



Celebrating Success

With All Saints Church of England Primary School

Context

All Saints CofE Primary School is a member of the St. Edmundsbury & Ipswich Diocesan Multi Academy Trust. It is located in the market town of Newmarket, Suffolk. There are 197 pupils aged 4-11 on roll and a staff team of 38 led by Miss J Trampnow (Headteacher) and Miss Rachel Bacon (Deputy Headteacher). Obtaining the Sandwell Charter Mark aligned well with All Saint's commitment to improving the mental health and wellbeing of the whole school community. Working collaboratively with members of the P&TS on this pilot project enabled All Saints to demonstrate their whole school approach to emotional health and wellbeing through a process of audit, action planning and review.

"We were exceptionally proud to be the first school in Suffolk to be awarded the Sandwell Charter Mark. We wish to thank all of those involved from the Psychology Services team for the opportunity to be part of this pilot project" (Miss Rachel Bacon).

The Sandwell Approach

"The process was celebrating what we were already doing" (Miss Rachel Bacon)

The Sandwell Charter Mark was co-developed by Inclusion Support's Educational Psychologists and Sandwell Council's Public Health Department to recognise whole school promotion of positive mental health and wellbeing. As an action research project, the Sandwell approach listens to the views of pupils, parents and staff to gather qualitative data for celebrating a school's current achievements and enabling further developments to enhance wellbeing.

"We really did appreciate this action research within our setting and will continue to monitor and evaluate all of the Sandwell principles in the hope that we can renew our award when the time comes" (Miss Rachel Bacon).

Working Collaboratively

The Sandwell Charter Mark audit process offered an opportunity for All Saints' senior leadership to work collaboratively with a team from the P&TS. Questionnaires and focus group interviews were conducted by the team to gather views representative of the whole school community. This qualitative data formed the basis of a report which enabled a reflective conversation and joint action planning with senior leaders. The whole process was transparent and empowering with senior leadership in control of their own timeframes for implementation. The Sandwell process helped to add structure and formalise the audit.

"Some of the processes involved gave an opportunity for people to share their voice openly with an independent party which perhaps they wouldn't have done within the school context, so this was a powerful tool" (Miss Rachel Bacon).

All Saints Sandwell Actions

A selection of actions developed by All Saints School through the Sandwell Project.



Painting the outdoor 'Rainbow Retreat' area to make this quiet reflective garden space more appealing.



Adaptations to the school rewards system to make fairer for all.



The school's 'Wellbeing Warriors' in Year 6 leading sessions in Collective Worship, running new initiatives and competitions (complete with prizes as shown).



Enjoying the outdoors helps everyone's wellbeing at All Saints'.



We've continued to develop our 'Fearfully and Wonderfully' made days – celebrations of our inclusivity pictured here is one of those 'special days' when we all learned to play wheelchair basketball which was great fun.

Putting 'Love into action' which is part of our school vision and prayer. These children wrote cards to everyone in the school as a random act of kindness.



Message for Other Schools

“We would strongly recommend all schools consider taking part in this process. It is a structured process that allows the time and space for both evaluation and reflection. It is school-centred, supportive and a collaborative project that gave us a chance to celebrate all that we were doing as a school and seek further development and positive change through discussion with others” (Miss Rachel Bacon).

All Saints School found the Sandwell Charter Mark aligned well with their school development priorities and helped them to validate the things they were already doing to support mental health and wellbeing. The senior leadership team found the process supportive, encouraging and collaborative, facilitating everyone’s involvement. The process provided time and space in an otherwise hectic schedule for reflective thinking framed within a non-judgemental structure. The P&TS team were thoughtful of time pressures keeping meetings brief and effective.

Reflections to Help Other Schools

All Saints School suggest approaching the Sandwell Charter Mark as a positive process and encourage senior leaders to be ‘honest’ and ‘transparent’ throughout. For them, the process was about positive change and not judgment. They recommend doing what works for an individual school, making it manageable and setting timescales that are achievable.

“See it as a positive process and opportunity to celebrate” (Miss Rachel Bacon).