



CWM TAF PUBLIC SERVICES BOARD - JOINT OVERVIEW & SCRUTINY COMMITTEE

Report Author PSB Support Team

Committee Date 07.02.20

Agenda Item: 5

This is an abridged version of the information report from the 27th September committee meeting with new appendices, outlining subsequent progress. The report outlined the work to date on tackling and mitigating the effect of Adverse Childhood Experiences (ACEs) in Cwm Taf. Appendix 1 highlights further progress to date. Appendices 2 to 4 provides further information.

Update Report

1.0 SUMMARY OF THE REPORT

- 1.1 To provide the Joint Overview and Scrutiny Committee (Committee) with oversight of the role of and work undertaken by the Board in relation to ACEs in Cwm Taf.

Tackling and mitigating the effect of ACEs has been identified as a priority for Cwm Taf. This work will directly contribute to delivering on the Well-being Plan and Objectives.

This Report is a summary of the work to date and an outline of the proposed next steps.

2.0 RECOMMENDATIONS

- 2.1 The Committee is requested to:
- i. Consider and note the content of this report.
 - ii. Identify any further information it would like to consider in support of the delivery of the Well-being Plan and the wider remit of the PSB in respect of tackling ACEs.

3.0 INTRODUCTION AND BACKGROUND

3.1 As Members are aware, the Cwm Taf Well-being Plan 2018-2023 was published on the 4th of May 2018 and contained four Objectives:-

- Thriving Communities
- Healthy People
- Strong Economy
- Loneliness & Isolation (cross cutting Objective)

Adverse Childhood Experiences (ACEs) feature throughout the Plan and its Objectives. It is also central to the WG Children First pilot of the Community Zone work.

The PSB received an offer of support from Bonnie Navarra of the Office of Future Generations Commissioner to work with the Board through a Live Lab looking at ACEs and ensuring that the people of Cwm Taf can access the right services at the right time. This work has also been supported by Charlotte Waite from the ACEs Hub.

3.2 A core group comprising of Marcus Longley – chair of PSB, Kelechi Nnoaham - chair of SPB, Paul Mee and Chris Hole – local authority leads for the Thriving Communities Objective, Simon James – Involvement Lead, Kirsty Smith and Lisa Toghill – senior officers for the PSB and Bonnie Navarra and Charlotte Waite met to consider the offer from the Office of the Future Generations Commissioner and develop a proposal for the work to the PSB. This was framed around an evidence base of relatively high numbers of children looked after in Cwm Taf, lower levels of educational attainment and employment rates, higher rates of substance misuse and lower life, and healthy life expectancy as well as accounts of service users’ struggles to access the help they needed or receive any early intervention support.

This proposal was presented and accepted at PSB in May 2019.

Following agreement from PSB, two and a half days of workshops were held in Rhondda Fach (Tylorstown) sports centre on 8, 9 and 11 July.

The event was opened with a key note address from Dame Louise Casey and attendees included colleagues from across the Board partners, as well as Trevallis and Merthyr Valleys Homes, Mind and Barnardos. The workshops were facilitated by Candy Perry, Concinnity Consultancy and Research Ltd.

4.0 CURRENT POSITION

4.1 The two and a half days of workshops were based on the ‘exam question’:

“People in Cwm Taf access the right services at the right time to prevent, tackle and mitigate ACEs”

The attendees used the Well-being of Future Generations Act and the Five Ways of Working to challenge themselves and their thinking. The process explored what is working well, challenging perceived barriers and identifying ways of moving furthest forward fastest so as to enable system-wide change in relation ACEs and services in Cwm Taf.

At the end of the two and a half days, the group proposed that the way to create system change in a complex adaptive model such as ACEs was to work towards achieving two 'simple truths':

1. Communities understand and define for their themselves their role in providing Safe, Stable Nurturing Relationships, Environments and Services
2. PSB, RPB and other commissioning bodies understand and implement the right measures so that service behaviours will change

The PSB met in July and received a PowerPoint presentation summarising the workshops and their findings.

The Board agreed that these two outcomes will be tackled first as the way forward for Cwm Taf in terms of ACEs. The Board requested that the Strategic Partnership Board (SPB) take this work forward as a priority.

