

Thrive

<p>What is the purpose of Thrive?</p>	<p>Thrive is a programme designed to help our students to become more emotionally resilient and better placed to engage with life and learning. We do this through our whole-school approach to wellbeing – proven to improve attendance, behaviour and attainment. Thrive helps young people to feel safe, supported and ready to learn.</p>
<p>Why use Thrive?</p>	<p>Thrive is based on established research in neuroscience, attachment research, child development, and research into the role of play, creativity and the arts.</p> <p>The main aims of Thrive are:</p> <ul style="list-style-type: none"> ✦ Supporting right-time development: Adapting relationships, ethos curriculum and environment to meet the needs of all young people as they arise naturally in line with age-related expectations. ✦ Responding to key times: Using relational strategies to meet the needs of young people when they are experiencing change, loss or significant life events. ✦ Repairing interrupted development: Using targeted reparative work to fill in the gaps where our young peoples’ needs have not been met at the right time in their earlier development.
<p>How have we built the culture of Thrive at Chelveston Road School?</p>	<p>Thrive is a fundamental tool that runs through our interventions and PSHE curriculum throughout student’s time at Friars.</p> <p>All staff have been provided with high-quality, evidence-based training backed by research by certified Thrive trainers. Thrive raises awareness of the importance of supporting young people’s social and emotional development. It builds knowledge of social and emotional development to improve understanding of emotional health and mental wellbeing. Staff have access to the Thrive online assessment tool and have been given a dedicated time each day to focus on ‘sparks of joy’.</p>
<p>What are the key features of Thrive?</p>	<p>The Thrive Relational stance: Playfulness. Acceptance. Curiosity. Empathy.</p> <p>PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with school adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can and are not bad or lazy or selfish. Problems diminish as the need for them reduces.</p> <p>Vital Relational Functions (VRFs)</p> <ul style="list-style-type: none"> ✦ Attune – Be alert to their feeling, attune to their emotional State. ✦ Validate – Validate their feelings / experience / perspective. ✦ Contain – Demonstrate you can catch their feelings and help digest them. ✦ Regulate – Soothe and calm them. Model how to do this. <p>The Relate – Rupture – Repair Cycle</p> <p>The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human. It means <i>experiencing emotional misconceptions which feel unsettling and even shaming, and then “repairing” the relationship to a deeper level of trust and unconditional love.</i></p>
<p>Who are the licenced Practitioners at Chelveston Road School?</p>	<p>Mrs D Minney</p>