

Impact – Relational Approach Project

Hambleton and Richmondshire Locality Board

December 2024 – February 2026

4 levels of support offered to schools:

Network Meetings:

The Relational Approach Network has been attended by 41 schools over the last 12 months. In addition, smaller support meetings have been used for schools using Thrive Approach in both primary and secondary settings. These have been especially useful for schools new to the approach who have accessed training through the Locality Board, giving them access to support from colleagues and a Thrive Approach Trainer.

The Network meeting has included signposting, assessment and audit tools, opportunities to meet with colleagues, sharing good practice and discussing how to develop relational approach in school. Following the Network meetings, some schools have gone on to access bespoke support and training from the Relational Approach Coordinator.

Signposting and advice about Relational Approach:

All schools accessing support have had an initial meeting with the Relational Approach Coordinator in their school setting. This has included signposting to free resources and training, revisiting the approach currently used in schools and demonstrations of how to use the tools that are part of the package the school has bought into. Connecting schools to share good practice such as Nurture starts, and Emotion Coaching scripts has worked well for schools. Opportunities for further training, funding options and whole school strategy for embedding the approach chosen by the school have formed part of each discussion. Some schools have already actioned apprenticeships as a sustainable way of training additional staff.

Training:

Training has been designed to be bespoke to the needs of the setting. The focus has been on creating emotionally safe classrooms, inline with Emotion Coaching, Thrive Approach and Nurture UK. The essence of the training is understanding neuroception, polyvagal theory and practical ways to develop and sustain connection using positive relationships. “The sessions were very interesting and food for thought. I hope that our school will manage to adopt this practice schoolwide”

Thrive Induction training has been completed for 2 schools who had not booked their full training package in time. This enables the whole school to receive training to Thrive

Approach across the school and support the work of the Thrive Practitioner in school. This ensures sustainability and encourages consistency.

Feedback received via Survey Monkey has been 100% positive with regards to training with responses to, “I feel more confident applying the relational approach in my work” stating “agree” or “strongly agree”.

Bespoke training has been created for staff groups in schools, including pastoral staff, Inclusion teams and teaching staff. In addition, coaching for individuals has been offered where appropriate.

One school requested training for their Pupil Mental Health Ambassadors.

Bespoke Offer:

Secondary – 3 schools have accessed an enhanced offer of support involving multiple visits, training and coaching. This support has been in response to issues raised by the schools during the initial meeting with the Relational Approach Coordinator. All three schools have sustained their engagement throughout the project. One school has engaged in 4 workshops for staff, student session and support for Year 7 tutors. Another has accessed training focused on using Thrive Online Assessments and support for Inclusion lead in using assessment tools. The other school accessed learning walks, support for Inclusion, whole school training and support for school leaders.

Primary – 6 schools have accessed bespoke support, a combination of advice and guidance, support and training (whole school), Year 6 staff workshop, anonymous case studies and pupil support, learning walks, provision advice for SEMH needs.

Work with Educational Psychologist Team:

Initial meeting with Karen Jarvis regarding SEMH audit tool led to further work with the team evaluating existing models, engaging with schools for feedback, liaising with Virtual School Educational Psychologist (Emma Derby), area senior Sharon Lourd-Moyo, and linking in with SEND Hub Manager, Lisa Masterton. This work identified a style of audit tool that would have purpose for schools, enable active engagement with school leaders, however the work did not progress further due to the Inclusion Toolkit being launched.

Relational Approach Network meetings included a session with Sharon Lourd-Moyo to increase visibility of the service and understand what schools would like from the

service. This increased visibility of the service and opportunities for school leaders and relational approach practitioners to connect with the service for further support.

Cross Locality Board Links:

Contribution to training – To support Selby Locality Board, I led a section of training for new Thrive Practitioners with the Selby team. This also included delegates from the Hambleton and Richmondshire area. This cross Locality Board working then led to shared practice meetings with other project leads. I would suggest that this way of working in the future would be beneficial due to the connection and overlap with some projects in other areas.

Transition into next project:

Towards the end of the Relational Approach project, I started to build in signposts to the next project on Transition, eg Year 6 team workshop at Carnagill Primary School, Year 7 tutor training at Risedale School, network meeting time and highlighting the next project in communications with schools. I believe this supported good levels of engagement and interest to support the ongoing work of the Locality Board.

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