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Evaluation of the Hampshire and Isle of Wight VRU Trauma Informed Policing Programme



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About this report

Hampshire and the Isle of Wight was one of several areas allocated funding by the UK Government, to establish a Violence Reduction Unit (VRU). To inform the continued development of the Hampshire and Isle of Wight VRU Liverpool John Moores University was commissioned to evaluate selected programmes of work that have been funded by the Hampshire and Isle of Wight VRU. This report forms one of a suite of outputs from this evaluation work programme and specifically presents an evaluation of the Hampshire and Isle of Wight VRU Trauma Informed Policing Programme.

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Executive Summary

In 2019, the UK Home Secretary allocated £35 million to Police and Crime Commissioners in 18 areas to set up multi-agency Violence Reduction Units (VRUs). One of these areas receiving funding was the Hampshire and Isle of the Wight VRU.¹ In 2021/2022, Hampshire and Isle of Wight Constabulary, the Office of the Police and Crime Commissioner (OPCC), and the VRU grant funded the Trauma Informed Policing Programme.

Trauma informed policing is an overarching model of policing that entails working with everyone, which promotes understanding of the impacts of trauma on behaviour and emphasises the need to work with individuals while prioritising safety, choice and empowerment, cultural considerations, and establishing trust. Hampshire and Isle of Wight VRU implemented a Trauma Informed Policing Programme with Hampshire and Isle of Wight Constabulary. The intervention, designed by Rock Pool² aimed to train and work with police to improve their knowledge, attitudes, and practices around trauma informed policing. This includes work with primarily Response and Patrol Officers and included:

- Trauma Informed training delivered by Rock Pool – half day online sessions.
- Three Trauma Informed Practitioners (TIPs) based in Waterlooville Police Station, working across five Response and Patrol teams to:
 - Support officers' wellbeing and support line managers to support their team.
 - Attend incidents with police and observe their practices through a trauma informed lens.
 - Observe police body-worn video footage (BWV).
 - Review police safeguarding forms - Public Protection Notices (PPN1s³).
 - Provide feedback to police through reflective practice.

Evaluation aims and activities

LJMU were commissioned to undertake an evaluation of the Trauma Informed Policing Programme. The evaluation explored the implementation of the programme and impact on police officer's knowledge, attitudes, and practice in relation to preventing and responding to adverse childhood experiences (ACEs/trauma). Evaluation activities included:

- Desk based review (scoping and mapping exercise) and development of a Theory of Change.
- Implementation of two workforce knowledge, attitudes, and practice surveys.
- Pre, post and follow-up training survey with staff who attended training.
- Interviews/focus groups with officers and key stakeholders.
- Analysis and review of secondary data/documentation, including a review of reports written by officers (such as PPN1 forms) to explore language used.

¹ <https://www.hampshire-pcc.gov.uk/vru-home>

² Course content licensed to Penna & Brownridge <https://rockpool.life/>

³ Hampshire and Isle of Wight Constabulary complete PPN1s when a Police Officer attends any incident in which they perceive an 'adult at risk' to be involved.

Key findings

The evaluation demonstrates that the Trauma Informed Policing Programme has had a positive impact on officers' knowledge, attitudes, and practices. Pre- and post-training surveys revealed significant improvements in understanding trauma, ACEs, and trauma informed approaches, while qualitative data highlighted shifts in officers' perspectives and behaviours.

Baseline surveys ($n=252$) revealed limited trauma informed knowledge and attitudes for police officers, less than half (49.8%) were familiar with trauma informed practices and only 33.5% could identify whether a practice was trauma informed. Following trauma informed training delivered by Rock Pool and the TIPs, the pre- and post-training surveys ($n=171$) showed significant improvements. Especially for '*I understand what it means to be trauma informed*' which increased from 36.7% to 94.1% and 'understanding ACEs across the lifespan', which increased from 79.9% to 95%. System wider attitudes also improved with those agreeing with 'acknowledging cultural differences is an important component of a trauma informed approach' increasing from 60.4% to 91.1%. Matched analyses confirmed statistically significant gains in overall trauma informed knowledge and attitudes ($p<0.001$).

TIPs played a critical role in embedding these principles through reflective practice and real-time feedback, fostering more empathetic and person-centred policing. However, systemic adoption remains limited, with organisational culture and operational pressures constraining the consistent application of trauma informed principles. Several factors facilitated programme success, including strong strategic buy-in from senior leadership, which provided legitimacy and encouraged engagement. The independence and expertise of TIPs were instrumental in building trust and enabling constructive dialogue, while centralised management by Rock Pool ensured robust support and supervision. Despite these strengths, challenges persisted. Initial ambiguity around the TIP role delayed integration, and hierarchical structures within policing created barriers to collaboration. Operational demands and entrenched punitive attitudes further hindered cultural change, while gaps in welfare provision for officers highlighted the need for systemic trauma informed support beyond the TIPs.

The findings highlight the importance of embedding trauma informed principles into core policing practices rather than relying on temporary interventions. While the TIPs programme has demonstrated early success, sustainability will require structural changes, including integrating trauma informed training into police recruitment programmes, strengthening welfare support, and developing clear strategies for continuity once TIPs exit. Without these measures, there is a risk that progress achieved through this initiative will not be maintained.

