

# Impact Framework

Understanding the impact of our work to  
introduce trauma-informed practice

---



ROCHDALE  
BOROUGH COUNCIL

# About the Impact framework

The Impact Framework sets out the outcomes we hope to achieve for children and families as a result of adopting trauma-informed practice across the borough.

## It includes:

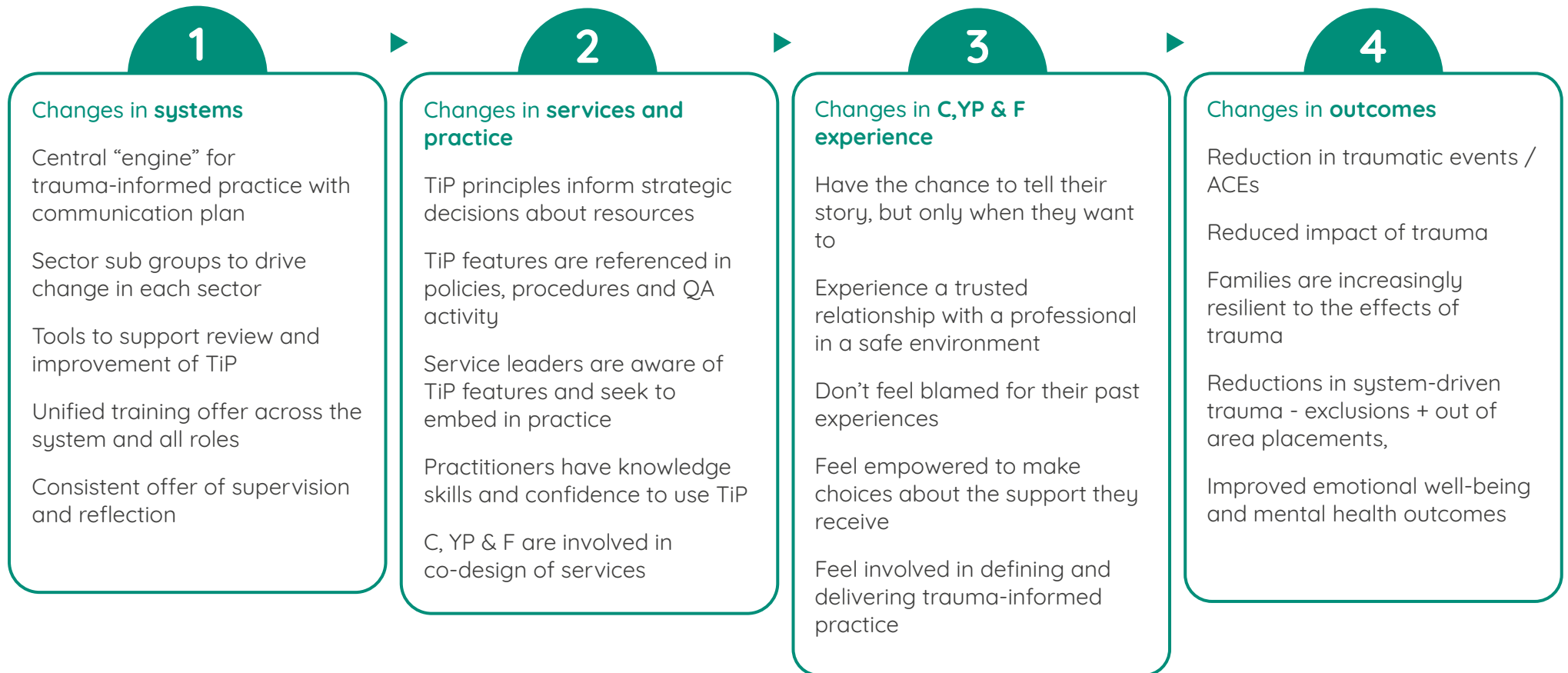
The Theory of Change - why we think our approach will lead to better outcomes for children and families

A change journey for practitioners and organisations - how our approach will make the journey towards being trauma informed easier

Outcome statements - showing how we expect to see the impact on outcomes through implementing the 8 core features of trauma-informed systems.

