom through strategies that will benefit all pupils in the class but in particular the pupil(s) who require THRIVE. Strategies are built into school culture, daily rules and routines, HALT/ tutor time and when supporting the pupil(s) with learning. Strategies for the teacher have been provided by the THRIVE licensed practitioners in school. This is a whole school approach.

**Level 2:** This will consist of class/group interventions led by a teacher. Groups will be made up of pupils who profile at the same Right Time need. The target will be worked on through Right Time weekly sessions in the classroom, discrete links made in core learning and in extracurricular activities.

**Level 3:** This will consist of one-to-one sessions, within the group session, (or individually if this is deemed to be in the best interests of the pupil). This will be led by a Thrive Practitioner in Reparative Time Interventions. If the pupil has a one-to-one support, they will be given strategies to use outside of the THRIVE sessions by the practitioners.

**Level 4:** This will consist of one-to-one sessions focused and led by the pastoral support team in Responding to Key Time Interventions.

The progress of level 1 is monitored through quality assurance procedures by the senior leadership team.

The progress of pupils at levels 2, 3 and 4 is reviewed on a 6–8-week basis. Their actions plans will be adjusted accordingly.

**Evidencing THRIVE:**

Floor books are used to capture the progress of level 2 for whole class/group targets. This follows the curriculum non-negotiables and school marking policy.

Intervention journals are used to showcase individual pupil targets and action plans with activities, photos and learning completed.

CPOMS is used to record any level 3 or 4 sessions that may have been carried out verbally.

**Staff Expectations**

- All staff model positive and respectful attitudes at all times.
- All staff to follow the core values of the school: **Positivity, Determination, Reflection, and Integrity.**
- All staff to work with honesty and integrity.
- All staff to represent the school in a responsible manner.
- To perform their duties in a reasonable, acceptable manner.
- To conduct themselves in a professional manner, even when off duty.
- All staff to use **PACE and VRF's** with all pupils to build trusting relationships, emotional connections, containment, and a sense of security.
- Staff to contain frustrations towards pupils and ensure the environment is appropriate when discussing situations/pupils.
- Staff to not use possible success as a reminder of negative behaviour.

**Promoting THRIVE in the classroom:**

- All classrooms display the PACE and VRF's.
  - Ensure the environment is always calm.
  - Class targets are displayed in the same way as lesson objectives.
  - Music may be played as a calming strategy if appropriate.
  - All students to always have individual fidget packs available.
  - All staff engaging and modelling behaviours to pupils.
  - Core value lights to be used and referred to.
  - All staff to follow the five- part lesson plan.
1. **Hook - Start the lesson with a metaphor.**
  2. **Rewind - Look back through the floor book/ intervention journal and reflect.**
  3. **Activate - Share group target and model the task.**
  4. **Apply - Complete the activity with pupils.**
  5. **Deepen - Discuss and reflect as a group – staff to take feedback to inform group journals.**
  6. **Personalisation – adult support / repairing time.**

**Induction of New Pupils**

- A Thrive induction booklet will be completed by all new starters.
- A bespoke emotional literacy SOW will be completed on induction before entering the classroom.
- To complete a thrive journal front cover.
- To complete a thrive baseline profile.
- To create a Spotify playlist.
- To set up a fidget case of resources.
- To complete a floor plan of where they like/feel safe in school.
- To complete **all academic baselines**.
- A ticket of expected therapeutic offer to be given to class teacher.

**GDPR**

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.

Written By: Amanda Brown (Mental Health, Thrive and PSHE Lead)

Date: 25<sup>th</sup> September 2023

## Appendix A. The Development of the brain

Thrive identifies 6 developmental building blocks of healthy brain development:

- **Being** 0 – 6 months
- **Doing** 6 – 18 months
- **Thinking** 18 months – 3 years
- **Power and Identity** 3 – 7 years
- **Skills and Structure** 7 – 11 years
- **Separation and Sexuality** 11 – 18 years

For pupils who are operating within the:

- **Being** stage of development (physiological), the key foci are: safety; having needs met and being special. The adult takes the role of regulator/container.
- **Doing** stage of development (relational/emotional), the key foci are: exploring safely; knowing body limits; experiencing doing and learning about options. The adult takes the role of co-adventurer.
- **Thinking** stage of development (cognitive), the key foci are: thinking about feelings; problem solving; learning about cause and effect and expressing a view. The adult takes the role of co-constructor of meaning.

The Vital Relational Functions (VRFs). In all interactions with pupils, staff endeavour to use the VRFs outlined in the Thrive Approach. These are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child's emotional, social and neurological development. They are:

- **Attunement** – demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.  
Match the child's energy using your body, face and voice  
“Oh wow! I can see your face is red and your fists are clenched.”
- **Validation** – demonstrating that their feelings are real and justified.  
Let the child know it is ok to have the feeling.  
“I'm wondering if/imaging that/noticing that you might be feeling sad/cross/frightened/excited. If that happened to me. I would feel that way too.”
- **Containment** – Offering their feelings back to them, named and in small pieces.  
Be alongside as helpful, supportive adult.  
“I can see this is tricky for you and I will keep you safe.” Break things down into manageable chunks, e.g., “First we will...”
- **Soothing** – Soothing and calming their distress repeatedly.
- **Regulation** – Communicating the capacity to regulate emotional states by modelling how to do it.  
Regulate/soothe or stimulate the child back to social engagement.  
“Let's breathe together until you feel calmer.”

The provision of emotional containment by the adult who is working closely and regularly with the pupil, is a significant contributing factor to the pupils developing capacity to contain and regulate his/her own emotions. The relationship between a pupil and a significant adult can be an under-recognised and under-used resource so, by using Thrive, this relationship is enhanced. It can help a pupil get ready to learn and enhance their learning, build positive relationships between a pupil and their peers and it can improve attainment.

**PACE:**

**Playfulness;** we can only be genuinely, lightly playful when we ourselves are comfortable in our own social engagement system and so it serves us well to be mindful of our own states.

**Acceptance;** accepting that whatever the child (or you!) are feeling right now is ok. You are accepting their thoughts, feelings and perceptions without judgement.

**Curiosity;** be inquisitive about them, ask questions about their interests, what is important to them, what do they want.

**Empathy;** put yourself in their shoes and allow yourself to feel what they must be feeling (or saying you cannot imagine how they must be feeling) – AND tell the CYP this