In conclusion, the Trauma Informed Policing Programme has delivered measurable improvements in officers' understanding and application of trauma informed approaches, supported by strong engagement with TIPs and reflective practice. These changes have contributed to more empathetic policing and improved language in safeguarding documentation, with early indications of positive impacts on officer wellbeing and community trust. However, the evaluation also reveals systemic challenges, including cultural resistance, operational pressures, and insufficient organisational support for officer welfare. To sustain and build on these gains, trauma informed principles must be embedded within core policing structures, including training for new recruits, supervisory practices, and welfare systems. A clear exit strategy for TIPs and consideration of programme expansion to other areas of policing will be essential to ensure long-term impact and cultural change.

Recommendations

1. During implementation continue to clarify TIP role. Introduce formal induction, briefings for officers and managers, and continue to use a single point of contact.
2. Improve language and reporting. Support trauma informed language in PPN1s and data logs and develop monitoring protocols to evidence impact.
3. Maximise TIPs' time. Use clear criteria for incident attendance, structure station tasks (PPN1 review, reflective sessions, briefings) and introduce a referral system.
4. Embed trauma informed practice. Ensure senior leadership endorsement, integrate principles into supervision, training, and safeguarding, and promote shared responsibility.
5. Strengthen welfare support across the force. Provide clinical supervision, peer debriefing, mentoring, and safe spaces for officers to reflect and process trauma.
6. Enhance training & reflection. Develop interactive training packages; encourage reflexive practice and provide tools (reference cards, crib sheets).
7. Expand programme reach. Explore rollout to other stations and teams, consider expanding TIP model to target high risk cases (domestic violence and child welfare).
8. Plan for sustainability. Create a structured exit strategy, communication plans, and explore phased or permanent TIP roles to embed practice long term.
9. Continue to capture and share learning, through continued development of case studies, officer testimonials, and good practice examples to reinforce legacy and support future rollout.

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1. Introduction

In the United Kingdom (UK), preventing violence following a public health approach is a key priority set out in the Serious Violence Strategy (HM Government, 2018), through the development and implementation of a broad range of whole-system (e.g. Violence Reduction Units [VRUs]) and place-based approaches. Since 2019, the UK Home Secretary allocated funding to Police and Crime Commissioners in areas with the highest levels of violence to set up multi-agency VRUs. One of these areas receiving funding was the Hampshire and Isle of the Wight VRU. In 2021/2022, Hampshire and Isle of Wight Constabulary, the Office of the Police and Crime Commissioner (OPCC) and the VRU grant funded the Trauma Informed Policing Programme, and in 2022/2023 commissioned Liverpool John Moores University to evaluate the programme throughout 2023/2024 and 2024/2025.

1.1 Trauma informed policing

Police forces across the UK are facing increasing demands for services from call outs and incidents which involve individuals with a range of complex needs and vulnerabilities (Kirkby, 2020; College of Policing, 2022). However, traditional policing approaches (e.g. more forceful policing approaches) can be triggering for individuals with a history of trauma, provoking trauma-response based behaviours, reducing trust and receptiveness to the police, and limiting the capacity of the police to achieve positive outcomes (Milgram et al., 2018). Such negative interactions with the police may entrench vulnerable people's experiences of crime both as victims and as perpetrators and promote associated negative health, wellbeing, and social outcomes. Police officers and staff face high levels of stress, burnout, and vicarious trauma themselves due to exposure to risky scenarios in their practice (Foley and Massey, 2021). This may lead to many police officers and staff having limited ability to provide safe and effective services, or having to take time off sick, further increasing pressures on the police service. Police forces must therefore adapt to become more trauma informed to better meet the needs of those they work with (including victims, perpetrators, and members of the public more broadly) and to improve staff health and wellbeing, which are both essential to the longer-term sustainability of police service provision (Quigg et al., 2024).

Trauma informed policing is a model of policing shaped by core principles which aim to develop understanding of the impacts of trauma on behaviour and shape policing approaches which emphasise the need to work with individuals in a manner which prioritises safety, establishes a trusting relationship between individuals, gives individuals choice and empowerment, and considers the impact of cultural influences (DeCandia and Guarino, 2015; Hickie, n.d). In practice, trauma informed policing involves police effectively recognising the signs and symptoms of trauma, acknowledging its impacts, actively avoiding re-traumatisation, and integrating understandings of trauma into organisational policies and practices (Hickie, n.d). Further, trauma informed policing will consider the impacts of working in stressful situations on police officers and staff, supporting their own wellbeing needs (Cartwright and Roach, 2022; Foley and Massey, 2021). As such, providing police services which are aligned to trauma informed principles may help to establish more trusting relationships, receptiveness to police services, and a sense of safety among members of the public that the police service works with (including vulnerable people), all of which may promote more positive outcomes (DeCandia and Guarino, 2015). Additionally, adopting trauma informed practices may help to identify and address the wellbeing needs of those providing police services, leading to reductions in stress and burnout, and potentially enabling police to sustainably provide trauma informed policing services.

