

# Thrive Project Workshop

14<sup>th</sup> Sept 2023

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**Selby**  
**Locality Board**

## Why?



**SENCO Survey** March 2022: schools wanted most support with SEMH needs.

**Data report** SEMH needs were the second highest need for children and young people with SEND.



**Education Leaders** in board meetings were concerned about a rise in pupils with SEMH needs.

## What was offered?



- A trauma-informed relational approach to supporting SEMH.
- Grounded in established neuroscience, attachment theory and child development, the Thrive Approach has been developed over the past 25 years and draws on a wealth of experience in social work, psychotherapy and education. It was developed to understand the increase in school exclusions in the 1990's.
- Thrive provides you with the tools, skills and insights needed to help children and young people become more emotionally resilient and better placed to engage with learning and life.

## Two offers

New to Thrive: Training: SLT and 2 x Practitioner Training

2 x EY Settings 4 x Primary 2 x Secondary

or

Embed Thrive: Training: Additional training course

9 x schools

# Has it worked?

## What will be measured?



Baseline and review assessment as part of thrive **case studies** evidence improved outcomes

At least 6 months after the training, the number of CYP on **SEN Support for SEMH will reduce** from over 250 to below 200.

Secondary Schools: **Fixed Term Exclusions will have decreased by 50%** for those schools benefitting from Thrive when comparing 2018/19 exclusion data to 2022/23.

At least 6 months after the training the percentage of **SENCO's requiring support** with SEMH: Anxiety and Mental Health and SEMH: Risk Taking Behaviour will reduce from 100% and over 60% respectively to 85% and 50%.

*These KPIs will be measured later this year! However, relational approaches can take a number of years to show true benefit to children and young people.*

## What is the Thrive Approach?

### The Thrive developmental model

- Each strand represents a developmental phase
- Strands emerge one after the other as children grow
- As the spiral shows, strands remain open to change and growth over time
- Trusted adults can use the Thrive Approach to support children and young people to a) secure learning at each stage and b) repair gaps in development at a later date
- Pupil progress through the developmental stages is extremely relevant for schools as it has an impact on attendance, behaviour and attainment
- Thrive enables pupils to feel safe and regulate their emotions so they can retain access to higher order thinking skills (even under stress) and become curious, confident, motivated learners

