



Lea Community Primary School's Thrive Charter



We are defined in part by the 'Thrive Approach' at Lea Community School but what does that mean for our children and what can they expect as part of our Thrive Charter?

We all take great pride in the positive relationships we forge through our use of Thrive and as a school we will:

BEING IN RELATIONSHIPS

- Ensure that all physiological and psychological needs are met.
- Be consistent, reliable and provide clear boundaries following our school's behaviour policy.
- Be a role model when talking to other adults.
- Make eye contact with adults and children, using their name and smiling at them.
- Make facial cues explicit and clear.
- Teach explicit calming, breathing and relaxing techniques and model how to regulate emotions.
- Acknowledge and validate experiences and feelings of children.
- Regularly make reference to sensations and match these to a range of feelings
- Get to know children well, notice small details, show interest in their lives and be curious about any changes.
- Provide an inspirational learning environment, catering for a range of needs and abilities. These environments will include quiet, safe spaces which children can access when they need them.
- Celebrate the gifts and talents of all children, including celebrating what make us all unique and special.
- Have fun with children and model playfulness.

There will be times when children will need additional support. What does this include at Lea Community Primary School?

- The provision of properly resourced Safe Spaces around school
- Time out of class to access a wide range of "pods" giving all children a chance to re-regulate their emotions
- Unrelenting support to ensure that all children are able to access and/or re-engage with learning and life.
- Time out of class to transition smoothly between activities; this could be for a sensory break, calm down session or re-regulation period depending on the needs of the child.
- Additional notice about change and early warning of activities finishing.
- More structured indoor and outdoor activities based on play interests and friendships.
- The provision of sensory equipment such as stress balls, stretchy toys and fidgets for anxious moments and additional support.
 - Visual reminders including 'now and next' boards.
 - Sensory breaks
- An acknowledgment that on big occasions, or at times of change, children may become overwhelmed so additional resources and/or support will be needed.
 - Providing drawing activities to link sensations to feelings.
 - Use singing to calm and soothe.
 - Playing games that are based on non-verbal signals.
 - Using puppets to explore a range of feelings.
 - Using feathers, face painting and bubbles to explore a range of senses.
 - Providing sand trays and opportunities to explore social stories.
 - Providing opportunities for children to cook together, play musical instruments and percussion games.
 - Providing opportunities to take part in games that are based on trust.