Implementing a trauma informed policing system requires strategic level commitment to improving police officers' and staff's trauma informed attitudes, knowledge, and practical skills (DeCandia and Guarino, 2015). However, there are a number of challenges which limit capacity across the policing system to implement trauma informed policing. Such challenges include high staff turnover, staff training needs, workforce pressures on time and resources, and a lack of support at leadership level for trauma informed practice (DeCandia and Guarino, 2015; Mahon, 2022).

Research from Wales and Scotland has indicated that police officers and staff generally support that in order to protect individuals at risk of harm, police forces should make addressing vulnerability and trauma as priorities (Barton et al., 2019; Gillespie-Smith et al., 2020). However, frontline policing practitioners have also indicated that at an individual-level, effectively identifying and responding to the needs of vulnerable people requires knowledge and skills that they may lack (Barton et al., 2019; Gillespie-Smith et al., 2020). Staff also shared that when dealing with traumatic incidents at work, there are barriers to seeking wellbeing support, including limited time to debrief (Barton et al., 2019; Ludwig and Reid, 2021).

Training is seen as an enabler to improving staff trauma informed knowledge and attitudes, with training sessions aiming to address these gaps having taken place in parts of the UK (Quigg et al., 2024; Mahon, 2022). For example, an evaluation of a training programme in Wales aiming to improve the knowledge and skill of police in dealing with incidents related to adverse childhood experiences (ACEs) found that police and other multi-agency partners increased confidence from pre- to post-training in their understanding of ACEs, and in applying an ACE informed approach when working with individuals (Glendinning et al., 2020). However, other research from an awareness raising event on ACEs and their impacts in Scotland did not lead to more positive attitudes towards trauma informed policing for police that attended (Gillespie-Smith et al., 2020; Ludwig and Reid, 2021).

1.2 Trauma Informed Practitioners (TIPs) to support police

The first UK pilot to implement Trauma Informed Practitioners (TIPs) in a police setting was trialled in Hampshire between September 2021 and March 2022 (Chandan et al., 2021). The programme comprised multiple integral components, each designed to enhance the capacity of policing teams to effectively address trauma-related issues within their communities. The TIPs were funded by the Home Office to support Response and Patrol Policing teams, this included supporting patrols, classroom-based training for teams to upskill them in adverse childhood experiences (ACEs)/trauma and the use of a trauma informed approach and reflective practice sessions with officers. Findings showed that police officers had increased awareness and sensitivity around the impact of trauma, and officers also reported increased general wellbeing (Chandan et al., 2021).

In Hampshire, Rock Pool⁴ (a training and consultancy service that work with organisations who support individuals and communities affected by trauma and ACEs) implemented an intervention with the Hampshire and Isle of Wight Constabulary. This was a new programme that built on the work developed during the pilot. This programme aimed to train and work with police to improve their knowledge, attitudes, and practices around trauma informed policing. The programme aimed to:

- Increase understanding of the impacts of trauma on offending, and how the constabulary can implement trauma informed practices to support everyone (including vulnerable people and detainees).

⁴ Course content licensed to Penna & Brownridge <https://rockpool.life/>

- Improve identification of trauma, use of trauma informed language, trauma informed attitudes and knowledge, and appropriate referrals to other services.
- Promote child-centred policing.
- Improve staff confidence and reduce risky situations for police.
- Improve police wellbeing and reduce levels of staff sickness and burnout.
- Prevent triggering and exacerbating trauma.
- Improve health and wellbeing (for police officers and members of the public).
- Increase trust levels towards police/receptiveness of services.
- Reduce complex needs and demand on services.
- Support wider culture change.

The intervention involved implementing three TIPs,⁵ employed by Rock Pool, across five District Policing Teams (DPT) (formerly called Response and Patrol (R&P) teams) in Waterloo Station.⁶ Their role was to support day-to-day activities, such as attending incidents with police and observing their practices through a trauma informed lens. This included:

- Trauma informed training for police officers.
- Supporting officers' wellbeing and support line managers to support their team.
- Attending incidents with police and observing their practices through a trauma informed lens.
- Observing police body-worn video footage (BWV).
- Reviewing police safeguarding forms - Public Protection Notices (PPN1s).
- Providing feedback to police through reflective practice, highlighting areas of good-practice, and areas for improvement including use of appropriate trauma informed language.

⁵ Two TIPs began delivery in May 2023, a third began delivery in January 2024.

⁶ Waterloo Station has n=1,513 officers (n=932 R&P), n=203 Police Community Support Officers (PCSOs) and 38 other members of staff (as of September 2023).

2. Evaluation activities

2.1 Evaluation aims and objectives

The Public Health Institute, LJMU, were commissioned to undertake an evaluation of the Trauma Informed Policing Programme. The evaluation included a mobilisation, scoping, design, and feasibility stage followed by a process evaluation and pilot impact evaluation. The aim was to explore:

- Is the intervention effective at achieving the implementation of TIPs?
- At what level(s) does the intervention have effects across the system (e.g. operational/policies/structures)?
- What impact does the intervention have on police staff/officer's knowledge, attitudes, and practice in relation to preventing and responding to ACEs/trauma?
- What impact does the intervention have on police staff/officer's response and referral practices (e.g. arrests, identification of safeguarding/other needs, referral to diversion/support)?
- Does the programme have an impact on the health and wellbeing of police officers working alongside and supported by TIPs?

