



Early Action Together

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Introduction



**Camau Cynnar
gyda'n Gilydd**
**Early Action
Together**

The Rt. Hon Alun Michael



Police and Crime Commissioner
South Wales Police



Early Action Together Programme

Moving from understanding to operationalising
trauma-informed policing in Wales.



**Camau Cynnar
gyda'n Gilydd**

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Public Health Wales





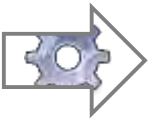
All-Wales national programme to transform how police respond to vulnerability



Taking a **Public Health Approach** to policing



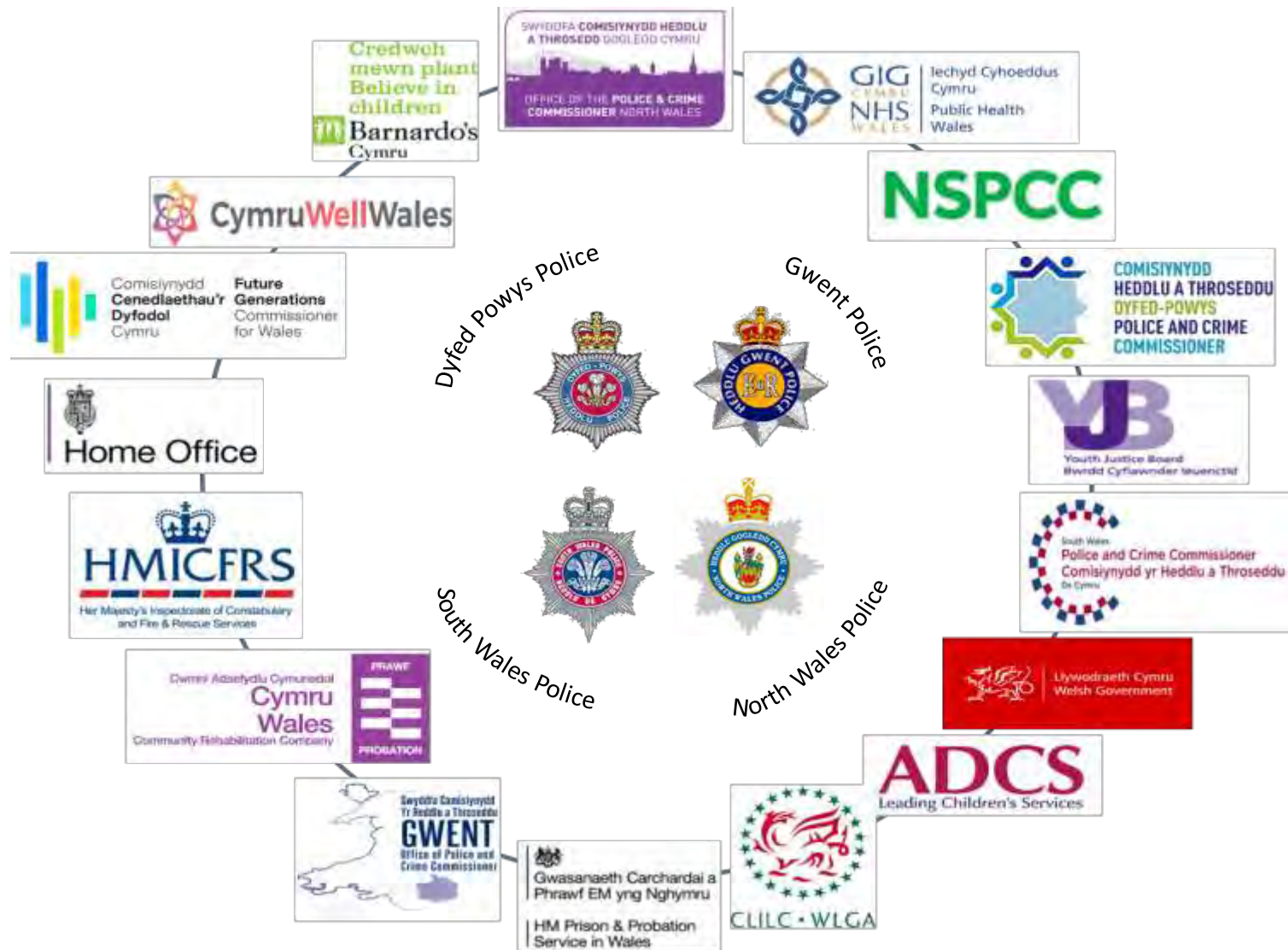
Aim to address the **lack of early intervention** and preventative activity when ACEs and trauma are evident



Developing a **whole systems response** to vulnerability with police and partner organisations



Police and partner organisations





Those with **four or more** ACEs are...

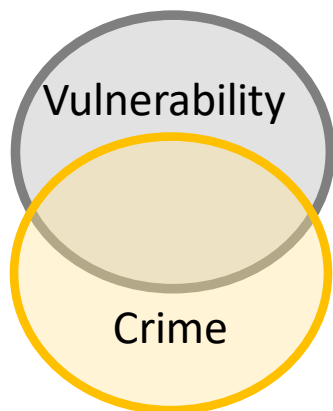
14 times more likely



15 times more likely



20 times more likely



The police play a key role in addressing childhood adversity in order to mitigate the negative impacts



83-90% of police demand relates to public safety, welfare and vulnerability calls.



Traditional policing methods, training and systems used are not designed to meet the level and type of vulnerability demand.



An analysis of police referrals to statutory agencies demonstrate that efforts to respond to vulnerability result in NFA.



