

Guidance on how to complete a Roots and Fruits template is included in Appendix 5.

Completing a Therapeutic Support Plan

Roots and Fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more pro-social feelings via experiences. Once roots and fruits has been completed, this information can be used to create a Therapeutic support plan. The information in the therapeutic support plan are the agreed actions that fall outside of the rest of the school policy, and should be carried out by all staff.

Essential parts of the therapeutic support plan:

- Provision, risk reduction measures and differentiation measures: these are the pro-social experiences identified through Roots and Fruits. All these differentiated activities or experiences need to be explained in detail for how these are used, and should have clear unambiguous descriptions. At times, the reason for the differentiation may be of a confidential nature.
- Consequence: Protective and educational consequences should be included as a consistent response to the behaviour and provide the child with certainty. Protective consequences are a logical limit to the freedoms enjoyed by the majority of children. Normally they are outcome rather than time limited. The educational consequences are experiences including conversations that motivate, up-skill or inspire the child to have any removed freedoms returned.
- Clear, non-ambiguous statements of how staff should response to pro-social behaviours, anxiety or difficult behaviours, and crisis or dangerous behaviours.

A therapeutic support plan should have a review date, and needs to be regularly assessed and adapted to match the behaviours seen in the child at that time. Strategies should be evaluated for their level of success.

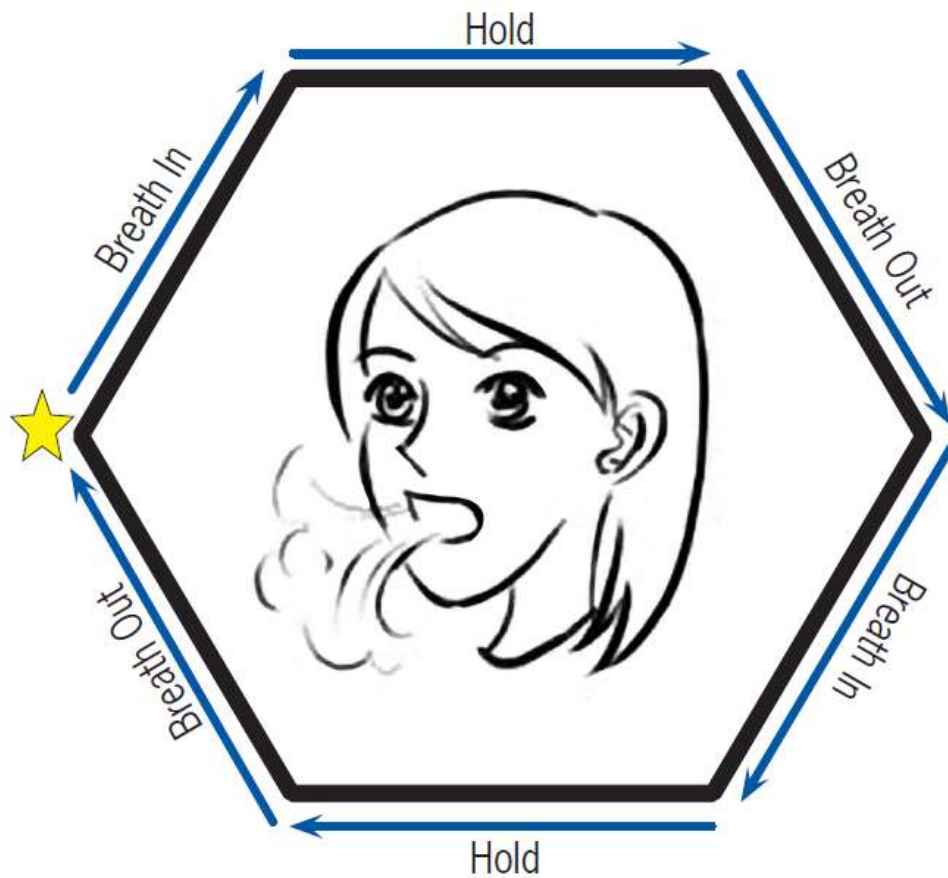
Appendix 1: Expected prosocial norms and routines