The process evaluation monitors, documents, and describes the implementation of the training and TIPs' role, including set up and training, programme content and delivery, dose and reach, factors supporting and impeding implementation, and areas for development, and sustainability. This included:

- How much of the programme is being delivered (dose)?
- What is the uptake of the programme amongst the target population (reach)?
- How is the programme being implemented?
- Is the programme being implemented as expected and intended (fidelity)?
- What aspects of the programme have worked well or not worked well?
- How could dose, delivery, uptake and reach of the programme be improved?

The impact evaluation reviews different parts of the 'system', examining policies/practice documentation, and observing police practices (e.g. training/operations) to examine system-wide changes and impacts, and included: what are the mechanisms of change, for whom and why?; what impact does the intervention have on participants?; and what impact does the intervention have on the whole system?

2.2 Evaluation activities

Scoping activities

The evaluation received LJMU research ethical approval (reference: 23/PHI/018). The evaluation mobilisation began with a comprehensive scoping, design, and feasibility stage. Scoping activities were carried out to build relationships with the OPCC/VRU and Rock Pool to understand the anticipated intervention activities, outputs, and short/long-term impacts to inform the design of evaluation measures. This included:

- Desk review of intervention documentation including existing Theories of Change.

- Scoping exercise and rapid evidence mapping/review of existing programme theory/evidence to assess the strength of evidence underpinning the programme (e.g. YEF toolkit) and identify priority areas for the evaluation.
- Online scoping workshop and meetings with the steering VRU and Rock Pool to understand the planned intervention and aimed outcomes to inform the focus and feasibility of the evaluation.
- The development of an evaluation logic model, identifying activities, outputs and aimed outcomes of the programme. The logic model informed the full process and impact evaluation design and provides a framework to guide data collection (including methods and measures) and analysis/reporting throughout the evaluation period.

Stakeholder interviews

In-depth, semi-structured interviews were conducted with eight police officers and seven key stakeholders involved in the programme, including VRU/OPCC leads, TIPs, Hampshire and Isle of Wight Constabulary, and wider partners from Hampshire and Portsmouth Multiagency Safeguarding Hubs (MASH). Interviews were carried out via Microsoft (MS) Teams and explored perceptions of training, reflective practice sessions and programme materials; programme content and delivery, including any adaptations; factors supporting and impeding implementation of programme; areas for development; and perceived impacts on police officers and the communities they support. Interviews were digitally recorded, fully transcribed with identifiers removed, and coded for thematic analyses.

Stakeholder surveys

Staff participating in training (and supported by TIPs) were invited to take part in online surveys. The surveys explored: perceptions of the training and materials; programme(s) content and delivery, including any adaptations; factors supporting and impeding implementation of the programme; areas for development; and perceived impacts. The surveys measured police staff/officer's knowledge, attitudes and practice in relation to preventing and responding to ACEs and trauma. The surveys incorporated questions from a validated Trauma Informed Systems Change (STISC) tool (Moreland-Capuia et al., 2022).

Baseline and follow-up surveys

Baseline surveys were implemented with police staff and officers across Hampshire and Isle of Wight Constabulary from June until October 2023. While the survey was open to police staff and officers from across different policing teams, there was a specific focus on recruiting survey participants from District Policing Teams (DPTs; formerly Response and Patrol [R&P]), and Neighbourhood Policing Teams (NPT). A total of 252 participants completed the baseline survey, and 158 participants completed the follow-up survey. At baseline, most participants were aged 35+ years (60.9%; $n=151$) and of White ethnicity (95.1%; $n=234$), whilst just over half (51.0%; $n=126$) were male. Over half of participants (67.6%; $n=169$) held a Police Constable role/rank. Nearly half of participants (47.8%; $n=120$) were part of DPTs, and nearly a third (31.5%; $n=79$) were part of NPTs.

Follow-up surveys were implemented across Hampshire and Isle of Wight Constabulary from April to May 2025, 18 months after the baseline surveys were closed. At follow-up, most participants were aged 35+ years (61.4%; $n=94$) and of White ethnicity (89.9%; $n=133$), whilst just over a third (35.6%; $n=53$) were male. Four in ten participants (41.2%; $n=63$) held a Police Constable role/rank. Over one in ten participants (16.5%; $n=26$) were part of DPTs and a small proportion (6.3%; $n=10$) were part of NPTs, these proportions were notably lower than at baseline. Full sample baseline socio-demographics are described in Appendix 6.1, Table 1.

Baseline surveys aimed to be implemented before TIPs were fully embedded into working practices and before trauma informed training sessions were implemented in order to assess police staff and officers' baseline trauma informed attitudes and knowledge. Follow-up surveys also asked questions on whether participants were aware of the TIPs, and whether they worked in a team supported by the TIPs. The baseline surveys included items on basic sociodemographic factors (gender, age, ethnicity, police rank, years of policing experience, and police department). To assess participants' attitudes and knowledge towards implementing trauma informed policing approaches, the survey included subscales from the 59-item validated measure – Survey for Trauma-Informed Systems Change (STISC; Moreland-Capua et al., 2022). All five subscales in the overall measure were implemented in baseline and follow-up surveys: individual-level knowledge and attitudes (23-items); safety and acceptance at work (7-items); system-wide knowledge and attitudes (6-items); training, support, interaction, and environment (20-items); and awareness of cultural background at work (3-items). Participants indicated on a five-point scale how much they agree with each statement (1 – strongly disagree; 5 – strongly agree). Scores were totalled for each subscale, with higher scores indicating more trauma informed knowledge, attitudes, and practices.