Objective 1: A **competent and confident** workforce to respond more effectively to vulnerability using an ACE informed approach in both fast and slow time policing



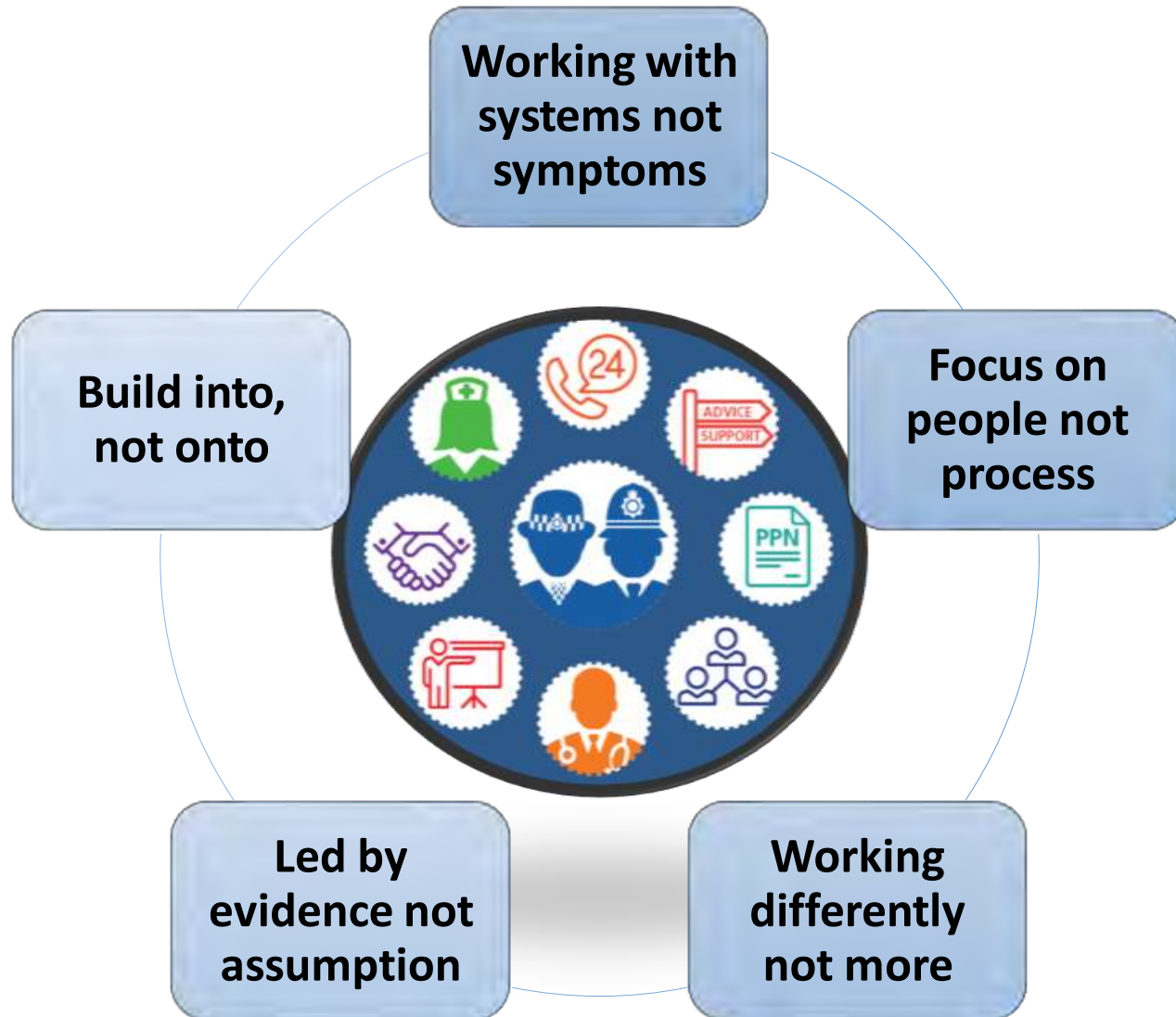
Objective 2: Organisational **capacity and capability** which proactively meets changing demands



Objective 3: A **24/7 single integrated** 'front door' for vulnerability that signposts, supports and safeguards encompassing 'blue light', welfare and health services



Objective 4: A **whole system response** to vulnerability by implementing ACE informed approaches for operational policing and key partners





- The EIP project formed the foundation of E.A.T. programme.



- A programme structure was developed - including national and local leads



- Test areas identified for initial delivery



- Research team formed to develop the evidence base to inform delivery and evaluate impact.



Moving forward: Developing an evidence base

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1. Developing, piloting and delivering ACEs training to staff

- Delivered via ACE Change Champion network
- Training aligns with training delivered across Police and Partners, contributing to a whole system approach in Wales

2. Piloting a 'Supported Case Management' approach in prisons

- Drawing on learning from Enhanced Case Management pilot in youth justice context

3. Piloting Rockpool ACE Recovery Toolkit by NPS

- 10 week programme aimed at supporting parents who have experienced ACEs to develop skills and strategies to build resilience

4. Developing and embedding ACEs knowledge into key systems and processes, drawing on learning from:

- ACEs mapping workshops
- Learning from research and evaluation, e.g. Prison ACEs study



Understanding the national landscape of policing when responding to vulnerability in Wales





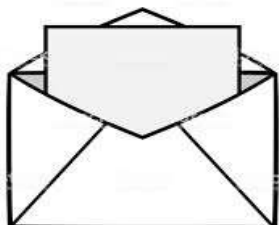
7 key themes were explored in the research

- | | |
|---|------------------------------------------------------------------|
| 1 | Policing responsibilities and priorities |
| 2 | Experience working with vulnerability |
| 3 | Understanding of ACEs and trauma |
| 4 | Experience of and attitudes towards police organisational change |
| 5 | Multi-agency working |
| 6 | Training received |
| 7 | Officer wellbeing |



