Lived Experience Leadership Programme Pilot – Session 6

March 2024

LLOYDS BANK FOUNDATION
Channel Islands

Trauma Informed Practice and Employing People with Lived Experience

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RESILIENCE LEARNING PARTNERSHIP EDUCATION
RESILIENCE LEARNING PARTNERSHIP CONSULTANCY
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Todays session…

- Intro to RLP and our work
- A Roadmap for Implementing Trauma Informed Change
- Employing people with lived experience…

Resilience Learning Partnership

RLP are an Education and Training provider with a dual purpose. We support the health, social care, education, housing & criminal justice sectors in Trauma Informed Practice. We inform learning and development through our work, ensuring that lived experience is considered in service design and public policy decision making areas in an authentic and meaningful way. We are a lived experience led organisation and around 82% of our current workforce have lived experience of psychological trauma.

Our vision: People with lived experience are valued and are thriving. They are supported by authentic and meaningful relationships within safe, nurturing environments. They are at the heart of public policy, decision making and service design.

Our Mission: We will create space for people with lived experience to be heard, valued and supported, enabling them to discover their potential and realise their ambitions. As a lived experience led organisation, we will influence positive changes across Scotland enabling services to better engage and support people with lived experience.

Our priorities and commitments:

- Realising aspirations
- Building social capital
- Influencing change

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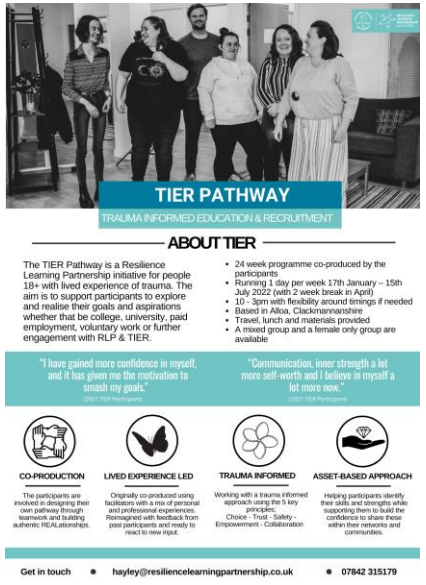
How we do what we do…