11-25 years

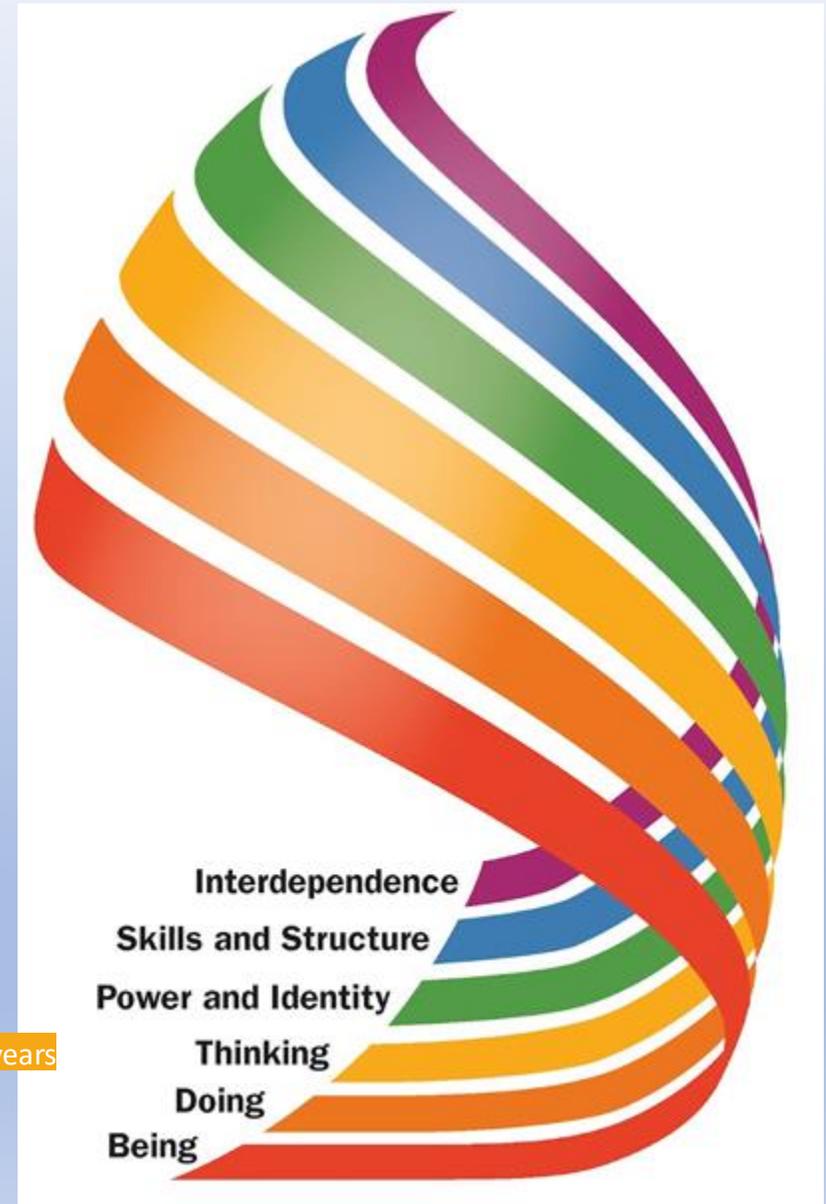
7-11 years

3-7 years

18 months – 3 years

6-18 months

0-6 months



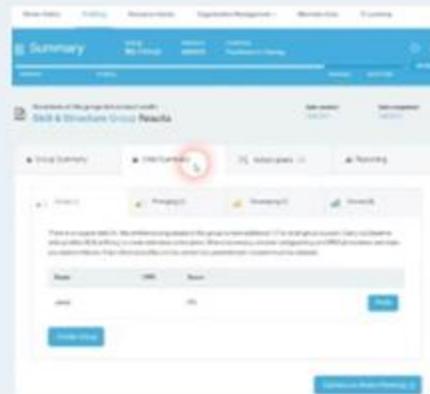
## Profiling using Thrive Online

### Discover the power of Thrive-Online



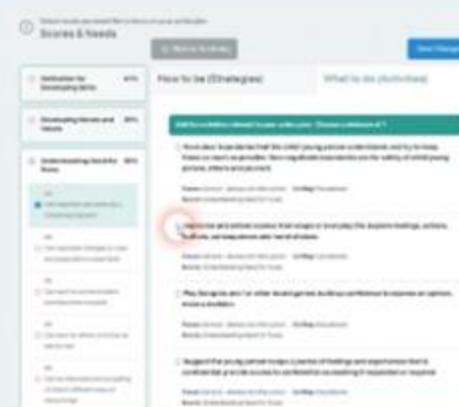
#### Identify social and emotional needs

Clearly and systematically identify the social and emotional needs of the children and young people you are working with



#### Conduct online profiling

Profile whole groups as well as individual pupils identified as having additional needs



#### Create targeted action plans

Develop tailored action-plans for the individual or group, drawn from thousands of strategies and practical activities that support healthy social and emotional development



#### Measure and report progress

Monitor progress and adapt action plans to ensure the best outcome for each child or group

## Monitoring progress & showing impact

- The impact of the strategies should be reviewed regularly (every 4 to 6 weeks).
- Progress can be monitored by re-profiling a group or an individual, looking to determine if they have reached their 'right time development'.
- Reports can be generated to share with parents or to send to other professionals or agencies, Governors, Ofsted.
- Link Thrive results to other measures – attendance, behaviour, PP...

Profile History			
Developmental Strand	Create Date	Progress	Actions
Thinking Baseline Skills [995691]	06/06/23	Score: 52%	Summary > 
Thinking Baseline Skills [861772]	20/07/22	Score: 37%	Summary > 
Doing Baseline Skills [861769]	20/07/22	Score: 78%	Summary > 
Being Baseline Skills [861768]	20/07/22	Score: 95%	Summary > 
Being Baseline Skills [726864]	14/09/21	Score: 61%	Summary > 
Being Baseline Skills [703033]	15/06/21	Score: 49%	Summary > 

## Selby High School – Journey so far

- Identified need to support students with increasing SEMH issues, presenting with significant behavioural challenges. This led to:
- Development of Internal Alternative Provision
- Senior Leader completion of Thrive's 'Emotionally Healthy Schools' (2021-22)
- 2 x Thrive Practitioners trained (2021-22)
- Development of Thrive Room
- Appointment of Student Wellbeing Practitioner (2022-23)
- Award Place 'Wellbeing Award for Schools' secured (2022-23)
- Senior Mental Health Lead training & close work with MHST
- Wave 2 intervention panel
- Introduction of 'Positive **Relational** Behaviour' policy



### Success criteria for implementation of Thrive:

- Needs to be driven by a Senior Leader to secure **buy-in** from staff and a change in school **culture**
- Invest in **time** to embed. We are starting year 3 and just now looking at the whole-school approach
- Invest **money** to retrain Thrive Practitioners and subscribe to Thrive Online
- Dedicated trauma-sensitive **spaces**

## Selby High School – Impact of Thrive- Parent Views

My son has benefited greatly from working with Amy and the Thrive model.

