



Rotherham Charter

The Four Cornerstones Approach to Co-production

Strengthening inclusive practice, emotional health and wellbeing within your ethos and culture

Self-Evaluation Tool for schools, settings, providers and services across Education, Health and Care

2nd Edition (revised) November 2019

www.genuinepartnerships.co.uk @Roth_Charter

The Four Cornerstones of Co-production

Co-creating genuine partnerships between parent carers, children, young people and practitioners

Build trust by making the commitment to **welcome and care, value and include, communicate** and **work in partnership**:

We will welcome and care by:

- Providing a happy and secure environment or context
- Nurturing confidence, wellbeing and self-esteem
- Working together with you to build a supportive community
- Making sure your voice is heard and valued
- Responding with sensitivity
- Communicating expectations clearly
- Emphasising strengths and achievements

We will value and include you in every aspect of what we do by:

- Identifying needs early, welcoming your involvement at every stage
- Having a 'can do' approach
- Making sure that all our practitioners have the right skills and understanding
- Sharing information about strengths and needs sensitively with relevant partners
- Being creative and flexible so that we can respond in the best way to individual strengths, needs and changing circumstances
- Involving all relevant partners in decision-making processes about referrals to others
- Encouraging all partners to contribute to the development of our values, systems and policies

We will communicate with you openly, clearly and honestly by:

- Asking for your views and involvement
- Being available when people need to talk and making time to listen
- Listening calmly and respectfully
- Responding promptly and following up
- Reviewing regularly
- Providing all the information needed in a timely way, in a form that will be understood
- Striving to use positive and constructive language

We will work in partnership by:

- Encouraging participation
- Valuing your contributions as an equal partner
- Working together to develop plans, set targets and create and deliver specific programmes
- Involving you in decisions about organisational changes and improvements

The safety and wellbeing of children and young people underpins the Four Cornerstones. It is therefore expected that implementation will always involve adherence to relevant safeguarding protocols.

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 endeavour 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 self-evaluation tool was co-created by Genuine Partnerships, a pioneering, nationally recognised team of young people, parent carers and practitioners modelling and promoting high quality co-production and inclusive practice. Representing Rotherham Local Authority and Rotherham Parent Carers Forum working together as equal partners, the team developed the Rotherham Charter in 2011 as one of Brian Lamb's innovative projects to improve parental confidence. The Charter was based on narrative research involving children and young people with SEND and their parent carers and influenced the principles underpinning the SEND reforms 2014 which determined that children, young people and their parent carers should be actively involved in decisions that affect their lives. Since then, the team has co-produced a range of training packages, tools and accreditation processes, recognising and celebrating good practice in this area. In 2014 Genuine Partnerships was invited to join the National Alliance for Partnership Working and has partnered with national charity Contact to deliver projects and training in local areas around the country. The principles of the Rotherham Charter have now been adopted nationally as the Four Cornerstones of Co-production and Inclusive Practice.

Based on the original and more recent research with children, young people and parent carers carried out by Genuine Partnerships, this tool is for individual organisations like schools, settings, providers and services. It uses a Four Cornerstones approach to support reflection, collaboration with all partners, particularly children and young people and their parent carers, and the gathering of evidence to demonstrate organisational strengths as well as potential areas for further development. The experience of users that draw upon the tool as part of their ongoing improvement and development cycle has told us that the strengthened relationships and positive culture generated by going through the process of considering the Cornerstones together has been just as important as addressing specific outcomes.

Enjoy your co-production journey.

The Genuine Partnerships Team

Endorsements

The Four Cornerstones Approach developed by Rotherham and Genuine Partnerships is exceptional in leading the thinking of how to ensure that good co-production is embedded in schools, other settings and services. The insights have been developed and honed over a number of years and exemplify some of the best thinking in creating real working partnerships between parent carers, children and young people and practitioners. It is no surprise that this approach has been hugely influential locally, and adopted nationally, as it provides a comprehensive framework of values but also the tools to measure how well everyone is meeting those values and ensuring more appropriate services and better outcomes. For anyone who wants to ensure that real co-production happens, this is the approach to inform your thinking and practice.

