The Thrive approach is a developmental model and framework that can be used to understand and identify social and emotional wellbeing needs of children and adolescents. The training consists of 10 sessions whereby if delegates demonstrate a commitment and understanding, go onto become Thrive practitioners. Thrive practitioners are trained to communicate with children and young people (CYP) therapeutically and deliver interventions to support those with identified emotional wellbeing needs. Thrive was commissioned for staff within schools to improve the wellbeing outcomes for CYP.

To date there are 21 Thrive practitioners trained from the first cohort of 25 delegates. There were two further cohorts of training, one for primary (14 delegates) and one for adolescents (8 delegates). Training for the two cohorts is due to be completed by the 4th of December. Therefore, in December 2017 there will be a total of 43 Thrive practitioners across 28 schools (See appendix 1 for list of schools).

Due to Thrive being in an initial stage of implementation in schools, two case studies are presented to demonstrate the impact, challenges and the next steps in embedding Thrive into a whole school approach.

**Case Study 1. Hunters Hall Primary School**

Hunters Hall Primary school currently have 683 children on roll. There are 2 Thrive practitioners (a learning mentor and a teaching assistant) trained in Hunters Hall were employed solely to deliver Thrive interventions.

Hunters Hall currently use a targeted approach with their Thrive interventions, delivering 5 interventions a week in a group setting of 5 children per group. This is delivered for Year 4, 5 and 6, for a period of 6 weeks. Therefore, totalling 75 children participating in Thrive interventions on a weekly basis.

The Groups covers a range of topics, initially the first group of students taking the opportunity to co-produce the group’s rules and covering other areas such as ‘heroes’ and ‘what makes you special?’ A baseline of the child’s needs was recorded before the intervention and post intervention. In addition, the group was evaluated and measured as an outcome. In the data received from Hunters Hall’s interventions from 2016-2017 outcomes included:

- Whole group: boosted self-esteem and enabled them to manage friendships more easily.
- Whole group: Increased self-confidence enabling children to work well within a group, to speak in front of an audience and be active listeners.
- Whole group: Fewer occurrences of red and yellow behaviours logged. Children able to self-reflect on behaviour.

In addition, the individuals were assessed pre- and post-interventions to measure the impact of the intervention. Please note that initials represent the child’s name.
Table 1.

Percentage is calculated from the difference between “baseline” and “End”. See Figure 1.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Class</th>
<th>Baseline: Motivation for developing skills</th>
<th>End: Motivation for developing ideas</th>
<th>Difference: Motivation for developing skills</th>
<th>Baseline: Morals and values</th>
<th>End: Morals and values</th>
<th>Difference: Morals and values</th>
<th>Baseline: Understanding need for rules</th>
<th>End: Understanding need for rules</th>
<th>Difference: Understanding need for rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB</td>
<td>3N</td>
<td>42</td>
<td>62</td>
<td>20 (32%)</td>
<td>37</td>
<td>54</td>
<td>17 (31%)</td>
<td>41</td>
<td>64</td>
<td>23 (35%)</td>
</tr>
<tr>
<td>EG</td>
<td>3M</td>
<td>61</td>
<td>83</td>
<td>22 (26%)</td>
<td>50</td>
<td>71</td>
<td>21 (29%)</td>
<td>35</td>
<td>71</td>
<td>36 (50%)</td>
</tr>
<tr>
<td>CJ</td>
<td>3N</td>
<td>70</td>
<td>89</td>
<td>19 (21%)</td>
<td>44</td>
<td>68</td>
<td>24 (35%)</td>
<td>43</td>
<td>61</td>
<td>18 (29%)</td>
</tr>
<tr>
<td>AN</td>
<td>3S</td>
<td>67</td>
<td>86</td>
<td>19 (22%)</td>
<td>54</td>
<td>76</td>
<td>22 (28%)</td>
<td>38</td>
<td>71</td>
<td>33 (46%)</td>
</tr>
<tr>
<td>CE</td>
<td>3S</td>
<td>72</td>
<td>89</td>
<td>17 (19%)</td>
<td>45</td>
<td>77</td>
<td>32 (41%)</td>
<td>46</td>
<td>74</td>
<td>28 (37%)</td>
</tr>
</tbody>
</table>

*Figure 1*
Table 2.

Morals and Values

<table>
<thead>
<tr>
<th></th>
<th>EB</th>
<th>EG</th>
<th>CJ</th>
<th>AN</th>
<th>CE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline: Morals and values</td>
<td>37</td>
<td>54</td>
<td>77</td>
<td>44</td>
<td>74</td>
</tr>
<tr>
<td>End: Morals and values</td>
<td>50</td>
<td>50</td>
<td>58</td>
<td>76</td>
<td>77</td>
</tr>
</tbody>
</table>

Table 3.

Moral and Values

<table>
<thead>
<tr>
<th></th>
<th>AN</th>
<th>CE</th>
<th>CJ</th>
<th>17 (21%)</th>
<th>21 (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of Baseline: Morals and values</td>
<td>45</td>
<td>48</td>
<td>32</td>
<td>54</td>
<td>71</td>
</tr>
<tr>
<td>Sum of End: Morals and values</td>
<td>54</td>
<td>46</td>
<td>70</td>
<td>77</td>
<td>75</td>
</tr>
</tbody>
</table>
Impact on whole school approach

- Hunters Hall have reported that the Thrive training has raised staff awareness about children’s behaviour and as a school they feel more equipped to manage behaviour and the ability to support more vulnerable children.
- Children are aware of their support contacts and are visible across the school.
- Hunters Hall had no fixed term or permanent exclusions for the period of 2015-2016 and 2016-2017.
- Hunters Hall have developed a Thrive area that includes a sensory area where interventions are delivered.
- Since using the Thrive approach, Hunters Hall report that they feel more equipped with working with CYP’s emotional and wellbeing needs.

