



What is the THRIVE Framework for system change?

The [THRIVE Framework for system change](#) (Wolpert et al., 2019) is a conceptual framework for children and young people's mental health and wellbeing developed by a collaboration of authors from the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust. The 2019 publication is the fourth iteration of the Framework.

What are the fundamental elements of the THRIVE Framework?

- The THRIVE Framework is an essential framework for communities who are supporting the mental health and wellbeing of children, young people and families.
- It provides a set of principles for creating coherent and resource-efficient communities of mental health and wellbeing help and support for children, young people and families.
- It aims to talk about mental health and mental health help and support in a common language that everyone understands.
- The Framework is needs-led. This means that mental health needs are defined by children, young people and families alongside professionals through shared decision making. Needs are not based on severity, diagnosis or health care pathways.



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Who does the THRIVE Framework relate to?

- All children and young people aged 0–25 within a specified locality, and their families and carers.
- Any professionals who seek to promote mental health awareness and help children and young people with mental health and wellbeing needs or those at risk of mental health difficulties (whether staff in educational settings, social care, voluntary or health sectors or others).

What does the THRIVE Framework mean for children and young people in practice?

- No ‘wrong door’, meaning that anyone that a child or young person talks to about their mental health, whether they are a teacher, a GP or the school lunchtime assistant, is able to provide them with support or signpost them to available support options.
- Whoever is helping a child or young person with their mental health knows the best ways to ask for their views about what is important to them and what they want to be different, so that there is genuine shared decision making about ways of helping.
- Signposting to things the child or young person, their family and friends can do to support the mental health needs of the child or young person who is struggling.
- Whoever is giving a child or young person more specialised mental health help will support the child or young person to evaluate their progress towards their goals and check that what is being tried is helping.
- Supportive but transparent conversations about what different treatments are likely to lead to, including their limitations.



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