

Behaviour Support and THRIVE Leader/Thrive Practitioner – Mrs Murphy

In my role I have the pleasure of working with children, staff and families across the whole school promoting positive behaviour to support learning and emotional growth for all pupils. From time to time individual children may need more intense support and a more targeted Thrive approach can be used.

THRIVE is a dynamic, developmental approach to working with children 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.

The programme was created by a multi-agency team, with experience of being teachers, advisers, Ofsted inspectors, social workers, family therapists, foster and adoption specialists across education and care settings. They have drawn together their experience with theories and research to create this rich resource. THRIVE draws on an understanding of six 'building blocks' of development and growth that comes on line sequentially and remains in play throughout life.

Building Blocks:		Developmental age
	Separation and Sexuality	11 – 18 years (KS3)
	Skills and Structure	7 – 11 years (KS2)
	Power Play	3 – 7 years (KS1, Pre School/Foundation Stage)
	Thinking	18 months – 3 years (Pre School/Foundation Stage)
	Doing	6 – 18 months
	Being	0 – 6 months

Children come to school to learn, but some are not ready or able to do so. They may move appropriately through each stage and then encounter a life experience that creates a setback, as happens to us all at times.

At these times pupils may exhibit behaviours that are challenging and disruptive, restless or withdrawn. Current brain science shows, for many of these children, their stress management, emotional regulation and seeking /exploring systems are not yet sufficiently developed for them to access learning or are set back to an earlier level of need through trauma.

THRIVE provides a systematic approach to the early identification of emotional developmental need so that differentiated provision to address those needs can be put in place quickly by those close to the child. As the child's emotional and social development needs are met, they re-engage with life and learning.

I am part of a dedicated Pastoral team offering a range of support and sign posting options for children and families. Please do not hesitate to contact me or a member of the team should you require help; advice or an empathic ear.