

NHS Derby and Derbyshire Children and Young People's Emotional Wellbeing and Mental Health

In Derby and Derbyshire, we use the THRIVE approach to show the services and information available for supporting Children and Young People's emotional wellbeing and mental health.

We all have emotional wellbeing and mental health needs, and this can differ over time, depending what challenges we might face. Our approach is based on the THRIVE Framework for system change ([Wolpert et al., 2019](#)), which describes how all the people who connect with children and young people can play their role in helping them to have good emotional health and wellbeing, enabling them to 'thrive'.

Watch this short [THRIVE video](#) to find out more about the THRIVE needs-based groupings.

What is the THRIVE approach?

The THRIVE approach has five needs-based groupings which are:

- Thriving
- Getting Advice
- Getting Help
- Getting More Help
- Getting Risk Support

Children and young people move between the THRIVE needs-based groupings at different times – this is normal.

Parent carer feedback - Parents don't naturally identify their child's needs using system 'levels'. They recognise situations, behaviours, and changes.

The slides below show the needs-based groupings and family scenarios that may reflect lived experience, including the needs of neurodivergent parents.

If you recognised yourself in more than one scenario — that's okay. The best level is the one that fits how things feel right now.



Thriving

Thriving means feeling mostly okay in yourself.

You may have good days and tough days, but you're generally coping and able to enjoy everyday life. Support at this level helps you stay well, build confidence and get help early if you need it.

Support for this group focuses on:

- Building confidence, resilience and coping skills
- Promoting emotional wellbeing for all children and young people
- Making sure support is available early, if things start to feel harder

Scenario - "Nine-year-old Kay, is mostly happy and doing well. They have the odd worry like most children, but with support from home, school and the activities they enjoy, they are managing fine and everyday life is still running smoothly, without needing extra help."



Getting Advice

Children and young people who are “Getting Advice and Signposting” may be finding some things harder right now, but they are still able to manage day-to-day life with the right information, reassurance and support around them. Support at this level helps you understand what’s going on, learn ways to cope and know where to get help if you need it.

Support for this group focuses on:

- Listening and taking concerns seriously
- Sharing helpful information and guidance
- Helping children, young people and families find the right support early
- Building confidence to manage wellbeing and seek help if things change

Scenario - “I’m not sure if I need to ask for help for my child?”

My autistic child seems to be worrying more than usual and is sometimes irritable, exhausted and finding everyday demands harder than before. School say they’re coping, but at home things are not right. I don’t know if this is just part of being neurodivergent or if I need some advice and support.”

Even though things feel hard, day-to-day life is still mostly manageable with the right advice and reassurance.



Getting Help

Getting Help means having some extra support from a professional who works with you to agree clear goals, checking how things are going, and making sure the help is useful and stops if it's not helping anymore.

Support for this group focuses on:

- Working with a professional to understand what's going wrong
- Agreeing clear goals about what you want to change or improve
- Getting targeted support for specific worries or difficulties
- Checking regularly whether the help is working
- Changing or stopping support if it isn't helping anymore
- This level is about **extra help**, not crisis care.

Scenario – “Samir’s mood has changed a lot and it’s significantly affecting sleep, school and everyday life feels as though it is a challenge”.

With school and health professionals working together, Samir gets support from a team that help him begin to understand his mood and set clear goals to help him every day. Samir is still able to stay connected to the people already around him.



Getting More Help

Getting More Help means having more regular or specialist support when things feel harder, and are having a big impact on everyday life, even with previous support. Here professionals can work closely with you on clear goals and checking that the support is really helping. This may be a group of professionals working together, which can be called a multi-disciplinary team.

Support for this group focuses on:

- More regular or specialist support when difficulties feel harder to manage
- Professionals working more closely together around your needs
- Clear goals and plans that are reviewed often
- Providing extra time, expertise or support to help things improve
- Making sure the level of help matches how complex things feel

Scenario 1 - “Things are affecting daily life now. Leah is anxious most days and having frequent meltdowns. She is struggling to attend school regularly and everyday routines are a battle. Mum says she is exhausted, and family life is under constant strain.”

Here Leah could get more help by having specialist support that takes more time to understand what’s going on and works closely with her family and school to make daily life feel more manageable.



Getting Risk Support

Getting Risk Support is about keeping someone safe when they are very worried or struggling and other help isn't working yet, focusing on support from trusted adults and services to manage risk and protect wellbeing. This support focuses on safety first, while longer-term help is worked out together.

Support for this group focuses on:

- Keeping the child or young person safe
- Managing serious worries or risks when other help hasn't worked yet
- Support from trusted adults and services working together
- Clear safety plans to reduce harm and manage crises
- Protecting wellbeing while longer-term help is considered

Scenario - "I'm worried about my child's safety"

"My child is talking about harming themselves or not wanting to be here. I'm scared and don't know who to contact. I don't want to overreact, but I don't want to ignore this either."

To keep this young person safe, services may offer immediate support focused on safety, managing serious worries and risks, with trusted adults and services working together.