Authentic Voice
Embedding Lived Experience in Scotland

RESILIENCE LEARNING PARTNERSHIP

Clackmannanshire Council | Comhairle Chlach Mh
www.clacks.gov.uk

Sanctuary Scotland

The ROBERTSON Trust 60 YEARS

National Leadership Network
Young People with Care Experience

apex scotland

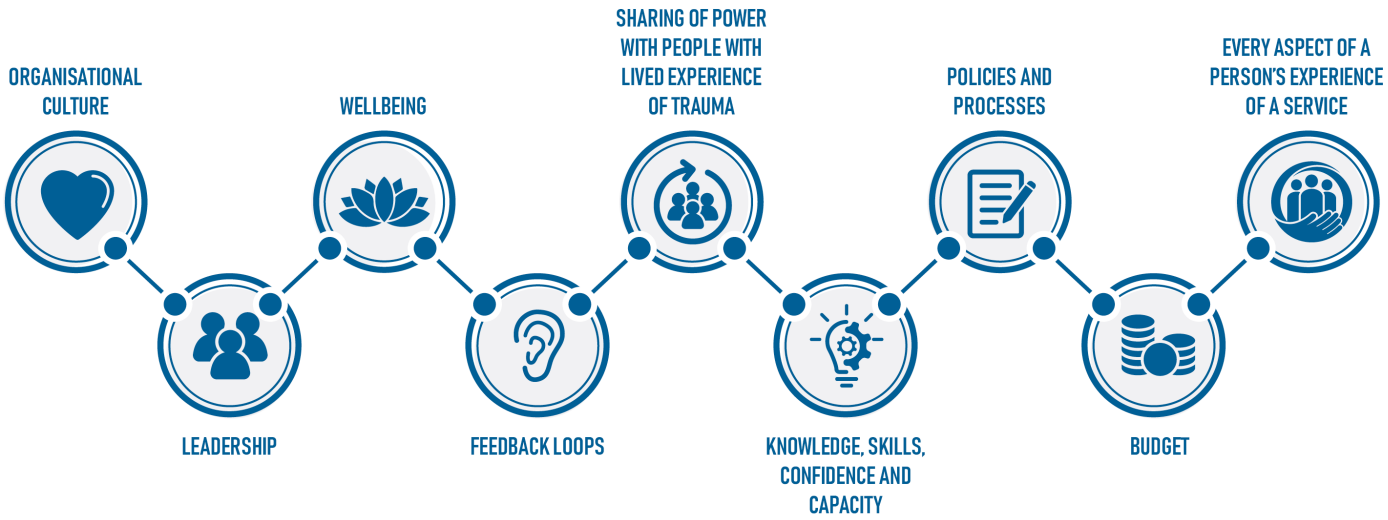
The Scottish Government

is. improvement service

National Trauma Transformation Programme

Responding to Psychological Trauma in Scotland

Key Drivers of Implementing TIP:



National Trauma Transformation Programme
Responding to Psychological Trauma in Scotland

A Roadmap for Creating Trauma-Informed and Responsive Change

Guidance for Organisations, Systems and Workforces in Scotland

Part two: Self-assessment

Scottish Government
Riaghaltas na h-Alba
gov.scot

NHS Education for Scotland

COSLA

Resilience Learning Partnership

improvement service

National Trauma Transformation Programme

Responding to Psychological Trauma in Scotland

Power sharing with people with lived experience of trauma

National Trauma Transformation Programme
Responding to Psychological Trauma in Scotland

Why is power sharing with people with lived experience of trauma important in creating and sustaining trauma-informed and responsive organisations, systems and workforces?

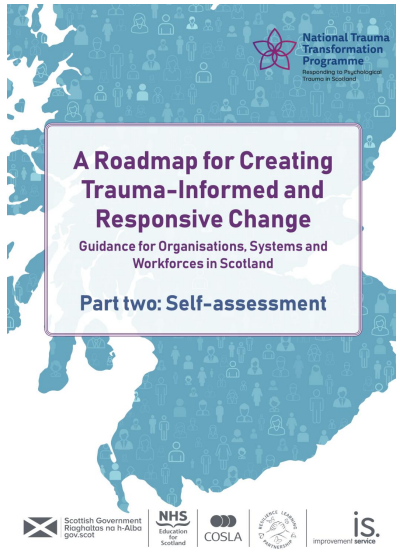
Power sharing is about collaboratively developing routine, safe and meaningful processes so that those of us who are affected by trauma are, when we wish to be, involved in decision making about how services and systems are designed and delivered.

Power sharing will look different depending on your organisation, its purpose and the community/context within which you are situated. There is no single model for doing this work. Examples of good practice in Scotland include collaborating with existing lived experience groups/ networks and drawing on their expertise, creating opportunities to hear from staff in your organisation who have been affected by trauma and creating panels/ boards who can provide insight and expertise.

Power sharing with people with lived experience of trauma

Our organisation has: An example…

- **Identified key priority areas in our organisation for collaboratively creating safe and meaningful processes for power sharing:** Recognising that safe and meaningful power sharing takes time, this could be in specific priority services, projects or work identified through feedback loops from staff and people affected by trauma, where it is felt power sharing among people with lived experience of trauma, staff and leaders could have the most positive impact.



National Trauma Transformation Programme
Responding to Psychological Trauma in Scotland