Action	How we do it to show our values	Adult feedback example
Entering the classroom	Children enter the classroom quietly and calmly so others have a pleasant start to the day and everyone can get on with their first activity. Teachers to ensure activity is displayed and set out.	Well done for coming in quietly and calmly so you are ready for lots of learning today.
Having our fruit, water bottle, reading book, glasses, homework etc.	Teachers will ensure designated places in the classroom for such items and have prompts to remind children to put things where they need to be. Children will put items in the right places.	Who has remembered to bring in what they need to keep healthy and be ready for learning? Great wellbeing and ready for excellence - well done!
Greeting others	Say good morning and goodbye to your teacher, classmates and other adults at the start and end of every day. Teacher to greet each pupil on arrive at school and to say goodbye at the end of the day.	N/A
Working in class	Children will sit up straight on their chair (four legs of the chair on the ground) and maintain eye contact and full body listening to the teacher/board/front of classroom. No slouching, heads on desk, fiddling etc. Children are expected to participate in every lesson. Teachers will ensure lessons are well-structured and timings are appropriate for the age group.	<p>_____ Class: Quiet and calm, eye contact, full-body listening: Ready to learn in 3, 2, 1; well done.</p> <p>Good listening skills helps us to achieve excellence – well done.</p> <p>Good sitting – you are taking care of yourself and showing you’re ready to learn.</p> <p>We are silent so we can listen and do our best; thank you for being silent.</p> <p>Well done for working hard – in our school we always work hard and try our best.</p>
Sharing our ideas in class	We never interrupt and in class we put our hands up to ask or answer a question. We respect other people’s views, ideas and answers.	Well done for putting up your hand because that is so helpful for me. In our lesson today we’ll all show kindness and respect for each other when we answer because that will encourage everyone to try.
End of sessions	At the end of each session, stand behind your chair/sit in your carpet space calmly and quietly until instructed to leave. When moving as a class from one place to another, children to line up in the classroom in silence. Teachers may give a designated order for lining up.	<p>_____ Class, tidy your place, stand behind your chair. All ready and calm. Thank you.</p> <p>Thank you for lining up silently. That means we’re calm and it’s helpful to others who are working.</p>
Entering Collective Worship	Children to enter the hall calmly and silently, walk to their row and sit down in silence.	Well done for coming in silently, ready to think and reflect.
Leaving Collective Worship	Wait in silence until instructed to stand up. Leave a row at a time, from the back row of your class. Walk out calmly and silently.	Thank you for walking silently so others can continue to reflect in peace.
Being on the playground	Children play in the areas where they can be safe and seen (not behind the mobile or cabin). Staff on duty should make sure they	Adults should notice, feedback, intervene and support whenever appropriate or required.

	<p>have full visibility of the space between them. If children ask, they shall be permitted to use the toilet.</p> <p>Adult supervising play apparatus or play monitors should bring out any play equipment children can use from the shed at the start of play (other children are not permitted to go into the shed themselves). This adult should also ensure that children are using the play apparatus safely and according to the rules.</p>	
End of playtime or lunchtime	<p>The bell rings on the playground and everyone should stop what they are doing, stand still and listen silently and carefully. Adults should not talk to each other at this time. Lead duty staff member to announce groups/classes to line up (e.g. everyone, class names or dining sitting group). Pupils then have 1 minute to walk into their line at the designated place. Return any equipment to where it belongs if necessary. Do not kick balls. Classes may use their designated order for lining up.</p>	Lead duty staff member: We walk in silence to our lines so that we're ready to learn.
Coming into class from the playground or from the lunch hall.	<p>The class teacher or TA will lead the class line calmly and quietly into the school. If children need to enter the cloakroom or toilets on their way back to class, they are expected to be calm and quiet. Pupils should enter the classroom calmly and the teacher will instruct them to a designated area (i.e. their seats, the carpet etc.). If children need a drink, they must do this in silence and leave their water bottle in the designated area. There will be an activity to keep children occupied while others are coming in from the toilet etc. or hand-washing.</p>	Thank you for coming in silently, calmly and ready to learn.
Cloakrooms	<p>Children are expected to be quiet and calm at all times in the cloakrooms.</p>	
Walking around the school	<p>Everyone must walk around the school quietly, and should be silent if they are passing people who are working. Classes must walk in single file.</p>	A silent thumbs-up with one hand, with finger on lips in the other hand.
Using equipment and resources.	<p>Staff will give instructions to pupils of how to tidy up and how to put things away, and should leave time for this before dismissing pupils. Class not to be dismissed until learning spaces have been tidied. Teachers to give, monitor and enforce expectations. Pupils must never damage or break classroom equipment, or deliberately kick balls or other equipment on the roof or over fences.</p>	A thank you in advance and following correct use and tidying away of resources.
Coming in for lunch	<p>Children will be reminded to wash their hands first by their teacher or a member of staff on the playground. Children will</p>	We're calm in the dining hall so everyone can have a pleasant lunchtime.

