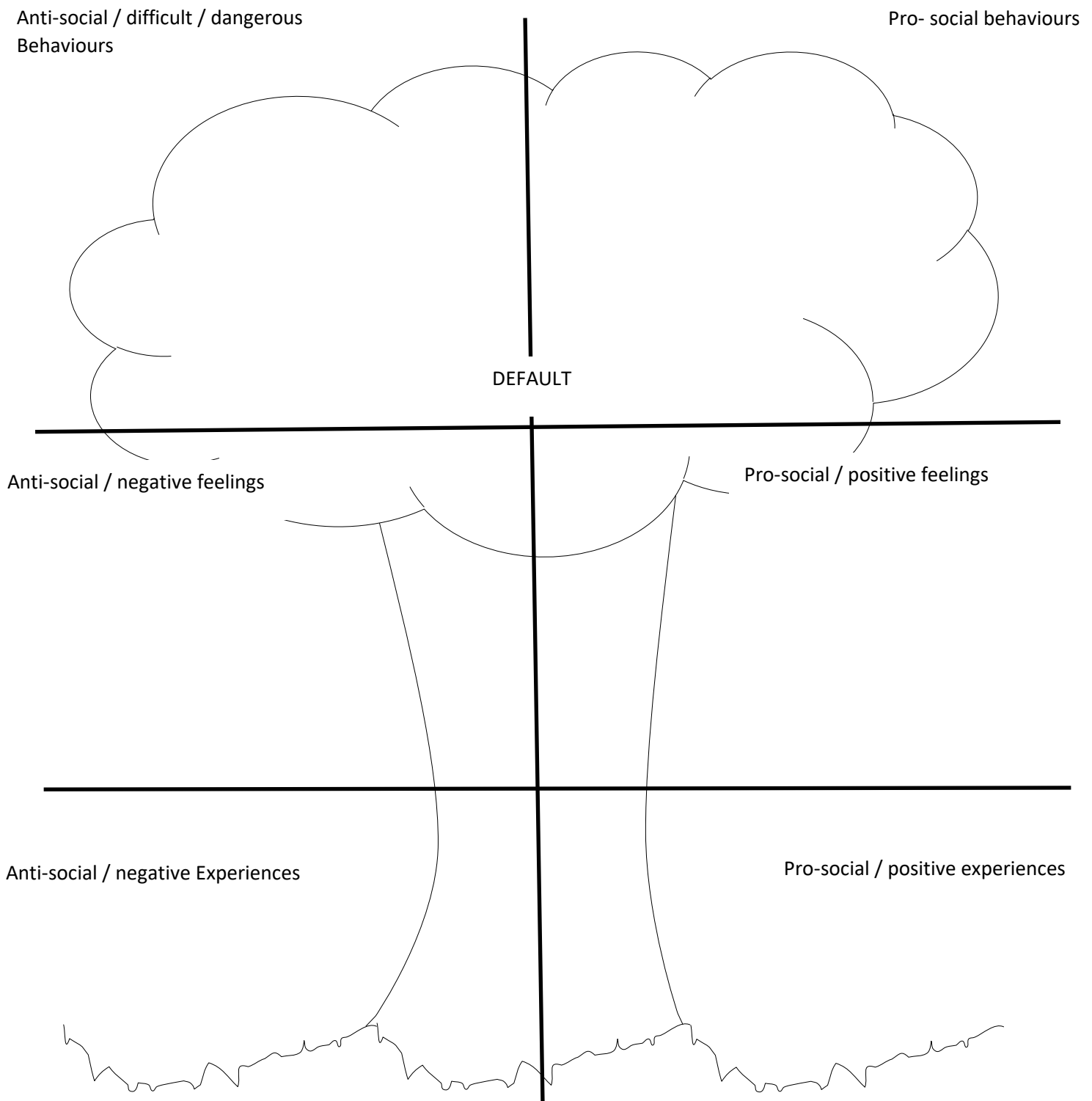


## APPENDIX 2 - Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



# Roots and Fruits Guidance

## Anti-social / difficult / dangerous Behaviours

The behaviour logged on your electric systems can populate this box e.g. Sims, CPOMs etc. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Running inside the school building</li> <li>Refusing to start a task</li> <li>Calling out when the teacher is talking</li> <li>Throwing pencils in class</li> <li>Putting equipment in their mouth</li> </ul> | <ul style="list-style-type: none"> <li>Rocking on their chair</li> <li>poking peers</li> <li>Going under the table</li> <li>Swearing</li> <li>Intimidating younger pupils</li> <li>Spitting</li> </ul> |
|--|--|

Avoid:-

- Disruptive, hurting, defiance, bullying as they are not specific and will make it more difficult to write the risk reduction plan

**Once this section is completed the behaviours should then populate the anxiety/difficult or crisis/dangerous behaviour section of the risk reduction plan**

## Pro- social behaviours

What are the small measurable, achievable, realistic behaviours you are going to focus on initially? Ideally you will decide on 3-5 key behaviours that you will be focussing on.

Examples: -

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Walking inside the school building</li> <li>Starting a task independently</li> <li>Putting their hand up</li> <li>Using the right equipment for the science task</li> </ul> | <ul style="list-style-type: none"> <li>Sitting in their chair</li> <li>Asking for help</li> <li>Taking timeout during numeracy</li> <li>Coming in off the playground when asked</li> <li>Playing an adult led game with peers</li> </ul> |
|--|--|

**Once this section is completed the behaviours should then populate the pro-social behaviour section of the risk reduction plan**

**Roots and fruits should be a working document and once these behaviours are achieved, staff should focus on identifying and growing more pro-social behaviours**

## Anti-social / negative feelings

DEFAULT

## Pro-social / positive feelings

This section is often very sparse but its purpose is really important. This section is about developing empathy through exploring what feelings are creating the behaviour above. It may help to think how would you be feeling if you swore, spit or hid under the table? **You should consider each behaviour listed above and explore the feelings associated with that behaviour.**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Helpless</li> <li>Anxious</li> <li>Blamed</li> <li>Shamed</li> <li>Uninspired</li> </ul> | <ul style="list-style-type: none"> <li>Worried</li> <li>Bored</li> <li>Irrelevant</li> <li>Rejected</li> <li>Hungry</li> </ul> |
|---|--|

This section is key in terms of identifying how I want the child to feel when they are in school. Each differentiation listed below should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make you feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Happy</li> <li>Calm</li> <li>Liked</li> <li>Involved</li> <li>Safe</li> </ul> | <ul style="list-style-type: none"> <li>Valued</li> <li>Inspired</li> <li>Needed</li> <li>Understood</li> <li>Respected</li> </ul> |
|--|---|

**If you begin by identify a feeling e.g 'safe', you will then need to think what experience you can provide so they feel safe**

## Anti-social / negative Experiences

Past and current experiences in each of the following areas should be identified and explored

- School
- The child and their health/wellbeing
- Their family
- Their community

*DfE mental health and behaviour in schools document. Page 9 risk factors should be considered when completing*

### Anxiety mapping

From completing anxiety maps you should be able to identify high anxiety linked to

- Staff
- Peers
- Activity
- Times
- Days

These should be listed here

## Pro-social / positive experiences

Protective factors schools should provide are also outlined in the DfE document, schools should consider these when completing

**All advice and strategies from external Agencies should be included here**

- EHCP recommendations
- Specialist advisory services
- Health professions
- Outreach services
- Boxall profiling
- Developmental strategies
- School based interventions

### Anxiety mapping & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiation you are going to provide between 9-3, Monday to Friday. **Once listed these should then populate the top of the risk reduction plan**