

Greenfields Academy – RISE Pathways

Key Stage 4 Provision Pathway		Wave 4 Provision and external support only (Engagement Model – Step 2)	Pre-Formal Curriculum	Semi-Formal Curriculum	Formal Curriculum	Academic Curriculum	
Key Stage 3 Provision Pathway			Wave 1 - 4 Provision (high frequency of wave 3&4)	Wave 1 - 3 Provision	Wave 1 - 2 Provision	Wave 1 Provision & (optional) Revolving Door Support to mainstream setting	
Key Stage 2 Provision Pathway			Pastoral only	25-49%	50-74%	75-99%	>100%
Expected Annual Progress		Yellow	Orange	Blue	Purple	Green	
Relationships	Emotional Regulation in Relationships	The Relationships domain captures a pupil's capacity to form, maintain, and repair relationships with peers and adults. It considers emotional regulation in social contexts, empathy, cooperation, communication within relationships, and the ability to resolve conflict safely and appropriately. Progress within this domain reflects a pupil's readiness to engage in learning alongside others and to participate positively in the wider school community.	Emotional responses are frequently overwhelming and expressed through aggression, withdrawal, or shutdown. Behaviour regularly causes harm or distress to others. Requires high levels of adult intervention to remain safe in social situations.	Can regulate emotions for short periods with adult support. Reduced frequency of aggressive or dysregulated behaviour. Begins to accept co-regulation from trusted adults.	Uses taught strategies to regulate emotions in social situations on most occasions. Recovers from conflict or distress with adult support. Behaviour is generally safe and predictable	Independently manages emotions during social interaction. Can remain regulated during minor conflict or challenge. Seeks support appropriately when overwhelmed.	Maintains emotional regulation across a wide range of social contexts. Supports others to regulate and models calm, respectful interaction
	Empathy & Perspective-Talking		Limited awareness of others' emotions or perspectives. Responses to others may be aggressive, dismissive, or self-focused. Little or no demonstrated empathy.	Can identify basic emotions in others when prompted. Understands that behaviour affects others but struggles to apply this consistently.	Accurately identifies emotions in others most of the time. Shows remorse following negative behaviour and attempts to repair relationships with support.	Consistently considers others' feelings and viewpoints. Adjusts behaviour to avoid causing distress. Demonstrates concern for others' wellbeing.	Actively supports peers, anticipates emotional impact, and responds compassionately without prompting. Advocates for fairness and inclusion.
	Social Interaction & Friendship		Unable to form or sustain positive relationships. Interactions are often conflict-led, avoidant, or inappropriate. May isolate themselves or provoke others.	Forms limited relationships with specific adults or peers. Social interaction is inconsistent and often reliant on adult mediation.	Forms friendships based on shared interests. Maintains relationships with support, though conflict may still disrupt them	Sustains appropriate friendships despite disagreement or challenge. Demonstrates loyalty, trust, and reciprocity in relationships.	Maintains a range of healthy peer and adult relationships. Acts as a positive social influence and role model for others.
	Teamwork & Co-operation		Anxiety, aggression, or avoidance prevents participation in group activities. Frequently rejects shared goals or adult direction.	Participates in group activities with significant adult support. Struggles with turn-taking, compromise, or shared success.	Works cooperatively in groups on most occasions. Accepts peer leadership and contributes to shared tasks with guidance	Contributes positively to group outcomes. Supports peers, negotiates roles, and resolves minor disagreements independently.	Enhances group functioning through leadership, encouragement, and collaboration. Recognises strengths in others and uses them effectively.
	Conflict Resolution		Responds to conflict with aggression, withdrawal, or escalation. Unable or unwilling to repair relationships following incidents.	Begins to engage in restorative conversations with adult support. May accept responsibility but struggles to change behaviour.	Participates in restorative processes and attempts to repair harm. Can apologise and modify behaviour with guidance.	Resolves most disagreements calmly and appropriately. Takes responsibility for actions and actively repairs relationships.	Anticipates conflict and uses strategies to prevent escalation. Supports others in resolving disagreements peacefully.
