



**Federation Headteacher: Mr M Elcock**  
**Federation Deputy Headteacher: Mrs E Bournier**



Dear Parents and Carers

Please see the following information introducing you to the 'Thrive' approach as we are proud to announce we are following the Thrive approach across the federation to become 'Thrive Schools'.

## Embracing Thrive: a parent's guide

The Thrive Approach has been developed over many years helping children to flourish. It supports their emotional and social development and helps them feel happy and secure, able to enjoy friendships, relate well to others and be ready and able to learn.

## The Thrive Approach

Thrive is a special way of working with all children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment. Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development. Repetition of these activities supports their development, helping them to:

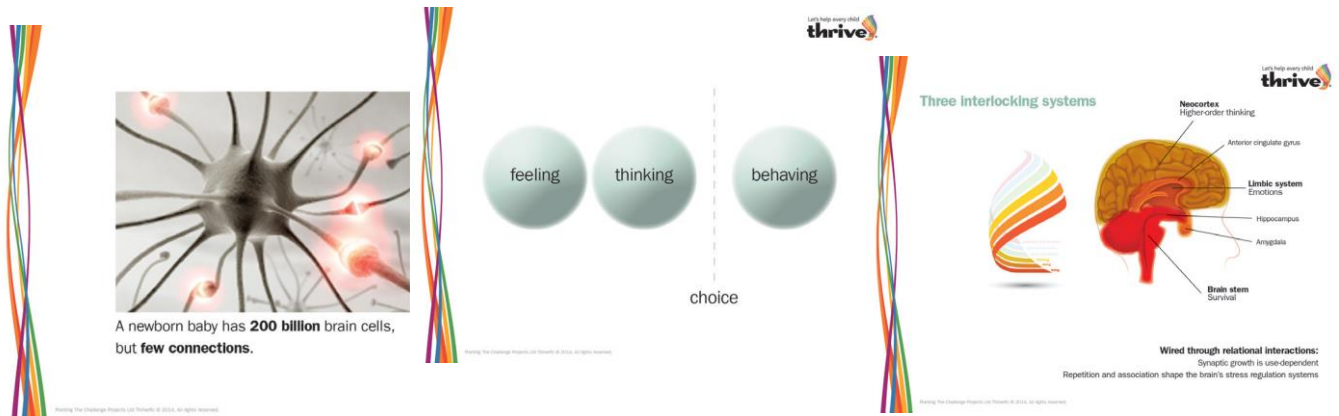
- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional well-being
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way
- ...and much more.



## How does it work?

Appropriate for all children from birth to adulthood, The Thrive Approach draws on the latest research into brain science, child development theory and attachment theory. It helps us to understand how babies' and children's brains develop, and how parents, teachers and other professionals can best support this development by providing the best experiences for the children at each stage.

Thrive also helps us to better understand the children's needs being signalled by their behaviour. Sometimes children may struggle because of temporary setbacks or other, longer-term changes in their lives such as a separation, a bereavement, a family illness or accident, or even the arrival of a new baby. They may signal their distress by becoming more withdrawn, or distant, or perhaps more challenging or disruptive, or even by trying too hard to please. If this happens, we use Thrive to look beyond the behaviour to give these children the support they need to get back on track. Sometimes they only need a little extra support in class and sometimes they may need additional one-to-one time to help them along.



You may find your child discusses being involved in some whole class, group or 1:1 thrive work during the next academic year. Please don't hesitate to be in contact if you have an questions relating to the Thrive approach.