Methods: Police participant characteristics

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Recruited
police officers



Conducted 152
semi-structure
interviews



Used
Template
Analysis

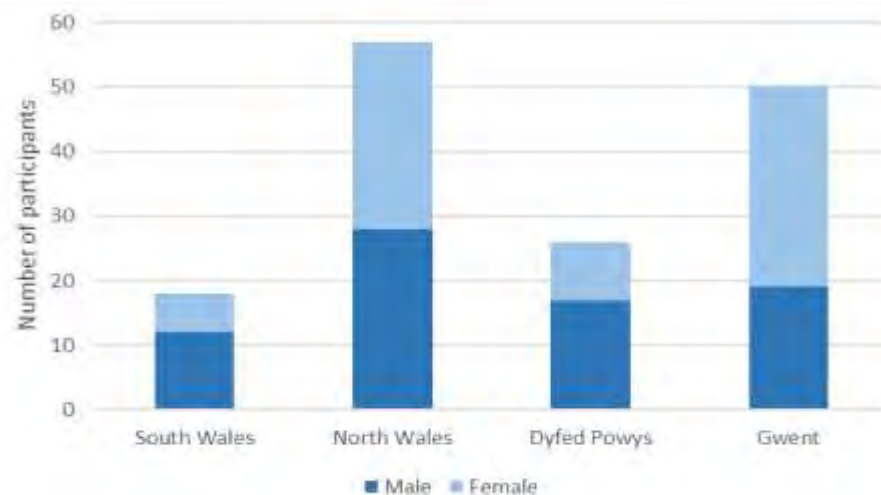
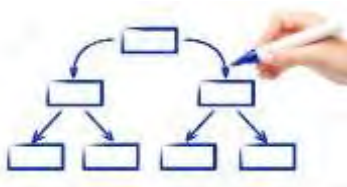
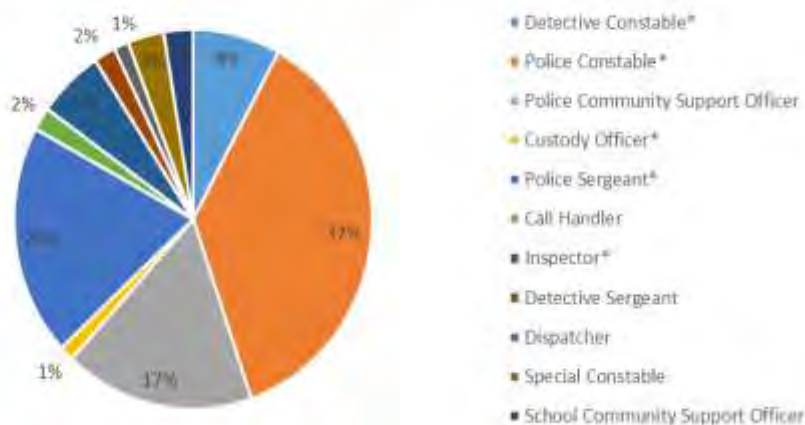


Figure 2. Percentages of Sample Distribution per Rank/Role.





Police role, responsibilities & priorities

Movement
away from
'traditional'
policing

- *"70-80% of our calls involves mental health."* DC
- *"I was kind of shocked, only been in the job a short time, and how little is traditional kind of crime, shoplifting, burglary that kind of stuff, and how much of the job is mental health issues."* PC

Vulnerability
is a police
responsibility
???

- *"we should respond to vulnerability. It shouldn't be up to every other agency to deal with. We are best equipped to deal with it."*, PS
- *"you can argue that vulnerable people are the people that need to be protected the most",* Call Handler
- *"What has happened in that person's past as a child or whatever, that's not my concern. I'm here to investigate crime."* PC
- *"I do feel like sometimes we are expected to be social workers as well as police officers... a lot of welfare stuff, takes up a lot of our time."* PS



Experience of working with vulnerability

Constantly evolving

- *"it could be something traumatic that has happened to them in their past that makes them vulnerable now."* PS
- *"it could be their age, it could be an illness, it could be where they live, it could be something that's happened to them today that wasn't happening to them yesterday."* PS

Empathy towards vulnerable individuals

- *"There's got to be a reason why someone has started drinking. There's got to be a reason why someone is so violent."* PS

Challenges of providing short-term solutions

- *"bounced from call to call."* PC
- *"I do feel like we've put a patch on it and like we just fix the calls that's happening right now rather than actually delving any deeper."* PC
- *"We should have a role to play in the long term to try and prevent escalation of further problems coming back to us. But that isn't happening. Once I deal with an incident, I'm onto my next."* PC



Understanding of ACEs and trauma

Awareness of the long-term impact

- *“they end up with poor educational qualifications, low skill sets, poor employment prospects.” Inspector*
- *“trauma that’s happened at some point in their childhood or from a young age would perhaps have an impact on maybe offending or the way they now live their lives.” DC*

Awareness of an intergenerational cycle

- *“the cycle continues then because they witness that behaviour and do that behaviour.” DC*
- *“mum or dad are drug users or they are sex offenders. They have children [...] they get into the same spiral, they start taking drugs, they start committing sexual offences.” Inspector*

Unaware of trauma informed approaches



Attitudes to organisational change

Changes communicated from the top

- *"It comes from the top downwards."* PC
- *"I don't think we're consulted on any changes."* LPS
- *"because we're very top heavy, very authoritarian as an organisation, it's just get on with it and do this, unfortunately."* PS

Acceptance based on practicality and sustainability of change

- *"a lot of changes just become a hot topic for a month or two and then they are not anymore."* PC.
- *if you had a problem every time there's changes you would constantly be faffing around."* PC

Cynical attitudes towards change

- *"People will try and reinvent the wheel, maybe to get a promotion on the back of it."* PC
- *"I think the Force thinks it is involving the staff... so, you get involved in those working groups, and then sometime afterwards the changes have come, and you will think they didn't listen to a word we said."* PS



