

- To help a child calm, together count 1-10 backwards or say the alphabet or recite a poem or sing a song they know and like or any other activity that helps the child to stay thinking when they feel emotional
- Create zoned spaces within classroom for child / young person to go to when necessary either for safety or for connection with a named person. Always keep the child/young person in view.
- Eating together: sit with the child / young person; make eating and drinking a shared experience; have snacks/drinks available
- Massage Mouse: with a child's agreement use knobbly wooden roller to massage feet and hands and / or shoulders.
- Quiet relaxation time: create a dreaming den / chill-out zone with audio music and or story or rhyme or poetry recordings. Stay in touch with the child
- Rocking and rolling games; anything that involves rhythmic repetitive right left movements. Make it a game or a challenge over different obstacles.
- Use visual timetables and visual reminders of routines and rules
- Invite young person to help you choose a playlist of music, rhymes, songs/ lullabies suitable for using with babies and infants. Invite parents in or try out the new resource in an appropriate setting.
- Provide 'tangles', squeeze balls, beanbag toys or any safe objects that can be handled to calm anxiety or help with agitation
- Do mirroring games:- movements, gestures and expressions
- Face painting (use face paints or pretend to by using cotton wool ball): describe what you are doing and make it fun.
- Provide knitting or embroidery to unpick or soft items to unravel to address agitation or anxiety



- 'Star for the Day' - focus on the child, acknowledging and celebrating their positive attributes
- Acknowledge and include all children/young people whatever their talents; celebrate the person, not what they can do.
- To help a child calm, together count 1-10 backwards or say the alphabet or recite a poem or sing a song they know and like or any other activity that helps the child to stay thinking when they feel emotional
- Badges and stickers and certificates just for the child being who they are
- Create zoned spaces within classroom for child / young person to go to when necessary either for safety or for connection with a named person. Always keep the child/young person in view.
- Involve or refer to Child and Adolescent Mental Health Services (CAMHS) where necessary
- Involve or refer to Child and Family Consultation Services, where necessary
- Involve or refer to Child Protection Officer where necessary
- Involve or refer to a Child Psychotherapist where necessary
- Consider change of pupil grouping that will better support the child.
- Consider creating a THRIVE group room and arrangements for 1:1 support for younger children who have early developmental / emotional needs.
- Containment: create a safe space to retreat into: small open fronted tent; netted area in class decorated with stars or soft lights; screened area with cushions or soft toys. All areas where child can be seen by adult
- Adorn child -making jewellery for them, rings, bracelets, necklaces or identity tags, friendship bracelets, sports medals, medals they would like from foil/dough and plaster etc
- Do a project on eyes and faces to develop the child's confidence in relationship with others: draw; make eye shapes in sand, clay, playdough, paint, use pictures, cut out images from magazines
- Draw round hands, feet, bodies. Talk with the child as you are doing this activity e.g. 'I am approaching your foot etc.'
- Involve or provide access to alternative provision e.g. Education other than at School (Eotas)
- Ensure school systems support the allocation of 1:1 and/or small group support to children/ young people on Thrive Action Plans
- Ensure time with and access to Form Tutor or other trusted member of staff; offer pastoral guidance.
- Establish and maintain contact with parents / carers; make arrangements to involve them in THRIVE assessments and action plans
- Eye signals - hold hands or balloon / cushion between bodies and wink twice with left eye to take 2 steps left and make it increasingly more difficult e.g. wink twice - 3 steps left, eyes up sit down etc.