Independence	Engagement & Persistence in Learning	The Independence domain captures a pupil's capacity to manage themselves as an individual learner. It reflects motivation, self-regulation, self-care, self-awareness, and the ability to make safe, informed choices with decreasing reliance on adult direction. Progress in this domain indicates increasing readiness for sustained learning, routine, and personal responsibility.	Persistent disengagement from learning. Unable to sustain attention or effort, even with support. May require a reduced timetable or highly adapted provision.	Engages inconsistently with learning activities, often in preferred contexts. Requires frequent prompting to initiate or sustain effort.	Engages with the majority of learning activities. Demonstrates emerging persistence when faced with challenge, with adult support.	Maintains engagement and effort across most learning contexts. Persists with challenge and responds appropriately to feedback.	Demonstrates sustained motivation and resilience. Seeks challenge independently and consistently builds on prior learning.
	Independent Task Management		Unable to initiate, organise, or complete tasks without continuous adult direction. Relies heavily on external structure.	Can complete short, structured tasks with close adult guidance. Independence is limited to familiar routines.	Works independently once tasks are clearly framed. Requires occasional prompts to remain focused or complete work	Independently organises, completes, and reviews tasks. Manages time and resources with minimal adult input.	Demonstrates high levels of autonomy across contexts. Applies independent learning skills consistently and effectively.
	Self-Regulation & Emotional Management		Emotional states frequently overwhelm the pupil and prevent engagement with routines or learning. Requires intensive adult support to regulate.	Can regulate emotional states for short periods with adult prompting. Emotional dysregulation continues to interrupt learning.	Uses taught strategies to manage emotional responses in familiar situations. Recovers from dysregulation with support.	Manages emotions independently in most situations. Uses strategies proactively to remain regulated and engaged.	Maintains emotional regulation across a wide range of contexts. Demonstrates strong internal coping strategies without reliance on adult intervention.
	Self-Care & Personal Safety		Regular self-harm or unsafe behaviours. Unable or unwilling to maintain basic personal care or safety routines.	Maintains basic self-care with support. Unsafe behaviours reduce when regulated but vulnerability remains.	Does not engage in self-harm when regulated. Demonstrates improving personal care and awareness of safety with guidance.	Maintains consistent self-care and understands personal risk in everyday situations. Makes safer choices most of the time.	Demonstrates high standards of self-care, health, and safety. Proactively manages personal risk independently.
	Self-Awareness & Decision-Making		Limited awareness of own emotions, needs, or behaviours. Decisions are impulsive and poorly linked to consequences.	Can identify basic emotions, preferences, and needs. Begins to recognise consequences when prompted.	Understands how choices affect outcomes. Makes decisions more thoughtfully with adult guidance.	Sets personal goals and evaluates choices effectively. Manages success, challenge, and failure in a balanced way.	Demonstrates strong insight into self. Makes informed, reflective decisions that support long-term personal development.
Social Influences	Attendance & Engagement with Provision	The Social Influences domain considers the external and contextual factors that affect a pupil's behaviour, engagement, and ability to access learning. It includes family, social, environmental, and systemic influences that may impact SEMH development. This domain ensures staff can differentiate between behaviour driven by context and behaviour driven by skill deficits, supporting accurate intervention and safeguarding decisions.	Unable to access full-time provision. Attendance below 75% due to SEMH, trauma, or disengagement. Requires highly personalised timetable.	Attendance between 76–85%. Access to learning is intermittent and dependent on adult support.	Attendance between 86–93%. Accesses provision with occasional support for engagement.	Attendance above 93%. Consistently attends lessons and engages with timetable.	Full attendance and active participation in all aspects of school life, including enrichment or optional activities.
	Exposure to ACEs and Trauma Impact		High ACEs score (11–20). Trauma significantly impacts learning, safety, and engagement. Frequent crises or escalation require intensive support.	Moderate ACEs score (6–10). Trauma impacts engagement; requires structured support to regulate and participate.	Low ACEs score (3–5). Trauma or adverse experiences occasionally affect engagement; responsive support stabilises impact.	Minimal ACEs score (1–2). Past adversity occasionally influences behaviour but pupil demonstrates resilience and adaptive coping.	No significant ACEs identified. Pupil accesses provision consistently with minimal influence from past trauma.
	Risk Behaviours /Anti-Social Criminal Influence		Frequent involvement in criminal or antisocial activity in school or community. High risk of safeguarding concerns.	Occasional antisocial or criminal behaviours at home or in the community. May require targeted interventions or monitoring.	Historic antisocial behaviours. Minimal current engagement with high-risk peers or activities.	No recent antisocial or criminal behaviour. Recognises risks and avoids harmful social groups.	No engagement with antisocial or criminal activity. Acts as a positive influence in peer and community contexts.