Brian Lamb OBE

The Four Cornerstones Approach provides a fantastic opportunity to support genuine co-production in a way that listens to the voices of children, young people and their families and puts them at the centre of support and service development. The principles (Welcome and Care, Value and Include, Communicate and work in Partnership) mean that everyone is clear what is expected of them to ensure that families are supported to lead the lives they want to. The Genuine Partnerships team has worked tirelessly to review and further develop this approach to ensure good outcomes for the local areas that have used it.

Julie Pointer, Children and Young People Lead, NDTi

I have seen and felt how working in this way can have a huge impact on outcomes. By using the Four Cornerstones Approach trust starts to form and relationships grow. When everybody is equal and valued there is more willingness to work in partnership which creates a platform you can build on as a team. Trust is the glue that holds this together...Co-production takes time, and cannot be rushed. If you say it fast you quickly lose the 'co' and only hear 'production'. When you see and feel the impact of working in this way you realise its power.

Amanda Moreman, **Chair, Rotherham Parent Carers Forum**

[The Cornerstones] made us realise that families are on their own journey taken at their own pace and dealing with the twists and turns that having a child or young person with SEND can have. [The] Cornerstones for us is an approach through which we aspire to deliver school improvement but we have to be kind to ourselves also and realise we don't always have the answers, but we can listen so that families and their journeys are heard within a 'with' approach. [This is] a constant journey.

Luci Windle, **Executive Head teacher, Rotherham specialist setting**

Working with the Rotherham Charter family, using the Four Cornerstones, has enabled us to constantly review our practice and work more effectively in partnership with families and practitioners. This way of working has been pivotal in enhancing our welcoming and caring ethos and the way we support the wellbeing and needs of all the children and families in our care.

Mary Smith, **Head teacher, Rotherham mainstream setting**

Acknowledgements

The development of the Four Cornerstones (Rotherham Charter) leading to this document would not have been possible without the willingness of so many of the children and young people with SEND of Rotherham, and their parent carers, to share their stories.

Thank you to Rotherham Metropolitan Borough Council, Rotherham Parent Carers Forum and Contact for your continued support and commitment.

How to use the Four Cornerstones Self-Evaluation Tool

The numbered statements on the left hand side of the sections refer to the different elements identified which together make up each Cornerstone. The middle column has lettered examples of possible indicators which contribute to these elements. The indicators provided are examples intended to support your self-evaluation and are by no means exhaustive. To demonstrate that the Cornerstones are genuinely embedded within your organisation there will need to be robust evidence recorded in the third column to illustrate each of the statements is being put into practice.

For schools, settings, providers and services seeking Gold Accreditation most, if not all, of the examples will be evidenced and more indicators are likely to be included. The quality of this evidence will help in determining whether Gold Accreditation is achievable. Evidence for the indicators is likely to overlap so it is permissible to match good quality evidence to several indicators across different Cornerstones.

It is expected that the tool will be used appreciatively and collaboratively, valuing the strengths within your organisation and ensuring that children and young people, parent carers, leaders and practitioners are involved in the process as equal partners.

An exemplar is provided on the next page to show how to use this self-evaluation tool.

Exemplar

The term *partner* refers in equal measure to children and young people, parent carers and practitioners.
 The term *organisation* includes schools, settings, providers and Education, Health and Care services.
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Cornerstones are broken down into numbered statements.

Each section of the self-evaluation tool covers one of the Cornerstones.

Organisations record their good practice in this area.

1. We will welcome and care for you by:

1i Providing a happy and secure environment or context

These examples are indicators of what might be expected from your organisation:

Evidence

This means welcoming partners as equal members of your community, maintaining positive and trusting relationships, facilitating easy transitions and inductions responsive to individual needs

a. There is a positive culture where welcoming attitudes are modelled and promoted by all practitioners, led by the senior leadership team and governance

A representative of the senior leadership team is outside meeting and greeting children, parents and carers each morning, modelling the school's friendly welcome

A more detailed explanation is provided to help you evidence your good practice.

The examples of good practice are based on what parent carers and children have told us make a difference to their experience of schools, settings, providers and services. Other indicators can also be provided.

Welcome and Care

The term *partner* refers in equal measure to children and young people, parent carers and practitioners.