- With an older child, invite the young person to create a particular 'look' or decorate a mask and then take turns wearing each others creations and discuss what it felt like. Can be done in small group with individual attention.
- If the child agrees, use feather tickling on face, arms and hands to increase their sensory awareness Feeding: sit with the child(ren) / young people and make eating and drinking a shared experience - have snacks/water/drinks available.
- Eating together: sit with the child / young person; make eating and drinking a shared experience; have snacks/drinks available
- Provide a safe space which is monitored, for quiet time in a 'dreaming den' ; consider using fibre-optic lights or stars , and music or story audio files/cds for special relaxation time.
- Hand painting: describe what you are doing as you paint, staying connected with the child through eye contact and smiles; Hand prints in paint, bubbles, hand lotion etc.
- Have clear boundaries that the child/ young person understands and try to keep these as much as possible. Non-negotiable boundaries are for safety of child/young person, others and yourself.
- Have close, direct contact with parents / carers wherever possible. Keep them informed. Have and use an effective confidentiality and data-protection policy.
- Have regular 'celebration' events, recognition walls etc. that include this child / young person- make it about something real and recognisable.
- Have regular 'celebration' events / recognition walls / 'In the spotlight' days or lessons / class books, video diaries etc. marking a broad range of achievements and /or giving positive feedback on what the child /young person has done.
- Make links with any local health drop-in centres or create one in the setting. Make health advice and information easily available.
- Make a link with local or national health support services. Develop a list of local resources and specialist practitioners for referrals e.g. domestic violence units; hospice, drugs & alcohol dependence
- Review curriculum/subject access to increase awareness of differentiation and sensory experience, support with supervision/accompaniment.
- Provide 1:1 support for learning e.g. a Learning Mentor.
- Lotion or powder prints: apply to child's hand or foot; make patterns for wallpaper; take photos and create as 'wallpaper' or screen savers on computers or reproduce as wrapping paper. Be willing to join in
- Make eye contact as part of every engagement with a child and before giving explanations or instructions
- Massage Mouse: with a child's agreement use knobbly wooden roller to massage feet and hands and / or shoulders.
- Mirroring - face child, move arms, face, other body parts. Take turns in being the leader

- provide for child's physical needs when you notice when they are tired, restless, thirsty, or hungry
- Pamper session: hairdressing time, manicure and pedicure, hand washing and putting on non-allergenic lotion / cream
- Play at exaggerating facial expressions for feelings: use happy, excited, pleased, satisfied not scary or angry looks and gestures
- Play at mirroring facial expressions for happy, excited, worried, confused, angry, sad, scared; play a passing game
- Play mirroring games and exercises: movements, gestures, expressions e.g. pass round the circle
- Praise trees; praise poems; ' feedback on 'I am special because....' completed by others
- Quiet relaxation time: create a dreaming den / chill-out zone with audio music and or story or rhyme or poetry recordings. Stay in touch with the child
- Ensure a child / young person spends some time with someone who enjoys being with them.
- create an agreed way of greeting/acknowledging the child - eg high 5, clasp hands/fingers, thumb shake etc
- Teach relaxation: breathing into belly, counting, sensing body, recognising sensation; recognising body zones through describing sensations
- help the children see and learn about the effect of their own and others visual and social cues (use of photographs, selfies, drawings, mirrors etc)
- Trust games / activities
- Use of small world, tea sets, puppets etc. to help build relationship with the child through meeting their needs and making them feel special
- Use pets and animals to support the development of relationship
- Use visual timetables and visual reminders of routines and rules
- Use visualisation and guided imagery e.g. to create safe place or to contact safe, wise person
- Create a video 'Praise Pod' for people to leave positive comments about the child or young person
- Provide an opportunity for video diaries that are confidential between you and the young person
- Special advocate: allocate someone who knows the child well to be available for them, anticipating and meeting their individual needs as appropriate
- Collect photos, pictures, mementoes and commentary to provide a record of your time with the child or young person in an album or homemade book
- Remind the child or young person of shared moments since they have been with you and let them know that you have valued and enjoyed these times.
- With a child/young person, help them to say, draw or use creative materials to share something they like about themselves.

- With a child/ young person, have drama or display project to help them gain confidence in realising and owning their skills, experiences or interests.
- Create opportunities to work with hairdressers, beauticians, reflexologists, sports coaches or injury specialists to provide safe body-based experiences of care and nurture
- Use circle games or passing games with sounds, movements, gestures, facial expressions to support recognition of facial cues and body language
- Plan in opportunities for hair washing and everyday self care in a sensitive and unexposing way e.g. trips to swimming baths; projects to research best hair care products etc. Be creative.
- Managing change: Talk over and anticipate all that the child or young person might need to manage an event, an outing or just the next thing well. Make sure s/he knows where you are to provide assistance or any needed resource. Review how the child managed
- Invite young person to help you choose a playlist of music, rhymes, songs/ lullabies suitable for using with babies and infants. Invite parents in or try out the new resource in an appropriate setting.
- Support young person with basic everyday living skills.
- Consistently use the Vital Adult-child regulating functions: Attune, Validate, Contain and Soothe, to help the child or young person's regulate their emotional states
- Select the child or young person for a special role: tell them specifically the qualities they have that supported your choice.
- Explore the fragrances, textures, tastes, sounds and sights of a range of different things so the child/young person can discover their likes and dislikes.
- Teach relaxation and the use of the breath to calm and soothe; role model and use the techniques regularly
- Role model and teach about uncomfortable sensations and emotions in the body; help the child(ren)/young person/people to recognise and name them in themselves.
- Go through the child or young person's every day routine. Identify where personal needs arise and how they could be met. Keep it simple and manageable. Put in support as necessary. With older child, involve them in recognising their needs.
- Anticipate and rehearse how to manage situations that are new or difficult for the child or young person. Provide practical support and tangible reminders of what has worked or gone well. Consider using a transitional object.
- Create time when you and the child can talk about and name the people who help them or look out for them and keep them safe.
- Tell, read or share stories that show how important it is for the child to know their own needs and have some ways of getting them met. Use music, animations, films.

