



**Psychologically
Informed Environments
Framework for Service
Delivery and Design**

PIE element	What this means for service design and how it operates	Reflective questions to consider
<p data-bbox="165 352 434 451">Psychological Framework:</p>  <p data-bbox="165 940 450 1185">Psychologically Informed organisations have purpose and can adapt</p>	<ol style="list-style-type: none"> <li data-bbox="557 347 1171 456">1.1 There an explicit understanding of a psychologically informed approach to work that can be described by all staff <li data-bbox="557 475 1171 544">1.2 There is an explicit commitment to Growth and Change <li data-bbox="557 563 1171 667">1.3 The service/organisation includes being psychologically informed as part of its responsibility <li data-bbox="557 686 1171 790">1.4 There is a policy which outlines Psychologically informed principles and practice <li data-bbox="557 809 1171 954">1.5 Policies outline the relationship between ACEs and/or trauma and relational approaches and considers the implications for service access and design <li data-bbox="557 973 1171 1077">1.6 Psychologically informed practice and culture and awareness of ACEs and trauma is endorsed by leadership <li data-bbox="557 1096 1171 1200">1.7 Service design, development, and evaluation are informed by an evidence based psychologically informed model <li data-bbox="557 1219 1171 1329">1.8 Relationships and work with commissioners is underpinned by a focus on psychologically informed services 	<p data-bbox="1240 347 1637 379">Organisational Commitment</p> <ul style="list-style-type: none"> <li data-bbox="1240 395 1995 505">• Is there an explicit psychologically informed model or approach and can all staff describe and understand the approach or model they are working to? <p data-bbox="1240 552 2029 584">Is there a sense of organisational mission and purpose?</p> <ul style="list-style-type: none"> <li data-bbox="1240 592 2013 660">• Does this matter and contribute something to the greater good? <li data-bbox="1240 671 2007 740">• So do people feel that they are part of something bigger than themselves? <p data-bbox="1240 794 1480 826">Is there a vision?</p> <p data-bbox="1240 834 2024 903">A clear understanding about what the organisation does and who it serves?</p> <ul style="list-style-type: none"> <li data-bbox="1240 919 1861 951">• Is there also a sense of what it can become? <li data-bbox="1240 962 2063 1031">• Is there a future orientation and a drive to learn, change and grow? <li data-bbox="1240 1042 1727 1074">• How is this demonstrated and felt? <li data-bbox="1240 1085 1525 1117">• Reflective Practice <li data-bbox="1240 1128 1966 1222">• Are people (including leaders) willing to change if the strategies they are using are not yielding the desired results? <li data-bbox="1240 1233 2013 1302">• Is there an understanding that change requires a level of risk, which is accepted and tolerated?

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<p>Evidence Generating Practice:</p>  <p>PI organisations are inclusive</p>	<p>2.1 Leadership and how colleagues work together is collaborative and includes people who use services in the development and evaluation of psychologically 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 psychologically -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 psychologically informed policies and practices is regularly conducted as part of the review and planning process to implement change where relevant</p>	<p>Reflective Practice</p> <ul style="list-style-type: none"> • Are leaders and all job roles willing to share power, listen deeply and incorporate feedback into the planning process? • 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? • Is there a willingness and openness to learn from others outside the organisation and integrate best practice into the organisations/ service/team's repertoire? <p>Collaboration, Participation, Listening to what matters</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>

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<p data-bbox="168 355 492 392">3. Environment:</p>  <p data-bbox="168 794 477 927">PI organisations are safe place to work or access</p>	<p data-bbox="555 347 1211 456">3.1 Existing screening and Assessment activity is informed by evidence based practice (and is therefore relational and compassionate)</p> <p data-bbox="555 475 1279 584">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="555 603 1285 711">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="555 730 1294 871">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="555 890 1234 959">3.5 Policy is in place to inform how safety plans are utilised in crisis with regular review</p> <p data-bbox="555 978 1301 1118">3.6 Assessment and support environments are safe and welcoming, with staff applying psychologically informed approaches regardless of whether ACEs/ Trauma are known</p> <p data-bbox="555 1137 1294 1166">3.7 Work environments for staff are safe and welcoming</p>	<p data-bbox="1373 347 1704 376">Organisational Culture:</p> <ul data-bbox="1373 387 2051 919" style="list-style-type: none"> • Are efforts made to align policies, procedures, practices and systems to ensure the wellbeing of all stakeholders? • Are people (including leaders) aware of their own vulnerabilities and challenges? Do they use power to advance the organisations/ service/team's mission (or their own agenda?) • Do people at all levels (and particularly leaders) make efforts to build trusting relationships with each other by supporting their colleague's best efforts, helping them acquire new skills and competencies, being honest and direct, and cultivating a sense of mission and community? <p data-bbox="1373 943 1794 971">A safe and innovative culture:</p> <ul data-bbox="1373 983 2051 1294" style="list-style-type: none"> • 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? • Is it safe to take reasonable risks? • Is innovation abundant? • Is change viewed as an opportunity or threat?