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1. We will welcome and care by:

| 1i | Providing a happy and secure environment or context | These examples are indicators of what might be expected from your organisation: | Evidence |
|----|---|--|----------|
| | This means welcoming partners as equal members of your community, maintaining positive and trusting relationships, and facilitating easy transitions and inductions responsive to individual needs | <ul style="list-style-type: none">a. There is a positive culture where welcoming attitudes are modelled and promoted by all practitioners, led by the senior leadership team and governanceb. Arrangements for practitioner inductions and introductions are robust, regularly reviewed and include a commitment to establishing good quality relationships with all partnersc. Contact is made, or initial visits arranged, prior to any admission or referrald. Reception areas are open and welcominge. There is a friendly response to all enquiriesf. Transition and induction plans are informed by feedback from all partnersg. All partners are encouraged to contribute information and it is clear how it will be used | |

1. We will welcome and care by:

| | | | |
|----|---|---|----------|
| 1i | Providing a happy and secure environment or context | These examples are indicators of what might be expected from your organisation: | Evidence |
| | | <ul style="list-style-type: none"> h. Review processes are implemented soon after transitions i. Reasonable adjustments are made to physical and sensory environments and resources are used well to accommodate individual needs | |

| | | | |
|-----|--|---|----------|
| 1ii | Nurturing confidence, wellbeing and self-esteem | These examples are indicators of what might be expected from your organisation: | Evidence |
| | This means showing commitment to everybody's emotional health and wellbeing | <ul style="list-style-type: none"> a. There has been investment in training and resources to develop the emotional health and wellbeing of all partners b. Systems are in place to encourage positive behaviour and they are consistently applied c. All partners feel safe enough to take the risk of trying to do better d. There is rigorous promotion of anti-bullying e. Systems encourage appropriate and supportive relationships and/or friendships f. Confidence and independence skills are actively nurtured to help increase self-esteem and resilience | |

1. We will welcome and care by:

| | | | |
|------|---|--|----------|
| 1ii | Nurturing confidence, wellbeing and self-esteem | These examples are indicators of what might be expected from your organisation: | Evidence |
| | | <ul style="list-style-type: none"> g. Adjustments are made or interventions/support offered to respond to the emotional needs of individuals or groups h. There are strong links with appropriate services and, when needed, opportunities to be supported in accessing them | |
| 1iii | Working together with you to build a supportive community | These examples are indicators of what might be expected from your organisation: | Evidence |
| | <p>This means investing in establishing positive and supportive networks that can be easily accessed</p> | <ul style="list-style-type: none"> a. To support their induction, partners are invited to attend formal and informal social events that give them opportunities to build relationships b. Groups reflect individual interests and needs; participation is encouraged c. Support is available to engage individuals and enable their attendance, if this is needed d. Buddy or peer support is available e. All partners who wish to be are included in the planning and running of support and interest groups and key staff/senior leaders are actively involved f. Partners are made aware of the SEND Local Offer and networks of support available to them | |

1. We will welcome and care by:

| 1iv | Making sure your voice is heard and valued | These examples are indicators of what might be expected from your organisation: | Evidence |
|-----|--|--|----------|
| | <p>This means everybody has the opportunity to be listened to and valued as an equal partner and there is a pro-active approach to listening that is responsive to individual needs</p> | <ul style="list-style-type: none"> a. Practitioners are familiar with, and can apply, active listening skills b. Pro-active, diverse and flexible strategies are adopted to reach out and listen to all members of the community c. There is clear evidence that feedback from all partners is actively sought, regularly reviewed and considered, and used to inform planning, policy and practice | |

| 1v | Responding with sensitivity | These examples are indicators of what might be expected from your organisation: | Evidence |
|----|--|---|----------|
| | <p>This means all partners feel safe in the knowledge that they will be listened to respectfully and that responses will be sensitive to their personal circumstances</p> | <ul style="list-style-type: none"> a. Partners are given choices about who with, where, how and when they would like to talk b. A safe and confidential environment is made available whenever needed c. All partners try hard to be respectful and sensitive to individual needs and situations | |

