



Rotherham Charter

contact *For families
with disabled children*

The Four Cornerstones Approach to Co-production

A relational model of co-production based upon strengthening inclusive practice and promoting emotional health and wellbeing within the ethos and culture of schools and settings

WELCOME AND CARE

VALUE AND INCLUDE

COMMUNICATE

WORK IN PARTNERSHIP

Building trust

Success Measures

The Cornerstones apply in equal measure to children and young people, parents and carers, and practitioners.



Introduction

We all have a responsibility under section 19 of the Children and Families Act 2014 and SEND Code of Practice, and in considering Ofsted requirements, to cultivate relationships that reflect a positive and respectful culture and to be pro-active about embedding the values of diversity, inclusion and co-production within our systems and processes. Co-production is a particular and empowering way of working, unique to the context of each school, setting, provider or service. It requires careful nurturing, starting with the idea that in an organisation no one group or person is more important than any other group or person. Everyone has skills to bring, and so we must endeavor together to ensure that all constituent parts of the community are represented. In this way co-production strengthens organisations, bringing together diverse groups of people, from senior leaders and practitioners to people who use services, parent carers and families, children and young people.

This *Four Cornerstones Approach Success Measures* tool was co-created by Genuine Partnerships, a Rotherham-based team of young people, parent carers and practitioners modelling and promoting high quality co-production and inclusive practice, in partnership with national charity Contact. It draws upon principles of co-production which originated with the Rotherham Charter, now known as the Four Cornerstones, and is intended as a supplement to the self-evaluation tool

The Four Cornerstones Approach



Evidence shows that when schools and settings actively work with children, young people and their families with the aim of strengthening the Cornerstones together, a culture of inclusion and co-production begins to thrive, trust strengthens, relationships flourish and better outcomes are generated for all.

Although the Four Cornerstones approach is essentially relational and qualitative, focusing on what it means to genuinely co-produce, therefore emphasising experience, relationships and systems that enable wellbeing, there has also been a desire to provide schools and settings with a tool that will help them measure success. This tool sets out potential success measures for each Cornerstone connected within a circle, which represents the systemic nature of the approach.

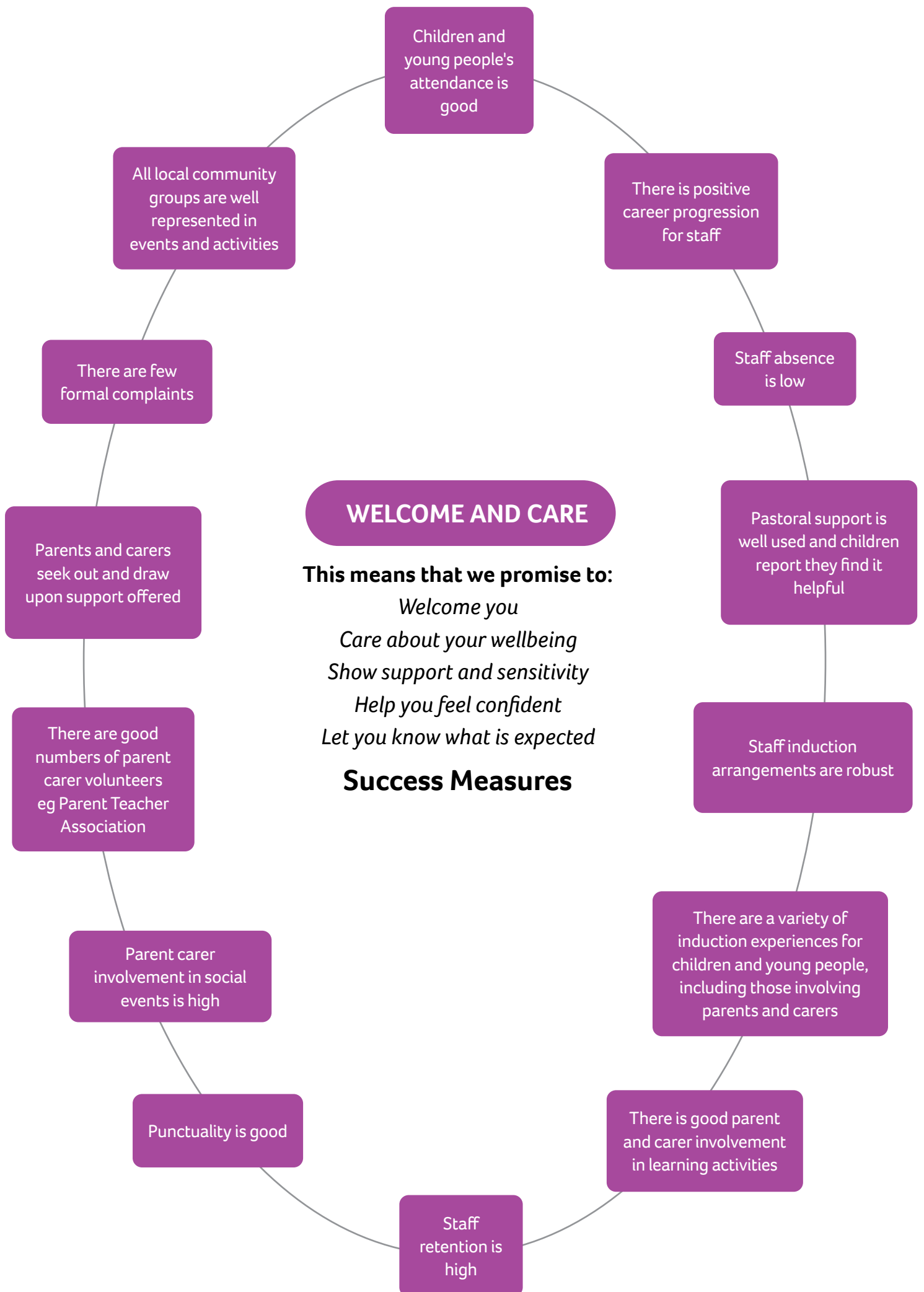
Schools and settings wishing to quantifiably evidence successful outcomes in co-production and inclusive practice are invited to choose success measures under each of the Cornerstones and to work through their own actions plans in order to evidence improvement (see exemplar below), in addition making connections between the measures which exemplify the cumulative impact implementing the Cornerstones can have on the culture and ethos of their organisation. The success measures identified are not intended to be exhaustive and we would expect schools and settings to add to them as they build on their success. The involvement of children, young people and families in considering which measures to prioritise and how this might be achieved should be a given in the process.