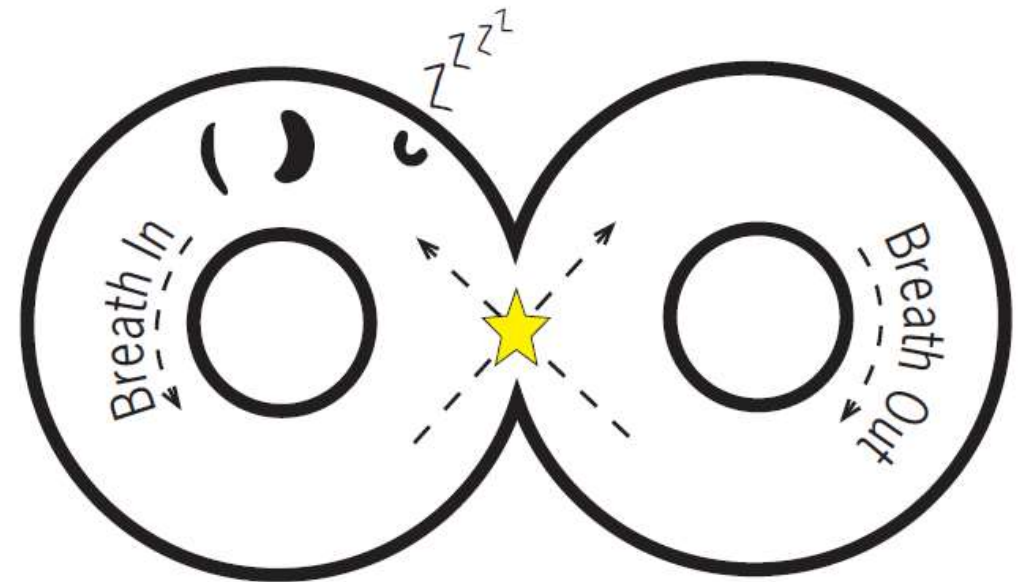
	enter the dining hall calmly and quietly and sit on their table. Adults to ensure the dining hall is always a calm environment and will monitor noise levels.	
Gathering children's attention or refocussing.	The adult wishing to speak will raise their hand clearly up in the air and say, "Give me Five" – these refer to eyes watching, ears listening, mouth quiet, hands are free/still, body upright.	Smiles, eye-contact, thumbs-up, and pointing are gestures to feedback on the prosocial behaviours whilst getting the children's attention.