	Substance Exposure or Misuse		Significant misuse of substances by pupil or home environment. High risk to health, safety, and learning.	Some current or historic misuse. Moderate impact on engagement or behaviour.	Minimal historic exposure with low ongoing risk. Behaviour and learning largely unaffected.	No recent substance misuse. Risk management strategies in place where relevant.	No known exposure or misuse. Actively avoids risky behaviours.
	Domestic Circumstances and Family Stability		Ongoing serious safeguarding concerns (Child Protection / Child in Need). Domestic instability or trauma prevents safe participation in school.	Some domestic instability. Family support systems partially engaged (Team Around the Child / targeted intervention).	Stable domestic circumstances but minor disruptions may occasionally affect attendance or engagement.	Stable and supportive domestic circumstances. Minimal influence on learning or wellbeing.	Strongly supportive home environment. Provides consistency and stability, enhancing engagement and progress.
	Diagnosis/Medical Impact on Access		Diagnosis or medical need severely limits ability to access curriculum. Significant gaps in education (>18 months).	Diagnosis or medical need impacts access. Gaps in education present (6–18 months).	Diagnosis creates minor barriers. Recent gaps in education small (<6 months).	Diagnosis/medical need does not substantially affect access. Pupils participate fully in SEMH provision.	No medical or diagnostic barriers to learning in SEMH or academic contexts.
	Risk Assessment and Safeguarding		Pupil requires intensive monitoring and individualised risk management.	Regular monitoring and support required to mitigate risk.	Support and supervision in place; minimal incidents.	Standard safeguarding processes sufficient.	No identifiable risk. Pupil consistently safe in all school and social contexts.
Empowerment	Confidence		Extremely low self-esteem. Avoids tasks, perceives themselves as unable to succeed, and relies completely on adults for guidance.	Beginning to accept support and attempt simple tasks. Shows tentative confidence when prompted and requires adult reassurance.	Demonstrates growing self-confidence. Will attempt tasks independently when supported and responds positively to encouragement.	Consistently confident across most situations. Approaches new tasks with assurance and demonstrates resilience in the face of challenge.	Highly self-assured. Seeks out challenges independently, perseveres with tasks, and acts as a model of confidence for peers.
	Initiative & Positive Risk-Taking		Rarely attempts new tasks or engages with unfamiliar activities. Avoids challenge and prefers familiar routines.	Will attempt new tasks with encouragement. Hesitant to take risks and explores unfamiliar situations only with adult support.	Attempts new tasks with growing confidence. Accepts moderate challenge and begins to make decisions independently.	Regularly initiates tasks and engages with challenge. Demonstrates problem-solving and flexibility in learning and personal situations.	Proactively engages with complex tasks independently. Takes initiative, demonstrates creativity and resourcefulness, and consistently embraces challenge.
	Communication & Advocacy		Unable to communicate needs, opinions, or ideas effectively. Often expresses distress through withdrawal or dysregulation.	Can express basic needs or opinions with adult support. Responses may be inconsistent or unclear.	Communicates needs, opinions, and ideas clearly in familiar contexts. Begins to advocate for themselves with guidance.	Communicates effectively across a range of situations. Advocates confidently for themselves and can negotiate outcomes when appropriate.	Highly articulate and persuasive. Advocates confidently for themselves and others, influencing outcomes positively in multiple contexts.
	Reflection & Goal-Setting		Unable to reflect on experiences or set goals. Lacks awareness of strengths or areas for development.	Begins to reflect on actions and set simple goals with adult support.	Reflects on personal experiences and sets short-term goals independently. Seeks guidance to achieve outcomes.	Regularly reflects on experiences and sets meaningful goals. Monitors progress and adapts actions effectively.	Highly reflective and strategic. Sets ambitious goals, evaluates progress independently, and adapts actions proactively to achieve long-term outcomes.
	Positive Influence		Rarely influences their environment positively. Feels powerless or avoids participation.	Occasionally contributes positively in familiar situations with adult guidance.	Influences their environment or routines positively on some occasions. Can encourage peers with support.	Regularly contributes positively to school or classroom. Demonstrates initiative and models constructive behaviour.	Consistently acts as a positive influence. Leads initiatives, supports others' success, and advocates for fairness and inclusion.

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