



Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

## Pwyllgor Datblygu Polisi Pobl

**Lleoliad:** Ystafell Bwyllgor 5 - Neuadd y Ddinas, Abertawe

**Dyddiad:** Dydd Mercher, 19 Medi 2018

**Amser:** 4.00 pm

**Cadeirydd:** Cyngorydd Ceri Evans

**Aelodaeth:**

Cynghorwyr: C Anderson, S J Gallagher, P R Hood-Williams, E T Kirchner, M B Lewis, S Pritchard, C Richards, M Sykes a/ac G J Tanner

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### Agenda

Rhif y Dudalen.

- 1 Ymddiheuriadau am absenoldeb.
- 2 Derbyn datgeliadau o fuddiannau personol a rhagfarnol.  
[www.abertawe.gov.uk/DatgeliadauBuddiannau](http://www.abertawe.gov.uk/DatgeliadauBuddiannau)
- 3 **Cofnodion:** 1 - 6  
Cymeradwyo a llofnodi, fel cofnod cywir, gofnodion y cyfarfod blaenorol.
- 4 **Profiadau Niweidiol yn ystod Plentyndod (ACE) - I ba raddau y mae'r cyngor eisoes yn wybodus ynghylch profiadau niweidiol yn ystod plentyndod?** 7 - 12
- 5 **Cynllun Gwaith 2018-2019.** 13

**Cyfarfod Nesaf:** Dydd Mercher, 17 Hydref 2018 ar 4.00 pm

**Huw Evans**

**Pennaeth Gwasanaethau Democrataidd**

**Dydd Iau, 13 Medi 2018**

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**Cyswllt: Gwasanaethau Democrataidd - (01792) 636923**

# Agenda Item 3



City and County of Swansea

## Minutes of the **People Policy Development Committee**

Committee Room 3A - Guildhall, Swansea

Wednesday, 25 July 2018 at 4.00 pm

**Present:** Councillor C R Evans (Chair) Presided

**Councillor(s)**

C Anderson  
M B Lewis

**Councillor(s)**

P R Hood-Williams  
S Pritchard

**Councillor(s)**

E T Kirchner  
C Richards

**Officer(s)**

Simon Jones  
Allison Lowe  
Mark Sheridan  
Jo Veck

Social Services & Wellbeing Act Strategic Lead  
Democratic Services Officer  
Head of Vulnerable Learner Service  
Senior Solicitor

**Apologies for Absence**

Councillor(s): M Sykes, G Tanner

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### 10 Disclosures of Personal & Prejudicial Interests.

In accordance with the Code of Conduct adopted by the City & County of Swansea no interests were declared.

### 11 Minutes:

**Resolved** that the Minutes of the People Policy Development Committee held on 20 June 2018 be approved and signed as a correct record.

### 12 Adverse Childhood Experiences (ACE) - Understanding the Implications of ACE's for Citizens.

The Head of Vulnerable Learner Services provided a presentation on Well-being – A Strategy Framework regarding the strategic approach to Well-being for children and young people which included acknowledgement of the impact of Adverse Childhood Experiences (ACEs).

He outlined the background, definition of Well-being, the Vision, Principles and Graduated Model of Promotion, Nurture and Support, the Well-being Framework.

He suggested that the Committee take a more overarching approach in terms of Wellbeing, rather than focusing solely on an ACE's approach.

The Committee made the following points:

- Concern expressed that we seem to be focusing solely on children when traumatic experiences can affect children through into adulthood;
- The Swansea Public Services Board had published their Wellbeing Plan – we need to link in with our partners eg Police, Health, 3<sup>rd</sup> Sector;
- Already good work ongoing with 'Rights Respecting' in our schools;
- An example of training on children's mental health was highlighted which depicted slides on the brain of well stimulated child compared to that of one that was not stimulated;
- All teachers, governors and staff all need to be aware of the basic training. Most schools are doing it but it is not consistent;
- Need a multi-agency approach – most of these children can be identified by the schools so those with ACE's should be identified early;
- 2 types of ACE's – those that could be anticipated and those that could not be anticipated;
- The most appropriate services to identify early cases would be via colleagues in maternity services and health eg health visitors;
- Also a big issue with Young Adult Carers – they don't see being a Young Adult Carer as an ACE;
- Would like to be able to prevent children who suffer from ACE's from revisiting them when they progress into adulthood.

Simon Jones, the Social Services Strategy and Performance Improvement Officer stated that there was an ACE Support Hub with broad representation from Health, Police and 3<sup>rd</sup> Sector that could be utilised if required.

