

# Rotherham's Health and Well Being Strategy

## Co-production in Rotherham

## Case Studies

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## Case Study

## Rotherham Charter



# Rotherham Charter

Genuine Partnership with Parents, Carers,  
Children and Young People, Adults and Families

## The Rotherham Charter: A Case Study of Living, Promoting and Quality Assuring Co-Production

It was May 23<sup>rd</sup> 2011. The room was warm with goodwill, excitement and expectation. There was a colourful mixture of people chatting and smiling. Parents and carers, school and LA service staff, front-line to directorate, people from voluntary groups. The Deputy Mayor, two university academics. No dissention or complaint. Bathed in mellow sunlight, an air of friendly and equal partnership was welcomed, enjoyed and savoured by all.

This was the launch day of our Rotherham Charter, a model for co-productive working that was born, nurtured and has since thrived as a result of energetic and determined collaboration between Rotherham parents, LA and voluntary services, schools and young people.

The Charter emerged from powerful stories about their experiences entrusted to a small group of LA researchers by children with additional needs and their parents. It became quickly evident that the wellbeing of a child makes a huge impact upon the wellbeing of a parent or carer, and vice versa, but it is very small changes in practice that can make a big difference. The research coincided with the publication of Brian Lamb's Inquiry into parental confidence and at a SENCO conference in 2010, facilitated by the then recently formed Rotherham Parent Carers Forum on this theme, there was a meeting of minds. The researchers began to work in partnership with Forum parents to explore how to bring about these changes in key organisations that affect their experience and that of their child, beginning with schools. A successful bid to the DfE to develop an innovative project to improve parental confidence in SEN systems was made and the Rotherham Charter was born.

What followed was co-production in its purest sense, although none of us knew the term at that point. Parents and carers were pivotal partners in





# Rotherham Charter

Genuine Partnership with Parents, Carers, Children and Young People, Adults and Families

the work that ensued, driving the direction of the project as head teachers, LA, Health, and other services listened to their stories and worked alongside them, thirsty to know how they could improve things.

The four Charter principles arose through this early work, to which as part of Rotherham's Local offer schools and services are now being asked to commit. Parents/carers and children/young people in whatever educational, care or health context they find themselves want to feel confident they will receive **welcome and care**, be viewed as **equal partners** in decision-making, feel **valued and included** and experience **good communication**. Underpinning each of the principles is 'trust', identified as the defining element.

However, a strong message made clear by these initial discussions was that a set of principles alone do not bring system change. Mechanisms need to be put in place to support organisations to work in this way and to enable some form of quality assurance in which parents/carers and children/young people can place their trust.

Support packages for schools, self-evaluation and accreditation processes were developed. Currently, in the light of the Local offer, further joint work is being completed to ensure the processes are appropriate for services. It was also perceived to be essential that Charter mechanisms and processes themselves must be appreciative; living and breathing the Charter principles. Charter Management and Implementation Teams have grown up ensuring that parent, school and service representatives have equal leadership, voice and responsibility. All packages have been co-constructed and are co-delivered. Feedback from schools and services so far involved has informed us that this is what makes the Charter process so powerful, and so unique.

When the term co-production became a buzz word we realised that this is how we had been working and what we have been promoting and supporting for the last four years.





# Rotherham Charter

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## Comments about the reality and benefits of co-production

Co-production has not been a straightforward or easy journey. It can be messy. No decision is taken by a service or parent representative without mutual discussion. There is an acceptance that we each have different strengths and needs and ways of communicating with each other to which we have to be sensitive and accommodate. Texts, a chat, e-mail, whatever works for that person. We work hard to make meetings friendly, open and light and ensure everybody has choices and feels comfortable with and confident about their roles. We have different pressures; it is vital to acknowledge and support each other in numerous ways. We remind each other to listen and respond pro-actively.

The power imbalance created by some members of the team being paid workers and others volunteers has to be offset by honest and open acknowledgement and good communication, welcoming different perspectives. It is a way of working that involves both formal systems and informal relationships, safeguarding the confidence of all involved they are functioning as an equal partner without it impacting adversely on their well-being. Empowerment, improved wellbeing and positive change is always the aim.

