



# PROFIADAU NIWEIDIOL MEWN PLENTYNDOD ADVERSE CHILDHOOD EXPERIENCES

## ACE Informed Environments Framework for Service Delivery and Design

---

## Congruence with Future Generations Act Five Ways of Working



PIE element	What this means for service design and how it operates	Reflective Questions to consider	Congruence with Future Generations Act
<p data-bbox="159 272 461 360"><b>1. Psychological Framework:</b></p>  <p data-bbox="159 770 450 898">ACE Informed organisations have purpose can adapt</p> 	<p data-bbox="562 248 1043 408">1.1. There an explicit understanding of a ACE informed approach to work that can be described by all staff (staff understand how their work prevents, tackles and/ or mitigates ACEs)</p> <p data-bbox="562 443 1021 603">1.2. There is an explicit commitment to Growth and Change (because ACE informed organisations are learning organisations that change and adapt according to feedback)</p> <p data-bbox="562 638 999 730">1.3. The service/organisation includes ACE informed a part of its responsibility</p> <p data-bbox="562 766 1032 826">1.4. There is a policy which outlines ACE informed principles and practice</p> <p data-bbox="562 861 1032 986">1.5. Policies outline the relationship between ACEs and resilience and considers the implications for service access and design</p> <p data-bbox="562 1021 1021 1114">1.6. ACE informed practice, culture, and awareness of ACEs is endorsed by leadership</p> <p data-bbox="562 1149 999 1273">1.7. Service design, development, and evaluation are informed by an evidence based psychologically informed model</p> <p data-bbox="562 1308 1010 1401">1.8. Relationships and work with commissioners is underpinned by a focus on ACE informed services</p>	<p data-bbox="1093 248 1480 280"><b><u>Organisational Commitment</u></b></p> <ul data-bbox="1093 292 1574 603" style="list-style-type: none"> <li>• Is there an explicit psychologically informed model or approach and can all staff describe and understand the approach or model they are working to?</li> <li>• (i.e. what are the evidence based models used and understood by staff and how do these incorporate an understanding of ACEs?)</li> </ul> <p data-bbox="1093 647 1552 711"><b><u>Is there a sense of organisational mission and purpose?</u></b></p> <ul data-bbox="1093 722 1541 895" style="list-style-type: none"> <li>• Does this matter and contribute something to the greater good?</li> <li>• Do that staff feel that they are part of something bigger than themselves?</li> </ul> <p data-bbox="1093 938 1335 970"><b><u>Is there a vision?</u></b></p> <p data-bbox="1093 981 1570 1045">A clear understanding about what the organisation does and who it serves?</p> <ul data-bbox="1093 1056 1570 1189" style="list-style-type: none"> <li>• Is there also a sense of what it can become?</li> <li>• Is there a future orientation and a drive to learn, change and grow?</li> </ul> <p data-bbox="1093 1232 1350 1264"><b><u>Reflective Practice</u></b></p> <ul data-bbox="1093 1275 1559 1476" style="list-style-type: none"> <li>• Are leaders willing to change if the strategies they are using are not yielding the desired results?</li> <li>• Is there an understanding that change requires a level of risk, which is accepted and tolerated?</li> </ul>	<p data-bbox="1637 248 2107 384"><b>Long term:</b> the importance of balancing short-term needs with the need to safeguard the ability to also meet long term needs.</p> <p data-bbox="1637 536 2114 632">People can access the service they need, when they need it and only for as long as they need it.</p> <p data-bbox="1637 1206 2085 1270">Always learning, positively challenging and aiming to improve</p>