Pre- and post-training surveys

To evaluate the impact of trauma informed training sessions, a series of pre- and post-training surveys were implemented with police staff and officers who took part in sessions held between September and early November 2023. All trainees who participated in training sessions were invited to complete evaluation surveys. Overall, 188 individuals attended the training, 171 completed pre-training surveys, and for 93 individuals (49.5% of trainees), pre- and post-training surveys were completed and were able to be matched. Around half of participants were aged 18-34 years (50.9%; $n=84$), the majority were of White ethnicity (97.0%; $n=159$), whilst just under two thirds (63.5%; $n=101$) were male. The majority of participants (82.7%; $n=139$) held a Police Constable role/rank. Just over three quarters (76.6%; $n=131$) were part of DPTs, and just under two in ten (18.1%; $n=31$) were part of NPTs. Full pre-training sample socio-demographics are described in Appendix 6.1, Table 2.

To assess pre- to post-training changes at an individual, as well as a sample level, survey participants were asked to include their initials and day and month of birth. This allowed for individuals' pre- and post-survey responses to be anonymously linked. The pre-training surveys included all of the same measures as the baseline survey. Post training surveys were implemented at the end of the session, and included the same items on socio-demographics, and repeated two of the subscales from the STISC, the individual-level knowledge and attitudes subscale (23-items) and the system-wide knowledge and attitudes subscale (6-items). These two subscales were repeated to assess the impact of the training on participants' trauma informed attitudes and knowledge. Other subscales were not repeated as these subscales related to organisational practices (e.g. safety and acceptance at work) making it unreasonable to expect to see any short-term changes from pre- to post-training session. Perceptions of the training session were also measured in post training surveys, including what worked well and areas for development, in addition to perceived impact of the training on future practice (captured with free text responses).

A total of 252 police staff and officers completed the baseline survey and a further 158 police staff and officers completed the follow-up survey. At 18 months follow-up, four in ten participants (40.5%; $n=64$) were aware of the Trauma Informed Policing Programme and the TIPs (5.1%; $n=8$ responded not sure). However, only a small proportion of participants (4.4%; $n=7$) were based within one of the teams that were supported by a Trauma Informed Practitioner (27.8%; $n=44$ responded not sure). A similarly small proportion of participants (3.2%; $n=5$) were based in another team and had been

supported by a Trauma Informed Practitioner (27.2%; $n=43$ responded not sure). One in ten participants (10.1%; $n=16$) received training delivered by Rock Pool, (8.2%; $n=13$ responded not sure).

Analysis and review of secondary data/documentation

Analyses of the survey data were undertaken using SPSS (v.29) using descriptive statistics for baseline and follow-up, and pre- and post-training surveys. Independent samples t-tests were used to identify significant differences in baseline mean scores of subscales of the STISC by sociodemographic factors. Paired samples t-tests were used to identify any statistically significant changes from pre- to post-training in participants' trauma informed attitudes and knowledge on the individual trauma informed knowledge and attitudes subscale (23-items), and the system-wide knowledge and attitudes subscale (6-items) of the STISC (Moreland-Capuia et al., 2022).

Documentation, materials, and correspondence produced throughout the implementation of the programme were also collated and reviewed. This includes information from the pilot of the Trauma Informed Policing Programme and data that is routinely collected as part of the programme including:

- Number of police safeguarding forms - Public Protection Notices (PPN1s)⁷ that are reviewed by TIPs to explore trauma informed language used within the forms.
- Numbers of police activities observed by TIPs, including the numbers relating to children and young people.
- Number of training sessions delivered.
- Number of officers supported by TIPs (including one-to-one sessions and reflective practice).
- Case studies developed by TIPs.
- Lessons learned documents developed by TIPs.

PPN1 data exercise

Hampshire and Isle of Wight Constabulary complete PPN1s, which are submitted to the safeguarding team when a police officer attends any incident in which they perceive an 'adult at risk' to be involved. The PPN1 collects information on the people involved in the incident.

PPN1s are subject to monthly dip sampling and scrutiny review. Designated supervisors review body-worn video footage (BWV), statements and PPN1s and report back to a learning panel where information is collated for PPN1 quality, and the voice of the child (VOTC). Officers are asked to consider home, happiness and health when attending an incident and the impact the incident had on the children. They are asked to record whether they spoke to them alone? Changes in PPN1 completion quality were assessed through the evaluation via the monthly dip sampling to explore changes in completion levels and quality of completion.

A discourse analysis was also carried out to explore changes in language on the forms (using officer observations section and free text elements of PPN1). An officer redacted personal information from 100 PPN1s, this included PPN1 forms pre intervention before the TIPs programme was in place at Waterlooville station and for post intervention during the time period that the TIPs were working at the station. This exercise was also completed for a control group (a station in Isle of Wight not engaging with the TIPs programme). This enabled the comparison of forms to identify if there were any changes in language due to the programme. Discussions during evaluation interviews also explored changes in language, both in person and in writing in PPN1 forms and other documentation.