Multi-agency working

- “obviously I’m not a medical expert...” PS

Multi-agency whole systems approach needed

- “you’re capturing things that are priceless in one meeting, whereas before, you’d have to wait two weeks for a meeting...reduces the amount of miscommunication between police & partners.” PS
- “worth its weight in gold...up to date information about whether someone is known to mental health services or not.” PC

Challenges

- “the funding is just not there.” PC
- “unfortunately, the budget and staffing for those statutory services hasn’t increased in line with demand.” Inspector
- “[Police get] passed the buck quite a lot” Dispatcher
- “a one-way thing, they [social service] pass a lot to us, but they won’t take anything back” PC
- “crime doesn’t stop at five o’clock or on a Friday ...we are the only 24 hr service” DC

Other agencies ‘more qualified’



Training

Must be
relevant to role
and area

- *“beneficial when tailored for us locally which I thought was really good because I found it more relatable and easier to sort of grasp, if you’re putting your town’s name on it you go ‘I deal with that town, that’s really good to know.’” PCSO*

Experts by
experience

- *“... when you have people who say I was arrested and this is how my view of what happened to me, so we see it from the other side.” PS*

Further
training

- *“Other agencies roles and responsibilities [...] to understand other’s pressures and priorities.” DC*
- *“more opportunities for your everyday officer to work or train with other agencies .” PSLO*
- *“more training that can help you understand various mental health issues.” PCSO*
- *“Signposting for individuals.” Call Handler*



Results

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Officer wellbeing

Dealing with traumatic events

- “..in an hours’ time, I could be dealing with a guy who’d had his head cut off. And I think that’s what affects your wellbeing is dealing with those incidents.” PC

High workload has largest impact

- “I think the persistence of the work... the workload is heavy and persistent. Sometimes you’re going from job, to job, to job. You don’t have time to think” PC

Positive wellbeing support

- “I worry I miss things because of the vast area that I cover... I do the work equivalent of about three sergeants about 10 years ago.” PS
- “if it wasn’t for the Sergeant and my Inspector who was on my Response shift at that time probably would have had a mental breakdown.” PC
- “the best support we’ve got is our colleagues.” PC

Culture and associated stigma

- “I think people are a reluctant to say I’ve got an issue, I’ve got a problem, I want some help...I think some people see it as a sign of weakness.” PS



Recommendations

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Police role & priorities

Work to integrate an expectation of responding to vulnerability as core component; feed in to recruitment criteria

Experience of working with vulnerability

Open communications internally that gives officers on the frontline more information about the vulnerability demand; training

Understanding of ACEs and trauma

Training and guidance with attention to less obvious and visible factors; encourage use of trauma informed language within referrals

Attitudes to organisational change

Ensure opportunities of engagement and co-design of change agendas before implementation

Multi-agency working

Encourage joint training & workshops to allow sharing of agendas, roles and responsibilities

Training

Skilled specialist to deliver training, that can apply knowledge at a localised level