5.0 FUTURE REQUIREMENTS

- 5.1 SPB have devoted their next meeting to a workshop focusing on the first simple truth. This takes place on 24 September and those involved in the workshops have been invited to attend, as well as members of our Town and Community Councils. Bonnie Navarra and Charlotte Waite continue to be involved with this work.

The Health Board boundary change to Cwm Taf Morgannwg means that any work being done in Cwm Taf will likely have implications for Bridgend. Colleagues from Bridgend PSB are being kept informed of developments within Cwm Taf, and opportunities to widen the footprint of this work will be explored.

6.0 NEXT STEPS

- This work is integral to improving the well-being of our communities, our residents, our workforce and our services and needs to be treated as core work for the PSB with strong leadership and direction.
- The Leads for each Well-being Objective will need to consider, and continue to review, how to incorporate and contribute towards these two recommendations as part of delivering on their Objective.
- We ask that JOSOC focus on the work to prevent, tackle and mitigate ACEs and scrutinises the Board on progress being made.

Appendix 1 – Progress since September 2019

Based on the first recommendation from the LiveLab: *Communities understand and define for themselves their role in providing Safe, Stable, Nurturing relationships, environments and services*, the SPB focused their September workshop on this statement, and arrived at the following recommendations and next steps:

1. **PSB to create a task and finish working group, championed by a PSB member, to identify the best ways of undertaking community development as a mechanism for preventing and mitigating the impact of ACEs.** Members are asked to nominate participants. This group should look at bold and innovative ways of bridging the gap between the strategic intent and what is happening on the ground in our communities.
2. **The PSB to complete the self-assessment tool that was sent to individual bodies as a Board.** This will help identify where the Board is in terms of adopting the Ways of Working and contributing to the Goals, and where action needs to be taken and translated from strategic vision in to changes in service delivery and how we work with our communities.
3. **Review membership of the Board to ensure inclusion of education and early years' sectors.**

Education is adopting practice, like consequential thinking, that the PSB are unaware of, and the changes to the curriculum will widen this gap. The Board needs to be informed by the education and early years' sectors if we are truly considering our future generations.

Workshop discussions highlighted the need to stop looking to create new layers but rather use existing networks, explore what are the perceived barriers and what the next steps should be, based on community voice. Groups spoke about how being bold could mean community groups being involved in strategic structures, re-thinking how we commission services to the voluntary sector and devolving budgets to the community. Cultural shift does not lend itself to linear solutions, so any approach cannot be led or driven by interventions. Recognising that change will not be brought about by engaging the usual suspects.

Since the workshop, efforts have been targeted at the first recommendation to create a task and finish group, to identify community development practices as a way of tackling ACEs and their impact. The PSB champion was identified as Pauline Richards, Chair of Interlink RCT, with support from Chief Officer, Simon James. Two task and finish meetings took place between October and December, involving a wide range of partners from across public and third sector services and organisations. The final task and finish group meeting is scheduled for the 3rd March 2020. Please refer to notes and materials from the meetings at **Appendices 2 & 3**.

Appendix 2 – Outline proposal for Involvement Task and Finish Group

ACEs Live Lab: Next Steps for Involvement

Report Authors: Simon James / PSB Support Team

Date: 11 October 19

Recommendations:

- That the PSB endorse the approach outlined in regards of an 'Involvement' group and Task and Finish group.
- That the work is championed by a PSB representative.
- The Board endorses the membership for the Task and Finish group.

Context

There is a requirement to endorse the Cwm Taf Strategic Partnership Board recommendation resulting from the Live Lab Workshop on the 24 September 2019,

PSB to create a task and finish working group, championed by a PSB member, to identify the best ways of undertaking community development as a mechanism for preventing and mitigating the impact of ACEs.

The work of this Task and Finish Group would naturally align with the remit of the Information, Communication and Involvement (ICI) subgroup that reports to the Board. There was an existing intention to strengthen how the Involvement group can inform and influence the work of the PSB, in line with the Act and ways of working. Therefore the ICI group will prioritise the Task and Finish Group as its main priority.