The thing about co-production is that when it genuinely works it touches everybody involved and makes their lives better. Equal partnership is hard work but enriching. It is inspiring. We all learn continually from the process, the relationships we have made and the improved outcomes we have witnessed:

"For parents in Rotherham the Charter is the only real model of co-production. Co-production is a nice idea and people like to think they do it but the Charter makes it real. Co-production working is time consuming and arduous at times, for both practitioners and families, but is the only way of working that creates a spirit of 'done with' and not 'done to'.





# Rotherham Charter

Genuine Partnership with Parents, Carers, Children and Young People, Adults and Families

It gives joint ownership of the services delivered and true understanding of service limitations reduces conflict. Parents in equal partnership can work together with practitioners to enhance their practise and the quality of family life. This may be your living, but it is our life. It is imperative that the voice of families is included with authenticity."

**Jayne**

"The thing about the Charter is that it's got to happen. It is important that there is no red tape and we have parents leading it and not being hijacked by professionals. That stops being what it was originally meant to be. The professionals do the structure and paperwork and let me put in the bits that I'm good at, I'm a parent and that's what I'm good at...I wish someone would say come in, relax, let's get to know you and not start looking at their watch after fifteen minutes and making you feel like a trouble causer. The Charter has made a difference, it can make a difference. People can re direct their focus."

**Jill**

"Being involved in the Charter has shown me that I can make a difference, parents views do count, and what can be achieved when services work together alongside parents and children. The Charter has given me hope. I can see a bright future for my little girl, and the other children in Rotherham. It's hard to describe how it feels to speak to a school head teacher and actually see and feel they are listening, and want to help change the system. Some words spring to mind: valued, respected, understood, trusted, proud, but one that stands out is EQUAL. "

**Amanda**

"It has been collaborative throughout, and continues to be. This is GENUINE partnership. The process of the development exemplifies what can be achieved when parents, a range of key services and schools work together. We soon realised that this process 'works ' for ALL children , getting it right for our most vulnerable children brings everyone along on





## Rotherham Charter

Genuine Partnership with Parents, Carers,  
Children and Young People, Adults and Families

the journey and creates an arena of TRUST and communication that has a direct impact on outcomes and achievement for our children."

**Jayne**

"Working for a service, it can often be difficult to know the best way to develop a relationship with a child, young person or parent who you may only meet once or twice, or who may only know you as a face around a table in a very daunting meeting. I always like to see myself as an advocate for the child or young person with who I am working however I am aware that others may see me as an alliance of a school, a local authority and or a set of bureaucratic systems. As an EP some people may see me as a stepping stone or even a barrier.

My involvement with the Charter has helped me to consider the 'little things' that I do that can make a big difference. My phone calls, my 'promises', a smile, the impact of a trip the toilet in between meetings. Working in such a collaborative way with parents has also helped me to feel my comfortable with being a human! I am not perfect, far from it, and working in such a collaborative way with parents has helped me to see that this is not what parents want, I am not expected to be perfect. I have learnt that as long as I show honesty and integrity, admit my slip ups and stay passionate about the work I am doing then I am doing ok.

The little things above are what really lay the foundation. ...I must admit I do not always get it right but I try my best. One of the best things about being involved in the Charter is the reminder of the 'good bits'. Charter work offers us an opportunity to think about the good practice that we see in Rotherham, it also offers a deeper relationship with parents that helps to remind us of why we are doing what we are doing - I was recently shown a fabulous video of an inspiring little lady singing away to 1D at a disco, overcoming so many things to get there, with a dazzling smile on her face!





# Rotherham Charter

Genuine Partnership with Parents, Carers,  
Children and Young People, Adults and Families

Working collaboratively is not an easy process, it takes time, it takes self-reflection and it takes the ability to say 'I could still be doing it better'. It has led me to make some small changes in my practice which I hope have a big impact on those that I work with. However it has led to a huge change in my mindset. I am proud of being involved in the Charter and proud of the journey that it is on...."