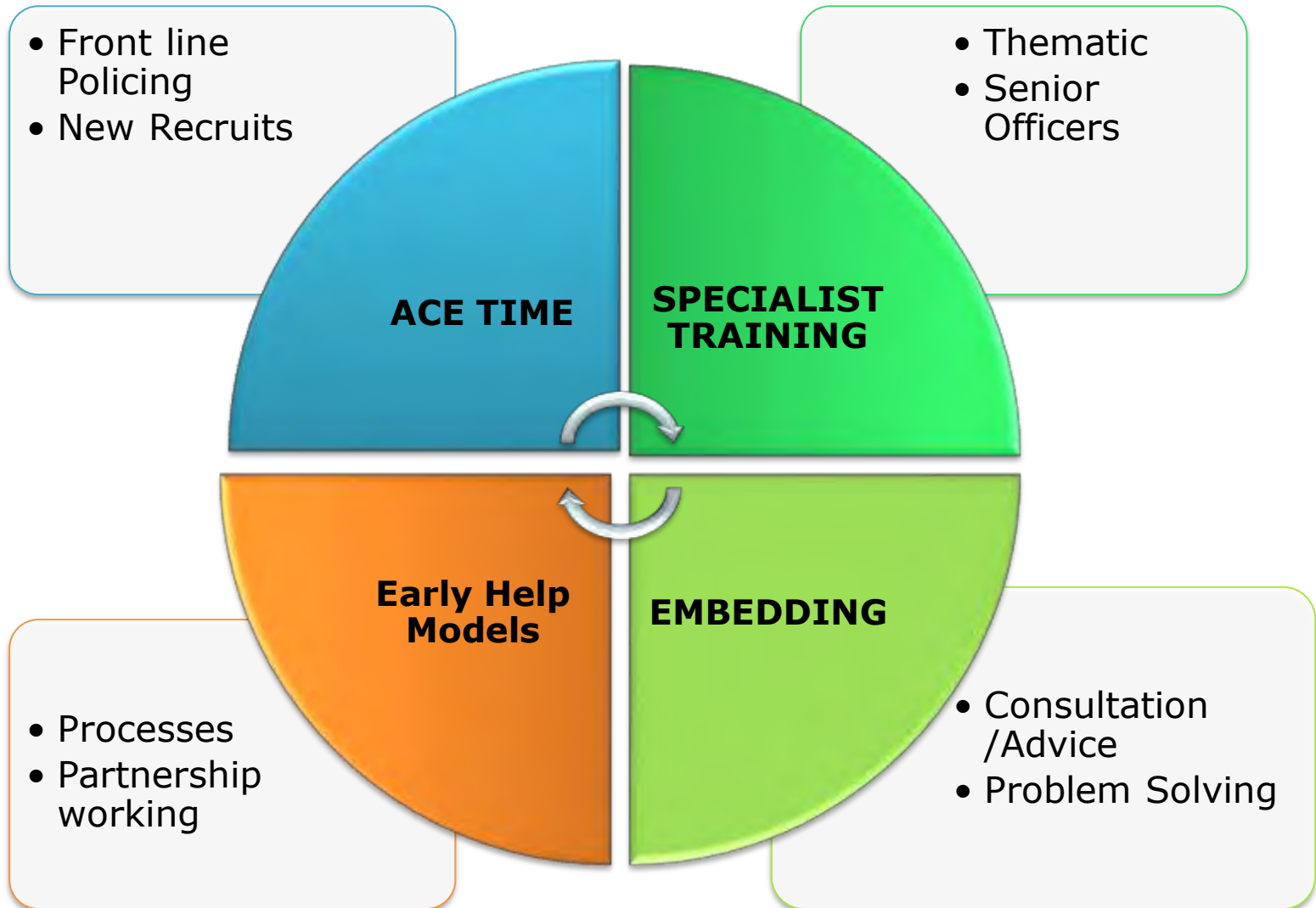
Officer wellbeing

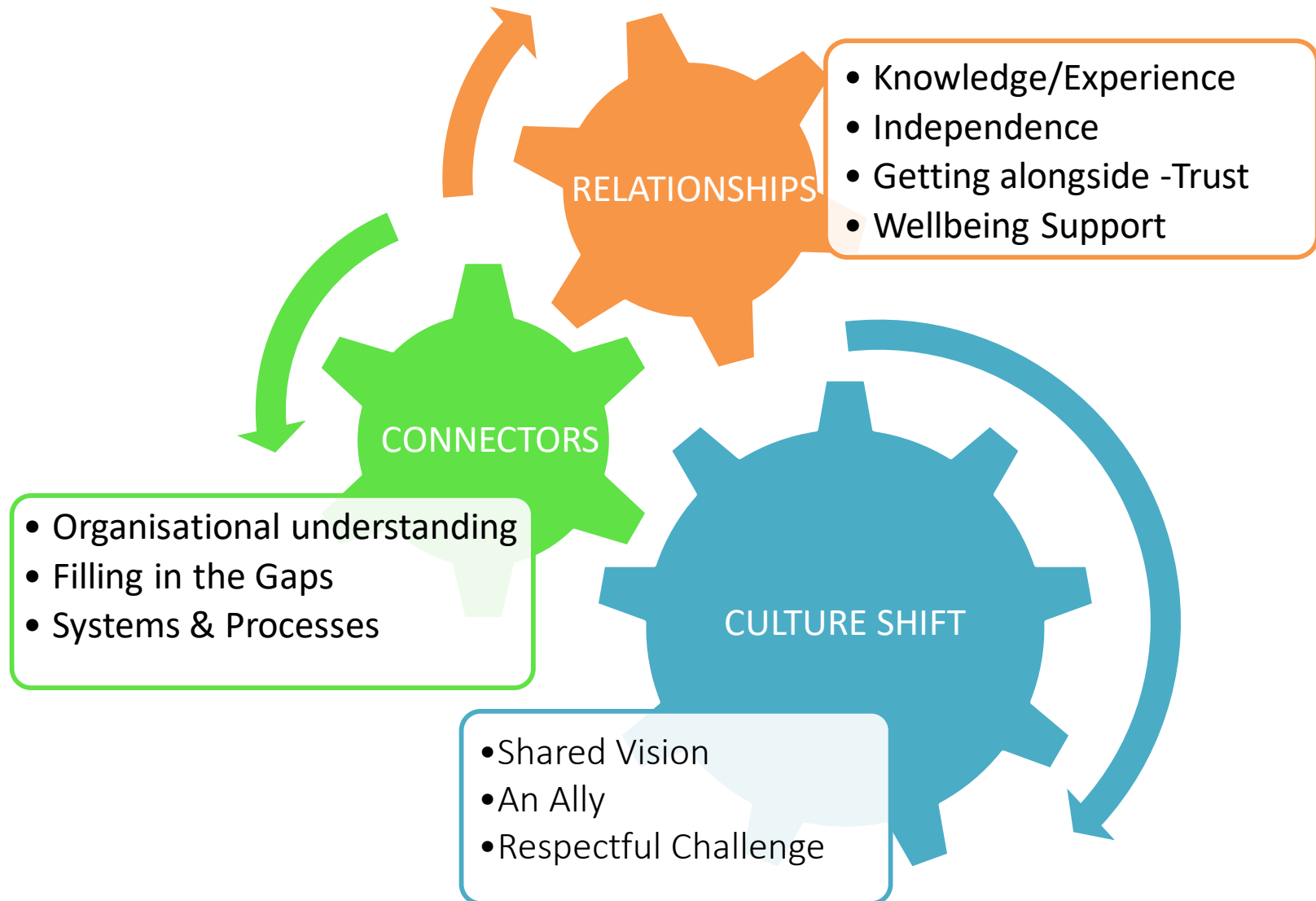
Address stigma around perceived barriers; encourage ways to promote peer support



ACE TIME training evaluation









What

Understanding the issues presented

- Working with vulnerability
- Impact of toxic stress and trauma on the brain and behaviour
- Understanding ACEs and their impact on life outcomes
- Secondary and Vicarious Trauma
- Promoting officer own wellbeing

So What

Operationalising knowledge into practice

- Application of ACE LENS
- Responding to trauma
- Working together for a trauma informed early intervention approach
- Promoting resilience to mitigate ACEs

Now What


Putting the learning into practice on a local level

- Local and national resources and pathways available

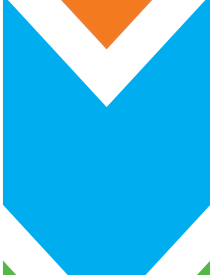


ACE TIME training evaluation objectives


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To examine if attendance to the training has an impact on awareness of ACEs and trauma



