



Telford & Wrekin
Co-operative Council

Protect, care and invest
to create a better borough

Parent Partnership Strategy

Children's Social Care

Published	October 2023
Review	October 2024

Policy Governance

Title	Parenting Partnership Strategy
Purpose/scope	To inform how we work alongside parents and how we promote co-production in respect of our services.
Subject key words	Partnership, co-production, inclusion, learning from experts in experience
Council Priority	<ul style="list-style-type: none"> • Protect and support our vulnerable children and Adults • Improve the health and wellbeing of our communities and address health inequalities
Lead author & contact details	Louise Spragg & Christine Thursfield
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1. Introduction/Our Journey

It is recognised that the child protection/support system can often reinforce shame and blame, working from an evaluative stance rather than one of collaboration and support. Given many of the families we work alongside have also experienced and continue to experience trauma, it was recognised that there is a need to try and reframe our services and the ethos of child protection and family support. The implementation of the Family Safeguarding model provided the opportunity to re-examine our approaches across children's services and begin to reframe our service provision, delivery and practice approaches, moving away from an expert- professional knows best approach and one to bringing the wisdom of lived and learnt experience together.

It is widely known that relationships heal and aid recovery and for families to have the best possible chance of being supported to make positive change, a relational approach is required and a focus on strengths based working, respect, relational engagement and re surfacing power. In addition to how we can aid the relational poverty of families that we work alongside.

As part of this approach we formed a parental partnership working group of a number of practitioners who are committed to changing the narrative and approaches in relation to child protection and support. The group have explored the internal changes we can make to ensure parents are listened to, valued, and treated with respect in addition to how we can aid collaboration to ensure that parents are not just recipients of services but they have expertise as a result of their lived experiences. In addition how we involve fathers from a more inclusive stand point within our work moving forward.

Relational Activism

Telford and Wrekin believe that parents should be involved in the way support is provided for, with, and by them, their families and their community.

'We believe that parents should have opportunities to influence their local services and share their experiences'

'It is essential to me that parent's views and experiences are valued and built upon. Parent's need to have the opportunity to feel that their opinions are valued, that they are included and an important part of the process'

'Parents – for me parents are vital as it is a service for them and will only ever work when designed and ultimately ran by them'

(Telford & Wrekin Managers)

As the quotations above illustrate, there is recognition that parents are not just recipients of help, but have expertise derived from their lived experience and knowledge of receiving services and of their local community. In Telford and Wrekin, they recognise that the old way of professionals being 'experts' has limited utility, and by drawing upon the people they serve through co-design, new, novel

and unimagined possibilities and ways of helping can emerge. Ways of helping that are rooted in love, connection, and community. Localised help that is co-produced with and for people.

It is under Telford and Wrekin's commitment to participation and co-design that this project is being undertaken in an attempt to generate a different type of conversation between those helping and those being helped. In the next section, an overview of co-design will be provided that will provide the basis for the two projects. The following section will provide some examples of co-design. The third section will provide a theory of change. In the final section, an overview of the workshops will be provided. In the appendix, there will be an overview of principles that will underpin the approach adopted.

2. General Principles

2.1 Co-Design

Telford & Wrekin Council is committed an activity engaged in principals of co-design

What is co-design?

'Co-design is an approach to designing with, not for, people. It involves sharing power, prioritising relationships, using participatory means and building capability'
(McKercher 2020 p.8)

Co-design is a creative method to work with people to bring about social change.

At the heart of this approach is working collaboratively with others, especially those usually on the receiving end of services. This approach dramatically changes the power dynamics and role of professionals. Typically, professionals working with people identify the concern and then try to fix these issues with a solution they or the service they work for has devised.

Co-design, in contrast, positions people as experts in their life and situation. Instead of being passive recipients of help, they are invited to participate in conversation about the help they receive from professionals. Through creative and participatory dialogue, they explore and identify needs and develop, deliver, and test solutions.

Co-design can be considered a process underpinned by principles and undertaken with a set of practical tools (Blomkamp 2018).

Process	Iterative stages of design thinking, oriented towards innovation
Principles	Exploration; experimentation; empathy; diversity; participation
Practical tools	Creative and tangible methods for telling, enacting and making experiences and ideas.

(Table from Emma Blomkamp and can be found [here](#))

Co-design or co-production?

There are various descriptions of co-design and co-production. Some consider that the two terms are distinctly different, whereas others think they have overlapping features or that co-production is one element of co-design. For our purposes, we will consider co-production referring to one phase within co-design, namely the part that involves the implementation of a solution (Blomkamp 2018).