PIE element	What this means for service design and how it operates	Reflective Questions to consider	Congruence with Future Generations Act
<p data-bbox="152 272 416 416"><b>2. Evidence Generating Practice:</b></p>  <p data-bbox="152 783 371 906">ACE Informed organisations are inclusive</p> 	<p data-bbox="557 248 1032 387">2.1. Leadership is collaborative and includes people who use services in the development and evaluation of ACE informed approaches</p> <p data-bbox="557 427 1039 531">2.2. There is a structured process to obtain feedback and ideas from people who use the service and staff</p> <p data-bbox="557 603 1016 775">2.3. There is a steering or clinical reference group and/or champions who drive implementation of ACE informed work and includes people who use the service</p> <p data-bbox="557 815 1023 954">2.4. Information on the experiences of people who receive services is regularly gathered and is used to inform service planning</p> <p data-bbox="557 1026 1021 1198">2.5. Evaluation of ACE-informed policies and practices is regularly conducted as part of the review and planning process to implement change where relevant</p>	<p data-bbox="1093 248 1352 280"><b><u>Reflective Practice</u></b></p> <ul data-bbox="1093 320 1570 1023" style="list-style-type: none"> <li>• Can organisations be open and transparent about mistakes, poor performance or limited efficacy (so as to foster a culture of safety and learning?)</li> <li>• Are leaders willing to share power, listen deeply and incorporate feedback into the planning process?</li> <li>• Is there a willingness and a mechanism to continually hold what we do up against what we believe and to work to close gaps between the two?</li> <li>• Is there a willingness and openness to learn from others outside the organisation and integrate best practice into the organisations/service/team's repertoire?</li> </ul> <p data-bbox="1093 1062 1541 1094"><b><u>Co-production and collaboration</u></b></p> <p data-bbox="1093 1134 1574 1342">Do all members of the team and the people it is serving or supporting feel that their opinions matter and that their participation in decision making, monitoring and evaluating progress is important and useful?</p> <p data-bbox="1093 1382 1574 1445">Are efforts made to hear the voices of marginalised groups?</p>	<p data-bbox="1632 248 2096 456"><b>Involvement:</b> the importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.</p> <p data-bbox="1632 496 2085 568">Always learning, positively challenging and aiming to improve</p> <p data-bbox="1632 919 2096 1094"><b>Collaboration:</b> acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives.</p> <p data-bbox="1632 1134 2112 1238">Delivering an integrated service with partners in the best interest of the people accessing the service</p> <p data-bbox="1632 1278 2112 1414">Starting from what people can do, not what they can't and involving them in decision making as an equal partner</p>

PIE element	What this means for service design and how it operates	Reflective Questions to consider	Congruence with Future Generations Act
<p data-bbox="152 272 461 312"><b>3. Environment:</b></p>  <p data-bbox="152 676 439 847">ACE Informed organisations are safe place to work or access</p> 	<p data-bbox="557 248 952 419">3.1. Existing screening and assessment activity is informed by evidence based practice (and is therefore relational and compassionate)</p> <p data-bbox="557 459 987 630">3.2. People being assessed are informed about choice and control about what is shared (and will be informed where there is a legal obligation to share)</p> <p data-bbox="557 670 1037 802">3.3. The potential for re-traumatisation during screening/assessment is recognised and strategies are in place to minimise this risk</p> <p data-bbox="557 842 1021 1046">3.4. Where risk assessments and safety plans exist they include: triggers/stressors; helpful/non-helpful strategies; people who are able to provide support as determined by people who use services</p> <p data-bbox="557 1086 1012 1187">3.5. Policy is in place to inform how safety plans are utilised in crisis with regular review</p> <p data-bbox="557 1227 1043 1398">3.6. Assessment and support environments are safe and welcoming, with staff applying ACE informed approaches regardless of whether ACEs are known</p> <p data-bbox="557 1437 1014 1501">3.7. Work environments for staff are safe and welcoming</p>	<p data-bbox="1093 248 1413 280"><b><u>Organisational Culture:</u></b></p> <ul data-bbox="1093 320 1576 954" style="list-style-type: none"> <li>• Are efforts made to align policies, procedures, practices and systems to ensure the well-being of all stakeholders?</li> <li>• Are leaders aware of their own vulnerabilities and challenges? Do they use power to advance the organisations/service/team's mission or their own personal agenda?</li> <li>• Do organisational leaders make efforts to build trusting relationships with staff by supporting staff's best efforts, helping them acquire new skills and competencies, being honest and direct, and cultivating a sense of mission and community?</li> </ul> <p data-bbox="1093 994 1503 1026"><b><u>A safe and innovative culture:</u></b></p> <ul data-bbox="1093 1066 1576 1485" style="list-style-type: none"> <li>• Is the focus of safety inclusive of physical, psychological, social and moral safety? i.e. do people feel safe to make mistakes? Say what's on their mind? Be who they are? To trust others?</li> <li>• Is it safe to take reasonable risks?</li> <li>• Is innovation abundant?</li> <li>• Is change viewed as an opportunity or threat?</li> <li>• How is the impact of work on staff recognised as important?</li> </ul>	<p data-bbox="1632 248 2096 419"><b>Collaboration:</b> acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives:</p> <ul data-bbox="1632 459 2085 842" style="list-style-type: none"> <li>• Starting from what people can do, not what they can't and involving them in decision making as an equal partner</li> <li>• Always learning, positively challenging and aiming to improve</li> <li>• People can access the service they need, when they need it and only for as long as they need it.</li> </ul>