To understand the impact of the training on the practice of police and partners, exploring whether they feel confident and competent to respond to vulnerability using an ACE informed approach



To explore the impact of the training on cross-agency integrated working practices, and the extent to which this has contributed to a whole systems approach to preventing and mitigating ACEs



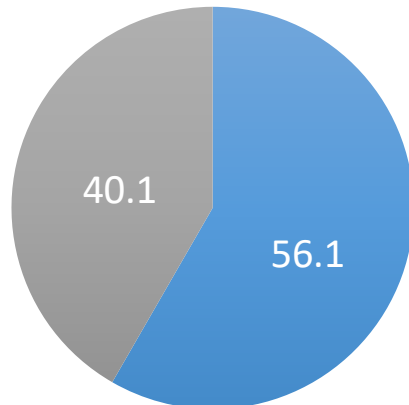
To examine the up-scale and wider roll out of the training across different forces, and the impact this has had on embedding an ACE and trauma-informed approach in policing



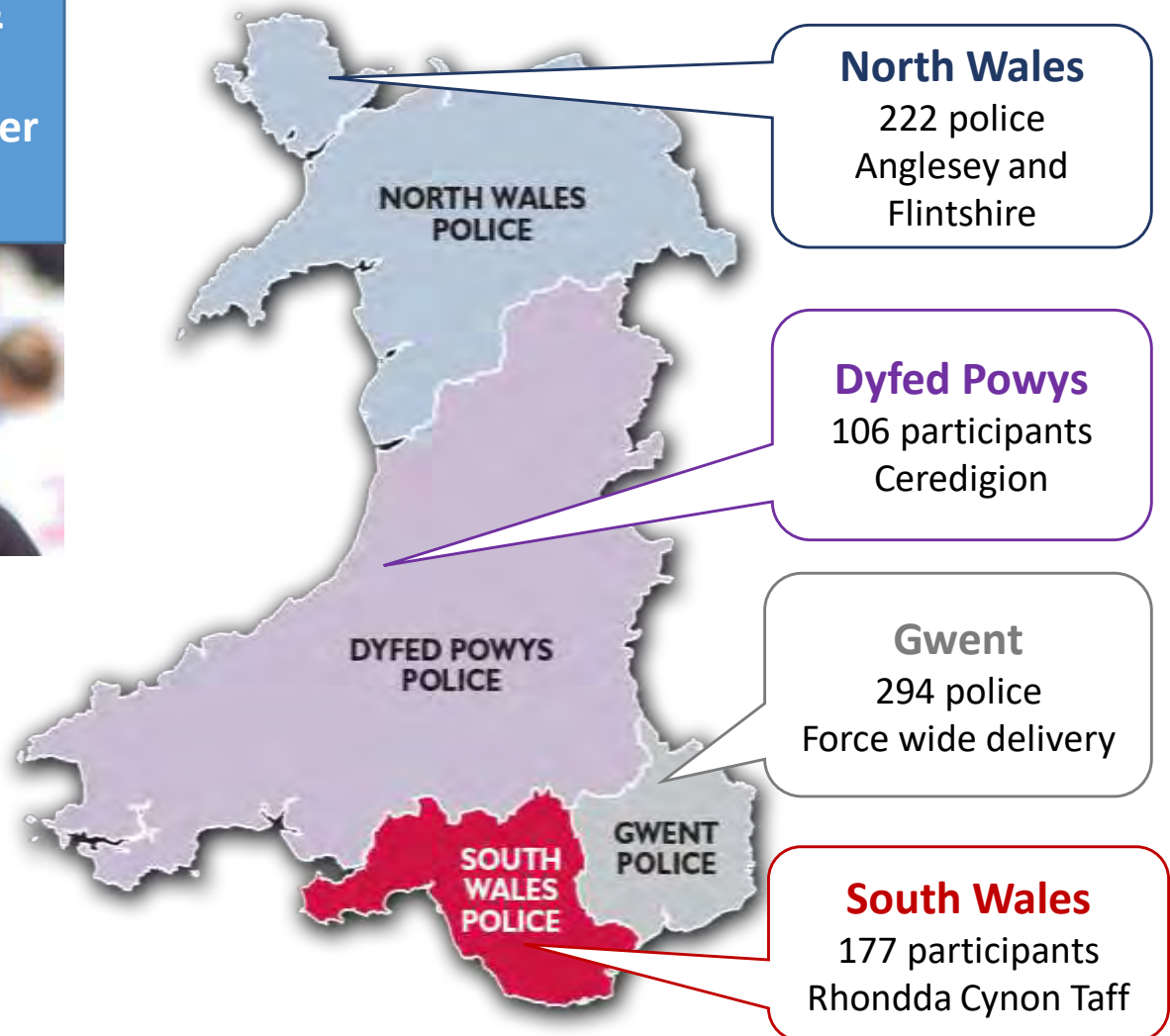
Methods: Police participants' characteristics

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Recruited 849 police &
147 multi-agency
participants from October
2018 to January 2019



