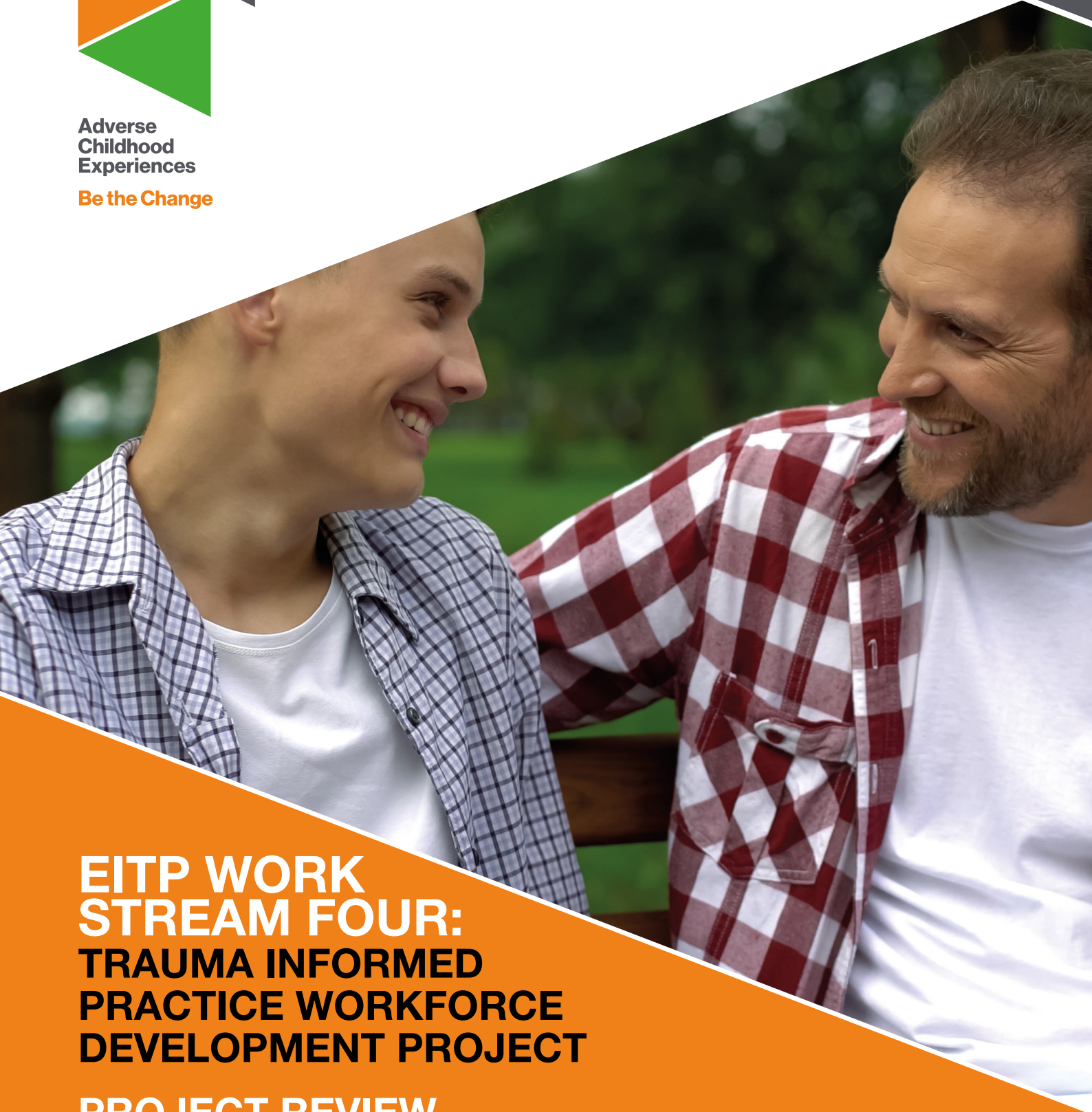




Adverse
Childhood
Experiences

Be the Change



**EITP WORK
STREAM FOUR:
TRAUMA INFORMED
PRACTICE WORKFORCE
DEVELOPMENT PROJECT**

**PROJECT REVIEW
REPORT: PART A**



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Section 1: Introduction

1. INTRODUCTION

Early Intervention Transformation Programme (EITP)

The EITP is part of the Delivering Social Change/the Atlantic Philanthropies Signature Programme. It is funded jointly by DoH, DoJ, DfC, DfE, the Delivering Social Change Fund, and the Atlantic Philanthropies. EITP aims to improve outcomes for children and young people across Northern Ireland through embedding early intervention approaches.

EITP has been underpinned by the following principles;

- **Transformation** of services for children and families
- A focus on **early intervention** approaches
- **Evidence-based** project design and decision making
- **Outcomes-focused** improvements for families
- **Sustainable** project design and delivery

The EITP was comprised of a number of Work Streams including Work Stream One Getting Ready for Baby, Work Stream 2 Early Intervention Family Support and Work Stream Getting Ready to Learn. The EITP board and associated work stream programmes were completed in June 2019. Many of these programmes/ services have been mainstreamed into current programmes of activity and a post project report of the EITP investment is available to download by [clicking here](#).

The final Work Stream of EITP was Work Stream 4: Working Better Together Professional Development Project. The aims of the projects within this Work Stream were to strengthen the culture of inter-professional working practice by supporting professionals to train together in undergraduate, postgraduate and post qualifying settings, including in shared practice environments. It also aims to embed commonality in prevention and early intervention approaches, and in using evidence informed practice and quality improvement techniques.

In April 2018, the Safeguarding Board for Northern Ireland (SBNI) was funded to deliver a Trauma Informed Practice Workforce Development Project as part of Work Stream Four. The SBNI continued to deliver the Trauma Informed Practice Project with member agencies and associated partners until the end of March 2020. This is a project review of years one and two (2018/19 and 2019/20) of a three year project that has been funded under EITP. This project review report will reflect on the implementation and learning of the Trauma Informed Practice Project until 31 March 2020 and the measurable impact the training and associated resources have provided in building workforce capacity and practice.

As of April 2020, the project continues to deliver an implementation strand which has stemmed from the learning of Year One and Two of the project across the system in Northern Ireland.



Kieran Downey (Western HSC Trust), Sean Holland (DoH), Helen McKenzie (SBNI), Deborah McMillan (Children's Commissioner for Jersey) and Chris Hackworth (Barnardo's NI), April 2019

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Section 2: Background

2. BACKGROUND

Understanding Adverse Childhood Experiences and Trauma Informed Practice through research

Adverse Childhood Experiences (ACEs) are stressful experiences occurring during childhood that can directly harm a child or affect the environment in which they live (Bellis et al 2016).

Children who are routinely exposed to situations such as domestic violence, mental ill health of a parent and/or sibling or substance misuse problems in their homes may experience a negative impact on their physical, emotional and psychological wellbeing which can last into adulthood.

These chronic situations are called Adverse Childhood Experiences (ACEs) and are often associated with poorer outcomes for children in educational attainment and wellbeing, employment, involvement in crime, family breakdown and a range of health and wellbeing issues.

Research suggests that poverty, discrimination, poor housing and involvement in violence may both exacerbate and be a response to childhood adversity. This can make a tolerable situation of stress become toxic and as a result the individual and/or family can use health harming behaviours such as excessive alcohol or substance use to cope with the stress. Ellis and Dietz (2017) devised a transformative approach, the 'Building Community Resilience' model to encourage practitioners to be aware of and address the root causes of adversity, the social determinants which can without mitigating factors in place become attributed to other health harming behaviours, intergenerational trauma within families and thus leading to societal impacts such as community disruption and anti-social behaviour of which may include issues such as paramilitary influence, threat and/or activities.

Research explores childhood adversity in a way that does not simply result in the workforce pathologising individuals who have experienced ACEs but understands that childhood adversity can have a ripple effect upon the whole family (potentially leading to intergeneration trauma), community and wider society without the right support and mitigating factors in place. Considering what has happened to cause an individual to behave in the way that they are enables the workforce to recognise underlying childhood related trauma and respond in the most appropriate way through compassion, empathy and connections that will ultimately guide intervention plans.

Trauma informed practice helps to increase the understanding of trauma and its potential impact on an individual's physical and psychological wellbeing through supporting the development of skills and knowledge throughout the workforce. Trauma informed practice also recognises the correlation between trauma and poorer health outcomes appreciating difficulties individuals may have dealing with adversity and in turn relationships with others as a result of their experience of trauma. Once we understand the impact of trauma and expression of traumatic experiences through behaviour, we start to appreciate the language of trauma for that individual and respond more effectively.

It is vital our workforce develops trauma sensitive approaches to ensure staff and volunteers understand the importance of early intervention and prevention strategies, to recognise, respond, mitigate and where possible prevent childhood adversity, or the potential impact of such adversities across the lifespan for the individual and their family.

Research recommends that it is also important to ensure the safety and wellbeing of staff, this being central to organisational development, recognising that working with trauma can be emotionally challenging. The National Child Traumatic Stress Network (www.nctsn.org) have explored through research and practice the emotional toll/duress that results when an individual hears about the first hand experiences of another member of staff or traumatised service users. The more equipped our staff are to be able to recognise symptoms of secondary/vicarious trauma within themselves and to manage and support their own emotional health and wellbeing, the more they will be in a position to support the health and wellbeing of the children, young people, adults and families they work with.

Find out more about ACEs and trauma informed practice at www.safeguardingni.org/aces/what-are-aces

The Principles of Trauma Informed Care

In 2014, the Substance Abuse and Mental Health Services Administrative (SAMHSA) identified through research and practice six guiding principles that will aid organisations to design responsive, holistic and effective systems of care. The six key principles of trauma informed care are;

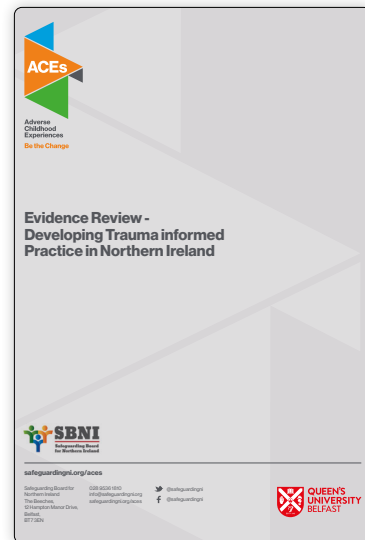
1. Safety
2. Trustworthiness and transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, voice and choice
6. Cultural, historical and gender issues

From this, the National Child Trauma Stress Network (NCTSN, 2016) adopted the six SAMHSA principles and applied them within a Trauma Informed Child and Family Service Change System Model. The NCTSN recommended that a trauma informed care system is one which agencies, programmes and service providers can apply to;

- Create environments, policies and practices that maximise service users physical and emotional safety
- Facilitate child and family recovery from adverse life events
- Enhance their capacity to thrive

An Evidence Review of Trauma Informed Care in Northern Ireland

In 2018, Queens University Belfast (QUB) was commissioned by the SBNI on behalf of the EITP Trauma Informed Practice Project to undertake a rapid review of the local and international evidence of how childhood adversity is presenting across the system. Systematic review techniques were applied to complete this work and to provide an up to date understanding of risk and protective factors associated with childhood adversities in Northern Ireland. This study also looked at the most effective approaches to raising staff awareness and practice in relation to childhood adversity by identifying the key components of effective approaches often used within systems to create trauma informed society.



The report identified a robust body of research indicating that severe or chronic adversity in childhood can have a significant, negative impact on a child's development, health and well-being, life chances and future outcomes.

Integrating trauma-awareness into practice across diverse service contexts is therefore essential to interrupt the cycle of generational adversities which can result in children being affected by the unresolved trauma experienced by their parents, extended families and communities.

The evidence review expressed the broad conceptualisation of the word trauma and suggests that we need to be clear about the traumatic physical, emotional and psychological impacts associated with childhood adversity that maybe presented by our service users. The review encourages understanding of community and societal problems that are contributing to service user's experience of trauma, cautioning against a unilateral approach to ACE's.

Two key elements of the evidence review shaped the strategic direction of the EITP Trauma Informed Practice Project during its inception phase;

1. Building blocks of mitigating the impact of ACEs

The potential effects of adverse childhood experiences are unique to the individual and are mediated by a range of protective factors, which help children and young people develop resilience and manage their experiences, mitigating some of the worst effects of adversity and trauma. The evidence review reinforced existing research that highlights the important protective factors for children and young people. These building blocks of resilience were weaved through the EITP Trauma Informed Practice Projects training materials.



**1 or more stable
caring child-adult**



**Feel you can
overcome hardship**



**Equipped to
manage your behaviour**



**Being
involved and**

Four key building blocks of resilience

2. Key components of cross system implementation of trauma informed practice

The evidence has suggested when implementing trauma informed care across a whole organisation it requires significant changes across multi-levels of an organisation. Through a comparative study of the implementation considerations across international research, Queens University Belfast have drawn on the commonalities existing across preliminary evidence and provided six broad cross system implementation domains. The domains have provided the evidence base for progressing with the EITP Trauma Informed Practice Project at an organisational, sector specific and systemic level in Northern Ireland thus enabling the aims of the project to be achieved.

The Evidence Review of Trauma Informed Care in Northern Ireland Report can be accessed by [clicking here](#).



Key Implementation Domains for embedding trauma informed practice across the system QUB Evidence Review of Trauma Informed Care (2018)

Based on the evidence review undertaken by Queens University Belfast, considerations indicative to each implementation domain were drawn upon during the planning stages of the EITP Trauma Informed Practice Project and provided the foundation to implementation of the project activity.

Implementation Domains	Considerations
<p>Workforce Development & Training</p>	<p>Training should be available for all staff within an organisation to ensure basic and/or advanced training options based on staff needs and current knowledge base.</p> <p>All staff should have an awareness and knowledge of the impact of abuse or trauma measuring staff proficiency in defined criteria to demonstrate;</p> <ul style="list-style-type: none"> • trauma knowledge/practice • strategies/procedures to address/reduce secondary traumatic stress among staff • Knowledge/skills in accessing and making suitable referrals for evidence based trauma focused principles
<p>Staff Safety and Stability</p>	<p>Training should encompass the impacts of vicarious trauma on staff who may be working with children, adults or families impacted by childhood related trauma. Self-care strategies and access to support services should be available to staff. The importance of supervision, debriefing and embedded support strategies for staff, particularly after a significant incident.</p>
<p>Screening & Assessment</p>	<p>Research has identified a number of screening and assessment tools available internationally. The research suggests that where appropriate selecting a trauma screening tool or trauma focused assessment model should come hand in hand with staff training in the use of the model.</p> <p>The Strategic Steering Group for Trauma Informed Practice and associated delivery strands such as the EITP Trauma Informed Practice Project and Cross Border Multiple Adverse Childhood Experiences (MACE) Project have agreed that ACEs will not be counted or screened in services across Northern Ireland but will however be recognised and considered within existing assessment protocols and care plans.</p>
<p>Evidence Based Treatments</p>	<p>Increased community treatment capacity before more generic treatments. Dissemination of selected evidence based treatment models.</p>
<p>Organisational Change</p>	<p>Collaboration, service coordination and information sharing among professionals within the agency related to trauma informed services as well as with other agencies related to development of procedures to reduce risk for client re-traumatisation, promote consumer engagement and input in service planning and development of a trauma informed system.</p>
<p>Service User Involvement</p>	<p>Establish a commitment to decreasing agency-young person/caregiver power differentials and maximising service user involvement (children, young people & their parents/caregivers in all agency service development initiatives, implementation domains and evaluation processes. Ensure an appropriate service user feedback mechanism and create the circumstances to promote shared learning and mutual support.</p>

Table 1: Trauma informed care in child welfare systems – Components of cross system implementation of trauma informed practice.

The cost of late intervention in Northern Ireland

The Early Intervention Foundation (EIF) UK were commissioned in 2018 by the Early Intervention Transformation Programme (EITP), a cross departmental government programme board in Northern Ireland to produce a report highlighting some of the implicating financial costs associated with providing late interventions to vulnerable children, young people and their families in Northern Ireland, of which many have been impacted by childhood adversity.¹

This report was developed to support policymakers, practitioners and commissioners to make informed choices about the services they provide and the timeliness by which service users are able to access these services. The report was based on a six year study that demonstrated the increased pressure on spending due to rising number of looked-after children, domestic violence incidents and cases of substance abuse among young people to name a few.

It has been estimated that £536 million is being spent per year in Northern Ireland on late intervention of which equates to £1166 per child. Child protection and safeguarding (£204million), domestic violence incidents (£165million) and young people who are not in education, employment or training (NEET) (134million youth economic inactivity and £42million school absence and exclusion) accounted for the largest proportion of costs associated with late interventions highlighted within the report.

It is important to recognise that many of these children and young people who are in receipt of late intervention support are potentially falling across many service areas therefore trauma informed collaborative approaches between organisations has been deemed essential. A collective whole system approach and trauma sensitive practices are important aspects of how we move forward to prevent re-traumatisation of individuals who are experiencing trauma, minimising re-telling of their 'traumatic experiences' and duplication of support services.

The EIF report (2018) on the cost of late intervention in Northern Ireland coupled with the current international ACE research provided a strong evidence base for the Safeguarding Board for Northern Ireland (SBNI) EITP Trauma Informed Practice Workforce Development Project, to build capacity of ACE awareness and trauma sensitive approaches to practice across health, social care, education, justice, the community and voluntary sector and many more representative sectors.

1 <https://www.eif.org.uk/files/pdf/cost-late-intervention-northern-ireland.pdf>

Overarching delivery frameworks in Northern Ireland

Draft Programme for Government Framework for Northern Ireland

The Northern Ireland Executive's Programme for Government (2016-2021) Draft Document provides the project with an overarching strategic framework for the delivery of the Trauma Informed Practice Project across its 27 member agencies and five sectors in Northern Ireland to enable a whole system approach to childhood related trauma. This document highlights a number of imperative outcomes which organisations can contribute to through the delivery of the operational and strategic strands of the project. These outcomes include:

- Outcome 1 - We prosper through a strong competitive regionally balanced economy
- Outcome 7 - We have a safe community, where we respect the law and each other
- Outcome 8 - We care for others and help those in need
- Outcome 12 - We give our children and young people the best start in life

Typically, when we consider how organisations deliver their services against the outcomes of the Executives Programme for Government framework we tend to work towards a particular set of outcomes. However when we consider the impacts of childhood adversity from prenatal stages, infancy, adolescence and across the lifespan the ACE research and evidence base for trauma informed practice affords a foundation for the outcomes of the Programme for Government to support the wellbeing of the individual, family, community and wider society.

Children and Young People's Strategy (2019-2029) for Northern Ireland

In society we all have a duty and responsibility to our children and young people and the generations that follow to support them in their development and wellbeing. The Children and Young People's Strategy (2019-2029) for Northern Ireland highlights eight high level outcomes that underpin the positive and long lasting outcomes that working in a trauma informed way across our sectors can have for children and young people in Northern Ireland.



NI Children and Young People's Strategy 2019-2029 eight indicators of well-being

Other significant strategies, frameworks and legislative policy that provide a context for the implementation of trauma informed practice across the system include:

- UNCRC and International Conventions
- Children (Northern Ireland) Order 1995
- Co-operating to Safeguard Children & Young People in NI (2016)
- Children's Services Cooperation Act 2015
- Department of Health NI: Making Life Better Framework (2013-2023)
- Department of Health NI Anti-Poverty Practice Framework for Social Work in NI (2018)
- Department of Health NI: Improving and Safeguarding Social Wellbeing: A Strategy for Social Work (2012-2022)
- Department of Health NI: Health and Wellbeing 2026-Delivering Together
- Department for Communities Draft Social Strategy / Poverty Strategy for NI
- PHA Expansion of Community Development Approaches (2018)
- PHA Infant mental Health Framework for NI (2016)

This project review report provides a detailed account of the impact of the EITP Trauma Informed Practice Workforce Development Project led through the SBNI has had across the sectors in Northern Ireland and reflects on the learning as we move forward collectively through a consistency of language and approaches.

Safeguarding Board for Northern Ireland (SBNI)

The Safeguarding Board for Northern Ireland (SBNI) was set up under the Safeguarding Board (NI) Act 2011 and is the statutory body responsible for coordinating and ensuring the effectiveness of its member agencies for the purpose of safeguarding and promoting the welfare of children and young people in Northern Ireland.

The SBNI is managed and directed by a Chair who has been appointed through the public appointments process, independent of the member agencies. The membership of the SBNI is made up of representatives from all the Health and Social Care Trusts, the Public Health Agency, the Probation Board Northern Ireland, the Police Service for Northern Ireland, the Education Authority, Local Government, the Youth Justice Agency and the Guardian Ad Litem Agency. There is also representation from the voluntary sector from Action for Children, Barnardo's NI, Children in Northern Ireland, the Children's Law Centre, Include Youth and the NSPCC. There are also two lay members on the SBNI. Each of these member agencies is represented on the SBNI Board by a senior member of staff. There are 27 board members on the SBNI.



SBNI member agencies

The SBNI took the strategic decision in 2017 to adopt a trauma-informed approach to safeguarding practice in the search for better outcomes for children. Therefore, the SBNI in its Strategic Plan 2018 -2022 will promote and support programmes of work that will focus on early intervention strategies and operational practices supported by dedicated and specific training, to improve outcomes, aiding prevention and recovery. In particular, the SBNI has identified three of the Adverse Childhood Experiences for children in Northern Ireland which it agreed to focus its collaborative efforts on over the next four years: domestic violence, mental health and neglect.

These priority areas have been evidenced through the Early Intervention Foundation's Cost of Late Intervention Report (2018) for having the most significant spend to support children and young people with late intervention support services.

Integrating trauma awareness into practice throughout the range of agencies comprising the SBNI has been deemed essential to interrupting the cycle of generational adversities which cause transgenerational trauma.

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**Section 3:
EITP Trauma Informed Practice
Workforce Development Project**

3. EITP TRAUMA INFORMED PRACTICE WORKFORCE DEVELOPMENT PROJECT

The Safeguarding Board for Northern Ireland (SBNI) is the statutory body responsible for coordinating and ensuring the effectiveness of its member agencies for the purpose of safeguarding and promoting the welfare of children and young people in Northern Ireland. The SBNI took the strategic decision in 2017 to adopt a trauma-informed approach to safeguarding in the search for better outcomes for children using the Adverse Childhood Experiences (ACEs) model. This model has its antecedents in the relationship between ACEs and the development of health harming behaviours and chronic disease in adulthood.

There is a robust body of research suggesting that severe and/or chronic adversity in childhood, in the absence of mitigating factors, may have a significant, negative impact on a child’s development, well-being, life chances and future outcomes.

Research suggests that an individual who has experienced four or more adverse experiences is more likely to experience health, wellbeing and social outcomes throughout their lives from childhood until much later in life without the presence of the right factors supporting resilience and support processes in place.

2 times more likely to be have a chronic disease		6 times more likely to smoke tobacco or E-cigs	
3 times more likely to have respiratory disease		11 times more likely to have smoked cannabis	
3 times more likely to develop coronary heart disease		16 times more likely to have used crack cocaine or heroin	
4 times more likely to develop type 2 diabetes		20 times more likely to have been incarcerated in their life	
4 times more likely to be a high risk drinker			

A national study in Wales demonstrated the potential impact of four or more ACEs without the right mitigating factors and support

The SBNI in its Strategic Plan 2018 -2022 promotes and supports programmes of work that will focus on early intervention strategies and operational practices supported by dedicated and specific training, to improve outcomes, aiding prevention and recovery. In particular, the SBNI has identified three of the Adverse Childhood Experiences for children in Northern Ireland which it has agreed to focus its collaborative efforts on over the next four years: domestic violence, mental health and neglect.

In addition, to work that has been undertaken by the SBNI as part of its strategic intention as stated above, certain assumptions and principles have been adopted through the implementation of the EITP Trauma Informed Practice (TIP) Project to support the design, development and implementation of this programme of work. In particular these include:

- A trauma-informed and strengths based approach by all SBNI organisations at awareness, specialist and advisor levels in their individual and collective organisations.
- A concerted regional approach to the deliverables of the programme
- A programme management model is adopted to design, deliver, manage and evaluate the work using a Target Operating Model approach
- A multi-agency approach to the coordination, delivery and management of the programme
- The involvement of children and young people in the design, delivery and implementation of the programme
- That the programme is sustainable and embedded into multi agency practice.

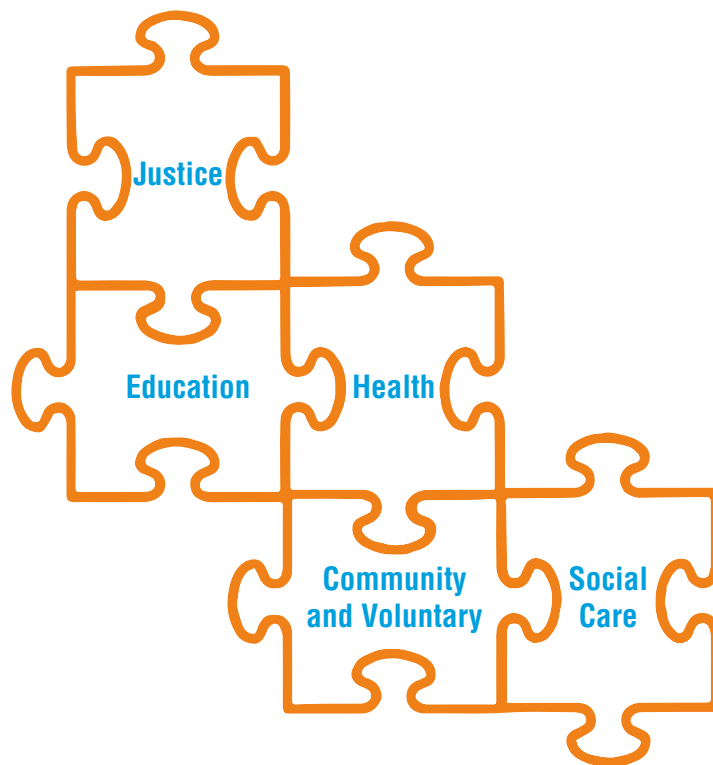
The EITP Trauma Informed Practice Project aimed to ensure that SBNI member agencies and partners:

- Have an awareness of the adverse childhood experiences which cause trauma in a child's life;
- Are aware of the impact of these adversities on the development of a child;
- Are able to identify what creates resilience to cope with adversity; and
- Are able to develop policies and practices to embed TI practice in their work.

The EITP Trauma Informed Practice Project has been underpinned by a trauma informed, strength-based approach to the delivery of early intervention and prevention programmes, with an emphasis on the shaping of practice to improve outcomes for children and young people in line with the Draft Programme for Government Framework for NI in particular outcomes:

- Outcome 1 - We prosper through a strong competitive regionally balanced economy
- Outcome 7 - We have a safe community, where we respect the law and each other
- Outcome 8 - We care for others and help those in need
- Outcome 12 - We give our children and young people the best start in life

In delivering this project, SBNI and other delivery partners have worked closely with professionals primarily across, but not limited to five sectors in Northern Ireland to build the capacity of the workforce in their understanding of Adverse Childhood Experiences (ACEs) and trauma sensitive approaches to practice skills development. These sectors are Health and Social Care, Education, Justice and the Community and Voluntary sectors.



Five sector areas of the EITP Trauma Informed Practice Project

The Trauma Informed Practice Project Team

The Trauma Informed Practice Project Team supported the implementation of the project across Northern Ireland. The project team was comprised of a Project Lead, Project Manager and four Implementation Managers (working across health and social care, education, justice and the community and voluntary sectors). ASCERT were also commissioned to support the delivery of training services and awareness raising across the Community and Voluntary Sector in Northern Ireland in partnership with the project team.



The EITP Trauma Informed Practice Project Team at the project launch event, April 2019

The project commenced in April 2018. The Project Review Report will focus on the implementation journey across the sectors in line with the project aims outlined above. The report will also give reference to Part B of the Project Review Report which demonstrated the measurable impact of the training programmes and associated resources of the project. The Part B Project Review Report can be accessed through the link within Section 14 of this report. The document is comprised of an evidence based reporting of impact and transformation across sectors and the system coupled with supporting reflections from the project team and member agencies.

Governance Structure of the EITP Trauma Informed Practice Project

EITP Board

The strategic governance for Work Stream Four is via the EITP Programme Board which is comprised of cross departmental senior officials representing finance, health and social care, justice, communities and the education sectors. EITP aims to improve outcomes for children and young people across Northern Ireland through embedding early intervention approaches. The programme board provides the day to day programme management and strategic decision making through the Department of Health Programme Manager. Each of the EITP Work Streams and associated implementation projects are held directly accountable to the EITP Board. The Trauma Informed Practice Project along with other programmes funded through EITP is required to submit quarterly, annual and as request project activity and financial reporting.

In addition to the direct reporting to the EITP Board, the EITP Trauma Informed Practice Project was required to establish a project steering group on behalf of the SBNI Board to ensure strategic governance was adhered. The SBNI have been the lead accountable body for the project which reported directly to the EITP Board and Department of Health as the senior responsible body for the project.

SBNI Board

The SBNI Board is comprised of 27 member agencies and is chaired by an Independent Chair who has accountable responsibility for the EITP Trauma Informed Practice Project as Work Stream Four Lead. The Independent Chair/ Work Stream Lead reports to the EITP Programme Board on behalf of the SBNI and TIP Project on the deliverables of the project, quality assurances and compliance for the project.

EITP TIP Steering Group

The Steering Group has been responsible to the SBNI Board for the overall direction and financial management of the project and advised and supported the project team in the delivery of the project. To ensure consistency of information surrounding the ACE agenda and to avoid any duplication of effort the Steering Group continued to be represented on the Strategic Steering Group for Trauma Informed Practice through the Project Lead.

Appendix 1 provides the Governance Reporting Structure for the EITP Trauma Informed Practice Project.

Terms of Reference for the EITP Trauma Informed Practice Steering Group

The EITP Trauma Informed Practice Steering Group is responsible to the SBNI Board for the overall direction and financial management of the project and will advise and support the project team in the delivery of the project. The Steering Group continues to undertake a number of roles including;

- Specify quality assurance and any other constraints with Project Lead
- Support the provision of the resources required to deliver the project and assure delivery to a required standard
- Ensure appropriate communication relating to the project takes place with relevant stakeholders
- Provide guidance and direction to the project keeping it within the agreed constraints
- Ensure compliance with the EITP Programme Management requirements and where appropriate approve any requests for change
- Approve End Project Report and Lessons Learnt Report

Membership of the Steering Group

The Trauma Informed Practice Project Steering Group members are as follows;

Chair	Mr Simon Rogers – SBNI Non-Executive Member
CVS representation Action for Children	Dawn Shaw
Education Authority	Una Turbitt
Executive Directors Forum for HSC Trusts	Deirdre Mahon, Western HSC Trust
HSC Trusts Learning and Development	Caroline Brogan, Belfast HSC Trust
HSCB/PHA Finance	Stephen Bailie
Police Service for Northern Ireland	Ryan Henderson
Public Health Agency	Maurice Meehan
Safeguarding Board for Northern Ireland	Helen McKenzie Stephanie Hanlon
Youth Justice Agency	Brian Ingram

Table 2: EITP Trauma Informed Practice Project Steering Group from 2018-2020

Project Briefings in line with Governance Structures

Since the project began in April 2018 the project team has provided over 36 project briefings to the EITP Board, EITP Implementation Managers, SBNI Board, across Government Departments and to the EITP Trauma Informed Practice (TIP) Steering Group. This is in line with the governance and accountability arrangements for the project as outlined in background section of this report. These project briefings included verbal implementation updates, formal presentations, OBA and detailed project quarterly report cards, finance highlight reports and detailed implementation plans for the project.

Project Briefings	Number
EITP Board	3
EITP Implementation Managers Meetings	5
Government Department requests	10
SBNI Board	7
EITP Trauma Informed Practice Project Steering Group meetings	11
TOTAL	36

Table 3: Project Briefings Verbal Implementation Updates

Strategic Steering Group for Trauma Informed Practice

In 2018, the NI ACE Reference Group was established to support continued momentum of raising awareness of adverse childhood experiences through the integration of trauma informed practice principles to practice across the system. In 2020, this group was renamed as the Strategic Steering Group for Trauma Informed Practice. This document will refer to the NI ACE Reference Group as the Strategic Steering Group for Trauma Informed Practice within the remainder of this document.

The purpose of this group is to coordinate the ACE and Trauma Informed Practice agenda across Northern Ireland to ensure a common language, consistency in organisational and systemic approaches and to provide a platform for sharing best practice in terms of developing a trauma informed nation in Northern Ireland.



Representatives of the Strategic Steering Group for Trauma Informed Practice at the NI ACE Conference 2019

The membership of this group brings together senior leaders who are representing organisations from within the health and social care, education, justice and local government sectors in Northern Ireland.

The Safeguarding Board for Northern Ireland provides regular project updates on the progress of the EITP Trauma Informed Practice Project along with member agencies who are also represented on this forum.

The forum provides a space for greater consistency of approaches across the system, the sharing of best practice locally and internationally and an opportunity to bring together and understand the complexities and opportunities of bringing together a number of regional transformation projects such as the EITP Trauma Informed Practice Project, Regional Trauma Network, Regional Review of Residential Facilities, Signs of Safety, Think Family, Building Better Futures and the CAWT Cross Border Multiple Adverse Communities Project.

[Click here](#) to find out more about the Strategic Steering Group for Trauma Informed Practice.

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Section 4: Stakeholder Engagement

4. STAKEHOLDER ENGAGEMENT

Since April 2018 the EITP Trauma Informed Practice Project had many opportunities to engage with stakeholders to shape and drive the trauma informed practice agenda within organisations, sectors and the system collectively.

The next section of the report has been sub divided into a number of categories to reflect each of the stakeholder engagement phases to include;

1. Understanding the system in Northern Ireland
2. Learning Collaboratives/ Networks
3. Service User Experiences
4. Raising awareness across the system
5. Sector Specific Readiness for Change
6. System Readiness for Change
7. Commitment and future direction

1. Understanding the system in Northern Ireland

In July 2018, the Safeguarding Board for Northern Ireland commissioned Outcomes Imp Ltd. to provide a critical friend support service to the EITP Trauma Informed Practice Project whilst the project team were being recruited. This support process provided through Outcomes Imp enabled the SBNI, TIP Steering Group and representatives from the Strategic Steering Group for Trauma Informed Practice to utilise the wealth of knowledge that already existed within the project structure to determine the best approach to deliver the project primarily across the five sectors of the project.

In doing this, Outcomes Imp facilitated a stakeholder mapping workshop in September 2018 through a process known as Ketso Mapping. This workshop was attended by senior representatives from across PSNI, Youth Justice Agency, Probation Board for NI, HSC Trusts, the Public Health Agency, Education and the Community and Voluntary Sector.

The workshop provided a space for representatives to come together and explore the known knowledge of each sector and potential critical areas that would require the project to focus its efforts in building capacity of childhood adversity and trauma informed practice. It was understood at this point that some sectors already had a predetermined knowledge of childhood adversity and trauma therefore building on this learning base was key whereas in other sectors the ACE and trauma terminology were new concepts and ways of working therefore greater efforts from the project team could be considered during the careful

implementation planning that followed beyond this workshop. The sector specific stakeholder ketso maps can be accessed by clicking on each of the sector map listed below;

- Health Sector Stakeholder Ketso Map
- Social Care Sector Stakeholder Kesto Map
- Education Sector Stakeholder Ketso Map
- Community & Voluntary Sector Stakeholder Ketso Map
- Justice Sector Stakeholder Ketso Map

2. Learning Collaboratives / Networks

The EITP Trauma Informed Practice Project engaged across a number of learning collaboratives and networking opportunities to raise awareness of the project and to ensure consistency of approaches and language in relation to ACEs and Trauma Informed Practice regionally in Northern Ireland and further afield. Some examples have been provided below;

World Health Organisation (WHO)

In partnership with the Strategic Steering Group for Trauma Informed Practice the project hosted an ACE learning seminar in Belfast in January 2018 that welcomed over 120 participants from across all sectors in Northern Ireland and an additional number of international visitors who attended the WHO events in Northern Ireland during this week.

In October 2019, the EITP Trauma Informed Practice Project was invited to Oslo, Norway by the World Health Organisation (WHO) partners to share trauma informed practice exemplars and explore opportunities for working consistently across the WHO network. The project lead for the Trauma Informed Practice Project joined other projects, research colleagues and organisations leading the ACE/Trauma Informed Practice agenda in their own countries internationally.

Since this visit the project has been involved in a learning collaborative established since the visit to enable continued communication and shared learning opportunities.

Five Nations Government ACE Forum

The Strategic Steering Group for Trauma Informed Practice continues to represent Northern Ireland at the Five Nations Government ACE Forum in the UK. The EITP TIP Project Lead continues to represent the project at these Five Nation meetings and joins colleagues from the Strategic Steering Group for Trauma Informed Practice from DH, PHA, HSCB and PSNI to share learning and seek collaboration opportunities.

Strategic Steering Group for Trauma Informed Practice

Previously known as the NI ACE Reference Group, this forum was established to support continued momentum and integration of the ACE agenda in Northern Ireland and support a number of trauma informed implementation projects. This includes the Early Intervention Transformation Programme (EITP) Trauma Informed Practice Workforce Development Project, Regional Trauma Network and the Cross Boarder MACE Project. Representation on this group consists of directors and assistant directors from across health and social care, education, probation, youth justice, police and Government Departments. This forum provides a space for the Project Lead to report on the developments within the project and ensure consistency in approaches across the system through leadership.

Scottish Government Connections

Representatives from the NHS Health Scotland branch of the Scottish Government attended the first Northern Ireland ACE Conference in Northern Ireland in 2017 and later in January 2018 at the World Health Organisations Northern Ireland ACE Seminar hosted by the Strategic Steering Group for Trauma Informed Practice in Belfast. This was an opportunity for Scottish colleagues to share the journey of raising ACE awareness across local authority areas in Scotland since the publication of the 2016 ‘Polishing the Diamonds: Addressing ACEs in Scotland’² report which highlighted:

- If some ACEs have more of a detrimental effect than others
- If some people more likely to be affected by ACEs than others
- How common ACEs are and if we can measure how many people are affected in Scotland?
- The economic impact of ACEs in Scotland
- What can be done about Adverse Childhood Experiences in Scotland to date

In the months that followed the Strategic Steering Group for Trauma Informed Practice continued to liaise with NHS Health for Scotland and NHS Education for Scotland service directorates to share strategic developments and practical learning components of ACE awareness and trauma informed practice between the nations.

2 Scottish Public Health Network Report (2016) – Polishing the Diamonds- Addressing ACEs in Scotland

National Psychological Trauma Training Plan for Scotland

In 2019, NHS Education for Scotland published the Scottish Psychological Training Plan for Scotland³ which provided some key guiding principles for local authorities to consider in developing a trauma informed workforce across local areas in Scotland. The training plan was co-produced with organisations working with trauma and those with lived experiences of adversity and trauma.

By this stage in Northern Ireland the EITP TIP Project Team and Strategic Steering Group for Trauma Informed Practice had already made significant progress in the development and co-design of training materials and strategic trauma informed practice guidance for organisations regionally however the Scottish training plan provided assurance in consistency and approach across the Five Nations Government ACE Forum representative regions.

Welsh Early Action Together Learning Network

The EITP Trauma Informed Practice Project team were invited to Wales in October 2018 to meet colleagues from the Welsh Early Action Together Learning Network to understand their role and experience of implementing ACE and trauma informed practice training through a number of established ACE Hubs with police officers. The learning network hosted a workshop for the project teams to meet and understand some of the key learning in terms of training content, communication and evaluation methodologies as the EITP Trauma Informed Practice Project considered options for implementation the workforce development programmes in Northern Ireland.

In December 2018, the projects implementation managers revisited the Welsh Early Action Together Learning Network to attend one of the training sessions with frontline police officers in Cardiff. The project team were able to observe and consider the key learning elements within the training, interactive training tools and videos and the importance of staff wellbeing in the training room and in practice as working with trauma can potentially be emotive and may result in vicarious trauma in the absence of good individual and organisational self-care strategies.

It was initially thought that the EITP Trauma Informed Practice Project would be able to complete a form of knowledge transfer and begin to pilot the Welsh training materials in Northern Ireland. However, after observing the training which was directed within the justice sector alongside local engagement across the sectors in Northern Ireland which was able to determine the levels of need across the workforce it was decided that the project team should work with the research and expertise locally to design a package appropriate to the workforce in Northern Ireland.

3 NHS Education for Scotland (2019) - Scottish Psychological Trauma Training Plan

Communication and shared learning between the EITP Trauma Informed Practice Project and the Welsh Early Action Together Learning Network continued through the Five Nations Government ACE Forum.

Learning through expertise

Dr Karen Treisman: Safe Hands Thinking Minds

The EITP TIP Project Team had the opportunity to utilise the expertise of Dr Karen Treisman, a Clinical Psychologist who has extensive experience in the areas of trauma, parenting, adversity and attachment, and works clinically using a range of therapeutic approaches with families, systems, and children in or on the edge of care. Dr Treisman has been supporting a number of workforce teams and organisations across the UK and further afield to apply trauma informed and responsive practice. She has also been focusing efforts on developing a trauma informed organisational culture within organisations by exploring communication, strategy, environments and safety.

The SBNI commissioned National Children's Bureau NI (NCB) through a Project Enablement Service contract to provide support and expertise as required by the project team. NCB collaborated with Dr Treisman in the development of the tendering documentation for this service which enabled the project team to call upon NCB and Dr Treisman's expertise as required within the project.

In March 2019, NCB hosted a learning collaborative opportunity for the TIP Project Team to meet with Dr Treisman to understand her role particularly across organisations in Northern Ireland and to share information about the cross departmental funded EITP Workforce Development Trauma Informed Practice Project in Northern Ireland. This provided an understanding of the government mandate for the SBNI to develop ACE Awareness and Trauma Informed Practice across the workforce at an operational and strategic level in Northern Ireland.

Scotland's ACEs to Assets Conference 2019

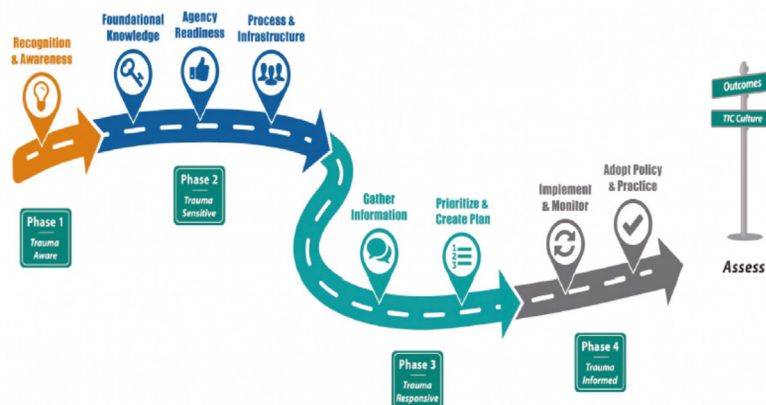
The EITP Trauma Informed Practice Project Team attended the Scottish ACEs to Assets Conference that was held in Glasgow in June 2019. This conference was brought together a number of key note speakers notably Dr Gabor Mate who focused his presentation input on his most recent publication 'When the body says no' and 'Scattered Minds' and Darren McGarvey who recalled his personal experiences through his literature 'Poverty Safari'. Both speakers have been proactively exploring how Scotland changed their thinking to understand what actions can be taken as corporate parents of individuals who have experienced childhood related adversity for a healthier, connected and social society.

This conference provided the EITP Trauma Informed Practice Project Team with a perspective of a whole nation approach to preventing adversity which Scotland is trying to achieve.

Trauma Informed Oregon

The EITP Trauma Informed Practice Project invited Dr Mandy Davies, Director of Trauma Informed Oregon to Northern Ireland in March 2020 to share the journey of the state of Oregon thriving to implement a state wide trauma informed response. Trauma Informed Oregon (TIO) is state-wide collaborative organisation, set up in 2014 in recognition of the impact that adverse experiences in childhood have on long-term health outcomes. It represents a commitment at the state level to promote prevention and to bring policies and practices into better alignment with the principles of trauma informed care. The organisation provides information and resources, and coordinates training for healthcare professionals and systems. In moving forward with a consistent state wide approach to trauma informed practice, Trauma Informed Oregon have been supporting organisations collectively across the state through a roadmap to implementing trauma informed care.

