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| DATE | **SUBJECT** | **YEARS APPLIED TO** | **REFERENCE** | **REPLY YES/NO** |
| **07.02.2020** | **THRIVE** | **EVERYONE** | **Spring05** | **YES** |

Dear Parents/Carers,

**The Thrive Approach to meeting the social and emotional needs of children**

Mrs Cryer has completed her training to become a Thrive Practitioner for our school.  We would like to take this opportunity to explain to you all what Thrive is about and how all children benefit from this approach.

**Introduction**

For all of us at Tritlington School, our first priority is to care for every child in a secure, friendly environment enabling them to enjoy their time in school and feel confident to learn. We want all children to flourish during their time with us so we have introduced the Thrive Approach to further develop our ability to support children’s emotional and social development.

**The Thrive Approach**

Thrive is a whole school approach and offers us a range of resources and strategies for working with all children and helps to develop their social and emotional well-being, enabling them to engage positively with life and learning. Positive relationships are at the heart of Thrive. It supports children in becoming self-assured, capable and adaptable.

Not all children can put their needs into words every time they experience different or difficult emotions and as a result, the way children behave tells us a lot about how they are feeling. Unfortunately, (like all of us at some point in our lives), children may face challenges that knock them off course. What is needed then is understanding and support to get them back on track. Many children will respond to the care, understanding and support given by parents, family, friends and teachers. However, some children need a little bit of extra support to help them along. The Thrive Approach helps us to better support individual children in these situations.

**How does it work?**

The Thrive Approach draws on the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development. It helps us understand the needs being signalled by children's behaviour. It gives us targeted strategies and activities to help them re-engage with learning and life. Thrive resources enable us to work with groups of children (e.g. around friendship issues), whole classes or individuals. Children who need a little bit of extra help are identified through a variety of ways such as a screening process, or through communication with families or outside agencies. For some children there may be an obvious reason why they need a bit of extra support. This might be bereavement, family break down or an identified medical condition such as ADHD. For others, there can be no obvious trigger as to why they are finding some aspects of school and/or home life difficult.

Working closely with parents and class teachers, Mrs Cryer will be carrying out a whole school assessment to identify children's social, emotional and behavioural needs. This helps to build a Thrive Action Plan of activities to support a class, a year group, a small group or an individual. The activities are broadly play and art-based. Action Plans are reviewed regularly.

**Parental Consent**

Thrive is to become an integral part of our approach to developing children’s social and emotional skills. Should we consider an individual Thrive assessment might be helpful to a child, we will contact parents for a discussion and to seek consent. (please note that Thrive assessments / screenings are  discrete and children will have no idea that anything different is happening).

If you have any queries or questions please make an appointment via the school office to discuss Thrive with Mrs Cryer. Thank you.

Yours sincerely,

K Stephenson B Cryer

Teacher in Charge Teaching Assistant / Thrive Practitioner