PIE element	What this means for service design and how it operates	Reflective Questions to consider	Congruence with Future Generations Act
<p data-bbox="129 260 427 304"><b>4. Staff Training</b></p>  <p data-bbox="129 687 387 732"><b>Staff Support</b></p> 	<p data-bbox="517 237 1155 328">4.1. Senior leaders consider the service provision required for people who have experienced ACEs or who find accessing services difficult or problematic</p> <p data-bbox="517 357 1061 416">4.2. Leadership allows for the resourcing of implementing ACE informed services</p> <p data-bbox="517 445 1205 564">4.3. All staff (at all levels) receive basic awareness training of ACEs that furthers understanding of ACEs and trauma related issues – and how this may impact on people’s engagement and relationship with services.</p> <p data-bbox="517 593 1193 684">4.4. Training includes the development of collaborative working with people who have experienced ACES and trauma.</p> <p data-bbox="517 713 1209 772">4.5. Training includes awareness of trauma-specific and specialised services locally</p> <p data-bbox="517 801 1182 860">4.6. More advanced PIE/ACEs training is provided for relevant staff</p> <p data-bbox="517 888 1189 1037">4.7. All staff who are working with people who have experienced trauma receive structured strength-based supervision from someone who is trained in understanding trauma to include: impact on well-being and stress responses; self-care; safety</p> <p data-bbox="517 1066 1144 1157">4.8. Staff have access to forums that include opportunities for sharing of trauma related practice knowledge and skills (a community of practice)</p> <p data-bbox="517 1185 1182 1244">4.9. Opportunities for informal reflection, peer support and consultation are regularly provided</p> <p data-bbox="517 1273 1205 1364">4.10. The organisation/service/team regularly evaluates and gets input from staff in relation to safety and the wellbeing of staff</p> <p data-bbox="517 1393 1151 1482">4.11. The organisation/service/team provides appropriate support for staff who have experienced vicarious trauma.</p>	<p data-bbox="1283 237 1391 268"><b><u>Culture:</u></b></p> <p data-bbox="1283 309 1659 483">Do leaders in the organisation consistently model emotional intelligence/self-awareness and encourage healthy expression of emotions?</p> <p data-bbox="1283 520 1599 587"><b><u>Reflective Practice and Culture:</u></b></p> <ul data-bbox="1283 628 1675 1473" style="list-style-type: none"> <li data-bbox="1283 628 1675 906">• Does your organisations/ service/team accept that distressing emotions can be inevitable and normal and therefore it creates the space and time to talk about and recover from the challenges of work?</li> <li data-bbox="1283 911 1675 1225">• Does your organisation/ team/service recognise that stress and unmanaged conflict can easily dominate a work environment unless there are adequate conflict management resources (that are ACE and trauma informed)</li> <li data-bbox="1283 1230 1675 1331">• How intrinsic is reflective practice in the fabric of your organisation?</li> <li data-bbox="1283 1335 1675 1473">• Is it recognised as a key tool for effective working and achieving the organisations outcomes?</li> </ul>	<p data-bbox="1749 237 2107 411"><b>Long term:</b> the importance of balancing short-term needs with the need to safeguard the ability to also meet long term needs.</p> <p data-bbox="1749 453 2107 627"><b>Prevention:</b> how acting to prevent problems occurring or getting worse may help public bodies meet their objectives.</p> <p data-bbox="1749 668 2085 946"><b>Involvement:</b> the importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.</p> <p data-bbox="1749 987 2085 1265">Always learning, positively challenging and aiming to improve Starting from what people can do, not what they can’t and involving them in decision making as an equal partner</p>