What are the benefits of co-design?

'It is a method by which public services tap into the abundance of human assets, enabling them to flourish and expand, and then bringing them into play – complementing and augmenting the publicly funded resources of the welfare state' (Boyle 2009, p17-18)

- ❖ Supports the development of creative solutions tailored to the needs of local people.
- ❖ It brings together a diverse group of people and creates social networks
- ❖ Reinvigorates trust and collaboration between parents and professionals and organisations.
- ❖ Provides a foundation for parents to become more active in their health, wellbeing, and community.
- ❖ Builds on the capabilities of individuals, their family and community.
- ❖ Unleashes untapped potential and expertise of parents, allowing them to develop and influence services that impact them.
- ❖ Provides a space for professionals to learn from parents and develop more collaborative relationships.
- ❖ Co-design is not just about talking about issues. It requires action

- ❖ It is not about absolving responsibility and encouraging self-reliant service users. It is about developing genuine partnerships and sharing power and resources to build more impactful, localised, and sustainable solutions.

2.2 What are the principles of co-design?

'Love and co-design go hand in hand. We can't elevate the voices and contributions of people with lived experience if we don't see and champion their wisdom and resilience' (McKercher 2020 p. 12).

Design Justice - A Lens to Hold in Mind

“Design justice” is an approach to design that is led by marginalized communities and that aims explicitly to challenge and reduce structural inequalities. Design justice therefore has a social justice lens and focus - not just to design together for the sake of designing together, but to recognise the socially and structurally transformative power and potential of participating in design processes. Design then must be a deeply collaborative practice which lifts the voices and influence of the communities most affected by inequality, oppression or discrimination.

The Design Justice Network uses ten principles to inform this approach (cited in full below and available from [Read the Principles — Design Justice Network](#)):

- ❖ we use design to sustain, heal and empower our communities, as well as to seek liberation from exploitative and oppressive systems
- ❖ we centre the voices of those who are directly impacted by the outcomes of the design process
- ❖ we prioritise design's impact on the community over the intentions of the designer
- ❖ we view change as emergent from an accountable, accessible and collaborative process, rather than as a point at the end of a process
- ❖ we see the role of the designer as a facilitator rather than an expert
- ❖ we believe that everyone is an expert based on their own lived experience, and that we all have unique and brilliant contributions to bring to a design process
we share design knowledge and tools with our communities
- ❖ we work towards sustainable, community-led and community-controlled outcomes
- ❖ we work towards non-exploitative solutions that reconnect us to the earth and to each other
- ❖ before seeking new design solutions, we look for what is already working at the community level. We honour and uplift traditional, indigenous and local knowledge and practices

Contemporary co-design will be mindful at least and committed at best to these principles, and, before any co-design process begins, to reflexively examine them and the ways in which they can provide a foundation upon which to build a co-design process.

Design justice is coupled with design ethics - the ways in which your design approach will be rooted in rights and ethical practices. Manzini (2006) describes design ethics as ‘what has to be considered as ethically relevant are not only the intentions behind a given action but also its implications and results’ (p.9). Whilst design ethics as a concept may have been afforded more contemporary relevance to industrial, technological or commercial design, it is no less important to co-design. Dilnot (2016) eloquently captures this in arguing that ‘design begins and ends in its relation to persons; the ethical core of design lies in the relation of reciprocity established in any act of human making’.

When embarking on our co-design, it will reflect on design justice and design ethics, and our approach to co-design will reflect our principles, ideas and concepts. This will be achieved through the 10 design justice principles and frame them as questions. “To what extent are we” before each statement allows repositioning of the statements into a reflective enquiry, to examine and explore together.

Plus notes on how should they be applied to this project:

Group Roles

Language will be important. Words change things.

What are we talking about when we recognise the lived experience of the parents that are taking part and their valuable role? As well as being clear about the participation of the ‘outside’ facilitators from the *relational activism* team and the local leadership from Telford and Wrekin - allies of the change. How can we express conscious and grateful acknowledgement of all contributions?

Reflections

- Is there privilege in the room, and how is this being considered? (McKercher 2020)
- Are all participants credited as “knowledgeable” with important knowledge to bring? (Sage Handbook of Action Research, 2015)

Definition of the group

The naming of the group as a collective was a key part of its evolution, the parents themselves devised the name of the ‘dandelion group’, the name signifies how they are together as one, but how they can also filter off and be part of spreading the seeds and messages of the group.

