

Scrutiny for Policies, Children and Families Committee
Monday 16 January 2023
1.00 pm Luttrell Room - County Hall, Taunton



SUPPLEMENT TO THE AGENDA

To: The Members of the Scrutiny for Policies, Children and Families Committee

We are now able to enclose the following information which was unavailable when the agenda was published:

Item 9	Adverse Childhood Experiences (ACE's) - Trauma Informed Somerset practice model and implementation PowerPoint Presentation (pages 3 - 15)
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Democratic Service Team, County Hall, Taunton, TA1 4DY

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**Somerset
Integrated
Care System**

Trauma Informed Somerset

Scrutiny Presentation

Why do we need to be Trauma Informed



What is Trauma-informed practice?

What is Trauma?

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening.

While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being. (Gov.uk, 2023).

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What are ACEs?

The acronym ACEs stands for Adverse Childhood Experiences. ACEs are stressful incidents or environments which children experience, and which have the potential to cause long-lasting trauma. The ten most commonly measured ACEs are: physical, sexual or emotional abuse, emotional or physical neglect, mental illness, substance misuse, an incarcerated relative, domestic abuse, and parental separation.

What is Trauma Informed Practice?

- Realising that trauma can impact an individual's neurological, biological, psychological and social development
- It is not treatment or therapy, it's a way of approaching system and organisational design that prioritises compassion, prevents re-traumatisation and this is reflected across the organisations systems, processes, policies and fundamentally – the human interactions.
- Recognise the signs and widespread impact of trauma – considering the question about what might have influenced how people present and behave.

Case Study - Joe

Importance of Trauma Informed Practice and an Improved Model for Somerset

The Somerset Landscape

Lots of activity but all progressing at different speeds and in different directions

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No central coordination and limited capacity to organise as a system

A large and growing network of trauma informed champions

Staff trained by different organisation on a variety of principles and models



Trauma informed practice is backed by a growing body of evidence highlighting how it can shape positive outcomes for service users.



Young Minds (2018 study) - 48% of people who took part in the study experienced at least one form of adversity in their childhood or adolescence before they were 18 years old, 16% had experience 2-3 ACEs and 9% 4 or more



Trauma Informed Models have been shown to improve staff satisfaction and reduce staff turnover



Creating a shared language and shared goals across the system through Trauma Informed Models improves collaboration and interactions between services



Some cost benefit analysis of trauma informed models of practice have evidenced that investment in models of practice represent savings in long term reduction of services used.

An appetite and willingness to develop together to ensure consistent language and practice.

Development of Relational Behaviour Policy and Practice has some or all of the following features:

- Outline the schools vision, core values and commitment to inclusion
- An understanding of the power of **preventative and Proactive relational** approaches to supporting positive behaviour through the ongoing day to day interactions between staff and students that help students to feel safe, secure, connected and valued.
- A commitment to CPD for all staff in relational approaches, which increases knowledge of the impact of attachment disruption, trauma, ACEs on behavioural and emotional development (As recommended by NICE, 2015). A consideration of how this learning will be implemented, regularly reviewed and embedded **consistently** between all staff.
- High expectations, clear boundaries, predictable routines and **early identification** and support.
- Consequences that support the student to learn and develop. Consideration that certain sanctions can exacerbate challenges and often have little impact- FTEs, isolation.
- Consideration of effective reparation following conflict and how to best use restorative approaches to repair relationships and move forward.
- A graduated response that recognises that for those where behaviour is persistently challenging, assessment of individual circumstances to understand the drivers influencing behaviour and what it's communicating is essential in tailoring the support, e.g. use of personalised pastoral support plans and use of trusted 'key adult' role.
- Considers and priorities relationships more broadly, e.g. between peers, between staff, with parents and relationships with and in the community.

Developing a Trauma Informed Model – Our Journey

Work was sparked by a presentation by key system partners on the impact of adverse childhood experiences and the importance of trauma informed models of practice.