ROAD MAP TO TRAUMA INFORMED CARE



Trauma Informed Oregon's Roadmap to Trauma Informed Care

During Dr Mandy Davies visit to Northern Ireland the project facilitated a number of events to enable Trauma Informed Oregon to share best practice, opportunities for leadership alignment across the system and to give consideration to the trauma informed response in Northern Ireland to date. These events included;

- The project team hosted a number of insight visits across the Northern Ireland Prison Service, education sector and housing sector to enable Dr Davies to share practice and explore the implementation of trauma informed care across Northern Ireland.
- An education visit to St. John the Baptist College, Portadown to find out about the role of the school in supporting vulnerable children, young people and their families through the development of their Nurture Room model.
- The project hosted a Trauma Informed Physical Environments Seminar in early March 2020. The seminar was joined by Queens University Belfast who shared the evidence that underpins the need for services to consider the physical safety their service spaces provide for service users and staff. This was informed by the QUB Evidence Review of Trauma Informed Practice completed for the project in September 2018. Dr Mandy Davies also joined this seminar as the keynote speaker to provide some practical examples of how Trauma Informed Oregon have facilitated a trauma review of the physical spaces across service areas including classrooms, court rooms and homelessness shelters across the state. Guidance and resources were disseminated to the 160 delegates who attended the conference to refer to within their own service review processes.



Trauma Informed Environments Seminar, March 2020.

- Dr Mandy Davies joined the project and the Strategic Steering Group for Trauma Informed Practice as keynote speaker at the NI ACE Conference 2020 to share the government response from the state of Oregon in facilitating the trauma informed movement across all sectors. This inspired creative thinking and collective leadership throughout the conference and provided a space for representatives from across the sectors to reflect on the significant work that has already taken place to date.

Health in Mind Scotland

The EITP Trauma Informed Practice Project invited a programme lead from the voluntary charity Health in Mind Scotland to the Community and Voluntary Sector Be the Change Leadership Programme that was hosted through the EITP TIP Project in February 2020. Health in Mind Scotland has been working through Scottish Government to continue to ACE awareness movement across Scotland through the provision of health and wellbeing support programmes for the community and staff. The programme lead, Flora Henderson joined senior leaders from across the community and voluntary sector during this leadership programme to share the staff wellbeing initiatives that have been put in place to support staff across the Health in Mind Scotland team who have been working with vulnerable individuals and families who are experiencing trauma as a result of childhood adversity. These programmes have been underpinned by an organisation staff wellbeing framework and guidance for managers.

This knowledge exchange provided the project team and senior leaders with an insight into the implementation of strategic trauma informed staffing models and wellbeing initiatives across a workforce.

Cross Border and Working Together: Multiple Adversities Childhood Experiences Project

In September 2018, the Cross Border and Working Together (CAWT) Multiple Adverse Childhood Experiences (MACE) Project hosted a Breaking the Cycle Conference in Londonderry/Derry. Representatives of the EITP TIP Project and Strategic Steering Group for Trauma Informed Practice attended this event to learn about the MACE Project and how it will be delivered north and south of the border over the next five years. To find out more about this project [click here](#).

In April 2019, the EITP TIP Project hosted a knowledge exchange session between both projects to provide a space for learning, collaboration opportunities and to ensure a shared language on the subject matter of ACEs and Trauma Informed Practice as both project proceed in Northern Ireland and the South of Ireland.

The MACE project colleagues availed of an ACE/Trauma Informed Practice training session hosted in Belfast and led by the EITP TIP Project Team to enable the project workers to develop their understanding of childhood adversity, the potential impact of adversity of child development and across the life span. As well as examining tools and techniques to assist staff providing trauma informed care to clients they work with.

In addition to this, the EITP TIP Project Team recently supported the development of a cross border training service tender and associated training documentation with the CAWT MACE Project. This will ensure the content within the ACE/TIP training programmes developed by the SBNI and delivered across Northern Ireland continue to be applied north and south of the border through the CAWT MACE Project. The MACE project tendering process is due to commence in 2020 to commission an organisation to deliver the training services of the project. The TIP Project will be available to provide a knowledge transfer opportunities as required.

Regular dialogue has continued between the programme managers for the projects.

3. Service User Experiences

Understanding the service user experience of a service or in many cases experience of the system is significant when we are supporting our workforce to recognise and appropriately respond to childhood related trauma. During the development of the ACE and Trauma Informed Practice training and associated materials for the project, a vast range of service users contributed to the planning and content within as outlined below;

Children and Young People's Forum

The SBNI commissioned Barnardo's NI in November 2018 to initially develop a forum that would provide the opportunity for children and young people, as integral participants, to support the development of the ACE awareness and trauma informed practice project training resources associated to the EITP Trauma Informed Practice Project. In the infancy of this service provision it was agreed between the service provider and the SBNI that a young people's forum was perhaps not the best approach to engaging children and young people across the project. Moving forward a participation officer within Barnardo's NI brought together children and young people who were already involved in their services such as children in care, refugee families, young carers and children with a disability through a structured activity based programme called Life Changers.

About Life Changers NI

A participation officer who led on the delivery of the children and young people's forum service contract across the Barnardo's services developed a six week life changers programme for young people involved in Barnardo's services to get involved. This programme comprised of a variety of activities including developing friendships, reflecting on the types of stress that might affect children and young people, understanding who or what has made a positive difference in your life and reflecting on how did that make you feel? The images below shows some of the artwork from the young people who participated on the Life Changers NI programme.



Many young people documented their thoughts and feelings to the questions above by creating art pieces during the life changers workshops. The art work shows who or what has been the positive difference in the young people's lives and how it makes them feel.

Some other young people involved in the programme chose to record their experiences through a short video that was compiled by the young people with the support of the Barnardo's NI Participation Officer. This short awareness video is known as Life Changers NI. This video was published in March 2019 and has been used by the EITP Trauma Informed Practice Project as an awareness tool during presentations and training to remind staff across the workforce of the important positive impact they are making to children's lives, particularly those who have experienced adversity.

Many younger children on the programme reported their parents and wider family circle such as grandparents, aunts or uncles helping them through tough times in their lives and making them feel safe and happy. When adolescent young people were asked the same questions about who made a difference in their lives and how did that make them feel the response was somewhat different. Many young people referenced teachers, sports coaches and foster parents as the significant adults who made them feel safe, listened to their issues and helped relieve their stresses during this point in their lives. It highlights the important reminder to staff that they are making invaluable contributions to young people's lives, particularly those who have or are experiencing trauma as a result of childhood adversities.

The short Life Changers video has been viewed over **341 times** during awareness sessions led by the project team and during ACE training. The video has also been embedded within core safeguarding children and young people training led by Sport NI for sports coaches, tutors and designated officers.

[Click here](#) to view the Life Changers NI programme short video

[Click here](#) to download the Life Changers NI programme report

In year two for the delivery of the Barnardo's Children and Young People's Forum Support Contract it was agreed that it would be helpful if children and young people involved in the Barnardo's services including those who participated in the Life Changers Programme explored toxic stress and how to build resilience and apply coping strategies when young people feel overwhelmed.

Building on the Life Changers Programme, the Participation Officer for Barnardo's hosted a youth engagement programme that brought together 91 children and young people from different Barnardo's services including those from diverse ethnic backgrounds, community backgrounds and geographical spread of both rural and urban areas.

Two resources were created in year two of this programme of which included a children and young people's stress and resilience leaflet and a short children and young people's top tips for coping with stress video.

The top tips for children and young people video has been shared across family support and children's services across Northern Ireland. It has also been made available on the C2K education network for teachers to share with children and young people in the education system in Northern Ireland. [Click here](#) to view the Children and Young People's Top Tips for Stress short video.

The children and young people's stress and resilience leaflet was developed by young people involved in the Barnardo's NI services and was created as an awareness tool for other young people. Over 40,000 leaflets have been disseminated across all education bodies in Northern Ireland including the Education Authority (EA), Catholic Council for Maintained Schools (CCMS), Comhairle na Gaelscolaíochta (CnaG) and a number of CVS organisations. This resource has been translated into six other languages and are available to download on the SBNI website.

These resources were promoted during COVID-19 as a resource for young people. The translated leaflets have also been shared with the EA Intercultural Team for dissemination.

The children and young people's stress and resilience leaflet was an important resource that was circulated during the screening of the Invictus Play that was hosted by Alterego who were commissioned by the SBNI to design and perform a toxic stress related play across post primary schools, special schools and higher education campuses across Northern Ireland from January 2019 to March 2020.

NI ACE Animation

[Click here](#) to download the Children and Young People's Stress and Resilience leaflet. This leaflet has been developed in seven languages and is available to download on the SBNI website. The language formats are; English, Irish, Romanian, Polish, Portuguese, Arabic and Lithuanian.

ESC Films were commissioned by the SBNI in 2018 to develop a suite of ACE related materials and communication products to support the delivery of the EITP Trauma Informed Practice Project. This included the design and development of the NI ACE Animation. This is a short awareness raising video that can be used to build capacity across the workforce of childhood adversities and the impact on child development including brain development and emotional regulation. The short training video provides the workforce with some tips on recognising childhood trauma through the application of the trauma lens.

During the development of this resource, Barnardo's NI facilitated the collection of case studies experiences of children and young people who are currently involved within Barnardo's NI services. Rather than direct engagement with young people to understand their experiences this process was facilitated through Barnardo's NI Service Managers inputs based on their journey working with young people from within their services. This awareness raising tool has become a core element of the Level One ACE Awareness training, knowledge transfer opportunities and during the projects stakeholder engagement and awareness raising events. It has been viewed over 4692 times since it was launched in March 2019. The training resource is available via the SBNI website, you tube and vimeo.



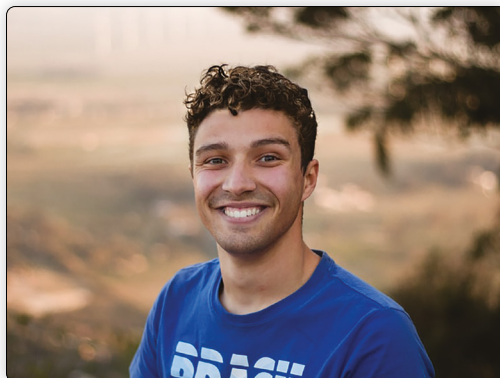
Ryan's Story

This training video was developed by a young person who was a service user accessing many services from across the system. The video is based on the young person's perspective of the missed opportunities that may have supported the individual on their journey of recovery. The resource also highlights what made the difference to their wellbeing and the trauma informed responses of services. Ryan's Story was developed in partnership with the PSNI, North West Regional College and Western Health and Social Care Trust. This training resource was applied in the North West pilot training sessions with the Police Service for Northern Ireland. The video is now available as part of a suite of training resources for the Level Two Trauma Sensitive Approaches to Practice training programme. Due to the sensitive nature of Ryan's Story this resource is not accessible beyond the projects Level Two training programme.



Michael's Story

This audio recording for training was developed by the project team in partnership with a service user based on their experience within the education system. This individual was supported both within the school setting by the education system through their understanding of what had happened to this individual and how best they could be supported. This audio recording has been embedded within the Level Two trauma sensitive approaches to practice training programme. Due to the sensitive nature of Michael's Story this resource is not accessible beyond the projects Level Two training programme.



Sara's Story

The EITP TIP Project and ESC Films who were commissioned on behalf of the SBNI to develop a range of communication and training materials have worked together to design Sara's Story to use as a discussion and learning tool within the Level Two Developing Trauma Sensitive Approaches to Practice Training Programme.



The fictitious character of Sara is portrayed by an actor/s at different stages in her life and in the first part of the film she talks about numerous adversities and trauma that she had experienced as a child, teenager and continued to experience as an adult. The first half of the video portrays the negative outcomes and highlights where opportunities to intervene or support Sara were missed, and where there was a lack of realisation and recognition of the ACEs and trauma she was experiencing. It also may also indicate in some instances where Sara had been re-traumatised. This is deliberate to encourage discussion and learning within the Level Two training. Part two of Sara's story starts to repeat her story and works backwards to show how small and big interventions made a difference to Sara and her family and the outcome of her life. The purpose of this as a training tool is to convey hope and how effective an ACE aware and trauma sensitive response can be at any point in a person's life. It is intended that a sense of purpose and hope is achieved for participants who may be working with adults who have already experienced a significant amount of adversity and trauma, it also emphasises the need for early intervention of work with young children or families. Several agencies and professions are mentioned or portrayed however there are also non-specific supports in the film who could be from the community sector or who may be friends/family. Sara's Story became a core training resource within the Level Two and Train the Trainer Programmes. This video has been shown approximately **61 times** since it was developed in September 2019. Due to the sensitive nature of Sara's Story this resource is not accessible beyond the projects Level Two training programme.

4. Awareness Raising across the System

From the onset of the EITP Trauma Informed Practice Project there were a number of opportunities for the project to raise awareness of the projects aims and deliverables across the sectors. This was an important stage of the project to;

- Raise awareness of the project teams role and function
- Increase awareness of ACEs and the opportunities of working in a trauma informed way through practical examples
- Create a common approach to ACE and trauma related language regionally across Northern Ireland
- Create strategic and operational buy in and commitment across organisations, partnerships and the sectors working within the system in Northern Ireland to enable to project to pursue workforce development implementation.

The project participated in a total of 83 informal stakeholder engagement meetings and/or events to raise the profile of the project and to share information about how the project has worked/will work with organisations to embed workforce development training initiatives, scope opportunities for organisational change and encourage collective leadership approaches in creating a trauma informed system in Northern Ireland.

As noted above, it was crucial for the project team to be visually present and use these opportune platforms to ensure strategic buy-in and organisational commitment to move forward based on the identified needs of the sectors. The needs of the sectors were measured through a structured training needs analysis and formal stakeholder engagement events as documented in Section 5 of this report.

A few examples of awareness raising opportunities for the EITP TIP Project Team included;

- Strategic Steering Group for Trauma Informed Practice meetings
- NI ACE Conference 2019 & 2020
- Quarterly 5 Nation Government ACE Forum meetings
- NI ACE Briefing Sessions with All Party Group for CYP and local political briefing events in 2018 and 2019
- Local Government Safeguarding Network and Local Council Safeguarding Panel meetings in Belfast, Ards and North Down, Derry City and Strabane, Newry, Mourne and Down and Armagh, Banbridge and Craigavon Councils

- Children and Young People's Strategic Partnership multi agency Outcomes Groups (chaired by the Directors of Children and Women's Services in HSC Trusts)
- SBNI Safeguarding Panels (Belfast, Southern, South Eastern)
- Northern Ireland Prison Service Governors meeting
- Department for Education and DE Permanent Secretary briefings
- 8 school roadshow information events hosted by the EITP TIP Project Team across Northern Ireland for pre-school, primary and post primary school principals, vice principals and pastoral care leads and college leads.

The EITP Trauma Informed Practice Project team were invited to participate at a number of conferences to raise awareness of ACEs and TIP through the EITP Trauma Informed Practice Project since April 2018 of which included:

- Action Trauma Conference
- Infant Mental Health Conference
- Restorative Practice Conference
- DOH Make It Happen Event
- Best for Every Child Leaders Event
- 10th Annual PPAG Seminar
- Playboard NI Conference
- Northern Ireland Housing Executive Annual Conference
- South Eastern Partnerships Conference
- Northern Ireland Confederation Conference (NICON) 2019
- Northern Ireland Social Care Council (NISSC) Seminars
- North West Regional College Resilience Conference 2019

The project team were invited by a range of organisations to complete a number of insight visits since the project began in April 2018 to raise awareness of the projects workforce development programmes of which included;

- St John the Baptist Nurture School
- Northern Ireland Prison Service Maghaberry Prison
- Northern Ireland Prison Service Hydebank College

From the 83 awareness raising events that took place between the April 2018 and March 2020, the project team also provided over 36 project briefings to the EITP Board, EITP Implementation Managers, SBNI Board, Government Department update requests and to the EITP Trauma Informed Practice Steering Group. This is in line with the governance and accountability arrangements for the project as outlined in background section of this report. These project briefings included verbal implementation updates, formal presentations, OBA and detailed project quarterly report cards, finance highlight reports and detailed implementation plans for the project.

Project Briefings	Number
EITP Board	3
EITP Implementation Managers Meetings	5
Government Department requests	10
SBNI Board	7
EITP Trauma Informed Practice Project Steering Group meetings	11
TOTAL	36

Table 4: Project Team Briefings

Appendix 2 details further stakeholder engagement meetings that took place during the duration of the project.

5. Sector Specific Readiness for Change

In early 2019, the SBNI commissioned the National Children’s Bureau (NCB) to provide project enablement services for the EITP TIP project. The purpose of this work was to secure the buy-in and commitment of a range of stakeholders across the sectors prior to the roll out of the full suite of workforce development training and support programmes.

Stakeholder engagement

A total of 17 formal stakeholder events were facilitated between the months of April and June 2019 through the support of NCB that enabled the project team to raise awareness of the project and its deliverables and to provide a space for the project team with NCB to conduct a Training Needs Analysis (TNA) to help determine the current levels of knowledge base and development gaps in relation to Adverse Childhood Experiences (ACEs) and trauma informed practice in Northern Ireland.

The events were held across Northern Ireland and were attended by over 450 participants representing senior management, learning and development teams and frontline practitioners from across each sector. The sector based stakeholder events included the following:

- HSC Trusts
- Learning and Development Teams
- Family Support Hubs
- Early Years
- General Practice (GPs)
- Education Sector
- Community and Voluntary Sector (CVS)
- Housing Sector

The following table summarises the numbers which attended each stakeholder event by sector:

Sector	Numbers attended
General Practice	9
Health & Social Care Trust events	159
Learning and Development Teams event	29
Family Support Hubs	34
Early Years events	51
Education Sector	25
Community and Voluntary Sector events	129
Housing Sector	14
Total	450

Table 5: Number of delegates attended by sector

Training Needs Analysis

NCB developed a training needs study that was informed by a literature search which included the Evidence Review of Trauma Informed Practice in Northern Ireland that was completed by Queen's University Belfast in 2018⁴ and by discussions with SBNI. The Training Needs Analysis study was It identified three key components of cross system trauma informed practice implementation: workforce development (including training and staff safety and well-being); trauma focused services (appropriate screening and assessment and evidence based treatment) and organisational change, which included a range of factors including, for example, the need for enhanced collaboration.

A training needs analysis survey was developed from this to support the EITP Project Team measure the breadth of workforce development knowledge and skills that was required by the project in relation to building capacity of adverse childhood experiences and trauma informed skills that could be considered and applied in practice and through organisational development. The survey attempted to ascertain the following:

- Levels of existing knowledge of ACEs and TIP
- Existing knowledge of parental/caregiver experience of ACEs, the impact of those on their ability to parent and engage with services
- Training already received regarding ACEs and TIP and the nature of that training
- Interest in future training in various aspects of ACEs and TIP

Upon completion of the formal stakeholder engagement events between the months of April and June 2019 in Northern Ireland a series of sector specific stakeholder reports were developed by NCB compiling together the responses from the training needs surveys completed by participants at the events. These reports provided a baseline of the training needs for each sector.

Sector Specific Highlights

This section of this report will highlight some of the sector specific highlights that were reported from each of the formal stakeholder events across the sectors. Within each section a number of challenges and recommendations have been outlined to provide understanding of the training needs analysis by sector and the considerations that the EITP TIP Project team were required to take cognisance of before the delivery of the ACE and Trauma Informed Practice training programmes.

4 Bunting et al, 2018, Evidence Review - Developing Trauma Informed Practice in Northern Ireland, SBNI, Belfast. This literature review was completed through the EITP Trauma Informed Practice Project.

a. General Practice (GPs)

A small number of GPs were brought together at a stakeholder event held in April 2019 to determine the level of awareness of ACEs and application of trauma informed practice within the GP sector. 9 GPs attended the event representing the Belfast, South Eastern and Northern areas.

67% of participants reported that they were aware of the term ACEs however only a few felt confident about their knowledge of the impact of ACEs on how ACEs affect brain development, the cultural differences in how children and families understand and potentially respond to ACEs and understanding of ACEs triggers/reminders and their impact on a child's behaviour.

All of the respondents considered ACEs to be important to their current role given the relevance and face to face service users and families they work with on a daily basis.

[ACEs] affect people's behaviour, impacts mental health, implications for safeguarding.

[They are important] in identifying triggers for ill health presentation and impact on management and treatment/compliance/personalising care/resilience for my patients but also my staff.

Every day in GP I see the effects of ACEs both directly with adults and children, and indirectly in the illnesses people suffer - mental health, IBS, fibromyalgia, inflammatory diseases

All of the respondents considered knowledge of TIP to be important to their current role .i.e. meeting patients affected by trauma (such as domestic abuse and the legacy of the Troubles) on a daily basis, in order to more effectively meet need, service improvement and to promote TIP within the practice. With this in mind, over 50% of respondents reported they had not received any ACE/TIP related training but would welcome the opportunity to develop their learning further. Those who had attending training included safeguarding training and attendance at conferences where there had been a short input on the subject matter.

All participants recognised the difficulty of being able to respond to trauma presented in their practice during short ten minute consultation appointments. The multidisciplinary team structures being rolled out across GPs in Northern Ireland bringing together general practice, mental health and social work will ultimately support the process of GP surgeries increasing their response to trauma.

Considerations from engagement:

At the event delegates noted a few challenges that need to be addressed in order to truly embed trauma informed practice within the primary care sector which are a need beyond the EITP Trauma Informed Practice Projects deliverables. These issues include:

- The **lack of structured training** provision within the GP sector
- The requirement for **compulsory safeguarding training** across the sector
- **All GP surgery staff should attend this training** (including administration, GPs, Nursing). The need to ensure that all staff within a practice (not just the GPs themselves) should be ACE aware and trauma informed
- **Opportunities to engage with strategic leads** including Practice Based Learning Leads, NIMDTA, Integrated Care Partnership chairs, Health and Social Care Board and the British Medical Association Chair were all recommended as next steps for moving forward within the GP sector.

[Click here](#) to download the full General Practice (GP) Stakeholder Report.

b. Health and Social Care Trusts

A total of 159 health and social care trust staff from across Belfast, Southern, South Eastern, Northern and the Western Health and Social Care Trusts attended one of the five stakeholder engagement events held in May 2019.

Role	Health %	Social Care %
Front-line practitioner	64	73
Service manager	28	24
Administrative/Support Staff	1	0
Commissioner of services	2	0
Volunteer	0	0
Other	4	3
Total	99	100

Table 6:- Respondents by Role

There was considerable knowledge in the health and social care sector in relation to the types of ACEs that exist, their prevalence, short and long terms effects and the effect on children's social and emotional development. There was a lot less awareness of how cultural differences might affect understanding and responding to ACEs and there is room for further awareness in relation to how ACEs affect brain development, physical, social and emotional development.

Within the survey participants were asked if they had heard of the term Trauma Informed Practice before the stakeholder event. Over three-quarters (77%) indicated that they had heard of the term Trauma Informed Practice before the workshop, while 23% had not heard of the term Trauma Informed Practice. However the application of trauma informed skills in practice through recognising trauma, responding in a trauma informed way and developing a trauma informed culture all appeared to be elements participants were keen to develop.

63% of participants who attended the stakeholder events indicated they had not received ACE and/or TIP training in their current organisation but were keen to partake in future learning and development opportunities.

Considerations from engagement:

Some practical ideas were recommended during these health and social care stakeholder events such as doing a 'walk through' to ascertain if TIP already happening and to enhance gaps within practice and service as already identified through participant responses and insight visits. Communication and language was a recurring theme among delegates. This encompasses the following:

- The need to develop **common language** across disciplines about trauma
- Ensure that all staff have the vocabulary to **confidently hold the conversations** that are necessary in order to address trauma with service users (including parents, as well as children and young people) and
- **Developing the skills** to get messages about trauma across in creative ways that will be well received.

[Click here](#) to download the full Health and Social Care Stakeholder Report.

c. Learning and Development Teams

One stakeholder event brought together learning and development leads from across the sectors of which included;

- 42% of participants were from the social care sector
- 38% of participants were from the education sector
- 19% of participants were from the health sector

A total 27 participants representing service managers, learning and development teams, trainers, lecturers, course directors and educationalists joined the EITP TIP Project Team and NCB for this stakeholder event.

There was a higher level of knowledge of ACEs and their impact than there is for TIP among the stakeholders from learning and development organisations within the health and social care sectors. Correspondingly, higher levels of interest for training in the various aspects of TIP are indicated in comparison to ACEs, though some aspects of ACEs (e.g. cultural issues and parental experiences of ACEs also score highly here). While there was an appetite to support this initiative through programmes of initial professional training and CPD, a myriad of other issues were also raised by delegates who were keen to ensure long-term sustainability of an approach that will be used, rather than something which is currently the focus of attention in a given period of time. This required strategic commitment and endorsement at a departmental level and also with senior managers within organisations.

Considerations from engagement:

- **Longevity of change management** on the ACE agenda to minimise concerns that this could be replaced by the ‘next big thing’ after March 2020
- **Enhanced capacity** within the system by addressing workforce gaps in a number of professions, enabling TIP through job description and workload change where necessary
- **Effective clinical supervision** and support for staff to acknowledge, process and undertake self-care for their own experiences of early adversity as well as for vicarious trauma

[Click here](#) to download the full Learning and Development Stakeholder Report.

d. Family Support Hubs

With the support of the regional family support hub coordinator within the Health and Social Care Board three stakeholder events were facilitated by the project team and NCB to bring together chairs of the 29 family support hubs and the associated member organisations in Northern Ireland. A total of 34 people from the Family Support Hubs attended three stakeholder events in different locations in June 2019.

The table below summarises the attendance figures at each event.

Event Location	Numbers
Newtownabbey	16
Newry	7
Coleraine	11
Total	34

Table 7: Numbers attending each location

Role	%
Front line practitioner	57
Service Manager	37
Administration/support staff	3
Volunteer	3
Total	100

Table 8: Respondents by role

Almost 84% of participants who attended the family support hubs stakeholder events reported that they had heard of the term adverse childhood experiences before however less reported to having a good knowledge about the prevalence of ACEs and how ACEs might affect brain and physical development. There was significantly less known about cultural differences in how children and families understand and potentially response to ACEs.

Participants were asked if they considered ACEs to be important in their current role. All of the respondents stated that they considered ACEs to be important in their current role. Reasons for this included: relevance to current role in providing services to children and families, understanding the most appropriate services/ support to signpost clients towards and supporting staff working directly with children and families who may have experienced ACEs.

The majority of respondents indicated that they have some knowledge of several aspects of TIP. However, significant gaps in knowledge also exist, particularly in relation to developing a trauma informed culture, how to avoid re-traumatising service users, knowing what constitutes a trauma informed organisation and responding in a trauma informed way.

The majority of respondents indicated that they had not received training on ACES and/or TIP in their current or previous employing organisation however were all keen and welcome and encouraged the EITP TIP Projects ACE and TIP training programmes to be made available to them.

Those of which had received some form of training or information about ACEs and TIP accounted for 14% of attendees. Such training ranged from a half a day training session to two days unless it was part of a wider qualification such as a Diploma as was the case for one respondent. Some participants reflected on how ACE awareness had been incorporated briefly within other training opportunities that had experienced such as safeguarding, the Solihull Approach, the Changing Lives Initiative or counselling programmes.

Considerations from the engagement:

- **Involving Parents** - It was felt that there is a need to get the messages about ACEs and TIP out to parents as well as practitioners. However, the question was raised as to how to do that in an appropriate and tailored way that will be helpful and not appear to blame parents.
- **Training** - It was felt that more training in ACES should be available for all). However, the question was raised as to the scale of this – how do we train everyone? Some respondents felt that training may need to be tailored to fit some roles/professions. As well as exploring knowledge about, for example, building resilience and how to do that, there is a need to be clear about the “hope” that is necessary to move beyond coping with ACEs/trauma to being positive about the future.
- **Developing more appropriate services** - It was felt that there is a potential challenge in developing programmes appropriately once practitioners have become more aware or have more understanding of families’ issues as a result of the ACE awareness/TIP training.

[Click here](#) to download the full Family Support Hubs Stakeholder Report.

e. Early Years

Two stakeholder engagement events were hosted by the project team and NCB in June 2019 bringing together 54 participants representing organisations such as child minders, private day care and nurseries, Sure Starts, afterschool clubs and playgroups.

Role	%
Front-line Practitioner	50
Service Manager	41
Administrative/Support Staff	2
Volunteer	2
Other	4
Total	99

Table 9: Respondents by role

As per other sector specific training needs analysis there seemed to be a similarly high number of respondents (83%) who had a significant level of knowledge and awareness of some aspects of ACEs (e.g. types of ACEs, prevalence, short and long-term effects). However, there was a lot less knowledge about cultural differences in how children and families understand and potentially respond to ACEs. There are also gaps in knowledge in relation to how ACEs may affect a child's physical, social and emotional development.

When participants were asked to consider their knowledge of trauma informed practice it was found that across all areas there were significant gaps in knowledge and understanding of what constitutes trauma informed practice, how to recognise and respond to trauma and how to avoid re-traumatisation across participants representing the early years sector.

Almost two-thirds of respondents (64%) indicated that they had not had training in ACEs and/or TIP in their current posts and only two people had received training in these topics when in a previous post.

As with all the stakeholder events the EITP TIP Project team hosted the NI ACE Animation and a brief introduction to ACEs and Trauma Informed Practices with delegates. The NI ACE Animation is a training tool used to raise awareness of how potential childhood trauma can present in a child's behaviour and ways that staff can respond and provide support. Participants welcomed the training video and felt that the situation portrayed in the school environment and family setting felt familiar and that it highlighted the importance of adults having effective listening skills and of taking the time to understand what children and young people are going through. Some felt that the animation was more relevant for adolescents and teenage children and that other approaches and scenarios would need to be considered for those working within early years' settings with infants and younger children and those.

Considerations from the engagement

- **Training** - it was noted, can result in changing attitudes as well as improving awareness. Some felt that in the day-care sector such training could be incorporated into current safeguarding training of which is primarily provided through the Child Care Partnership. It was also mentioned that the development of an emotional health and wellbeing strategy could provide a framework that may support cohesion with this training. It also needs to be part of initial teacher training. Some people had experience of training for staff which is called ‘Why You Matter.’
- **Trauma Informed Environments** – Participants suggested that techniques/recommendations would be helpful to create a safe environment for staff, children and families who are using these services. This refers to the physical building as well as the internal and external environment. Some delegates felt that early years’ settings were more trauma informed but that the primary and post primary school settings were less so. The project team welcomed this important point and reinforced the need to ensure children and young people are not re-traumatised as they transition across nursery, primary and post primary school settings.
- **Resilience training** - It was noted during the stakeholder events that the community sector may also need resilience training. Some participants also felt that there was a need to build the resilience of young children in early years to prepare them for coping with the education system.

The levels of knowledge about ACEs are higher than those for TIP among the early years’ workforce. The majority of respondents have not had training on ACEs or TIP, however, there is great interest in receiving such training. It was felt by delegates at the events that workforce development via training was just one element of implementing TIP but that there is the potential for existing processes, such as those provided by inspection bodies (Social Services and ETI), to be used to progress this. The need for greater partnership working with parents and collaboration between early years, primary schools and community organisations was also highlighted as children and families are affected by factors external to the early years’ settings.

[Click here](#) to download the full Early Years Stakeholder Report.

f. Education Sector

In May 2019 an education sector stakeholder engagement event was held bringing together 25 delegates representing the Department for Education, Education Authority, CCMS, CNaG, Sure Starts, Nurseries, Primary and Post Primary Schools, Further and Higher Education, Education Training Inspectorate and the teaching unions.

From this stakeholder event it was determined that there was some level of awareness of ACEs research among the workforce within in these organisations but there was slightly less awareness of how to apply the learning from that research into practice. Representatives displayed a high level of interest in developing a trauma informed culture but slightly less knowledge about how to do that within their own settings and it was agreed that a standardised approach through strong leadership and a culture of trauma informed practice would be recommended for moving forward within the education sector from a top down and bottom up approach.

It was agreed across the representatives that workforce development in terms of training, staff safety and well-being appear to be areas in which substantially more work is needed. Whilst representatives suggested there is a general awareness of ACEs, trauma and staff wellbeing there is a need for further detailed understanding and being able to apply in practice.

Similarly to the early year's sector engagement event there was a discussion about the physical internal and external learning environments within the education sector. In terms of physical space, some organisations are welcoming to both staff and service users, but one-quarter felt that this is not the case. A safe space for service users to take a break is also not available in over a quarter of organisations. Representatives were keen to understand further about how to create trauma informed spaces and learning environments through training and information opportunities.

Nicola Topping, Education Authority (EA), provided a presentation to delegates setting out EA's role and ongoing work in relation to trauma informed practice that is taking place within the education sector including Nurturing Classrooms, Whole School Approaches, developments with children in care, refugee and newcomer children and their families, as well as a visioning of attachment-friendly schools tiered to workforce development within practice.

Considerations from engagement:

- **Leadership** - It was acknowledged that there was a need for those at the top level of an organisation to create a culture and ethos of trauma informed practice which filters to all levels and directorates. At an organisational level there is also a need to inform those in authority, in order to prepare organisations to support staff in receipt of level 1 and 2 training.
- **Language** – It was felt that there needs to be a shared language in relation to TIP which has a strengths based approach. Delegates were keen to avoid any deficit models and shared some concerns that the language of 'ACEs' might unintentionally be the focus of negative attention rather than positive.

- Competency** – For schools there is a need to embed TIP within the ethos and culture of school. However, to do that there needs to be an understanding of trauma across the school staff. Careful selection of practitioners for advanced training is important as there are particular skills associated with this work. Equally, being trauma informed and understanding what those skills are should inform recruitment processes for certain disciplines.
- Administration** – Particular transition points from primary to secondary and from secondary to further education were identified as requiring careful attention if children/young people are not to fall through the gaps or be required to go through disclosures again unnecessarily. Further, education needs to ‘speak to’ health and justice etc. to ensure that there is a whole child approach to TIP.

[Click here](#) to download the full Education sector Stakeholder Report.

g. Community and Voluntary Sector (CVS)

Three stakeholder events brought together 129 representatives across the community and voluntary sector in Northern Ireland in April 2019.

Location	Numbers attended
Derry/Londonderry	45
Belfast	47
Dungannon	37
Total	129

Table 10: Respondents by engagement location

The majority (96%) of respondents considered ACEs to be important to their current role. 4% were unsure. Reasons given for those who did see ACEs to be important tended to focus on the relevance to their current role and the issues their client groups presented with. Those who answered not sure indicated that they needed to know more about ACEs as that was not currently the focus of their work.

86% of participants who attended the stakeholder events indicated that they had not received any ACE/TIP related training in their current or previous employment. For the 14% who had noted they have attended ACE/Trauma related training highlighted programmes relating resilience, transgenerational trauma, impact of grief, domestic abuse and the Solihull approach as a few examples.

However, the majority (96%) of respondents considered knowledge of TIP to be important to their current role and welcomed the opportunity for training and development opportunities through the EITP Trauma Informed Practice Project. Reasons for this were the relevance for their current work and also an aspiration to change their organisation so that it becomes more trauma informed.

Considerations from engagement:

- **Time** - taking time to do training means that some services can't be delivered therefore organisations need to recognise the value of this training and enable staff time out of their day to day frontline jobs to attend whilst also ensuring service users are appropriately supported
- **Support for trainers** after attending the train the trainer programme
- **Maximise uptake of training** - ensure that training is interactive and practical so that participants can do something with it at the end through the application of tools and signposting options
- Training should be a **rights based approach**
- Being **clear about language** and **strengths based approaches**
- **Variety of learning options** including face to face, webinars and e-learning
- **Multi agency training** is crucial in the training roll out
- **Outcomes must be clear** from the start of the training

There is a high level of interest in learning more about all of the aspects of both ACEs and TIP across the sector. The discussions at the events suggest that a mixture of different levels of training as well as both generic and more specific training would be welcomed when the training is delivered.

[Click here](#) to download the full Community and Voluntary sector Stakeholder Report.

h. Housing Sector

The project team hosted an engagement event with 14 representatives from the Northern Ireland Housing Executive (NIHE) who are working across the housing sector regionally of which included assistant directors, business partners, training managers, hostel wardens, housing advisors and local community based supporting people patch managers.

Role	%
Front-line practitioner	43
Service manager	50
Commissioner of services	7
Total	100

Table 11: Respondents by job role

Unlike other sectors the housing sector appeared to have a much smaller awareness of ACEs with only 57% of the representative workforce having heard of the term ACEs but all were unsure of the potential impact on child development (socially, emotionally and physically), ACE triggers that may impact on a child’s behaviour and the potential impact of a parents ACEs on their ability to care for their children. A significant number of participants reported that their awareness of trauma and their understanding of applying trauma informed principles in practices was very low. Many recommended a focus on developing a greater knowledge of what constitutes a trauma informed organisation, the theory, skills and techniques associated with trauma informed practice and how to avoid re-traumatising service users important learning components of future ACE/TIP training for the housing sector.

A representative from the NIHE provided an example service user journey from a client within the housing system. This case study reflected one of many housing executive clients situations. The service user was relocated across 11 different temporary accommodation spaces in Belfast over a 4 month period and was receiving support across multiple support organisations. This case study was followed by a discussion and it was agreed that potential ACE/TIP training with the housing sector could support improved communication and multi-disciplinary approaches to support individuals impacted by childhood trauma so that staff can recognise the emotions and behaviour of trauma, respond appropriately through trauma sensitive approaches and avoid potential re-traumatisation by ensuring a strength based model based on hope and recovery.

93% of participants highlighted that they had not received ACE/TIP training to date within their current or previous employment however they felt that ACE/TIP awareness fits well with existing work in the NIHE and could be rolled out via the functional training team programmes, potentially led through the personal resilience steering group and the existing strategy team which deals with homelessness. In addition the NIHE Board can champion the model and they too could benefit from ACE awareness training.

[Click here](#) to download the full Housing Sector Stakeholder Report.

Regional Training Needs Baseline Report

In addition to the sector specific baseline data, NCB also circulated the survey via survey monkey for staff across the sectors to complete who were unable to attend the face to face events. This would enable a compilation of a wider regional workforce needs study, bringing together the sector specific data and online responses to enable the project team to understand the regional needs across the workforce that would determine the essential learning components and those areas of learning that would be more helpful to specific sectors through bespoke training packages.

A total of 531 participants completed the training needs analysis from across the system of which included 220 participants who were unable to attend the face to face stakeholder events therefore accessed the online survey. The table below demonstrates the percentage and whole number of responses from across the system based on the role of the individual who completed the training survey.

Role	%	N=
Front-line practitioner	59	313
Service manager	27	146
Administration/support staff	2	12
Volunteer	1	7
Other	10	53
Total	100	531

Table 12: Respondents by role

Those in the 'Other' category included those involved in training/educating health and social care staff; CEOs, commissioners of services, those involved in strategic roles, such as influencing and governance. Totals may not add up to 100% due to rounding.

ACE Awareness baseline conclusions

On a regional level, the Training Needs Analysis showed that while the vast majority of participants surveyed indicated that they knew about the types of ACEs that a child may experience and their effects, there were aspects of ACEs where the level of knowledge was much lower, such as cultural differences in how ACEs are understood. Despite the relatively high levels of awareness among respondents of ACEs, the study showed a high level of interest among respondents in receiving more training across all aspects of ACEs and TIP.

Over 90% of respondents understood the importance of being ACE aware within their current job role however the level of knowledge about childhood adversity across the workforce had considerable disparities.

For almost all aspects over half of the participants indicated that they know 'a little' about each element of the subject matter. However further examination of the table shows that significant proportions of respondents indicated that their knowledge could be improved in that less than a quarter indicated that they knew 'a lot'. These aspects that were recommended areas for development within future training include the following: cultural differences in how ACEs are understood (12%); prevalence of ACEs (22%); how ACEs affect physical development (23%). The figures also reveal over one-fifth did not know anything about several aspects including:

- Cultural differences in how ACEs are understood (37%);
- How ACEs affect physical development (23%);
- How ACEs affects brain development (22%) and
- ACE triggers/reminders and their impact on a child's behaviour (22%)

Extent of knowledge and understanding of the following:	Nothing	A little	A lot	Total
a. The prevalence of ACEs	18%	60%	22%	100%
b. The types of ACEs that a child may experience	7%	57%	36%	100%
c. Short-term and long-term effects of ACEs on children	9%	59%	31%	100%
d. How ACEs affect brain development	22%	52%	26%	100%
e. How ACEs affects a child's physical development	23%	54%	23%	100%
f. How ACEs affects social and emotional skills development	9%	59%	32%	100%
g. Cultural differences in how children and families understand ACEs	37%	51%	12%	100%
h. ACE triggers/reminders and their impact on a child's behaviour	22%	57%	22%	100%

Table: 13: Levels of knowledge by aspect in relation to ACEs

Trauma Informed Practice (TIP) baseline conclusions

A total of 88% of respondents reported that they understood the importance of working in a trauma informed way within their current role however there appeared to be a difference in understanding of how trauma informed was defined and the practice skills that could be applied in practice to recognise trauma and respond appropriately.

From the table below, it can be seen that there are significant gaps in knowledge in relation to the application of trauma informed practice from a practitioner and organisational perspective. Less than a quarter of respondents indicated that they knew 'a lot' about any of the aspects of TIP and its impact. For two aspects the proportion of those who knew 'a lot' was less than 10%:

- Developing a trauma informed culture (8%)
- What constitutes a trauma informed organisation (8%)

Over half of respondents (53%) indicated that they ‘did not know anything’ about developing a trauma informed culture and more than two-fifths indicated that they ‘did not know anything’ about aspects such as;

- What constitutes a trauma informed organisation (48%);
- How to avoid re-traumatising service users (46%)
- Responding in a trauma informed way (41%)
- Over a third reported ‘not knowing anything’ about trauma informed practice itself (35%)

Extent of knowledge and understanding of the following:	Nothing	A little	A lot	Total
a. What constitutes a trauma informed organisation	48%	44%	8%	100%
b. Trauma informed practice	35%	52%	13%	100%
c. Impact of trauma on individual's development	16%	61%	23%	100%
d. Recognising trauma	23%	57%	19%	100%
e. Responding in a trauma informed way	41%	44%	15%	100%
f. How to avoid re-traumatising service users	46%	41%	13%	100%
g. Developing a trauma informed culture	53%	39%	8%	100%

Table 14: Knowledge and understanding of TIP and its impact

Almost 76% of respondents reported that they have not had the opportunity to undertake ACE or TIP related training within their current or previous employment but were keen to develop their learning. For the remaining 24% who suggested they had partaken in ACE/TIP related training programmes such as Signs of Safety training, the Biology of Stress Resilience Video, Five to Thrive programme, Family Nurse Partnership, Solihull Approach training. For some they had received professional qualifications within trauma, midwifery, nursing, psychology etc.

Summary of Future Training Needs

Respondents were asked about future training needs in relation to both ACEs and TIP and were required to identify specific aspects of each that they would welcome.

The following table summarises interest in receiving training on different aspects of ACEs:

Aspects of ACEs in which training would be welcomed (%)	
How service providers' activities can trigger a parent's own ACEs history and affect a parent's response to staff and engagement with services	91
The potential impact of past ACEs on a parent's ability to care for his/her children, potentially manifesting itself in mental health or substance abuse problems	89
Cultural issues that may impact disclosure of parent ACEs and seeking treatment	86
Intergenerational cycles of abuse	85
Parents' ACEs history	84
ACEs triggers/reminders and their impact on a child's behaviour	82
Cultural differences in how children and families understand and respond to ACEs	81
How ACEs may affect brain development	81
How ACEs may affect social and emotional skills development	81
How ACEs can affect a child's physical development	80
Potential short-term and long-term effects of ACEs on children	77
The types of ACEs that a child may experience	76
The prevalence of childhood ACEs	73

Table 15: Aspects of ACEs in which training would be welcomed

Respondents to the survey also indicated their interest in receiving training in terms of aspects of trauma informed practice, which the following table summarises and chart illustrates:

Aspects of trauma informed practice in which training would be welcomed (%)	
How to avoid re-traumatising service users	90
How to respond in a trauma informed way	89
How systems can become more trauma sensitive	88
How to develop a trauma informed culture in my workplace	88
How to become a more trauma informed practitioner	87
How to recognise trauma	84
The impact of trauma on individual's physiological, neurological development and their social and emotional development	82
How to create a trauma informed organisation	81

Table 16: Aspects of TIP in which training would be welcomed

Conclusions

The sector specific training needs analysis and stakeholder engagement events enabled the EITP Trauma Informed Practice Project Team to determine the learning and development needs across the sectors. A further regional workforce development study enabled the project team to determine the key learning components required across Northern Ireland that could be embedded within a standard training package. From this, further co-designed sector specific bespoke packages could be considered for those who requested a particular focus of the training. For example the PSNI highlighted that their training wished to draw out elements of staff safety and wellbeing and levels of empathy within their training. The education sector requested a focus on the intercultural complexities that can impact children and families affected by childhood related trauma.