■ Male ■ Female





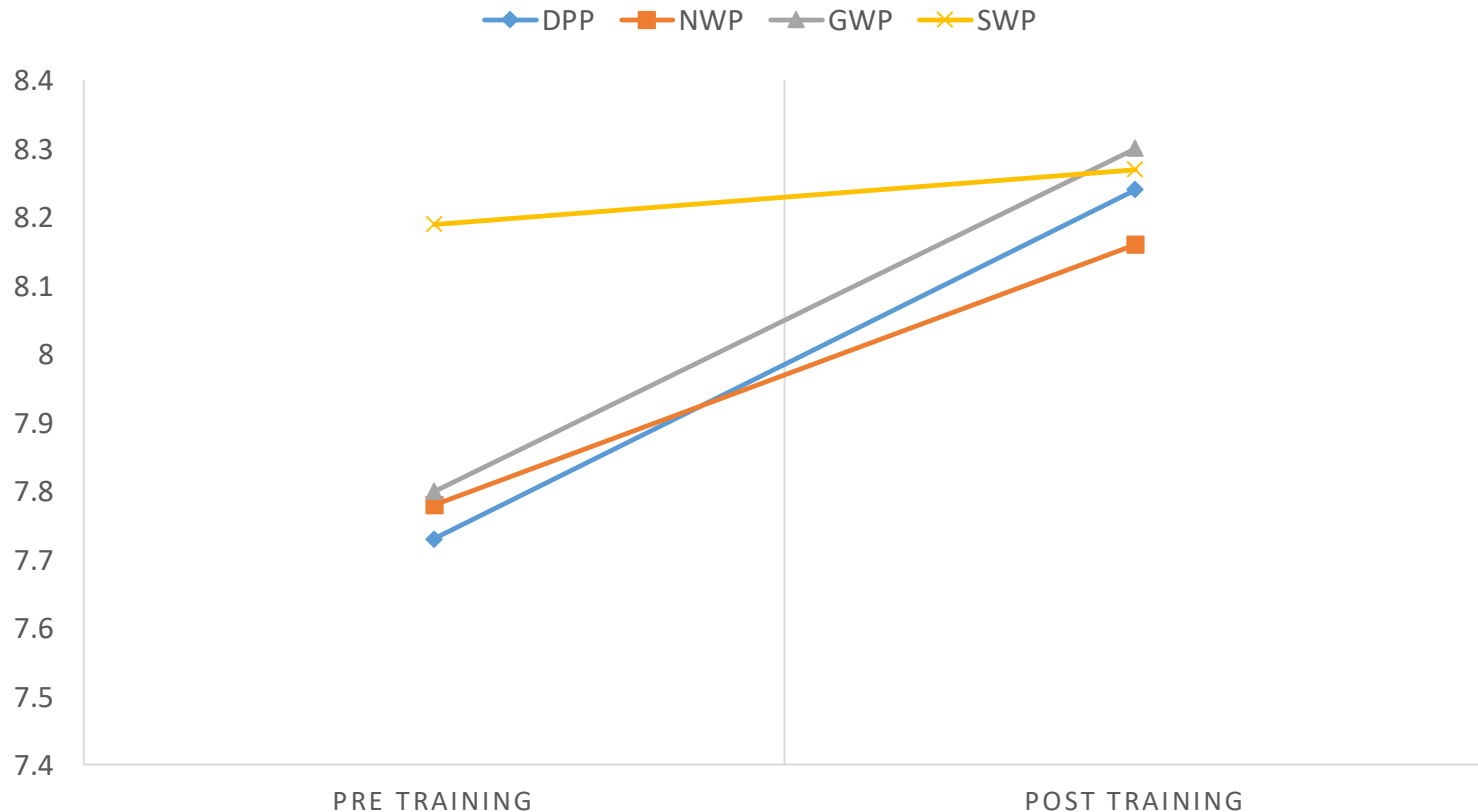
Survey findings: Usefulness of training in increasing knowledge

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	Police	MA
How useful was the training in increasing your knowledge on...	Post M (SD)	Post M (SD)
1.What ACEs are	4.75 (.57)	4.60 (.94)
2.The potential impact of ACEs on the life course	4.65 (.65)	4.60 (.92)
3.The role of resilience in mitigating the impact of ACEs	4.51 (.69)	4.46 (.95)
4.The impact trauma can have on brain development	4.52 (.66)	4.55 (.85)
5.The benefits of working together with partners to prevent and mitigate ACEs and related trauma	4.59 (.65)	4.63 (.81)
6.The consideration of ACEs in understanding root causes of behaviour	4.56 (.67)	4.59 (.87)
7.Breaking intergenerational cycles of abuse through ACE informed approaches	4.51 (.69)	4.54 (.93)



PRE TO POST TRAINING CONFIDENCE (VULNERABILITY) BY FORCE AREA (POLICE)





Survey Findings: Confidence & Competence in responding to vulnerability

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	Police			Multi-agency partners		
	N	Mean	SD	N	Mean	SD
Overall training package rated as enabling individuals to:						
Confidently respond to vulnerability using an ACE informed approach	722	4.42	0.75	133	4.44	0.80
Competently respond to vulnerability using an ACE informed approach	729	4.39	0.71	129	4.38	0.83



"The training was very beneficial , I was not fully aware of ACE and what they do. I would feel confident responding to vulnerability" PC

"Better understanding of triggers and causes of criminality or calls which involve vulnerable victims/suspects" PC



Survey Findings: Understanding of an ACE informed approach

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		Police	Multi-Agency
Training Statements	<i>Sig.</i>	Post <i>M (SD)</i>	Post <i>M (SD)</i>
1. Cases should be prioritised based on the number of ACEs scored on a checklist	***	3.53 (.96)	3.37 (1.12)
2. The number of ACEs present is the best indicator of future risk	Ns	3.68 (.89)	3.70 (.95)
3. The number of ACEs cannot be offset by resilience factors	*	3.30 (.88)	2.96 (1.14)
4. Vulnerability should be considered in every part of policing and crime	**	4.16 (.73)	4.39 (.71)
5. Dealing with ACEs is predominantly the responsibility of social workers	***	2.69 (1.13)	1.85 (.99)
6. It is not worthwhile to change the way we work with individuals who have 4 or more ACEs	***	2.17 (1.04)	1.73 (1.05)
7. It is possible to change a person's life course, regardless of the number of ACEs	***	4.15 (.79)	4.50 (.63)