⁷ Hampshire and Isle of Wight Constabulary complete PPN1s when a Police Officer attends any incident in which they perceive an 'adult at risk' to be involved.

3. Findings

3.1 The need for intervention

Stakeholders highlighted several reasons for their support for the programme, all of which could be attributed to wider societal shifts. Specifically, stakeholders highlighted the increasingly complex role of police officers in addressing social issues due to the lack of resources and support with healthcare and social care. This was echoed by another stakeholder, who noted that police officers are increasingly being asked to intervene in non-traditional police tasks, particularly those related to social care and mental health. Stakeholders also spoke about a shift in the types of people involved in crime, noting that more children and younger individuals are now coming into contact with the police. They highlighted a noticeable rise in police interactions involving children, which they see as an important reason for the programme. Additionally, the same stakeholder noted an increase in the prevalence of special educational needs such as autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD), among younger individuals who encounter the police. In these respects, due to a shift in demographics and wider social needs, stakeholders have all shown their support for trauma informed training carried out with police officers.

“It feels like the police have been spending more time dealing with social trauma issues than they do with crime issues time after time.”

“The age of children coming into contact with police officers is lower, dropped considerably from the 13, 14, 15. We now regularly see 10, 11, 12-year-olds coming through.”

“Within most teams I’ve worked with, just about every child that comes through has got an additional need of autism, ADHD, both diagnosed and undiagnosed.”

Individual level trauma Informed knowledge and attitudes

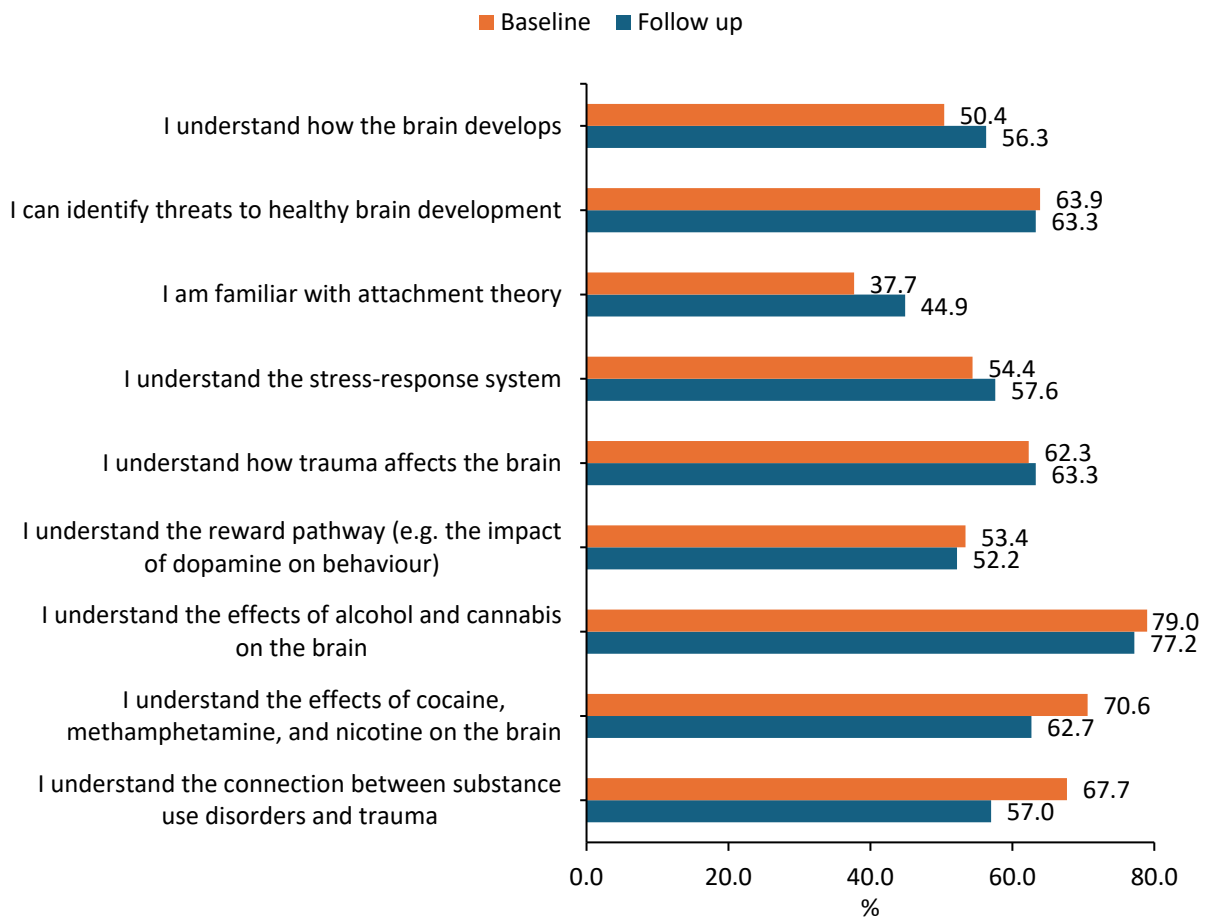
Due to small proportions of follow-up survey participants being aware of, having worked with, or having received training from the TIPs, comparisons between baseline and follow-up findings should be considered cautiously in terms of evidencing the impacts of the TIPs’ work. Further, due to small sample sizes and differences in the sociodemographic composition of the survey samples between baseline and follow-up, findings may not be representative of the views of the whole force. For the same reasons, comparisons between baseline and follow-up findings should also be considered with caution when assessing changes in force-level trauma informed knowledge and attitudes over time.⁸

Figures 1, 2, and 3 show the proportions of baseline and follow-up survey participants that agreed⁹ with statements relating to individual-level trauma informed knowledge and attitudes. All statements are positively worded, as such agreement with the statement indicated increased levels of trauma informed knowledge and attitudes.

