

# Welton St. Mary's Church of England Primary Academy



## Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

*'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.'* Romans 15:13

## The Thrive Hive Policy

Approved March 2025

## **Welton St Mary's Church of England Primary Academy**

### **Rationale**

At Welton St Mary's Church of England Primary Academy, we believe that to enable our children to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and where possible, offer nurturing and enriching experiences to enable the development of the whole child. We recognise that some of our children are not always emotionally ready to learn when they come to Welton St Mary's and require an increased level of support for them to access the wider curriculum. For this reason, we offer The Thrive Hive provision for those children who require additional support for their social and emotional development and regulation alongside academic development.

### **Aims:**

The Thrive Hive provides a space where a modified and personalised curriculum can be delivered in an environment based on the principles of nurture which are as follows:

Children's learning is understood developmentally.

The Thrive Hive offers a safe space.

The importance of nurture for the development of self-esteem.

Language is a vital means of communication. All behaviour is communication.

The importance of transition in children's lives.

### **We aim to:**

- Encourage the development of positive social relationships with both peers and adults.
- Provide opportunities to understand emotions and develop pupil's self-worth, confidence, motivation, trust, self esteem and adaptability.
- Provide a safe, calm and nurturing environment, alongside a programme of activities structured to meet the emotional, social and intellectual needs of each child, while keeping them in close contact with their base class.
- Support children to understand their behaviour, that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.
- Support the development of a whole-school nurturing ethos focused on inclusion

- Ensure that all children meet their academic potential through small group interventions.

### **Referral Criteria**

Initial concerns from a Class Teacher will be raised through a referral to SENDCo and then a discussion will take place. Children's emotional, social and academic needs are then discussed at a weekly meeting between the Pastoral team and SENDCo and whether the Thrive Hive is the right environment for the pupil. Initial Quality First Teaching (QFT) strategies, targeted and personalised interventions will be put in place to address the child's individual needs. There will be no more than 4 children in the Thrive Hive at any one time due to the space and needs of the children learning in there.

The following children would be considered for a place in The Thrive Hive alongside working in their classroom:

- Children who appear emotionally insecure children who require additional support with emotional
- Children who require additional support with developing social skills, sharing, cooperating with others
- Children with a short attention span who are unable to access the classroom learning environment
- Children who demonstrate dysregulated behaviour and are working significantly behind their peers.
- Children who appear unable to integrate into a mainstream classroom and require time in a smaller learning environment

A log of the child's behaviour and learning will be kept throughout their time in The Thrive Hive to facilitate comparisons and identify the antecedents. The purpose of this is to help children develop strategies to manage their behaviours within The Thrive Hive and transfer these skills across the setting. A range of nurture-based strategies will be used to support the children in developing their social and emotional learning.

These may be as follows:

- Through a puppet or soft toy, the children will be introduced to the rules to follow to show good listening. They will be encouraged to demonstrate these rules for themselves and look for good listening in others.
- During talking and listening times, the children will be encouraged to speak and to wait for their turn, replying to and complimenting others.

- Games and role play will be used to demonstrate behaviours such as turn taking and social interaction.
- Puppets, masks, posters and other prompts will be used to encourage the children to reflect on how they feel, and on how they can affect the feelings of others.
- The children will be encouraged to quickly respond to instructions from all adults but also to operate independently when appropriate and to use their own initiative.
- Positive praise will be used constantly and at every opportunity to encourage the children. Stickers will be awarded to enable them to feel a sense of success.

In the event of staff absence, the SENDCo and Headteacher will make the decision, dependent on the needs of the children and the availability of other staff, as to whether to use another member of the TA Team (who is well known to the children in the provision and trained specifically to support the needs of this provision) to support in the group for the day, or whether to close the provision for the day.

Termly meetings between The Thrive Hive and the Class Teachers should take place to inform assessment information, as Class Teachers retain the accountability for pupil outcome data. Maths and English outcomes are given by Class Teachers, using the personalised target sheets. The Lead Thrive Hive staff member will then plan work accordingly. To ensure that social behaviours are effectively modelled, The Thrive Hive is always supervised by at least two members of staff. The Thrive Hive will be subject to regular monitoring in line with the SLT monitoring schedule. They are able to come and take part in activities to not only familiarise themselves with the new surroundings but also to begin to create relationships with The Thrive Hive team.

### **Physical Intervention**

Any pupil who is identified to attend The Hive who has previously exhibited physically violent or aggressive behaviour, will have a personal plan put into place. All staff and the pupil's parents will be informed of the personal plan which will identify a range of de-escalation techniques. In the event of such behaviour, physical intervention would be used as a last resort, in line with The Positive Handling Policy. A record of any such intervention would be kept, using the appropriate form.