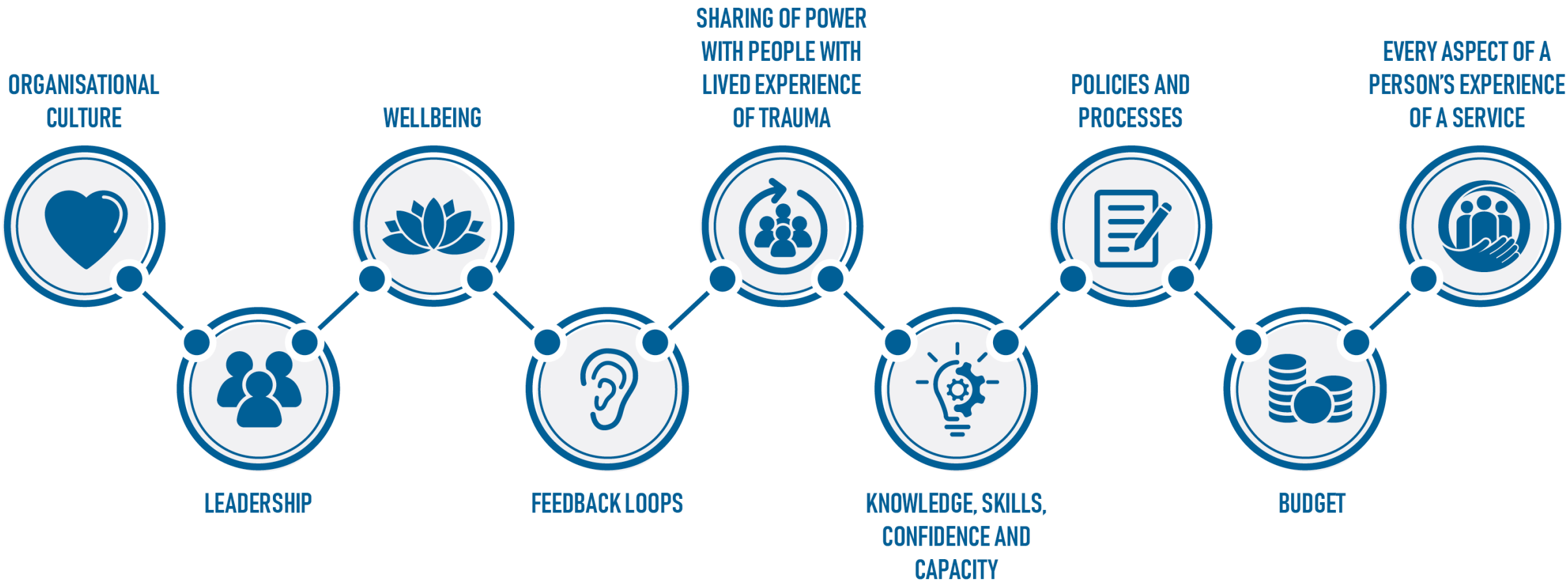
Reflections to leave with:

Where are the opportunities to do this?

What could some of the activity look like?

What are the barriers/enablers to each?

Key Drivers of Implementing TIP



Reflecting on the 3Ps

In the table below Erik Jappe (2010) examines the basis or premise underpinning practice, which areas the practitioner's knowledge is drawn from, what influences practitioner's action, how the practitioner co-operates and collaborates with others, and whose needs are uppermost in the practitioner's approach.

The 3Ps	**Professional**	**Personal**	***Private***
Basis	Professionalism	Purpose-related Impartiality Objectivity	*Subjectivity Partiality*
Knowledge	Theory Law Policy	Processed experience Self-awareness	*Own experiences (more or less processed)*
Influences on action	Analysis Methods Evaluation	Empathy Immediate understanding of the situation	*Emotionality Chance*
Approach to collaboration	Multi-disciplinary Participation rights	Willingness and eagerness to co-operate	*Pursuing one's own agenda*
Needs	Others	Others / own	*Own*

This is a useful reflection tool for individual, paired and group reflections, and can be used to aid purposeful planning. Together with Lowis Charfe, we have since also extended this table to encompass power and politics as critical aspects:

The 3Ps	**Professional**	**Personal**	***Private***
Power:	Formal authority Critical self-reflection and awareness of power dynamics and structures Empowerment, co-production and advocacy as professional methods	Informal authority and self-awareness / role modelling Ability to connect equally as human-to-human Humility, owning human flaws	Unconscious and uncritical use of power and privilege Trapped in drama triangle Incongruence
Politics:	Professional values and codes of ethics Critical awareness of political ideology and paradigms Educational action is political action Political representation of minority views Addressing structural inequalities	Personal values and commitment to social justice and human rights Taking a stance – social work is more than just a job The personal is political	Own values which clash with social work values Party-political propaganda Conspiracy theories and holding views that violate human rights

The 3 Ps

The professional, personal, and private self of the social pedagogue:https://www.thempra.org.uk/social-pedagogy/key-concepts-in-social-pedagogy/the-3-ps/

Personal

The **personal** self is about how we engage with people to show who we are so that we can develop a genuine relationship. By being open about who we are from the outset, including our flaws, created an equal basis to form trusting relationships. Using our self in a social pedagogical way means creating space for continuous professional reflection [where the professional self comes in]: we had to know what we aimed to achieve in our relationship with the women and how this would benefit them in the work we did together. Our aim was simple: to be one of the fixed/trusted points the women could navigate their lives from in Clydebank.