⁸ Due to the above limitations, analyses examining whether there were significant differences in responses to individual statements and overall subscale scores from baseline to follow up was not undertaken.

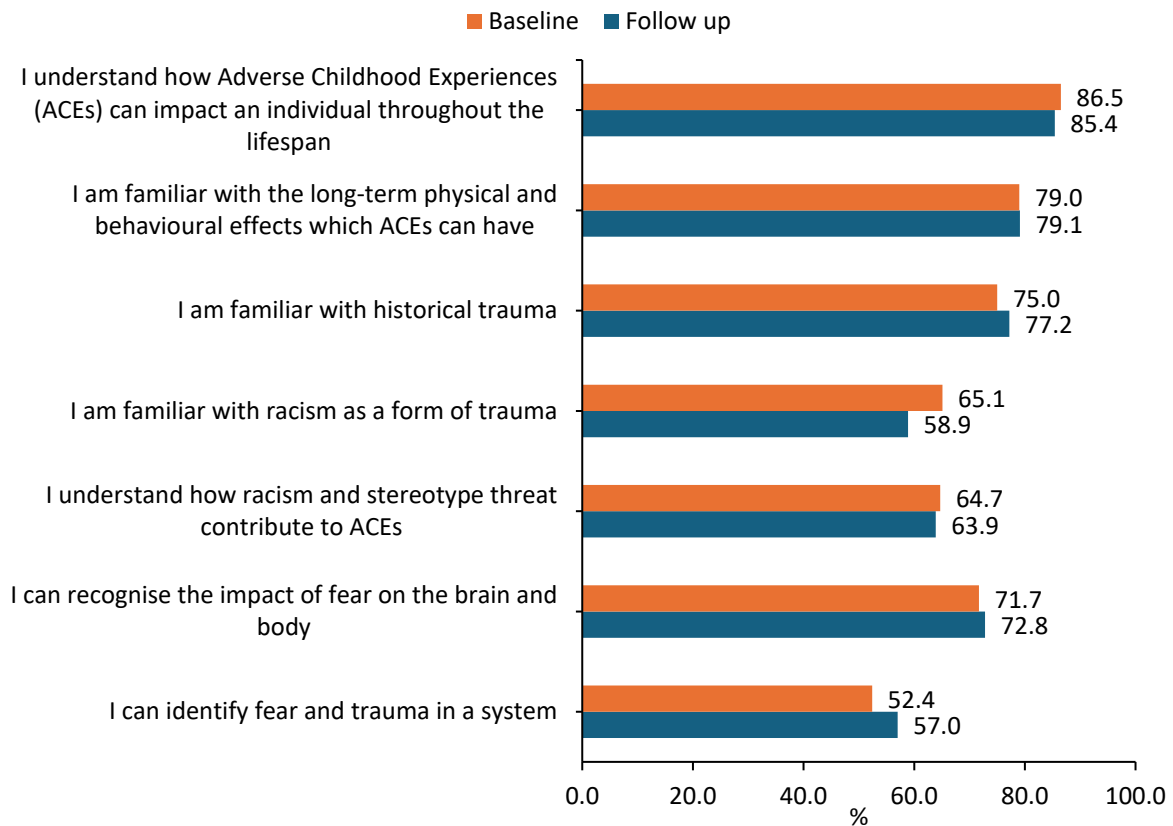
⁹ Including strongly agree and agree.

Figure 1: Participants' baseline and follow-up levels of agreement with statements relating to understanding brain physiology and biology, and trauma (individual-level trauma informed knowledge and attitudes)