- Decorate biscuits or cupcakes together.
- Provide safe yet stimulating alternative 'playtime' activities (and out-of- hours activities) that are supported and supervised by a staff member for those children/young people who cannot manage unstructured time safely.
- Create lots of opportunities to observe faces and notice different expressions; link to sensations and feelings
- Making posters, bookmarks, decorated labels that describe the child's qualities or interests positively
- Explore all the ways in which children and yourself are different and celebrate them visually
- FUN & CONNECTION THROUGH PLAY:- a) Play peek-a-boo together b) Sing together c) Play repetitive and predictable games that are fun and familiar d) Play trust games such as Row the boat. Gentle experiences rather than hectic activity.
- Start and finish each session or day with something you both enjoy. Set up a routine that welcomes and completes the time well.
- Make learning fun; provide regular opportunities for shared enjoyable activities that keep the child or young person safe
- Provide 'tangles', squeeze balls, beanbag toys or any safe objects that can be handled to calm anxiety or help with agitation
- Find out through a game about optimal space how much space is necessary for the child/young person to feel comfortable. Observe the child in relation to you and others. Help them to manage space more effectively and to recognise other people's signals .
- Create opportunities for the child/ young person to show what they have done and to get positive feedback on this from others Including peers.
- Read stories, aloud with the child to explore and reflect emotional issues like loss, being scared, being angry, getting over excited, making or losing friends etc. If you are writing a therapeutic story for the child, ensure you involve and have permission
- Support a shy child into a group or pair to do an activity that focuses on positive qualities.
- Choose a Friend for a session/a day. Carefully choose a pairing of children to do some activities together where they have to find things out about each other and make each other a special present. As confidence grows, introduce random pairings.
- Be aware that children/young people who have experienced loss or are anxious will need unobtrusive support and close attention. Create opportunities for play based/ arts-based activities that will allow safe exploration of feelings.
- Accompany the nervous or self contained child into new activities or place them in the care of a caring, friendly older child. A Buddying system or Mentoring opportunity might be useful so that social status is preserved.

- Create a transitional object like a key ring, a pen, a stress ball, a mug with a photograph of someone or some place or something that is significant to the child or young person
- Do mirroring games:- movements, gestures and expressions
- Maths: Measure around bodies arms/legs etc.
- Art: Draw round hand and decorate; display and celebrate.
- Maths/PSHE: Measure smiles/eyes/ears making number work enjoyable and tangible
- Art: with child's agreement make moulds of body parts e.g. hands with foil or plaster etc
- Face painting (use face paints or pretend to by using cotton wool ball): describe what you are doing and make it fun.
- Teach breathing routines to aid relaxation: feet on floor, bottom on seat, deep breath to the belly counting in for 3 and out for 5; repeat.
- Provide structured time for having positive contact with a child/young person.
- Provide safe sensory stimulation through the provision of weighted blankets, various differently textured materials, dens made of cloths draped over furniture, sensory bags of material samples, sand play, playdoh, natural objects, fragrant plants, scented candles
- Provide twisted towels or dog pulls for pulling and twisting; make the pulling activity safe.
- Provide knitting or embroidery to unpick or soft items to unravel to address agitation or anxiety
- Provide stress bangles, stress balls for fiddling/gripping that help the child release agitation when anxious
- Use rocking, rhythmic songs to share with repeated gestures to address agitation and anxiety
- Provide sensory (special needs) air-filled stimulation cushions for sitting on to manage a child's agitation and unsettled behaviours
- Percussion sessions, drumming opportunities at routine times or available, supervised in a safe environment