

# Guidance Notes

Prepared by Thrive in response to how the Thrive Approach supports and compliments Nurture Provision

## THE THRIVE APPROACH - Overview

Thrive specifically addresses whole school approaches to children’s emotional wellbeing and development. It can be used from babies to adulthood, so covers the whole educational age range. It absolutely supports and enhances Prevention, Early Identification and Intervention strategies. It also works in partnership with parents, the importance of which is emphasised throughout this guidance.

Right time, age related expectations are screened through a whole class/group screening. And whole class approaches to right time learning can be planned. This also enables children with interruptions in earlier developmental stages to be identified according to their degree of need.

A focused individual assessment then pinpoints the relational, play and environmental experiences that will address the missed learning. Thrive training equips any adult who is working with a child with unmet developmental needs to be able to provide the necessary experiences so that the child’s ability to regulate their emotions improves. Their resilience, resourcefulness and readiness to learn also improve as does their ability to relate to peers and adults.

Whole class approaches embedded into the existing curriculum provide informed and targeted provision to meet the needs of the whole group

The Approach is embedded within the school ethos to ensure that all staff play a role in meeting the developmental needs of children and young people

Children usually remain within their main class setting, accessing individual OR SMALL GROUP Thrive sessions if required, much as intervention sessions for literacy or numeracy support.

### What is Nurture?

- Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention

- Nurture groups are classes of between 6 and 12 children or young people in early years,

### What is Thrive?

- The Thrive Approach is a whole school, developmental approach to the emotional health and wellbeing of ALL children looking at right time learning as well as earlier gaps in the development of social and emotional health and wellbeing. It too is evidence based and inclusive. Trained practitioners identify developmental gaps that interrupt learning and work 1:1 or in small groups with strategies and activities that are closely matched to identified needs. An online tool is used to create personalised action plans whose effectiveness can be monitored. The resulting data about improvements in learning and behaviour can be used to show progress as well as cost effectiveness.

- The Thrive Approach can be used with individuals and in groups in Early Years, primary and secondary settings. Children who have been identified for inclusion in Nurture

<p>primary or secondary settings.</p>	<p>Groups benefit from the detailed assessments that are available from Thrive-Online. The action plans, that include 1:1 strategies and activities that can be used in small groups, work well to enhance Nurture provision. Thrive assessments and suggestions are simple, differentiated and closely matched to identified needs. The monitoring tool offers a way to closely measure progress that is different from, but complementary to the Boxall Profile.</p>
<ul style="list-style-type: none"> <li>• Each group is run by two members of staff. Children attend nurture groups for some/all of their time in school ideally remaining an active part of their main class group and typically return full time to their own class within two to four terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults in schools, parents and carers and professionals within support services are trained to identify gaps in emotional development that become apparent through the child's behaviour or missing social skills. Some Nurture Group leaders have trained as Licensed Practitioners. They use the online tool to assess children on arrival into the Nurture Group and the action plans are used to inform the activities offered in the small group sessions to ensure that they closely address the identified learning gaps.</li> </ul>
<ul style="list-style-type: none"> <li>• Nurture groups assess learning and social and emotional needs through the Boxall Profile which identifies early pre-school developmental needs and behaviours which are acting as a barrier to learning</li> </ul>	<ul style="list-style-type: none"> <li>• The identification of social and emotional needs through the Boxall Profile is enhanced by the close identification of developmental gaps offered in Thrive-Online. The two can be used in a complementary way to better focus attention and ensure that the Nurture approach also takes into account brain development throughout childhood and adolescence.</li> </ul>
<ul style="list-style-type: none"> <li>• There is great emphasis on language development and communication.</li> </ul>	<ul style="list-style-type: none"> <li>• The Nurture Group emphasis on language is well supported by Thrives encouragement to extend children's emotional vocabulary and social skills.</li> </ul>
<ul style="list-style-type: none"> <li>• The relationship between the two staff, provides a role model that children observe and begin to copy.</li> </ul>	<ul style="list-style-type: none"> <li>• Once again, the Thrive Approach is relational. The role-modelling of the Licensed Practitioners is central to the effectiveness of the approach as it is the 'repeat, repeat' of positive relational experience for vulnerable and challenging children.</li> </ul>
<ul style="list-style-type: none"> <li>• Food is shared at 'breakfast' or 'snack time' with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to.</li> </ul>	<ul style="list-style-type: none"> <li>• The Nurture Group's focus on Being needs, the first developmental strand in the Thrive Approach, is a good example of the provision children need to address the earliest of their developmental gaps. The Thrive Assessment will go on to identify and address the experiences that are needed to further develop physiological, relational and cognitive regulation and to address the settled patterns of behaviour that may be causing concern or inhibiting learning.</li> </ul>