**Jemma**



# Rotherham's Health and Well Being Strategy

## Case Study

### Lifeline Rotherham

## Lifeline Rotherham Milton House Project

### **Co-Production Case Study**

Lifeline Milton House Project is a specialist community alcohol service in Rotherham. The service provides drop in, brief interventions, outreach provision, community and service user engagement programmes and criminal justice interventions. Mutual aid providing psycho-social intervention groups such as SMART recovery and Narcotics Anonymous are supported by the service. Assessment's and one to one support sessions are also available.

Our organisation provides 3 areas of volunteering opportunities. Programme support volunteers work alongside staff in delivery of daily service activities; Outreach support volunteers provide support in the community and Peer support mentors.

Volunteer Exchange is a community based project which delivers alcohol support service through volunteering, volunteers audit members of the public and provide follow up interventions and signposting to other services, it provides opportunities to access support and guide people into other services using initial brief intervention tools, raising alcohol awareness and giving brief advice to people affected by alcohol. In addition volunteers provide one to one sessions with clients on Alcohol Treatment Requirements Orders given by South Yorkshire Probation under supervision by Lifeline staff.

Peer mentors are people who have recovered from being affected by substance misuse or alcohol misuse, using their life experience to support others through guidance, group work and by raising awareness of addiction recovery techniques, with an aim of reducing stigma associated with accessing services.

After rigorous training and time to develop through shadowing and co facilitating, volunteers and peer mentors support Lifeline Milton House Project with providing holistic approach to recovery by peer led groups which include a 12 week wellbeing group programme following the five stages of wellbeing, a 12 week relapse prevention group providing learning and tools to stay in recovery, self-awareness sessions building self-esteem, confidence and relaxation sessions and routes to recovery for people who are contemplating starting their recovery from substances, furthermore peer mentors provide befriending services to clients, helping to break down barriers to recovery through supporting to appointments and groups and having somebody personal experience to listen.

Lifeline provides significant support for Rotherham service user involvement groups, which in turn provide a voice for people accessing substance misuse services and alcohol misuse services, influencing the way services are developed. Service user expert group provide feedback to key stakeholders, management of treatment services and at commissioner level.

# Rotherham's Health and Well Being Strategy

## Case Study

### Social prescribing

# NEWS FROM

Tuesday 4 March 2014

## **INNOVATIVE SCHEME FOR PATIENTS IN NEED WINS NATIONAL AWARD** **Excellence in participation recognised**

A SCHEME that provides support to patients most in need in local communities across Rotherham won a prestigious national health award in Manchester last night (Monday 3rd March).

NHS Rotherham Clinical Commissioning Group (CCG), working closely with Voluntary Action Rotherham, was recognised for its exceptional work in helping Rotherham people by picking up Excellence in Individual Participation Commissioner at NHS England's 'Excellence in Participation Awards 2014'.

The ground-breaking social prescribing project links patients with a long-term condition and at risk of hospital admission with activities of support in the community. These activities include; self-management programmes, benefits advice, arts and crafts, befriending, dementia support and advocacy.

The project harnesses the unique expertise and resources within the voluntary and community sector, with Voluntary Action Rotherham providing support in joining vulnerable, disadvantaged and isolated people up with the services that community organisations provide.

Advisors from the voluntary and community sector have joined forces with teams in Rotherham GP practices to work with patients to identify their support needs. They are then offered different types of activities that might be of interest. Patients agree a plan of action with an Advisor, which forms part of an integrated plan to help support them.

One-to-one mentoring is available for those patients who have issues preventing them from accessing services and activities such as transport, loss of confidence or mobility.

Sarah Whittle, Assistant Chief Officer and Project Lead at NHS Rotherham CCG, said: "This is fantastic news for Rotherham and our patients. We are delighted that our hard work has been recognised against tough competition.

"Social prescribing provides a win-win for all involved - we like it as it addresses inappropriate admissions into hospital; GPs like it as it gives them an option apart from referral to hospital or to prescribe medication; it provides the voluntary and community with support for their sustainability and more importantly patients and

carers tell us they **love it** as it improves their quality of life, reduces social isolation and moves the patient from dependence to independence.”