His social skills have improved incredibly. He enjoys this time when he can explore his feelings in an indirect and non threatening manner.

He seems so much happier' Mrs J

“The Thrive programme was delivered on a one to one basis in our family home whilst our daughter has been unable to attend school due to a decline in her mental health. The Thrive Practitioner, Amy was able to build up a positive relationship in a short space time and made our daughter feel at ease. All activities were well thought through and age appropriate. Amy made a big difference in our daughter’s life. It is ok not to be ok and there are people around who genuinely care and want to make a difference in a young person’s life. “ Mrs B

“Before thrive my child was withdrawn, angry with herself for not being able to communicate how she was feeling and really struggling with school life which had a negative effect on our home life. I would struggle to get her into school most days and she would need somebody she trusted to come and collect her from the car when we did eventually make it in. Since doing thrive, and a lot of hard work and dedication from support staff, my daughter is so much happier. She has learnt how to control her emotions, makes better choices with her behaviour and more engaged with her school work. There wasn’t a battle each morning about going to school and was early every day.

Without thrive my daughter wouldn’t be the confident and calmer person she is today. We still have our battles occasionally but she has learnt lifelong skills on how to cope with situations that used to trigger negative reactions.” Mrs W

## Selby High School – Impact of Thrive- Students Views

“Thrive has been helpful to make more friends, talk about my emotions and identify them easier”-  
LN- Year 10

“Thrive is helpful as it is calming. I would probably be permanently excluded if I did not have it”  
EC Year 9

“It is important to be able to check in with someone that you trust-” AMR Year 11

“ Thrive helps me share my emotions with a teacher I trust. I can express how I feel and check in with them during the day. “ EW Year 9

## Selby High School – Impact of Thrive- Staff Views

“Students use the Thrive room when they are feeling overwhelmed or have something to get off their chest or just to know that someone cares and will listen to them without judgement. It is a safe place for a student to go to get comforted. They may enter feeling anxious or upset but they always leave smiling- what more can we ask for?! It's a worthy asset to our school and every school needs one to ensure that we are looking after their wellbeing and mental health. “ Mrs Binham- TA

“Thrive allows students to see themselves in a positive light and start celebrating what they are good at. It gives them the opportunity to learn new coping strategies and unlocks their full potential” Mrs Adamson- AP Mentor

### Entering Interdependence

23.02.2023

Created by  
**Amy Ridley**

Action Plans  
**1**

**50%**  
Score

Summary



### Skill & Structure

23.02.2023

Created by  
**Amy Ridley**

Action Plans  
**0**

**65%**  
Score

Summary



### Skill & Structure

06.12.2022

Created by  
**Amy Ridley**

Action Plans  
**1**

**46%**  
Score

Summary



### Power & Identity

06.12.2022

Created by  
**Amy Ridley**

Action Plans  
**0**

**81%**  
Score

Summary



### Power & Identity

19.07.2022

Created by  
**Amy Ridley**

Action Plans  
**1**

**30%**  
Score

Summary



### Thinking

17.09.2021

Created by  
**Sarah Tasker-Lynch**

Action Plans  
**2**

**67%**  
Score

Summary



### Doing

17.09.2021

Created by  
**Sarah Tasker-Lynch**

Action Plans  
**0**

**76%**  
Score

Summary



### Being

17.09.2021

Created by  
**Sarah Tasker-Lynch**

Action Plans  
**0**

**72%**  
Score

Summary



### Being

13.09.2021

Created by  
**Sarah Tasker-Lynch**

Action Plans  
**2**

**60%**  
Score

Summary



### Being

21.06.2021

Created by  
**Sarah Tasker-Lynch**

Action Plans  
**2**

**41%**  
Score

### Being

19.05.2021

Created by  
**Sarah Tasker-Lynch**

Action Plans  
**2**

**28%**  
Score

# Thrive Project 2022-23

Barwic Parade – Journey so far



Thrive Ambassador School



# Thrive Project 2022-23



## Barwic Parade – Impact of Thrive