Pathway for Ready, Respectful, Safe

Purpose of the Provision

The Ready, Respectful, Safe (RRS) group is a targeted, morning-only SEMH intervention for pupils in Years 3–5 whose social, emotional and behavioural needs significantly impair their ability to access learning in the mainstream classroom.

Aim of provision

- ·Provide a safe, structured, emotionally regulated environment that reduces triggers and dysregulation.
- ·Unpick the underlying learning needs, emotional needs and behaviour drivers that lead to walking out, disengagement, or unsafe choices.
- ·Develop self-regulation, emotional literacy, relational trust, problem-solving and readiness-to-learn skills.
- ·Equip pupils with routines, confidence, and familiarity so they can successfully access afternoon lessons.
- ·Support teachers to adapt and understand the pupils' needs, ensuring the responsibility for the child remains with the class teacher.
- ·Provide a clear transition and exit pathway back to full-time class access.

This is a short-to medium term invention with clear paln for reintegration

Eligibilty Criteria

SEMH and Behaviour Profile

Persistent dysregulation leading to walking out, unsafe behaviours, or refusal.
·High number of behaviour logs, restorative conversations, or crisis responses.
·Difficulty coping with classroom expectations despite clear strategies and support.
·Evidence of anxiety, frustration, or overwhelm during classroom learning.

Assessment & Evidence

·Observations and incident logs highlighting patterns of:
- Triggers linked to transitions, specific subjects, peers, sensory factors or unmet learning needs.
- Emotional dysregulation resulting in flight, shutdown or oppositional behaviours.

·Previous support attempted in class (e.g., behaviour plans, visual timetables, Regulation Zones, sensory breaks).

Previous Support

·Quality first teaching with strong behaviour routines has been implemented and monitored.
·Adaptations and behaviour plans trialled but insufficient to sustain safe engagement.
·Parental engagement attempted; family understands the purpose of the provision.

TAPESTRY LEARNING PARTNERSHIP
Sherwood Rise, Nottingham Road, Nottingham, NG7 7AR
T: 0115 942 1352 | E: info@tapestrylearningpartnership.org
tapestrylearningpartnership.org

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Eligibility Criteria Continued

Parent/Carer Engagement

··Quality first teaching with strong behaviour routines has been implemented and monitored.
·Adaptations and behaviour plans trialled but insufficient to sustain safe engagement.
·Parental engagement attempted; family understands the purpose of the provision.

Referral and Decision Making Progress

Identification of Need

·Class teacher identifies concerns and discusses them with the SENCO and leadership
·Evidence is collected: incidents logs, observations, pupil voice, reflection, learning samples

Pupil Discussion Meeting

Held with:

- Class Teacher
- SENCO
- Phase leader
- RRS group leader
- Parents Carers

Decision and start date

·Decision made based on severity, patterns of behaviour and suitability.
·Start date set; baseline and individual targets created.
·Teachers informed of expectations and required involvement.

Provision Overview

Pupils attend the RRS group each morning, before returning to their mainstream class every afternoon.
The group provides:
·A predictable routine (check-in, emotional regulation activities, structured social skill teaching, supported learning tasks).
·Time to explore:
o Learning barriers (e.g., gaps in literacy, working memory, processing load).
o Social/emotional needs and why triggers result in walking out.
o Behaviour patterns and alternatives.
·Regulation-based teaching (Zones of Regulation, co-regulation, problem-solving sequences).
·Workshops are planned and led by outside agencies to support emotional regulation.
·Pre-teaching of afternoon lesson content, so pupils enter class confident, aware of expectations, and able to start learning straight away.

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Class Teacher Responsibility (Integrated Seamlessly)

The child's mainstream class teacher remains the lead professional and holds overall responsibility for:

·The pupil's academic progress, behaviour expectations and reintegration.
·Visiting the group regularly to maintain the teacher–pupil relationship.
·Adapting afternoon sessions in line with strategies identified by RRS leaders.
·Reviewing triggers, needs and learning barriers with the group leaders.
·Planning lessons in an accessible way to support successful reintegration.

The class teacher must:

··Communicate clearly with RRS staff about afternoon lesson content.
·Attend weekly review meetings and collaborate actively.
·Meet reintegration expectations, including paired transitions and planned adaptations.
·Share ongoing concerns or successes directly with RRS group leaders.

Review and monitoring

Baseline Assessment

Within the first week, the RRS leaders gather information on:

·Behaviour patterns (frequency, triggers, escalation pathway).
·Emotional literacy and regulation profile.
·Learning needs (gaps in reading, writing, maths; processing demands).
·Attendance, engagement and relationship needs.
·Pupil voice regarding worries, preferred adults, safe spaces, goals.

Ongoing Review

·Weekly multi-staff meeting with:
o Class teacher
o RRS leaders
o SENCO
o Phase lead

This meeting reviews:

·RRS group behaviour and engagement.
·Classroom behaviour and ability to cope with afternoon lessons.
·Learning needs and new concerns.
·Impact of adaptations made by the class teacher.
·Strategies required for the following week.

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Review and monitoring continued

Termly review meeting

Attended by:

·Class teacher (overall responsibility)
·RRS lead
·SENCO
·Parents/carers
·Pupil (where appropriate)

The meeting reviews:

·Progress towards targets
·Readiness for increased classroom access.
·Agreed adjustments or next phase of reintegration.

Reintegration Pathway Back to Mainstream

Reintegration is carefully staged. Pupils attend afternoon lessons from day one, with growing success supported by pre-teaching and adult guidance.

Reintegration begins when pupils:

·Show improved regulation and use strategies before crisis.
·Can communicate their needs more safely and appropriately.
·Engage positively with structured parts of afternoon lessons.
·Demonstrate readiness to attempt gradual morning transitions.

Staged Reintegration Process

Stage 1: Familiarisation and Confidence-Building

·During morning RRS sessions, pupils preview afternoon lessons (content, expectations, vocabulary, tasks).
·Pupils attend all afternoons with agreed adaptations.
·Class teacher visits RRS group at least weekly.
·RRS staff member observes children in an afternoon session once a week.

Stage 2: Supported Transition (Morning Trial Periods)

·Short, planned segments of morning learning completed in class with an RRS adult present. Or an adult from the year group dependent on the need of the group.
·Focus on times with highest likelihood of success (e.g., quiet tasks, structured learning).

Pathway to Little Acorns

Reintegration Pathway Back to Mainstream

Stage 3: Extended Morning Access
·Time in class increases steadily (e.g., from 20 minutes to an hour), still supported initially.
·RRS staff gradually fade presence.
·Weekly PM check in session with group back together to share positives and difficulties.

Stage 4: Independent Morning Access
·Pupils join class full morning with only light-touch check-ins.
·RRS used for top-up regulation work if needed

Stage 5: Full Reintegration
·Morning and afternoon spent entirely in class – the offer of " pop-ins "to meet children's needs or behaviours.
·RRS leaders and SENCO monitor for 6–12 weeks.

Exit Criteria

A pupil may exit the RRS group once:

·They can remain in class safely and productively without walking out.
·Behaviour logs show a significant reduction in incidents.
·Afternoon lessons are accessed confidently and consistently.
·The pupil can use self-regulation tools independently or with minimal prompting.
·Class teachers are confident that universal and class-based adaptations are sufficient.
·Parents/carers agree that the pupil is ready for full classroom return.
·Needs have shifted and, if required, an alternative pathway (e.g., ELSA, mentoring, EHCP needs assessment) is identified.
·The child feels they are ready to be in the classroom environment by asking to go back to class to show work or asking to join a particular subject.

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