

Developing a Thrive approach to emotional health and well being across a whole school

Case Study: South Brent Primary School

“We have been developing THRIVE in our school for five years, from 2003 – 2008. We have learned an enormous amount on the journey. We hope you can benefit from our successes, our mistakes and our huge learning. And we hope you’ll be inspired to join us in improving children’s emotional health and well being- because it is essential for their learning and their lives.”

Helen Nicholls, Head Teacher South Brent Primary School, Devon.

What we did	What we learned/ comments	On-going throughout
We had an in school Support Unit	<i>Wrong language; wrong impression-PROBLEMS- ‘move children out’</i>	<ul style="list-style-type: none"> ○ Staff training for key workers then different staff groups: ongoing ○ Fundraising ○ Plans with Local Authority for a New Build to establish provision and provide training facility ○ Department of Health funding for three years ○ Dept of Health evaluation → disseminate
Nurture Group	<i>‘holding’ but not developing children</i>	
Thrive presentation	<i>Saw potential for learning and behaviour change</i>	
Used Thrive with most challenging child in school- saw improvement	<i>Staff got interested</i>	
Developed 1:1 provision and a place for small group work	<i>Developed the Jungle Den (1:1) and the Woodland Den (small group): grounded interpretation of what to do</i>	
Thrive Assessments and Action plans	<i>Hard to establish in class but a driver for 1:1 provision & group work</i>	
Added a Dreaming Den inside Woodland Den for teaching calming, soothing, regulating	<i>Beginning to understand the different needs of children and how they underpinned behaviour</i>	

Parent Consultations involved in assessments and action planning	<i>This grew & grew & grew</i>	<i>good practice / centre of excellence</i> <ul style="list-style-type: none"> ○ Negotiations with local authority re funding
Staff training	<i>Essential: realised the potential of the LSAs as front-line relationship 'brain builders'</i>	
Supervision for key staff on their work with individual children	<i>I resisted this at first because I thought it was only monitoring- now realise how essential it is to build understanding and skills in key staff who then influence others</i>	<ul style="list-style-type: none"> ○ Our own investment ○ Collecting the evidence: monitoring & evaluation ○ Dissemination locally, nationally
Record keeping to track children's progress: Thrive monitoring linked to SATS etc	<i>This is critical: it provides the evidence to help the project get credibility, status and funding- and keep going</i>	
Multi-Agency working: continued to involve and inform other services; invited them to see practice and come to CPD training	<i>Critical: I would not let them off the hook! Essential to develop a co-ordinated approach</i>	
Workshops for parents	<i>Grew & grew and made a difference: improved relationships with parents who felt like allies not problems</i>	
Formal evaluation	<i>Essential to validate provision</i>	
Every Child Matters agenda	<i>Permission at last!</i>	
Desire to develop a Children's Centre	Need! <i>Best way to focus provision for parents and families that need help</i>	

Appointment of new Co-ordinator for Children's Services across our Learning Community	<i>Important to make this link</i>	
BHLP	<i>New budgets available through Budget Holding Lead Professionals</i>	
Sharing best practice: (i) SEAL Conference summer 2007; Achievement through Collaboration Conference 2007; Workshops WREiCAZ Conference; Torbay EHWP Conference 2008 (ii) Thrive Open Days at School (iii) Hosting Cert in Emotional Literacy South West training with IATE (iv) SW Regional SEN Conference	<i>Had to survive financially so income generating</i>	
OFSTED 2003	<i>Inspectors showed interest in provision</i>	
OFSTED 2007	<i>Provision judged to be 'Outstanding'</i>	
Commissioning & procurement	<i>We go here next</i>	
Recruitment	<i>This is the make or break issue for changing culture: need to be very clear about attitudes and capacity of candidates</i>	
Trust/Foundation School Status	<i>This may be our direction of travel to get specialist recognition and help</i>	

Summary

At South Brent we had to:

- Work out our wants & desires
- Build a network of people to help/ advise/ support/ challenge **and** to fit in with other agencies so that we did not step on their toes!
- Identify funding streams
- Dare to do it differently
- Identify what the **need** was in our community
- Identify possible solutions: Thrive for us!
- Decide how we would be able to identify whether and how Thrive was working for us:
 - Tracking progress
 - Monitoring
 - Data sets
 - Progress (learning attention; learning; learning in line with expected progress; learning exceeding expected progress)
- Notice/invite/accept what the monitoring agencies said i.e. Quality Assurance; especially external agencies e.g. Local Authority and OFSTED
- Share best practice (whilst developing and evolving it- it is really hard to do both but necessary)
- Make the provision sustainable→ integrate into ethos and general practices of school culture and all staff
- Review next steps continuously- be prepared to evolve and change AND not know all the answers
- **Hold on to your dreams and aspirations:**
 - Don't give in!
 - Don't give up!