Acknowledging that different members will have specific interests and will move at a pace that suits them and their development/needs.

Plus notes on how should they be applied to this project:

Connection

Here we are really thinking about the connection of the service and this co-design initiative to the community and the strength of the investment of everyone in it. Beginning with the value position of the community as an enabler for cooperation and connectivity. Community is continuity, ongoing stories. So, we start with curiosity and encouragement of creative expressions of the local community. This has to be a good starting place for service design.

Reflections

- Good co-design can be seen as a bridge, connecting the “Life World” of Communities which is fluid and dynamic, with the “Service World”, which is structured and funding dependent (Burns and Fruchtel, 2014).

The Space

The workshops and spaces for co-design will be creations of everyone involved, ‘professionals’ and ‘parents’, ‘lived’ and ‘learned’ experience. It is vital to create a space in the co-design that appreciates everyone taking part and which is an enabling space to have the necessary meaningful conversations. Sometimes, the ‘professionals’ (privileged) will need to purposefully lead and facilitate this, describe the context, make acknowledgements, and leave the floor clear for ‘parents with lived experience’ to lead. A good venue, food and refreshments, the maximum “radical” hospitality is important. (New Town Culture, Goldsmiths report, 2020)

Reflections

- Sometimes we can catch the exhilarating feeling of moving into a new space with others, and it feels great
- A Belief that everyone has a right to space. (Adrienne Maree Brown, Holding Change, 2021)
- People facing difficulty can't constantly be expected to make the running on change all the time; allies are needed.

Transformation

The Co-design should aim for transformational, not transactional change/project development (McKercher 2020). Not losing sight of what has gone before, but also going beyond this. The values need to be held, displayed, and re-confirmed in the workshop moments. The relational mix of lived and learned experience can bring energy and creativity and give the values and mission life. Coming at the co-design process with a sense of occasion, attending to the ceremony of it. (New Town Culture, Goldsmiths report, 2020)

Reflections

- Epictetus, the Greek Philosopher, said, “Don’t explain your philosophy. Embody it.”

Discomfort

Sometimes not knowing is a precious type of knowledge, but it is not always valued. To say you don't know can be an invitation to others, a sign of your faith in the community. The co-design process is likely to be an ‘outside of the comfort zone’ experience for many, if not all, of the participants at different times. ‘Professionals’ have really got to take the hit if they can and prioritise the comfort of the lived experience participants. A kind of Hopeful disruption can follow when we come together in a design space that is traditionally bounded and privileged for professionals (Four Bars, 2021).

Reflections

- There may be moments when things don’t work, but we would do well to remember Kelly Ann McKercher’s wisdom that ‘Failed ideas make great compost.’ (McKercher 2020)

Feedback & Story

We live in feedback loops; we will want to invite all participants to reflect on past experiences and have that inform the Co-design. A useful and related aim of the process can be to speed up these feedback loops and stay engaged and responsive to feedback, on the past and the present Co-design ideas and the process itself. We may need to work hard on listening, and even create fresh organisational cultures and systems of feedback.

Reflections

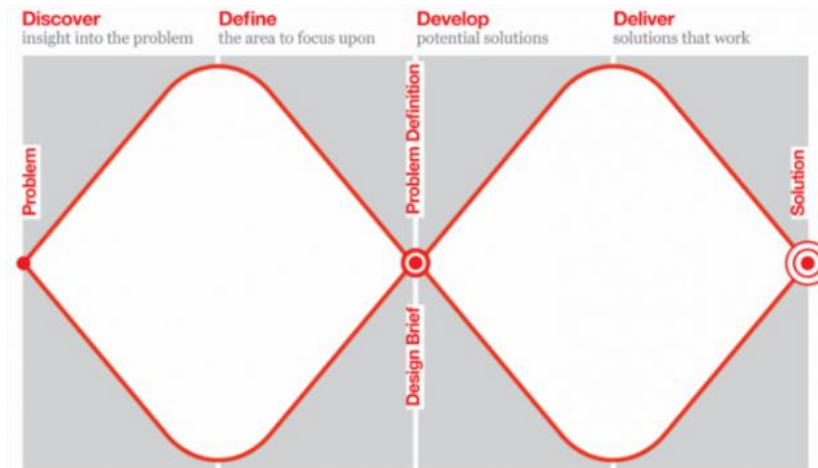
- Support and aftercare – we have sought to ensure that all members of the group are supported in terms of training, development and self-care, this is reflected and supported by having guidance from a Systemic psychotherapist at the meetings and also provided one to one support for any member of the group enabling them to reflect on the session or work they are undertaking.
- Storytelling along the way could be key in exchanging experience. If you want to connect with someone, you have to be open to sharing a part of yourself as well. Making sense of each other by showing vulnerability helps us build compassion and break down barriers, rather than creating new ones. (relational activism, SSIR, 2019)

