

Thrive Q&A

The below questions were raised in feedback forms following the Halton Borough Council SEND event on Tuesday 30 April. For further information on the Thrive Approach, please visit our website

<https://www.thriveapproach.com/questions>

Can an early years nursery join?

Absolutely! The Thrive Approach is applicable across various educational settings, including early years nurseries. Early intervention in promoting social and emotional development can have significant benefits for young children, and Thrive provides tailored resources and training to support practitioners in nursery settings. As part of the partnership between Halton Borough Council and Thrive, all EY settings will be able to access Thrive: either through the EY team (for smaller settings) or through the full training package for larger settings. We will be in touch with each setting to discuss and confirm this so that settings can plan accordingly.

What will the impact be like for the young person? What will change?

The impact of the Thrive Approach on a young person can be transformative. By focusing on developing their social and emotional skills, Thrive aims to empower young people to better understand and regulate their emotions, build positive relationships, and develop resilience. Thrive also helps staff manage behaviour by viewing it as communication. Understanding the underlying emotions allows teachers to respond compassionately and constructively. Combined, this can lead to improvements in overall wellbeing, behaviour, academic achievement, and long-term outcomes. Young people will access Thrive action plans via their trained Licensed Practitioner in school and the nature of this will be dependent on need. The approach is flexible and built to meet the needs of each young person.

Multiple practitioners in each school? How will that work?

Thrive encourages a collaborative approach involving multiple practitioners within each school or educational setting to ensure a whole school approach. This may include teachers, teaching assistants, pastoral staff, and other support personnel. Thrive provides comprehensive training and resources to ensure that all practitioners are equipped with the knowledge and skills to effectively implement the approach and work together to support the wellbeing of all students. We will provide further information for senior leaders in schools to allow them to identify the best person/people to take part in the training and lead on the implementation of Thrive in each setting. The number of places allocated per setting is dependent on the number of pupils and we will be in touch with each setting to confirm this in the coming weeks.

Criteria of rolling out?

All settings are included in the partnership and roll out of the Thrive Approach will vary depending on the specific needs and size of each school or educational institution. We are keen to encourage settings to sign up ASAP and will provide further detail on this in due course. Settings should consider the number and level of staff training required, how the school leadership will support the strategic implementation of Thrive and the

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Removing barriers to learning

alignment with existing initiatives and priorities. Support will be provided via Q&A sessions and 1:1 calls as appropriate.

How will it work for a child already in crisis? Will it overwhelm them further?

The Thrive Approach is designed to be adaptable and responsive to the individual needs of each child, including those who may be experiencing crisis or distress. Thrive focuses on building supportive relationships, providing targeted interventions, and creating a nurturing environment where children feel safe and valued. However, it's essential that practitioners are trained to recognise and respond appropriately to children in crisis, and additional support services may be needed in some cases.

Are all aware of this?

Awareness of the Thrive Approach may vary among different stakeholders within the education sector. However, Thrive actively engages with schools, educational professionals, local authorities, and other relevant organisations to raise awareness and promote understanding of the approach and its benefits. The Halton Partnership was launched on 30 April 2024 at the SEND event. All schools will receive follow up communications and opportunities to attend future (virtual) events should they wish to find out more.

Will Boxall run alongside?

The Thrive Approach and the Boxall Profile are both tools and methodologies used to support the social and emotional development of children and young people. While they share some similarities, they also have distinct features and approaches. Some schools may choose to integrate elements of both approaches to meet the specific needs of their students however the Thrive Approach offers both the ability to assess and monitor pupil wellbeing AND provide specific action plans and clear guidance on how to support children and young people. The whole setting approach gives everything needed to remove barriers to learning for all pupils.

What are the timeframes for wave 2/3?

We are in the process of collecting school interest in each wave (you will hear from us soon, if you have not already!) and we will confirm timeframes in due course. ALL schools who opt in, will have access to Thrive Online for all staff from September 2024 for a period of two years. Licensed practitioners will begin training from June, and we aim to have all whole school inductions completed by January. A clear list of options, taking into account availability and preferences will be sent in the coming weeks.

How do Elsa's fit into this?

Educational Psychologists (EPs) or Emotional Literacy Support Assistants (ELSAs) can play a valuable role in supporting the implementation of the Thrive Approach within schools. Their expertise in emotional literacy and mental health can complement the Thrive framework, providing additional support and interventions for students who may require more targeted or specialised assistance. Collaboration between Thrive practitioners and EPs/ELSAs can enhance the overall provision of social and emotional support within educational settings.

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