From this a steering group was created to explore how a trauma informed model could be achieved in Somerset

This steering group proposed that a literature review was undertaken which cross examined trauma informed models across the UK and internationally

It also held workshops with wider professionals across Somerset and engaged with neighboring authorities to understand current trauma informed provision and gain insight into what the next steps should be

This research and consultation identified four key areas that must be developed to create a trauma informed system:

A shared set of principles	Workforce development	Trauma Informed Care	Organisational Change
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A proposed model for Somerset

System Co-ordinator	Tiered training	Psychologist led	Champions Network	Network events
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Tiered Training

Tier 1 training online (through the Learning Centre)	Tier 2 and 3 through facilitators and psychology roles
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- The charter contains four elements:
 - An overarching vision
 - Why trauma informed practice should be adopted
 - How trauma informed practice will be adopted
 - Set of common principles
- The charter will be released for consultation at the trauma informed network launch event on the 24th January to ensure system approval before being released
- The common principles are based on the Scottish NHS model and recently released NHS England guidance
- The charter will also ask organisations which sign up to it to nominate a trauma informed champion to join the network, laying the initial groundwork.

Vision

Create a trauma informed system that is grounded in and directed by a complete understanding of how life experience affects peoples neurological, biological, psychological and social development.



Why

- Improve the use of evidence-based interventions
- Create a fairer more empathetic system
- Improve outcomes across system
- Develop services that are more responsive to needs of all users from children through to adulthood
- Reduce long term cost on system
- Reduce re-traumatisation
- Improve the general experience of people interacting with the system
- Improve system collaboration

How

We will do this through the developing and maintaining:

- A consistent system wide training offer for professionals and residents.
- An evidence base of effective trauma informed models and interventions
- A network of trauma informed champions across the county
- Improved organisational practices and policy of system stakeholders Support to the workforce to reduce vicarious trauma
- Developing a shared trauma informed language across the system to improve collaboration
- More effective monitoring and evaluation

Charter Common Principles

We will make sure that no minority groups are excluded and will be judgement free and open and supportive of all walks of life. We actively highlight and act against instances of exclusion.

INCLUSIVE

SAFETY

Through all interactions people using our services and staff should experience physical and emotional safety. This means preventing further re-traumatisation, give people the physical and emotional space they need and ensure their basic needs are met.

**CHOICE &
CLARITY**

We ensure people using our services and staff have meaningful choice and a voice in decisions affecting their life. The options available are clear and clear to understand.

**Trauma
Informed
Somerset**

Power is shared ensuring the people using are services and staff have a strong voice. We seek their views of those with lived experience to inform policy and practice change. Everyone is able to access training to develop their understanding of trauma informed.

EMPOWER



COLLABORATION

We use people's experience to improve the system as a whole. Good practice is shared, celebrated and learnt from. Collaboration is at the heart of all our working practices and we understand each other services' offers and limitations, and shared or agreed pathways / policies are in place.

We will build strong relationships with the people who use our services and staff across the system. Information is shared, clear and accessible, taking account of any additional needs. We will ensure transparency within all our policies and procedures, with the objective of building and maintaining trust.

TRUST

- *An estimated timeline for this is as follows:*
 - *6th January – System Business case taken to the Mental Health, Autism and Learning Disabilities Programme Board and the following actions were agreed:*
 - *Align with Avon and Somerset Police developing approach*
 - *Secure finances for at least 2 years (test period) - Make application to the Mental Health Investment Standards Committee*
 - *Meet with psychologists for system solution possibilities using existing resources*
 - *Finalise the Business Case and take back to the Programme Board before the end of February*
 - *16th January – Children and Families Scrutiny Committee*
 - *24th January – Trauma Informed Network and Charter Launch*
 - *Network events to take place every 6 months thereafter*
 - *Next event June 2023*
 - *April/May – Coordinator Recruited*
 - *Coordinator to pull together training resources and training plan for the next two years*
 - *To be linked with the development and progression of the Children and Young People’s Mental Health Transformation Plan*

The following organisations are included in those who have helped to develop the model and the proposals:

- Educational Psychology service
- Somerset Foundation Trust (including CAMHS)
- Second Step
- Education (Schools)
- SHAL housing
- Bristol University
- Avon Office of the Police and Crime Commissioner
- Avon and Somerset Police
- BANES, Bristol, North Somerset and South Gloucestershire
- No One Left Out
- Greater Manchester Combined Authority
- NHS Scotland
- Trauma Informed Schools
- Wavetrust
- Somerset Parent Carer Forum
- Public Health
- Young Somerset
- Integrated Care Borad

Thoughts and Questions

What can you do

- Talk about the network and the developing model in your communities
- Complete the free training: <https://www.acesonlinelearning.com/>
- Join the Network Event on the 24th January
- Check out the Somerset Children and Young People Health and Wellbeing webpages: [Somerset children & young people : Health & Wellbeing : Mhtk Aces \(cypsomersethealth.org\)](https://www.cypsomersethealth.org)

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