Process of Co-Design

There are variations in the design process, but most tend to include the following:

1. Discover and explore
2. Refine and define
3. Develop solutions

4. Deliver



The UK Design Council's '[Double Diamond](#)'

In the first stage, an exploration is undertaken to understand the problem. Or, as Cottam describes it *'frame the problem, find the opportunity'* (2018 p.218). Curiosity and understanding the issues from multiple perspectives are critical. Creating a safe, supportive, and participatory context is required to enable maximum participation of all in attendance.

In the second stage, you transition into refining and defining the concern. This might be a natural consequence of the former step because there is often a relationship between the framing of a problem and identifying a solution.

In the third stage, ideas are generated about how and who can solve the problem. At this point, all ideas are welcomed and considered.

In the final stage, an idea is selected, funding is secured, and an implementation plan is developed and enacted. Cottam (2018, p.224) refers to this final stage of prototyping, which *'is a verb: it is an active process – we are in there, playing roles, taking apart for remaking.'* In other words, this is like testing a solution that is subject to an iterative process with learning loops built in to allow adaptation, adjustment, and improvement in response to further user feedback.

Top tips for implementing a Co-Design approach

Hospitality: This is both relational and practical. Relationally this involves users feeling invited and welcomed into a space. It is knowing a familiar name or face and being supported to contribute to discussions. Practically, it means consideration is given to the venue, the venue's location, transport, and childcare. In addition, it is ensuring that basic physical needs are met, such as easy access to toilets, snacks, and drinks. The role of the facilitator is to make attending a session as frictionless as possible.

Recognition: Acknowledging the time, energy, and emotion of those participating is critical. Anything less than this becomes exploitative and undermines co-design's principles, ethics, and integrity. Professionals are paid, and so should those who contribute their expertise through experience.

Inclusion: Being mindful of the role power plays in reinforcing inequalities, professionals should be aware of what they wear, including any symbols of professionalism such as their name tag, laptop, notebook, etc. Refer to people by their names, not their job titles.

In addition, Kercher (2020 p.107) provides ten principles for widening inclusion:

1. Remove barriers: Pre-empt barriers to participation and remove them.
2. Slow down: Give people time to connect, think and learn.
3. Go beyond writing: Embrace visual, oral and somatic practices.
4. Support power-sharing: Encourage people to use their names, not titles
5. Practise flexibility: Remain open to how people can and want to participate.
6. Seek consent: Apply consent-driven convening
7. Use affirming language: Focus on strengths and dignity.
8. Be mindful of sensory differences: load and sensory Remain aware of sensory differences.
9. Ensure safe venues: Ensure that venues are accessible, neutral and comfortable.
10. Seek intersectionality: Seek co-designers who can speak across many identities'

2.3 Relationship Based Practice

Telford and Wrekin Council recognises that in order to improve lives for our residents we need to understand the perspective and life lived by them in an empathetic approach.

Expressing empathy is demonstrating through skilful reflective listening that feelings are understood without blame, criticism or judgement, it does not mean approving of behaviour or agreeing with a view but about the effort to try to understand the parent and child; listening that feelings are understood without blame, criticism or judgement. Empathy does not mean approving of behaviour or agreeing with a view, as opposed to sympathy which is having the same thoughts and feelings yourself. Empathy is all about the effort to try to understand the family/parent/carers/ young person's perspective that may be expressed in words, but equally importantly is expressed in body language. Connecting with someone is as much about good eye contact, physical proximity, signalling by the way we respond, such as with open, non-threatening

hand actions, all contribute to establishing rapport and expressing successfully that we are making a real effort to connect with the other person(s).

