



## COMMITMENT TO PLYMOUTH INCLUSION CHARTER



### Plymouth Inclusion Charter

We (the parents / carers, children, young people and professionals across Education, Health and Care and SEND in Plymouth) want the children and young people of Plymouth to have ambitious dreams that will lead them to succeed on their chosen path; whilst enjoying life and having fun.

To achieve these aims we, in Plymouth need to ensure that Plymouth is:

#### Safe -

- That we hear your voice as well as listen to what you tell us
- That we are responsible in our actions and measured in our response
- That the trust we are given is encouraged to grow

#### Valued -

- That we are all equal and each deserve opportunity to thrive
- That we are supportive of Social, Emotional and Educational Needs
- That we are empathic to needs and concerns
- That we are empowering in our conduct
- That we will communicate with you through a means that is best for you

#### Respected -

- That we are honest in our relationships
- That we are engaging with everyone and in every way possible
- That we are accountable for our dealings with, and actions on behalf, of parents, carers and young people

### **What is the Plymouth Inclusion Charter?**

The 'Plymouth Inclusion Charter' was shaped through a 'one off' event held in March 2020. The purpose of the event was to enable the greatest number of people to share their thoughts, experiences and ideas about the values and innovations that they believe contribute to inclusive participation. At the event were representatives from Education, Health, Care, Housing, IASS (PIAS), the third sector, the parent carer forum-Plymouth Parent Carer Voice (PPCV) and of course families. A further shaping exercise with draft materials was carried out with Youth Ascends in the following month.

The purpose of the Charter is to define and agree a set of principles. The principles fall under the three key areas, which are Safe, Valued and Respected. The agreed principles provide a common reference point for all agencies and settings in the local area for the benefit of parent/carers, children, young people and the wider community. The Plymouth Inclusion Charter is a cornerstone of co-production in Plymouth.

The 'Plymouth Inclusion Charter' will sit alongside a number of strategy and practice standards documents across different agencies. For example, within education, the 'Plymouth Inclusion Charter' will work in tandem with the 'Graduated Approach to Inclusion', a document that sets out practice standards for supporting children and young people in schools and early years settings.

### **Commitment to Plymouth Inclusion Charter**

Following on from a successful pilot where a small number of schools had an opportunity to evaluate their practice against set criteria, the following framework provides settings with an opportunity to consider the meaning of inclusion in its widest sense. It also channels settings to reflect upon the principles and what this means to them. It is our hope that by completing this document and making your action plan that you are confidently signing up to the ethos of the Charter. This plan will then be reviewed in two years.

### **Guidance on completing the document**

#### **Part 1:**

Please see below in part 1 examples of evidence. You will need to RAG rate where you feel your setting is (as of today). No extra evidence is needed for part 1. There is a section at the bottom of part 1 for you to add any different examples of your own evidence (if appropriate).

When you have completed part 1, please choose your development points and complete the action plan. Identify which aspects of the RAG rating section require further developments and include these in your action plan. Your action plan should include short, medium and long term (up to two years) actions/areas for development. These will be reviewed in the next cycle, in approximately two years' time. You will find it particularly valuable when all staff are able to be involved in the process of self-evaluation.

#### **Part 2:**

This section is about providing evidence and the impact of your good practice so that you can sign up to the principles of the charter. This section has bullet points that you can refer to when you provide your evidence to ensure that you cover the three key areas in enough depth. It is also categorised into Children and Families so that you can be specific with your examples. You can draw upon a wide range of evidence from across your practice, which could include case studies, feedback or training. **You need to provide at least three examples of evidence in each subsection. The important thing when providing your evidence is that you give a specific and detailed account of the impact it has made to outcomes for children, young people and families.**

You do not need to attach any extra documents but the important aspect is that you can demonstrate how the impact of the examples relates to the principles of the inclusion charter. As this is wider inclusion, please remember to draw upon all aspects of whole setting practice when completing the document and not just focus on one particular area (such as SEND). Evidence could include specific examples of approaches to learning, work within the community, working in collaboration with families, or examples of work with disadvantaged groups.