***p<.001, **p<.01, *p<.05



1. It is important that police officers understand Adverse Childhood Experiences

2. Everyone has a part to play in supporting individuals who are experiencing trauma

3. Agencies should work together to prevent and mitigate Adverse Childhood Experiences (ACEs) and related trauma

Agreement

Certainty





Survey findings: Professional judgement and decision making in a youth anti-social behaviour scenario

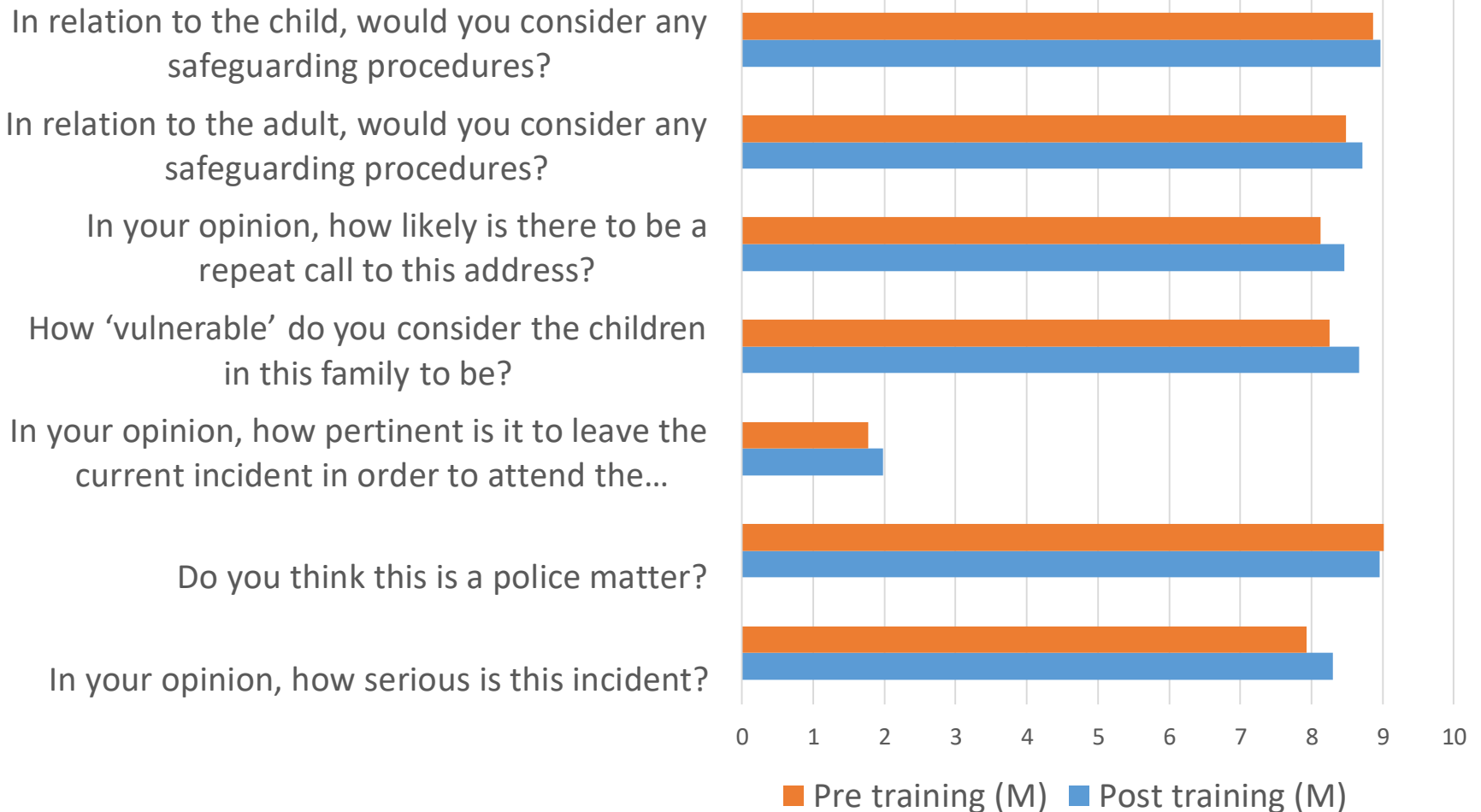
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Survey findings: Professional judgement and decision making in a possible domestic abuse scenario

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General feedback from survey's open questions

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'Brilliant training – very informative. Diolch.' PCSO NPT

'Best course I have been on for a long while. Very useful.' PCSO, NPT

'Good training, excellent knowledge and information. I feel I have learned a lot.' Response Officer

'Enjoyed this training very much and will take away key ACE points in the hope to make a change in the future.' Police Officer, Investigation role

"Allowed us to share ideas... reflect on the knowledge of colleagues" PCSO NPT

'Training achieved its aim of fully informing me about ACEs.' Response Sergeant

"It was quite lengthy. The pathways and resources part could be emailed to officers to cut time." DC,

'Informative course. Has given lots of new aspects to consider.' Roads Policing



Current reports available:



Rheglu ACDau gyf Hwddu a Phartneriaid
Police & Partners ACEs Programme

Transitioning from Police Innovation to a National Programme of Transformation:

An overview of the upscaling of
Adverse Childhood Experience (ACE) and
trauma-informed training and evaluation



Rheglu ACDau gyf Hwddu a Phartneriaid
Police & Partners ACEs Programme

Understanding the Landscape of Policing when Responding to Vulnerability:

Interviews with frontline officers across Wales



Rheglu ACDau gyf Hwddu a Phartneriaid
Police & Partners ACEs Programme

An evaluation of the Adverse Childhood Experience (ACE) Trauma Informed Multi- agency Early Action Together training:

National roll out to police and partners

Out November 2019

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Thank you



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