At the heart of relationship based practice and principals of empathy and positive regard is the importance of our language and to aid this development we have launched a practice guide within Children's Services and across our partner agencies- the guide can be found here:



Our agreed theories of practice are:

Motivational Interviewing

Motivational Interviewing believes every person possesses a potential for change. The process tries to release this potential and facilitate the person's own change process. This principle will be critical for numbers of children on plans and in care to decrease. Real and meaningful results that improve outcomes for children will only happen when responsibility for change in behaviour shifts away from the practitioner and towards the families we are working alongside. Of course, this is a collective effort, rather than applying responsibility onto the individual or family. Motivational interviewing steers away from doing something to the person or anything that takes away their own sense of self-determination. Principles of Motivational Interviewing to summarise, empathy, congruence and positive regard are in place, then the four main stages to Motivational interviewing will happen more naturally.

As part of our workforce development plan we have successfully trained practitioners across our service and education in the principles of motivational interviewing and have a plan to train new practitioners to ensure that the model is sustainable.

In addition members of the Dandelion group have also been trained in this approach.

Conference

We are continuing personal and professional development through Relationship based conferences and family first permanence conference opened to all staff and the Group, which has enabled shared learning, working together as peers and providing the group opportunities to reflect on their experience and deliver to others.

Systemic Practice

Systemic practice promotes the belief that families and people have the capacity to change in the majority of cases. This approach ensures that problems are seen to exist within relationships, rather than with an individual, and are sat within a wider family and systems

context. What we want to do as practitioners is to look at not only the person but also what surrounds them, their family, community and wider society, always viewing the family as part of a wider social system not in isolation. This allows us to gain a better understanding of what makes someone who they are, and what makes them unique to their own situation. Within this we look at all of the components which make up a person's identity, for example age, class, race and education level. All of these characteristics allow us to gain a better understanding of that person and how we can best support them.

Training and development

Our workforce training and development plan ensures a focus on relational practice and how we can improve our connections with the families we support, we have regular webinars from experts with both lived and learnt experience that bring their knowledge and wisdom to our workforce to ensure our practice is always improving.

We hold a yearly practice week which promotes different themes of relational working utilising the expertise and wisdom of speakers with lived and learnt experience.

In addition to other workshops which reflect a systemic base.

Practice Initiatives

We ensure that the child's lived experience is at the centre of our audit activity and continuously reflect on the language used within our recording within this process. We are shifting the culture of professional as the expert and are actively seeking the engagement of our families in terms of feedback of our services, service development and engagement in our learning events.

We have incorporated writing to the child in areas of our recording to ensure a relational approach that informs the life journey of the child, and a practice guide to support this was devised in 2023.



Life Journey
Practice Guide.docx

We have commenced a journey of strength based recording within our practice and this is an area we continue to develop.

We continue to reflect on how we work alongside families and hold regular training and reflective sessions in relation to language and engagement.

Within the family safeguarding model we have brought together multi-disciplinary teams to work alongside families together as one service, ensuring the right targeted support is available at the right time.

We have introduced group work as a method of working alongside families within the model.

Within our New Beginnings Project we have utilised the expertise of psychologists in our service to support parents.

We continue to hold regular systemic PODS across our services which focus on relational practice and how to connect and support families from a range of creative approaches.

We continue to ensure we seek feedback from families who are supported via our services and use this feedback to aid our service development moving forward.

Dandelion projects progressed to date and proposed impact:

The group has now been in place for over a 12 month period within this time members of the group have supported within practice development and areas of development will be detailed here. In addition we have three parent experts by experience trained as advocates and we are ambitious to progress this role within our family group conferencing and initial child protection conferencing service.

- **Parent leaflet for initial child protection conference-** The parent advocates supported the IRO service in refreshing the leaflet that is sent to parents to provide information about the conferencing process, the leaflet details the professionals attending the conference- their role and the conference process. The aim of the leaflet is to provide parents with information produced by parents to enable them to have sufficient information pre the conference to demystify the process.
- **Video for initial child protection conference –** The group have co-produced a video to demystify the conference process, this is currently being developed to be accessed via a QR code included in the initial child protection conference invite- the video seeks to provide sufficient information to parents about the conferencing process.
- **Confidential information section within the conference-** Following feedback from the group this section has been amended, any police information that requires a confidential section is discussed prior to the review and attempts made for it to be shared with the parent/carer in the room, where this isn't possible adaptations are made to the review to reduce the power imbalance of professionals having knowledge about the family with them being excluded.