1. We will welcome and care by:

| 1vi | Communicating expectations clearly | These examples are indicators of what might be expected from your organisation: | Evidence |
|------|--|--|----------|
| | This means open, accessible and transparent communication about expectations, with any new developments taking place in partnership | <ul style="list-style-type: none"> a. Expectations for all partners are clearly communicated b. Systems in place are regularly reviewed and informed by feedback c. All partners are encouraged to be actively involved in new developments d. All practitioners have good working knowledge of equality and diversity issues and are aware of statutory requirements | |
| 1vii | Emphasising strengths and achievements | These examples are indicators of what might be expected from your organisation: | Evidence |
| | This means all efforts and skills are celebrated and a diverse range of achievements are valued | <ul style="list-style-type: none"> a. There is a strong praise culture through which achievements and effort are celebrated and shared with partners and the wider community b. Everybody's skills and strengths are acknowledged and valued, for example through an audit of strengths c. Feedback is constructive; there is emphasis upon describing skills that have been developed d. Different styles and approaches are recognised and valued e. Differentiation, interventions and adjustments are made to support individual strengths f. There is knowledge of particular interests and this can be used to inform planning | |

Value and Include

The term *partner* refers in equal measure to children and young people, parent carers and practitioners.

The term *organisation* includes schools, settings, providers and Education, Health and Care services.

The safety and wellbeing of children and young people underpins the Four Cornerstones. It is therefore expected that implementation will always involve adherence to relevant safeguarding protocols.

2. We will value and include you in every aspect of what we do by:

| 2i | Identifying needs early, welcoming your involvement at every stage | These examples are indicators of what might be expected from your organisation: | Evidence |
|----|--|---|----------|
| | <p>This means everybody is involved as an equal partner from the start, and there is always encouragement for personal knowledge and understanding of strengths, needs and aspirations to be shared</p> | <ul style="list-style-type: none"> a. There are excellent working links and transition arrangements between partner settings, schools, colleges, providers and services that address individual needs b. All relevant partners are encouraged to be actively involved in the planning for transitions so that the right strategies, resources and support can be implemented c. There are formal opportunities to meet key practitioners early on to discuss how individuals are settling in, as well as to raise any concerns d. There are clear and sensitive procedures for information sharing e. There are robust systems for identifying needs and monitoring progress f. Parent carers are actively encouraged and supported to help their child or young person at home; tasks to be completed are appropriate and there is effective communication and support | |

2. We will value and include you in every aspect of what we do by:

| 2ii | Having a 'can do' approach | These examples are indicators of what might be expected from your organisation: | Evidence |
|-----|--|---|----------|
| | <p>This means the contribution of all partners is valued and everybody works creatively to provide individuals with the best possible opportunities</p> | <ul style="list-style-type: none"> a. Organisational culture demonstrates a commitment to the learning and wellbeing of all individuals within that community b. All partners strive to be positive and constructive in their responses c. Induction of all practitioners includes sharing information about the additional needs of those with whom they might come into contact, and how they can help d. Practitioners have good knowledge and understanding of relevant adjustments and intervention(s) they can draw upon to effectively support those with additional needs so that they achieve their best possible outcomes e. All partners who are directly involved in offering support are encouraged to be involved in reviews of outcomes as well as ongoing informal discussions to ensure the right adjustments and changes can be made in a timely way | |

2. We will value and include you in every aspect of what we do by:

| 2iii | Making sure that all our practitioners have the right skills and understanding | These examples are indicators of what might be expected from your organisation: | Evidence |
|------|--|---|----------|
| | <p>This means all practitioners endeavour to know and understand how to respond to the strengths and needs of all the individuals with whom they are involved</p> | <ul style="list-style-type: none"> a. Practitioners are sensitive to the impact of external factors on an individual's experience and outcomes b. There is ongoing monitoring of practitioners' knowledge and understanding of additional needs, and reflection of this in their practice c. There are systems in place to ensure training needs are met so that practitioners can be advised and enabled to access further support when agreed appropriate d. There is evidence of the effective management and deployment of resources, including staff, to address individual needs e. All partners who wish to do so are encouraged and supported to contribute to the planning and delivery of training about individual additional needs f. Key practitioners can describe reasonable adjustments being made and the impact these are making on outcomes g. Practice is informed by regular feedback sought from all partners as to how well additional needs are understood and met | |

2. We will value and include you in every aspect of what we do by:

| 2iv | Sharing information about strengths and needs sensitively and respectfully with relevant partners | These examples are indicators of what might be expected from your organisation: | Evidence |
|-----|--|--|----------|
| | <p>This means making sure all involved partners have the information they need to ensure the best possible outcomes</p> | <ul style="list-style-type: none"> a. Information has been written together with appropriate partners b. This information is communicated effectively to all relevant partners and updated at reviews, and whenever necessary in between c. There is a clear expectation from senior leadership that all appropriate staff will access this information and apply it to their planning and practice, and there is good evidence of its use d. There are ongoing systems enabling individuals opportunities to discuss what works for them, and they feel confident that their views are taken into account | |