The Head of Vulnerable Learner Services stated that the preferred option was for ACE's to become part of the Wellbeing Strategy with a work stream around ACE's in order to develop skills such as train the trainer. There could then be an action plan to develop ACE awareness across Social Services & Education to encompass actions as part of the work stream that would contribute to the broader Wellbeing Strategy. It would also identify whether progress was being made.

The Committee considered whether they should continue with the Work Plan as previously agreed or change it slightly to support the 'Behaving Well Sub Group' in order to develop the wider Well-being Strategy.

The Committee agreed that they should concentrate on an achievable outcome such as focussing on ensuring a consistent approach for all staff, Governors, Teachers and Councillors in relation to training associated with ACE's.

The Committee could also be updated on the progress of the Wellbeing Strategy as and when necessary.

The Chair thanked the Health of Vulnerable Learner Services for his presentation.

**Resolved that:**

- 1) The presentation be noted;
- 2) Simon Jones, the Social Services Strategy and Performance Improvement Officer attend the next meeting to further consider the Implications of ACE's for Citizens.

**13 Work Plan 2018-2019.**

The Chair outlined the Work Plan for 2018-2019.

**Resolved** that the Work Plan be noted.

The meeting ended at 5.20 pm

**Chair**



City and County of Swansea

## Minutes of the **People Policy Development Committee**

Committee Room 5 - Guildhall, Swansea

Wednesday, 15 August 2018 at 4.00 pm

**Present:** Councillor C R Evans (Chair) Presided

**Councillor(s)**

C Anderson  
E T Kirchner

**Councillor(s)**

S J Gallagher  
M B Lewis

**Councillor(s)**

P R Hood-Williams  
G J Tanner

**Officer(s)**

Simon Jones

Social Services Strategy and Performance Improvement  
Officer

Allison Lowe

Democratic Services Officer

Lisa Thomas

Senior Lawyer

**Apologies for Absence**

Councillor(s): S Pritchard and C Richards

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### 14 **Disclosures of Personal & Prejudicial Interests.**

In accordance with the Code of Conduct adopted by the City & County of Swansea, no interests were declared.

### 15 **Adverse Childhood Experience (ACE) - Understanding the Implications of ACE's for citizens.**

Simon Jones, Social Services Strategy and Performance Improvement Officer provided a powerpoint presentation in order to understand the implications of Adverse Childhood Experiences (ACE's) for citizens.

The presentation outlined the background and definition of what constitutes an ACE. It detailed how many adults in Wales had been exposed to each ACE, the prevalence of how many citizens were affected, the risk to citizens, its impact on citizen well-being and how we could consider dealing with this differently for our citizens via:

- Different way of looking at journey into services / needs / pathways / support roles;
- Supporting whole system thinking about public services – currently services are commissioned to deal with a single problem, eg tenancy support, pupil referral, family support;
- Potential for network of ACE informed / aware organisations in Swansea;

- Potential for identifying safe places;
- Promoting 'kindness' / ACE awareness at all front door / public-facing access points;
- Just having the ACE's conversation can make a difference to citizens.

An ACE support hub had been established in 2017 by Cymru Well Wales to address ACE's and their impact in Wales through a whole system approach and to drive the achievement of the collective vision for Wales as a world leader in ACE-free childhoods.

Discussions centred around the following: -

- Acknowledgement that the Government are now highlighting ACE's;
- Health & Safety training for Teachers on how to handle children with mental health issues was highlighted;
- The need to be able to identify and quantify the factors in an attempt to 'break the cycle';
- Bullying in schools could also be seen as an ACE – schools require consistency of how to identify and deal with cases;
- Various stages to consider:
  - Pre-birth;
  - The First 1000 days;
  - Transition to senior / comprehensive school;
  - Transition into adulthood;
- This has been ongoing for many years, it is not a new concept;
- A partnership approach with Police, Health, etc. is required;
- Consider focusing on parents who were due to become first time parents – again in a bid to break the cycle;
- Work already ongoing in Flying Start, Child Protection, Team around the Family;
- Consider having a 'Statement of Purpose', such as a kindness statement so it can be instilled into our culture;
- Perhaps there could be an 'add on' to the Safeguarding Strategy / training which is mandatory for all staff – everyone's responsibility to include information on ACEs;
- Reiterated that maternity services and health visitors were the key people who could identify cases at an early stage;
- Need to raise awareness of ACEs to everyone;
- Public Health Wales already undertaking much work on ACEs – there is an ACEs framework in existence;
- Swansea Public Services Board has recently signed up to First 1000 days collaborative;
- The extremely high cost to public services throughout the life of someone with ACE's, which again highlighted the need for early intervention.

The Chair thanked the Social Services Strategy and Performance Improvement Officer for his presentation.

**Resolved** that:

- 1) The presentation be noted;
- 2) At its next meeting on 19 September 2018 the Committee consider:
  - a. The ACE's framework;
  - b. The concept of a 'Statement of Purpose'.