- **Vision for family safeguarding-** The group alongside the IRO's and family safeguarding team managers devised our vision for family safeguarding and support and this has been made into posters throughout the building- co designing our proposed vision for support across our community.
- **Service development-** The dandelion group have been part of our development work in relation to family safeguarding system change jointly with the partnership and professor Jan Howarth , they have been an integral part of reviewing our current systems and approach and part of the multidisciplinary group to drive change.
- **Threshold workshop-** The members of the group have engaged with the threshold guidance launch and provided their views in relation to the document in a multi-agency forum.
- **Advocacy-** As discussed three of the parents are now trained in advocacy and it is our aim that in 2024 they will engage families in initial conversations in relation to family group conferencing and attend initial child protection conferences alongside parents.
- **Advocacy-** We have commenced supporting families who are supported via the family safeguarding model on a one to one basis to support with navigating the process, ensuring their views are heard at meetings and bridging the gap between the service and parents.
- **Training and development-** The parent experts by experience have supported the training and development of practitioners within our recent practice week session, over 40 practitioners attended their session on building relationships with parents. In addition to supporting our ASYE cohort with their development. Further plans are in place to aid development of practitioners in 2024.
- **Co-production-** The dandelion parents have provided presentations in relation to co-production for the family hubs strategic regional group, the West Midlands Safeguarding group, The Early Intervention foundation and the Local Authorities that listen circle.
- **University-** The group are in partnership with Chester University who delivers our apprentice scheme and they will be involved in programme boards and delivering sessions to students.
- **New membership-** There are plans to recruit new members who are exiting statutory services and this is currently being devised.

Reviewed the new Early Help Assessment forms and reflected back on the importance of Family Friendly Approaches to competition which has been shared with schools, and health partners within the Early Help Training.

3. Original Project Design

Project 1: How to end family support in a way that leads to sustainable changes i.e. family book			
Program Inputs	Activities	Outputs/Impact	Outcomes
<p>A willingness to create a participatory approach, using co-design principles that value's parents experience and expertise.</p> <p>Finances to support the design and implementation of the sessions. Practitioners from Telford and Wrekin to support the facilitation of the sessions. An inclusive and inviting setting to facilitate the group discussions.</p> <p>Telford and Wrekin parents</p>	<p>Invite at least 12 parents to participate in a dialogue about endings and the development of a book that supports lasting change.</p> <p>Consideration to be given to maximize parent participation, including support with transport, a crèche and nourishment.</p> <p>Activities to be inclusive and participatory so everyone can contribute meaningfully to discussions</p>	<p>Short term: Parents are involved in fun, engaging and creative dialogue about their needs and the value of support they receive.</p> <p>Parent's voices are heard and the feel validated, and expertise is acknowledged. They will feel empowered.</p> <p>Ideas are generated about how to develop a tool that helps parents make lasting change.</p> <p>A dialogue between professionals and parents will create a more rich, nuanced, and insightful understanding of what would help lasting change.</p> <p>Medium term: A co-designed tool to help parents sustain change will be developed for parents, by parents. Changes more likely to last – safer children, happier families.</p> <p>Families will have a tangible record of the support they accessed and reflect on what they have achieved. A celebration of their success, and an artefact that will help them if difficulties re-emerge.</p> <p>Families and communities resolve their own difficulties</p>	<p>Children experiences less adversity in their family.</p> <p>A reduction in re-referrals to early help as families can draw on their strengths, previous success in making positive change, and community support networks.</p>

Project 2: What is Good, Impactful Parenting Support?

Program Inputs	Activities	Outputs/Impact	Outcomes
<p>A willingness to create a participatory approach, using co-design principles that value's parents experience and expertise.</p> <p>Finances to support the design and implementation of the sessions.</p> <p>Practitioners from Telford and Wrekin to support the facilitation of the sessions.</p> <p>An inclusive and inviting setting to facilitate the group discussions.</p> <p>Telford and Wrekin parents</p>	<p>Invite at least 12 parents to participate in a dialogue about endings and the development of a book that supports lasting change.</p> <p>Consideration to be given to maximize parent participation, including support with transport, a crèche and nourishment.</p> <p>Activities to be inclusive and participatory so everyone can contribute meaningfully to discussions</p>	<p>Short term: Parents are involved in fun, engaging and creative dialogue about their needs and the value of support they receive.</p> <p>Parent's voices are heard and the feel validated, and expertise is acknowledged. They will feel empowered.</p> <p>A dialogue between professionals and parents will create a more rich, nuanced, and insightful understanding of what good help is and looks like.</p> <p>Medium term: Ideas for help that are co-designed by the people receiving them.</p> <p>A way of helping that is available when needed, not just when threshold is met. Services designed and co-delivered between agencies, parents, and the community Parents actively and consistently involved in decision making forums about support in the area, and in the implementation of the support</p>	<p>Support services that integrate typical support services with knowledge, wisdom and expertise of community members.</p> <p>Less adversity for children and families Support that better helps</p>

