



Bridging The Way

Inspiring through Education

THRIVE Intervetion Theory of Change

Why we exist, who we support, and how lasting change happens.

Rationale

Children and young people experiencing behavioural difficulties, poor relationships, emotional challenges and disengagement from education are at greater risk of exclusion, violence, exploitation and poorer long-term outcomes. These behaviours are often linked to unmet emotional, social and educational needs rather than deliberate misconduct. Early, relationship-based intervention can strengthen protective factors, promote healthy relationships and positive behaviour, and reduce the likelihood of concerns escalating.

Target Population

Children and young people aged 11–16 attending mainstream secondary schools, Alternative Provision and PRUs who are displaying, or are at risk of developing, inappropriate or problematic behaviours, poor relationships, low engagement, repeated behaviour incidents, poor attendance or other indicators of vulnerability.

Assumptions

- Schools prioritise early intervention and commit to the programme.
- Young people and families engage with support.
- Trusted relationships can be developed through consistent mentoring.
- Staff deliver Bridge with fidelity to the intervention model.
- Schools continue to provide safeguarding and pastoral support alongside the intervention.
- Early intervention is more effective than responding after behaviours become entrenched.

Risks

- School capacity and leadership commitment.
- Learner attendance and participation.
- Family engagement and wider home circumstances.
- Staff turnover and implementation fidelity.
- Access to specialist services for complex needs.
- Wider community, peer and online influences.

Activities

- Assessment and personalised intervention planning.
- Structured sessions on healthy relationships, respect, consent and gender norms.
- 1:1 mentoring and relationship-based support.
- Restorative conversations and conflict resolution.
- Family engagement and home visits.
- Staff consultation and safeguarding collaboration.
- Progress reviews and transition planning.

Measures

Learner pre- and post-intervention questionnaires measuring knowledge, attitudes and confidence around healthy relationships, respect, boundaries and gender norms.
Learner voice activities, session feedback and reflective discussions to understand changes in understanding, confidence and behaviour.
Practitioner observations, learner support plans and case studies tracking progress in emotional regulation, decision-making and engagement.
School behaviour data, behaviour incident records, pastoral logs and CPOMS records (where appropriate) to monitor changes in inappropriate or problematic behaviours.
Attendance data, punctuality records and school engagement information to measure improvements in participation and connection to education.
Feedback from learners, teachers and pastoral staff to assess improvements in relationships, trust and school belonging.
Staff surveys, consultation feedback and school evaluations to measure increased confidence in identifying and responding to harmful behaviours.
Family engagement records, communication logs and feedback from families to monitor improved relationships between home and school.
Safeguarding data, referral trends and school feedback to assess whether the intervention contributes to safer and more inclusive educational environments.
Delivery monitoring records, including attendance at sessions, participation levels and intervention completion data, to assess implementation quality and reach.

Outcomes

Short-Term Outcomes
Increased knowledge of healthy relationships, consent and respect.
Improved emotional regulation and communication skills.
Increased confidence, resilience and sense of belonging.
Stronger relationships with trusted adults and peers.
Increased family engagement with education.
Medium-Term Outcomes
Improved attendance, punctuality and engagement.
Reduction in inappropriate and harmful behaviours.
Improved peer relationships and school connectedness.
Increased staff confidence in responding to inappropriate behaviours.
Earlier identification of safeguarding concerns.
Long-Term Outcomes
Reduced suspensions, exclusions and persistent absence.
Reduced risk of relationship-based violence, exploitation and harmful behaviours.
Improved educational engagement and wellbeing.
Safer, more inclusive school environments.
Sustained positive relationships and improved life opportunities.

Impact

Children and young people develop healthy, respectful relationships, remain positively engaged in education, and are less likely to experience violence, exclusion or long-term disengagement. Schools strengthen their capacity to create safe, inclusive environments where early intervention supports positive behaviour and lasting change.