Professional

The **professional** self is fundamental to ensure the relationships we formed with the women were both personal and professional. Our professional self keeps us [workers and the group] safe by drawing on our knowledge of the law, relevant policy, research, practice evidence and relevant theory. The professional self frames our relationship with the group by having clear aims so that everything we do together has a strong purpose.

Private

The **private** self sets the personal boundaries of what would not be appropriate or safe to share with the group. The private self is the line between what is personal and what is private. It is fine not to share some of our own experience that shapes who we are. There have been moments when our private experiences have been triggered by discussion in the group but having a clear purpose and defining ourselves in this way from the outset has made it easier to maintain safe boundaries that everyone in the group respects.

MOMENTS OF FREEDOM
لحظات الحريه

EXAMPLE IN PRACTICE:

https://www.momentsoffreedom.org/the-3-ps

Employing people with lived experience:

- Everyone has ‘lived experience’…but lived experience of what?
- HR’ s role- individual staff, Policies and Procedures, Feedback Loops…all are opportunities for ‘Power Sharing’.
- Renumeration, volunteering and other transitions…
- Leadership and Board lived experience.
- Reflective Practice and Space.
- Workforce Well-being.

What leadership looks like at RLP

What staff wellbeing looks like at RLP

Employing people with lived experience:

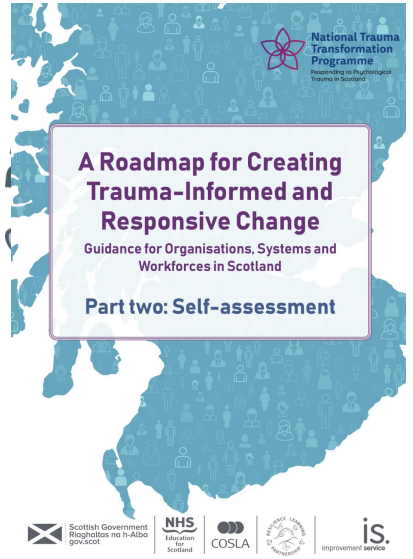
- Skills & Learning Development…
- 5 Key Principle…how are you embedding them in your practice?
- Staff lived experience groups? Examples: SCRA, Dundee Council…
- Strategic context…
- The ‘mess’ and when ***trauma*** is at the table…
- Tools & Resources…

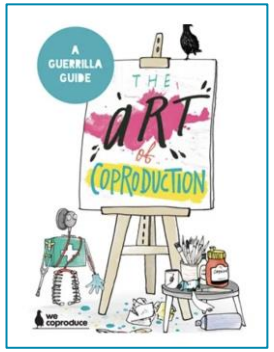
What staff skills development looks like at RLP

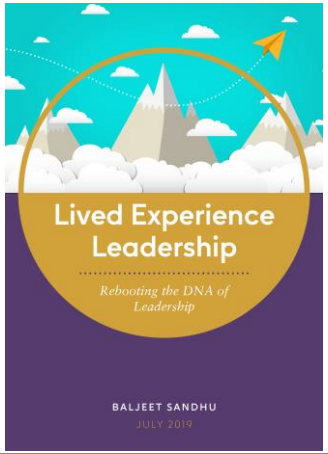
Power Sharing with Experts by Experience

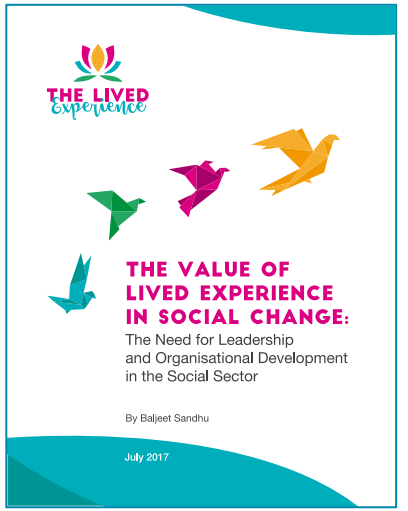
Resources & Tools:

The National Trauma Training Plan (2019), **Inclusive Justice** by Beth Weaver et al (2019), **The Art of Coproduction'** by We Coproduce and **The Value of Lived Experience in Social Change** by Baljeet Sandhu (2017), **Lived Experience Leadership** by Baljeet Sandhu (2019), **Beyond Sticky Notes** (2020) by Kelly Ann McKercher and **It's all about power** (2022) Sheila McKechnie Foundation.









https://transformingpsychologicaltrauma.scot/

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