The Six Sides of **Breathing**



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

Lazy 8 **Breathing**



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

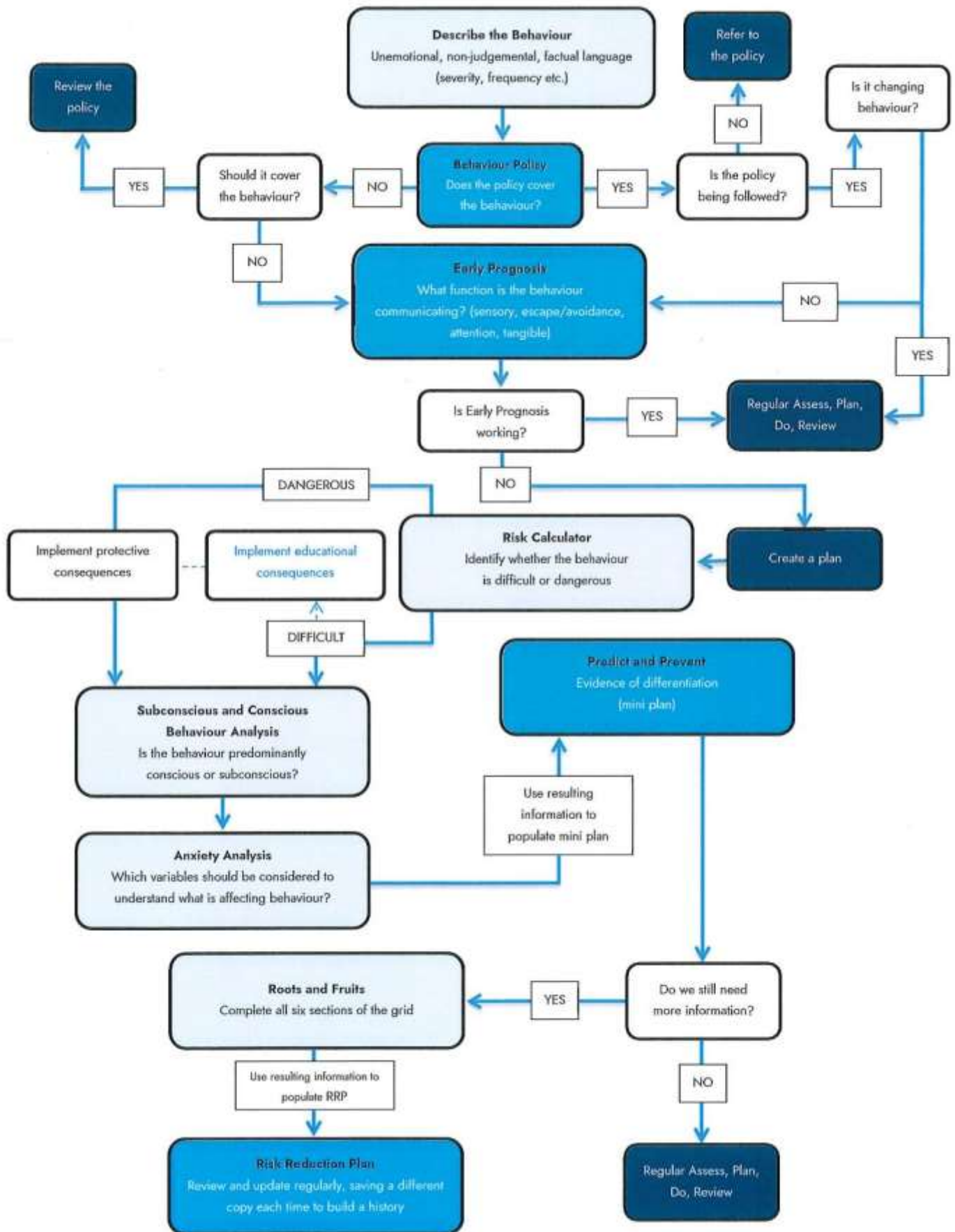
Continue breathing around the Lazy 8 until you have a calm body and mind.

Appendix 3: Responses and consequences to some specific antisocial and unsocial behaviours

Behaviour	Protective Consequence	Restorative Action
Rudeness to a member of staff.	De-escalation and reminder of school values, then opportunity given to speak politely. If rudeness continues, pupil asked to work away from the class for the rest of the session and loss of playtime for 5/8/10 minutes.	Restorative conversation and apology to member of staff. If pupil is asked to work away from the class, log on behaviour reporting system.
Physically or verbally aggressive behaviour towards a pupil or member of staff.	Removal from contact with other pupils/staff for between 1 session and 1 week. Freedom will be re-introduced gradually.	Dependent on victim's wishes: letter of apology or restorative conversation. Logged on behaviour reporting system.
Hurting someone (without a mark left).	Removal from contact with other pupils in their class until calm and ready to learn. If at break time, removal from contact with other pupils for 5/8/10 minutes.	Dependent on victim's wishes: letter of apology or restorative conversation.
Significant physical violence against a child or adult such as punching, kicking (not pushing, not shoving).	Internal exclusion from more at-risk times, e.g. playtimes, for at least one day. Parents informed.	Dependent on victim's wishes: letter of apology or restorative conversation. Logged on behaviour reporting system.
Repeatedly and deliberately disrupting learning.	Removal from contact with other pupils for between 1 session and any upper limit: To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption and to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.	Apology to teacher. Consider using individual behaviour plan toolkit. Protective and educational consequences. Logged on behaviour reporting system.
Swearing at someone with intent.	5/8/10 minute loss of playtime.	Apology.
Grabbing onto others with intent or potential to hurt in games, including football.	Time out conversation and monitoring when child returns to play. (If continues, child told to play something else.)	Conversation on potential impact.
Work refusal (or work completed to a low standard).	Completion (or re-doing) of missed work during break, lunch or at home.	Discussion on the importance of working hard. Consider using individual behaviour plan toolkit if this occurs frequently.
Repeatedly leaving the class without permission.	Completion of missed work in school or at home.	Apology. Logged on behaviour reporting system. Consider using individual behaviour plan toolkit.
Damaging equipment or deliberately throwing it away (including deliberately kicking/throwing balls on the roof or over fences).	Pupil will not be allowed to use equipment rest of day and/or following day (depending on time and severity).	Apology letter should be written to appropriate adult. Repair damage if appropriate, or offer to clear up something else to help the adult.
Running in school, or being noisy and disrupting others.	Go back and do it again.	Apology to the adult disturbed.
Repeatedly pushing in the line or not being silent.	Practice walking again during break. Reminder given.	Discussion.
Talking in Collective Worship	Sit with a Year 6 or an adult.	Apology to the adult leading worship.
Persistently being disruptive in Collective Worship.	5/8/10 minute loss of playtime.	Apology to the adult leading worship.
Not being willing to help tidy or put things away.	Pupil will be asked to do a job for 5/8/10 minutes at breaktime or lunchtime.	Discussion on the value of teamwork.
Name calling.	Restorative justice conversation.	Dependent on victim's wishes: letter of apology, conversation.

