



Sheep Dip Lane
Academy



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Thrive Policy: Sheep Dip Lane Academy



Responsible Governing Board	Local Governing Board
Responsible Persons	Vice Principal
Date of last review	January 2022
Review Date	January 2025

Version Control

Version	Revision Date	Revised by	Section Revised
V1			All sections – revised document

Curriculum Intent

At Sheep Dip Lane Academy the curriculum is designed to: recognise children’s prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use Learning Pedagogy to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable our pupils to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. This will ensure that our pupils see that their learning has human significance. They will understand that their global learning is relevant to future decisions and the active contribution they can make to the world. At the heart of our design for learning, is the need to ensure that our pupils understand themselves as citizens of the world and want to contribute to both local, national and global issues which may impact on their lives.

‘At Sheep Dip Lane Academy 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 academy 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 within the academy as well as across the Exceed trust through networks and countrywide through training to support people to further develop their knowledge of the Thrive Approach.

Our academy 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 academy.

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 Academy is a academy with a commitment to tolerance and inclusion.

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

Aims:

At Sheep Dip Lane Academy 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 academy.

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

Strategies:-

See our behaviour procedures as part of our behaviour and positive relationships 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 academy 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 academy 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 academy 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 Academy, 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 academy 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.

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

Review

Date of Policy

January 2022

To be reviewed January 2024

Signed: Principal



Signed: Governor / Chair of Governors