The full regional training needs report can be downloaded by [clicking here](#).

6. System Readiness for Change

In order to effect trauma informed systemic change and collective leadership across Northern Ireland the project team were required to understand the state of the current system including sectors and organisations working within the system to identify the readiness for change.

How have we measured system change readiness?

It is acknowledged that multiple frameworks and tools are available to measure system change readiness. Through the project enablement support service provided by NCB, they developed a bespoke tool to measure system change readiness in Northern Ireland. This tool was based on a modified version of the Trauma Informed System Change Instrument from Southwest Michigan Children's Trauma Assessment Center⁵, which was designed for the child welfare system in Michigan, USA.

The tool was selected as it had been tested for reliability and validity and was considerably shorter than some others available, therefore increasing the likelihood of completion by respondents. Supplementary questions were added to this tool to reflect the Evidence Review of Trauma Informed Practice in Northern Ireland that was completed by Queen's University Belfast (QUB) in 2018 through the EITP Trauma Informed Practice Project.

Reflecting on the QUB Evidence Review, a number of key components of cross system trauma informed practice implementation were recognised across research to create trauma informed care systems of which include;

- **Workforce Development** which includes
 - ✓ training and
 - ✓ staff safety and well-being

- **Trauma Focused Services** which includes
 - ✓ screening and assessment and
 - ✓ evidence based treatment

- **Organisational Change** which includes
 - ✓ leadership buy-in and strategic planning;
 - ✓ collaboration;
 - ✓ the physical environment;
 - ✓ service user involvement and monitoring and review.

5 Richardson, Coryn, Henry, Black-Pond, & Unrau (2010)

Gathering and analysing the data

Central to the aim of effecting system change, has been the development, in partnership with the HSC Leadership Centre, of a pioneering leadership development programme for senior decision makers across Government Departments, health and social care, justice, education, housing, local government and the community and voluntary sector.

The *'Be the Change'* leadership programme was designed to be innovative whilst building on existing leadership skills and understanding of trauma responsive services. The programme challenged organisations and those working in them to think about what high impact and trauma informed leadership means for individuals, organisations and systems.

During September and October 2019, participants on the EITP TIP Project's Be the Change Leadership Programme undertook an exercise in exploring, understanding and improving system change readiness in respect of the organisations they had been nominated to represent. At the beginning of the leadership programme participants were invited to complete an online survey, designed to capture the key domains of trauma informed practice and to assess the strengths and areas for development which might be built upon or addressed as part of each organisation's journey. Participants were tasked with working in collaboration with relevant colleagues in their organisation to complete the survey. A full list of the organisations who participated in the study has been shown in Appendix 3.

Twenty four of thirty two organisations represented on the leadership programme completed a survey return. This represents a response rate of 75%. In completing this survey, participants demonstrated their openness to examining organisational culture, policies, procedures and practice and a willingness to challenge, be challenged and to change.

Sector	Number of Responses
Health & Social Care	7
Education	3
Justice	4
VCS	6
Other	4
TOTAL	24

Table 17: Respondents by sector

[Click here](#) to access to insight report into system readiness in Northern Ireland.

Appendix 4 outlines the organisations who contributed to the systemic insight report that measured system readiness across Northern Ireland.

Health & Social Care (HSC) organisations have been amalgamated into one category given small numbers of respondents from this sector and integrated nature of many HSC organisations remits. Organisations categorised as 'Other' are those which fall outside the five sectors of the EITP TIP Project. This category includes faith groups, housing organisations and local government.

System Change Insight Findings

This section of the report will provide some of the overarching findings and conclusions drawn from the system change insight report that was produced through project enablement support from NCB. This section has been divided into the following subsections;

- Workforce Development
- Trauma Informed Services
- Organisational Change

Workforce Development:

Staff in the majority of organisations had some degree of understanding of the ACEs research. However, fewer organisations were able to use the research and apply the learning from it to their own practice. Even less organisations had ensured that their staff have had training on trauma informed practice. The majority of organisations had not trained managers in trauma informed practice. Conversely, supervision in the majority of organisations did include ways to manage personal and professional stress.

Trauma Focused Services:

The majority of organisations were not using trauma informed assessments in their work. Trauma informed safety plans were also found not to be used by many organisations for children or adults and the majority did not appear to have a continuum of trauma informed intervention available to their service users. This highlights the need for organisations to enhance their workforce ability to realise and recognise trauma that may be presenting for their service users as a potential impact of their childhood experiences at the earliest possible stage. It is also significant that organisations have to confidence and ability to carefully assess the appropriateness of their service provision and reshape services and the environments the services are being provided as required.

Organisational Change:

Leadership buy-in and strategic planning: Leadership buy-in and strategic planning includes levels of interest in becoming a trauma informed organisation, levels of skills and knowledge to do so as well as policies, procedures and structures to support the delivery of trauma informed practice within organisations. There was significant interest from organisations in becoming trauma informed and the majority of organisations felt they have the skills and knowledge to do so. From the findings almost 87% of organisations who responded to the survey expressed an interest in developing a trauma informed culture across the organisation through the leadership programme and opportunities stemming from the EITP Trauma Informed Practice Project. However, gaps in terms of leadership buy-in were also identified, e.g. in relation to policy committing the organisation to trauma informed practices, structures such as protocols and guidelines to support the implementation of such practice and a lack of incorporation of the impact of trauma into decision making.

Collaboration: Collaboration includes organisations having systems of communication in place with each other so that trauma informed decisions can be made. It also means organisations having a system in place to develop or sustain common trauma informed goals for children and/or families.

Respondents were divided on the whether or not systems of communication were in place with other organisations for making trauma informed decisions about the child, adult or family. Almost 50% of respondents indicated that they did not believe the systems of communication were in place with other organisations whilst the remaining 50% reported some type of process was in place.

Responses were more certain regarding having a system in place to collaborate with other organisations in order to develop or sustain common trauma informed goals for children/families with other organisations, as the majority of respondents (18) indicated that this was not the case.

In summary, the extent to which organisations collaborated with others to make trauma informed decisions varied. There was even less collaboration between organisations in order to develop or sustain trauma informed goals for children and/or families.

Physical environment: The physical environment refers to the built environment, design and layout of the premises and the degree to which it is welcoming to both service users and staff.

Generally the physical environment is welcoming to staff and service users however it must be noted that this was a general observation and was not informed by recent PPI consultations. Responses were more varied in terms of the provision of a 'safe space' for service users, 53% reported there were none if very little safe spaces for service users to calm down or take a break.

Service user involvement: Service user involvement includes the degree to which children, adults or families have the opportunity to voice their needs and raise concerns with service providers and whether or not a child's definition of emotional safety is included in safety plans.

The majority of respondents indicated that children, families and adults using their services were provided with opportunities to voice their needs and raise concerns whilst several organisations suggested there was capacity for improving opportunities for their service users to express their needs and concerns within their services. Even more mixed responses were recorded regarding a child's definition of emotional safety. Almost 51% of responding organisations indicated that a child's definition of emotional safety is included in care/treatment plans at their organisations whereas 49% indicated that such a definition was not included.

Monitoring and review: Monitoring and review refers to whether or not an organisation has a system in place to determine if trauma informed practice is actually being used. Almost all of the participating organisations indicated that this was not the case and there was no system in place to determine whether or not trauma informed practice is actually being used.

Conclusions

While a large proportion of the work of the EITP TIP Project was focused on workforce development of which included training, supervision and self-care, **a focus on policy support/development and administration** was identified from the early stages of the project through the QUB Evidence Review and further endorsed through the regional systems change insight report. Strategic planning and cross sectoral implementation was required to provide guidance and frameworks which take the weight of trauma informed practice and which can act as enablers for change beyond individual agencies. Findings from this insight report show that respondents, in the majority, report gaps both in policy, to guide practice, and in systems which could monitor and review implementation and impact. The sustainability of trauma informed practice in Northern Ireland was understood to be dependent upon enabling contexts of **commitment to service improvement, grounded on good governance and a strategic focus on outcomes**.

Fundamentally, trauma informed practice is about relationships. It is notable that the areas in which findings demonstrate the greatest need for development are those which relate to working collaboratively, involving service users and providing continuum of care. Understandably, findings suggest an 'internal' organisational focus at this stage of their trauma informed practice journey. Attention to **cross-system communication and collaboration** will be key to ensuring socially significant outcomes for children and adults who access support services.

The momentum around trauma informed practice provides a real opportunity for person-centre and person-led system change. Since 2015 there has been a statutory duty to cooperate in Northern Ireland (The Children's Services Cooperation Bill, 2015). **Developing a framework for collaborative trauma informed practice** may give this legislation more impetus and encourage agencies to work together in a way which engages children, young people and families in the long term and which has potential for socially significant outcomes.

7. Commitment and Future Direction

The EITP Trauma Informed Practice Project recognised that the impact of the projects deliverables across the five sectors and further partner agencies would be determined by organisational commitment, leadership and representation throughout the projects implementation structures.

In 2017 prior to the implementation of the project the SBNI sought formal acknowledgement and commitment from each of the 27 member agencies who are represented at a Director level and above on the SBNI Board.



SBNI member agencies

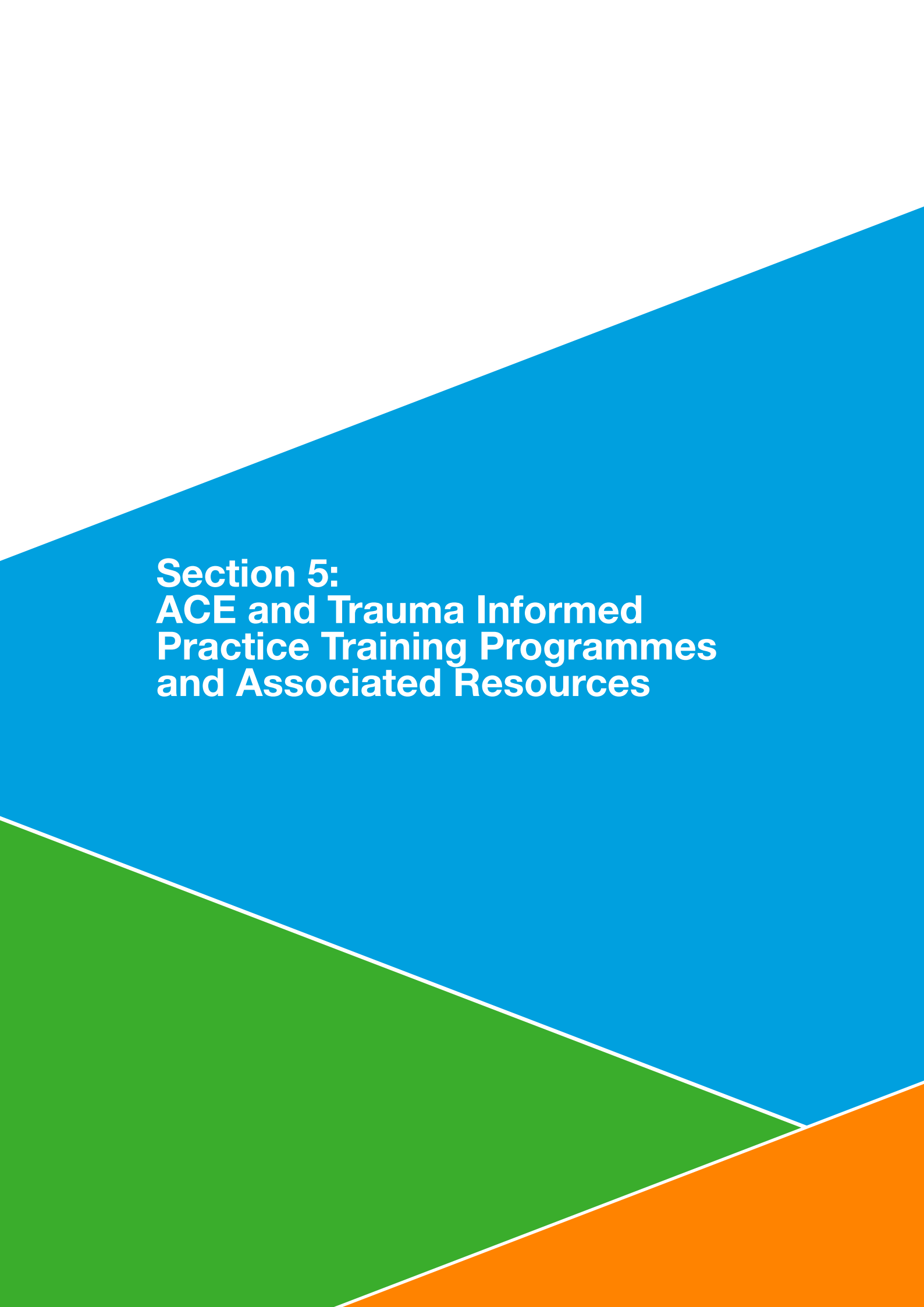
Building on the commitment from the SBNI member agencies represented on the SBNI Board and EITP Trauma Informed Practice Steering Group further endorsed the mandate of the project and continued through 2018-2020 to review and provide guidance and assurance on the activity and impact of the project.

The formal stakeholder engagement events, knowledge exchange and awareness raising opportunities as outlined within this section of the report provided a greater opportunity for the project team to engage and involve the wider service teams from within organisations including practitioners, trainers, managers and leaders to understand the needs of the sectors and the practicalities and challenges of expanding the capacity of the workforce understanding of childhood adversity and embedding trauma informed practice consistently across the system.

In addition to the systemic commitment to the future direction of the EITP Trauma Informed Practice Project, the SBNi with partners through the Strategic Steering Group for Trauma Informed Practice engaged with Members of Local Assembly (MLAs) through the All Party Group for Children and Young People in advance of the project beginning and again in October 2019. These engagement events provided a space for the Strategic Steering Group for Trauma Informed Practice to encourage MLAs to apply their understanding of childhood adversity and trauma sensitive approaches to practice across policy development, strategic influencing and as a mandate of quality and consistency in approaches across departmental service provision in Northern Ireland.



NI ACE political engagement event with the All Party Group for Children and Young People in the Long Gallery, Stormont, October 2019



**Section 5:
ACE and Trauma Informed
Practice Training Programmes
and Associated Resources**

5. ACE AND TRAUMA INFORMED PRACTICE TRAINING PROGRAMMES AND ASSOCIATED RESOURCES

By the end of March 2020, the Trauma Informed Practice Project aimed to ensure that all SBNI member agencies and partners:

1. Have an awareness of the adverse childhood experiences which cause trauma in a child's life;
2. Are aware of the impact of these adversities on the development of a child;
3. Are able to identify what creates resilience to cope with adversity; and
4. Are able to develop policies and practices to embed TI practice in their work.

Background

In delivering this project, the project team at the SBNI and other delivery partners have worked closely with professionals across five sectors to build the capacity of the workforce in their understanding of ACEs and trauma sensitive approaches to practice skills development.

These sectors are the health, social care, education, justice and the community and voluntary. The Trauma Informed Practice Project team supports the implementation of the project including the design and delivery of training across the five sectors. ASCERT were also commissioned to support the delivery of training and awareness raising across the community and voluntary sector in Northern Ireland. The project team also spanned across sport, arts, housing, local government councils and faith communities in Northern Ireland to build the capacity of the workforce.

What did the training look like?

The training was divided into two levels of training and attendance at each level of training was dependent on the role of the staff member. Each training programme gave consideration to the projects objectives above to ensure the content succinctly defined adverse childhood experiences, provided an understanding of how ACE can impact upon child development (physically, emotionally and behaviourally), the impact of ACEs across the lifespan and what creates resilience to cope with adversity. The level two training as detailed below built upon the general ACE awareness programme and provided greater skills development approaches and ways to reduce/mitigate vicarious trauma for staff.

Level 1 ACE Awareness Programme

This half-day workshop aimed to raise awareness of the potential impact of ACEs on individuals and communities. The objectives of this training were to develop an awareness of ACEs and their potential impact for children and adults across the lifespan; an awareness of the use of an ACE/trauma sensitive lens; an awareness of the importance of preventing and mitigating ACEs, and; an ability to identify appropriate pathways to support wellbeing for staff, volunteers and service users.

Audience: This awareness session was implemented across all five sectors of the project and beyond. It was deemed suitable for any member of staff within an organisation including volunteers irrespective of their role. The project team were keen to encourage administration staff, front end, finance, managers and staff with a client caseload.

There were a number of key messages derived from the Level One ACE Awareness Programme of which included:

- Experiences of ACEs and multiples of ACEs may not define a child and their future
- Behaviour is communication. It is up to us to try and understand it and respond compassionately
- Resilience can be supported and built
- We all have a role in mitigating against ACEs
- Recovery from trauma is possible
- Being trauma sensitive and using a trauma lens means a change of mind-set from thinking 'what is WRONG with you?' to 'what as HAPPENED to you?'

A range of teaching methods were used to deliver the programme content of which included:

- A power point presentation
- Group work exercises to encourage participants to actively engage with the trainer and the group
- Individual exercises
- Gingerbread person template
- Trauma LENS Card, developed by the SBNI
- Self-help and signposting support resources
- ACE Information Leaflet, developed by the SBNI
- PHA Trust Area A-Z Service Directory

- NI Helplines Network 2019/2020
- Strengths Cards
- BHSCT Steps to Cope with Stress
- Online learning videos
 - NI ACE Animation, developed by the SBNI and ESC Films
 - Toxic Stress and the Brain, Harvard University
 - Flipping your Lid, Dan Siegel
 - Brain Builders, NSPCC

The impact of the Level One ACE Awareness Programme was measured using an evaluation form that was developed by National Children's Bureau as part of the project evaluation support service to the project. This detail will be provided further into this report.

Level 2 Developing Trauma Sensitive Approaches to Practice Training Programme

This half-day workshop built on the learning from the awareness session and sought to further develop skills that promote a trauma sensitive response. In particular, it aimed to enhance participant skills and confidence to use a trauma sensitive lens in order to support and develop resilience for those the participant works with; identify the impact of vicarious trauma, and; identify ways in which to support the health and wellbeing of all staff.

Audience: This training was appropriate for those members of staff providing direct support or interventions to children, young people, families or adults who have been experiencing trauma as a result of childhood adversity.

There were a number of key messages derived from the Level One ACE Awareness Programme of which included:

- By raising awareness of childhood adversity and trauma we can **realise** the impact of trauma or stress of adversity can have on an individual socially, emotional, physically and behaviourally
- We can **recognise** the signs of symptoms of trauma in service users and staff within our organisation. Recognising this means we need to pause before we react. It requires some degree of empathy and self-awareness
- We need to resist **re-traumatisation** of our service users by being committed to trauma reducing through our support not trauma inducing

- Responding in a trauma sensitive way means we are considering the language we use, how we store information, how we reassure and validate others feelings and how we offer choice and make boundaries clear.

A range of teaching methods were used to deliver the programme content of which included:

- A power point presentation
- Group work exercises to encourage participants to actively engage with the trainer and the group
- Individual exercises
- Learning tools
 - Trauma Lens Card
 - Help me make sense of the world – brain development booklet
 - SPARK Tool (a self-care tool for practitioners working in safeguarding roles)
- Online learning videos
 - Sara's Story
 - NES Opening Doors video
 - NES Sowing Seeds video
 - Ryan's Story
 - Michael's Story

The impact of the Level Two Developing Trauma Sensitive Approaches to Practice Training Programme was measured using an evaluation form that was developed by National Children's Bureau as part of the project evaluation support service to the project. This detail will be provided further into this report.

Bespoke Training Packages

A range of bespoke training programmes were co-designed with member organisations and representatives from across the sectors who were already delivering elements of ACE awareness and Trauma Informed Practice within existing training programmes. This was to reflect the workforce needs and existing knowledge across the sectors. The bespoke programmes were developed across a number of sectors including Education, PSNI, Social Work and General Practice.

The impact of the bespoke training programmes has been included within the 'Measuring and understanding the impact of the EITP training programmes' section within this report.

Listed below is a summary of the bespoke training packages that have been developed and delivered through workforce development training within the project:

- A bespoke Police Service for Northern Ireland combined Level One and Two training programme
- A bespoke education specific training that incorporated a cultural perspective of the children and families within the education system and a number of education specific practical case studies through the application of Georgie's Wall of Need
- A General Practice (GP) bespoke training condensed training package that could be applied during short Practice Based Learning (PBL) sessions. This training package specifically focused on the potential impact of ACEs on health and use of GP services. A longer training programme was also developed for GP training seminars that focused on supporting staff within practice, the importance of self-care strategies and signposting in relation to vicarious and secondary trauma, front of house responsiveness and compassionate responses across General Practice
- A training input was delivered to the SBNI Neglect Sub Group. This session drew upon the potential impact of neglect on the developing brain and the necessity for early recognition and early intervention to reduce or mitigate the potential impact of trauma as a result of neglect. Professionals were asked to consider this learning through their practice.
- A bespoke training package for social care/social workers within the Northern Ireland Social Care Council (NISCC). This lunchtime training seminar format enabled the project to emphasise the importance and relevance of ACEs for social care and social workers. Understanding the potential impact of adversity across the lifespan; how awareness of ACEs and using a trauma lens can improve/add value to practice- both assessment and intervention and the importance of self-care and organisational care for staff.
- A bespoke undergraduate social work training package was developed and delivered within the University of Ulster third (final) year social work course in advance of students attending their final placements. This training specifically focused on the 4Rs within the Level Two training and the significance of an organisational strategic response. The training also drew upon social work contributions to social policy issues such as poverty and discrimination.

- A bespoke training contribution was developed by the project for the University of Ulster Post Graduate Course 'Social Work using Community Development Approaches' as part of the Department of Health's Social Work Strategy component within this course. This programme supported social workers to understand the mitigating components that may reduce or potentially prevent the presence of childhood adversity and the associated trauma through building resilience within communities. It linked the community and social implications of whole communities living with a range of adversities, compounded by long term issues such as discrimination, poverty and the legacy of the Troubles/Conflict. It also drew upon hope and recovery and applied it to new approaches in social work incorporating the shared values, principles and skills of community work.
- A bespoke ACE/TIP training input into the regional Signs of Safety Programme. This firmly put ACEs awareness and trauma sensitive practice into the systemic approach to the safeguarding children processes that Signs of Safety Programme provides within training. This knowledge informs the assessment and applied process and also supports the approach to children and their parents who may also have experienced ACEs and trauma.
- A bespoke ACE/TIP training input into the HSC Leadership Centres Managing Effective Practice Programmes for social workers and nurses. The training provided a strategic overview of childhood adversity and becoming trauma aware with emphasis on role of middle management to respond appropriately to staff wellbeing issues as well as to enhance staff's practice.

Design of Training Resources

In addition to the service user experience resources documented in section of this report the project team have worked with a range of organisations to develop guidance and training resources to support the delivery of the Level One ACE Awareness and Level Two Developing Trauma Sensitive Approaches to Practice training programmes. These resources have been outlined below:

Trauma Lens Card	To supplement the training material of the Level One ACE Awareness training programme, the project team developed a trauma lens resource as a tool to support practitioners to recognise and understand the needs of the individual and/or family they are working with in advance of providing or identifying the most appropriate support required.
ACE Leaflet	A short ACE information leaflet was developed through the project to provide brief information for staff working across the sectors about childhood adversity and the application of a trauma lens in their role. This leaflet has provided a sound foundation of learning for staff who were unable to attend the full Level One and Two training sessions.
'Help Me Make Sense of the World' Brain Development booklet	As part of the Level Two Developing Trauma Sensitive Approaches to Practice training programme, the project team developed the 'Help Me Make Sense of the World' Brain Development booklet. This booklet supports professionals to understand how trauma may impact brain development and a number of strategies and approaches to support the individual connect to calm.
Integrating Family Approaches booklet	In 2020, the project team facilitated a series of partnership meetings with several programme leads within the Health and Social Care Board to explore how best to integrate an understanding of ACEs, Trauma Informed Practice, Signs of Safety and the models of Building Better Futures and Think Family NI into practitioners practice. This provided an opportunity to bring together a number of complex agenda's.
Scenario based case studies	<p>In addition to the bespoke training packages within the EITP Trauma Informed Practice Project, the team also developed a number of sector specific case study scenarios that have been included within the Trauma Informed Practice Train the Trainer Programme to enable a sector specific focus on the application of the Level One and Two Training as required. The sector specific case studies have included;</p> <ul style="list-style-type: none"> • A series of organisational specific scenarios • Child and Family Scenarios • Early Years Scenarios • Georgie's Wall of Need (Education Specific) • Understanding the Impact of Trauma for Refugees and Asylum Seeking Families • Understanding the impact of ACEs and Trauma for Children with Complex /Special Educational Needs

Trauma Informed Practice Project Training Resources



**Section 6:
North West Training Pilot
in Northern Ireland**

6. NORTH WEST TRAINING PILOT IN NORTHERN IRELAND

Background

During the initial stages of the project as outlined in Section Four of this report, the project team spent a considerable period of time raising awareness about ACEs and Trauma Informed Practice and the opportunities for the workforce development and organisational change through the EITP Trauma Informed Practice Project. Presentations during partnership meetings, service meetings and during exploratory workshops enabled the project team to establish a number of other willing partner agencies from the North West region in Northern Ireland (many of which were SBNI member agencies) who were keen to be involved in the pilot of the ACE Awareness and Trauma Informed Practice training programmes before full implementation across Northern Ireland. This became the North West training pilot for the project.

As part of a first phase of delivery for EITP Trauma Informed Practice Project the Police Service for Northern Ireland (PSNI) as a member agency of the SBNI, agreed to pilot ACE Awareness / Trauma Informed Practice Training extensively with 350 frontline officers within the Derry City and Strabane Police District (DCS) as part of the North West training pilot.

In addition, the North West Pilot scaled across many other opportune organisations including the Western HSC Trust (within Social Work, the Emergency Department in Altnagelvin Hospital and Allied Health Professionals), Public Prosecution Service, Western Area General Practices (GPs), St Cecelia's College Derry and the North West Regional College.

North West Stakeholder Engagement Event

Partner agencies that were keen to be a part of the North West training pilot were brought together through a North West learning collaborative stakeholder engagement event in the Derry City Hotel in February 2019. This was an opportunity for the EITP TIP Project Team to:

- raise awareness of the roles within the team;
- raise awareness of the aims and objectives for the project;
- draw upon some exemplar services in the North West region who have been working in a trauma informed way for some time;
- to provide a space for the representatives of organisation's to share their journey and experiences of working with ACE related trauma in their services.

A Chief Inspector from the PSNI was the keynote speaker at this event and was able to create momentum across the sectors by sharing the journey for the PSNI particularly in the North West region to becoming ACE aware and trauma informed through frontline police officers, custody units and through the strategic decisions made by the organisation. Through a small Derry City and Strabane District PSNI implementation group supported by the justice implementation manager of the TIP Project in the SBNI and Programme Lead, 350 police officers were identified to attend a co-designed Level One and Two training programme in the DCS District in April 2019.

As the pilot training progressed across each of the sectors in the North West Area, the PSNI in partnership with the EITP Trauma Informed Practice Project undertook an in-depth evaluation of the ACE/Trauma Informed Practice Training at the following stages: pre training, post training and at a six month review point.



North West Stakeholder Learning Event, February 2019

The findings of this evaluation have been highlighted within this section of the project review report and laid the foundations for the project moving forward with a regional approach and focus in Northern Ireland.

Understanding ACEs in a Justice Context

The importance of this training for the policing sector was highlighted by a Public Health Wales Welsh ACEs study which demonstrated that 14 per cent of adults living in Wales (aged 18-69 years) had experienced four or more ACEs before reaching the age of 18. As a result these individuals were;

- **20 times** more likely to be incarcerated at any point in their lifetime;
- **16 times** more likely to have used crack cocaine or heroin;
- **15 times** more likely to have committed violence against another person in the last 12 months; and
- **14 times** more likely to have been a victim of violence in the last 12 months, compared to those with no ACEs.

In light of the available research and the practical knowledge of police officers confronted daily with the impact of intergenerational abuse it was accepted that gaining an awareness of ACEs and an understanding of policing in a more trauma informed way could be beneficial not only for the community but also for individual police officers and potentially the service as a whole.

Through the dissemination of the evidence demonstrating the connections between childhood adversity and the potential impact on mental health and greater risk of entering the justice system without the right supports, the PSNI have understood the importance for police officers to be trained to understand the impact of trauma on their role, both from a personal and professional perspective

ACE/Trauma Informed Practice Training Delivery

The PSNI training pilot had three overarching aims;

- To provide individual police officers with an awareness of the adverse childhood experiences which cause trauma in a child's life and the impact of these adversities on the development of a child whilst enabling them to identify what creates resilience to cope with adversity;
- To assist the PSNI, from a strategic perspective, in developing policies and procedure to embed trauma informed practice into its organisational culture;
- To assist the PSNI with its focus on building resilience for officers and how this contributes to a culture of well-being and self-care from an individual and organisational perspective.

Co-design of a bespoke training package

Prior to the delivery of training with the PSNI in the North West, the Police District Trainers had the opportunity to observe the Welsh 'Early Action Together' Police ACE Training programme in late 2018 with the EITP TIP Project Team.

From this were able to review the standard ACE/ Trauma informed practice training resources that were developed by the SBNI to in turn co-design a PSNI bespoke training package. This package was co-designed with EITP Trauma Informed Practice Project Team and PSNI District Trainers to reflect local officer training needs and practical application.

Development of training tools

Similarly to the training resource applied to the ACE training with Welsh police officers, the PSNI and TIP Project decided that it would be appropriate to develop a short service user training tool that could demonstrate the trauma that an individual was presenting with across the justice system and other services and the opportunities that could have been used to support this person in a trauma informed way. This training tool was a learning opportunity for police officers to recognise the behaviours of trauma presenting to them and find ways of responding in a compassionate and trauma informed way.

The North West Regional College, Western HSC Trust and other services supported the production of this training resource based on an anonymised service user journey through statutory service provision. This training video was created for use in the PSNI specific training. Since the North West pilot programme this resource has now been utilised across all ACE/Trauma Informed Practice training through the project team in Northern Ireland with the permission of the service user and services involved in the creation of the video. This has become known as Ryan's Story as referenced in Section 3 of this report.



A consideration amount of time was spent collating self-help and wellbeing support materials in advance of the delivery of training with the PSNI. This was to ensure that information was readily available for officers during and following training that will provide further information, support and signposting relating to the emotional health and wellbeing of both officers and the families they are responding to.

Some example self-help support tools included;

- PHA A-Z Directory of Services
- NHS Inform - Mental Health Self-help Guides
- PSNI Occupational Health and Welfare website
- PHA Steps to Cope with Stress Support Booklet

North West Training Pilot Findings

This section of the report provides a summary of the North West PSNI Evaluation. It will summarise the impact of the PSNI Adverse Childhood Experiences/ Trauma Informed Practice training on police officers' knowledge, empathy, self-care and skills across three distinct evaluation periods;

- Pre training in March/April 2019;
- Post training delivery in April 2019; and
- A sixth month review in October 2019

The vast majority of questions within the pre and post training evaluations demonstrated a significant improvement in scores as a result of police officers attending the ACE/ trauma informed practice training. The need to revise some of the training materials in order to achieve increased outcomes for those questions where an increase of scores were minimal, or had a reduction in score has been suggested from the evaluation.

Overall, the results of this comparative analysis reveal that the training does increase knowledge, skills, self-care and empathy of frontline police officers who attended the training. There are several major findings from this analysis which highlight the success of this pilot study.

Self-Care

Firstly, there was a significant increase of 20% in the response scores for both questions on police officers self-care. Overall, officers within the 'high' self-care category increase from 23% to 66%.

	Yes
I have shown empathy	93.8%
I have signposted self-help materials	37%
I have made positive intervention to protect a vulnerable person	80.2%
I have made referrals/signposted to other agencies	60.5%
I have communicated effectively so as to not escalate the situation by what I am saying and how I say it	76.5%
I have used the LENS model to understand the problem and try to find an effective solution	48.1%
I have made a referral to the Support Hub	60.5%

Table 18: What have you done to reduce the impact of ACEs over the last 6 months?

Empathy and level of intervention to protect a vulnerable person

Officer's confidence to respond to a vulnerable family were seen to increase as a result of the training and continued to increase over the 6 months post-training. Additionally, the application of the Trauma ACE lens approach to intervene and signpost vulnerable individuals/families to appropriate support service was greatly enhanced from pre-training to post-training (average score of 2.51 to 3.73) maintained this increase at the 6 month follow up.

Self-Care and Self Help Materials

From the six month review, a quarter of officers reported that they had a high awareness of the services offered by the organisation. While this number had increased as a result of attendance at the ACE training in April 2019, the six month review found a decrease of awareness and learning from the post-training evaluation to the 6 month follow up. Only around 50% of respondents used the PHA A-Z Directory, the Self-help Guides, LENS cards or the OHW website/ services for their own self-care since attending the training. It was recommended that a refresher or ongoing communication method would be helpful to remind staff officers of the resources and services available and would prompt staff to maintain awareness and knowledge for officers.

Skills

Secondly, there was a strong increase in skills as a result of the training, specifically around officers feeling able to use an ACE Lens approach to intervene and signpost vulnerable individuals/ families to an appropriate support service – a major output of the trainings. The evaluation saw a number of front line officers whom fell into the ‘high’ skills category increased by 44% as a result of attending the training.

Knowledge

Finally, all questions regarding knowledge of ACEs increased. Although many questions received a high/correct response percentage in the pre-evaluation questionnaire, there was significant improvement in the overall responses being correct since attending the training.

Four of the seven questions in the knowledge category received a correct response rate of 98% or greater at post-evaluation. As a result, the correct response rate increased in total for the knowledge category from 76.6% in pre-evaluation to 94.5% in post-evaluation – an 18% increase in correct responses.

Six Month Review following ACE/TIP Training

In September 2019, a follow up evaluation questionnaire was completed by 81 participants (50%) who attended the pilot ACE training sessions in April 2019. Within the six month review questionnaire, participants were asked to select the answers that applied to them about how their work and practice has changed since attending the training and implementing it within their roles.

The four statements in this section included:

- I. I have been more empathetic
- II. I have better used my communication skills to speak to people in crisis
- III. I have a greater understanding of vulnerability
- IV. I feel better equipped to help vulnerable people

These questions were a simple yes/no response and all had more than an 80% ‘yes’ responses. Nearly 9 out of 10 officers saw a change in their understanding of vulnerability, while 8 in 10 officers said they had better use of their communication skills when speaking with people in crisis, had been more empathetic, and feel better equipped to help vulnerable people. Overall, the vast majority of people saw improvement across all areas of work and practice since engaging in the ACE training.

Application of the Trauma LENS model

Since the training there was a high level of knowledge of the Trauma ACE LENS acronym, although not all officers knew the correct answer (10% left this question blank). As only half of respondents used the LENS card, it may be beneficial to increase understanding of LENS and the application of the LENS card in practice. Less than half of officers stated that they have used the LENS model to understand the problem and try to find an effective solution. It appeared that many officers lacked confidence in using resources such as the LENS card and welcomed further opportunities to practice the application of this tool through practical case studies relevant to their roles.

Referral to the Support Hub

Almost 61% of respondents reported that since attending the ACE/TIP training they have referred a vulnerable person or family to the Support Hubs established through the PSNI and other statutory agencies for additional support.

Summary

There was a strong improvement of implementation into practice (since officers attended the training to practice on the ground) as a result of the ACE training, particularly in the areas of showing empathy and being able to positively intervene with vulnerable families. The vast majority of officers stated that as a result of the training they have been more empathetic, have better used their communication skills to speak and support with people in crisis, have a greater understanding of vulnerability and feel better equipped to help vulnerable people.

Overall, the ACE training led to an increase in officers' ability to manage and interact with vulnerable individuals and children. Very few officers stated that the training did not enhance their practice and the majority of officers appear to have applied the learning and their new skills to work more effectively with vulnerable individuals.

Comments from police officers who completed the training

'It has given me a better understanding of the needs of different people'

'It has made me more aware and to look beyond the initial call'

'Awareness of possible issues and experiences children are exposed to'

'Makes me more aware of the services available'

'It has given me broader range of support help to offer families'

Recommendations

- To include information leaflets on signposting to support services and information of the statutory agencies involved in the EITP Trauma informed practice project training. Further training would enhance the knowledge around what these resources are used for, how to access them and the benefits of using them may increase officer's confidence and lead to the better implementation
- Additionally, by implementing the resources on PoliceNet and the PSNI Wellbeing page, as well as being provided through a police app, as suggested by officers, knowledge and confidence around signposting and referring may be increased.
- It would be of a benefit to have other agencies attend the training/other engagement events to explain their role in supporting children, adults or families who have been impacted by childhood adversity and opportunities to explore how agencies can better work together with the PSNI
- It is recommended that refresh opportunities should be embedded moving forward so that officers are reminded of trauma informed skills and support services that they are able to avail of on a regular basis. Officers skills development were strongly enhanced since attending the training, which continued into the 6 month follow up evaluation period.
- It was noted that the training was very informative and should be rolled out at Garnerville as a part of new recruit training as the Police Service considers scaling the workforce training opportunities.

The EITP Trauma Informed Practice Project committed to meeting the resource costs associated for frontline officers in DCS District to attend the training. This was based on the premise that the PSNI is working towards becoming a Trauma Informed Police Service which will include the ACE / Trauma Informed Practice agenda within its Vulnerability work Stream and provide the associated leadership and organisational changes in relation to embedding this practice in both culture and policy. Since the North West pilot project the PSNI continues to progress their strategic implementation and workforce development in creating a trauma informed Police Service. Detail of the PSNI progress will be provided further into this report.

[Click here](#) to download the full North West Training Pilot Evaluation Report.



**Section 7:
Sustainability Across the
Workforce in Northern Ireland**

7. SUSTAINABILITY ACROSS THE WORKFORCE IN NORTHERN IRELAND

Train the Trainer Programme

Giving consideration to how the workforce development training programmes could be sustained within organisations and across sectors following project closure, it was decided that a Train the Trainer Programme would be designed to enable a cohort of trainers to build capacity in the ACE awareness and the trauma sensitive approaches to practice training programmes and lead on the delivery of these programmes across services and organisations beyond March 2020.

From this, the project team in partnership with the HSC Leadership Centre developed a two day train the trainer programme for organisations to avail of.

This programme enabled participants to;

- Develop training skills to become a Trauma Informed Practice Trainer
- Develop their understanding of a trauma informed approach to practice
- Be able to support their organisation through promoting consistency of a shared language and understanding of ACEs and trauma sensitive approaches
- Be informed and confident to deliver a minimum of three Level One awareness and Level Two training programmes per year using the training resources and guidance documents.

The Train-the-Trainer programme primarily sought to build participants confidence and skills to be able to cascade Level 1 and Level 2 training to other members of staff from within their organisation or externally. The training builds on existing awareness of brain development, emotions and behaviours and TI skills but also supports the development of other training related skills, e.g. in making effective use of group work to allow those trained to contribute their views.

The two day programme primarily covered the following learning elements:

Day 1

- Overview of the Level One ACE Awareness and Level Two Trauma Sensitive Approaches to Practice
- Preparation for Day 2

Day 2

- Facilitation Skills and Oral Presentation Development by the HSC Leadership Centre
- Delivery of training by participants
- Recap of the trainer's guidance
- Future delivery of training
- Evaluation

The impact of this programme for participants who attended on behalf of their organisation will be provided later in this report.

Solihull Approach Understanding Trauma online course

Building on the Solihull Approach 'Understanding Your Child' programme, the project commissioned a two year licence of the 'Understanding Trauma' online course for professionals in Northern Ireland. This course was developed by Solihull Approach UK/Heart of England (NHS) and targeted participants working with children, families and adults. The aim of this course was to deepen understanding of the effects of trauma, the recovery process and how society can support recovery from trauma based upon the key Solihull Approach components of containment, reciprocity and understanding behaviour. It was considered an appropriate development for the workforce building upon the training resources developed by the EITP TIP Project Team.

The programme was made available across all sectors in Northern Ireland and the uptake of the programme has been significant in the first six months. The impact of this programme and the difference it made to practitioners will be explored further into this report.

The background consists of three overlapping geometric shapes: a large blue triangle at the top, a green triangle at the bottom left, and an orange triangle at the bottom right. The text is centered within the blue area.

Section 8
Developing Trauma Informed
Leadership Across the System

8. DEVELOPING TRAUMA INFORMED LEADERSHIP ACROSS THE SYSTEM

By the end of March 2020, the Trauma Informed Practice Project aimed to ensure that all SBNI member agencies and partners:

1. Have an awareness of the adverse childhood experiences which cause trauma in a child's life;
2. Are aware of the impact of these adversities on the development of a child;
3. Are able to identify what creates resilience to cope with adversity; and
4. Are able to develop policies and practices to embed TI practice in their work.

In delivering the project, SBNI and other delivery partners have worked closely with professionals primarily across, but not limited to five sectors in Northern Ireland to build the capacity of the workforce in their understanding of Adverse Childhood Experiences (ACEs) and their development of trauma sensitive practice. These sectors are Health and Social Care, Education, Justice and the Community and Voluntary sectors.

Whilst objectives one to three for the project were primarily addressed through the delivery of the workforce development training programmes, the fourth objective of the project tasked the project team to work strategically with organisations to enable organisational change and systemic consistency of trauma informed practice. This required giving consideration to trauma informed;

- commissioning and service improvement
- staff safety and wellbeing
- understanding the physical environment where services are delivered
- ensuring a quality review/ improvement focus

In addressing objective four of the project, the EITP Trauma Informed Practice Project team developed a leadership programme to provide senior representatives from organisations with a space to understand collective leadership and trauma informed organisational change and systemic approaches.

This programme was delivered over the course of seven days in partnership with the HSC Leadership Centre and a range of other organisations, including Big Motive, Health and Social Care (HSC) Leadership Centre, PSI Consulting, and Queen's University of Belfast. The programme was specifically targeted at senior leaders and executives across the five sectors targeted by the TIP Project and others beyond this. The core content of the programme comprised three modules:

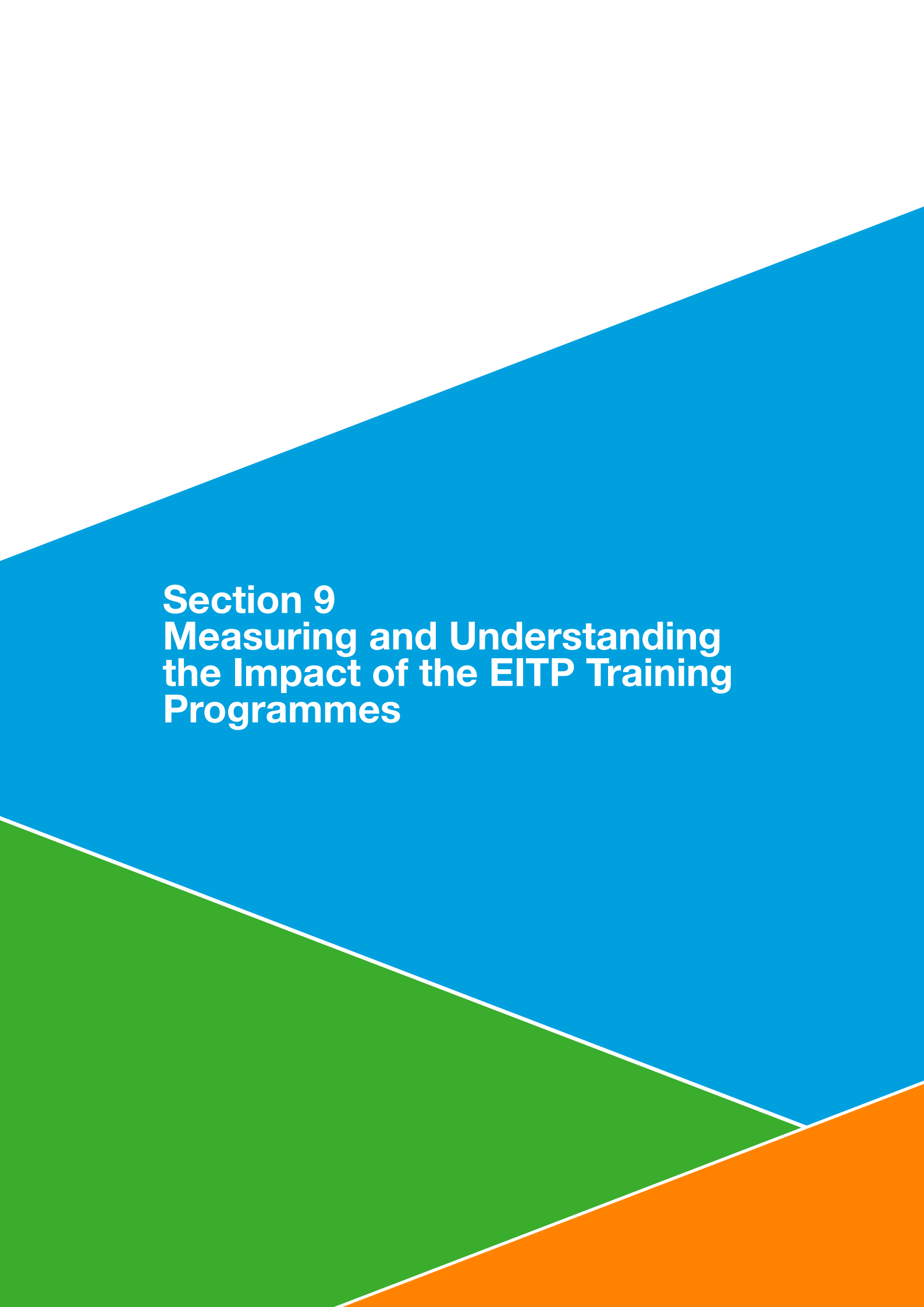
- Module 1: Leading from within;
- Module 2: Leading through organisation design; and
- Module 3: Leading within systems through collective leadership.