There have been developments across partnerships and within the voluntary sector to strengthen the involvement and voice of communities and citizens in the landscape of strategic partnership work, such as:

:

- New Welsh Government commissioning toolkits and guidance;
- Greater capacity for involvement through the Integrated Care Fund (via RCT People First); investment in personnel (Interlink) and support from the Participation and Involvement Officer (RCTCBC).

The task and finish group should form part of, and inform, this structure. The proposed members of the Task and Finish group would could come from the new developed 'Involvement' group.

Purpose of Task and Finish Group

This group will look at bold and innovative ways of bridging the gap between the strategic intent and what is happening on the ground in our communities to '... undertaking community development as a mechanism for preventing and mitigating the impact of ACEs.'. Where known, it will implement best practice to develop the involvement of lived experience, families, unpaid carers, communities and practitioners to coproduce solutions and recommendations in relation to ACEs

Objectives

- Assess opportunities and gaps to ensure the group identify barriers to involvement and access to services, particularly for those individuals or groups without a voice, for example, people with disabilities or complex needs;
- Find new ways for children and young people's voices to be better heard and acted on in relation to ACEs;
- Determine how we make the shift to commissioning and planning processes with the full involvement, following new WG Guidance, of lived experience, their families and unpaid carers from the start alongside the involvement of providers and partners.
- Valuing what we can learn – using an asset or strength based approach to support people who have experienced the impact of ACEs to inform others.
- Explore and recommend a range of different techniques in how to involve families and communities that may have experienced the impact of multiple ACEs, and inform service (re)design – steps towards co-production;
- Complete a report and recommendations to mainstream citizen involvement in commissioning and continuous improvement of relevant services;
- Develop evidence-based recommendations on the impact of citizen involvement;
- Provide a structure to evidence to citizens how involvement is making the difference.

Suggested Membership

The 'Involvement' group will be comprised of key individuals able to inform and support involvement including people with lived experience, their families, unpaid carers and communities with in-depth knowledge and experience of involvement from the third and public sector and practitioners.

We recommend a Task and Finish group of between 5 and 8 people from the wider 'Involvement' group. The Task and Finish group will act as the drive and work with the members of the 'Involvement' group who would then engage with colleagues and partners undertaking involvement practice in relation to ACES. The Task and Finish group would be comprised of:

- Service user
- Carer Representative
- Strategic and practitioner members from the partners represented on the Board
- Involvement practitioners and advisors
- Administration and Support: Interlink and the PSB Support Team

Based on provisional conversations, we would ask that the group has a PSB champion – Pauline Richards.

Recommendations:

- That the PSB endorse the approach outlined in regards of an 'Involvement' group and Task and Finish group.
- That the work is championed by a PSB representative.
- The Board endorses the membership of the Task and Finish Group.

Appendix 3 – Outcomes from the Task and Finish Group Meetings

PSB Task and Finish Group

'Community development as a mechanism for preventing and mitigating the impact of ACEs'