Exemplar Cornerstones Success Measures Monitoring Grid

Cornerstone	Success Measure	What exactly needs to be improved?	How will we know this has improved? How will staff, parent carers and children/young people be involved?	What are we measuring?	Evaluation – what else needs to happen?
Welcome and Care	Staff induction processes are robust	Training to support staff in developing the skills to communicate confidently with all parents and carers is included in induction processes	Staff feel more confident about communicating with parent carers Parent carers are happier with communication with staff Consultation/feedback is sought	% of new staff who say they feel confident about communicating with all parent carers % of parent carers who rate communication with them as very good or good	Incorporate feedback from parent carers about how communication needs to improve into the induction programme

↓ **Links to**

Welcome and Care	There are few formal complaints	Staff are approachable and respond to issues readily and quickly	The number of formal and informal complaints are reduced	The number of formal complaints Records of issues raised by parents and carers that have been resolved	You said we did on monthly newsletter
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VALUE AND INCLUDE

This means that we promise to:

Identify your needs early

Try our best to understand

Respond in the right way for you

Have a 'can do' approach

Recognise your strengths

Success Measures

Children and young people and their parents and carers are actively involved in SEND, EHC and PEP review processes

Any specialist support needed commissioned

Children and young people, parents and carers, and staff, feel able to put forward their ideas, knowing they will be heard and valued

Parents and carers from different backgrounds are represented in volunteering roles and on decision making bodies

There are strong shared values

There is evidence of robust graduated response processes (Plan-Do-Review)

The positive achievements of children and young people, parents and carers, and staff, are celebrated

Parents and carers with a variety of different needs are involved in school events and activities

A diverse range of children and young people are involved in extra curricular activities

The Equality, Diversity and Inclusion policy incorporates the principles of co-production and is used in everyday practice

All children and young people are enabled to participate in curricular activities and trips

There is an emphasis within the curriculum, and in policy, on wellbeing and fostering positive relationships

Children and young people, their parents and carers, and staff, say that they know who they can speak to if they have concerns

Academic outcomes for all groups are at least in line with local and national averages

The curriculum reflects local and national diversity

The website is accessible and well-used by parents and carers, children and young people

There is a wide range of ways in which information is communicated eg in person, phone calls, emails, texts, regular newsletters, social media and virtual platforms which are used regularly

Two-way communication with all parents and carers, children and young people, and staff, is encouraged

Parents and carers of children and young people with additional needs have a named person with whom they can communicate readily

COMMUNICATE

This means that we promise to:

Provide the information you need, in a form you understand

Ask for your views

Listen calmly and respectfully

Respond promptly

Make time for you

Use positive and helpful language

Success Measures

The positive achievements of children and young people, parents and carers, and staff, including those that happen outside the setting, are communicated widely

There is a policy to ensure that positive language is encouraged

Proactive, positive and sensitive communication with parent carers and young people is included in induction processes

There are clear routes and means of communication with children and young people, and their parent carers, who have English as an additional language

Communication is acted upon and feedback is given, for example via 'You Said, We Did' reports

Confidential spaces are made available whenever needed

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WORK IN PARTNERSHIP

This means that we promise to:

Want you to be involved

Value you as an equal partner

Encourage and take on board your ideas and suggestions for making improvements

Work together with you on them

Success Measures

There is an inclusive School Council or equivalent that is actively and meaningfully involved in decisions that are important to the children and young people

There is a Parent Forum or similar enabling active involvement in decision-making at all levels

Power imbalances are openly acknowledged and adjustments are made to mitigate them

Volunteering bodies and decision-making bodies are representative of the local community

Parents and carers, children and young people, and staff, say that they feel listened to, and that any ideas they have are heard and acted upon

Mechanisms are in place to gather feedback, views and ideas from a wide range of children and young people and their parents and carers

A collaborative, positive and solution-focused approach to leadership is evident

SEND, EHC and PEP reviews are co-designed with children and young people, and their parents and carers

Formats for consultations are creative, taking account of parent and carer and child or young person need - and there is a high response rate

There are opportunities for parents and carers, children and young people, and staff, to be involved as equal partners in projects and policies from the start

There are examples of projects and policies that have been co-produced with parents and carers, and children and young people

Parent and carer governor roles are easily filled

Children and young people enjoy working together collaboratively

Two-way dialogue with children and young people about their learning is integrated into the curriculum

WELCOME AND CARE

This means that we promise to:

- Welcome you
- Care about your wellbeing
- Show support and sensitivity
- Help you feel confident
- Let you know what is expected

Success Measures

- | | |
|---|--|
| <input type="checkbox"/> Children and young people's attendance is good | <input type="checkbox"/> There are good numbers of parent carer volunteers eg Parent Teacher Association |
| <input type="checkbox"/> There is positive Career Progression for staff | <input type="checkbox"/> Parents and carers seek out and draw upon support offered |
| <input type="checkbox"/> Staff absence is low | <input type="checkbox"/> There are few formal complaints |
| <input type="checkbox"/> Pastoral support is well used and children report they find it helpful | <input type="checkbox"/> All local community groups are well represented in events and activities |
| <input type="checkbox"/> Staff induction arrangements are robust | |
| <input type="checkbox"/> There are a variety of induction experiences for children and young people, including those involving parents and carers | |
| <input type="checkbox"/> There is good parent and carer involvement in learning activities | |
| <input type="checkbox"/> Staff retention is high | |
| <input type="checkbox"/> Punctuality is good | |
| <input type="checkbox"/> Parent carer involvement in social events is high | |

VALUE AND INCLUDE

This means that we promise to:

- Identify your needs early
- Try our best to understand
- Respond in the right way for you
- Have a 'can do' approach
- Recognise your strengths

Success Measures

- | | |
|--|---|
| <input type="checkbox"/> Children and young people and their parents and carers are actively involved in SEND, EHC and PEP review processes | <input type="checkbox"/> Children and young people, their parents and carers, and staff, say that they know who they can speak to if they have concerns |
| <input type="checkbox"/> Children and young people, parents and carers, and staff, feel able to put forward their ideas, knowing they will be heard and valued | <input type="checkbox"/> All children and young people are enabled to participate in curricular activities and trips |
| <input type="checkbox"/> There is evidence of robust graduated response processes (plan-do-review) | <input type="checkbox"/> A diverse range of children and young people are involved in extra curricular activities |
| <input type="checkbox"/> Parents and carers with a variety of different needs are involved in school events and activities | <input type="checkbox"/> There are strong shared values |
| <input type="checkbox"/> The Equality, Diversity and Inclusion Policy incorporates the principles of co-production and is used in everyday practice | <input type="checkbox"/> Parents and carers from different backgrounds are represented in volunteering roles and on decision making bodies |
| <input type="checkbox"/> There is an emphasis within the curriculum, and in policy, on wellbeing and fostering positive relationships | <input type="checkbox"/> Any specialist support needed commissioned |
| <input type="checkbox"/> Academic outcomes for all groups are at least in line with local and national averages | |
| <input type="checkbox"/> The curriculum reflects local and national diversity | |

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Success Measures

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- There is a Parent Forum or similar enabling active involvement in decision-making at all levels
- Volunteering bodies and decision making bodies are representative of the local community
- Mechanisms are in place to gather feedback, views and ideas from a wide range of children and young people and their parents and carers
- Formats for consultations are creative, taking account of parent and carer and child or young person need -and there is a high response rate
- There are opportunities for parents and carers, children and young people, and staff, to be involved as equal partners in projects and policies from the start
- Parent and carer governor roles are easily filled
- Two-way dialogue with children and young people about their learning is integrated into the curriculum
- Children and young people enjoy working together collaboratively
- There are examples of projects and policies that have been co-produced with parents and carers, and children and young people
- SEND, EHC and PEP reviews are co-designed with children and young people, and their parents and carers
- A collaborative, positive and solution-focused approach to leadership is evident
- Parents and carers, children and young people, and staff, say that they feel listened to, and that any ideas they have are heard and acted upon
- Power imbalances are openly acknowledged and adjustments are made to mitigate them