Project 3: Supporting with Providing the Correct Information to Parents/Carers

Program Inputs	Activities	Outputs/Impact	Outcomes
<p>A willingness to create a participatory approach, using co-design principles that value's parents experience and expertise.</p> <p>Finances to support the design and implementation of the sessions.</p> <p>Practitioners from Telford and Wrekin to support the facilitation of the sessions.</p> <p>An inclusive and inviting setting to facilitate the group discussions.</p> <p>Telford and Wrekin parents</p>	<p>Invite parents to co-design information to provide future parents/carers with information about our processes.</p> <p>Consideration to be given to maximize parent participation, including support with transport, a crèche and nourishment.</p> <p>Activities to be inclusive and participatory so everyone can contribute meaningfully to discussions</p>	<p>Short term: Parents are involved in developing the provision of information for future parents and carers using their knowledge, wisdom and lived experience which will improve the accessibility of information for parents moving forward.</p> <p>Parents voices are heard and the feel validated, and expertise is acknowledged. They will feel empowered.</p>	<p>Families will receive information about our services that is informed by other families.</p>

Project 4: To co-produce a charter of rights for parents/carers who are receiving support

Program Inputs	Activities	Outputs/Impact	Outcomes
<p>A willingness to create a participatory approach, using co-design principles that value's parents experience and expertise.</p> <p>Finances to support the design and implementation of the sessions.</p> <p>Practitioners from Telford and Wrekin to support the facilitation of the sessions.</p> <p>An inclusive and inviting setting to facilitate the group discussions.</p> <p>Telford and Wrekin parents</p>	<p>Invite parents to co-design a Charter of Rights for parents/carers who are receiving support from our service.</p> <p>Consideration to be given to maximize parent participation, including support with transport, a crèche and nourishment.</p> <p>Activities to be inclusive and participatory so everyone can contribute meaningfully to discussions</p>	<p>Short term: Parents are involved in developing and co-designing a Charter of Rights to ensure that Telford and Wrekin Council are delivering support which is respectful, empathetic and empowering.</p> <p>Parents voices are heard and the feel validated, and expertise is acknowledged. They will feel empowered.</p>	

Project 5: For the Dandelion Group to continue to grow to ensure representation from a wide range of parents who are receiving support from a range of areas within Children Services

Program Inputs	Activities	Outputs/Impact	Outcomes
<p>A willingness to create a participatory approach, using co-design principles that values parents experience and expertise.</p> <p>Finances to support the design and implementation of the sessions.</p> <p>Practitioners from Telford and Wrekin to support the facilitation of the sessions.</p> <p>An inclusive and inviting setting to facilitate the group discussions.</p> <p>Telford and Wrekin parents</p>	<p>Discuss with existing members of the Dandelion group how they wish for new members to join.</p> <p>Consideration to be given to maximize parent participation, including support with transport, a crèche and nourishment.</p> <p>Activities to be inclusive and participatory so everyone can contribute meaningfully to discussions</p>	<p>Short term: Ensures the membership of the group is diverse, inclusive and reflective of our community, also ensures that parent/care givers who are receiving support from a wide range of services are included. Maximises social inclusion, peer support and minimises relational poverty, which migrates against trauma/adversity and aids recovery.</p> <p>Parents voices are heard and the feel validated, and expertise is acknowledged. They will feel empowered.</p>	<p>Ensures a wide range of perspectives coming together to transform services. Increases peer support and reduces relational poverty.</p>

Project 6: Facilitate a Fathers Groups

Program Inputs	Activities	Outputs/Impact	Outcomes
<p>A willingness to create a participatory approach, using co-design principles that values parents experience and expertise.</p> <p>Finances to support the design and implementation of the sessions.</p> <p>Practitioners from Telford and Wrekin to support the facilitation of the sessions.</p> <p>An inclusive and inviting setting to facilitate the group discussions.</p> <p>Telford and Wrekin parents</p>	<p>Identify male care givers that would wish to be part of the group.</p> <p>Consideration to be given to maximize parent participation, including support with transport, a crèche and nourishment.</p> <p>Activities to be inclusive and participatory so everyone can contribute meaningfully to discussions</p>	<p>Short term: Parents voices are heard and the feel validated, and expertise is acknowledged. They will feel empowered.</p> <p>Ensuring that our approach fosters the inclusion of fathers/male care givers within our services promoting inclusivity and responding to research findings</p> <p>Long term: Provide interested individuals with training to enable them to run Groups in the future and or become volunteers to support families directly</p>	<p>Ensures inclusivity and promotes the value of fathers within children’s lives, upskills fathers to promote change and recovery.</p> <p>Services have been commissioned through Family Hubs funding to set up and deliver a Dads/Fathers group of which a member or the Dandelion group is supporting on a weekly basis.</p> <p>We are in the process of commissioning the Fatherhood institute to support our development of Father inclusive practice.</p>