2. We will value and include you in every aspect of what we do by:

| | | | |
|----|--|---|----------|
| 2v | Being creative and flexible so that we can respond in the best way to individual strengths, needs and changing circumstances | These examples are indicators of what might be expected from your organisation: | Evidence |
| | This means identifying changing needs promptly and working together to achieve the best possible response | <ul style="list-style-type: none"> a. Robust systems are in place to sensitively track potential changes in needs b. There is an effective system for communicating changing needs to all relevant partners c. Groupings are planned to maximise individual strengths, interests and talents d. Interventions and adjustments are provided by suitably trained and experienced staff and support the full spectrum of needs e. The impact of interventions, adjustments and support is reviewed regularly with all partners, taking into consideration individual circumstances, strengths and needs | |

2. We will value and include you in every aspect of what we do by:

| | | | |
|------|---|--|----------|
| 2vi | Involving all relevant partners in decision-making processes about referrals to others | These examples are indicators of what might be expected from your organisation: | Evidence |
| | This means there is a proactive approach to involving all partners in discussions about referrals to external agencies | <ul style="list-style-type: none"> a. Information about the range of support services is readily available to all partners b. Key practitioners have a good knowledge of the role of partner services, referral processes, timescales and delivery to better inform discussions with all partners c. All relevant partners are involved in referral processes d. Advice from support services is discussed with all relevant partners, and actions and timescales are agreed | |
| 2vii | Encouraging all partners to contribute to the development of our values, systems and policies | These examples are indicators of what might be expected from your organisation: | Evidence |
| | This means all partners are encouraged to have an active voice in the development of policies and systems | <ul style="list-style-type: none"> a. The process of induction for all partners includes raising awareness of relevant key policies and systems b. Language in key policies is easy to understand and presented in a variety of ways to suit individual needs and circumstances c. There are opportunities to have the purpose and content of policies explained in more detail | |

2. We will value and include you in every aspect of what we do by:

| 2vii | Encouraging all partners to contribute to the development of our values, systems and policies | These examples are indicators of what might be expected from your organisation: | Evidence |
|------|---|--|----------|
| | | <ul style="list-style-type: none"> d. Partners are confident in their understanding of policies relevant to them and they are aware of how/where this information may be found e. There is active encouragement for representation from all partners to contribute to the development and review of relevant policies and systems f. There is support for those whose voice may not otherwise be heard and contributions are gathered in a range of ways to suit the needs of individuals and/or communities g. All partners are given the opportunity to contribute their views about changes to policies and systems in a supportive and non-threatening way h. All partners are provided with contact details for relevant forums and networking opportunities through which they can contribute to policy development, within and outside their local community i. A named member from the senior leadership team or governance body links regularly with local partner forums and/or groups | |

Communicate

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3. We will communicate with you openly, clearly and honestly by:

| 3i | Asking for your views and involvement | These examples are indicators of what might be expected from your organisation: | Evidence |
|----|--|---|----------|
| | This means being pro-active in seeking the views of all partners, encouraging their involvement in day-to-day activities as well as decision-making | <ul style="list-style-type: none">a. There is a pro-active approach to involving all partners in consultations and day-to-day activitiesb. All partners have been actively involved in formulating the organisation's approach to fulfilling the Four Cornerstonesc. There are regular timetabled opportunities for all parties to meet and reviewd. There are formal and informal opportunities for consultation with all partners about decisions with regard to policy and practice | |