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<p data-bbox="168 316 481 418">4. Staff support and training:</p>  <p data-bbox="168 699 481 837">PI organisations are safe place to work or access</p>	<p data-bbox="548 316 1473 418">4.1 People consider the service provision required for people who have experienced ACEs/Trauma or who find accessing services difficult or problematic.</p> <p data-bbox="548 437 1368 507">4.2 Leadership allows for the resourcing of implementing psychologically informed services (to include recruitment).</p> <p data-bbox="548 526 1458 667">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="548 686 1435 756">4.4 Training includes the development of collaborative working with people who have experienced ACES and trauma.</p> <p data-bbox="548 775 1435 845">4.5 Training includes awareness of trauma-specific and specialised services locally.</p> <p data-bbox="548 865 1352 890">4.6 More advanced PIE training is provided for relevant staff.</p> <p data-bbox="548 909 1473 1056">4.7 All staff who are working with people who have experienced trauma 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="548 1075 1458 1184">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="548 1203 1397 1273">4.9 Opportunities for peer support and consultation are regularly provided.</p> <p data-bbox="548 1292 1458 1362">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="548 1382 1435 1436">4.11 The organisation/service/team provides appropriate support for staff who have experienced vicarious trauma.</p>	<p data-bbox="1529 316 1641 341">Culture:</p> <p data-bbox="1529 354 2018 539">Do people (and especially leaders) in the organisation consistently model emotional intelligence/self-awareness and encourage healthy expression of emotions?</p> <p data-bbox="1547 584 1991 609">Reflective Practice and Culture:</p> <ul data-bbox="1547 622 2049 1241" style="list-style-type: none"> • Does your organisations/ service/team accept that distressing emotions can be inevitable and therefore it creates the space and time to talk about and recover from the challenges of the work? • 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). • How intrinsic is reflective practice in the fabric of your organisation?

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<p data-bbox="168 331 495 368">5. Relationships:</p>  <p data-bbox="168 719 495 962">PI organisations recognise relationships as a key tool for wellbeing, support and change</p>	<p data-bbox="562 328 1039 392">5.1 Asset based, creative working is core business.</p> <p data-bbox="562 413 1095 520">5.2 Communication flows throughout the organisation/service/ team and information exchange is abundant</p> <p data-bbox="562 541 1090 722">5.3 Leaders model good communication skills and fully support efforts to embed good communication practices in the structure of the organisation</p> <p data-bbox="562 743 1090 925">5.4 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="562 946 1090 1010">5.5 Information is shared in a timely and useful way</p> <p data-bbox="562 1031 1046 1137">5.6 Initial contact with all people who use services is respectful, welcoming and engaging</p> <p data-bbox="562 1158 1039 1307">5.7 People who receive services are supported through transition between services (as far as possible)</p>	<p data-bbox="1171 328 1776 355">How relational approaches are understood:</p> <p data-bbox="1171 368 1906 395">(* Between each other and in relation to service delivery)</p> <ul data-bbox="1171 408 2101 786" style="list-style-type: none"> • Are relationships recognised as a principal tool in service delivery and effectiveness? • Are staff always curious about what behaviour is communicating? • (colleague or service user) • Is 'non-engagement' understood as communication? • How is this reflected and acted upon? • How is 'challenging' engagement' understood, reflected on and acted upon? <p data-bbox="1171 815 1451 842">Flow of Information:</p> <ul data-bbox="1171 855 2119 1106" style="list-style-type: none"> • Does information sharing occur up, down, and sideways within and without the organisation? • Are people able to seek answers when they are confused or unclear by a communication? • Are boundaries used as an excuse for not sharing information or communicating? <p data-bbox="1171 1134 1518 1161">Whole system approach:</p> <ul data-bbox="1171 1174 2056 1297" style="list-style-type: none"> • Is there an awareness of the organisation/ service/team as a living system? • And that this is dependent on the maintenance of feedback loops?