In addition, a range of other activities were undertaken to support learning within and between organisations (e.g. live work). The Programme's overall aim was to develop an implementation pathway for the trauma informed practice agenda within organisations and across the system in Northern Ireland and to nurture and develop their own trauma informed leadership. The programme also provided an opportunity to acknowledge the significant work that has already taken place within these organisations, with the content of this programme supporting organisations to build upon that work as they move forward in their journey. A shorter two-day programme was delivered to representatives across the community and voluntary sector. The training covered many of the areas included in the full seven-day course although the content was compressed within a shorter time scale. The two-day programme did not include certain aspects, e.g. live project work.

The programme was attended by sixty representatives from across health and social care, justice, education, the community and voluntary sector, housing, local government and Government Departments. The contributions of this programme in developing a trauma informed system in Northern Ireland has been provided further into this report.



Be the Change Trauma Informed Leadership Programme participants at the on-boarding day in Tullyglass Hotel, Ballymena, September 2019



Section 9
**Measuring and Understanding
the Impact of the EITP Training
Programmes**

9. MEASURING AND UNDERSTANDING THE IMPACT OF THE EITP TRAINING PROGRAMMES

Overview of the TIP activity

The National Children's Bureau (NCB) were commissioned by the SBNI to undertake the evaluation of impact of the EITP Trauma Informed Practice Project given their knowledge of the sectors and extensive experience in applying Outcomes Based Accountability as a framework for understanding impact.

This section of the report will present an overview of the evaluation findings from a number of workforce development and training programmes of the EITP Trauma Informed Practice Project that were delivered between April 2018 and March 2020 and include the following;

- Level One ACE Awareness;
- Level Two Developing Trauma Sensitive Approaches to Practice Training;
- Trauma Informed Train the Trainer Programme of Professional Development;
- Level One and Two E-learning Programmes;
- Design and publication of associated training materials and resources
- Solihull Understanding Trauma Online Programme; and
- Be the Change Trauma Informed Leadership Programme

The evaluation findings have also been coupled with qualitative interview feedback from a number of case study interviews that were conducted between January and March 2020 with senior leaders, trainers and practitioners who participated across the projects workforce development projects. This enabled the National Children's Bureau who conducted the case study interviews to report the longevity of trauma informed practice across several organisations.

This section of the report will also provide a summary of the governance and accountability activity from the EITP TIP project in line with the governance structure for the project as outlined in background section of this report.

In keeping with the Outcomes Based Accountability Framework this section of the report will be structured to present the impact of the EITP TIP project through three fundamental questions;

- **How much did we do?**
- **How well did we do it?**
- **Is anyone better off?**

This section of the project review report comprises a summary of the impact data contained within the projects three report cards and also integrates the findings from qualitative interviews, the CVS Leadership Programme, Be the Change Leadership Programme, NI ACE Conferences and additional knowledge and findings as inputted by the EITP TIP project team.

[Click here](#) to download the detailed NCB Project Review Part B Report which focuses on the analysis of the workforce development programmes of the EITP Trauma Informed Practice Project.

Workforce Development Training and Programmes

How much did we do?

The scale of training, support and other activities delivered as part of this project has been summarised below. Overall;

- **159** workforce development training sessions were delivered.
- **4,062** of participants took part in training of which **3,626** took part in face-to-face classroom based training and **436** in online learning.
- **30** resources were developed to support the delivery of the project.
- **26** knowledge transfer sessions were undertaken.
- **51** project meetings and events took place⁶.
- **20** briefings were made to SBNI project board and departmental officials⁷.

Classroom based and online training and support

Participant numbers

Overall, a total of **3,626** participants took part in the classroom based workforce development activities delivered by the EITP TIP project Team and its CVS delivery partner ASCERT. The activity with the highest number of participants was the Level 1 ACE Awareness training with a total of **1,546** participants representing almost one-half of all participants trained.

This high proportion is largely attributed to the focus on providing this training as an entry into the more advanced Level 2 training in TI principles, skills development and practices and also because this package of training was developed in April 2019 and became available prior to the rollout of other training and support.

6 This included amongst others: three EITP Programme Board meetings, 11 EITP TIP Steering Group meetings and five EITP Implementation Manager meetings.

7 This included briefings with the Department for Economy; Department for Communities; Department for Health meetings (x3); Department for Education (x4) of which included with Permanent Secretary and the Education Minister, and; 3 strategic meetings with Department for Education.

Activity/training	No. of participants
North West Pilot Training for PSNI Officers	350
ACE awareness information session	952
Level 1 – ACE Awareness	1,546
Level 2 – Developing Trauma Sensitive Approaches to Practice Training	383
Level 3 – Train-the-Trainer Programme of Professional Development	335
Be the Change Leadership Programme	60
Total	3,626

Table 19: Number of participants trained

In terms of online training and support, a total of **436** participants accessed the Solihull Understanding Trauma online course which was made available in late 2019. No statistics are currently available in terms of the number of participants who have accessed the Level 1 ACE Awareness and Level 2 Trauma Sensitive Approaches e-learning options as these programmes were made accessible across the sectors from March 2020.

Participant profile

In terms of a profile of attendees, Table 2 below shows the sector that their respective organisation is in.

Overall, just under one-third (31%) were from the education sector, followed by the community and voluntary sector (26%) and justice (18%). Sector representation varied considerably across the various types of training and support. The education and community & voluntary sectors accounted for the majority of those trained at Level 1 (68% combined), Level 2 (87%) and the Train-the-Trainer sessions (56%).

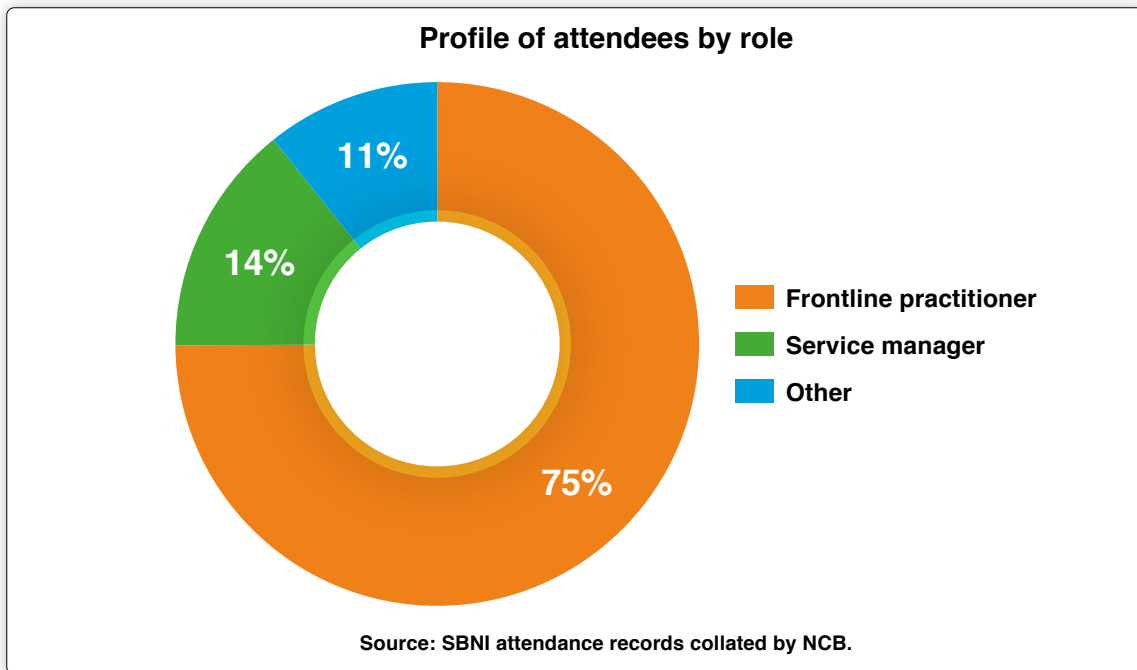
Sector	% attendance						
	NW pilot	Awareness raising sessions	Level 1	Level 2	T4T	Be the Change	All training
Education	0%	45%	32%	24%	29%	19%	31%
C&VS	0%	3%	36%	63%	27%	16%	26%
Justice	100%	0%	18%	1%	10%	34%	18%
HSC	0%	36%	8%	9%	25%	25%	16%
Other	0%	16%	6%	3%	10%	6%	9%

Table 20: Profile of attendees by level of training and by sector

Source: SBNI attendance records collated by NCB. Totals may not sum to 100% due to rounding

Three-quarters (75%) of those who attended classroom based training and support were frontline participants, a further 14% were service managers, whilst just over one-tenth had other roles within their organisation (e.g. senior management, funders and commissioners, administrative staff, volunteers). The profile of attendees varied according the training level, for example:

- *The Level 1 Adverse Childhood Experiences (ACEs) Awareness training* targeted all staff within the various sectors including front end staff, receptionists, administrative staff, finance staff, service managers and therapists/service delivery staff;
- *Level 2 Developing Trauma Sensitive Approaches to Practice Training* targeted those staff who work directly with children, young people, families and/or adults who have been directly impacted by trauma relating to childhood adversity. This included, amongst others, child care providers, sure start workers, frontline police officers, teachers and pastoral care leads, therapists, social workers, key workers, and counsellors.



Project Scheduling and Attendance Rates

The points below summarise project scheduling performance vis-à-vis the extent to which the sessions planned for delivery were undertaken.

- The average number of sessions undertaken as a percentage of those planned was high at 90%, with only one-tenth of sessions cancelled.
- Excluding the Be the Change Leadership Programme, the activity with the highest proportion of planned sessions that took place was Level 2 – Trauma Sensitive approaches to Practice Skills Development at 93%, in comparison to 88% for the Level 1 ACE Awareness training. In contrast to almost all of the training, the Be the Change programme had a number of compulsory modules that had to be delivered irrespective of the number of individuals registered to attend. This is unlike other training types where delivery was dependent on the number of number of people registered.

Activity/training	No. of sessions planned	No. of sessions undertaken	% of sessions undertaken
ACE awareness training and information	35	32	91%
Level 1 – ACE Awareness	82	72	88%
Level 2 – Trauma Sensitive approaches to Practice Skills Development	30	28	93%
Train-the-Trainer Programme of Professional Development	22	20	91%
Be the Change Leadership Programme	7	7	100%
Total	176	159	90%

Table 21: Project scheduling performance

Attendance rates

The overall average attendance rate across all of the activities/training undertaken was high at 85%. The highest attendance rate recorded was in relation to Level 2 Trauma Sensitive Approaches to Practice Skills Development at 90%, whilst the lowest attendance rate, though still high in absolute terms, was in relation to Train-the-Trainer Programme of Professional Development at 81%.

Activity/training	No. of people registered	No. of people attending	Average % attendance
Awareness raising sessions	1,116	952	85%
Level 1 – ACE Awareness	1,810	1,546	85%
Level 2 – Trauma Sensitive approaches to Practice Skills Development	425	383	90%
Level 3 – Train-the-Trainer Programme of Professional Development	416	335	81%
Be the Change Leadership Programme⁸	60	51	85%
Total	3,827	3,267*	85%

Table 22: Average attendance rates

Level One ACE Awareness and Level Two Developing Trauma Sensitive Approaches to Practice Programmes

How well did we do it & was anyone better off?

- Project scheduling performance:** the vast majority of planned activities have been delivered, with 90% of planned training and support sessions being delivered overall. The activity with the highest proportion of planned sessions that took place was Level 2 Developing Trauma Sensitive Approached to Practice training. The Level 1 ACEs Awareness training had the lowest proportion of planned sessions delivered at 88% - which is high in absolute terms however this remained a significant number of sessions planning and delivered for the project.
- Attendance:** Attendance at sessions was high with 85% of those who had registered for sessions attending. Attendance was highest at the Level 2 training with 90% of those registered attending.

This section will now explore the impact of the project’s training on levels of participant knowledge of staff safety and wellbeing in the workplace particularly when working with individuals who are experiencing childhood related trauma. It also examines participant awareness of self-care strategies and support services accessible within their organisation/sector to support staff (including themselves) who may be experiencing secondary trauma as a result of the environment they are working within.

⁸ This figure relates to four separate sessions. An individual may be registered and have attended all four sessions and will be counted more than once in these figures.

Level One ACE Awareness Programme

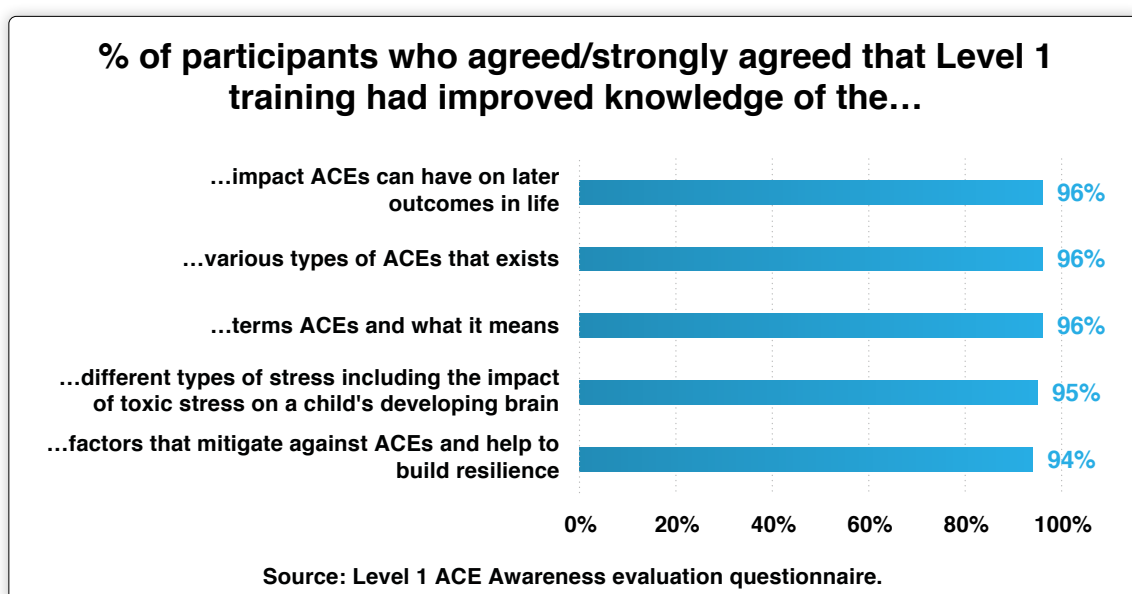
The Level One ACE Awareness Programme anticipated that participants would complete the programme with;

- Awareness of ACEs and their potential impact for children and adults across the lifespan
- Ability to identify the potential impact of trauma and ACEs on the brain and possible subsequent behaviour
- Awareness of the use of an ACE/trauma sensitive lens
- Awareness of the importance of preventing and mitigating ACEs
- Ability to identify appropriate pathways to support wellbeing for staff, volunteers and service users

Each participant who completed the Level One programme completed an evaluation form that measured how the training had impacted upon their knowledge, skills and confidence and staff safety and wellbeing. The impact of the training has been highlighted below. Further detail can be found in the Part B Project Review Report.

Knowledge and understanding

Figure 2 below shows the extent to which the Level 1 ACEs awareness training has led to improvements in evaluation respondents' knowledge. It shows that in excess of 94% of those who completed an evaluation agreed/strongly agreed that the training had improved their knowledge and understanding of the various types of ACEs and how they can impact on children's later outcomes. For example, 96% of participants stated that as a result of the training their knowledge of the term ACEs had improved.

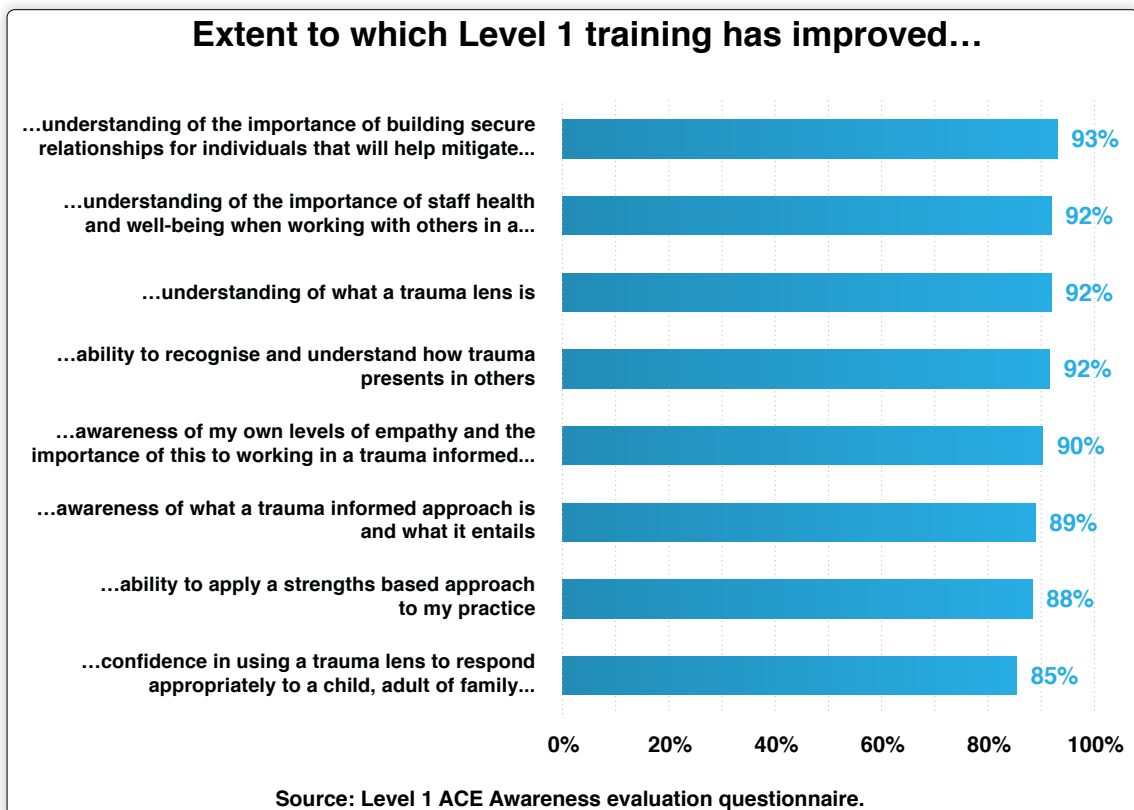


An analysis of this data by sector of respondent showed that 100% of evaluation respondents from the education sector agreed/strongly agreed that the Level 1 training had improved knowledge of all the various aspects of ACEs as presented in Figure 2 above.

Skills and confidence

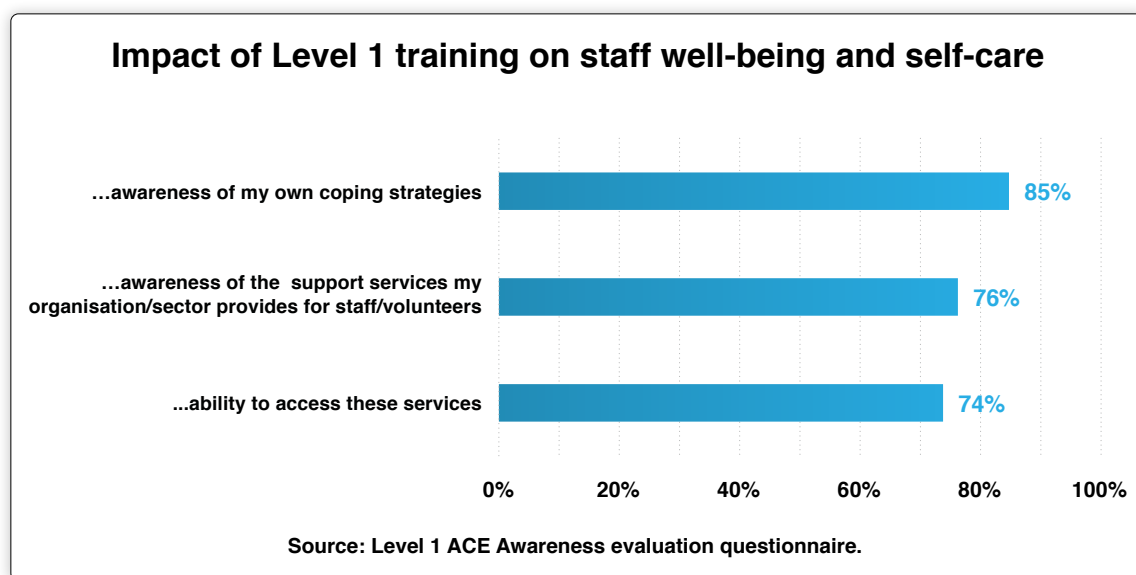
The Level 1 ACE Awareness training sought to raise awareness of what defines childhood adversity and provided basic skills development to enhance the participants confidence in working in a trauma informed way. Figure 4 below shows that 85% or more of those who completed an evaluation stated that the training improved both their confidence and skills across their organisation and in particular for frontline staff who work with clients experiencing trauma as a result of their childhood adversity.

For example, 93% stated that the training had illustrated the importance of working with clients to build strong and secure relationships as a way of mitigating the impact of ACEs. In addition, the vast majority of respondents (92%) stated that the training had supported their understanding of what a trauma lens was and 85% stated that it had given them greater confidence to use a trauma lens in their practice. By sector, there were no notable variations from the overall high proportions of respondents who reported improvement in their skills and confidence.



Staff well-being and self-care

A key aspect of both the Level 1 and Level 2 training is to improve individual's knowledge of where they can go to get help or support to manage the impact of secondary or vicarious trauma if/when staff may experience it. In relation to the Level 1 training, almost three-quarters (74%) or more of those who responded stated that the training had improved awareness of their own coping strategies, improved their awareness of the support services available in their own organisation and had improved their ability to access these services.



In addition to the delivery of the Level One ACE Awareness programme some organisations chose to include the key learning components of the Level One programme and embed this learning within existing learning and development programmes within their organisation. For example;

- Signs of Safety Programme
- Child Care Partnerships Social and Emotional Development Programmes and face to face Solihull Programmes
- Safeguarding training across organisations such as Local Government Councils, Child Care Partnership, PHA Children's Safeguarding Training and Sport NI safeguarding training
- Volunteer Now Keeping Children and Adults Safe Programme

Level Two Developing Trauma Sensitive Approaches to Practice Programme

The Level Two Developing Trauma Sensitive Approaches to Practice Training Programme anticipated that participants would complete the programme with;

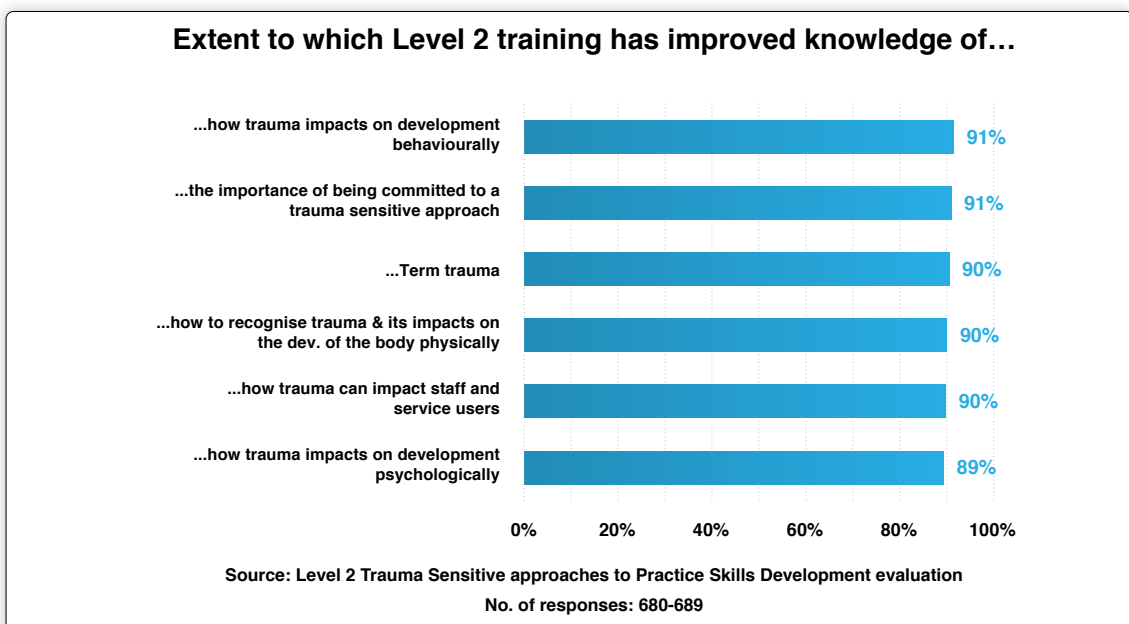
- State key objectives of ACE and trauma sensitive training
- Enhance your skills and confidence to use a trauma sensitive LENS in order to support and develop resilience for those you work with
- Identify the impact of secondary and vicarious trauma
- Identify ways in which you can support the health and wellbeing of all staff, including volunteers

Each participant who completed the Level Two programme completed an evaluation form that measured how the training had impacted upon their knowledge, skills and confidence and staff safety and wellbeing. The impact of the training has been highlighted below. Further detail can be found in the Part B Project Review Report.

Knowledge and Skills

In relation to the Level 2 training, a substantial proportion of participants from across all sectors also noted an improvement in their knowledge of trauma and how it impacts on individuals. 89% or more of those who completed an evaluation stated that the training had improved knowledge of:

- the term trauma (90%);
- the various ways in which trauma can impact behaviourally (91%), physically (90%) and psychologically (89%); and
- how trauma can impact staff and services (90%).



There were few notable differences by sector. Those who worked in the education sector were slightly less likely to agree with each of the statements – for example, 85% of those from the education sector agreed/strongly agreed that the training had improved knowledge of how trauma can impact on staff and service users. Overall, regardless of sector, at least 85% or more agreed/strongly agreed with each area of impact.

Skills and Confidence

The Level 2 trauma sensitive approaches to practice programme aimed to build upon the knowledge and awareness the skills gained in Level 1 ACE awareness programme alongside deepening skills and techniques that staff could consider when applying trauma informed practice in their roles. The findings show a similar picture for Level 2 training in that between 85% and 92% of respondents from across the sectors agreed or strongly agreed that the training had given them greater understanding and insight into a range of factors that would help to build resilience in those who experience trauma and that the training had supported them in making effective use of a trauma lens in working with those experiencing trauma.

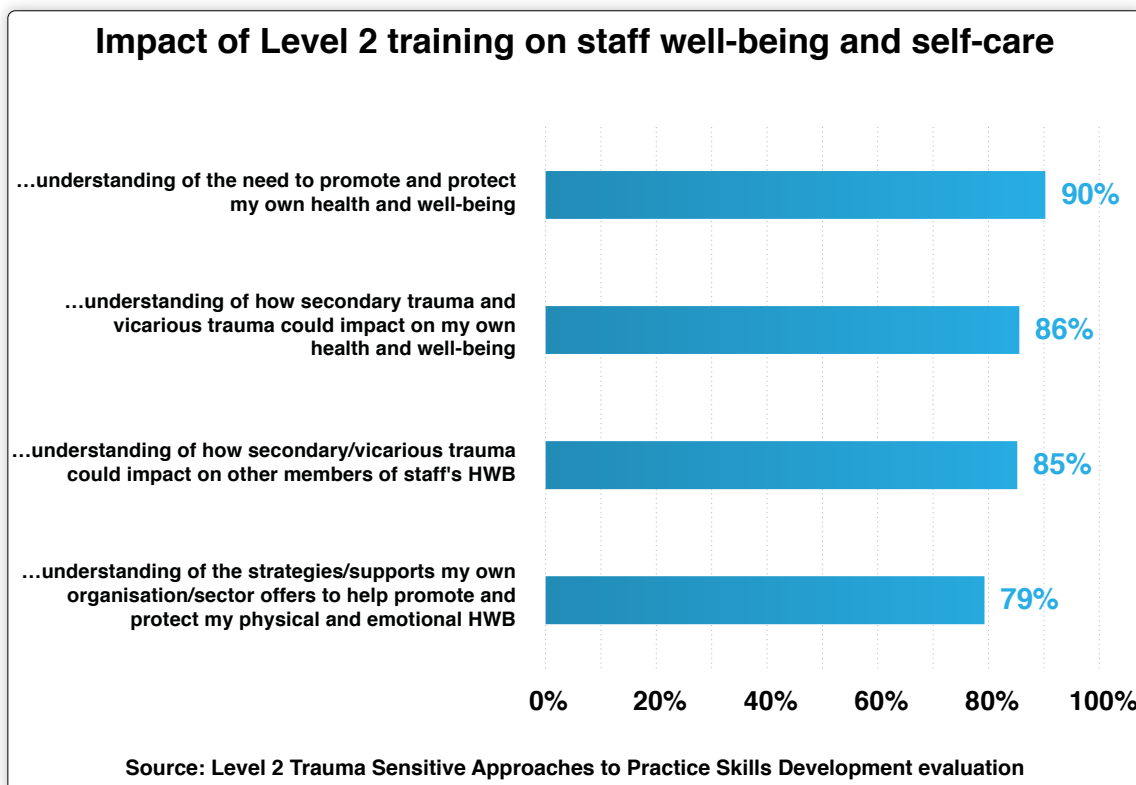
These findings are illustrated in Figure 5 below. By sector, there were no substantial differences vis-à-vis the high proportion of respondents who reported improvements in the areas below.



Staff Wellbeing and Self Care

The impact of Level 2 training in terms of staff welfare shows a similar level of impact. Overall, the training enhanced participants understanding of the importance of self-care and the need to protect their own health and well-being with 90% of participants agreeing/strongly agreeing that the training had supported their understanding of the need to promote and protect their own health and well-being.

The training also supported the vast majority of participants' (85% or more) understanding of how secondary and vicarious trauma impacts on their own health and that of their colleagues. In addition, almost four-fifths of participants (79%) agreed that the training improved their understanding of the strategies and support available in their own workplace to protect their physical and emotional health and well-being.



In addition to the staff safety and self-care elements of the Level 1 and Level 2 training programmes, the TIP project team hosted a self-care conference in January 2020 with Dr Tony Humphries to enhance further learning around the subject matter. Dr Tony Humphries is a consultant clinical psychologist, author and international speaker on self-realisation and practical psychology.

This conference provided a space for the 120 participants who attended the event the opportunity for continuous personal reflection on their own wellbeing and explore opportunities to encourage staff to put themselves first prior to supporting their service users in order to reduce/mitigate the impact of vicarious trauma. Dr Humphries encouraged trainers and leaders to mobilise their teams to ensure conscious practice and psychological safety for both staff and client.

Reflections from participants attending the Level One and Level Two Training Programmes

“A lot of the background on ACEs was useful. I suppose because we were designing the package for our organisation, we were aware that [our staff] might say that ACEs could be used as an excuse. [Before the training] we wouldn’t have the knowledge, [e.g.] in relation to brain building. It helped [us] to look at things in a different way.”

“The big thing is dealing with [vulnerable] children – they can be quite challenging to engage with normally. It’s been really key to our training... the change in language and how we speak to people – ‘what’s happening’ is used instead of ‘what is wrong with you’. We all know now some of these things can be quite judgemental. A lot of these kids are doing things because they are trying to address issues in their lives and this is the only way they know to do that.”

“There was a significant [number] of administrative staff who didn’t know what support was available to them... One comment really resonated with me was they didn’t think the support was for them... they thought it was for the social workers, nurses, the clinical staff who are very obviously traumatised.”

“There was a low percentage of staff who knew what vicarious or secondary trauma was... [there was an] improvement in that shared understanding – what the terms means.”

Note: This project review report detailed the impact of the EITP Trauma Informed Practice Project’s Level One and Two Workforce Development Programmes that were delivered through the project team and were exclusive of the training that was delivered by organisations themselves directly to their workforce.

Level Three Trauma Informed Practice Train the Trainer Programme of Professional Development

How well did we do it & was anyone better off?

A total of 17 EITP Trauma Informed Practice Train the Trainer Programmes were delivered in Northern Ireland in 2019 and 2020. By the end of March 2020, 336 participants had completed the programme from across the sectors and are in a position to sustain and deliver the Level One and Two training programmes across their organisation/sector.

Criteria for attending the programme

Prior to attending the programme each organisation was provided with guidance on the relevance of the programme for staff to ensure that the participants representing each organisation were able to understand their suitability for the programme. The criteria included as follows;

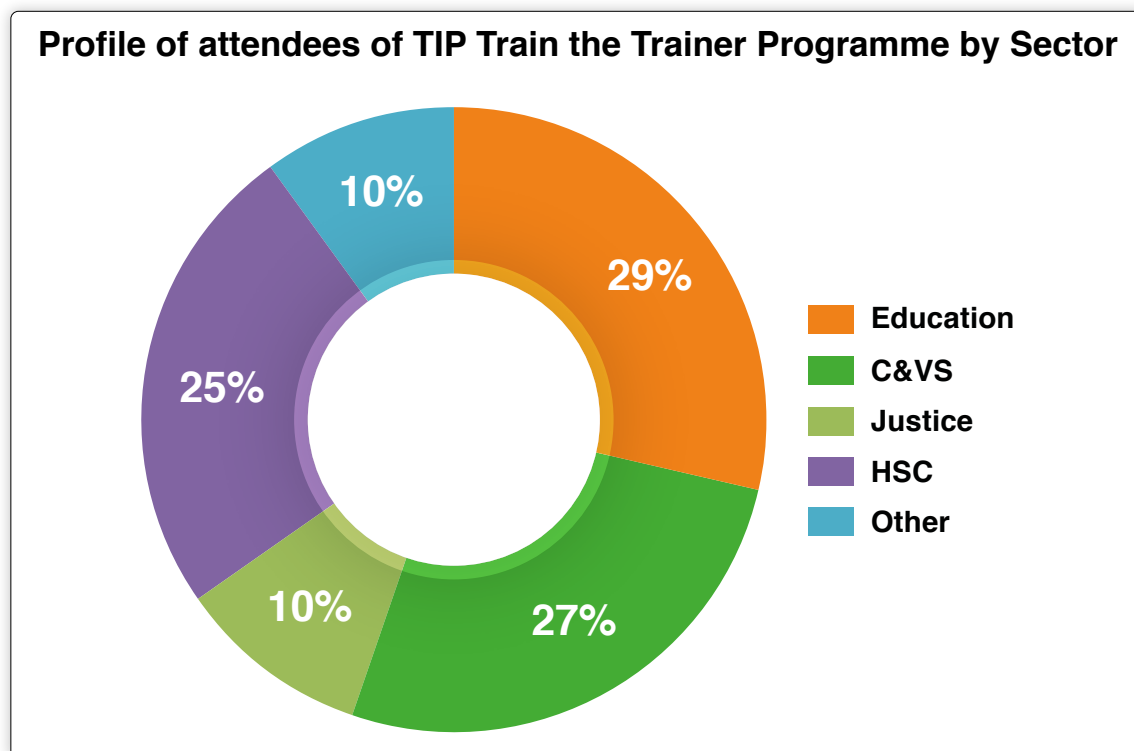
- Occupational – a minimum of three years' experience of direct service delivery with children or adults
- Vocational (desirable but not essential) – a minimum of one year's experience in the delivery of training
- Ensure there has been a commitment from senior management to provide ongoing support to enable future delivery of this training programme

Objectives of the programme

The TIP Train the Trainer Programme was a 2-day learning and development programme for participants. By the end of the two days it was anticipated that participants would;

- Have developed training skills to become a Trauma Informed Practice Trainer
- Have developed their understanding of a trauma informed approach to practice
- Be able to support their organisation through promoting consistency of a shared language and understanding of ACEs and trauma sensitive approaches
- Be informed and confident to deliver a minimum of three Level One awareness and Level Two training programmes per year using the training resources and guidance documents.

The chart below provides the breakdown of participants who completed the programme by sector



Feedback from participants who attended the train the trainer programme welcomed the variety of organisations who were brought together through the programme to train as it enabled a space for cross sectoral learning;

“Whenever we did the Train-the-Trainer programme – I was so impressed to see the mix of people in that room. The difference with this training, compared to others we have been on, is the way it has included everyone.”

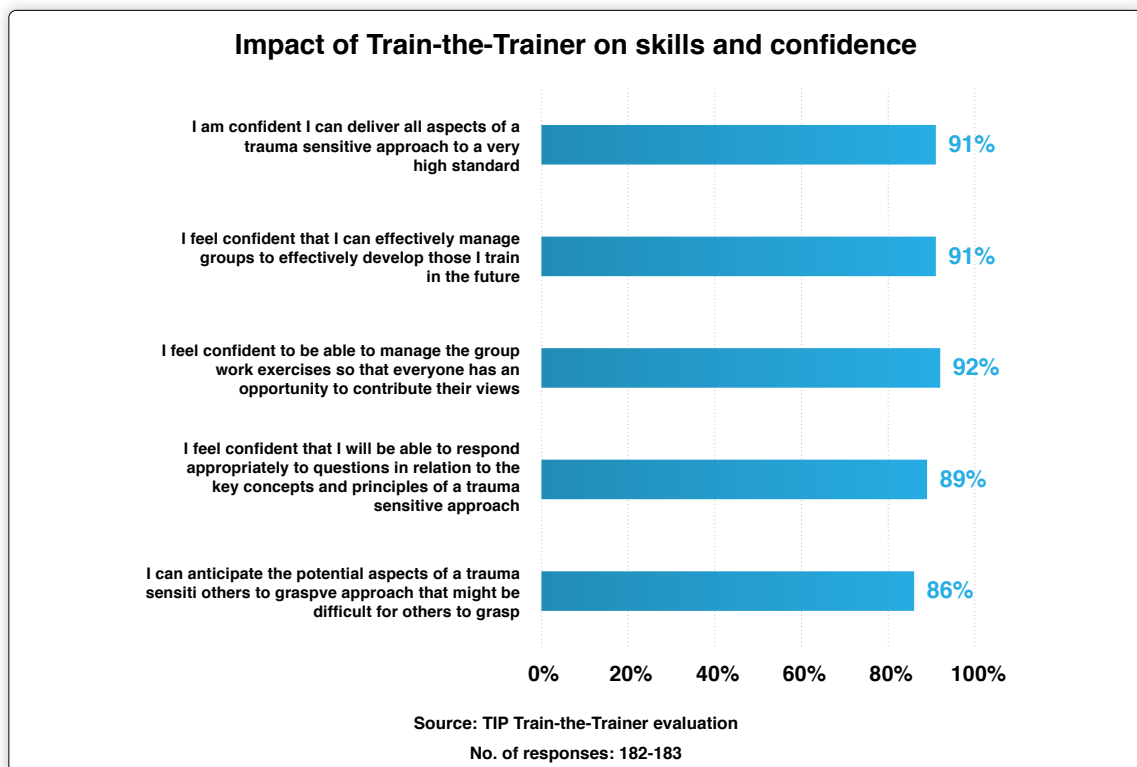
Those who completed this programme of professional development were invited to provide feedback on the effectiveness and impact of the programme. In particular two aspects of programme focused on the quality of delivery namely:

- They had received adequate pre-programme information and notification; and
- The training was sufficiently long enough in order to cover the content.

Quality of the Train the Trainer Programme

Overall, the vast majority (94%) of those who completed the evaluations stated that they had received adequate pre-programme information and notification. A similar proportion (95%) stated that the training was sufficiently long enough to cover all of the content, whilst 3% stated it was too short and 2% stated it was too long. Feedback on the quality of facilitation and training materials was very positive. In particular, the quality of the training presentations, trainer’s packs and associated resource materials were noted in terms of supporting participants who attended to deliver their own training sessions. Those who completed evaluations expressed high levels of satisfaction with the content of training materials in terms of equipping them to deliver their own training.

The Train-the-Trainer programme primarily sought to build participants confidence and skills to be able to cascade Level 1 and Level 2 training to other members of staff from within their organisation or externally. The training builds on existing awareness of brain development, emotions and behaviours and TI skills but also supports the development of other training related skills, e.g. in making effective use of group work to allow those trained to contribute their views. The findings from the evaluation forms suggest that the vast majority of respondents (86% or greater) felt equipped with the appropriate skills to deliver their own training sessions and associated interactive group based learning exercises.



A number of respondents who attended the Train the Trainer Programme and completed an evaluation form identified the contribution of the training towards improving skills and confidence as one of the most valuable things they had learnt as a result of the training. Some respondents appreciated the opportunity to receive feedback on presentation skills – an opportunity not normally afforded in other contexts. Others felt that they had gained a better understanding of how the training has given them the skills to build resilience in those they work with, particularly for those who may have been impacted by their own or others childhood experiences.

Trainees were also asked to identify two of the most valuable things they had learnt. The responses to this question were analysed to understand, in more detail, participants' views on the quality of content.

“[One of the most valuable things was]... delivering [the] training [and the] skills to look out for [in] managing a group.”

“The feedback session on presentation skills – [we] don't often get opportunity to do this.”

“[I have learnt] the importance of being trauma aware and how to support and scaffold resilience.”

Commitment to professional development of staff:

The findings from the Train-the-Trainer Programme evaluation suggest that almost three-quarters (72%) of respondents believed their organisation would fulfil their commitment to deliver at least three training sessions following the initial support provided to them. In addition, similar proportions of respondents (between 69% and 73%) believed that their organisation would provide them with the necessary time to plan, deliver and review their session delivery. It is clear from the interviews with senior leaders that there is a strong commitment to deliver ongoing ACE/TIP related workforce development opportunities and ensure appropriate provisions of support for staff in their organisations.

The Train-the-Trainer programme was specifically mentioned in terms of enhancing capacity to cascade training and support to other colleagues in their organisation.

“We had between 30 and 40 staff trained as trainers. The notion of the Train-the-Trainer is that if you want organisations to deliver this beyond March, you need to provide this training. We have a number of staff who have a personal teaching remit and our intention for next year is to have a training programme for TI practice using the skills and knowledge of these people.”

“We have put together a plan to agree a way forward in relation to a training programme for teachers and our own staff.”

Level One and Two E-learning Programmes;

How well did we do it & was anyone better off?

The EITP Trauma Informed Practice Project in partnership with the HSC Leadership Centre has developed a Level One ACE Awareness and a Level Two Developing Trauma Sensitive Approaches to Practice online training programmes. These programmes are not in place of the face to face classroom based training programmes however programme an opportunity for those who are unable to attend face to face training due to the nature and capacity within their role to build their own learning and development through this online training resource.