3. We will communicate with you openly, clearly and honestly by:

| 3ii | Being available when people need to talk and making time to listen | These examples are indicators of what might be expected from your organisation: | Evidence |
|------|---|---|----------|
| | <p>This means all partners know they can access a person with whom they can talk, somebody who will make some time to listen and respond</p> | <ul style="list-style-type: none"> a. Partners have a suitably trained and accessible named link person who understands their needs and strengths, and who can be approached to discuss any issues, concerns or changes in needs or circumstances b. Preferred forms of contact and meeting arrangements are sought c. Details of practitioners who can be contacted urgently are shared d. Partners can talk with key staff at allocated times, and these times are communicated clearly e. Meeting times are scheduled to allow enough time for all partners to contribute meaningfully to decision-making | |
| 3iii | Listening calmly and respectfully | These examples are indicators of what might be expected from your organisation: | Evidence |
| | <p>This means all partners know they will be listened to in a calm and respectful way, and they will receive a constructive response</p> | <ul style="list-style-type: none"> a. All partners know their contributions are listened to with sensitivity and in a calm and respectful manner b. Whenever possible, partners are involved in deciding who is invited to meetings concerning them c. All partners are encouraged to take an active part in meetings and reviews in a way that suits them best, and to communicate their views openly and honestly d. All views are recorded accurately | |

3. We will communicate with you openly, clearly and honestly by:

| 3iv | Responding promptly and following up | These examples are indicators of what might be expected from your organisation: | Evidence |
|-----|--|---|----------|
| | <p>This means all partners know they will receive a prompt response to enquiries and concerns and that actions will be reviewed in a timely way</p> | <ul style="list-style-type: none"> a. There is commitment to making a same day acknowledgement and clarity about when further information will be provided, including the name of a relevant link person b. Systems ensure all partners know concerns will be heard in a timely manner; the link person is responsible for recording actions, liaising with relevant others and feeding back actions to be taken c. At the end of all meetings partners are clear of next steps and actions to be taken, the person(s) responsible, the date by which feedback will be given, and how this will be done d. Information and actions are communicated in a format to suit the individuals concerned | |
| 3v | Reviewing regularly | These examples are indicators of what might be expected from your organisation: | Evidence |
| | <p>This means all partners know that they will be involved in regular reviews and in the evaluation of any agreed actions</p> | <ul style="list-style-type: none"> a. All relevant partners are involved in regular formal and informal discussions b. Actions, interventions, relevant support and outcomes are jointly agreed through the review process c. All relevant partners are regularly kept informed of progress d. Information about strategies and goals or targets is written in language that is easy to understand | |

3. We will communicate with you openly, clearly and honestly by:

| | | | |
|----|---------------------|--|----------|
| 3v | Reviewing regularly | These examples are indicators of what might be expected from your organisation: | Evidence |
| | | e. Review arrangements are flexible to suit individual needs, and interim meetings are planned if it is agreed by partners this would be helpful | |

| | | | |
|-----|--|---|----------|
| 3vi | Providing all the information needed in a timely way, in a form that will be understood | These examples are indicators of what might be expected from your organisation: | Evidence |
| | This means all partners receive all the information they feel would be helpful, in a form they can access, in good time | <ul style="list-style-type: none"> a. Information about the organisation is easily available and provided in good time, in formats accessible to all partners b. All partners are consulted about the kind of information they would like to be made available to them and how best they wish it to be communicated c. Language is modified where possible to avoid or explain technical terms d. Support is offered and made available for all individuals who would like further explanation of any information communicated e. Information is shared with partners about relevant independent or 'arm's length' organisations that offer information, advice and support within Education, Health and Care, and they are encouraged to access these organisations | |

3. We will communicate with you openly, clearly and honestly by:

| 3vii | Striving to use positive and constructive language | These examples are indicators of what might be expected from your organisation: | Evidence |
|------|---|--|----------|
| | <p>This means written and oral communications are always constructive and helpful, emphasising strengths</p> | <ul style="list-style-type: none"> a. Practitioners are trained and supported to model the use of positive language and ensure there is commitment to putting this into practice when interacting with all partners b. Different kinds of successes and achievements are rewarded to recognise individual strengths c. There is commitment to communicating individual and organisational successes in a variety of ways so that all relevant partners can be meaningfully involved d. There is a positive focus when problem-solving which invites interested partners as equals to be involved in generating solutions | |

Work in Partnership

The term *partner* refers in equal measure to children and young people, parent carers and practitioners.