10 December @ VAMT

Welcome, Introductions and Apologies
Attendees: Andrew Robinson, Steve Davis, Simon James Sue Phillips, Pauline Richards, Kay Tyler, Kirsty Smith, Lisa Toghill, Jenny Mushiringani-Monjero, Beth Smith.
Apologies: Emma Williams, Charlotte Waite, Pat Duke, Tony Redman, Amanda Lewis, Maria Lewis, Darren Northall, Amy Thomas, Chris Hole, Taryn Hudd, Robert Williams, Kelechi Nnoaham, Sharon Richards, Ian Davy, Sarah Jenkins, Jessica Allen, Simone Devinett, Sharon Phillips. Not received. Emma Howells.
Scope of the work (Attached SPB Update) Purpose of Task and Finish Group This group will look at bold and innovative ways of bridging the gap between the strategic intent and what is happening on the ground in our communities to '... undertaking community development as a mechanism for preventing and mitigating the impact of ACE's. Where known, it will implement best practice to develop the involvement of lived experience, families, unpaid carers, communities and practitioners to coproduce solutions and recommendations in relation to ACEs Objectives <ul style="list-style-type: none">• Assess opportunities and gaps to ensure the group identify barriers to involvement and access to services, particularly for those individuals or groups without a voice, for example, people with disabilities or complex needs.• Find new ways for children and young people's voices to be heard and acted on in relation to ACE's.• Determine how we make the shift to commissioning and planning processes with the full involvement, following new WG Guidance, of lived experience, their families and unpaid carers from the start alongside the involvement of providers and partners.• Valuing what we can learn – using an asset or strength based approach to support people who have experienced the impact of ACEs to inform others.• Explore and recommend a range of different techniques in how to involve families and communities that may have experienced the impact of multiple ACEs, and inform service (re)design – steps towards co-production.• Complete a report and recommendations to mainstream citizen involvement in commissioning and continuous improvement of relevant services.• Develop evidence-based recommendations on the impact of citizen involvement.• Provide a structure to evidence to citizens how involvement is making the difference. Some key issues raised at the T&F meeting on the 21 November include: <ul style="list-style-type: none">• The lived experience of people who are considered the most vulnerable can be harmful. There is often a focus on risk and behaviour without an understanding of vulnerability.• Power imbalances in the system that protects the system (at the cost of people the system is supposed to support) – starting with people with lived experience, especially those we might consider the most vulnerable, when dealing with services.• Tokenism – often the failure of move away from consultation and engagement to genuine involvement where people with lived experience have influence.• Good practice is hidden – it is a poor traveller, very little of what is good is shared.• The importance role models.

- People understand relationships are vital to people considered the most vulnerable – but services are time limited and financially driven, not based on need.
- Short-term interventions, often classed as early intervention and prevention, can lead to longer-term more complex problems. This leads to increasing demand in housing and in the community, dealing with complex issues without the support and resources they require.
- Top down models decided by senior managers with insufficient knowledge and experience of the issues.
- The importance of safe places.
- The importance of the connection with and support provided by local trusted organisations with strong community development values.

Defining the problem(s) we are trying to solve together / feedback

- Adverse childhood experiences - it is the trauma that results from the experience
- Protective factors – safe, nurturing relationships
- We cannot and should not label people, but the experience and other tools can be used to draw upon and move on – supporting resilience not victims
- Resources suitable for different groups, not one box fits all
- The importance of help and support to tackle and overcome
- How can we better use vulnerability profiling for working together?
- Do we shy away from the fact that this is intergenerational and many families are known within the community?
- Many communities / families are outside / alien to the system
- Bullying – the support is not there, lives often ‘put on hold’, they hide, until they have the opportunity to express themselves
- When young people do a map of their community – what they describe is often completely different to adults / teachers perspective e.g. unsafe / safe places
- Culture - there can be a culture of ‘save’ rather than support
- Do systems / services know about / understand the concept of relationships, trust, and local knowledge?
- Short-term funding / staffing
- Funding programmes lead to silos / working in isolation e.g. young people
- Young people often do not know what the problem is let alone who to go to or would be too embarrassed – arts can offer a solution
- Allow children and young people the time and spaces to be themselves / share / work / play alongside each other - with the right people in the room.
- Where are the people and places where this can happen? Left too late if it is a service need such as counselling
- Working in silos – asking young people to talk to us about what matters to us (not what matters to them).
- RCT Young People Survey – want to have supervision, which means they often do not feel safe and issues around ASB
- Are we attaching sticking plasters rather the challenging the system – the causes?
- Schools and what happens in them can be a trigger and some people cannot access schools and many would not want to
- We need a whole community approach
- Understand and share good practice
- Often criteria is used to either allow to exclude young people
- Labels – how to avoid stigmatisation, however, young people naturally form groups that exclude others, increasingly so with social media e.g. WhatsApp’ groups
- Need spaces where young people are supported by the people who can provide that support; however such places are available to small minority of people, and more young people are reporting feeling lonely and isolated – this is neglect and very unhealthy for young people.
- Young people’s physical and mental health best addressed by supporting young people to be themselves with others, but fixation on top-down messages around healthy eating and exercise. How do we change how resources are spent on what young people require?