Similarly to the classroom based training programmes, the online modules also include resources and recommended reading for participants to further their knowledge of ACEs and Trauma Informed Practice.

By the end of March 2020, these programmes have been embedded across 18 organisations including health and social care through the HSC learning portal, PSNI, Probation Board for Northern Ireland, Education Authority, Queens University Belfast (QUB) and University of Ulster (UU) and within the Community and Voluntary Sector.

In addition, QUB and UU have also embedded these online programmes into their interactive teaching platforms for all academic staff across social work/care, nursing and midwifery and medicine disciplines.

The performance and engagement within these training programmes will take place on a quarterly basis. Since the programmes went live in March 2020, the first reporting period is not due until June 2020. However organisations have assured the EITP TIP Project that interest and engagement has been significant since the programmes have went live on local organisations intranet sites and learning portals.

Design and publication of associated training materials and resources

How well did we do it & was anyone better off?

A total of 30 resources were developed to support the delivery of the project. This included a wide range of materials used to support delivery of face-to-face training, supplementary learning resources, online learning resources and dissemination resources. These resources are outlined in Table X.

Type of resource	Resource	
Materials to support face-to-face training delivery	Training materials for: <ul style="list-style-type: none"> • Level 1 and 2 training programmes. • A TIP Train-the-Trainer Programme of Professional Development. • Be the Change Leadership Programme. • Bespoke and co-designed sector specific training resources for justice and education sectors. • Training manuals and resources for each programme of support. • Evaluation Forms (x5). 	
Supplementary learning materials	NI ACE Animation	Through the delivery of the TIP project awareness raising events, training programmes and knowledge transfer opportunities the NI ACE Animation has been viewed over 4692 times since it was developed in March 2019.
	Life Changers NI Video	This life changers video was developed by children & young people involved in Barnardo's NI services. This video has been viewed over 341 times . It has also been embedded within core safeguarding CYP training for Sport NI.
	ACEs Information leaflet	4,000 ACE Information leaflets have been distributed during awareness and knowledge exchange sessions led by the TIP project. This has included departmental briefings, GP Practice Based Learning events and ACE/Trauma related conferences.

Type of resource	Resource	
<p>Supplementary learning materials</p>	<p>Trauma Lens Card</p>	<p>The trauma lens card was distributed as part of the TIP project training programmes including Level 1, 2 and the Train the Trainer Programmes. This resource has also been disseminated during knowledge exchange and awareness raising events. C. 14,000 copies of trauma lens cards have been distributed since the project began.</p>
	<p>Help me make sense of the world brain development card</p>	<p>16,000 booklets have been disseminated within training delivery, across Sure Starts in Northern Ireland and through trauma related programmes across the sectors. These booklets were also developed in Irish with almost 11,000 shared across the Irish Medium Schools Sector. This resource is now available to access on the SBNI website and as part of the Level 2 training programme.</p>
	<p>Children and Young People’s Stress and Resilience Leaflets</p>	<p>This leaflet was developed by young people for young people. Over 40,000 leaflets have been disseminated across all education bodies including the Education Authority (EA), Catholic Council for Maintained Schools (CCMS), Comhairle na Gaelscolaíochta (CnaG) and a number of CVS organisations. This resource has been translated into six other languages and are available to download on the SBNI website. These resources were promoted during COVID-19 as a resource for young people. The translated leaflets have also been shared with the EA Intercultural Team for dissemination.</p>

Type of resource	Resource	
<p>Supplementary learning materials</p>	<p>Real life stories/case studies of those affected by trauma, including: Ryan's story Michael's story Sara's story</p>	<p>Ryan and Michael's Story training videos were developed internally.</p> <p>Sara's Story became a core training resource within the Level 2 and Train the Trainer Programmes. This video has been shown approximately 61 times since it was developed in September 2019.</p>
	<p>Integrating Family Approaches Booklet</p>	<p>A collaborative has been developed to design this resource. The TIP project team led a collaborative between the project leads of Signs Of Safety, Building Better Futures, ACEs and Think Family initiatives to develop an approach that interweaves these models for practitioners to apply when working with children and families.</p>
	<p>Invictus Play based on toxic stress – Late January – March 2020</p>	<p>The play was delivered to approximately 13,400 young people across Northern Ireland of which included audiences across:</p> <ul style="list-style-type: none"> - 53 mainstream school audiences. - 11 Special Educational Facilities. - University of Ulster Faculty of Education in Coleraine – PGCE Student Teachers. - Stranmillis College - Include Youth – Young People and Staff. - The Invictus Play was also hosted by 8 organisations for a number of professional screenings.
	<p>Educational Cultural Specific Training Resources</p>	<p>An intercultural specific training resource was developed by the EITP TIP project in partnership with the EA Intercultural Group. This resource has been incorporated into the delivery of the Level 1 and 2 training resources within the education sector.</p>

Type of resource	Resource
<p>Online learning materials</p>	<p>Level 1 ACE Awareness e-learning course and Level 2 Trauma Sensitive Approaches to Practice Skills Development e-learning course embedded across 18 organisations including HSC, police, probation, education, housing and the community and voluntary sector. In addition, Queens University Belfast and University of Ulster have both incorporated the Level 1 and Level 2 e-learning programmes onto their interactive teaching platforms for all academic staff across social work/ care, nursing and midwifery disciplines.</p> <p>Solihull Understanding Trauma Online Course. As of March 2020, 436 participants from across the workforce in Northern Ireland had begun the learning modules within this course with an 85% completion rate.</p>
<p>Knowledge dissemination materials</p>	<p>QUB Evidence Review of Trauma Informed Practice in Northern Ireland and a suite of sector specific highlight reports.</p> <p>NI ACE Conference in 2019 attended by 138 representatives and NI ACE Conference in 2020 attended by 136 representatives. An ACE Conference video and evaluation report was produced following the delivery of each conference.</p> <p>SBNI ACE Webpages.</p> <p>QUB Evidence Review: Applying a Sequential Intercept Model in Northern Ireland (SIM) Report.</p>

Table 23: Resources developed

Solihull Understanding Trauma Online Programme

How well did we do it & was anyone better off?

Building on the Solihull Understanding Your Child programme, the SBNI commissioned a two-year licence of the Solihull Understanding Trauma online course for professionals in Northern Ireland. This course was developed by Solihull Approach UK/Heart of England (NHS) and targeted participants working with children, families and adults. The aim of this course was to deepen understanding of the effects of trauma, the recovery process and how society can support recovery from trauma. The course integrated this with the Solihull Approach model.



A total of **436** participants accessed the Solihull Understanding Trauma online course which was made available in late 2019.

The job roles of the 436 participants appear to be as expected with frontline practitioners appearing as the greatest section of the workforce (59%) who have been accessing the training. This has been closely followed by service managers.

Of the 436 participants there has been approximately 85% completion rate from those who have actively begun the course.

Job Roles

- 59% frontline practitioners
- 12% service managers
- 4% administration staff
- 2% volunteers
- 8% other

Knowledge Exchange

In addition to the impact of the deliverables of the EITP Trauma Informed Practice Project reflected above the project team have also been invited to provide strategic briefings and knowledge transfer opportunities during the lifespan of the project to a variety of audiences across the sectors.

26 knowledge transfer sessions were delivered in total since the project began in April 2018. Details of each of these knowledge exchange sessions have been included in Appendix 4 of this report.

The purpose of these sessions was to build capacity within and across organisations to become trauma informed. They included a large range of activities from practice sharing visits to forge collaborative links through to sharing knowledge with stakeholders such as universities and health and social care organisations to support them in embedding ACEs/Trauma Informed training across their workforce or to scope opportunities to embed the key learning components of ACE/Trauma Informed Practice within current curriculums. Some specific examples of knowledge transfer sessions included:

- *World Health Organisation – ACEs visit to Oslo:* The TIP project was invited to Oslo by the World Health Organisation (WHO) partners to share trauma informed practice exemplars and explore opportunities for working consistently across the WHO network;
- *5 Nations Government ACE Forum:* The Northern Ireland ACE Reference Group continues to represent Northern Ireland at the 5 Nations Government ACE Forum in the UK. The TIP project has attended on several occasions along with partner organisations including DH, PHA, HSCB and PSNI to share learning and seek collaboration opportunities;
- *Welsh ACE Hub Knowledge Transfer:* The TIP project developed a collaboration between the SBNI and Welsh ACE Hub to share models of practice and evaluation techniques;

- *Trauma Informed Environments Seminar*: SBNI hosted this seminar in partnership with Queens University Belfast and Trauma Informed Oregon. It focused on trauma informed care environments to promote physical and psychological safety. The resources have been used by a range of organisations to create trauma sensitive environments in prisons, schools and councils to name a few. A total of 174 people attended this learning seminar.
- *Self-Care Conference*: The conference was attended by 118 people from across all sectors but primarily those who completed the Train-the-Trainer Programme of Professional Development and the Be the Change Leadership programme. The conference emphasised the importance of embedding a culture of staff safety and wellbeing for staff leading the training programmes so that those who attend their training, some of whom may have been impacted by secondary/vicarious trauma, know where to go to get help and support.

Be the Change Trauma Informed Leadership Programme

The Be the Change Leadership Programme was delivered over the course of seven days in partnership with the HSC Leadership Centre and a range of other organisations, including Big Motive, PSI Consulting, and Queen's University of Belfast. The programme was targeted at senior leaders and executives across the five sectors targeted by the TIP project and others beyond this. The leadership programme maintained a representative coverage from organisations working across all five sectors of the TIP project and others beyond this. However capacity to maintain attendance and efforts within implementation appeared problematic for some parts of the system. This has been reflected within Section 10 of this report. The core content of the programme comprised three modules:

- Module 1: Leading from within;
- Module 2: Leading through organisation design; and
- Module 3: Leading within systems through collective leadership

The programme engaged leaders from across a range of government departments, organisations and sectors with a variety of content within each of the modules referenced above. The programme also provided leaders with strategies and methods to support their organisations in beginning, or in some cases, continuing their journey in developing trauma informed leadership and capacity within their organisation and contributing to the wider objective of creating a trauma informed nation in Northern Ireland.

A further Be the Change Leadership Programme was delivered through the TIP Project specifically working across the Community and Voluntary Sector. The detail of this programme and the impact has been provided further into this section of the report.

The course content has been presented below with some of the initial programme evaluation findings

Activity	Content	Evaluation Feedback
On-boarding	<ul style="list-style-type: none"> • Outline of the leadership programme and trauma informed system change processes including SIM/USD approaches • Commitment planning • ACE overview training session 	85% respondents stated that they found the content of the on-boarding process very/somewhat useful ⁹ . A number of respondents appreciated the thinking space it provided as well as gradually easing them into the programme.
Module 1: Leading from within	<ul style="list-style-type: none"> • Collective leadership • Emotional Intelligence • Influence and impact • Introduction of 'Live Work' 	85% found the content of this module very/somewhat useful. Respondents felt the focus on Emotional Intelligence (EI) very beneficial in terms of supporting them to recognise and improve their own response to particular events.
Module 2: Leading through organisation design	<ul style="list-style-type: none"> • Organisation design practice and change management • Service improvement and redesign • Nudge theory • Trauma informed organisational design 	88% of those who responded found the content of Module 2 – leading through organisation design – either very useful or somewhat useful. A further 12% did not find the content of the module useful. A small number of respondents found it difficult to understand or see the relevance of the module to their own work context. This can ultimately reflect on the readiness of some organisations / sectors to apply their understanding of ACEs and Trauma Informed Practice within an organisational change context in their journey of becoming trauma informed
Module 3: Leading within systems	<ul style="list-style-type: none"> • Systems leadership and theory • Co-production and co-design based practice • Sustainability and spread • Shared responsibility and interdependency 	100% stated that the content of the module was very useful/ somewhat useful. Respondents saw great value and usefulness of the Collective Leadership session which drew on experiences from Scotland and the SEHSCT MATT (Multi Agency Triage Team) session which demonstrated the application of SIM (Sequential Intercept Model) and USD (Universal Service Delivery) approaches in practice.

⁹ A further 15% stated they could not comment as they did not have an opportunity to attend.

Activity	Content	Evaluation Feedback
NI ACE Conference 2020: Shared Learning Event	<ul style="list-style-type: none"> • NI ACE conference 2020 • Group shared learning on 'Live Work' and personal development • What does the future hold? 	Over 79% of the conference delegates reported that the quality of the presentations and information shared during the conference was very satisfactory in supporting organisations consider how they may implement trauma informed practice across their services and workforce.
Other supports	<ul style="list-style-type: none"> • 1:1 coaching and mentoring for participants • Identified 'Insight Visits' to learn from other professions, sectors or industries • Facilitators of systems transformation and Trauma Informed Practice experts sharing the latest thinking, inspiration and best practice 	91% of the respondents found the coaching content very or somewhat useful. Almost all of the qualitative feedback was positive about the usefulness of the sessions in supporting them in their leadership journey. A greater focus on integrating TI practice was recommended.

Be the Change Leadership Programme Overview of the Course Content

One of the key components of the Be the Change Leadership was the live work. The thematic topic areas of the live work were chosen by the TIP project Team in the planning stages of the programme. These topic areas were evidence based systemic components of cross sector implementation of trauma informed care identified within the QUB Evidence Review of Trauma Informed Care as documented in the Part A of this Project Evaluation Report.

Live work projects were able to be undertaken in one or more of the following thematic areas:

- Commissioning and service re-design/improvement;
- Physical environment;
- Governance (planning, quality assurance and evaluation); or
- Human resources (strategic policy and planning, recruitment and staff wellbeing).

Organisations were able to select up to four of the thematic areas for their live work component of the programme. A number of organisations chose to focus their live projects across all four thematic areas as they began to explore their whole organisation's response to trauma. Many other organisations focused their efforts on developing a process/initiative based on one of the thematic live work areas as referenced above. The progress of the live work from the 32 organisations who joined the Be the Change Leadership Programme was

presented at the NI ACE Conference in March 2020 through various mediums including presentations and posters. The table below summarises which live work topic areas that each organisation focused their implementation efforts during the Be the Change Leadership Programme and thereafter:

Live Work Topic Areas	Organisations
Commissioning and service re-design/improvement	Department for Communities Department of Education Diocese of Down & Connor Education Authority Educational Training Inspectorate Health and Social Care Board NSPwCC Public Health Agency Presbyterian Church Ireland Western HSC Trust Youth Justice Agency
Physical environment	Action for Children Northern Ireland Prison Service Police Service for Northern Ireland
Governance (planning, quality assurance and evaluation)	Children in Northern Ireland/Salvation Army Department of Health Northern Ireland Prison Service Police Service for Northern Ireland
Human resources (strategic policy and planning, recruitment and staff wellbeing)	Armagh City, Banbridge and Craigavon Council Belfast HSC Trust Business Services Organisation Church of Ireland Council for Catholic Maintained Schools CSSC Extern Include Youth Newry, Mourne & Down District Council NIACRO Northern HSC Trust Northern Ireland Housing Executive Northern Ireland Prison Service Police Service for Northern Ireland Probation Board for Northern Ireland Southern HSC Trust Youth Justice Agency

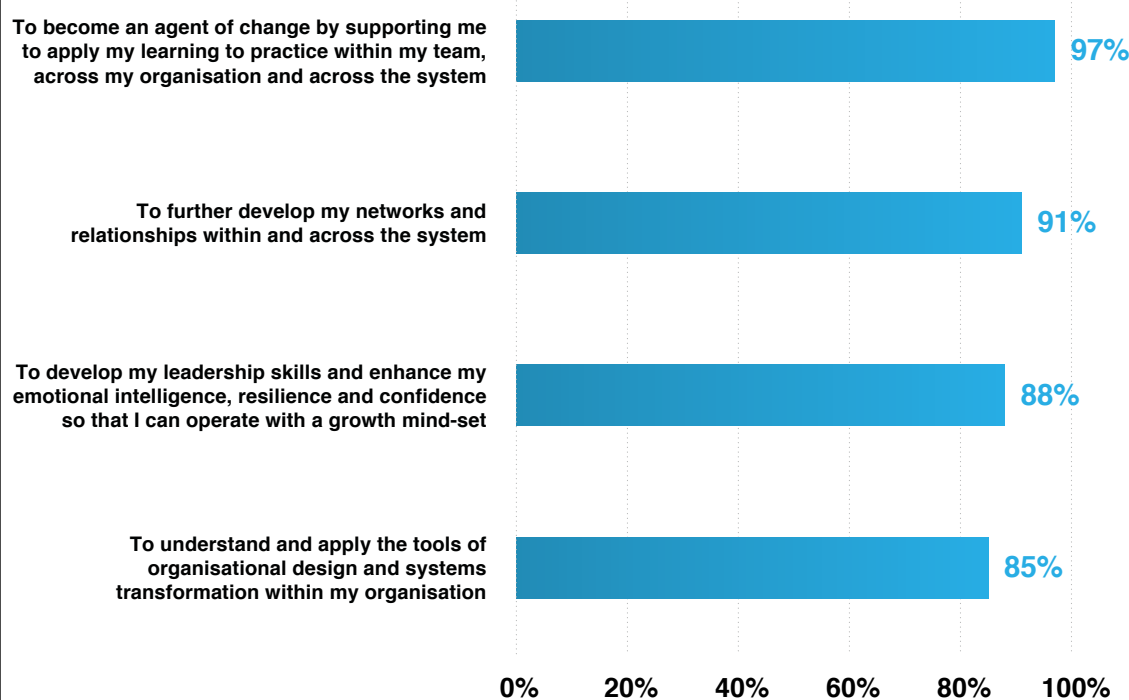
Live work topic areas by Organisation

Further details on the live work components can be found in programme evaluation. [Click here](#) download the Be the Change Leadership Programme Evaluation Report.

The Be the Change Leadership Programme seeks to develop a range of leadership skills to support leaders in their organisation’s journey to becoming a Trauma Informed (TI) organisation and contributing to building a trauma informed Northern Ireland through consistency of approach and language.

Overall, 85% or more of respondents agreed or strongly agreed that their personal outcomes had been achieved as a result of their participation on the programme. The overwhelming majority (97%) stated that their involvement on the programme had helped them to become an agent of change by supporting them to apply their learning to practice within their team/service, across their organisation and across the system. This has been through their role ongoing communication and disseminating of information across service teams and applying trauma informed decision making processes across their service/organisation as a result of attending the programme. Findings from the evaluation of the two-day Be the Change Programme for the community and voluntary sector were consistent in showing at least 86% or more who agreed/strongly agreed that their personal outcomes were met.

Percentage of respondents who agreed/strongly agreed that each of the following personal outcomes were achieved



Source: Be the Change Leadership Programme Evaluation

No. of responses: 34

Collaboration within and between organisations

Senior leaders who completed an evaluation of the Be the Change Leadership programme were asked for their level of agreement in terms of the extent to which the programme had supported their organisation in collaborating with other organisations across the system. A total of 85% agreed or strongly agreed¹⁰ that it had supported them and their organisation to enhance collaboration.

Findings from the qualitative interviews also point to the positive impacts that the training, programmes and EITP TIP Project support (e.g. the Be the Change Leadership Programme, T4T) has had on enhancing levels of collaboration. Interviewees valued the inclusiveness of a range of Government Departments, organisations and sectors very highly and welcomed the opportunities to network outside of their own teams or organisations – this was particularly welcome for developing leaders, particularly with reference to the Be the Change Leadership Programme.

A number of interviewees noted a range of operational and strategic benefits that have materialised because of the TIP project team support provided including:

- Improving knowledge and understanding of why collaboration and cross-organisational work is needed to mitigate the impact of childhood adversity.

“Sara’s story [a training resource] was very powerful. It showed us all doing our silo working... education were doing their bit; the police arrested her for doing drugs... everyone does their wee bit and [you can] see the negative effects on her. If we worked more closely together, we may well have mitigated a lot of damage.”

- Reduced silo working within organisations and promoted greater levels of cooperation and communication across teams internally.

“The project, in and of itself, has pushed us to collaborate more both in terms of our own directorates; otherwise we [would have been] siloed. The training programme [we are putting on] will be a collaborative piece between child protection, psychology, education welfare, behaviour support... so it won’t be unidisciplinary... I see it as a collaborative piece... the collaborative part is critical to that.”

¹⁰ This is based on 34 respondents to the ‘Be the Change’ Leadership Programme Evaluation.

- Increased cooperation across organisations to enhance and enrich the quality of training and support.

“Definitely increased collaboration for us... we were able to have the Garda Siochana, the ambulance service, the trusts come together... and we shared stories and learning from other [organisations] ... [it was] good to share those experiences.”

One organisation, in particular, noted how the live project work on the Be the Change leadership programme had enabled staff from across a range of departments within their organisation to collaborate to make tangible improvements to the existing physical environment for the benefit of children, young people, families and adults using their services whilst also involving them in the process. Their involvement in the programme supported them in re-designing the physical spaces across the range of touch points internally within their service centres and the support provided through the leadership programme and TIP project team has influenced how they will design future custody suites to ensure they are trauma sensitive.

“One of the things we are looking at is the physical environment... I think we have connected in more with the likes of our estates department.... young people are contributing to what is needed. Estates are listening to them.”

“We have a [number of] custody suite[s]. As a direct result of being on that leadership programme and seeing that co-design/ story board processes to see where the touch points are... that enabled me to sit down with our custody planners. We made changes to [a] custody suite as much as we can given that it has already been built. I met Professor Sarah Hull at the Rowan Centre in Antrim – she gave us advice on textures, colours and lighting that we will hopefully be able to incorporate. We story boarded the process from when the person is arrested and when they arrive... where are all the points where we can see where ACE/TI practice fits in. The physical design of our next custody suite build has changed – we have added an extra standalone wing purely for children... that would not have happened [without this project].”

A suggestion put forward to enhance this even further specifically in relation to the live work of the leadership programme was to expand the scope of collaboration across sectors rather than within organisations.

“We should have been identifying the themes or projects that we could have worked on collaboratively. [For example] school exclusions... if [we] had done some of that from a TI perspective... we are going to get the teacher, the social worker etc. together and take a trauma approach lens... why are these kids excluded from school. A real opportunity lost.”

It should be noted, however, that the Be the Change programme provided a range of resources to demonstrate how organisations might collaborate more effectively (e.g. Sequential Intercept (SIM) and Universal Service Delivery processes) and encouraged organisations to work together on their live project work. Indeed the evaluations showed that a significant majority (85%) agreed / strongly agreed that the project had been successful in supporting organisation to develop a collaborative approach to trauma informed practice across the system. Much of the onus rests on organisations working together on their own initiative to deliver their live project work and maximise opportunities for collaboration. Whilst a number of projects have been delivered on a cross-organisation basis (see project posters included in Appendix F), there is considerable scope for organisations in any future participation in the Be the Change programme to enhance this even more. This is important given that organisations themselves recognised the need for strong levels of working together across organisations as the basis for improving outcomes for children and young people and keeping them at the centre of systems change.

The EITP Trauma Informed Practice Project supported the delivery of two ACE Conferences in Northern Ireland in 2019 and 2020 through its position on the Northern Ireland ACE Reference Group. The Strategic Steering Group for Trauma Informed Practice was established to support continued momentum and integration of the ACE agenda in Northern Ireland and support the Early Intervention Transformation Programme (EITP) Trauma Informed Practice Workforce Development Project.

Both conferences were attended by senior leaders from across a wide range of sectors including Government Departments, health & social care, justice, education, community and voluntary, housing and local councils. The conferences were viewed positively by attendees in terms of showcasing how TIP enhanced levels of collaboration and learning locally and through international networks. It also provided attendees with an opportunity to further enhance their relationships and networks across the system and served to reinforce the need for enhancing levels of collaborative working going forward.



Keynote speakers Peter Weir (Minister for Education), Dr Mandy Davies (Trauma Informed Oregon) and representatives of the Strategic Steering Group for Trauma Informed Practice at the NI ACE Conference 2020

[The conference] built upon the relationships developed on the Be the Change programme.”

“[The conference was] Informative and [it] really focused on the need for collaborative working.”

Integrating knowledge about trauma into organisational policies, procedures and practices

Senior leaders who were interviewed as part of the qualitative research for the TIP Practice evaluation were invited to offer their views on the contribution of the TIP project towards supporting the development of Trauma Informed organisations. The consensus was that organisations are only at the beginning of that journey. Further information about the progress of organisations who began their trauma informed journey through the Be the Change Leadership Programme have been outlined within Section 10 of this report.

“We are on a journey... I kind of see we are at the beginning stages of that journey.”

“[It is] too early in the journey. We have only been on the journey for nine months, not nine years...”

A number of interviewees specifically mentioned that their organisation had plans for developing and enhancing current organisational strategies and policies to incorporate TI language and principles. Indeed, it is evident from a number of these organisation's strategies that the process for some is well underway. For example, ACEs and trauma informed practice is heavily referenced in DOJ's Strengthening Family Relations Strategy¹¹ and in the Executive's Children and Young People's Strategy for Northern Ireland¹². In addition, the Chronic Homelessness Strategy¹³ in one of its strategic objectives states that it is keen to raise awareness of prevention through early intervention, by identifying potential risk indicators including how adverse childhood experience can be used as a chronic homelessness indicator. The TIP project, many believed, had helped to accelerate their organisation's journey towards becoming a trauma informed organisation and to enable cross system collaborations in Northern Ireland.

"Trauma Informed principles are referenced in the staff well-being policy so we can use this policy to advance the TI principles and practice. In other Child Protection and Safeguarding Policies, it may not be referenced as TIP but it has similar language."

"[The] Be the Change programme will help contribute to development of our strategy: It was part of our corporate strategy that we would go on this journey."

"I have been tasked with developing a strategy and implementation plan to take forward a TI journey. It was therefore very timely and the training on Be the Change [has] helped us to create our strategy. It has been a really useful and positive experience."

Notwithstanding the above, two aspects in terms of how the TIP project had helped were noted. Firstly, the TIP project supported some organisations to integrate knowledge about trauma into their organisations policies and procedures in terms of staff supervision and support procedures and strategic business plans for the organisation. Secondly, the project supported organisations commitment to ongoing continuing professional development of staff, i.e. to build capacity internally to continue delivering and cascading training and support. This helped to ensure the training programmes are sustained within organisations across the sectors this reducing dependency on the TIP project team. These organisational impacts are discussed below.

11 <https://www.justice-ni.gov.uk/sites/default/files/publications/justice/strengthening-family-relations-strategy.pdf>

12 <https://www.education-ni.gov.uk/sites/default/files/publications/education/2019-2029%20CYP%20Strategy.pdf>

13 <https://www.nihe.gov.uk/Documents/Supporting-documents/RS-246-02-19-Chronic-Homelessness-Action-Plan-ACCE.aspx>

- *Staff supervision and support procedures:* A number of interviewees believed that the project had spurred on organisations to reinforce supervision and staff support processes to make sure that account is taken of the impact of vicarious trauma on staff. The TIP project, in their view, has helped organisations to understand the need for processes (e.g. in relation to debriefing following a serious incident) to be inclusive of all staff, including admin staff. It also underlined the need for staff to know where to go to get support if they are dealing with the impacts of vicarious trauma. For others, the project served as a reminder of the need for organisations to become more compassionate in terms of those who were returning to work after being off on sick leave, potentially as a result of vicarious/secondary trauma in the workplace.

“[We are looking at] how our supervision can look at vicarious trauma and the impact of that on staff... [its] something [for us] to look [at] down the line.”

“Sometimes I think when someone goes off sick... sometimes we are not desperately compassionate... someone is away off sick and we don’t look at what’s going on. So I think this training has challenged our organisation in relation to if we are going to be compassionate, what do we need to do that? If we are committed, we need to change how we practice.”

“We have changed our process as a result of doing this work. It’s about self-care – we have a debrief process... one of the things we are making sure of is that admin staff are involved in the process. We have devised a checklist: what debrief happened; what supports are available for that person? We are sending out information on self-care as part of the SAI (Serious Adverse Incident) process... that is one of the things that came out of our session is that people didn’t know where to go to get supports... they didn’t know half of the supports existed.”

For further information about this programme [click here](#) to download the Be the Change Leadership Programme Evaluation Report.

Community and Voluntary Sector Leadership Programme

A two-day programme was delivered to 49 representatives across the community and voluntary sector of which included Chief Executives and Directors of Service. The training covered many of the areas included in the full seven-day course although the content was compressed within a shorter time scale. The two-day programme did not include certain aspects, e.g. live project work.

Background

This two-day programme was delivered to leaders across the Community and Voluntary Sector in February 2020. The programme covered a significant amount of content included in the seven-day programme and focused on the following areas:

- **Leading from within:** this module provided leaders with a deeper understanding of how their individual needs shape their behaviour; impact on those around them, and influence their ability to successfully lead and deliver change through people.
- **Leading organisation design:** This module provided an opportunity for leaders to explore creative thinking and change management tools and put this learning into action across organisations to deliver regional trauma informed practices.
- **Leading system transformation:** This module supported leaders to discover ways to actively build their leadership profile and network, and influence change across traditional organisational boundaries and through improved co-designed practice.
- **Collective leadership:** This module explored collective leadership capabilities at all levels and individual leaders' contribution to creating the desired culture of whole systems trauma informed leaders.



Community & Voluntary Sector Be the Change Leadership Programme keynote speakers, February 2020

An evaluation of the two-day training was undertaken by NCB. Of the 48 participants who completed the programme a total of 31 attendees completed an evaluation form, which formed part of the overall EITP Trauma Informed Practice Project evaluation.

Usefulness of the sessions

- **Leading from within session:** 100% of those who completed an evaluation found the content of this session very useful (87%) or somewhat useful (13%). Attendees found the module useful in terms of leaders being able to reflect on their own actions and how they impact on others. Attendees highly rated the quality of the session and how it was presented.

“It was a chance to stop and think about how my emotions impact on decisions and perhaps leave a trace.”

“Clearly presented, engaging, very relevant - can take ideas/strategies back to implement. Being kind to myself raised the issue of self-care - being authentic and true to self.”

- **ACE overview training:** 76% of those who completed an evaluation found the content of this session very useful (41%) or somewhat useful (35%). Many of those who attended were already familiar with the concepts and principles of ACEs/TI, although they appreciated the opportunity to get a brief recap of these.

“It refreshed my knowledge and understanding of these.”

“Not new but useful to recap and to visit the impact of vicarious trauma.”

- **Examples of trauma informed leadership across the sector:** 100% of those who completed an evaluation form found the content of this session very useful (64%) or somewhat useful (36%). Qualitative feedback from participants pointed to the benefits of this session in terms of getting a variety of perspectives on how other organisations are embedding TI principles. Many of those who completed evaluation forms found the presenters engaging.

“[The presenters] were amazing. Very useful and needed information.”

“Interesting to learn organisations are dealing with change with a longer term view.”

“Super presentation[s], relevant, informative.”

- **Leading within systems:** 90% of those who completed an evaluation form stated that the session was very useful (70%) or somewhat useful (20%). A large number of respondents commented on how useful this session will be to their practice and the session left a number of people wanting more of this content in future.

“Would have liked more on this but time unfortunately did not allow.”

“Has got to me to think about how I can use the collective leadership approach in my agency.”

“I found it relevant to my role, engaging and thought provoking. Will lead to reflection on my practice. Lifeline activity very effective. What I’ll take away - ‘every contact leaves a trace.’”

Impact of the Community and Voluntary Sector Leadership Programme

Personal outcomes

Overall, the evaluations show that respondents rated the programme highly in terms of supporting them to achieve a range of personal outcomes. A total of 86% or more agreed or strongly agreed that the training has helped to improve a range of outcomes, e.g. by supporting the development of their leadership skills whilst also enhancing their emotional intelligence, resilience and confidence to operate with a growth mind-set.

The Be the Change Leadership Programme has helped me to...	% of respondents
...become an agent of change by supporting me to apply my learning to practice within my team, across my org and across the system	96%
...develop my leadership skills and enhance my emotional intelligence, resilience and confidence so that I can operate with a growth mind-set	97%
...further develop my networks and relationships within and across the system	86%
...understand and apply the tools of organisational design and systems transformation within my organisation	89%

Table 24: Between 28 and 30 respondents answered each of the question items.

System-wide outcomes

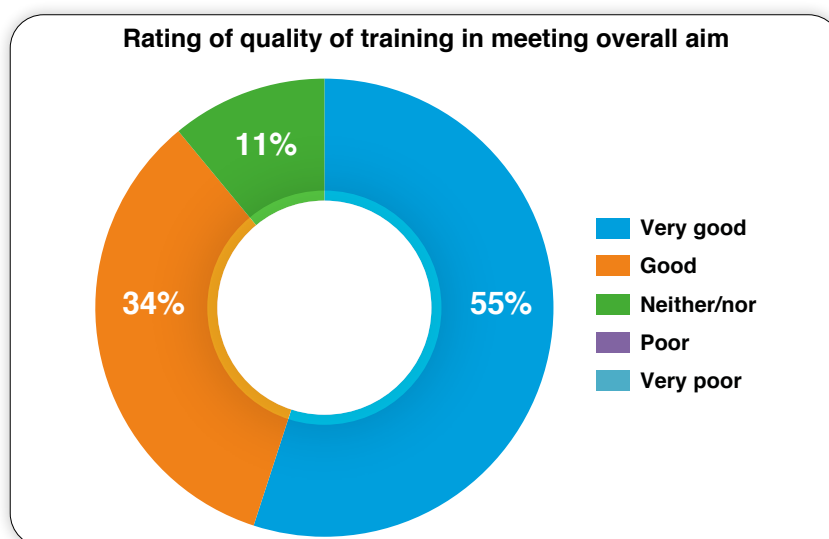
Similar proportions (87% or more) of respondents stated that the training and support had helped them to meet a range of system-wide outcomes. In particular, it is encouraging that 93% or more of respondents stated that they had left the programme in a position to promote the sustainability of trauma informed practices across the system beyond the Be the Change Programme.

The Be the Change Leadership Programme has helped me to...	% of respondents
...be encouraged to support the development of a community of practice to enable trauma informed learning and practices to be shared.	87%
...develop a collaborative approach to trauma informed practice across the system since attending the programme	89%
...ensure I leave the programme in a position to promote the sustainability of trauma informed practices across the system beyond the Be the Change Programme	93%
...understand the need to increase support and opportunities for the development of whole systems TI leaders.	93%

Table 25: Between 28 and 30 respondents answered each of the question items.

Overall assessment of impact

The overall aim of this programme is to support the development of trauma informed leadership capacity and capability across the system. Overall, 89% of respondents rated the training as very good or good in meeting this aim, as illustrated below.



Almost all of the open-ended responses were positive about the programme as a whole – respondents enjoyed the combination of sessions and mix of activities.

“A really good presentation with real life examples and opportunity to develop skills and practice. Lifeline really stood out as new learning. Really great to look at self-reflection closely and think about teams, organisations and avoiding burn out. ‘Everywhere I go leaves a trace’. Great learning.”

“Excellent combination of information sharing and engaging ways to encourage reflection of self and the systems we work in. Ignited or reignited passion to ensure practice is trauma focused and collectively working to recognise the importance of all our roles.”

“Great combination - focusing on leadership skills within the field of trauma informed practice - highlighting the importance of creating the right environment for the team - model the behaviour - be the role model.”

The next section of this project review report will focus on organisational change and how the cross sectoral components of trauma informed practice referenced through the QUB Evidence Review of Trauma Informed Practice Reports have been applied across the system through leadership approaches and initiating strategic transformation. As noted before some organisation were at the early stages of their journey to becoming trauma informed whilst others have been working in this way for some time therefore were able to build on the practice and direction implemented to date which provided helpful shared learning opportunities for others.

The background consists of three overlapping geometric shapes: a large blue triangle at the top, a green triangle at the bottom left, and an orange triangle at the bottom right. The text is centered within the blue area.

Section 10
System Change Through
Organisational Leadership

10. SYSTEM CHANGE THROUGH ORGANISATIONAL LEADERSHIP

The EITP Trauma Informed Practice Project Team has been working extensively across health, social care, justice, education, local government, housing and the community and voluntary sectors to create momentum across the system and support organisations to consider how the key domains of trauma informed practice can be implemented across an organisation and consistently in Northern Ireland.

This section of the report will demonstrate how the project worked across the sectors to deliver upon the EITP Trauma Informed Practice Projects four aims;

1. Have an awareness of the adverse childhood experiences which cause trauma in a child's life;
2. Are aware of the impact of these adversities on the development of a child;
3. Are able to identify what creates resilience to cope with adversity; and
4. Are able to develop policies and practices to embed TI practice in their work.

A series of sector specific case studies have been provided below to demonstrate the longevity of the EITP Trauma Informed Practice Project in building capacity across the workforce in ACEs and Trauma Informed Practice and how strategic implementation has gathered momentum across each sector through the support of the TIP Project. The journey for organisations within each sector have been documented within this section of the report to demonstrate how organisations have worked with the EITP Trauma Informed Practice Project Team to sustain ACEs and Trauma Informed Practice at an organisational and systemic level. Some organisations are inevitably at the beginning of their journey whilst some others are enhancing work that has already began. These journeys have been documented where relevant under one or more the following ten SAMHSA implementation domains of trauma informed practice;

1. Governance and Leadership
2. Policy
3. Physical Environment
4. Engagement and Involvement
5. Cross Sector Collaboration
6. Screening and Assessment (not applicable)
7. Training and Development
8. Monitoring and Quality Assurance
9. Finance
10. Evaluation

Health and Social Care Sector

Through the stakeholder engagement events hosted by the EITP Trauma Informed Practice Project it was understood that for some the journey to becoming trauma informed had already begun across many service areas including nursing, midwifery and social care in the health and social care sector. This could be seen within awareness raising events and training that included elements of brain development, childhood adversity and trauma. However the process of a whole organisation becoming trauma informed through leadership commitment, policy direction, commissioning/service enhancement and workforce development was a much bigger process to achieve across a part of the system already experiencing great pressure and the implementation of many models of practice. The journey across health and social care was somewhat different to others. The EITP Trauma Informed Practice Project provided opportunities to expand thinking and recognise the potential positive impacts for staff and service users of the cross sector implementation of trauma informed practice. The progress of the health and social care sector has been outlined below;

Child Care Partnerships and the Early Years Sector

Governance & Finance

Since the EITP Trauma Informed Practice Project began implementation a significant volume of relationship building and capacity building has taken place between the TIP Project team and the Child Care Partnership (CCP) led by the Health and Social Care Board to enhance the ACE awareness and trauma informed skills development of the child care and early years' sectors.

In December 2018 the CCP were revising their Training Framework for 2018-2022 and respective tendering opportunities deriving from the training plan of which including safeguarding training and social/emotional behaviour programmes and resilience training programmes for the childcare/early years' sector. This sector includes a broad range of the early years' workforce including child care provision, Sure Starts, day care and play workers.

It was opportunistic that the EITP TIP team were invited to revise the language within the training framework and associated tendering documentation to include an ACE/Trauma Informed approach to the services being commissioned over the next three years in Northern Ireland. It was also agreed that the key learning components of the EITP Trauma Informed Practice Project would be embedded within the commissioned CCP training services to ensure consistency with training delivery across other sectors. Once the contracts were awarded the EITP TIP Project Team hosted a knowledge exchange session with each of the provider agencies to share the training content and associated resources.

Engagement & Involvement

In addition to influencing the commissioning direction of the child care sector the project team hosted an early years specific Level One and Two training workshop in October 2019 with the CCP training team of the Health and Social Care Board. The workshop was also joined by several training providers commissioned through the CCP Training Framework of which included Parenting NI, and 352 Health Care.

A number of early years specific practical case studies were developed in partnership with the early years colleagues during the workshop and became included in the EITP TIP Train the Trainer Programme manuals and training delivery.

Training & Development

A range of early years' organisations and two members of staff within the CCP team in the Health and Social Care Board have completed the EITP Trauma Informed Practice Train the Trainer Programme to sustain the learning across the sector moving forward. Since attending the programme a number of the training resources including the NI ACE animation, Help Me Make Sense of the World Brain Card and the Trauma Lens Card have been sustained within current CCP training programmes including CCP safeguarding training, the face to face Solihull Understanding Your Child programme and resilience training. Reflecting on the considerations stemming from the early years' stakeholder engagement events that were hosted by the EITP TIP Project in 2019 the project team were able to fulfil the request of embedding the ACE/TIP training within existing programmes. The evaluation data as reported earlier within this report demonstrated a significant change of attitudes and confidence in practice since attending the training.

A specific train the trainer programme will be hosted in 2020 for the CCP Programme for 2 year old specialist staff based in the Health and Social Care Board. These specialists conduct regular visits across the Sure Starts in Northern Ireland to monitor performance, influence activity and deliver training and workforce development opportunities for sure start staff. This will be an opportunity to ensure trauma informed practice is sustained across through performance monitoring within the Sure Starts.

In the latter months of the EITP Trauma Informed Practice Project, the CCP have been promoting access to the Level One and Two online e-learning programmes across the childcare / early year's sectors through the CCP newsletter and training e-zine. Staff working within this sector can register their interest to complete the online training modules and download the associated learning resources. The interest in accessing these programmes to date has been significant.

General Practice (GPs)

Engagement & Involvement

During the early phases of the EITP Trauma Informed Practice Project the team met with the Health and Social Care Board's Integrated Care Team to provide an overview of the Trauma Informed Practice Project and to begin to develop pathway opportunities through the Integrated Care Partnerships (ICPs) to engage with General Practice to understand their current knowledge of ACEs and Trauma Informed Practice and to scope the best approach that the project team could support GPs, practice managers, nursing teams and administration teams within practice surgeries through a consistent approach in Northern Ireland.

In order to build momentum and awareness of the projects context, relevance to general practice and workforce development opportunities the project team were invited to present at the Integrated Care Partnerships Regional Chairs Forum of GPs and Pharmacists who chair the 22 ICP committees across Northern Ireland. This was an opportunity to share information about the project but also to hear from integrated care leads on the best approach to engaging with the sector and the challenges to accessing training for practices. A focused stakeholder engagement event was recommended as the best way forward to assess training needs and build capacity and momentum across the sector. In April 2019, the project team co-facilitated a stakeholder workshop with the GP sector in partnership with the Royal College for GPs. Due to a clash with other general medicine events which took place at the same time attendance was significantly low at the stakeholder workshop however 7 GPs representing various practices across the five health and social care trusts were in attendance. The Trauma Informed Practice Project shared the evidence informing the projects workforce development programmes. This was endorsed by a GP who also presented during the workshop on the relevance of the training to the GP sector and the important role of those present to become mobilisers of change across the sector. Moving forward a number of recommendations stemmed from this session of which included a dedicated GP training event to provide the Trauma Informed Approaches in the GP sector. The stakeholder workshop identified a number of willing GPs who were keen to be involved in the delivery of such a session with the project team. Practice Based Learning (PBL) training days within general practice was also recommended as another vehicle for delivering training across practices to all staff including administration and nursing. In addition to the GP stakeholder workshop, the project team also attended an ICP Third Sector Forum meeting from this session to provide an overview of the ACE/TIP training and share with providers the pathway into training. This session was attended by organisations such as the Chest, Heart and Stroke, British Lung Foundation, Diabetes UK and the community sector.

Training & Development

In September 2019, following on from the GP stakeholder workshop with the GP sector the project team were invited to deliver a short training session across the Belfast and South Eastern Areas through General Practice Based Learning (PBL) days with the view of scaling up across the rest of Northern Ireland. The PBL events were attended by almost 80 general practice staff including GPs, administration and nursing staff. Unfortunately the time allocated to the Belfast and South Eastern ACE/TIP sessions through the PBLs was significantly short and provided limited time to make a great impact on workforce development in providing a context of becoming ACE aware and providing a space for general practice to develop their trauma informed skills through the training. From this, information and resources were circulated across general practice as the Trauma Informed Practice Project Team began to plan a General Practice Specific training seminar.

In November 2019, the EITP Trauma Informed Practice Project Team hosted a Trauma Informed Skills Development Session for General Practice in partnership with Dr Maureen Stevenson, a GP and Senior Sensorimotor Psychotherapist. The event was endorsed by the HSCB Integrated Care Medical Advisor who opened the event and provided the strategic context between ACEs, Trauma Informed Practice and the connections within Integrated Care in Northern Ireland. The seminar was attended by 33 GPs and Practice Managers from across Northern Ireland whom the project team were able to work extensively with to raise awareness of ACEs and promote trauma informed skills development tools and techniques for applying in practice through interactive group work, discussions and case study application.