**16 Work Plan 2018-2019.**

The Chair presented the Work Plan for 2018-2019.

**Resolved** that:

- 1) The Work Plan be noted;
- 2) The meeting scheduled for 19 September 2018 consider:

ACE's – To what extent is the Council already ACE informed to;

  - Receive information regarding the ACE's framework;
  - Consider a 'Statement of Purpose'.

The meeting ended at 5.05 pm

**Chair**



# PROFIADAU NIWEIDIOL MEWN PLENTYNDOD ADVERSE CHILDHOOD EXPERIENCES

## ACE Informed Environments Framework for Service Delivery and Design

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## Congruence with Future Generations Act Five Ways of Working











## 2. Evidence Generating Practice:





ACE Informed organisations are inclusive



PIE element	What this means for service design and how it operates	Reflective Questions to consider	Congruence with Future Generations Act
<p><b>2. Evidence Generating Practice:</b></p>  <p>ACE Informed organisations are inclusive</p> 	<p>2.1. Leadership is collaborative and includes people who use services in the development and evaluation of ACE informed approaches</p> <p>2.2. There is a structured process to obtain feedback and ideas from people who use the service and staff</p> <p>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>2.4. Information on the experiences of people who receive services is regularly gathered and is used to inform service planning</p> <p>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><b><u>Reflective Practice</u></b></p> <ul 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><b><u>Co-production and collaboration</u></b></p> <p>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>Are efforts made to hear the voices of marginalised groups?</p>	<p><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>Always learning, positively challenging and aiming to improve</p> <p><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>Delivering an integrated service with partners in the best interest of the people accessing the service</p> <p>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="152 268 461 309"><b>3. Environment:</b></p>  <p data-bbox="152 676 439 845">ACE Informed organisations are safe place to work or access</p> 	<p data-bbox="557 248 949 418">3.1. Existing screening and assessment activity is informed by evidence based practice (and is therefore relational and compassionate)</p> <p data-bbox="557 459 985 628">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 801">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 1043">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 1085 1012 1184">3.5. Policy is in place to inform how safety plans are utilised in crisis with regular review</p> <p data-bbox="557 1225 1041 1394">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 1436 1014 1500">3.7. Work environments for staff are safe and welcoming</p>	<p data-bbox="1093 248 1415 280"><b><u>Organisational Culture:</u></b></p> <ul data-bbox="1093 322 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 995 1505 1027"><b><u>A safe and innovative culture:</u></b></p> <ul data-bbox="1093 1069 1576 1484" 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="1635 248 2096 418"><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="1635 459 2083 845" 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="91 732 125 834" style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 11</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 1211 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 1664 483">Do leaders in the organisation consistently model emotional intelligence/self-awareness and encourage healthy expression of emotions?</p> <p data-bbox="1283 520 1603 587"><b><u>Reflective Practice and Culture:</u></b></p> <ul data-bbox="1283 628 1682 1473" style="list-style-type: none"> <li>• 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>• 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>• How intrinsic is reflective practice in the fabric of your organisation?</li> <li>• 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 943"><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 984 2085 1262">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 1037 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="560 678 992 837">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 1032 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 992 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 1574 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 1574 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="1635 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="1635 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="1635 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="1635 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="1635 1308 2094 1444"><b>Prevention:</b> how acting to prevent problems occurring or getting worse may help public bodies meet their objectives.</p>

# Agenda Item 5



## Report of the Chair

### People Policy Development Committee

### Workplan 2018-2019

Date of meeting	Agenda items and Format
20 June 2018	<b>Work Plan Discussion</b>
25 July 2018	<b>Adverse Childhood Experiences (ACE)</b> – Understanding the implications of ACE's for citizens.
15 August 2018	<b>Adverse Childhood Experiences (ACE)</b> – Understanding the implications of ACE's for citizens.
19 September 2018	<b>Adverse Childhood Experiences (ACE)</b> – To what extent is the Council already ACE informed?
17 October 2018	<b>Adverse Childhood Experiences (ACE)</b>
7 November 2018	<b>Transition</b> – How does transition currently work across the Health, Social Care and Education system, particularly focussing on citizen experience.
12 December 2018	<b>Transition</b> – Current plans to improve transition.
16 January 2019	<b>Transition</b> – Proposals to improve particularly focussing on voice and choice of citizens.
20 February 2019	<b>Supported Living</b> – What is Supported Living and how are new arrangements developed.
29 March 2019	<b>Supported Living</b> – Current arrangements to engage community including Ward Members.
17 April 2019	<b>Supported Living</b> – Current proposals to improve community engagement and Ward Members.