

For an informal discussion or further information about the Thrive Approach please contact Paul Prescott; p.prescott@tavistockcollege.org or through the college switchboard; 01822 614231 Extension 203.

If you think you or your child would benefit from the Thrive Approach, please contact either the relevant Head of Year or Alexandra Thomas, Health & Multi Agency Coordinator; al.thomas@tavistockcollege.devon.sch.uk.

If you suspect that a child is at risk of harm please contact the Designated Safeguarding Lead, Barbara Manning or, out of hours, call the Devon Multi Agency Safeguarding Hub on 0345 155 1071 or the Police 999/101.



TAVISTOCK COLLEGE

Principal: Mrs Sarah Jones BSc (Hons), PGDip, M.Ed
Crowndale Road, Tavistock, Devon PL19 8DD
Tel: 01822 614231
E-mail: office@tavistockcollege.devon.sch.uk
Website: www.tavistockcollege.devon.sch.uk



What is Thrive?

Together; we care, we challenge, we excel.



What is thrive?

The Thrive Approach is grounded in the latest scientific developments in neuroscience. The field of neuroscience has undergone rapid advances in recent years, prompted by significant innovations in brain imaging. These have yielded important insights about how the brain and nervous system function and develop. In particular, scientists have discovered that the neural pathways of the brain and wider nervous system are relatively unformed at birth, undergoing much of their development during the first three years of life in response to relational experiences with primary care-givers. A key development during this period is the establishment of the body's stress-response system. This lays the foundation for our social and emotional development throughout life, affecting our capacity to relate, love, learn and manage stress in healthy ways. However, research has also revealed the inherent 'plasticity' of the brain – its capacity to forge new neural connections in response to experience. The fact that the brain retains this property to a greater or lesser degree throughout life means that where brain development has been less than optimal, it remains possible to intervene at a later stage to fill the gaps.

In the Thrive Approach we build on these insights to offer a way of working with children and young people that supports the optimal development of their brains and nervous systems. Furthermore, where the nature of children's early experiences mean that they have not developed a good enough stress-response system and therefore find it difficult to relate or learn, we offer a structured way to provide the missing relational experiences in order to rewire their neural circuitry for more effective functioning.

Thrive Practitioners

We currently have six licensed practitioners. This means they have undertaken approved training and are accredited to use the Thrive Approach. Our Thrive team are:

Jane Brown
Clare Carroll
Julie Edwards

Julie Greener
Andy Jerrett
Paul Prescott

Paul Prescott

I am dedicated to supporting the social and emotional wellbeing of the student. By developing a relationship with the child based on mutual respect & trust; recognising the student's need through empathy, providing 1:1 support and using relevant activities to plug the developmental gap.

It is my aim to educate both student and parent about the neuroscience of the adolescent brain and its developmental strands. How using the vital relational functions can help regulate the student in times of crisis; in particular those who display intense rage, suffer from severe anxiety and those who have experienced significant trauma or loss.



Jane Brown

I work on Monday, Tuesday, Thursday and Friday. I receive referrals for Thrive mentoring from the Heads of Year, parents or sometimes students ask to join the caseload as they feel it would be of benefit to them.

I love working with the Thrive approach as a proper assessment of the students' needs is carried out in advance of any work and then proven strategies to address these needs are recommended and formulated into a clear action plan. Action plans can be created for home use as well as school and it is great to work with parents/carers where possible and use a wide range of activities and techniques to support. I am particularly looking forward to developing an animal therapy strand to Thrive mentoring.



Andy Jerrett

I can safely say that completing my Thrive training was a life changing experience – it absolutely put that seal of approval on the thought that; "it's ok to be yourself!" During my work with young people both in and outside the primary schools and college, building and sustaining that vital relationship with them has become the foundation of my practice.

Our emotional state, both as adults and young people has such an impact on the way we think and act - it profoundly affects our behaviour choices. This behaviour in turn helps us to get on with others and enables us to be able to settle into our learning.