Whilst the seminar provided a significant contribution to enhance the workforce capacity within general practice of ACEs and Trauma Informed Practice it also highlighted the ongoing gap in assurance of general practice being provided with time to attend learning and development opportunities beyond PBL days. Moving forward the project team will consider how general practice can access the learning Level One and Two online training programmes to enhance workforce development understanding of ACEs and Trauma Informed Practice.

Since the Trauma Informed Skills Development Seminar the project team continued to progress the ACE/TIP agenda within medicine and were invited to present the Level One ACE Awareness Training to the F2 doctors in Northern Ireland as part of their induction to practice. Since this session the training content has been embedded within core F2 training.



Trauma Informed GP Seminar keynote speakers, November 2019

Quality Assurance

In 2019, the project team continued discussions with the Northern Ireland Medical and Dental Training Association (NIMDTA) with the view to consider how ACE awareness and Trauma Informed Practice key learning components could be incorporated within the Year three undergraduate medical curriculum and as part of the GP induction and refresher programmes.

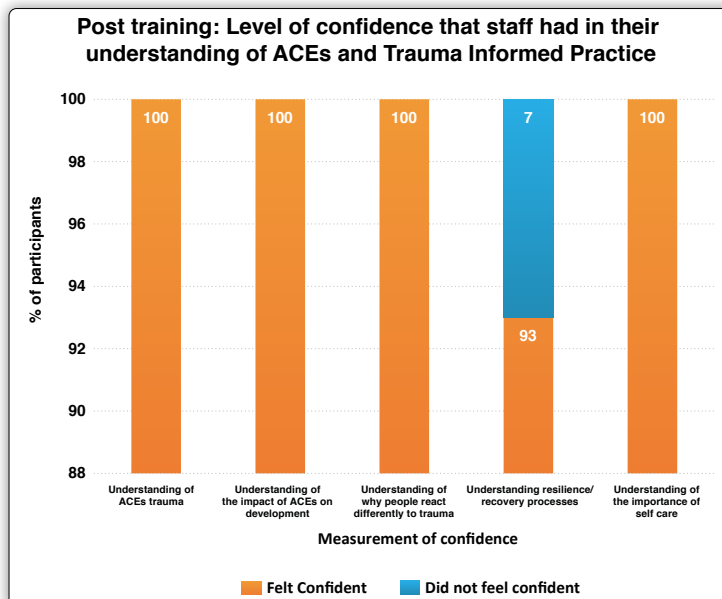
Northern Ireland Ambulance Service (NIAS)

Training & Development

In February 2019, the NI Ambulance Service expressed an interest in developing the ambulance service workforce capacity in their understanding of ACEs and application of Trauma Informed Practice. A Level One ACE Awareness training pilot was completed with 12 paramedics of NIAS in May 2019. A pre and post training baseline was completed to demonstrate the impact of the training on staff. The training as per the following diagrams demonstrated significant improvements within the skills and confidence of attendees since completing the training of which the following was noted as some of the most helpful elements of the training;

- Being able to realise and recognise childhood adversity and the impact of the brain
- Understanding what has happened to the individual to explain the behaviour and presenting symptoms
- Managing your own stress and recognising self-help and self-care strategies for staff and teams

NIAS considered the best way forward to implement the training across the workforce and due to capacity issues it was agreed that online learning programmes would be the best approach for developing the knowledge and skills of the workforce within NIAS. The NIAS team have access to the HSC e-learning portal to complete the Level One and Level Two training programmes.



Health and Social Care Trusts (HSC Trusts)

Engagement & Involvement

As documented within the North West Training Pilot Section of this report, the EITP Trauma Informed Practice Project Team spent a considerable period of time raising awareness about ACEs and Trauma Informed Practice and the opportunities for the workforce development and organisational change through the EITP Trauma Informed Practice Project. This included delivering presentations during partnership meetings, service meetings and during exploratory workshops enabled the project team to establish a number of other willing partner agencies from the North West region in Northern Ireland (many of which were SBNI member agencies) who were keen to be involved in the pilot of the ACE Awareness and Trauma Informed Practice training programmes before scaling up implementation across Northern Ireland. This became the North West training pilot for the project and in taking forward the training pilot, the Western Health and Social Care Trust were keen to be involved with other agencies.

Partner agencies including the Western HSC Trust that were keen to be a part of the North West training pilot were brought together through a learning collaborative stakeholder engagement event in the Derry City Hotel in February 2019 in advance of training delivery. The EITP TIP Project Team were able to use this event as a vehicle to raise awareness of the workforce development training programmes for the project, understand the needs of the workforce in the North West and enable agencies present to share experiences of recognising and responding to childhood adversities within their services. The Western HSC Trust were represented through Children's and Women's Services, Midwifery, Accident and Emergency and Health Promotion.

Training & Development

In the delivery of the North West training pilot the project team delivered an ACE awareness training session across several directorates within the Western HSC Trust including;

- A training session was delivered within midwifery and nursing in the Western HSC Trust as part of the Midwifery Matters Programme. The impact of this training was reviewed by the Regional Midwifery Lead in the PHA with the view to scale up across Midwifery Services in Northern Ireland;
- A training session with 20 operational and medical staff from within Accident and Emergency Department. The impact of this training was reviewed by the Regional Lead for Unscheduled Care in the PHA and consideration was being given to a regional roll out of the ACE/TIP Training across unscheduled care.

Engagement & Involvement

Prior to full implementation of the EITP Trauma Informed Practice Project Level One and Level Two training programmes the project team hosted a series of stakeholder engagement workshops across each of the sectors of the project. This included;

- Five Health and Social Care Stakeholder workshops facilitated by NCB in May 2019 across the 5 HSC Trust areas engaging with a total of 110 staff representing administration, frontline practitioners, learning and development teams and managers. A Training Needs Study was completed during each HSC Trust workshop to inform further implementation of the training programmes.
- A further workshop brought together the Clinical Education Centre, HSC Trust Learning and Development Teams and HE sector together to scope opportunities to embed the ACE/TIP Level 1 and 2 training within existing training programmes of delivery to HSC Trust staff and HE institutions.

A number of considerations were drawn upon from the stakeholder workshops as the EITP Trauma Informed Practice Project Team began to plan for implementation of the training across the sectors of which included:

- Hosting a 'walk through' of trauma informed practice within training. This was incorporated within the NI ACE Animation an awareness video of the Level One training and within Sara's Story a training tool within the Level Two training.
- Communication and language about trauma across staff disciplines and services. The project team ensured through the implementation of the Level One and Two training across the sectors that the key learning components and language relating to childhood adversity and trauma remained consistent.
- Ensuring staff are appropriately trained to confidently hold the conversations that are necessary in order to address trauma with service users. Through a range of interactive group sessions and the application of a trauma lens 92% of participants who attended training reported an increase in their knowledge, skills and confidence since completing the course
- Developing the skills to get messages about trauma across to staff across in creative ways. 89% of attendees believed that the workshop had supported them in better understanding trauma and its impacts on the body and how they can use a trauma sensitive approach in their current role. This was through a compilation of face to face learning, case study application, interactive group work and the application of training tools.

Opportunities naturally evolved from the Trauma Informed Practice Project Team engaging with a number of service directorates from each HSC Trust during the stakeholder engagement workshops. This has been outlined below. Leadership opportunities to review the trauma informed position of each HSC Trust became opportune during the Be the Change Leadership programme. This detail has been provided below;

Health & Social Care (HSC) Executive Directors of Social Work Forum

Governance & Leadership

In 2019 the project team were welcomed to the HSC Executive Directors of Social Work Forum to provide a strategic update on the implementation of the EITP Trauma Informed Practice Project and the role of HSC Trusts in becoming trauma informed organisations. The Southern HSC Trust Director for Children's Services chairs the Strategic Steering Group for Trauma Informed Practice (previously known as the Strategic Steering Group for Trauma Informed Practice) therefore provided momentum and value to placing this work strategically across organisations. The project team committed to a continued correspondence with each of the HSC Trust Directors and from attending this session opportunities to engage with individual trusts evolved.

Belfast HSC Trust

Training & Development

The project team hosted a Level One ACE Awareness session with the Belfast HSC Trust Think Family Champions and the Regional Lead for Think Family in the HSCB is considering how this can be scaled up across other HSC Trust Think Family leads.

23 staff from across learning and development, social work, health improvement, nursing, psychology and the Recovery College has attended the TIP Projects train the trainer programme to implement the training across the Belfast HSC Trust

The project hosted a Level One ACE Awareness training session with administration teams from across frontline services in the Belfast HSC Trust. The feedback was reviewed internally within the BHSCCT as part of a larger organisational response to staff safety, wellbeing and vicarious trauma across the trust.

Since the training session the Belfast HSC Trust in partnership with the Trauma Informed Practice Project hosted a workshop in October 2019 with social work leads, administration staff, managers and HR managers to understand their experiences of trauma as it presents within services. Emanating from this workshop was the complex issues regarding staff safety, de-briefing opportunities and support for staff (particularly administration staff) who attend child protection case conferences, those who are public facing and deal with the public (particularly in mental health and family and childcare services) and those who type and analyse serious adverse incidents etc.

This piece of work became a significant part of the Belfast HSC Trusts live work on the Be the Change Leadership Programme as senior leaders from the Trust worked together to review their organisation's position to the safety and wellbeing of their workforce. This work was presented as the Belfast HSC Trusts organisational change project work at the NI ACE Conference 2020.

In 2020, the Belfast HSC Trust have committed to further pathfinder implementation opportunities through the application of SIM/USD models to develop a trauma informed response to staff wellbeing across the trust services in partnership with the EITP TIP Project Team.

Northern HSC Trust (NHSCT)

Governance & Leadership

The NHSCT Be the Change representatives from Psychology and Children's Services focussed their strategic implementation live work upon developing a training strategy across the Northern HSC Trust consulting with their Human Resources, Social Work and Nursing colleagues to decide upon a plan for the whole organisation. Moving forward the delivery of the training will be led by the NHSCT Psychology team and it is envisaged that the strategy will be incorporated as part of an organisation-wide tiered approach. This is still in development.

Training & Development

Through ongoing engagement with the Forensic Medical Professors, the project team have been able to embed the learning components of ACEs and Trauma Informed Practice within Forensic Medical Officer training through engagements and knowledge exchange sessions with Professor Hull from NHSCT

The Northern Health and Social Care Trust have established an implementation group to consider the wider delivery of trauma informed practice across all directorates. A training session had been planned in March 2020 as strategic planning continues within the trust.

A train the trainer session was planned with the Northern HSC Trust Psychology Team for March 2020. This was postponed until later in the year due to COVID-19 and is due to take place in September 2020.

8 staff from the Northern HSC Trust completed the TIP Projects Train the Trainer programme from psychology, CAMHS, RISE Team and the learning and development team. The project team are facilitating discussions with trainers to mobilise training delivery across the trust area.

Southern HSC Trust

Governance & Leadership

The Programme Lead was invited to present at the Southern HSC Trust Board of Directors in 2019 to provide a strategic update on the Trauma Informed Practice Project and explore the opportunities for enhancing the trauma informed journey that the Trust had already began. This includes workforce development training, emotional health and wellbeing services and through the review of residential care facilities for children.

The SHSCT representatives who attended the Be the Change Leadership Programme focussed their efforts across three core implementation domains:

- Commissioning and Service improvement
- Workforce Development & Training
- Whole System Leadership and Governance in Children and Young People's Services

A summary of the implementation across each of these domains has been summarised below:

- *Service Improvement & Physical Environment:* The Project Maple, the SHSCT have been thriving to improve the physical environment and quality of contact for children in the care system aged 0-14 years with their parents, siblings and extended families. This has been approached through extensive consultation on the trauma informed designs of an outdoor play area. Using a trauma lens they developed plans for a facility for this specific purpose, they used their understanding of trauma informed physical environments to enhance the service spaces, including an outdoor space, creating plans with professional designers and architect, which would enhance the contact with birth parents and family. Working on this specific area they felt this could then be extrapolated out across programmes to develop trauma informed environments which were calming, child centred and trauma sensitive. Moving forward the SHSCT will work collaboratively with Estates and Finance teams across the Trust to apply a process to implement this approach.

- *Workforce Development & Training:* To develop a trauma informed workforce across the SHSCT have implemented the ACE Awareness and Trauma Informed Practice training across their Children and Young People's Services Directorate (including 14 plus team, Bluebell residential home, children with disabilities team, social work governance and the social services training team. The training saw a significant increase in knowledge and supported enhancements to practice. Moving forward the SHSCT anticipate continuing to develop their workforce through the implementation of team coaching to transfer learning and introduce a systemic coaching as part of organisational change,
- *Whole System Leadership and Governance in Children and Young People's Services:* The SHSCT anticipate implementing a directorate wide strategy for workforce development that is aligned to the values and principles of trauma informed and SHSCT Trust mission statements. This will be undertaken through a gap analysis of current knowledge, attitudes and practice of all staff within the Children and Young People's Services Directorate to subsequently begin to develop strategies to achieve a culture of trauma informed practice across the SHSCT. This analysis of the data will be grouped across staff development, supportive environments, assessing and developing services, involving service users and adapting policies, procedures and guidelines.

Training & Development

The project team co-delivered two multi-disciplinary Level 1 and Level 2 training sessions in late 2019 with a Southern HSC Trust Learning and Development officer. Thirty members of staff from across social work, health visiting, nursing, health improvement and children's services attended the sessions. Since these training events the Southern HSC Trust training lead delivered further sessions with colleagues internally across the Directorates.

12 staff from the Southern HSC Trust completed the TIP Projects train the trainer programme of which included staff from across the following service areas; learning and development, social work, community development and wellbeing and the multi-disciplinary child protection training team

South Eastern HSC Trust

Governance & Leadership

The South Eastern HSC Trust began the Be the Change Leadership Programme however was unable to complete the programme due to internal capacity issues

Training & Development

The project team held a knowledge exchange session with the Signs of Safety Coordinator in the South Eastern HSC Trust in 2019 to share the key learning components of the ACE awareness training to incorporate within the Signs of Safety training across the South Eastern Area

The project hosted an exploratory meeting with the South Eastern HSC Trust and Belfast HSC Trust Learning and Development Leads to agree a process to incorporate trauma informed principles into shared Regional Social Work supervision training. This included a clear focus upon staff wellbeing and understanding of vicarious and secondary trauma.

5 staff from the SEHSCT attended the TIP Projects train the trainer programme of which included staff from across social work, prison health and the Family Nurse Partnership.

Monitoring & Quality Assurance:

In December 2019 the South Eastern Area Multi Agency Triage Team (MATT) which is a service that comprises of Mental Health Professionals working alongside dedicated Police Officers and Paramedics in a Mobile Community Unit of the NI Ambulance Service (NIAS) agreed to pilot the application of the SIM/USD process to their service. MATT Triage Service is an Initiative that enables the PSNI, NIAS and South Eastern HSC Trust Mental Health Professionals to work collaboratively, to ensure an individual receives the most appropriate care possible, when concerns about their mental wellbeing are reported to PSNI and NIAS and respond to those individuals in a timely manner to ensure the safety of vulnerable people. Further information from this pilot has been provided in the '*thematic implementation of trauma informed practice*' section of this report.

Western HSC Trust

Governance & Leadership

The Western HSC Trust began the Be the Change Leadership Programme however was unable to complete the programme due to internal capacity issues.

Training & Development

The Western HSC Trust embedded the key learning components of the Level One and Two training with their family model training that was relaunched in June 2019.

9 staff from the Western HSC Trust completed the TIP Projects train the trainer programme from across learning and development, social work, RISE Team, early years and family teams and health promotion

Regional Implementation of Trauma Informed Practice

In addition to the agency based implementation of trauma informed practice, the project team have been working strategically on a regional basis to ensure consistency of language, approaches and practice across service models. This has included;

Solihull Approach Understanding Trauma Online Programme

Training & Development: Building on the Foundation Solihull Approach programmes, the SBNI commissioned the Understanding Trauma online course for practitioners in Northern Ireland. This programme is available for support staff, frontline practitioners, managers and commissioners to inform their understanding of trauma and its impact on physical, psychological and emotional behaviour. The programme went live in November 2019 and within a 4 month period there were a total of 436 active learnings undertaking the course of which saw an 85% completion rate. The programme has been primarily accessed by health and social care, education, justice and the community and voluntary sectors. The programme was commissioned for £5000 for a two year unlimited access licence for Northern Ireland.

The SBNI has estimated that the programme (by end of March 2020) worked out at approximately £11 per participant completing the course. Since March 2020 the programme has continued to be accessed by staff across the sectors in Northern Ireland. As of July 2020, the programme was being undertaken by 834 participants with a cost per person of £6.00.

The programme will remain available and be promoted on the SBNI website and across member agencies until the licence for the programme is complete in November 2021.

Clinical Education Centre (CEC)

Training & Development

Since the early stages of the project, the Trauma Informed Practice Project Team have been liaising with the CEC to build capacity within the staff team to deliver the Level One and Level Two training programmes as requested by the HSC Trusts. Over the course of 2019 and 2020 the HSC Trusts nursing and midwifery services began requesting the CEC to deliver the Level One and Two programmes within services.

Six clinical consultants from education, nursing and midwifery completed the train the trainer programme. In addition the project team have also been working with the clinical consultants of the CEC to embed the key learning components of the Level One and Two training programmes within relevant CEC training programmes including children's safeguarding and domestic abuse training programmes for the HSC Trusts and Solihull curriculums.

As providers of the Solihull Approach Foundation programmes, the CEC continues to promote the Solihull Understanding Trauma online course commissioned by the SBNI for Northern Ireland. By the end of March 2020 a total of 436 active learners had begun the course of which the majority were frontline practitioners primarily from nursing and midwifery signposted through the CEC and HSC Trusts. This was followed by the early years and education sectors.

HSC Trusts Learning and Development Teams

Training & Development

The EITP Trauma Informed Practice Project hosted a trauma informed practice train the trainer session in August 2019 bringing together 25 practice educators from across the learning and development teams of the five Health and Social Care Trusts. This provided a space to ensure consistency of language and approach which was a factor identified as important to the effective implementation of the Level One and Two training programmes in the HSC stakeholder engagement workshops and associated training needs analysis.

Health and Social Care Board

Cross Sector Collaboration & Leadership

In 2020, the project team facilitated a series of partnership meetings with several programme leads within the Health and Social Care Board to explore how best to integrate an understanding of ACEs, Trauma Informed Practice, Signs of Safety and the models of Building Better Futures and Think Family NI into practitioners practice. This provided an opportunity to bring together a number of complex agenda's. In later 2020, the SBNI on behalf of the partnership will publish an Integrating Family Approaches guidance booklet for staff working with vulnerable families in Northern Ireland.

Northern Ireland Social Care Council (NISCC)

Training & Development

The EITP Trauma Informed Practice Project Team has been working extensively with NISCC to develop the capacity of social work and social care workers in Northern Ireland. This has included hosting seminars for social work/care staff in April 2019 and October 2019 which engaged a total of 165 staff registered with NISCC. These seminars were recorded and made accessible for those who were unable to attend via the NISCC website. The Level One and Level Two online training programmes have also been made accessible for all registered social work/care staff in Northern Ireland and the performance will be reported later in 2020.

Since February 2020 the project team have been supporting NISCC to develop an online resource portal on the NISCC website for ACEs and Trauma Informed Practice based on the evidence and training resources. This is now live on the NISCC website and they are reviewing internal communication processes to promote these pages.

Public Health Agency (PHA)

Governance & Leadership

Through the Be the Change Leadership Programme the Public Health Agency developed their live work through building the PHAs workforce capacity of childhood adversity and trauma informed practice to enable the agency to give consideration to trauma informed commissioning of services and the development of policies, procedures and practices. The PHA intend to submit a trauma informed approach position paper to the PHA Senior Management Board for consideration as they continue to build a trauma informed workforce across the PHA.

Policy

The PHA in partnership with DE continues to development of the emotional health and wellbeing framework for schools in Northern Ireland. The framework is committed to understanding adverse childhood experiences of children and young people and trauma informed practice within the education sector to support those experiences trauma as a result of adversity in childhood.

Finance

As the project continues into 2020, the PHA are keen to understand the application of trauma informed commissioning across mental health, suicide prevention and drugs and alcohol commissioning and contract management. The EITP Trauma Informed Practice Project will support this process.

Engagement & Involvement

The project co-delivered two PHA Resilience Sessions in July 2019 to raise awareness of childhood adversity, trauma informed practice and the wider connection across the public health agenda of commissioning, contract management and strategic planning across a number of health improvement themes; mental health, suicide prevention, obesity, smoking, drugs and alcohol and early year. Over 60 health improvement staff attended the two regional events. The project team provided an ACE/Trauma Informed Practice overview at these sessions to support the showing of the resilience biology of stress screening.

Training & Development: The key learning components of the Level One and Level Two training have been adopted and embedding with the PHA mandatory safeguarding children training for HSC.

Future Nurse Future Midwife NMW Education Standards

Governance & Leadership / Training & Development

At the Northern Ireland ACE Conference 2019, the Chief Nursing Officer within the Department of Health for NI provided a commitment and highlighted the significant value of embedding ACE awareness and Trauma Sensitive Approaches to Practice training into the Future Nurse Future Midwife Programme as part of the standards of knowledge and skills expected of excellent care across nursing and midwifery settings in Northern Ireland. The Northern Ireland Practice and Education have updated their resources and standards to implement this commitment and the co-chairs of the Future Nurse Future Midwife Programme have been revising the curriculum development work stream of the programme to ensure all pre-registration programmes include ACE awareness and Trauma Sensitive Approaches to Practice training.

The implementation of this commitment has been further evidenced through the project teams work with Queens University Belfast who have been reviewing the ACE/Trauma Informed Practice training and associated training tools/resources with the project team as the School of Nursing and Midwifery and the School of Medicine prepare their Undergraduate and Postgraduate curriculums for 2020 and beyond. The course content will include a significant focus on safety and wellbeing in practice through compassionate care and building resilient workforces as two key topic areas.

In addition to this, the Level One and Two online training programmes have also been made accessible to both staff and new and returning students of the QUB School of Nursing and Midwifery and School of Medicine through the QUB learning platform. ACEs research provided by the project has been embedded within the QUB Medical Obstetrics and Gynaecology programmes.

In October 2019, the project presented an ACE awareness session at the Association of Infant Mental Health annual conference to highlight the consistency in approaches for midwives, health visiting, sure starts and the wider community and voluntary sectors.

Queens University and University of Ulster Undergraduate Programmes

Training & Development

The project team have been engaging actively with the School of Social Work across both Queens University and University of Ulster to incorporate ACE awareness and trauma informed practice training and the associated resources within social work modules of undergraduate programmes.

In addition to this, the Level One and Two online training programmes have also been made accessible to both staff and new and returning students of the QUB Schools of Social Work, Medicine, Nursing and Midwifery via the QUB and the University of Ulster's learning platforms for staff and students.

Education Sector

The education sector for the purposes of the tip project is defined as; Department of Education (DE), the Education Authority (EA), Department for the Economy (DfE), Council for Catholic Maintained Schools(CCMS), the Council for Integrated Education NI (NICIE), Comhairle na Gaelscolaíochta (CnaG), the Child Care Partnerships (Early Years and SEN) and the Education and Training Inspectorate (ETI). The EITP Programme Board agreed with the DE and EA that for the purposes of their engagement with the Trauma Informed Practice Project that they would concentrate on professional development of staff within supporting directorates e.g. Child Protection in Schools Service, on last line and replace with Special Educational Needs and other service areas from within the Education Authority that remain outside of the school and front line teaching environment.

Through ongoing dialogue, information sharing and leadership alignment the Trauma Informed Practice Project demonstrated significant commitments across the education sector to developing a trauma informed education system and whole school approach.

Policy Commitment

During the early stages of the Trauma Informed Practice Project, the team provided an extract to the Department of Education Strategy Team informed by ACEs research and the QUB Evidence Review of Trauma Informed Practice to ensure the Children and Young People's Strategy for Northern Ireland for 2017-2027 included a focus on understanding childhood adversity and ensuring the system was prepared to recognise and response in a trauma informed way. This was endorsed within the strategy prior to publication.

The project team have more recently been informing the development of an emotional health and wellbeing framework for children and young people in schools in Northern Ireland. This framework is being co-facilitated between the PHA and Department for Education. The project continues to emphasise the importance of schools becoming ACE awareness and trauma informed in their response to childhood adversity to ensure a safe and secure learning environment.

Governance & Leadership

At the Northern Ireland ACE Conference 2020, the Education Minister Peter Weir voiced his commitment on behalf of the Department for Education to ensure that all children and young people are given the best start in life and are provided with the opportunities to feel safe and secure in the school/youth system with educational wellbeing. The Education Minister reflected on the endorsement of ACE awareness and trauma informed practice within the Children and Young People's Strategy (2017-2027) for Northern Ireland and assured the Departments commitment to this work through the delivery plans of the Children and Young People's Strategy.

Prior to the conference ongoing capacity building and briefing sessions were underway across the Department for Education. In January 2020, the project lead met with and briefed the Permanent Secretary for Education and his Directors in the Department of Education on the work of the Trauma Informed Practice Project. This briefing session was attended by approximately 50 Grade 7 officers and was followed by Level One and Two training across the Department of Education.

The Education Authority (EA) in its commitment to driving forward the strategic and operational elements of the Trauma Informed Practice Project developed a Steering Group consisting of senior leads from across the Directorates of the Education Authority to mandate and implement workforce development training and provide a space for strategic planning, collaboration and decision making. This was in response to the ongoing engagement and involvement of EA within the projects implementation planning and a briefing session hosted by the project team to the EA Assistant Directors Forum in January 2019 to raise awareness of the aims of the project and to ensure understanding and commitment to work with the authority in the implementation of the project for the education sector.

Strategic planning and commitment

Through the projects Be the Change Leadership Programme the education sector were extensively represented from across the Department of Education (DE), Education and Training Inspectorate (ETI), Education Authority (EA), Council for Controlled Maintained Schools (CCMS) and the Controlled Schools Support Council (CSSC). The programme provided a space for senior leaders to work across the education sector and whole system in Northern Ireland to act as agents of change in initiating trauma informed practice responses strategically and operationally within their organisation. During the programme each of the organisations above selected one of the four areas of live work to focus their implementation planning efforts. This has been summarised below;

Department of Education (DE)

In the development of their live work, DE collaborated with the Department for Communities and the Department for Health to focus on trauma informed policy to support staff safety and wellbeing as they work with vulnerable individuals and families. The departments have committed to providing strong leadership and consistency within approaches to ensure opportunities for including ACE Awareness and trauma informed practice language within policy developments and review processes. It has also been suggested that the further implementation of workforce development training across the departments and delivery authorities emphasise the importance within training and engagement events to identify vicarious trauma across the workforce and ensuring staff wellbeing and self-help support strategies are central to progressing this work.

Education and Training Inspectorate (ETI)

The Education and Training Inspectorate's key role is to promote continuous improvement to the education and training provision in the interest of all learners across the school system in Northern Ireland. The purpose of the ETI's live work was to identify and disseminate effective trauma informed practice across a range of phases and educational organisations. The live work presentation from ETI on the Be the Change Leadership proposed a strategic long term implementation plan that will evaluate trauma informed practice across a number of selected sites through a team of inspectors to identify best practice and disseminate the learning across the education system. In beginning of this work the ETI anticipate the delivery of ACE awareness and trauma sensitive approaches to practice to training for all ETI inspectors, educational practitioners and managers.

Education Authority (EA)

The Education Authority scoped within their live to deliver upon the trauma informed practice within the education system of EA for the wellbeing of pupils and staff.

Utilising a number of strengths based models of practice within EA including Schools of Sanctuary, Nurture Schools and LAC projects the organisation wishes to provide a provide an environment of safety, hope and readiness to learn for pupils in the school system through an ACE awareness and trauma responsive workforce. EA are utilising the projects training and supporting resources, evidence based practice and staff welfare processes to implement this approach.

Council for Controlled Maintained Schools (CCMS) and the Controlled Schools Support Council (CSSC)

Collaboratively CCMS and CSSC worked together on the Be the Change Leadership Programme to develop a compassionate leadership model of practice that could be applied within the education sector that will create a culture and climate of empathy for service users, ensure staff are safe and well and to develop a growth mind set across management structures that encourage trauma informed strategic policy development and planning.

Both authorities began implementing forms of staff engagement through an online wellbeing survey and a series of focus groups for staff across all disciplines to understand their experiences. The findings demonstrated an implementation to focus on promoting greater self-awareness across the workforce, emotional intelligence within senior management and to need create a safe and supportive trauma informed spaces for staff within the workplace.

Training & Development

The project co-designed with the sector a bespoke Level One ACE Awareness and Level Two Trauma Sensitive Approaches to Practice training programme based on the standard training package of the project with a focus on education based case studies and a reflection on the cultural needs within the school system.

As part of the North West Training Pilot for the Trauma Informed Practice Project St. Cecilia's College were involved in the pilot of a bespoke education specific ACE Awareness training programme that informed the scale up of training across the education system. Following meetings with the senior management team of St Cecilia's College, a full day of ACE Awareness and Trauma Informed Practice Training was delivered to 70 staff within the college. A pre and post training questionnaire was completed by staff to ascertain whether there had been increase in knowledge and skills development as a result of the session, broadly speaking there was a general increase in understanding of the impact of trauma for the developing child and their family. The college has engaged with a significant amount of trauma informed initiatives over the last few years and it was recognised that the majority of staff had a wealth of experience of working with students who were experiencing trauma, either themselves or their family.

The training has been delivered across the education sector and the guiding authorities are reviewing their processes for scaling this workforce development training up across their organisations for all staff to access.

The project has to date implemented the bespoke Level One and Level Two training across 329 staff within the Education Authority including the CPSS, Educational Welfare and EOTAS. Training sessions have also taken place within CCMS and CSSC.

In addition, the Trauma Informed Practice Project Train the Trainer Programme has engaged 86 staff from across Child Care Sector, EA, CCMS, CSSC, Further Education Colleges and Higher Education Colleges who are now equipped with the knowledge, skills and confidence to sustain the training through standalone delivery or within existing training programmes for staff within the education sector.

Over 700 staff from across 6 Further Education Colleges have attended the Level One and Two training delivered by the project team and many colleges are now trained in the delivery of these programmes to sustain as standalone training and/or within relevant vocational and non-vocational course curriculums. For example the Belfast Metropolitan College leads on the delivery of child development and play work courses in Northern Ireland. This college has worked with the project team to embed the training content within these courses relevant modules. In 2020, the project team met with the Department for Economy lead for Further

Education who has committed to ensuring a consistency of approach to ACE awareness and Trauma Informed Practice throughout all colleges in Northern Ireland.

The Higher Education Campuses, Ulster of University and Queens University Belfast have also been proactively working with the project team to embed the training content within existing undergraduate and postgraduate courses including the University of Ulster and Stranmillis College Undergraduate and Post Graduate Certificate of Education programmes, Future Nurse Future Midwife Programme and Standards, Undergraduate, Post Graduate and CPD courses for Medicine (including pre: paediatrics placements), within QUB Medical F2 (induction and refresher programmes) and the School of Social Work at Ulster has embedded ACEs and Trauma Informed Practice as a common thread across all modules within undergraduate social work degree programmes.

Engagement & Involvement

In late 2019 it was agreed by EA, CCMS and DE that regional engagement with all schools and nurseries would be coordinated by SBNI. As such the SBNI committed to providing a schools development programme that engaged with schools and college leaders from 242 individual establishments. The resultant data collected from these workshops has provided invaluable identification of service need, delivery and sustainability for schools to become trauma informed. As part of the schools development programme the SBNI held 8 workshops across Northern Ireland; these events were attended by pre-school, primary and post primary school principals, vice principals and pastoral care leads to hear about the pathway for delivery of ACE/TIP training across the school system in Northern Ireland.

The aim of the workshops was for leaders to:

- Explore models of trauma informed education settings
- Lay the foundations for our nurseries/schools/colleges to become trauma informed organisations
- Maximise effective communication, especially during transition times, between all parts of the education sector



EITP Trauma Informed Practice Project with Primary and Post Primary School Principals during the education roadshow, September 2019

There were several outcomes from these workshops as a result of raising awareness of trauma informed practice with front line teaching staff. These were:

- **Immediate need for trauma informed skills development for all front line teaching and support staff** (focussing on early identification, appropriate responses and support pathways for children and young people at risk).
- **Use of a trauma informed shared language** across the sector
- Development of skills and confidence to enable front line staff to respond effectively and **resist re-traumatising any person within their school community experiencing trauma.**
- Development of **trauma informed policies and procedures.**
- **Multi-agency collaboration** to ensure swift effective intervention for children and young people at risk of or experiencing childhood adversity and resultant trauma.

The education sector have reaffirmed their commitment to the delivery of ACE Awareness and Trauma Informed Practice training across all frontline teaching and support staff within the schools sector and the project team are providing support and advice as the sector prepares for delivery through the breadth of education based staff who have completed the train the trainer programme.

Following extensive engagement, multidisciplinary awareness raising and training throughout the education sector during the lifespan of the project, initiatives have been developed to maximise sustainability and development of a trauma informed education sector including:

- Leadership programme for education leaders to identify and develop new ways of working to further develop and sustain a Trauma Informed Education System through cross sectoral and multi-agency collaboration
- Identification of Trauma Informed Advisors within key supporting organisations for the completion of the Train the Trainer programme
- Development of training materials to support professionals within the education system
- Training of professionals within the Education Authorities Children and Young People's Directorate to ensure advice and training offered to schools is trauma informed
- Provide strategic and practical input into the Well-being and Mental Health Strategy within EA that is inclusive of the principles of Trauma Informed Practice
- Begin the delivery of a pilot schools development programme in partnership with EA, CCMS, CSSC and Comhairle na Gaelscolaíochta. Data from the pilot schools programme will be reported to ETI to inform their knowledge base for Trauma Informed Schools
- Completed an ACE Readiness assessment tool for readiness of schools for training in order for support organisations to prioritise need prior to regional training roll out.

In an effort to assist the sector to deliver on these needs, the project invested their focus within the education sector to assist agencies in;

- Establishing a Trauma Informed Schools Model that will be used as a benchmark for schools development – ETI will be leading on this as it will not be completed by March 2020
- Contributing to the evidence base of the Emotional Health and Well Being Framework informed by school case studies and stakeholder engagement
- Developing a Trauma Informed Practice Agenda to work with Government Departments to ensure outcomes of Programme for Government are met.
- Developing materials that are translated to be used within the Irish Medium sector

Justice Sector

The justice sector has proactively engaged in becoming trauma informed and is working in partnership with the other sectors to help create the best possible environment to mitigate re-traumatisation for members of the community who they come into contact with and care for.

The justice sector understands that being able to recognise and respond appropriately to the trauma that an individual has experienced during their childhood is the foundation to developing trauma-informed practice. Trauma-informed practice is not a treatment model but a way of understanding and responding to presenting needs and problematic behaviour through the lens of trauma. This is particularly significant within the justice sector when individuals potentially have an increased vulnerability to health harming behaviours such as anti-social behaviour, community disruption and criminal activity. At a systems level, cross-sectoral collaborative working and coordination is required to continue to consolidate a common understanding of ACEs, to replicate effective ways of working and to ensure that referral pathways, assessments and interventions do not re-traumatise services users with complex needs.

Since April 2018, a significant journey to becoming ACE aware and trauma informed was evident across much of the justice sector. Below the organisation specific examples demonstrate some of the strategic and operational processes delivered through the support of the EITP Trauma Informed Practice Project.

Department for Justice (DOJ)

Governance & Leadership

There has been a significant commitment across the Department of Justice to progress the ACE/trauma responsive approach through the justice sector. This has been endorsed within the DOJ Strengthening Family Relations Strategy for Northern Ireland which commits to developing a prison service across Northern Ireland that respond to the needs of those in their care including their children, families and wider support networks.

Finance

Through ongoing engagement and dialogue between the DOJ and EITP Trauma Informed Practice Project team in relation to raising awareness of trauma informed specific services, the DOJ have committed to embedding and ACE and trauma sensitive language into all commissioning and service specifications across the justice sector from August 2020. This approach has been endorsed by the NIPS who are following this approach for all commissioned services within the prison sector.

Police Service for Northern Ireland (PSNI)

Governance & Leadership

The PSNI was one of the first member agencies of the SBNI to strategically commit to the delivery of the EITP Trauma Informed Practice Project from its Service Executive Board and senior management and also across the vulnerability work stream of the PSNI. At the Northern Ireland ACE Conference 2019 an ACC from the PSNI presented on significant leadership and organisational progress of the PSNI in embedding ACE awareness and trauma informed through culture and practice. This included the co-design of training content, pilot training programmes, engagement across other sectors and nations to build strategic and operational understanding of the implementation of trauma informed practice and the strategic commitment to moving forward the agenda within the PSNI.

Following this commitment, the PSNI further presented their journey to date at the Northern Ireland ACE Conference one year on in 2020. Four senior officers who completed the Be the Change Leadership Programme on behalf of the PSNI presented on how the organisation has progressed the trauma informed agenda strategically within policy and management and through training, considerations to the physical environment and staff safety and wellbeing.

Training & Development

The PSNI have held the ambition that by the end of March 2020 they aimed to have all police officers and frontline officers across the 11 districts trained in ACE awareness and trauma sensitive approaches to practice.

In March 2019, the EITP Trauma Informed Practice Project co-designed with the PSNI training officers a bespoke police sector based ACE awareness and trauma sensitive approaches to practice training programme for officers. Through the application of the ACE Trauma Lens within training the bespoke training package carefully aligned the trauma lens card to the Policing National Decision Model.

It was agreed through senior management that a pilot delivery of the bespoke training would take place in April 2019 with 350 frontline police officers in the North West region and be evaluated before a regional implementation of the training.

In advance of training delivery, the trauma informed practice project supported the review of current pathways of support for vulnerable families and the identification of more streamlined service responses from PSNI officers. The project commissioned access to a range of self-help guidance booklets to support the response of police officers in supporting vulnerable families in the local community.

The project also supported an internal review of health and wellbeing support services for PSNI officers to strengthen the information and resources provided through the staff safety and wellbeing elements of the ACE awareness training. An online self-help resource portal was made available through the trauma informed practice project to support the emotional health and wellbeing of PSNI officers in the workplace, supporting and mitigating, where possible, the impacts of vicarious trauma.

The EITP Trauma Informed Practice Project, PSNI, North West Regional College and Western HSC Trust collaborated on the production of a training resource based on an anonymised service user journey through statutory service provision for use in the PSNI specific training. This is known as Ryan's Story. Since the North West pilot programme this resource has now been utilised across all ACE/ Trauma Informed Practice training through the project team in Northern Ireland.

As evidenced within the North West Training Pilot Section of this report, the PSNI proved a significantly positive impact of the ACE awareness and trauma sensitive approaches to practice training through the Derry City and Strabane District frontline police officers in April 2019. Overall, the ACE training led to an increase in police officers' ability to manage behaviours and emotions that present to them and interact with vulnerable individuals and children in a way that enables them to respond appropriately to the individual's needs. Very few officers stated that the training did not enhance their practice and the majority of officers appear to have applied the learning and their new skills to work more effectively with vulnerable individuals. Since the pilot of the training, the PSNI committed to scaling up the training programmes across regional training colleges and through a train the trainer programme. The Level One and Two training programmes continued to be co-delivered by the EITP Trauma Informed Practice Project and PSNI across 2019 and 2020 to officers and senior staff.

Since the North West Training pilot it was agreed through the PSNI that the bespoke PSNI Level One and Two training programme would become a mandatory requirement for all new police officer recruits through Garneville Training College as part their induction programme. In early March 2020, 51 new recruit foundation student officers completed the Level One and Two bespoke PSNI training programme.

From this, the PSNI have committed to this training being embedded within all induction training from here on.

By the end of March 2020, the PSNI engaged over 1900 police and frontline staff from across the eleven policing districts in the delivery of the ACE Awareness and trauma sensitive approaches to practice training. This has included local and neighbourhood policing teams, district support teams and student officers.

This training was co-delivered by the EITP Trauma Informed Practice Project and PSNI training team in the early stages of delivery. From 2020, 24 staff from across the police sector have completed the Trauma Informed Practice train the trainer programme of which has included; area and district trainers, police college training teams, school liaison officers, legacy branch officers, human rights training advisors and the call handling teams.

Of these 24 officers, 16 of the area and district trainers attended a bespoke trauma informed practice train the trainer programme in January 2020 at Garnerville Police College to enable roll out of a combined two hour Level One and Two training programme across all PSNI service directorates. Specialist departments have also incorporated the key learning from the training programmes within relevant specialist PSNI training.

Improving the physical environment

The EITP Trauma Informed Practice Project has continued through its training, awareness raising and implementation support to emphasise the importance of providing psychological safety and trauma informed environments for both staff and service users. Implementing this learning, the PSNI through its strategic custody working group have been reviewing the provision of care within their waterside custody facility to enable a trauma informed culture of care and service provision. Engagement with the NIPS and an insight visit to the Maghaberry Prison Davies House facility which recently underwent a trauma review supported planning and implementation at the Waterside station.

The Waterside Custody Suite now has four vulnerability cells with discreet separate booking in facilities. Further developments are also scoping out opportunities to include a separate children and young person's cell block and autism friendly designs.

Supporting the wellbeing of the workforce

The PSNI through their wellbeing team have been strategically taking forward a number of initiatives to develop positive wellbeing and support for the PSNI workforce. This has included;

- The redesign of Wellbeing & Resilience module for new student officers
- Resilience training for officers and staff
- Development of wellbeing resources including a self-support trauma booklet, a line managers toolkit and an internal 12 month poster and video campaign 'It's ok', Access to Peer Support after traumatic incident

- Set up of first ‘contemplation room’, therapy dogs and mindfulness sessions for staff
- Pilot of ‘Wellbeing Volunteers’

Northern Ireland Prison Service (NIPS)

Policy Commitment

In 2019, the Department of Justice (DOJ) and the Northern Ireland Prison Service evidenced their commitment to the trauma informed practice agenda within the DOJ/NIPS Strengthening Family Relations Strategy (2019-2024). Within this document the Director General has pledged to the continuous improvement of how they work and respond to the needs of those in their care including their children, families and wider support networks. The Strengthening Family Relations Strategy specifically references the significance of the NIPS becoming ACE aware workforce and commits to working in partnership with the SBNI to become a trauma informed organisation through culture, policy and practice.

The NIPS furthered this commitment through the Prison 2020 delivery plan for Northern Ireland which endorses how they become a modern, progressive prison service through the continuous review and improvement of their workforce needs, services, infrastructure and partnerships.

Governance & Leadership

In November 2018, the EITP Trauma Informed Practice Project were invited to join the NIPS Governors to explore the way forward of the NIPS becoming a trauma informed service. An implementation team consisting of four prison governors, several prison training managers and representatives from the DOJ policy team joined the trauma informed practice project to coordinate an implementation plan to progressing the trauma informed agenda within the NIPS. In beginning this approach the projects system readiness assessment tool for organisations was completed by the NIPS to inform policy and practice.

Four colleagues from the NIPS attended the Be the Change Leadership Programme. This provided a space to enhance learning about the system components of trauma informed implementation and enable greater collaboration and partnership working across the system. Since attending the leadership programme, the NIPS presented the significant progress they have made in becoming a trauma informed organisation in such a short period of time at the Northern Ireland ACE Conference 2020. The NIPS as referenced above aligned the implementation of trauma informed practice across four thematic domains for the care of their staff and prisoners;

1. Our People
2. Our Services
3. Our Infrastructure
4. Our Partnerships

A trauma lens has been applied across our four domains of the NIPS work and in driving forward with the Prisons 2020 delivery plan has made some significant developments as part of their continuous service improvement of which have included;

1. Our People

Prisons Well – a new employee wellbeing programme for staff

Peer Support – as part of the prisoner induction programme one of the first people they will meet when entering the custody is another prisoner for peer support

2. Our Services

Autism Friendly Visits – some children who have autism have been unable to visit their fathers in prison due to the associated trauma of visiting. Now with some amendments to service provision and training for staff, children are able to visit their parents and feel supported

3. Our Infrastructure

Trauma Informed Physical Spaces - Prior to the opening of Davies House accommodation block at Maghaberry Prison site a trauma informed design was applied to improve staff wellbeing and support prisoners. The NIPS are also considering a vehicle fleet upgrade which would redefine how people are transported and the information that is provided to them during transit.