Janet Wheatley, Chief Executive at Voluntary Action Rotherham, added: “We are absolutely thrilled to win this award and get national recognition for the fantastic partnership working that NHS Rotherham CCG have led on between GP Case Management Teams, Voluntary Action Rotherham, the Voluntary and Community Sector and most importantly in putting patients themselves at the heart of managing their own care and treatment.

“This project is really creative and innovative work which links into the excellent work that voluntary and community sector groups are providing in Rotherham. The work has been running for over a year now and it is proving very effective in helping patients to become more independent, less isolated, reducing unplanned admissions and improving patients’ experiences of the quality of their care. The Award is recognition of a fantastic team effort and approach by everyone involved.”

- Ends –

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# Rotherham's Health and Well Being Strategy

Case Study

Speak Up

## Co-production story

Robert



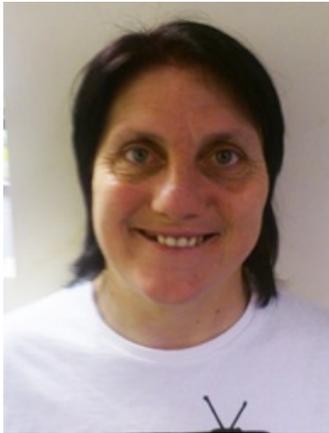
My name is Robert and I work with the Health Select Committee, on Wednesday the 26<sup>th</sup> February, 2014, I went to the doctors surgery to ask them how they include the ethnic minority and people with autism and all different types of disabilities.

The Health Select Committee are councillors from Rotherham Town Hall (Janet). The Health Select Committee were set up to help improve health related problems within the Rotherham area.

We work together to build or skills by working as a team. We all make the decisions together. I asked the doctors and nurses questions about how the ethnic minority are included in their surgery, whilst other people on the committee wrote down what they said. I think that by asking the doctors these questions alone it improved my communication skills and others within the committee encouraged me on building this skill as well as the staff as the surgery who cooperated well with us. Also, as part of the health select committee, we travel around homes, inspecting the state of the homes and observing how well people are being taken care of. I knew it was not tokenistic because where we travelled; they had newsletters/leaflets to back up their answers to the questions. We also asked open questions such as how and why instead of closed questions, this allowed us to gain a more in depth answer instead of just yes/no answers.



Alison



My name is Alison, I am a member of the co-production group for the Think Local act Personal board. There are around 10 of us who talk about the different services that are available in our local areas that are used by members of the public such as; health and transport. The people who I work alongside have learning disabilities and/or physical disabilities. We work together to improve the services that are available, at the next meeting we then feed back to the board and tell everyone what we have been doing.



I am also a regional rep for Yorkshire and Humber, at the National forum we talk about four particular subjects including; advocacy, transport, health and supported living. The National forum is run by people with learning disabilities from the nine regions however Voiceability support the meeting alongside two co-chairs. At the National forum we each take back three important points that we have spoken about back to the Regional forum, where we discuss these points and try to make some improvements.

Jodie



My name is Jodie, I am a trainer for I'm a person too and Autism awareness. I'm a person too and autism awareness are training projects that looks at different ways to communicate better with people with learning disabilities and/or autism. We say in the training that we do not want to be treated equally, we just to be equal. The trainers are people with learning disabilities and/or autism and they train practitioners who request the training due to often working alongside people with learning disabilities. Whilst developing the training, we came up with different ideas and information that we can use. We also thought to make it more interactive that we could add videos to it that are real life stories. The trainees are told the ways on how to treat people with learning disabilities and/or autism when they are accessing their services.

David



My name is David and I am a member of Speakup for Autism. This is a group that meet once a week on a Wednesday to discuss issues that may affect us as adults

with Autism. Molla from Sheffield Hallam University attends some of our meetings and we have done some joint work with them. One of these jobs has been investigating how stress affects people with Autism. To do this we have been trying out some stress sensors which straps to our wrist and monitors our stress and by recording our times of stress either by recordings or written on paper. Our stress was later shown in graph form on the computer which shows us how we was during these times.

Kerry

My name is Kerry and I went to Riverside house to take part in a mystery shopper activity. I went on the council internet and was given four things to look for including; the complaints procedure, how to pay your rent and noisy neighbours. I had to see how easy it was to find the information that I needed, I found that it was.