



Sheep Dip Lane
PRIMARY SCHOOL

Thrive Approach Policy

November 2019

Status	Statutory
Governing Body Committee	School Improvement Committee (SIC)
Responsible Persons	Mrs A Parkhurst Deputy Headteacher
Date the policy was agreed	November 2018, reviewed 2019
Review date	November 2020

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Sheep Dip Lane Primary School

Sheep Dip Lane Primary School: Thrive Approach Policy Reviewed: November 2019

‘At Sheep Dip Lane Primary School, we embrace the THRIVE Approach’.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and this underpins our capacity and availability for wider academic learning. We recognise that this is core to our work as a school as it prepares each individual child to be ready to access learning.

On our staff we have a large number of Thrive Licensed Practitioners, each attends regular CPD sessions in order to further deepen their knowledge of the Thrive Approach. Staff who are not licensed practitioners have access to regular Thrive updates and whole staff continued professional development on the Thrive approach. We also have a Thrive Trainer who supports in school as well as across the country supporting people to further develop their knowledge of the Thrive Approach.

Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how each impacts on social, emotional and academic development and learning. Drawing all these elements together has been a long term vision for the school.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses and that for some children they might feel overwhelming. Attentive, observant adults working in relationships with pupils are required to recognise behaviour, identify the underlying needs and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met, therefore, our positive relationships policy reflects this. We aim to ensure that each child’s individual needs and learning are met and does not adversely impact on others.

Sheep Dip Lane Primary School is a school with a commitment to tolerance and inclusion.

The development of positive social, emotional and learning behaviours is at the heart of our school values and is reflected in Positive Relationships and Behaviour Policy.

Aims:

At Sheep Dip Lane Primary School we aim to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others – all of these are core to our learning.

We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.

From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.

Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

This is also embedded within our positive relationships and behaviour policy.

Strategies:-

See our behaviour procedures as part of our positive relationships and behaviour policy on our website: www.sheepdiplane.doncaster.sch.uk

Approaches to developing positive behaviours:-

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents.
- For social, emotional and academic learning to be recognised and planned for. Explicit descriptive feedback given across the day, within the classroom, during transitions and also break times.
- For whole class THRIVE screenings and online tools to enable a strategic response to individual, group and cohort development, and therefore plan next steps. (Right Time Thrive and Intervention Support)
- Programmes of PSHE, (Personal, Social, Health and Education) used as rich opportunities which are part of all areas of school life and learning.
- To encourage pupils to recognise sensations and therefore emotions, to manage their feelings by separating feelings and actions and allowing opportunities for thinking to take place between the two.
- For pupils to become increasingly self-aware, taking responsibility for themselves and their actions in age appropriate ways. (consequences)
- To recognise and use incidents which are against our 3 school rules and agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps.
- Where need is identified, for structured, bespoke group and individual programmes, creative activities and outdoor learning to be incorporated into action plans.
- Any plan of action is agreed and shared in a working partnership with parents and carers.
- For individuals with Special Needs (SEND) to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment. (See Behaviours for Learning and Logical Consequences)
- Supporting pupils appropriately may require adults to develop and employ new skills.
- Pupils need to know explicitly what behaviour is expected in different circumstances.

- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved.
- Using Fixed Term Internal or External Exclusions may all be part of a positive behaviour approach.
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed.
- We reward (3R's – RESPECT, RECOGNITION, REWARDS) positive behaviour, challenge inappropriate behaviour and set achievable targets for development.
- Our 3 Golden Rules, expectations around behaviour, rewards, consequences and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

THRIVE is a dynamic, developmental approach to working with pupils that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of the social and emotional learning that takes place age appropriately supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions and experiences enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares pupils to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions in some pupils' development. The Thrive programme supports staff in creating a differentiated provision in response to need with reparative strategies as part of systematic, carefully planned actions.

At Sheep Dip Lane, we use Thrive for all pupils age appropriately woven within and across the day as 'right time learning'. This is within class, led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

Thrive is also used in response to identified or emerging need for an individual or group as 'key time learning'. In these cases the school works with parents and carers on agreed action plans reviewed and revisited as part of a structured programme.

We have a Thrive base, which is a hub for THRIVE provision, facilitating and offering supportive programmes for pupils in a variety of ways across the school day.

Find out more about THRIVE at: www.thriveapproach.co.uk

Review

Compiled by: A Parkhurst, November 2018, reviewed November 2019

Signed Head Teacher: *F Parish*

Signed: Chair of Governors: *D Wright*

To be reviewed: November 2020