4. Our Partnerships

Cross Sector Collaborations - The NIPS continues to work across the sectors with a number of statutory and non-statutory service providers to provide programmes of support to prisoners and staff including the South Eastern Health and Social Care Trust Prison Health Team, PSNI, PBNI, NIACRO and Barnardo's NI. The NIPS has recently increased their personal and public involvement of prisoners being about to have their say on what will help them and their families.

Training & Development:

A significant volume of ACE awareness and trauma sensitive approaches to practice training has been delivered within the NIPS since June 2019 of which has included prison and prison court officer staff from across Hydebank Wood College, HM Prison Maghaberry and HM Magilligan Prison and 10 regional prison leads from the Youth Justice Agency. A further 9 staff from across the Youth Justice Agency (YJA) and NIPS have completed the EITP Trauma Informed Practice train the trainer programme to sustain the delivery of the training programmes across the prison service workforce. This includes training managers, team leaders, resettlement managers and YJA practice coordinators.

Probation Board for Northern Ireland (PBNI)

Governance & Leadership

The PBNI has been working with their criminal justice colleagues through the multi-agency Criminal Justice Reference Group of which consists of the PBNI, YJA, NIPS and PSNI. This group has included trauma informed practice as a standing agenda item to ensure ongoing communication, consistency in approach and learning from colleagues. In November 2019, the EITP Trauma Informed Practice Project was invited to join the reference group to support the planning for a cross board restorative justice conference. The project provided a justice specific trauma informed input during the conference as one of the keynote speakers.

The PBNI has been working through the criminal justice reference group to develop a screening tool that will enable them to conduct a trauma review of their current policies and practices. This tool is being consulted upon before being implemented across the justice sector.

Training & Development

The PBNI continue to implement the Level One ACE and Level Two training programmes across the probation services. In addition three probation officer staff also completed the EITP Trauma Informed Practice train the trainer programme to enable the organisation to sustain training across their service directorates.

In supporting the implementation of training within the PBNI, the Trauma Informed Practice Project Team supported the PBNI to collate self-help materials and resources to support staff in advance of training delivery.

Youth Justice Agency (YJA)

Governance & Leadership

The YJA established a trauma informed implementation group comprising of director and assistant director representation from across the agency to enable the delivery of ACE awareness and trauma informed organisational change processes. From this, two colleagues from the YJA completed the Be the Change Leadership Programme that was delivered by the HSC Leadership Centre and the EITP Trauma Informed Practice Project. In completing this programme, the YJA focused their efforts on the review of human resources policies and practices in response to staff wellbeing and supervision as part of their live organisational change work. In advance of implementing changes with human resources, the YJA issued a staff wellbeing survey across the workforce to determine the level of need for wellbeing support. The findings from the survey demonstrated the need for effective supervision for all staff to support staff work more effectively with their service users. The YJA have committed to developing a trauma informed supervision structure. Since attending the Be the Change Leadership Programme, the agencies implementation group will explore a potential pilot trauma review through the application of the SIM and USD process that will be underpinned by the SAMHSA domains and principles.

Training & Development

The YJA continued to deliver the Level One and Two training programmes across the workforce. In addition five champions completed the EITP Trauma Informed Practice train the trainer programme and are scoping a training implementation plan to deliver upon moving forward.

Judiciary engagement

Engagement & Involvement

The EITP Trauma Informed Practice Project team presented a strategic overview of the project and associated ACE awareness training to the judiciary in November 2019. From this an awareness session on ACEs, their impact and subsequent risk regarding entry into the criminal justice system was delivered by the project to 30 family court judges in late November 2019. Since the training session, the project has disseminated specific training resources for the judiciary to include on their website learning portal for all family court judges.

The EITP Project continues to engage with the judiciary sector through the court system to provide ongoing support, sharing of training and associated resources and enable a space for understanding;

The potential of re-traumatisation of witnesses in the criminal justice process and ways to avoid it.

- Applying trauma informed principles to help the court system support witnesses to remain within their window of tolerance.

Community and Voluntary Sector (CVS)

The EITP Trauma Informed Practice Project initially planned to host an implementation manager to support the delivery of the project across the community and voluntary sector. Given consideration to the breadth of the sector and following discussions with the EITP Trauma Informed Practice Steering Group it was agreed that the project would not host an implementation manager for this sector and instead would commission an organisation to support the delivery of the workforce development training services for the project across the CVS in Northern Ireland.

The project team would provide oversight and direction to the delivery of the training with the service provider.

Governance & Leadership

In building strategic leadership capacity across the community and voluntary sector the EITP Trauma Informed Practice Project invited six representing CVS organisations to join the Be the Change Leadership Programme. Many of these organisations were member agencies on the SBNI Board or Children and Young People's Strategic Partnership (CYPSP) Board. The organisations included; Action for Children, Barnardo's NI, Children in Northern Ireland, Extern, Include Youth and NIACRO. The leadership programme provided a space for the CVS to expand upon their strategic connections with the statutory sector as they considered what trauma informed organisational change and systemic transformation meant for their organisation. Through the live work on the programme each of the six organisations presented their implementation projects at the NI ACE Conference 2020. Each deciphering different thematic strands of applying trauma informed practice within their organisation. A few examples have been demonstrated below:

Action for Children Northern Ireland focused their live work project implementation on the review of the physical spaces for staff and service users in their service centres. This review was informed by the Trauma Informed Physical Environments Seminar that the EITP TIP Project hosted in early 2020 which provided an evidence base, best practice and guidance for organisations who were considering the safety of their service spaces for staff and service users.

Through the pilot of the trauma informed family room in one of the Action for Children centres in Belfast, the organisation aimed to provide a safe and open emotional and physical environment for their service users. This exercise was completed through ensuring the space provided a:

- Welcoming tone
- Established a comfortable and welcoming physical environment

- Fostered an environment to build relationships
- Offered shared power and control between the individual and practitioner

This pilot project will be considered by senior management with a view to offering recommendations and guidance to other service spaces across the organisation regionally.

Barnardo's Northern Ireland utilised their opportunity of representing the sector on the Be the Change Leadership Programme to build on the Barnardo's UK wide commitment to becoming a trauma informed and responsive organisation by developing a 5 Year Strategy and Implementation Plan for Barnardo's NI. The strategy for the agency will be underpinned by two core areas of implementation:

1. Training & Development – Barnardo's NI has made a firm commitment to becoming a trauma informed organisation. A core component of this commitment is the provision of training for everyone across the organisation, not just for delivery or programme members. Building the capacity for the workforce across the Barnardo's NI services to become ACE awareness and trauma sensitive within their roles the agency used the opportunity of the EITP Trauma Informed Practice Project train the trainer programme coupled with the extensive training the agency has invested in through Dr. Karen Triesman to ensure there are in a position to deliver on this commitment.

2. Embedding & Consolidating - A local implementation group has been established to decide 'what next'; they will meet regularly to discuss the way ahead and any challenges foreseen. The Barnardo's NI representative on the Be the Change' Leadership Programme reflected on their time on the programme and suggested the programme "*was perfect timing for us, the opportunity to engage with others in the sector, identify commonalities has been useful. We actually work with the same young people, therefore need to model the model*".

Barnardo's NI is currently taking a pause to consider what trauma informed practice should look like in Northern Ireland within their services, and to develop a NI-specific strategy that reflects what the population need to help them on their journey. This will be a long journey, 3-5 years in first instance, and Barnardo's wants this to become part of their DNA. It will be important to set some milestones along the way, and remain mindful that this mustn't be a tick-box exercise, rather must be a true culture change. Over the next 3-5 years, Barnardo's NI will be looking at several elements such as team meetings, policies and procedures, leadership and management, induction and recruitment, the physical environment and wellbeing and self-care.

Include Youth focused their efforts through the live project work in mapping out a pathway for enhancing their staff wellbeing through developing a happier, healthier and more productive workplace through embedding a culture of wellbeing into the work at Include Youth. Through an extensive staff wellbeing review it was agreed through senior management have agreed moving forward that workplace wellbeing is crucial for the agency in becoming a trauma informed organisation. In moving forward with this agenda the agency has committed to;

- Listening to the needs of staff to ensure they feel valued, respected and feel safe
- To develop the wellbeing champions model across all services within the agency
- Review the impact and reach of the agencies current wellbeing programmes

Community and Voluntary Sector Leadership Programmes

In addition to the Be the Change Leadership Programme the EITP Trauma Informed Practice Project in partnership with the HSC Leadership Centre hosted a two day trauma informed leadership programme for the CVS in February 2020. 48 chief executives and directors from across the CVS attended the leadership programme. The programme enabled the project team to widen the breadth of strategic reach of the trauma informed practice project whilst providing a space for enhancing the emotional intelligence of CVS management, providing opportunities for cross sector collaboration and to share learning of best practice and implementation initiatives.

Speakers were invited to join the programme of which included Barnardo's NI from the Be the Change Leadership Programme to share their journey of becoming trauma informed through their organisational buy-in and implementation developments with Dr Karen Treisman and the EITP Trauma Informed Practice Project. The Public Health Agency joined the programme to provide an update on the future of PHA commissioning through the understanding of applying a trauma lens to service needs and Health in Mind Scotland joined the programme to share an insight into their trauma informed journey of developing a safe and resilient workforce.

Impact of the Community and Voluntary Sector Leadership Programme

A total of 86% or more of participant who completed the CVS Leadership Programme agreed or strongly agreed that the leadership programme has helped to improve a range of outcomes, e.g. by supporting the development of their leadership skills whilst also enhancing their emotional intelligence, resilience and confidence to operate with a growth mind-set.

The Be the Change Leadership Programme has helped me to...	% of respondents
...become an agent of change by supporting me to apply my learning to practice within my team, across my org and across the system	96%
...develop my leadership skills and enhance my emotional intelligence, resilience and confidence so that I can operate with a growth mind-set	97%
...further develop my networks and relationships within and across the system	86%
...understand and apply the tools of organisational design and systems transformation within my organisation	89%

Personal Outcomes of the CVS Be the Change Leadership Programme

System-wide outcomes

87% participants stated that the leadership programme had helped them to meet a range of system-wide outcomes. 93% of participants felt they were completing the leadership programme with an increased confidence and knowledge being able to apply a trauma lens across their organisation’s services to support their staff and service users.

The Be the Change Leadership Programme has helped me to...	% of respondents
...be encouraged to support the development of a community of practice to enable trauma informed learning and practices to be shared.	87%
...develop a collaborative approach to trauma informed practice across the system since attending the programme	89%
...ensure I leave the programme in a position to promote the sustainability of trauma informed practices across the system beyond the Be the Change Programme	93%
...understand the need to increase support and opportunities for the development of whole systems TI leaders.	93%

Table 26: Personal outcomes from participants

Engagement & Involvement

Three stakeholder engagement events were hosted across the sector in April 2019 which brought together over 129 colleagues representing frontline services, training teams and senior management from across the sector. 86% of participants who attended the stakeholder events indicated that they had not received any ACE/TIP related training in their current or previous employment and 96% of participants emphasised the need for such training with their current role. The training needs study and discussions during these workshops informed the process of delivery for the training across the region moving forward of which included giving consideration to;

- *Variety of learning methods* – face to face, virtual and online training options were provided for those who may not be able to accommodate a three hour training session
- *Support for trainers* – ongoing support and guidance has been made available for all trainers across the sectors
- *Maximise uptake of training* – to ensure safety in the training room minimum numbers applied for the delivery of the training. The training programmes were interactive and practice through individual and group work ensuring that participants are kept engaged through the programmes.

Training & Development:

In December 2018, ASCERT were commissioned to deliver the workforce training services for the CVS including the Level One ACE Awareness, Level Two Trauma Sensitive Approaches to Practice and 2 day Trauma Informed Train the Trainer Programme.

Since the project began in April 2018, a significant volume of training and awareness raising has taken place across the community and voluntary sector. The evaluation findings evidenced that almost 26% of the EITP Trauma Informed Practice Projects awareness raising, training and leadership programme engagements was accounted for within the CVS.

From a workforce training perspective almost 42% of the training across the project (Level One, Two and T4T) was within the CVS. In summary the training findings saw an improved knowledge, skills and confidence of;

- 96% improvement of knowledge of the term ACEs and the impact it can have on later outcomes in life
- 94% improvement in the factors that might mitigate against aces and help to build resilience

- 92% improvement in the understanding and application of a trauma lens
- 90% improvement in the levels of empathy and the importance of working in a trauma informed way
- 90% improvement in understanding of the need to promote and protect one's own health and wellbeing
- 79% improvement in the knowledge of the strategies/supports one's own organisation/sector offers to help promote and protect physical and emotional health and wellbeing of staff

Through ongoing engagement and involvement of the CVS within the EITP Trauma Informed Practice Project, the Level One and Two training programmes have become an integral part of training review process for a number of organisations within the CVS in Northern Ireland.

Through ongoing engagement and capacity building with the early years sector through the Child Care Partnership, the Northern Ireland Arts Council, Sport NI and Volunteer Now, the key components of the ACE awareness training and Trauma Sensitive Approaches to Practice training has been embedded within safeguarding training across these three areas for all staff and volunteers.

Child Care Partnership (CCP) / Early Years Sector

As referenced above within the health and social care sector developments there has been a significant volume of relationship building and capacity building that has taken place between the TIP Project team and the Child Care Partnership (CCP) led by the Health and Social Care Board to enhance the ACE awareness and trauma informed skills development of the child care and early year's sectors.

The CCP have revised their Child Care Training Framework for 2018-2022 to include ACE awareness and trauma sensitive approaches to practice training content within the recently commissioned safeguarding training, social/emotional behaviour programmes and resilience training programmes for the childcare/early year's sectors. This sector includes a broad range of the early year's workforce including child care provision, sure starts, day care and play workers.

The contracts were awarded in March 2019 and from this the EITP TIP Project Team hosted a knowledge exchange session with each of the provider agencies to share the training content and associated resources for inclusion in their programmes.

In expanding the sector specific application of trauma informed practice, the EITP Trauma Informed Practice Project team hosted a workshop with the training team of the child care partnership which included representatives from the HSCB and CVS to develop a series of early year's specific practical case studies that were included in the EITP TIP Train the Trainer Programme Manuals and training delivery.

Training & Development

A range of early year's organisations and two members of staff within the CCP team in the Health and Social Care Board have completed the EITP Trauma Informed Practice Train the Trainer Programme to sustain the learning across the sector moving forward. Since attending the programme a number of the training resources including the NI ACE animation, Help Me Make Sense of the World Brain Card and the Trauma Lens Card have been sustained within current CCP training programmes including CCP safeguarding training, the face to face Solihull Understanding Your Child programme and resilience training. Reflecting on the considerations stemming from the early years stakeholder engagement events that were hosted by the EITP TIP Project in 2019 the project team were able to fulfil the request of embedding the ACE/TIP training within existing programmes. The evaluation data as reported earlier within this report demonstrated a significant change of attitudes and confidence in practice since attending the training.

A specific train the trainer programme will be hosted in 2020 for the CCP Programme for 2 year old specialist staff based in the Health and Social Care Board. These specialists conduct regular visits across the Sure Starts in Northern Ireland to monitor performance, influence activity and deliver training and workforce development opportunities for sure start staff. This will be an opportunity to ensure trauma informed practice is sustained across through performance monitoring within the Sure Starts.

In the latter months of the EITP Trauma Informed Practice Project, the CCP have been promoting access to the Level One and Two online e-learning programmes across the childcare / early year's sectors through the CCP newsletter and training e-zine. Staff working within this sector can register their interest to complete the online training modules and download the associated learning resources. The interest in accessing these programmes to date has been significant.

Northern Ireland Arts Council

In late 2019, the Northern Ireland Arts Council re-commissioned their safeguarding training for the arts sector in Northern Ireland. The project team worked with the arts council to ensure that a commitment within the contract was for the service provider to liaise with the EITP Trauma Informed Practice Project to embed the key learning components of the Level One and Two training within the arts sector safeguarding training moving forward over the next four years. In 2019, ASCERT delivered two sector specific ACE training sessions for the arts sector however time commitments for staff to complete the full three hour programme became evident during delivery. From this, one of the lead officers for workforce development within the Northern Ireland Arts Council completed the train the trainer programme of the project and is now in a position to develop a training schedule to roll out training across the arts sector that will best suit the needs of therapists and community organisations working across this field.

Sport NI

Sport NI worked with the project team to identify elements of the Level One and Two training programmes to include within the sports sector safeguarding children training. This has also included the sports related edits of the Barnardo's NI Life Changers NI video resource. Within this awareness resource many young people recall sports coaches as the individuals who made a difference to their lives creating a place of safety within sports programmes and supporting them manage their stress and emotions through group work and sport.

Sport NI have also been commended for their efforts to ensure that from 2020 onwards, the completion of the Sport NI safeguarding training is now mandatory compliance in advance of any organisations being funded through Sport NI moving forward. Several representing bodies and all designated officers within Sport NI have completed the Trauma Informed Practice train the trainer programme and are equipped with the training and resources to sustain the programmes across the sports sector in addition to safeguarding training moving forward.

Volunteer Now NI

The EITP Trauma Informed Practice Project team have been working extensively with Volunteer Now through a series of meetings and workshops to review the ACE awareness and trauma sensitive training components for inclusion within the Keeping Children and Keeping Adults Safe Safeguarding Training which is licenced through Volunteer Now. This safeguarding training mandates a number of trainers across health and social care, local government councils and the CVS to deliver the Keeping Safe Training in line with the Volunteer Now approved trainers manual. It is anticipated that Volunteer Now will complete the update for the training and trainer's manuals for dissemination to Keeping Safe Trainers and the associated organisations in late 2020.

CAWT: Cross Border Multiple Adversities in Childhood Experiences Project

Governance & Leadership

The SBNI and TUSLA who provide the mandate and oversight for the Cross Border Multiple Adversities in Childhood Experiences Project (CAWT MACE Project) are provided with the opportunities to come together regularly through the Five Nations Government ACE Forum to provide strategic updates and share best practice. These forum meetings are joined by representatives from England, Scotland, Wales, Northern Ireland, Ireland and the Channel Islands.

Engagement & Involvement

The EITP Trauma Informed Practice Project team continue ongoing engagement and dialogue with the programme lead and project team for the CAWT MACE Project which is working north and south of the border corridor to build capacity of ACE awareness and trauma informed practice through the promotion of a range of supporting interventions. The project team have hosted several workshops with the CAWT MACE Project to share the key components of the Level One and Two training programmes in line with the aims and objectives of the project. This was to ensure consistency in language and training approaches across the two projects. The EITP Trauma Informed Practice Project Team have emphasised the importance of delivering the training through a strengths based approach.

In 2019, the project have joined the CAWT MACE Project to co-deliver several stakeholder engagement events that brought together the network partnerships of the MACE Project from north and south of the border corridor. These events provided the opportunity to demonstrate a consistency in approach to raising awareness of childhood adversity and to ensure a consistency of language across both projects.

Training & Development

The CAWT MACE Project team have completed the EITP Trauma Informed Practice train the trainer programme and are equipped with the training and associated resources to sustain the delivery of the training north and south of the border corridor. More recently the Trauma Informed Practice Project supported the CAWT Project in the development of their tendering documentation for the delivery of training services in relation to ACEs and Trauma Informed Practice across the border corridor. The CAWT Project has committed to ensuring the Level One and Two training content will be maintained within the delivery of the training services along the border corridor. The EITP Trauma Informed Practice Team will meet and support the service provider to understand and embed the key learning components from the programmes within the MACE Projects training.

Trauma Informed Practice Train the Trainer Programme

A total of 335 staff from across health, social care, education, justice, housing, local government and the community and voluntary sector completed the Trauma Informed Practice train the trainer programme to enable organisations to sustain the training within their own service directorates. From this 33% of those trainers were from the community and voluntary sector. The Trauma Informed Practice Project team have been exploring opportunities to engage with trainers from across the sectors through ongoing communication and sharing of guidance and relevant materials as required. The project team will issue an impact survey to trainers from across the sectors in late 2020 to understand how the training has been applied/ delivered across organisations and to mobilise delivery mechanisms were required.

Local Government/ Councils

In 2018, the Safeguarding Board for Northern Ireland (SBNI) was funded through the cross departmental Early Intervention Transformation Programme (EITP) to deliver the EITP Work Stream Four: Trauma Informed Practice Workforce Development Project across its 27 member agencies including SOLACE, comprising of each of the eleven local government councils. The summary below provides an overview of the progress and activity that has been implemented through Local Government since April 2018. The EITP Trauma Informed Practice Project encourages SOLACE representatives to review the progress across local government in anticipation of further implementation across all 11 council authorities. This will ultimately enable each council to build upon the existing initiatives to create an ACE aware/ trauma responsive Local Government in Northern Ireland.

Governance & Leadership

The Northern Ireland Adverse Childhood Experiences (ACEs) Reference Group was established in November 2017 following the first Northern Ireland ACE Conference. This forum has recently been renamed as the Strategic Steering Group for Trauma Informed Practice. SOLACE is represented on this Strategic Steering Group through Belfast City Council and Derry City and Strabane District Council.

In addition, Lisburn and Castlereagh City Council also represent SOLACE on the Safeguarding Board for Northern Ireland. This council was recently appointed in place of Newry, Mourne and Down District Council who provided the SOLACE representation the SBNI Board since 2016 until 2019.

It has been within the mandate of these representing authorities to actively report back to share the progress of their own local councils in taking forward the ACE agenda and the implementation of the EITP Trauma Informed Practice Project

within councils. The project team have been reporting back to SOLACE to share the progress to the nominated representatives and also via the business support team administering SOLACE to ensure the project has a mandate for progressing implementation across local council areas. Working across the eleven council bodies to implement the trauma informed practice project proved to be challenging without a dedicated implementation manager from within the project. The SBNI made the decision to pilot the strategic and operational implementation of trauma informed practice through those council bodies who proactively approached and remained engaged with the project team. This provided a space for the project to work collaboratively with several councils to evidence how ACE awareness and trauma informed practice could be embedded within policy and practice.

Cross sector collaboration

A representative who works across Armagh City, Banbridge and Craigavon Borough Council and Newry, Mourne and Down District Council attended the Be the Change Leadership Programme on behalf of SOLACE. This programme began in September 2019 and the final module was held in March 2020 at the NI ACE Conference. During this leadership programme the SOLACE representative had the opportunity to collaborate with other senior leaders from across health and social care, education, justice, the community and voluntary sector and housing. During the programme the council representative focused their organisational change live project work within human resources through strategic policy development developing compassionate leadership to ensure a safe and well workforce across both council areas.

Two significant areas of implementation have begun since local government completed the Be the Change Leadership programme;

1. NMDDC and ABC Council Domestic and Sexual Abuse Workplace Policy which provided a trauma informed response to support staff who may require special leave, wage advances or changes to their work practice. The policy also enabled human resources and occupational health staff to support staff going through traumatic experiences relating to abuse in the workplace.

2. Developing Compassionate Leadership through staff safety and wellbeing approaches to practice

Through insight visits and collaboration workshops local government and education bodies (CCMS and CSSC) identified the need to enhance compassionate leadership and human resource provisions to improve the safety and wellbeing of their workforces. Similarly to CCMS and CSSC, the local government representative wished to develop a compassionate leadership model of practice that could be applied within the services within local government in ABC Council and NMDDC that will create a culture and climate of empathy for service users, ensure staff are safe and well and to develop a growth mind set across management structures that encourage trauma informed strategic policy development and planning. Through careful planning, staff engagement through focus groups with human resources, occupational health and union representatives and through the preparation of an online wellbeing survey for staff across all disciplines the council anticipate developing a better understanding of the experiences and needs of their workforce. The outputs of this study will enable the councils to develop a longer term implementation plan that will;

- promote a greater self-awareness across the workforce;
- enhance the emotional intelligence of the senior management teams;
- creating a culture of care within HR and occupational health to support those experiencing vicarious trauma as a result of the adversity their service users are experiencing; and
- to explore the safety of staff within the workplace and service users entering council facilities through the understanding and application of trauma physical environments literature and guidance provided through the EITP TIP project. This could be placed effectively within community planning teams.

Engagement & Involvement

Since 2017, the SBNI has engaged with Local Government across Northern Ireland to raise awareness of adverse childhood experiences, create momentum of trauma informed practice through consistency of language and approach and more recently through the EITP Trauma Informed Practice Project to support local authorities who have expressed an interest in developing their own local council implementation plan. The following summaries some of the engagement activity completed across local government to raise awareness of childhood adversity and trauma informed practice and build momentum across local authority areas;

1. Political Briefing Sessions across Northern Ireland (September/October 2018)

During the infancy of the Strategic Steering Group for Trauma Informed Practice five political briefing sessions were hosted by the Steering Group across each of the five HSC Trust geographical areas of which included; Belfast City Council, Lisburn and Castlereagh Council, Newry, Mourne and Down District Council, Derry City and Strabane District Council and Mid East Antrim Council. Collectively 49 local councillors and 12 MLAs attended these sessions. These sessions provided an opportunity to build momentum of the ACE agenda through influencing the strategic direction within local government. It also provided a space to share the potential impacts of childhood adversity and how we can address trauma that individuals maybe experiencing through our understanding of what has happened to them.

2. All Party Children and Young People's Group Briefing Sessions (October 2018 and October 2019)

The Strategic Steering Group for Trauma Informed Practice hosted an information session with the All Party Children and Young People's Group in Stormont in October 2018. The event was chaired by the All Party Children and Young People's Group's co-chairs Steven Agnew and Claire Hanna. The briefing session enabled representatives of the Strategic Steering Group for Trauma Informed Practice to share the evidence that informs ACEs and Trauma Informed Practice, the strategic context for embedding trauma informed practice in Northern Ireland and an overview of the most substantial programmes leading the delivery of the ACE agenda regionally; EITP Trauma Informed Practice Project and the CAWT Cross Border MACE project.

A second briefing session was hosted by the EITP Trauma Informed Practice Project on behalf of the Strategic Steering Group for Trauma Informed Practice took place in the Long Gallery in Stormont on 1 October 2019 and was sponsored by the chair of the All Party Children and Young People's Group, Chris Lyttle. Local Councillors, MLAs and MPs joined this session to consider how their understanding of the ACE agenda could shape and influence the Programme for Government deliverables and strategy developments across each Department.

3. Presentation to the Heads of Community Planning Forum (November 2018)

In November 2018, the EITP Trauma Informed Practice Project was invited to present at the regional Heads of Community Planning Forum that was hosted in NICVA, Belfast. Representatives from across each council area were present at this meeting and the project team shared opportunities to embed the ACE/Trauma Informed Practice agenda across local councils through their understanding of building resilient communities and the opportunities of implementation within community planning. Since this presentation a number of local councils approached the EITP Trauma Informed Practice Project with an interest in exploring the ACE agenda and working with the project through pilot of the projects workforce development programmes of which included Belfast City Council, Newry, Mourne and Down District Council and Armagh City, Banbridge and Craigavon Borough Council.

4. Local Government Safeguarding Network (June 2019)

It has been accepted that being ACE aware and recognising and responding in a trauma informed way can ultimately strengthen our safeguarding processes across organisations. The project team have worked across a number of statutory and non-statutory organisations to embed key learning components of the Level One and Two training programmes within safeguarding training for staff and volunteers.

In June 2019, the EITP Trauma Informed Practice Project attended the Regional Safeguarding Network meeting to enhance existing knowledge of ACEs and trauma informed practice through our understanding of local council safeguarding issues. Safeguarding leads and designated officers present at this meeting reflected on the relevance of the material shared during the presentations and the fitting nature of the training content with existing local council safeguarding training. The current local council safeguarding training is mandated through Volunteer Now's licenced Keeping Children/Adults Safe Programme. In order to embed the ACE/TIP learning components within this programme has required liaising with Volunteer Now to update the licensed Keeping Safe Programmes and associated training materials.

In February 2019, the EITP Trauma Informed Practice Project hosted a workshop with the Volunteer Now training coordinators and a number of Keeping Safe Training Coordinators from across the HSC Trusts, local councils and community/voluntary sector. The content of the Keeping Safe Programme is currently under review to incorporate the ACE/TIP learning components and the updated materials are likely to be disseminated to all Keeping Safe Trainers including local council safeguarding leads in late 2020.

From this, Newry, Mourne and Down District Council and Armagh City, Banbridge and Craigavon Borough Council piloted the revised Keeping Children Safe training programme with elements of the Level One ACE Awareness training included (NI ACE Animation and Trauma LENS). The feedback from these sessions was very positive and the content continues to be included in these council areas safeguarding training.

Belfast City Council's Safeguarding Compliance Manager recently developed a training programme for Belfast City Council to enable direct Level One and Level Two training across the council service teams including; within safeguarding training, community planning and community development teams.

A short introduction to the ACEs and Trauma Informed Practice training was delivered by the EITP Project Team in November 2019 to the Ards and North Down Safeguarding Panel. This short introductory session encouraged attending staff to attend further training sessions to further their learning and implementation into practice.

Training & Development:

In order to sustain the workforce development Level One and Two programmes across local government four local councils expressed an interest in attending the projects Trauma Informed Practice train the trainer programme. Nine staff from across four local councils attended the projects 2-day train the trainer programme in March 2020 and correspondence is ongoing with trainers to ensure momentum and to support planning and delivery of the training within local councils moving forward.

The four local councils who completed the train the trainer programme were:

- Armagh City, Banbridge and Craigavon Borough Council (ABC)
- Belfast City Council (BCC)
- Fermanagh and Omagh Council (FOC)
- Newry, Mourne and Down District Council (NMDDC)

Moving forward, the EITP Trauma Informed Practice project will bring together each of the trainers from across four council areas to review the training resources and provide support and guidance in relation to learning options.

E-learning programmes

The online Level One ACE Awareness programme and a Level Two Trauma Sensitive Approaches to Practice Training programmes have been embedded within the ABC Council and NMDDC intranet learning platforms and will go live in autumn 2020 for all staff and volunteers. The remaining councils are considering their options of e-learning and will progress to embedding the training programmes at a later date.

Housing Sector

The Northern Ireland Housing Executive (NIHE) have been progressing the ACE/Trauma Informed Practice agenda across the housing sector with the EITP Trauma Informed Practice Project.

Governance & Leadership

In 2019, the NIHE made a five year policy commitment to raising awareness of childhood adversity across the housing sector and implementing trauma informed care strategically through Executive. This was evidenced within the NIHE Homelessness Strategy for 2017-2022 and associated Interdepartmental Homelessness and Chronic Homelessness Action Plans.

The EITP Trauma Informed Practice Project were invited to provide a strategic overview of the project and present on the significance of understanding childhood adversities and applying a trauma informed approach within the housing sector at the Northern Ireland Housing Executives Annual Conference 2019. In addition to providing a keynote speech during the conference, the project was provided with a dedicated two hour workshop with delegates who attended the conference from across government departments, the NIHE and Supporting People service providers. During this session the project co-delivered with ASCERT a combined Level One and Two training session to 50 delegates who attended the ACE/TIP workshop. This workshop was able to apply a housing focus within the practical case study material to support learning and understanding of trauma informed practice within a housing and homelessness context.

In addition the project team have also contributed to the Northern Ireland Housing Executives Annual Reports for 2019 and 2020 to demonstrate the progress the Executive have been making to raising awareness of ACEs and becoming a trauma informed organisation as committed within the NIHE Homelessness Strategy for 2017-2022.

The NIHE represented the housing sector on the Be the Change Leadership Programme and evidenced significance progress of implementing trauma informed practice strategically across the organisation with a clear and measurable vision of where the organisation would anticipate reaching as they work towards becoming a trauma informed agency.

The journey of becoming trauma informed has just begun within the Executive however there have been several significant achievements over the last year;

- A regional NIHE stakeholder engagement workshop to determine the training needs of the workforce

- A regional training pilot of the Level One ACE Awareness & Level Two Trauma Sensitive Approaches to Practice training with 60 NIHE staff
- The completion of the Trauma Informed Practice Train the Trainer Programme with 7 NHE staff to sustain training delivery within the NIHE and across the housing sector
- Applying knowledge of trauma informed practice the NIHE collaborated with the NI Prison Service and HSC Trusts to develop a discharge protocols for service users in advance of exiting services.

At the Northern Ireland ACE Conference 2020, the NIHE presented on the journey of the executive to date and underpinned the need to create such a trauma informed approach to service needs through the impact of the video pinball. The awareness raising tool (funded by the NIHE) was developed by young people through the Northern Ireland Youth Forum to demonstrate the inconsistency of support across statutory services for children and young people who become homeless or are removed from their home in response to the adversities presenting within their household. The video demonstrated the importance of the system communication and collaborating effectively to become a trauma informed nation in Northern Ireland.

The presentation of the NIHE's live work at the NI ACE Conference 2020 was presented through a number of thematic domains;

1. Strategic Commitment and Practice
2. Creating staff safety and wellbeing across the workforce through a compassionate, empathetic management structure and psychological safe services

1. Strategic Commitment and Practice

The NIHE have made significant progress in documenting their commitment to delivering ACE awareness and creating a trauma responsive organisation and housing sector. As referenced above this commitment has been endorsed within the Homelessness Strategy, Inter-Departmental Homelessness Action Plan and Chronic Homelessness Action Plan. Moving forward with the trauma informed practice agenda the NIHE recognise the importance of ensuring that the ACE/ Trauma Informed Practice agenda is raised as a strategic priority across the organisation and within senior management teams of the NIHE including the NIHE Board, Directors Forums and Strategic Working Groups. This will ensure that the consistency of implementing trauma informed practice is understood and applied strategically and operationally across the organisation.

The EITP Trauma Informed Practice Project Team with the NIHE continue to influence the development of the Department for Communities Poverty (Social Strategy) for Northern Ireland to ensure this strategic document and the strategy team understand the implicating relations between childhood adversity, poverty, homelessness and wider community issues.

Through cross sector collaborations to NIHE have completed a discharge protocols for servicer users who are exiting the Northern Ireland Prison Service and also being discharged from local hospital sites within health and social care trusts in Northern Ireland to ensure clients are adequately housing arrangements are put in place prior to the exit from services.

Moving forward, the NIHE are keen to explore the opportunities of working across the health and social care sector to develop a similar protocol to supporting children leaving care.

They would also like to explore the safety within the physical spaces of the housing sector services particularly from a housing provision of support through counter services, welcome centres, hostels and temporary accommodation units to understand how the physical environment may contribute to the behaviours and emotions of vulnerable clients.

2. Creating staff safety and wellbeing across the workforce through a compassionate and empathetic management structure

Through an independent review of the NIHE completed by the National Practitioner Support Service (NPSS) in 2017/18, the findings reported the need to expand strategies and services for the personal resilience of staff across the NIHE. Since this review a personal resilience working group was established within the NIHE to explore opportunities for improving staff safety and wellbeing for the workforce.

The EITP Trauma Informed Practice Project met with the personal resilience working group in September 2018 of which consisted of human resource managers, occupational health, business managers and training colleagues. This provided a space to understand the presenting staff issues presenting across HR and Occupational Health of which many of the reasons were a result of vicarious trauma due to the nature of the cases that staff are responding to of which many include a front end support to clients entering NIHE buildings presenting as homeless.

It was agreed that the EITP Trauma Informed Practice Project would host a trauma informed workshop through the personal resilience group to provide an understanding of the behaviours and emotions presenting within staff and share some tools and techniques to support staff proactively look after their own health and wellbeing. This workshop will take place in 2020 and will form the basis of the NIHE developing an emotional health and wellbeing framework to support the workforce, to review and develop mental health and emotional wellbeing support services for staff and develop and implement a toolkit of guidance and support for managers as they support their staff teams. These areas of development were expanded through cross sector engagements and an insight visit with the PSNI during the Be the Change Leadership Programme which provided a space for the PSNI to share some of the out workings of their staff wellbeing initiatives for the NIHE to consider.

Training & Development

In addition to the strategic implementation of trauma informed practice across the NIHE, the project hosted two pilot Level One and Two training sessions with staff from the NIHE in advance of the regional implementation of the training across the housing sector. This training was attended by 60 staff representing team leaders, patch managers, tenancy support, housing advisory teams, letting managers and training teams. The training proved significant in developing the knowledge, skills and confidence of housing sector staff however there was an emphasis on the need for trainers to understand and apply the housing specific experiences of how trauma is presenting across housing services within training to make it more application. From this is it was agreed between the project and NIHE that building the capacity of a suite of trainers internally within the NIHE would enable this practical application of housing specific experiences to be expanded within training delivery. Seven staff from across the NIHE training team have completed the EITP Trauma Informed Practice Train the Trainer Programme and will continue to liaise with the project team for guidance and support as they begin to consider a training schedule for staff internally within the NIHE to access the training and to scope an implementation plan to reach all of the Supporting People service providers within the community and voluntary sector in Northern Ireland. This will include welcome centres, hostels and temporary accommodation shelters.

The NIHE continue to develop their implementation plan for delivering trauma informed practice across their organisation and the wider housing sector with the ambition of developing empathetic, personalised services which can ultimately prevent homelessness.

Faith Communities

Through the SBNI Interfaith Sub Group, the EITP Trauma Informed Practice Project has been able to actively engage and involve the faith communities in raising awareness of ACEs and implementing trauma informed practice. Three representing churches (Church of Ireland, Presbyterian Church in Ireland and the Diocese of Down and Connor) attended the Be the Change Leadership on behalf of the faith communities. Through their collaborative live work project the faith communities wish through ongoing work with the EITP Trauma Informed Practice Project to enhance the knowledge of childhood adversity and trauma informed practice across the church communities and embed a culture of compassion and effective responses to vulnerable individuals and families as they present to the clergy and staff.

Training & Development

Each of the three representing churches have completed the Trauma Informed Practice train the trainer programme and are now in a position to deliver the Level One and Two training programmes across their respective faith communities. The faith sector is also keen to develop a strategy for training and partnership working across the faith communities that will include;

- The introduction of ACEs and Trauma Informed Practice within the Taking Care Safeguarding Training
- Work towards achieving a champion's model within congregations to support and respond to vulnerable individuals and families
- Consideration to the commissioning aspect of some faith based organisations who work in the care sector (e.g. nursing, care homes and supported living)

Thematic Implementation of Trauma Informed Practice

In addition to the delivery of the workforce development training and leadership programmes within the EITP Trauma Informed Practice Project, the project team hosted a series of capacity building seminars and learning events to support the system to collectively understand how research could be considered and applied within strategic decision making, policy and practice as part of an organisations trauma review process.

This section of the report has provided a short summary of each of the capacity building seminars and learning events that were facilitated through the Trauma Informed Practice Project to sustain consistency of approaches and support implementation

1. An Evidence Review of Trauma Informed Practice, September 2018

Following the launch of the Queens University Belfast (QUB) rapid review of Trauma Informed Practice report that was commissioned through the SBNI as part of the EITP Trauma Informed Practice Project in September 2018, the project invited the SBNI Board Members, EITP Trauma Informed Practice Steering Group and representatives from the Strategic Steering Group for Trauma Informed Practice to a formal launch event that presented the key learning from this rapid review process.

From this, the project team were able to use this evidence and the recommended cross sector implementation domains for trauma informed practice to inform the strategic implementation during their stakeholder engagement and awareness raising opportunities during the initial stages of the project. This report and the considerations within it provided a baseline of evidence that informed the thinking across the system in Northern Ireland.

[Click here](#) to download the QUB Evidence Review of Trauma Informed Practice report.

2. Creating Psychological Safety: Carers First Self Care Conference with Dr Tony Humphries, January 2020

The project hosted a self-care conference in January 2020 that built upon the key learning from within the Level One and Two training programmes on the significance of staff safety and wellbeing in the workplace when working with individuals and/or families who may be impacted by trauma as a result of childhood adversity. The conference was attended by 188 practitioners and professionals from across all sectors. Attendees primarily represented those who completed the Train the Trainer Programme who were able to enhance their learning and training content based on the research and practice shared by Dr Tony Humphries during the conference. The conference was also attended by many of the senior leaders who were in the process of completing the Be the Change Leadership Programme with the project. Attendance at the conference

enabled leaders to expand their understanding of the importance of developing a consistent culture of care and staff wellbeing approaches to ensure their workforce remain safe and well within their role in the organisation. This conference informed the strategic thinking across senior management through the live project work on the leadership programme of which has been evidenced through many of the implementation projects across the sectors (PSNI, Local Council and Community and Voluntary Sector) outlined within this report.

[Click here](#) to download the presentation from the conference.



Dr Tony Humphries, keynote speaker at the Creating Psychological Safety Conference, January 2020

3. Applying a Sequential Intercept Model Approach in Northern Ireland, February 2020

In September 2019, the SBNI commissioned Queens University Belfast (QUB) to undertake a short evidence review of the application of a Sequential Intercept Model in relation to trauma informed practice. This report primarily demonstrates the application of the model within the criminal justice sector however there has been substantial evidence of the application of this model coupled within the understanding of Universal Service Delivery processes across the system to aid the strategic implementation of trauma informed practice.



Participants of the Be the Change Leadership Programme engaged in the Applying a Sequential Intercept Model Approach seminar, February 2020

Through the Be the Change Leadership Programme, the project hosted a knowledge exchange session led by QUB with the 60 leadership programme representatives to share the latest evidence of the SIM/USD processes which can be applied to an organisational and / or system trauma review. Organisations were introduced to the SIM as a strategic planning tool to assess available resources, determine gaps in service provision and enable organisations to plan for the support that their service users may need from a trauma sensitive and trauma responsive response. The USD process enabled organisations to map a service user journey from entry through to exit using a trauma aware and sensitive response.

In December 2019 the South Eastern Area Multi Agency Triage Team (MATT) which is a service that comprises of Mental Health Professionals working alongside dedicated Police Officers and Paramedics in a Mobile Community Unit (Ambulance) agreed to pilot the application of the SIM/ USD process to their service.

The MATT service is an Initiative that enables the PSNI, NIAS and South Eastern HSC Trust Mental Health Professionals to work collaboratively, to ensure an individual receives the most appropriate care possible, when concerns about their mental wellbeing are reported to PSNI and NIAS and respond to those individuals in a timely manner to ensure the safety of vulnerable people.

Following the application of the SIM/USD process the MATT service identified a number of improvements to further enhance the quality of the existing service being delivered. Some of these improvements involved:

- ACE Trauma awareness training for all staff involved with delivery of the service
- Review current referral/assessment using a trauma focussed accredited tool
- Offer trauma focused and trauma aware intervention and management plans

Respondents saw great value and usefulness of the Collective Leadership session which drew on experiences from Scotland and the SEHSCT MATT (Multi Agency Triage Team) session which demonstrated the application of SIM (Sequential Intercept Model) and USD (Universal Service Delivery) approaches in practice.

The next phase of the EITP Trauma Informed Practice Project will seek to work across the system to consider the application of SIM/USD processes through a number of pilot projects within the system that will be underpinned by the SAMHSA implementation domains and principles.

[Click here](#) to download the QUB Evidence Review Applying Sequential Intercept Models in Northern Ireland report.

4. Trauma Informed Environments Seminar, March 2020

From the initial stakeholder engagement events from across the sectors from April 2019 the physical environment to which services are delivered became a significant area of interest from organisations who wished to find out more about how they could ensure they were providing a safe environment for staff, children, families and wider service users. This was particular of interest within the early years and education sector who were keen to ensure that children and young people are not re-traumatised as they transition across nursery, primary and post primary school settings.

In early March 2020, the SBNI hosted a trauma informed environments seminar in partnership with Queens University Belfast and Trauma Informed Oregon. This learning seminar focused on the provision of trauma informed care environments to promote physical and psychological safety for both the workforce and service users. 174 professionals and practitioners attended this learning seminar from across health and social care, justice, education, housing, local council and the community and voluntary sector. Representatives from the Be the Change Leadership programme were able to apply the learning and guidance disseminated during this seminar within their live work on the leadership programme as they considered the review and design of the physical spaces.

At the seminar Dr Suzanne Mooney from Queens University Belfast presented the trauma informed evidence that has provided the context for organisations to consider the physical safety their service spaces provide for service users and staff and the potential of re-traumatisation for those who are presenting with trauma. This could be due to the sensory (sound, colour, lightening) or physical cues within the design of the service space. The QUB input during the seminar was informed by the QUB Evidence Review of Trauma Informed Practice completed for the project in September 2018.

Dr Mandy Davies, Director of Trauma Informed Oregon also joined this seminar to provide some practical examples of how Trauma Informed Oregon have facilitated a trauma review of the physical spaces across service areas including classrooms, court rooms and homelessness shelters across the state.

