

## Guidance Notes

Prepared by Thrive in response to the Public Health England paper entitled:

### The link between pupil health and wellbeing and attainment

A briefing for head teachers, governors and staff in education settings

Public Health England and National Association of Head Teachers

June 2014. A copy of which can be found at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/370686/HT\\_briefing\\_layoutvFINALvii.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf)

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#### The link between pupil health and wellbeing and attainment.

##### Key points from the evidence

<p>1. Pupils with better health and wellbeing are likely to achieve better academically.</p>	<p>The effectiveness of the Thrive Approach in relation to academic attainment has been demonstrated in a pilot action research project in the NE of England. Whole class interventions from the Thrive Approach were used to support right time emotional and social development in class. The school experienced significant improvements in academic attainment. Similar improvements in academic attainment have been experienced in other schools in various parts of the UK.</p>
<p>3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</p>	<p>The Thrive Approach offers Whole School Inductions and Whole Staff Training Modules to actively embed a common ethos and understanding in all staff which affects all children, creating an environment of safety. The environment of safety is key in enabling children to access learning (backed by neuroscience and access to the four key circuits within the limbic brain). The Thrive Whole Class Screening tool provides a means of measuring emotional and social wellbeing across all children.</p>

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#### A number of specific social and emotional competencies have positive effects on academic achievement:

<ul style="list-style-type: none"> <li>• pupils who are confident about their learning and who have a 'growth mindset' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges</li> </ul>	<p>Thrive supports these right time learning skills at the 'Doing' stage of emotional and social development and again at the 'Skills and Structure' stage by embedding these values through whole class curriculum strategies.</p>
<ul style="list-style-type: none"> <li>• pupils who can set goals, manage stress and organise their school work achieve higher grades</li> </ul>	<p>Thrive-Online enables school staff to identify children who have not had sufficiently robust experiences at 'Being', 'Doing' and 'Thinking' stages of development that are key to establishing a healthy stress management system. Using the individual assessment tool, Licensed Practitioners are able to revisit earlier developmental experiences and develop individual actions plans that target specific areas of need.</p>
<ul style="list-style-type: none"> <li>• pupils who use problem-</li> </ul>	<p>Thrive actively supports the development of problem solving skills</p>

<p>solving skills to overcome obstacles do better academically</p>	<p>in children and young people and helps them to manage stress by modelling and supporting their capacity to think through situations and difficulties both on an emotional level and in terms of everyday situations both in and out of the classroom.</p>
<p><b>Key evidence</b></p> <ul style="list-style-type: none"> <li>• an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils’ social and emotional learning</li> <li>• whole-school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment</li> </ul>	<p>See Thrive Approach Research &amp; Evidence Base at <a href="http://www.thriveapproach.com">www.thriveapproach.com</a></p>

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**School culture, ethos and environment affects wellbeing and attainment**

<p>The physical and social environment in which staff and pupils spend a high proportion of every weekday may have profound effects on their physical, emotional and mental health as well as affecting their attainment.</p>	<p>Thrive whole class approaches support the development of safety, belonging and group identity both at a class level and at a school level.</p>
<p>Positive relationships between teachers and pupils, and between pupils, are critical in promoting pupil wellbeing and encouraging them to avoid risky behaviour....the level of school engagement pupils fee with their schools is strongly associated with their attainment.</p>	<p>Thrive places the adult/child relationship at the heart of the Approach. And Thrive supports staff to be more self-aware about their own well-being and how this impacts on children.</p> <p>The Vital Relational Functions used by Thrive trained staff help them to ensure pupils feel heard and valued and that their feelings and thoughts are validated.</p>
<p>Pupils social relationships and interactions with each other are also significant predictors of academic performance. Disruptive classroom behaviour directly influences pupil attainment.</p>	<p>The Thrive action research project carried out at a school in the NE of England resulted in their incident log becoming redundant.</p>
<p>Bullying at school is one of the strongest predictors of wellbeing. Being bullied during the later years of primary school has a strong association with lower attainment in secondary school. School belonging is higher in schools where children feel safe and have lower levels of bullying, and these have been found to be ore likely to be</p>	<p>Bullying and the use of power in relationships is actively tackled in the Thrive Approach throughout KS1 with right time learning.</p> <p>Thrive has also introduced a course on Preventing Bullying that focuses on Y1.</p>

high-achieving schools.

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### Links with the Ofsted Inspection Framework

1. Achievement of Pupils	See The Thrive Approach Research and Evidence Base at <a href="http://www.thriveapproach.com">www.thriveapproach.com</a> Intervention with individual children promotes engagement not just in lessons but also after-school activity. Thrive has anecdotal evidence of children engaging in community/sports activities – competitive community football clubs, drama and theatre groups, horse riding, gymnastics, art clubs.
2. Quality of Teaching	Thrive provides a right time, systematic structured teaching of social and emotional life-skills and values throughout school life, from Early Years to Adolescence.
3. Quality of leadership in, and management of, the school	Ethos driven through Senior Leadership Team through the school ensures practice is embedded and becomes implicit in all teaching. The training and inductions offered for wider staff training support this.
4. Behaviour and safety of pupils at the school	Pupils' sense of belonging to school is a key determinant of their wellbeing and is higher in schools where children feel safe and have lower levels of bullying. Ensuring that children have a sense of belonging and safety is a fundamental value of the Thrive Approach.

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### The whole-school approach.

Robust evidence shows that interventions taking a whole school approach have a positive impact in relation to outcomes....

A whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school.

Thrive teaches and models the importance of adults modelling positive relationships between each other, with parents, and with the children.

Thrive actively promotes partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children and young people's health and wellbeing with a shared knowledge, understanding and common language around individual needs.

Thrive is non judgemental and this is key to promoting engagement of parents.