<ul style="list-style-type: none"> <li>• Transitions are significant in the lives of children: helps the child make the difficult transition from home to school, Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support</li> </ul>	<ul style="list-style-type: none"> <li>• The Thrive Approach can be used to inform staff how to support children to manage transitions well. The need for this is recognised in both approaches. The Thrive training helps staff to identify how to address those early Being needs that are triggered with any impending loss or change.</li> </ul>
<p><b>Principles of Nurture</b></p> <ul style="list-style-type: none"> <li>• Children's learning is understood developmentally with regard to the classroom environment</li> </ul>	<ul style="list-style-type: none"> <li>• Both approaches view the child developmentally rather than chronologically. Thrive uses a model of child development that looks at the ages, stages, tasks and relational experiences all children go throughout childhood and adolescence to adulthood. There is an understanding that these are recyclable and that we may revisit our earliest developmental tasks as a result of our life experiences</li> </ul>
<ul style="list-style-type: none"> <li>• The classroom offers a safe base refers to the Nurture Group Base</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive seeks to provide safety in relationship and to empower adults throughout the child's life to provide this. In addition to the classroom many Thrive schools/ settings also provide a designated Thrive Room too.</li> </ul>
<ul style="list-style-type: none"> <li>• Nurture is important for the development of self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• A common principle in both approaches. Both have self-esteem and safety at the heart of the approach</li> </ul>
<ul style="list-style-type: none"> <li>• Language is understood as a vital means of communication Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive sees the development of language and particularly the development of the language of emotion as a developmental process. The Approach uses the arts and creativity to support children to express and communicate emotions and experiences through the process of 'show me', with the adult wrapping language around their experiences and developing emotional cognition and the language of feelings</li> </ul>
<ul style="list-style-type: none"> <li>• All behaviour is communication</li> </ul>	<ul style="list-style-type: none"> <li>• A Common principle to both approaches. Thrive sees beyond behaviour to what lies beneath. Non – problem solving behaviours are used to identify underlying developmental needs, which are confirmed by assessing positive, pro-social skills, via the baseline skills profile.</li> </ul>
<p><b>Assessment and planning tools</b></p> <ul style="list-style-type: none"> <li>• Nurture uses the Boxall profile to assess a child's behaviour (specific ones for primary and secondary). Designed for use with children who are exhibiting social and emotional difficulties. Consists of two strands Developmental – which looks at pre-</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive-Online is a consent-based assessment tool that assesses right time learning for all through a baseline skills screening of 18 questions. Earlier developmental interruptions can be identified through a behaviour profile which looks at the behaviours exhibited by the child when in</li> </ul>

<p>school social and emotional learning and Diagnostic – which looks at behaviours exhibited by the child that inhibit their progress in school alone. Paper based, needs to be scored and plotted afterwards, can be time consuming. (78 questions)</p>	<p>crisis or through a baseline skills profile of positive descriptors at each developmental stage (45 statements)</p> <ul style="list-style-type: none"> <li>• Immediate assessment result, inbuilt activities, one to one support strategies which guide individual sessions, teaching strategies to ensure that work continues within the mainstream class room.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff are then able to plan activities based on these outcomes, following some recommendations from a further publication.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to individual 1:1 work for those most in need, Thrive action plans use the moment by moment contact that is available during the ordinary teaching day to enhance and supplement the child’s relational experiences. Specific interventions support the child to feel safe, know they are valued and to experience having their survival, practical needs anticipated and met.</li> <li>• Actions are specific to the developmental needs of the child</li> </ul>
<ul style="list-style-type: none"> <li>• Reassessment requires the same process to be followed</li> </ul>	<ul style="list-style-type: none"> <li>• Reassessment is through the same process, results are immediate and can be compared to initial assessment and graphed.</li> </ul> <p>The Developmental strand of the Boxall profile relates to the Being, Doing and Thinking areas of development identified in the Thrive Approach. The Diagnostic section relates to defensive behaviours learned by the child (Thrives Power and Identity strands and above). Therefore Thrive differentiates to a much a higher degree</p> <p>Both provide the ability to assess and monitor progress (Thrive in key emotional and social developmental tasks, Nurture in skills for successful learning in the classroom)</p>

## Summary of The Benefits of Thrive

- The ages and stages of Thrive directly relate to the specific neuroscience associated with the linking up of the Triune Brain
- Although Nurture is based on the findings of neuroscience and the significance of relationship, it doesn't drill down to the specific learning and experiences needed to accomplish the exact developmental learning required i.e. not personalised to the child
- Thrive matches the behaviours exhibited to the exact experiences and tasks required by the child to meet brain development milestones essential for physical and cognitive self-regulation
- Thrive focuses on emotional development in all settings not just school. Skills for life not just for learning
- The use of Thrive On Line and individual action plans ensures the Approach is measurable, rigorous and targeted directly to meet a child's individual needs
- Thrive enables support for emotional and social development to be differentiated according to need
- Thrive is a whole school approach supported by the ethos of the school, enabling each individual member of staff to contribute to the action plan of a child and make a difference, it is not restricted to the work that goes on in the group room
- Thrive isn't an add on, many of the strategies can easily be incorporated into the everyday routines of the classroom
- Promotes multi-agency working, sharing action plans and with the capacity to create 'professional' action plans for different agencies
- Thrive supports the emotional development of **all** children through whole class screenings, teaching and curriculum suggestions. Catches all. Provides for 'right time learning throughout childhood up to the age of 18
- Thrive is based on a dynamic model, supports those children who are recycling developmental tasks due to stressful life events