Prejudice or racism.	Educational session with staff member during lunch or after school. Contact parents. Record on database.	Complete educational programme. Dependent on victim's wishes – apology, letter or conversation.
Bullying	Follow anti-bullying policy. Inform parents.	Support-group and restorative approach, depending on victim's wishes.
Deliberate acts to put others at risk of infectious diseases.	Internal or external exclusion. Inform parents.	Educational support and apology letter which must include awareness of the dangers of their behaviour.

Appendix 4: Flowchart showing the process for children with additional behavioural needs



Appendix 5: Roots and Fruits Guidance

Anti-social / difficult / dangerous Behaviours (No. 1)

The behaviour logged on your 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"> • Running inside the school building • Refusing to start a task in literacy • Calling out when the teacher is talking • Throwing pencils in class • Putting equipment in their mouth | <ul style="list-style-type: none"> • Pushing over chairs • Kicking staff • Going under the table • Racially abusive Language • Intimidating younger pupils • Hiding in the toilet block • Climbing the outside of the building |
|--|---|

Avoid generic undefined terminology such as:

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

This section should populate the anxiety (difficult) or crisis (dangerous) behaviour section of the risk reduction plan

Pro-social behaviours (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on 3-5 key behaviours that you want to facilitate and achieve.

Examples: -

- | | |
|---|---|
| <ul style="list-style-type: none"> • Walking while inside the school building • Starting a task independently • Putting their hand up to answer a question • Using only the specified equipment | <ul style="list-style-type: none"> • Staying at their work station for 10 mins • Asking staff to help with a task • Coming in off the playground when asked • Participating in an adult led game with peers |
|---|---|

This section should populate the pro-social behaviour section of the risk reduction plan

Roots and fruits should be a working document, once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

Anti-social / negative feelings (No. 3)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feeling rather than just the obvious ones e.g. anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt or fearful.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Helpless • Anxious • Blamed • Shamed • Uninspired • Disliked • Rejected • Isolated • Controlled • Forced | <ul style="list-style-type: none"> • Worried • Bored • Irrelevant • Rejected • Hungry • Pain • Confusion • Embattled • Worthless • Embarrassed |
|---|--|

Pro-social / positive feelings (No. 5)

This section identifies how the child would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below No. 6 should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make us 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"> • Happy • Calm • Liked • Involved • Safe • Included | <ul style="list-style-type: none"> • Valued • Inspired • Needed • Understood • Respected • Motivated |
|--|--|

If you begin by identifying a feeling, e.g. 'safe', you will then need to think about what experiences you can provide so they feel safe.

Anti-social / negative Experiences (No.2)

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 14-15 risk factors should be considered when completing the above

Anxiety analysis

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

- Staff
- Peers
- Activity
- Times
- Days

These should be listed in this section

Pro-social / positive experiences (No. 6)

Protective factors are outlined in the DfE mental health and behaviour in schools document.

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 analysis & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiated experiences, staffing etc. you are going to provide in school and include in the risk reduction plan.

Once listed these should then populate the top of the risk reduction plan