Once you have submitted the document and it has been quality assured, you will receive the Charter logo as confirmation that you have signed up to the principles.

Name of school:

Date:

Part 1**Children and young people**

Evidence	Not in place	Partly in Place	Fully in Place
Clear values and ethos statement in place			
Pupil voice included in meetings			
Pupil surveys / feedback			
EHWB policy or equivalent			
Plymouth Graduated Approach to Inclusion (GATI) is embedded			
Plymouth Local Offer is used effectively			
Trauma informed practice CPD undertaken by all staff. Staff part of network			
TISUK trauma informed training completed by SLT			
TISUK trauma informed diploma practitioner training completed by staff			
Trauma responsive practice observed			
Evidence of effective multi-agency working			
Evidence of person-centred planning			
Whole School Emotional & Mental Health promotion / provision			
Effective setting wide coordination of pastoral and behavioural support or equivalent			
Attendance policy			
Promoting good attendance			
C&YP are aware of available services and who to turn to			

Appropriate staff CPD in place eg safeguarding			
Effective compliments and complaints policy			
Complaints procedures demonstrate that issues are resolved			
Range of avenues of feedback, face-to-face, online, Facebook pages			
THRIVE screening (or similar), action plans and approaches are evident			
All opportunities and experiences are accessible to all children (evidence of attendance at after-school clubs etc.)			
<b>Other evidence specific to your school or setting</b>			

### Families

Evidence	Not in place	Partly in Place	Fully in Place
Clear values and ethos statement in place			
Families voice included in meetings			
Family surveys / feedback			
Family co-production within EHWP policy or equivalent			
Family involvement within Plymouth Graduated Approach to Inclusion (GATI)			
Plymouth Local Offer is promoted with families			
Trauma informed practice CPD undertaken by all staff.			
Trauma informed practice evidenced			

Evidence of effective multi-agency working			
Evidence of person-centred planning			
Whole School Emotional & Mental Health promotion / provision			
Effective setting wide coordination of pastoral and behavioural support or equivalent			
Attendance policy is communicated with families			
Families are involved within promoting good attendance			
Families are aware of available services and who to turn to			
Appropriate staff CPD in place eg safeguarding			
Compliments and complaints policy is shared with families			
Complaints procedures demonstrate that issues are resolved			
Range of avenues of feedback, face-to-face, online, Facebook pages			
Parent / carer groups / forums available to families			
Parents have access to staff email addresses ( or similar system) so responses can be personal and prompt			
Evidence of an 'open door approach to families'			
Family friendly meeting space			
Website is accessible for everyone			
<b>Other evidence specific to your school or setting</b>			

**Action Plan**

<b>Action/area for development</b>	<b>Tasks</b>	<b>Who</b>	<b>By when</b>	<b>What will the benefits/impact be</b>	<b>Completed</b>

Part 2

**Evidence** (please use a different piece of evidence for each example). Detail what impact the evidence has had in relation to the Plymouth Inclusion Charter.

<b>Plymouth Inclusion Charter</b>	
<p><b>SAFE</b></p> <ul style="list-style-type: none"> <li>• We hear your voice as well as listen to what you tell us</li> <li>• We are responsible in our actions and measured in our response</li> <li>• The trust we are given is encouraged to grow</li> </ul>	<p><b>VALUED</b></p> <ul style="list-style-type: none"> <li>• We are all equal and each deserve opportunity to thrive</li> <li>• We are supportive of Social, Emotional and Educational Needs</li> <li>• We are empathic to needs and concerns</li> <li>• We are empowering in our conduct</li> <li>• We will communicate with you through a means that is best for you</li> </ul>
<p><b>RESPECTED</b></p> <ul style="list-style-type: none"> <li>• We are honest in our relationships</li> <li>• We are engaging with everyone and in every way possible</li> <li>• We are accountable for our dealings with, and actions on behalf, of parents, carers and young people</li> </ul>	
<b>Children</b>	
<b>Evidence</b>	<b>Impact</b>

<b>Families</b>	
<b>Evidence</b>	<b>Impact</b>



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