Feedback and next steps

- The Thrive approach takes time to fully embed as staff need to be made available to deliver interventions.
• To increase parental engagement with the Thrive approach
• For Thrive to deliver a whole school awareness session for all staff.

Case Study 2. Warren Junior School
There are two Thrive practitioners at Warren Junior school. They have also cascaded their skills to three teaching assistants who use the Thrive interventions at the school. Trish Taylor, a teacher at the Warren school teaches in the mornings and delivers Thrive interventions every afternoon for those who have been identified as having lower abilities in Math and English. Trish reported that the school had an existing framework that supported the implementation of the Thrive approach. Trish reported that in the initial phase of embedding Thrive practice into their school, they delivered 12 psycho-educational assemblies to the school children which included aspects of Thrive such as peer support and informing children how to identify other children who may need support. Trish reported that one of the challenges of implementing Thrive across the school is that in the initial phase staff were resistant to the approach as it challenged existing ideas of behaviour management. However, Trish reports that staff have now witnessed the improvements and impact of the Thrive work which has resulted in a change of attitude.

Other actions that the Warren school have implemented because of using the Thrive approach includes:
• Delivered 3 inset sessions for all staff (including kitchen staff/caretaker, etc.)
• Provided additional voluntary continued professional development for staff about the Thrive approach
• Have started a lunchtime club providing targeted support to encourage social skills for those who are struggling at playtime.
• Have used the action plans with parents
• Developed a peer mentoring support system
• Have developed a ‘Chill and Chat’ room whereby students can drop in to speak with a member of staff
• Every quarter, the Warren school assess the whole school and each class will have a Thrive target.
• Thrive practitioners offer advice and guidance to staff

Mid-course summary of delegate feedback
Below is anonymised data received about the impact of the training.

“Great day- made me think. I am already planning next term.”

“Enjoyed today’s session about dealing with the approach to teenagers’ behaviour.”

“Thought provoking, emotionally charged session which was handled thoughtfully for participants.”

“The day was emotional but very insightful.”

“Really enjoyed sharing our action plans and deciding which strategy to use in developing areas of need.”

“Very informative session.”
Next Steps as stated by previous impact report (October 2016)

1. **Finalise and agree the Thrive action plan**
   The Mental Health Adviser for LA and Thrive Trainer Sharon Gray to meet in January to develop a robust Thrive implementation plan to assist schools in embedding approach.

2. **Explore benefits between the Thrive approach to holding and physical interventions such as Team Teach.**
   Team Teach is a de-escalation strategy used when CYP are in a state of emotional and mental health crisis whereas the Thrive approach is a whole school system and approach at working with all CYP’s wellbeing needs.

3. **Further Overall impact to be gathered**
   Ongoing, accurate data is required from all schools so that information can be analysed to provide a clear understanding of needs for both school and young people.

4. **Support Schools to sustain Thrive**
   This can be supported by the LA and Thrive implementation plan for schools to be guided with this process.

5. **Consider further Thrive Continuing Professional Development/training.**
   A Thrive network meeting has been set up and was held on the 26th of September 2017 and recommended that this meeting be held on a regular basis. This serves the purpose to celebrate achievement and identify possible issues together, through creative thinking we can facilitate discussion, peer support and possible solutions.

**Summary**

Due to limited data provided by school, conclusions were drawn from schools who provided feedback about the impact of using the Thrive approach. When schools adopt a whole school approach to meeting the emotional wellbeing of their CYP, the ethos, culture and environment fosters support and improved outcomes for CYP. However, due to Thrive being a whole school approach this has implications on policy, practice and resources. Therefore, it is important to note that it may prove challenging to draw accurate conclusions at such an early phase of the initiative.

**Recommendations**

To collect outcome data from all schools who use the Thrive approach. This will provide a broader summary of the impact across schools in LBBD. Outcomes and data collected should include, individual attainment and attendance details for children and young people who participate in Thrive interventions.

To keep an up to date list of all Thrive schools and practitioners.

To continue with the Thrive Network meetings to share expertise and knowledge.

For all schools to be made aware of Thrive and how it can be used in schools. This can be delivered within the implementation plan.

For schools that adopt the Thrive approach, to have at least two full time Thrive practitioners on site for the Thrive approach to be effective.
For school staff to be aware of the similarities and differences of using Thrive and Boxall and how they can be used collaboratively.

For Thrive, Schools and LA to develop an implementation plan to ensure that the senior leadership team (SLT) are involved in the implications and benefits of using the Thrive approach.

Appendix 1-
LBBD Schools who participated in Thrive training

1. Roding Primary School
2. Thomas Arnold Primary School
3. Riverside Bridge School
4. Godwin Primary School
5. Hunters Hall Primary School
6. Manor Longbridge Primary School
7. Marks Gate Junior School
8. George Carey Primary School
9. Henry Green Primary School
10. Eastbury Primary School
11. Richard Alibon Primary School
12. St Peters RC Primary School
13. Warren Junior School
14. Southwood Primary School
15. Parsloes Primary School
16. Marks Gate Infants School
17. Ripple Primary School
18. Grafton Primary School
19. William Ford Junior School
20. John Perry Primary School
21. Dorothy Barley Junior School
22. The Leys Primary School
23. St. Teresa RC Primary School
24. Dagenham Park C of E Secondary School
25. Eastbrook Comprehensive Secondary School
26. The Jo Richardson Community School
27. The Sydney Russell School
28. Mayesbrook Park Campus