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4. We will work in partnership with you by:

| 4i | Encouraging participation | These examples are indicators of what might be expected from your organisation: | Evidence |
|----|---|---|----------|
| | <p>This means all partners are aware of how they can make themselves heard and are encouraged to be involved in relevant organisational developments</p> | <ul style="list-style-type: none"> a. Key members of staff have responsibility for involving partners within the organisation and wider community b. Feedback from all partners is a welcome aspect of decision making processes, for example Voice is always on the agenda of governance and strategic meetings c. Children, young people and their parent carers are encouraged to have a high profile as partners and there is a mechanism through which they are able to influence organisational and wider community agendas d. Children and young people have regular opportunities to voice their opinions via peer representatives, for example through their School Council, Youth Cabinet or relevant Young People's Forum e. Parent carers have regular opportunities to voice their opinions via a representative or group, for example a Parent Carer Forum, Parent Teacher Association (PTA) or Parent Governor f. All partners are regularly informed, through a range of media, of opportunities for involvement within the wider community that reflect particular interests and needs g. Confidence and empowerment is encouraged and supported by providing opportunities for involvement and participation in events | |

4. We will work in partnership by:

| 4ii | Valuing your contributions as an equal partner | These examples are indicators of what might be expected from your organisation: | Evidence |
|------|--|--|----------|
| | <p>This means responding to feedback and issues raised by partners, providing the opportunity for good exchange of information and ensuring that communication is accessible to all</p> | <ul style="list-style-type: none"> a. All partners feel they are treated as equals in decision making processes on key matters relevant to them b. Systems are in place to encourage and enable partners to give feedback and voice their thoughts and ideas c. All partners are consulted on a regular basis, including about the usefulness of communications d. There is commitment to offering feedback in a range of formats and languages, reflecting the diversity of the community and individual need | |
| 4iii | Working together to develop plans, set targets and create specific programmes | These examples are indicators of what might be expected from your organisation: | Evidence |
| | <p>This means all partners are able to make informed contributions towards discussions and decisions about appropriate actions, interventions and outcomes</p> | <ul style="list-style-type: none"> a. There is a diverse range of opportunities available to support all partners to have the confidence and skills to be informed contributors b. There are opportunities for parent carers to observe or participate in actions, assessments and interventions if agreed appropriate and helpful | |

4. We will work in partnership by:

| | | | |
|------|--|--|----------|
| 4iii | Working together to develop plans, set targets and create and deliver specific programmes | These examples are indicators of what might be expected from your organisation: | Evidence |
| | | <ul style="list-style-type: none"> c. All partners are actively encouraged to give their views about individual experiences and progress; questions are asked sensitively to enable openness, honesty and transparency d. All partners are given opportunities to reflect and comment on advice given, enabling them to contribute to decisions made about actions, any agreed goals or targets, interventions, support and outcomes e. Following reviews, all partners understand their roles, responsibilities and sources of support | |
| 4iv | Involving you in decisions about organisational changes and improvements | | Evidence |
| | This means all partners are offered a range of opportunities to feedback about organisational changes and how to improve experience | <ul style="list-style-type: none"> a. Partners are encouraged and supported, within safe environments and processes, to have the confidence to give their views about systems, procedures and policies b. All partners are regularly invited to contribute to review systems in order to support future developments and priority setting | |

4. We will work in partnership by:

| 4iv | Involving you in decisions about organisational changes and improvements | These examples are indicators of what might be expected from your organisation: | Evidence |
|-----|--|--|----------|
| | | <p>c. There are opportunities throughout the year to meet with senior leaders and/or relevant governance representatives to give feedback and contribute towards discussions about planned changes and improvements</p> <p>d. Senior leaders respond promptly to concerns raised about systems and procedures and provide feedback on these issues</p> | |

Next Steps

Self-evaluation is an ongoing process feeding into the plan-do-review cycle of organisational improvement. The collaboration involved in co-production will add strength to this activity, making it rewarding for all partners, further embedding the Cornerstones within culture and ethos.

Additional Support Available from Genuine Partnerships

A phased approach is recommended which usually involves:

- ✓ Training session(s) that enable a shared understanding of, and commitment to, the Cornerstones across whole organisations
- ✓ Consultation and support with action planning
- ✓ An appreciative inquiry, which often includes focus groups and/or alternative ways of gathering feedback from children, young people and parent carers that is collated into a report highlighting good practice and areas for further development
- ✓ Gold Accreditation and Reaccreditation Process

Local Areas

In partnership with Contact, Genuine Partnerships also supports the development of co-production across whole areas through consultation, Strengthening Co-production training and VOICES packages. The free whole area self-evaluation tool *Quality Indicators for Co-production and Inclusive Practice*, together with supporting guidance, is also available.

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