- Gaming / addiction – when and who decides and intervenes when it becomes a problem. Who can intervene and help the young person access alternatives if the parent does not?
- How do we support young people to self-regulate, to have choices and alternatives?
- Value what is important
- Example – how would we solve / support / involve an isolated young person with no supportive adult? Currently (Spectacle) self/parent referral and outreach but mainly referred through partners
- Effective support required an active referral network
- Importance of pastoral roles – Wellbeing Coordinators – can provide exceptional support, provide a safe place – everyone has to start from a pastoral role – the system reward exam results not pastoral support and so dilutes the message and undermines support.
- System is causing the problem, and the system puts in place sticking plasters to solve the problem – in this case, pressure on young people not to be rounded individuals but to pass exams and address what matters to the system / school – driven by performance measures, which drive finance and resources.
- Kindness as a (*the?) system, share, understand, absence is evidence for enquiry and support
- Stigma to accessing services
- Used lived experience e.g. a friendlier Kafka process, to ask what could have been done differently
- Has to involve school / parents / children / community – this is cultural change, is long-term – example of long-term impact on changing culture and behaviour in a primary school (Spectacle)
- People with skills to work with young people – but who is helping to maintain principles and quality of support?
- Community and family together
- SLA / KPI's – they are often not based on what young people want

So what? What will we do differently?

'...look at bold and innovative ways of bridging the gap between the strategic intent and what is happening on the ground in our communities to '... undertaking community development as a mechanism for preventing and mitigating the impact of ACEs.

- avoiding 'hitting the target' and missing the point, accountability based on involvement and in depth understanding of the lived experience
- support safe stable nurturing relationships services / environments
- ongoing conversation, connect with and involve groups not consultation and engagement
- support system change through experiential learning in a safe environment
- Change perspectives through building understanding and relationships

Ideas we want to explore – these, at this stage, do not have to be realistic or constrained

Sharing and Learning from Lived Experience in a Safe Place

- A stimulus that allows everyone to be involved in a shared and safe place – e.g. Out of Control. This allows people to use scenarios based on lived experience but anonymised so people are free to explore the issue in depth without having to defend.
- A play based on real lived experience that cuts across a school / a community
- Experiential learning in a safe space that allows challenge of perceptions against the reality of lived experience.
- Look at how we enable everyone who wants to, to have a voice and provide equality.

Reverse Mentoring

- Supporting community members to support and train people in public service to do their role. E.g., Tesco and Capel Farm – Tesco staff are taught to serve the food and this has transformed the relationship. Led to decision by Tesco to allow Capel Farm to sell and generate an income from surplus food.
- Cheese and crime events – young person's play, for all, with public service staff serving fish and chips.

Commissioning for Me

Partners / community / people with lived experience look at a specific commissioning opportunity related to ACES and work together through a whole design and development process using a coproductive approach to addressing a locally identified need and that includes a lack of access to information on what is available. The lived

experience is often very different from strategic intent due to barriers such as location, timing, etc. The programme would look at ongoing support, discussion and accountability through a relationship based commissioning model and look at how to identifying measures that respond to impact not activity based KPI's and targets. This is based on accountability based on long-term planning and developing relationships and supporting conversations and involvement For example, consultation work carried out in the Cynon on after school activities for children with disabilities.

Decision Making

A young person / young person group to run the PSB (service?)

Whole Community Approach

Work with young people / schools / teachers /public services to identify what they see as safe / unsafe places in their community.

Walk in My Shoes for a Day

To create equal relationships based on listening and understanding, people in different roles and at different levels, spend a day in someone else's shoes. Practitioners and senior manager from public services and from the community spend a day working alongside each other.

Induction / recruitment / secondments

Involve people with lived experience to design recruitment process and involved in recruitment panels e.g. TRAC / Cwm Taf Substance Misuse - people with lived experience recruiting staff

Employ people with lived experience / provide work experience

Rather than train people in coproduction and community development, employ people with the required values and train them in the more technical requirements. Support people to build self-esteem and skills through supported employment.

The final task and finish group meeting on the 3rd March will assess and agree on the following proposals:

1. How we work together to improve how we deliver relationship based public services
2. Implementing a community development approach within a specific community to build community capacity and resilience.