Project 7: Training & Development

Program Inputs	Activities	Outputs/Impact	Outcomes
<p>A willingness to create a participatory approach, using co-design principles that values parents experience and expertise.</p> <p>Finances to support the design and implementation of these sessions.</p> <p>Practitioners to support the facilitation of the sessions An inclusive and inviting setting to facilitate the group discussions Telford and Wrekin parents.</p> <p>A willingness for practitioners to learn from our parents</p> <p>Support parents in developing their knowledge, confidence and skills including from lived/learnt experience.</p>	<p>Consideration to be given to maximize parent participation, including support with transport, a crèche and nourishment.</p> <p>Activities to be inclusive and participatory so everyone can contribute meaningfully to discussions</p>	<p>Short term: Parents voices are heard and they feel validated, and expertise is acknowledged. They will feel empowered.</p>	<p>Provides practitioners with lived experience perspectives and enables service progression and culture change.</p> <p>Promotes the value of parent perspectives, sense of purpose and growth,</p>

Project 8: Set up a Support Café

Program Inputs	Activities	Outputs/Impact	Outcomes
<p>A willingness to create a participatory approach, using co-design principles that values parents experience and expertise.</p> <p>Finances to support the design and implementation of these sessions.</p> <p>Practitioners to support the facilitation of the sessions An inclusive and inviting setting to facilitate the group discussions Telford and Wrekin parents.</p> <p>A willingness for practitioners to learn from our parents</p> <p>Support parents in developing their knowledge, confidence and skills including from lived/learnt experience.</p>	<p>Consideration to be given to maximize parent participation, including support with transport, a crèche and nourishment.</p> <p>Activities to be inclusive and participatory so everyone can contribute meaningfully to discussions</p>	<p>Short term: Parents voices are heard and they feel validated, and expertise is acknowledged. They will feel empowered.</p> <p>Long term: Provide interested individuals with training to enable them to run Groups in the future and or become volunteers to support other families directly</p>	<p>Creates informal support for parents and reduces isolation and relational poverty which aids growth and recovery.</p>

Resources informing our work

[Child social-care way-forward.pdf \(pfan.uk\)](#)

The_myth_of_invisible_men_safeguarding_children_under_1.pdf
socsci-11-00353.pdf

[Camden Conversations Full Report](#)

[Camden Conversations An Enquiry led by Experts by Experience](#)

[Community Care – Putting Lived Experience at the Heart of Child Protection](#)

[Richard Devine – Parental Advocacy: Building Bridges](#)

[Family Rights Groups – Reforming Law and Practice/an open invitation to join the discussion on reforming the child welfare system](#)

Forrester D, Wilkins D and Whittaker C (2021) *Motivational interviewing for working with children and families, a practical guide for early intervention and child protection* London: Jessica Kingsley publishers.

McKercher K.A (2020) 'Beyond Sticky Notes Co-design for read mind sets, methods and movements'

[Repository Essex Article: Parental non-engagement with CP services? How can Understandings of complex trauma and epistemic trust help?](#)

Webinars — Relational Activism

Local Authorities that listen circle

From Pariahs to Partners: How Parents and Their Allies Changed New York City's Child Welfare

Lecture at the University of Maryland: [System by David Tobis](#)

[Radical Help by Hilary Cottam](#)

[Nuffield Foundation: research briefing – Up Against It](#)

[The Child Safeguarding Practice Review Panel: The Myth of Invisible Men' Safeguarding children under 1 from non-accidental injury caused by male carers \(September 2021\)](#)

<http://survivingsafeguarding.co.uk/>

[Surviving Safeguarding – a parent’s guide to the Child Protection Process](#)

[Parents, Families & Allies Network](#)

The above resources provided the background to two projects being taken forward to start our journey and to shape co-production and parent partnership. In addition how the spirit of these principals can be applied to our practice as a continuum.

[Toolkit for Parent Advocacy](#) developed by IPAN and Rise.