Through the Be the Change Leadership Programme the project were able to see how the learning from this seminar was being considered within practice for example as evidenced from within the PSNI Waterside Custody Unit, the Northern Ireland Prison Services Maghaberry Prison Davies House Facility, Action for Children Northern Ireland family centres and the Northern Ireland Housing Executive's counter support services.

Guidance and resources were disseminated to the 160 delegates who attended the conference to refer to within their own service review processes. [Click here](#) to download the presentations from this seminar.

[Click here](#) to download the Queens University Belfast presentation from the seminar.

[Click here](#) to download the Trauma Informed Oregon presentation from the seminar.

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Section 11 Summary

11. SUMMARY

The EITP Trauma Informed Practice Project was funded through a cross departmental programme to achieve the following aims by the end of the project:

- Have an awareness of the adverse childhood experiences which may cause trauma in a child's life;
- Are aware of the potential impact of these adversities on the development of a child;
- Are able to identify what creates resilience to cope with adversity; and
- Are able to develop policies and practices to embed TI practice in their work.

Through the delivery of the workforce development programmes summarised in this section of the report it is notable that the Trauma Informed Practice Project has made significant contributions to developing the workforce capacity in adverse childhood experiences, the potential impact of adversity on development of a child and to develop the skills of the workforce in understanding what creates resilience and how to adopt a trauma informed approach to our practice. Significantly as demonstrated within this section of the report and furthermore below staff wellbeing and staff safety have come to the forefront as an emerging priority for practitioners, trainers and leaders within organisations as an area that requires further time invested.

The project team recognise that achieving the forth aim of the project in its entirety will take a significant period of time. Nevertheless many organisations have already demonstrated their understanding, enthusiasm and success in embedding trauma informed practice and language within strategies, policy and organisational practice.

The summary section of this report brings together the impact of the workforce development training and associated programmes to highlight the contributions that the project in developing workforce capacity and creating the momentum of organisational and systemic transformation. This section of the report has been sub-divided into the following areas:

1. Personal Outcomes

- Knowledge of ACEs/TIP Principles
- Skills and Confidence
- Staff wellbeing and Staff Self Care

2. Organisational / system wide outcomes

- Collaboration within and between organisations
- Integrating knowledge about trauma into organisational policies, procedures and practices

3. Addressing risk across the EITP Trauma Informed Practice Project

4. Lessons learnt through the implementation of Trauma Informed Practice

1. Personal outcomes:

Knowledge of ACEs/TI principles:

Between 89% and 96% of those who completed an evaluation for the Level 1 and Level 2 workshops reported an improvement in their knowledge of ACEs and TI principles and concepts and how trauma impacts on the body physically, psychologically and behaviourally. Whilst the quantitative data showed little variation according to the sector of the respondents, the qualitative research showed that extent to which training impact varied according to the sector within which attendees worked and the role of staff within their organisation. The vast majority (92%) or more of programme participants indicated that their knowledge of TI concepts and principles was sufficiently well developed to enable them to deliver the Level 1 and 2 training programmes across their service teams/ organisation. They also indicated a confidence in being able to lift and apply key learning components of the training programmes and embed them within other associated training programmes that already existed within their organisation for example within safeguarding training. There were few substantial differences by sector of respondents.

The training programmes and the Be the Change Leadership Programme helped participants through sharpening and refining practices and reflect on how childhood adversity may potentially impact child development and later outcomes across the lifespan for that individual and their families who are presenting within and across their services. One participant reported;

“Professionally for myself... what it has done is sharpened my practice... it's really supported my cognitive processing... it's not about going instantly into the policies and procedures (i.e. the processing bit) but asking about the impact that this trauma is having on the child, the classroom, the other peers, the teacher and the school community. It is such a subtle change, but that's where the change has happened for me.”

Interviewees suggested that frontline practitioners with a health or social work/ social care background had already accumulated a lot of the information/ knowledge contained in the Level 1 training. This was largely as a result of the variety of training offering within their own organisations, therefore limited improvements were perceived to have been made by participating in TIP¹⁴. We do not believe this to be the case, however, for those working across other HSC Trust Service Directorates, outside of children and family services, such as representatives of the Be the Change Leadership Programme from Governance, Human Resources/Organisational Development and Acute Medicine.

Generally, for those with a justice background, the training led to improvements in staff's knowledge and understanding. For example, one organisation stated that there was a relatively low level of prior knowledge of ACEs and TI principles/ concepts and that the training had provided an opportunity to help staff within their organisation to look at things in a different way and with an improved level of understanding and techniques to apply in practice. Indeed the language used by staff has shifted from viewing children as potential contributors to their own situation to a more inquiring style of engagement. Training has shifted the dialogue towards asking questions like 'What has happened' and away from asking questions like 'What is wrong with you' when working with young people.

Skills and confidence:

Between 85% and 93% of those who participated in the Level 1 and Level 2 workshops reported an improvement in their ACEs/TI skills and expressed greater levels of confidence in terms of embedding ACEs and trauma skills in their practice. The findings from the Train-the-Trainer evaluation show that a large majority (86% or greater) of evaluation respondents felt equipped with the appropriate skills to deliver their own training sessions. The findings from the qualitative interviews are consistent in pointing to the positive impact of the training on developing knowledge and embedding ACE/TI principles in practice. Notwithstanding the above a number of those interviewed did, however, express concerns in relation to the temptation amongst some participants to equate the number of ACEs with the level of needs of a child/young person. These were raised as general points for specific organisations and not related to the TIP project. There were no significant differences by sector of respondent.

¹⁴ These findings differ from those gathered as part of the Training Needs Analysis which showed that despite the relatively high levels of awareness among respondents of ACEs, the study showed a high level of interest and need among respondents in receiving more training across all aspects of ACEs and TIP.

The Level One, Two and Train the Trainer Programmes coupled with the organisational support and direction provided through the Be the Change Leadership programme were found to have boosted the skills and confidence of individual participants encouraging them to find their niche and drive forward the TI agenda within their own organisation. One participant from the Be the Change Leadership Programme reflected on their personal journey on the programme and reported;

“I had imposter syndrome at the start. But I stuck with it and started looking at things through a TI lens. It did help me to find my place. [The support] was really beneficial. I found it very helpful on a personal level... to believe in what I was doing.”

Staff well-being and self-care:

74% or more of those participating in the Level 1 and Level 2 training agreed/strongly agreed that the training had enhanced participants understanding of the importance of protecting their own emotional health and well-being as well as that of their colleagues. The training also contributed to an improved understanding of vicarious / secondary trauma and where staff might access support within their own organisation to manage this.

The training programmes were found to strengthen practice by enabling staff to reflect on their own role within their organisation by recognising secondary or vicarious trauma in themselves or other colleagues and being in a position of to offer support or signpost to a more appropriate service. One participant reported;

“The TI practice has really brought it home... change starts with me! Before the training, I would have seen it as the [responsibility of] other people but it is now acknowledging “What about that staff; what they are going through.” Managers are now aware and are providing that support... TI has made us more aware that when a crisis happens... take a cup of tea, think about it, reflect about it... people acknowledging... people don’t have to talk a lot about what has happened to them in their past... the fact we are more sensitised... more aware now.... We need to support each other.”

A number of interviewees noted how administrative staff in their organisation often felt overlooked and that the impact of secondary or vicarious trauma experienced as a result of their interactions with service users was not always acknowledged. The training, they believed, helped to challenge the myth that support to deal with vicarious trauma was only for professional staff. In addition, it supported improved levels of understanding of vicarious trauma generally and improved awareness of where staff might go to get more support. For many organisations staff safety and wellbeing became a pivotal part of strategic organisational planning through the Be the Change Leadership Programme live work projects. Some initiatives have been developed since their attendance on this programme and have been summarised below;

PSNI - Supporting the wellbeing of the workforce

The PSNI through their wellbeing team have been strategically taking forward a number of initiatives to develop positive wellbeing and support for the PSNI workforce. This has included;

- The redesign of Wellbeing & Resilience module for new student officers
- Resilience training for officers and staff
- Development of wellbeing resources including a self-support trauma booklet, a line managers toolkit and an internal 12 month poster and video campaign 'It's ok',
- Access to Peer Support after traumatic incident
- Set up of first 'contemplation room', therapy dogs and mindfulness sessions for staff
- Pilot of 'Wellbeing Volunteers'

The PSNI have also provided opportunities for other organisations within the justice sector and the NIHE to attend insight visits with the PSNI to find out more about the wellbeing initiatives being driven forward.

Local Government - Developing Compassionate Leadership through staff safety and wellbeing approaches to practice

Through insight visits and collaboration workshops Armagh, Banbridge and Craigavon Borough Council and Newry, Mourne and Down District Council identified the need to enhance compassionate leadership and human resource provisions to improve the safety and wellbeing of their workforces.

Through careful planning, staff engagement through focus groups with human resources, occupational health and union representatives and through the preparation of an online wellbeing survey for staff across all disciplines the council anticipate developing a better understanding of the experiences and needs of their workforce. The outputs of this study will enable the councils to develop a longer term implementation plan that will provide greater strategies and signposting for staff in supporting their own emotional health and wellbeing, support managers to respond appropriately to the needs of their workforce and provide a space of safety and trust for the workforce and service users.

Include Youth – Developing a happier, healthier and more productive workplace through embedding a culture of wellbeing into the work at Include Youth

Through a staff wellbeing review comprising of staff consultation events, wellbeing surveys and focus groups with service staff working across the organisation it was agreed that the agency were keen to develop their culture of workplace wellbeing through the Be the Change Leadership Programme processes.



Include Youth Live Work Poster Presentation, March 2020

As a result of the staff engagement processes the representative attending the leadership programme reported that there had been a wealth of investment in workplace wellbeing through Include Youth to date for example; counselling, wellbeing champions, mental health first aid and policy and procedure alignment.

Senior management have agreed moving forward that workplace wellbeing is crucial for the agency in becoming a trauma informed organisation. In moving forward with this agenda the agency has committed to;

- Listening to the needs of staff to ensure they feel valued, respected and feel safe
- To develop the wellbeing champions model across all services within the agency
- Review the impact and reach of the agencies current wellbeing programmes.

2. Organisational / System Wide Outcomes

Collaboration:

Stakeholders interviewed as part of the qualitative interviews were unanimous in the view that the support provided by the TIP project had supported improved collaboration both within and between organisations. The live project work, a core part of the Be the Change leadership programme was singled out in terms of its contribution to promoting collaboration. Indeed the evaluations of the Be the Change Leadership Programme showed that a significant majority (85%) agreed / strongly agreed that the project had been successful in supporting organisation to develop a collaborative approach to trauma informed practice across the system. Notwithstanding this, there is still some considerable scope to maximise the opportunities that the live work project presents to organisations in terms of working more collaboratively with other organisations within and across sectors.

Integrating knowledge about trauma into organisational policies, procedures and practices:

Senior leaders who were interviewed believed it was too early following the delivery of initial TIP project and associated support to identify significant impacts of the project on organisational policies, procedures, and practices. However, a number of emerging impacts were noted in relation to improvements in staff supervision and support procedures, where processes were reviewed to be more inclusive of all staff (including administration staff) and more information was provided in relation to vicarious trauma. The project also enhanced organisations commitments to Continuing Professional Development of staff and increased organisations capacity to sustain and continue to cascade ACE/TIP training within their organisations. The need for a consistent approach to developing TI policies, procedures and practices within and across organisations was noted by interviewees to help ensure a consistent service user journey's across the system. The existing regional approach led by SBNI to develop consistent TI informed strategies and policies across Northern Ireland should continue.

Through the course of the EITP Trauma Informed Practice Project many organisations across the sectors embraced their understanding of childhood adversity and the importance of recognising and responding to trauma as it presents within services. In undertaking this commitment several organisations began to demonstrate their influence and strategic pledge to driving forward the trauma informed agenda within strategic policies, frameworks and policies. For example;

- DOJ Strengthening Family Relations Strategy
- NIE Children and Young People's Strategy for Northern Ireland
- Northern Ireland Housing Executive's Homelessness Strategy
- Northern Ireland Prison Service Prison 2020 Framework
- SBNI Learning and Development Framework

Organisations can, of course, learn from the experiences and best practices of other organisations that are further ahead in terms of implementing trauma informed principles within policy and practice. However, a number of interviewees were concerned that an inconsistent approach could emerge where some organisations move at a very different pace to others across the system or where internal organisational structures might hinder the development of consistent approaches.

"If you tried to do this with five Education and Library Board (ELBs) it would have been chaos... Within the Education Authority there is [now] a level of coordination and consistency... I do wonder what it's like for [other organisations that have] quite discrete [operational units]... we have overcome that piece..."

"We are not the only organisation working with families... It's only going to work if everybody is working at the same pace."

Given the potential for inconsistent approaches to emerge across organisations, interviewees noted a continuing role for the existing regional approach led by SBNI to continue to develop consistent trauma informed strategies and policies across Northern Ireland.

3. Risk across the EITP Trauma Informed Practice Project

Across the duration of the EITP Trauma Informed Practice Project, the project carefully reviewed and managed the risks associated with the projects deliverables regularly. This was documented within the HSC Risk Stratification Tool and submitted to the EITP Trauma Informed Practice Steering Group in advance of each meeting. There were a number of risks that were identified across the duration of the project and addressed accordingly:

Recruitment of Staff

The recruitment of staff into the project team was a lengthy process and the delays within recruitment impacted on the projects deliverables within the first year of the project in 2018. The project team began in post in late October 2018 and through careful planning and implementation of the project within the first year the project remained on target delivering in line with the high level implementation plan for the project. The delivery of training for the project was delayed into year two of the project from 2019 onwards.

With consideration to the recruitment of the project team, the project lead in correspondence with the Department for Health revised the allocation of the projects budget across the first two years of the project.

Procurement of Services

Ongoing pressure across the health and social care sector for the procurement of services caused a considerable delay to the procurement of services within the EITP Trauma Informed Practice Project. Considering the duration of the project. Helpfully, the SBNI was advised by PALS that a light touch procurement could be applied to the EITP TIP procurement of services. It was also agreed that we could use an outside expert to assist the process as there was not sufficient capacity in PALS. The project team worked hard over the months of November 2018 to February 2019 to commission services for the following; communications, children and young people's forum, project enablement, project evaluation and the training services delivery for the community and voluntary sector.

The impact of Brexit

The project team continued to review the potential impact of Brexit post June 2019 to cross border areas engaged in the Trauma Informed Practice Project. Whilst this appeared as a potential risk within the delivery of training for the project major issues did not arise. Some training, however, was postponed.

Loss of staff

The SBNI were aware that the loss of project staff may impact on the scale of delivery across each of the five sectors of the project. In December 2019, the health implementation manager post became vacant following a period of long term absence of the health implementation manager from work. The project team were able to mitigate against the impact across the health sector through scaling down the deliverables within this sector and sharing responsibility for the health sector across the project. As reported within section 10 of this report a considerable volume of work was completed across the health and social care sector. The project does recognise that through a health implementation manager an increased volume of leadership buy-in and strategic implementation of trauma informed practice across the health sector and in particular within the Health and Social Care Trusts could have been maximised.

Finance

A budget was allocated to the EITP Trauma Informed Practice Project. This budget was clear from the outset and the team worked within these costs to deliver year 1 and 2 of the project. A PHA accountant was included on the Steering Group to assist with any issues around financing. In the event flexibility was shown by the Department of Health on the timing of expenditure. This removed a risk. The Project team and Steering Group also continued to review and monitor expenditure and project planning to ensure there was no costly 'project creep'.

Governance

Clear governance arrangements were in place for the duration of the project (see Appendix 2). These arrangements helped to ensure smooth accountability and supervision arrangements. The appointment of an external organisation to produce performance reports on a quarterly basis. The Part B Project Review Report is a part of that role.

4. Lessons learnt through the implementation of the Trauma Informed Practice Project in Years 1 and 2

Through an ongoing monitoring and review of the delivery of the EITP Trauma Informed Practice Projects high level implementation plan, the project team continued to maintain a lessons learnt record across the duration of the project. The TIP Steering Group also monitored lessons learned as part on its agenda.

This record provided a reflection within the project of areas of implementation that were perhaps more challenging than others and how the project team may have addressed them differently in hindsight. The lessons learnt record has been summarised in the table below;

Issue	Lesson Learnt Log
<p>Recruitment</p>	<p>The recruitment process was very demanding and has occupied a significant amount of time. The need to fill various recruitment panels; develop and complete the necessary recruitment documentation whilst at the same time endeavouring to ensure representation on the Contract Adjudication Panels from a small resource pool was challenging.</p> <p>There was a consideration delay in the advertising and recruitment of the project team which impacted upon the delivery of the project across year one from April 2018 to March 2019. The project team was only in place from late October 2018 . The project lead had to agree with the DOH/ EITP that the financial allocation for staffing across the two years would be moved adjusted because of the delay in establishing the project team.</p> <p>Our experience was that the funding of joint EITP and departmental money gave a greater degree of flexibility to allocation of funding which helped the project adjust its plans and meet its objectives.</p>
<p>Procurement</p>	<p>Pressures across Procurement and Logistics within the health and social care sector impacted on deliverables within the project in year one. The project team anticipated the tendering and commissioning of five contract providers much sooner than was the case..</p> <p>Identifying the appropriate support organisation at the onset proved and continue on with difficult in the beginning of the procurement process (e.g. PaLs or PHA). This added to the delays already experienced in year one for the project.</p> <p>Once the resource was identified, support was forthcoming. In addition the project provided a financial resource for PaLS to allocate an external support unit working with the PaLS team to work with the project team to develop the appropriate tendering documentation and complete the commissioning process.</p> <p>This was an effective process and enabled the project to commission all of its service providers (communications, children and young people’s forum, project enablement, project evaluation and training services for the community and voluntary sector) and initiate all contracts within year one of the project.</p>

Issue	Lesson Learnt Log
<p>Knowledge Exchange Processes</p>	<p>In October and December 2018 the Trauma Informed Practice Project Team were hosted by the Welsh Learning Network in Cardiff to review the ACE awareness module A and B training materials that were being rolled out across the police sector in Wales. In the initial stages of correspondence with the Welsh Learning Network it was anticipated that the training materials could be built upon to provide a Northern Ireland focus before delivery as part of the Trauma Informed Practice Project. However in January 2019, the Welsh Learning Network advised that the training content could not be amended due to the ethical approval processes that the training was subjected to before full roll out in Wales to allow for a shortened training delivery timeframe. The EITP Trauma Informed Practice Project team were able to take on board the significant learning from Wales and in conjunction with sector areas of the project as they developed a Northern Ireland Level One ACE Awareness and Level Two Developing Trauma Sensitive Approaches to Practice training programmes based on the evidence and research of childhood adversity and trauma informed practice.</p>
<p>Connections to other regional projectsa</p>	<p>From April 2019, the Trauma Informed Practice Project team continued the delivery of the Level One and Two pilot training series alongside a number of formal stakeholder engagement events across the sectors in Northern Ireland. At this point the Cross Border MACE Project had commenced and were scoping their deliverables within the project through a similar stakeholder engagement process across the same sectors; health and social care, education, justice and the community and voluntary sector. The project team recognised a significant risk that stakeholders may experience engagement fatigue, both stakeholders may experience confusion and engagement fatigue events were following a similar awareness raising agenda and there was a risk for consistency of messaging to be lost.</p> <p>In late April 2019, the CAWT MACE Project team joined the EITP Trauma Informed Practice project team to review the deliverables within both projects, create a space for ongoing communication and sharing of resources in an effort to prevent duplication across Northern Ireland.</p> <p>Following the workshop the EITP Trauma Informed Practice Project Lead wrote to the CAWT MACE Project raising concerns to agree the way forward. The project continued across 2019 and 2020 to work with the CAWT MACE project to ensure clarity of purpose for both projects. The lesson being the need for early engagement to ensure clear lines between related projects. The lesson being the need for early engagement to ensure clear lines between related projects.</p>
<p>Contract Management</p>	<p>The project experienced contract performance issues in the early delivery stages of a particular contracted service. Through ongoing correspondence and the benefit of robust contract management meeting schedules and adhering to PALS contract performance procedures the performance issues were managed and rectified.</p>

Issue	Lesson Learnt Log
<p>Engagement & Commitment across the sectors</p>	<p>The project team understood the significance of engagement and commitment from organisations at a senior level to implement trauma informed practice strategically and operationally was critical.</p> <p>In practice all sectors engaged with the project team to assist us to reach our goals. Some were already familiar with the concepts but others were starting from a lower base level. In addition, some engaged earlier than others.</p> <p>Many organisations embraced the need for strategic buy-in and commitment to deliver the project within their agency and understood the need for senior engagement. For some organisations this was challenging due to other competing transformation models, ongoing service pressures and capacity issues of staff and a concern in relation to the requirements of the organisation in becoming ACE aware and trauma informed.</p>
<p>Engagement & Commitment across the sectors</p>	<p>On reflection the project should have sought to put in place more engagement and robust considerations at a much earlier stage. Written and verbal commitments across the organisations from a senior level would have been considerable in pursuing the implementation of the project; particularly across the health and social care sector. A lack of overarching leadership in the system has hindered the roll out of a whole system approach to trauma informed practice across the health and social care sector.</p>

EITP Trauma Informed Practice Project Lessons Learnt Log

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Section 12
Conclusions and Implications for
Moving Forward with Trauma
Informed Practice

12. CONCLUSIONS AND IMPLICATIONS FOR MOVING FORWARD WITH TRAUMA INFORMED PRACTICE IN NORTHERN IRELAND

This final section of the report uses the findings presented throughout to assess the extent to which the four key aims of the TIP project have been achieved and puts forward a series of suggestions for building on this work to create a trauma informed workforce in NI. The four aims of the project were as follows:

1. Raising awareness of the adverse childhood experiences which may cause trauma in a child's life;
2. Raising awareness of the potential impact of these adversities on the development of a child;
3. Enhancing ability to identify what creates resilience to cope with adversity; and
4. Improving ability to develop policies and practices to embed trauma informed practice.

Taking the first three aims above, without doubt the project has been a success. The following evidence supports this conclusion:

- **How much did the TIP project do?** **159** face-to-face training and support sessions were delivered to **3,626** individuals. In addition, **436** participants benefited from online learning. Those taking part in training and support sessions came from a variety of sectors with education, community and voluntary, and justice sectors representing a combined **75%** of all attendees. In addition, a range of other activities were undertaken, e.g. 26 knowledge transfer sessions to support organisations in their journey to become trauma informed organisations. This included two NI ACEs conferences attended by 274 representatives across a wide range of sectors;
- A total of **336** trainers from across the five sectors of the project and other partner areas completed the Trauma Informed Practice Train the Trainer Programme. Overall just over **29%** of trainers were in attendance from the Education sector. This was followed by the CVS (27%), Health and Social Care (25%), Justice sector (10%) and Other (10%).
- **How well did the TIP project do it?** Scheduling performance was high with **90%** of planned training and support sessions being delivered. In addition, attendance at sessions was high with **85%** of those who had registered for sessions attending.

- ***Is anyone better off as a result of the TIP project?*** The TIP project achieved considerable impact on all target outcomes. Between **89% and 96%** of those who completed Level 1 and Level 2 training reported an improvement in their knowledge of ACEs and trauma informed principles and concepts and in their understanding of how trauma impacts on the body physically, psychologically and behaviourally. Furthermore, between **85% and 93%** of those who participated in the Level 1 and Level 2 training reported improvements in their ACEs/TI skills and their confidence in embedding this in their practice.
- Between **92% and 94%** of participants who completed the TIP Train the Trainer programme noted that it had helped them to consolidate and enhance their understanding of ACEs/trauma informed concepts and principles, which will support them in delivering training within their own organisation.

Staff from across all sectors, and particularly those working within social care and the community and voluntary sectors, welcomed the opportunity the training provided to reinforce and in many cases, enhance knowledge and skills. For many frontline staff in other sectors, such as justice and education, the training introduced them to a new language and way of working with children and families which was greatly valued.

With these significant gains in ACE and trauma informed practice knowledge, one main concern for existing and future practice continued to materialise; the risk of using the number of ACEs a child has to determine need and support. Whilst this has been a persistent challenge evidenced locally and internationally, the TIP project found these comments as a general area of concern within a number of organisations and were not referenced specifically in relation to the training and support provided as part of the TIP project. Indeed, the training and support provided by the TIP project reinforces the importance of examining the potential impacts that research and practice have linked to those who experience an adversity/adversities during childhood without the right support and mitigating factors in place. Notwithstanding this, organisations themselves should be continually mindful that some practitioners, regardless of the training and support provided by TIP, may be drawn to the notion of counting ACEs and organisations should therefore use their internal supervision processes to make sure that practitioners use their knowledge of ACEs through a strengths-based approach to their practice.

In relation to the fourth project aim of the TIP project – the development of policies and practices to embed trauma informed practice - some notable achievements have been made however it has been recognised that this is a substantial area of work that requires a long term commitment, momentum and implementation across the system:

- There is significant commitment from organisations that engaged through the Be the Change Programme and more notably in the Train the Trainer Programme (72%) to cascade ACEs/TI knowledge and skills in their organisation;
- Evidence of enhanced collaboration within and across organisations with the Be the Change leadership programme having been singled out as a significant contributor to this; and
- Some organisations have plans to develop or improve existing HR policies and procedures to better support staff, for example, those who have experienced vicarious trauma. A number of organisations have already advanced these plans and have incorporated TI principles and concepts in relation to debriefing processes following a serious incident.

In little over two years, significant progress has been made in developing a trauma informed workforce in Northern Ireland. The foundations of knowledge, skills and practice are present with concrete plans underway for these to be strengthened. However, the journey towards organisation and system-wide change is long and this evaluation points to many organisations being at the beginning of this journey.

Building on the success of Year 1 and 2 of the Trauma Informed Practice Project, the SBNI have secured additional funding for a further year of the project to embed trauma informed practice at an organisational and systemic level across Northern Ireland. The project will continue to progress the trauma informed practice agenda across Health and Social Care, Education, Justice, Housing, Local Government and the Community and Voluntary sectors. The project team will build on the foundations put in place and will support SBNI member and partner agencies to further embed Trauma Informed Practice, particularly within strategic decision making. This will be done through the application of a Sequential Intercept Model, underpinned by a Universal Service Delivery implementation process. The project team will work across the system to facilitate continuous improvement and sustainability, whilst strengthening partnership, inter-agency working and consistent trauma responsive/informed approaches.



Section 13
Implications of This
Evaluation for Securing a
Trauma Informed Workforce

13. IMPLICATIONS OF THIS EVALUATION FOR SECURING A TRAUMA INFORMED WORKFORCE

Given the above, the following points should be considered by SBNI and their member agencies as they move forward in securing organisation and system-wide change in Northern Ireland through the next phase of the project and beyond.

Undertaking a detailed progress review

This evaluation concentrates on what has not been achieved across, and within, organisations to date. What it does not do, however, is provide an understanding of what has not been achieved and what gaps exist in ACES/TI knowledge, skills and practice among those working for and with families across Northern Ireland. To achieve this, a progress review would be required which would seek to answer the following questions:

- *Have all required sectors and organisations been engaged and involved to the required extent?*
- *Where are these organisations on their TI journey and how would they assess the progress they have made?*

Organisations that took part in the Be the Change Leadership Programme were introduced to the Sequential Intercept Model (SIM) which is a strategic planning tool to assess available resources, determine gaps in service provision and helps organisations to plan for the support that individuals/families may need from a trauma sensitive and responsive approach. The SIM offers a practical framework for organisation's to: assess gaps and opportunities; identify where interventions are needed; transform fragmented systems, and streamline duplication.

Organisations were further presented with the Universal Service Delivery Process. This process underpins the SIM and enables organisations to map a service user journey from entry through to exit using a trauma aware and sensitive response to: identify gaps in service provision; test effectiveness of service interfaces & communication systems; promote clear role/remit/responsibility; enhance service delivery & continuous improvement and add value to organisational governance structures. The SIM and Universal Service Delivery Process offered organisations the opportunity to self-assess, self-audit to create a baseline in relation to their trauma informed journey that in turn could inform organisational implementation plans, to set future direction in relation to progressing as trauma informed organisations. Some other questions for consideration as the trauma informed practice agenda progresses in Northern Ireland are as follows:

- *What are the barriers organisations are experiencing that might prevent them from making further progress especially at a strategic level?*
- *What are organisations future support needs?*

In addition, as part of a progress review, a systematic baselining by organisations of participants' knowledge and skills would be helpful in terms of mapping out future support needs (many of which may be met by capacity developed within their own organisations). The findings from both the participant evaluations and the qualitative interviews demonstrate the need for organisations to understand better the baseline ACEs/TI knowledge and skills within their workforce prior to staff enrolling on a particular course (whether internally or externally). Some working within clinical or therapeutic roles may already have a general knowledge of childhood adversity and trauma informed practice from academic study or in-house training provision. As a result, many of these practitioners may benefit from the more advanced knowledge and skills by attending the Level 2 training rather than Level 1. For others who may have some level of knowledge or skills, attending Level 1 training may provide a useful opportunity to consolidate their learning and provide a recap of key concepts and principles. Organisations themselves would be best placed to drive this process forward as many have already begun to understand their workforce development needs (including the need for ACE/trauma informed training) from a service enhancement/quality improvement focus.

Developing and delivering a programme of shared learning and

development: To consolidate knowledge and enhance practice, a programme of shared learning and development is suggested. This could include peer support groups and learning/development events that bring people at various levels together to learn from each other as they continue on their journey towards becoming a trauma informed organisation. It is now an opportune time to draw more widely upon the knowledge and expertise of those who participated in the Be the Change Leadership programme to become system change agents in this process. Not only could this deepen organisational/sector commitment to continue on the journey, it would also help to maximise opportunities for greater levels of collaboration and enhance sustainability. Based on the findings from this evaluation, immediate areas that would benefit from these shared learning opportunities are:

- *Those who engaged in the Train the Trainer programme and are cascading this in their own organisation; and*
- *Senior leaders who are developing organisation wide policies for supporting and developing staff*

In rolling out this programme, expertise from specialists should be used when required to inspire, challenge and support quality learning and development. In addition, the evaluation enabled us to consider if the Be the Change Leadership Programme should be re-run in the future.

If so, the following points should be considered;

- *Enhanced integration of trauma informed principles within coaching:* a number of those who participated in the Be the Change Leadership Programme, in particular, noted that there could have been a greater integration of trauma informed principles within the coaching elements of the programme. The HSC Leadership Centre (who were commissioned to deliver the Be the Change Leadership Programme) may wish to reflect on whether the depth of the briefing given to coaches prior to the programme beginning was sufficient. This briefing is in relation to the content of the programme (including live work elements) and, in particular, what trauma informed practice is prior to the programme delivery. If there is any further implementation of the leadership programme, the content could be enhanced accordingly.
- A follow up session with attendees of the programme could focus on this as part of the progress review (outlined above). This will ultimately provide a space *to build on the 'live work' of the leadership programme as a way of enhancing further collaborations across and within sectors.* The programme of support could also build upon the 'live work' aspect of the TIP project, providing a vehicle for those working within and across organisations to continue to collaborate as they work to create a trauma informed system.

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Section 14 References

14. REFERENCES

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Measuring Impact

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Developing a trauma informed system in Northern Ireland

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An Insight into the EITP Trauma Informed Practice Project

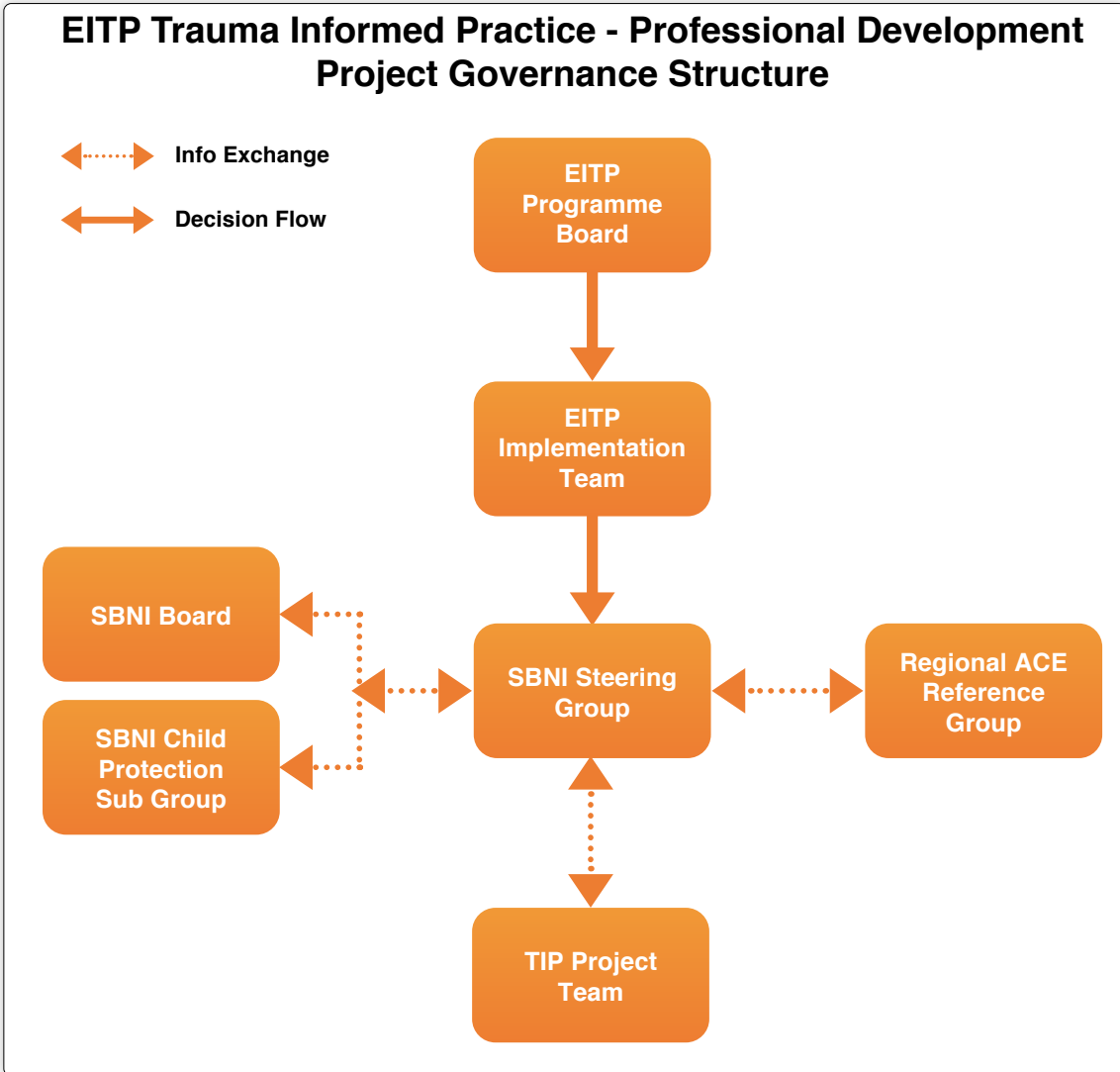
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Appendices

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15. Appendices

Appendix 1 – EITP Trauma Informed Practice Project Governance Reporting Structure



Appendix 2: Stakeholder meetings/events

Project meetings

- TIP steering group programme board meeting

Wider stakeholder meetings

- Belfast City Council Safeguarding Panel
- X3 SBNI Safeguarding Panels (Belfast, Southern, S. Eastern)
- Action Trauma Conference
- NI ACE Briefing Session with All Party Group for CYP
- Infant Mental Health Conference
- Restorative Practice Conference
- Judiciary presentation
- DOH Make It Happen Presentation
- Best for Every Child Leaders Event
- 10th Annual PPAG Seminar
- DOE Permanent Secretary presentation
- Playboard Conference
- NISSC Seminar
- TIP steering group programme board meeting
- NIHE Implementation meetings x3
- ACE Conference planning meeting
- Child Care Partnership implementation meeting
- St John the Baptist Nurture School meeting
- NI Prison Service implementation meetings and Board of NIPs Governor meetings
- Education Authority briefing meeting
- TI Communities meeting with Whiterock Community Centre, Belfast City Council and NIHE
- PBNI implementation meeting
- Quarterly Five Nations ACE Government Forum meeting
- Education X4 – DE Safeguarding Leads meeting; Department for Economy meeting re FE Colleges; CCMS Schools Case Study session; and NICIE Staff development day training session
- Implementation meeting with Faith Sector
- BHSC/SEHSC SIM/USD Implementation meeting
- Principal's roadshow stakeholder events which engaged over 200 principals/vice principals, pastoral care leads and college leads.

Appendix 3 - Organisations represented in the system change insight report survey

Action for Children NI

Armagh City, Banbridge & Craigavon Borough Council

Barnardo's NI

Belfast Health and Social Care Trust

Business Services Organisation

Church of Ireland

Controlled Schools' Support Council

Council for Catholic Maintained Schools

Department of Education

Diocese of Down and Connor

Education Authority

Extern

Include Youth

Northern Health and Social Care Trust

NIACRO

NIGALA

Northern Ireland Prison Service

Northern Ireland Housing Executive

NSPCC

Probation Board for Northern Ireland

Presbyterian Church in Ireland

Police Service for Northern Ireland

Southern Health and Social Care Trust

Western Health and Social Care Trust

Youth Justice Agency

Appendix 4: Knowledge transfer sessions

Session	Detail
World Health Organisation – ACEs practice-sharing visit to Oslo	The TIP project was invited to Oslo by World Health Organisation (WHO) partners to share trauma informed practice exemplars and explore opportunities for working consistently across the WHO network.
5 Nations Government ACE Forum collaboration and information sharing	The Northern Ireland ACE Reference Group continues to represent Northern Ireland at the 5 Nations Government ACE Forum in the UK. The TIP project has attended on several occasions along with partner organisations including DH, PHA, HSCB and PSNI to share learning and seek collaboration opportunities.
Welsh ACE Hub Knowledge Transfer QUB nursing and midwifery curriculum development	<p>The TIP project developed a collaboration between the SBNI and Welsh ACE Hub to share models of practice and evaluation techniques.</p> <p>SBNI supported the Nursing and Midwifery Departments of Queens University Belfast to embed core ACE Awareness and Trauma Sensitive Skills training contents into all relevant undergraduate and post graduate modules.</p>
Undergraduate & postgraduate modules (various) Clinical Education Centre (CEC) programme	<p>Third sector universities have embedded core learning components of ACE awareness and TIP into medical, nursing, PGCE and social work learning modules.</p> <p>The CEC have embedded the ACE Awareness and Trauma Sensitive Approaches to Practice training content within existing programmes available for nursing and midwifery staff across the HSC sector. Standalone ACE/TIP training programmes are also available from the CEC at the request of HSC Trusts.</p>

Session	Detail
<p>Parenting NI workforce development training</p>	<p>Parenting NI was commissioned by the Health and Social Care Board (Child Care Partnership) to provide workforce development training to the early years sector including child care providers. Within this, Parenting NI has incorporated ACE awareness, brain development and resilience building components of the TIP training into existing social and emotional behaviour training programmes and face to face Solihull programmes for staff. Standalone ACE/TIP Level 1 and 2 training is also being delivered by this provider.</p>
<p>Signs of Safety</p>	<p>The Signs of Safety Team has embedded core elements of the ACE Awareness training and resources into the regional roll out of Signs of Safety training in Northern Ireland. This includes the ACE Animation and Trauma Lens tool.</p>
<p>Safeguarding training</p>	<p>A number of organisations including the Public Health Agency, Sport NI, arts sector and local government have embedded core ACE Awareness training components into their current safeguarding training for staff and volunteers.</p>
<p>F2 doctors training</p>	<p>F2 doctors have attended a sector specific ACE training session through the project and these core components have been incorporated within ongoing medical training.</p>
<p>Volunteer Now Coordinators training session</p>	<p>This session brought together 10 Keeping Safe Training Coordinators who are hosted by Volunteer Now to deliver safeguarding training across the CVS sector, local councils and arts sector through a Keeping Safe Training Programme. The project team facilitated a workshop with Volunteer Now and Trainers as they reviewed the content of the Keeping Safe Training to embed learning components of the ACE/TIP training.</p>
<p>BHSCT administration team workshop</p>	<p>The project, in partnership with the BHSCT Be the Change Leadership Programme representatives, hosted a workshop with a number of administrative teams from across the BHSCT to understand the potential vicarious trauma they may be experiencing working on the frontline of the health service with clients who have been impacted by ACEs and presenting with behaviours of trauma. This workshop has enabled a trauma informed pathway of action to be determined by the BHSCT moving forward with strategic implementation of this agenda.</p>

Session	Detail
BHSCT Family Champions Workshop	The project hosted a short workshop with the BHSCT Family Champions who are leading on the Think Family agenda in the BHSCT. This session enabled the project team to share the learning components of the ACE/TIP training programmes and work together with Family Champions to explore and integrate the models of practice.
3 Department of Education training sessions	These sessions were delivered to senior education sector officials and included an introduction to ACEs/TI principles and concepts.
NIHE knowledge exchange session	A training session was hosted with the NIHE training managers to share ACE/TIP key learning components from a housing executive perspective to explore developments within training and support for HR managers supporting staff through supervision, team meetings and through the development of an emotional health and wellbeing framework for the organisation.
NI ACE Conference 2020	The purpose of this conference was to share strategic developments of the NI ACE Reference group which included the implementation and embedding of the TIP project and associated support. The conference also provided an opportunity to disseminate knowledge of the project and support sharing of good practice across sectors. This year the conference provided organisations engaged in the Be the Change Leadership Programme with opportunities to share information on their live project work. For more details on the conference, see: http://www.cypsp.hscni.net/wp-content/uploads/2020/05/NI-ACE-Conference-2020-Report.pdf
Trauma Informed Environments Seminar	SBNI hosted this seminar in partnership with Queens University Belfast and Trauma Informed Oregon. It focused on trauma informed care environments to promote physical and psychological safety. The resources have been used by a range of organisations to create trauma sensitive environments in prisons, schools and councils to name a few. A total of 174 people attended this learning seminar.

Session	Detail
<p>7 education sector knowledge exchange sessions</p>	<p>7 information sessions were hosted by the project in September/October 2019 bringing together principals, vice principals and pastoral care leads from across pre-school, primary and post primary schools. This was an opportunity for the project team to raise awareness of the trauma informed schools model through the ACE agenda, to provide some preliminary ACE training and to share the model of dissemination of training for schools in Northern Ireland.</p>
<p>NISCC Seminar and ACE webpages</p>	<p>The project hosted a seminar with social care and social workers sharing the compulsory learning components of the ACE/TIP training. This session was hosted by NISCC and developed into a webinar that is readily available online for social care/work staff. The project has also been working with NISCC to develop an ACE/TIP learning resource on the NISCC website for social care/work staff which includes training materials, practical resources and recommended reading.</p>
<p>CCMS Directorate Away Day Knowledge Exchange Input</p>	<p>The project was invited to attend the CCMS Directorate Away Day through the Be the Change Leadership Programme CCMS representatives. This was an opportunity for the project to share the strategic focus of this transformation programme with senior managers within CCMS and provide an insight into the opportunities of trauma informed schools training for teaching and academic staff.</p>
<p>Community and Voluntary Sector Leadership Programme</p>	<p>A 2 day leadership programme was hosted in Craigavon in February 2020 to bring together 48 chief executives and directors from across the community and voluntary sector. The programme expanded the emotional intelligence of leaders working within their own organisations through developing compassion for their staff who are working with clients who are presenting with significant trauma. The programme also provided a space for leaders to build their capacity in ACE awareness and trauma informed practice and how an organisation may begin to introduce an organisational shift in culture and values through the trauma informed agenda.</p>

Session	Detail
Local Government Safeguarding Network	The project hosted a short knowledge exchange session with the local safeguarding coordinators from across the 11 local councils through this network meeting. The project team shared some of the key learning components with coordinators and worked together with participants to understand how, through the Volunteer Now Keeping Safe Safeguarding Training Programme, the project could enable the roll out of the ACE/TIP agenda within local council safeguarding training.
Ards and North Down Safeguarding Panel Belfast City Council Safeguarding Panel	As above with Local Safeguarding Network – local keeping safe trainers, sports coach managers. These safeguarding sessions were delivered to directors and senior leads for safeguarding, community development and economic development leads.
NMDDC/ABC Safeguarding Panel	As above with Local Safeguarding Network – local keeping safe trainers, sports coach managers.



Adverse
Childhood
Experiences

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The
ATLANTIC
Philanthropies