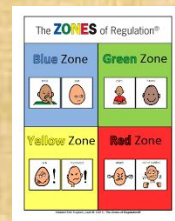
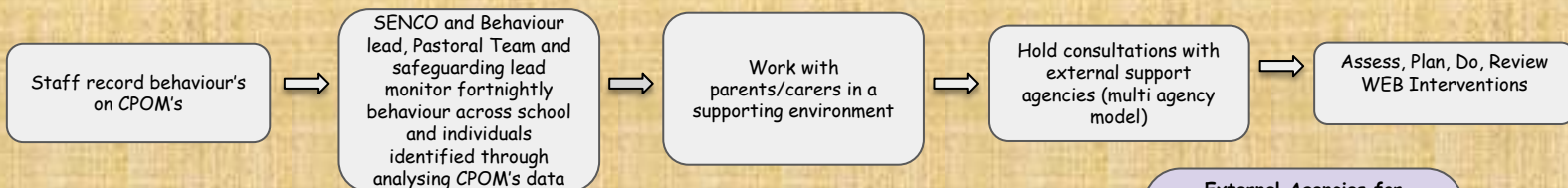


The SENCO and behaviour lead, pastoral team and safeguarding lead meet fortnightly to look at the social, emotional and mental health needs within our children. We work together to comprehensively analyse data, which informs research based interventions using professional advice and assessments and then we review impact together.



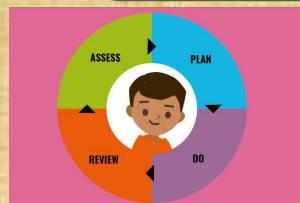
## Lakeside Primary Academy WEB Team Triangulation Overview



**External Agencies for Support**  
 Paul McGrath - Wellbeing Service  
 Andi Stotter - EP  
 Carolyn Roberts - Autism Specialist Teacher  
 Anna Thompson - Wellbeing In Mind Team

WEB - Wellbeing, Emotional and Behavioural Support - Whole Class PSHE Lessons  
 Daily Check in  
 WEB interventions - Resilience, bereavement, Zones of Regulation, ELSA and Play Therapy

**Pastoral Team**  
 Kelly Reynolds - ELSA



**Signposting**  
 Local Offer  
 Young Minds Healthcare professionals  
 CAMH's  
 Social Care  
 Support Parent workshops and helplines



## WEB Team Triangulation



**The SEND/Behaviour Team**  
 Lizzy Bamford- SENCO and KS2 Behaviour Lead  
 Lizzie Fowler- EYFS and KS1 Behaviour Lead

**Safeguarding Team**  
 Helen Hayes-Smith - Designated Safeguarding Lead  
 Lizzy Bamford- Deputy Designated Safeguarding Lead

### Key Strengths

- \*Teachers are confident with the well established and effective behaviour management system that means low level disruption is rare; when this does occur staff are consistent in dealing with it so that learning is not affected. Triangulation team regularly and robustly analyse data and follow flow chart of assess, plan, do and review for intervention to support any escalating needs.
- \*Daily check ins are used effectively to ensure all pupils have a voice and any concerns can be addressed. *'Daily check-in sessions and worry boxes give pupils ways to raise any issues with staff.'*
- \*Zones of regulation framework used to support individual children to independently control their emotions, impulses, meet their sensory needs and to problem solve - recommended by Educational Psychologist to meet needs of our vulnerable children and SEND children.
- \*Children are Restorative Practice Experts supported by the behaviour lead to help solve problems for children on the playgrounds.
- \*The SENCO and behaviour lead, pastoral team and safeguarding lead track SEMH/behaviour and safeguarding across our school
- \*Ofsted reports that *'pupils feel safe at school. Bullying is a rare event. They feel confident that if they have a problem, staff will support them.'* Children are very clear about what to do if they are worried and who their safe people are within school who they can talk to.

### Our next steps:

- > To work with the Wellbeing In Mind Team to approach Emotion coaching to compliment our behaviour policy and to help children understand the different emotions they feel, why they occur and how to handle them to support the primary need of SEMH in our school.
- > To embed more opportunities for Fish Bowls to allow children to discuss challenges in an inclusive and supportive environment.

*Pupils enjoy coming to this happy, caring school. They are well behaved, polite and eager to talk about what they like about their school. They are engaged in their lessons. At social times, they play actively and benefit from the activities that are provided for them. OFSTED 2022*