PIE element	What this means for service design and how it operates	Reflective Questions to consider	Congruence with Future Generations Act
<p data-bbox="152 268 465 316"><b>5. Relationships:</b></p>  <p data-bbox="152 678 452 981">ACE informed organisations recognise relationships as a key tool for wellbeing, support and change</p> 	<p data-bbox="560 247 1034 311">5.1. Asset based, creative working is core business</p> <p data-bbox="560 359 1025 454">5.2. Relational approaches are nurtured and understood by leaders and staffal</p> <p data-bbox="560 502 1030 630">5.3. Communication flows throughout the organisation/service/team and information exchange is abundant</p> <p data-bbox="560 678 990 837">5.4. Leaders model good communication skills and encourage efforts to embed good communication practices in the structure of the organisation</p> <p data-bbox="560 885 1034 1053">5.5. The organisation/service/team creates opportunities for people to talk to each other, resolve conflicts, share ideas, solve problems and set goals</p> <p data-bbox="560 1101 1030 1165">5.6. Information is shared in a timely and useful way</p> <p data-bbox="560 1204 985 1300">5.7. Initial contact with all people who use services is respectful, welcoming and engaging</p> <p data-bbox="560 1348 990 1476">5.8. People who receive services are supported through transition between services (as far as possible)</p>	<p data-bbox="1093 247 1518 311"><b><u>How relational approaches are understood:</u></b></p> <ul data-bbox="1093 351 1572 774" style="list-style-type: none"> <li>• Are relationships recognised as a principal tool in service delivery and effectiveness?</li> <li>• Are staff always curious about what behaviour is communicating? (colleague or service user)</li> <li>• Is 'non-engagement' understood as communication?</li> <li>• How is this reflected and acted upon?</li> <li>• How is 'challenging' engagement understood, reflected on and acted upon?</li> </ul> <p data-bbox="1093 805 1370 837"><b><u>Flow of Information:</u></b></p> <ul data-bbox="1093 869 1572 1157" style="list-style-type: none"> <li>• Does information sharing occur up, down, and sideways within and without the organisation?</li> <li>• Are people able to seek answers when they are confused or unclear by a communication?</li> <li>• Are boundaries used as an excuse for not sharing information or communicating?</li> </ul> <p data-bbox="1137 1197 1482 1228"><b><u>Whole system approach:</u></b></p> <ul data-bbox="1093 1260 1563 1428" style="list-style-type: none"> <li>• Is there an awareness of the organisation/service/team as a living system?</li> <li>• And that this is dependent on the maintenance of feedback loops?</li> </ul>	<p data-bbox="1630 247 2094 422"><b>Collaboration:</b> acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives:</p> <ul data-bbox="1630 462 2083 837" style="list-style-type: none"> <li>• Starting from what people can do, not what they can't and involving them in decision making as an equal partner</li> <li>• Always learning, positively challenging and aiming to improve</li> <li>• People can access the service they need, when they need it and only for as long as they need it.</li> </ul> <p data-bbox="1630 885 2094 1093"><b>Integration:</b> considering how public bodies' well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</p> <p data-bbox="1630 1133 2094 1268"><b>Long term:</b> the importance of balancing short-term needs with the need to safeguard the ability to also meet long term needs.</p> <p data-bbox="1630 1308 2094 1444"><b>Prevention:</b> how acting to prevent problems occurring or getting worse may help public bodies meet their objectives.</p>