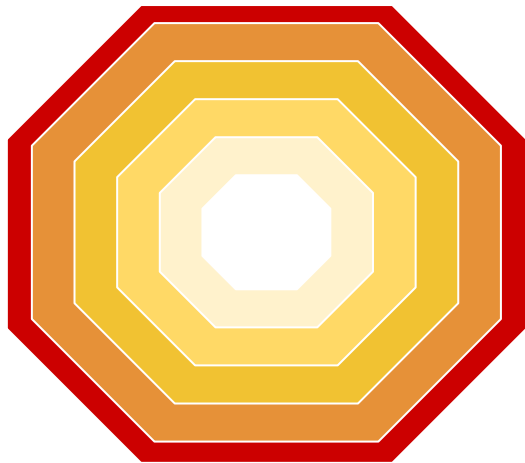
This impact framework is supported by a set of tools to help individual services and organisations to understand their journey towards being trauma-informed and to help the Partnership understand the progress they are making. These form part of the Communications pack.

# Theory of change on a single page



# From TiP features to outcomes

## Children and families



- **Screening for and recording trauma / ACEs**

**Children and families** have the opportunity to tell their story to someone who listens to and believes them, at the time that feels right for them

**Children and families** get the support they need, without needing to retell their story

- **Building relationships**

**Children and families** experience at least one supportive and trusted relationship with a practitioner

**Children and families** are helped to build and develop supportive relationships with their peers and community

- **Strengths-based support**

**Children and families** feel that their strengths are recognised and developed by practitioners

**Children and families** don't feel blamed for their past experiences or current challenges

**Children and families** feel empowered to make choices about the support they receive

**Children and families** feel involved in defining and delivering trauma-informed practice

- **Safe environments**

**Children and families** feel safe and welcomed when they meet with practitioners

**Children and families** are given choices about when and where to meet

# From TiP features to outcomes

## Workforce

### ● Training in trauma

**Everyone working with and for children and families** has the knowledge, skills and confidence to provide trauma-informed support as appropriate to their role

**Everyone working with and for children and families** can access reflective spaces, coaching and expert advice on trauma in their everyday practice

### ● Managing secondary trauma

**Everyone working with and for children and families** is offered support to manage the emotions involved in working with trauma-affected individuals

**Everyone working with and for children and families** is supported to reflect on and manage their own traumatic experiences

### ● Collaborating within and across teams

**Everyone working with and for children and families** uses a common language to recognise and respond to trauma

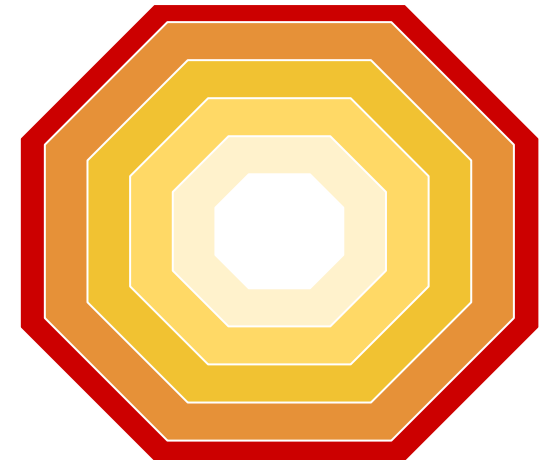
**Everyone working with and for children and families** has opportunities to discuss children and families with other teams and services to plan an appropriate response

### ● Leadership and ethos

**Leaders** have the knowledge and skills to talk about trauma

**Policies and procedures** provide guidance on how to recognise and respond to trauma in the organisational context

**Organisations** audit themselves against the features of trauma informed practice and make plans to continue to improve



