

SEMH intervention in practice

Thrive's SEMH intervention helps educators address unmet social and emotional needs by assessing development and tailoring support. This strengthens relationships, improves behaviour, builds confidence, and leads to better engagement, attendance, and staff wellbeing. Life changes, big events, or trauma can interrupt a child's social and emotional development. As they get older, these gaps can widen, but with the right help, they can close.




This is Sammy's story

Year 7 At crisis point

Home life was unsettled. Sammy's* behaviour spiralled. School felt unsafe. Learning felt pointless.




First step: building safety and trust. Sammy was given space to manage emotions, feel secure, and start naming his feelings.

 **Small win:** fewer classroom removals, first steps in talking about emotions.


Year 8 Starting to connect

Once Sammy felt more secure, the next step was building confidence through group activities, a mentor, and extra-curricular clubs. He began forming stronger friendships and started believing he belonged.

 **Small win:** more engaged in lessons, started to enjoy being in school, stayed in the classroom.

Year 9 Stepping up

With stronger foundations, Sammy began to problem-solve, take on responsibility, and plan ahead. His grades improved and his attitude to learning shifted.

 **Small win:** started asking "What can I do to help?" instead of "Why should I?"

Year 10 Moving forward

Sammy is now a **Thrive ambassador** at Meridian High School. He supports younger pupils, helps them through challenges, and is a role model in and out of the classroom.



[Read Sammy's full story >](#)

*Name changed.

From crisis to progress 4 years of change

Year 7

"Every day felt like a fight just to get through."

Year 8

"Sammy started saying 'yes' to group work. Even smiled in class sometimes."

Year 9

"He stepped up, solved problems, helped his peers."

Year 10

"Now he's the one other students go to for advice."



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