# What will change for **people working with** children and families?

	BEFORE	AFTER
<b>REALISE</b>	Practitioner becomes interested in TiP because they see relevance to their work. <b>Practitioner finds and attends training using their personal development budget</b>	Practitioners hear about trauma-informed practice from their managers, peers and colleagues in other agencies. <b>They can easily access training suitable to their role.</b>
<b>RECOGNISE</b>	Practitioner sees the impact of trauma in their work but doesn't have anyone to talk to about it	Practitioners are helped to recognise trauma in the people they work with through tools and supervision. <b>Trauma is regularly discussed as a team.</b>
<b>RESPOND</b>	Practitioner's ability to respond with trauma informed practice is limited by time and resources barriers. <b>Practitioner carries burden of seeing trauma without being able to respond.</b>	<b>Practitioners have the time and resources to offer trauma-informed care through relational working</b>
<b>AVOID RE-TRAUMATISATION</b>	Policies, processes and environments remain unchanged and continue to affect children and families	Practitioners identify unhelpful policies and procedures and advocate for change. <b>Leaders listen to practitioners and reform the system.</b>
<b>OUTCOME</b>	Practitioners become disillusioned, burnt out, and retrench to standard practice	<b>Practitioners remain passionate and enthused and build their skills in trauma-informed practice.</b>

# What will change for **services and organisations working with** children and families?

	BEFORE	AFTER
<b>REALISE</b>	Leader becomes interested in TiP because they see relevance to their work. They send staff on trauma informed training	Leaders hear about trauma-informed practice from their peers. <b>They access training designed for leaders and reflect with peers.</b>
<b>RECOGNISE</b>	Leader delegates to a “trauma-informed practice lead” to understand how trauma affects people in the service. Each service uses its own definition.	<b>Leader involves whole organisation in deep listening with children and families and staff and trauma training and reflection for the whole organisation</b>
<b>RESPOND</b>	Leaders send more staff on trauma training without changing anything else about the way the service runs.	<b>Leader leads a self-assessment and action planning process to start a journey to being a trauma-informed service. They learn from others in the sector about different approaches.</b>
<b>AVOID RE-TRAUMATISATION</b>	Leaders feel bound by government and regulators to continue as before. Policies, processes and environments remain unchanged and continue to affect children and families	<b>Leaders give and receive support and challenge from peers and the wider partnership to redesign services</b>
<b>OUTCOME</b>	Leaders conclude that trauma-informed practice does not have impact and look for other ways of improving outcomes for children and families	<b>Leaders see the impact of trauma-informed practice on children and families and remain bold strategic champions for the work</b>

# Measuring our progress and impact

Our approach to measuring progress and impact takes into account the nature of the whole-system culture change needed to make Rochdale's trauma-informed borough a reality.

- **We want to see change in individual services** and organisations, across different sectors and across the whole system. The impact measurement framework sets out how we can measure change at these different levels.
- **Becoming a trauma-informed system is a journey, not a one-off event.** The impact measurement framework supports understanding incremental changes over time, from increased awareness to making changes to the way services are delivered.
- **We want to embed understanding trauma and our responses into business as usual.** The impact measurement framework is supported by simple tools that can be used across a wide range of organisations to understand service level progress and impact. These tools can be found in the Communication pack.
- **Remember, not everything that matters can be measured** - the impact measurement framework encourages individual services and organisations to engage in deep listening and reflection as part of the impact journey.



# Impact measurement framework

	OBJECTIVE	SERVICE LEVEL IMPACT	SECTOR LEVEL IMPACT	SYSTEM-LEVEL IMPACT
COMMS	Raise awareness and commitment to trauma informed practice	Definitions and key features shared within the service	Number of organisations engaged with sector sub-groups	<ol style="list-style-type: none"> <li>1. Organisational survey results: pledge, comms</li> <li>2. Number of TiP events</li> </ol>
TRAINING	Increase knowledge, skills and confidence to deliver trauma-informed practice.	<p>Results from workforce survey tool</p> <p>Workforce feedback</p>	<ol style="list-style-type: none"> <li>1. Take-up of workforce survey tool</li> <li>2. Collated workforce survey results</li> </ol>	<ol style="list-style-type: none"> <li>1. Take-up and feedback on core training offer</li> <li>2. Collated workforce survey results</li> </ol>
TOOLS AND RESOURCES	Increase understanding of the impact of trauma and embed trauma-informed responses	Use of the deep listening tool with children and families	Take-up of deep listening tool	Organisational survey results: use of tools and surveys
LEARNING AND IMPACT	Identify and spread good practice and increase understanding of impact	Results from feedback survey for children and families	<ol style="list-style-type: none"> <li>1. Take-up of C&amp;F survey tool</li> <li>2. Collated C&amp;F survey results</li> </ol>	Organisational survey: action planning and change