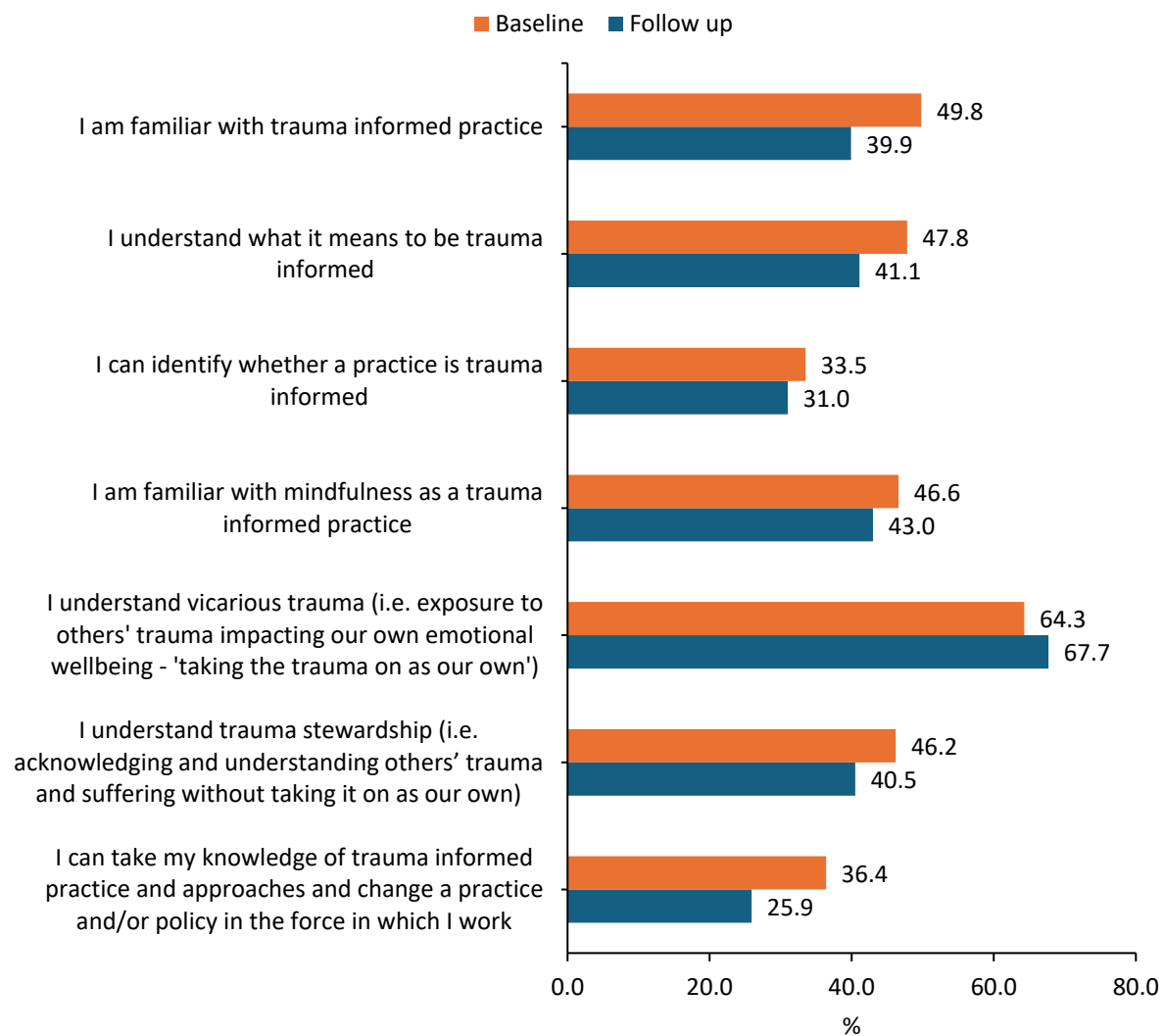
Generally, at baseline and follow-up there were high levels of knowledge relating to brain development, the impacts of trauma on the brain, and the impacts of different substances on the brain, with over half of participants agreeing with such statements. However, there were smaller proportions who agreed with the statement 'I am familiar with attachment theory' (Figure 1).

Figure 2: Participants' baseline and follow-up levels of agreement with statements relating to understanding trauma and ACEs (individual-level trauma informed knowledge and attitudes)



Generally, at baseline and follow-up there were high levels of knowledge related to understanding trauma and the impacts of ACEs. The statement that had the highest proportion of participants agreeing at both baseline (86.5%) and follow-up (85.4%) was 'I understand how ACEs can impact an individual throughout the lifespan' (Figure 2). The statement that had the lowest proportion of participants agreeing at both baseline (52.4%) and follow-up (57.0%) was 'I can identify fear and trauma in a system' (Figure 2).

Figure 3: Participants' baseline and follow-up levels of agreement with statements relating to trauma informed specific knowledge and attitudes (individual-level trauma informed knowledge and attitudes)



Generally, at baseline and follow-up there were lower levels of knowledge related to understanding trauma informed practices, with less than half of participants agreeing with these statements. However, higher proportions of participants at baseline (64.3%) and follow-up (67.7%) agreed that they understand vicarious trauma (Figure 3). The statement that had the lowest proportion of participants agreeing at baseline (33.5%) was 'I can identify whether a practice is trauma informed', while at follow-up (25.9%) this was 'I can take my knowledge of trauma informed practices to change a practice or police in the force in which I work' (Figure 3). At baseline, overall scores on the individual-level trauma informed knowledge and attitudes subscale ranged from 44 to 115,¹⁰ with a mean of 80.69 ($SD=13.07$). At follow-up, overall scores on this subscale ranged from 24 to 115, with a mean of 79.47 ($SD=15.97$).

At baseline and follow-up,¹¹ there were significant differences in mean scores on this subscale by gender (males, $n=176$, $M=77.71$, $SD=14.41$; females, $n=217$, $M=82.37$, $SD=14.05$; $p<0.01$) and by years

¹⁰ Scores on this subscale can range from a minimum of 23 to a maximum of 115. A higher score indicates increased levels of trauma informed knowledge and attitudes.

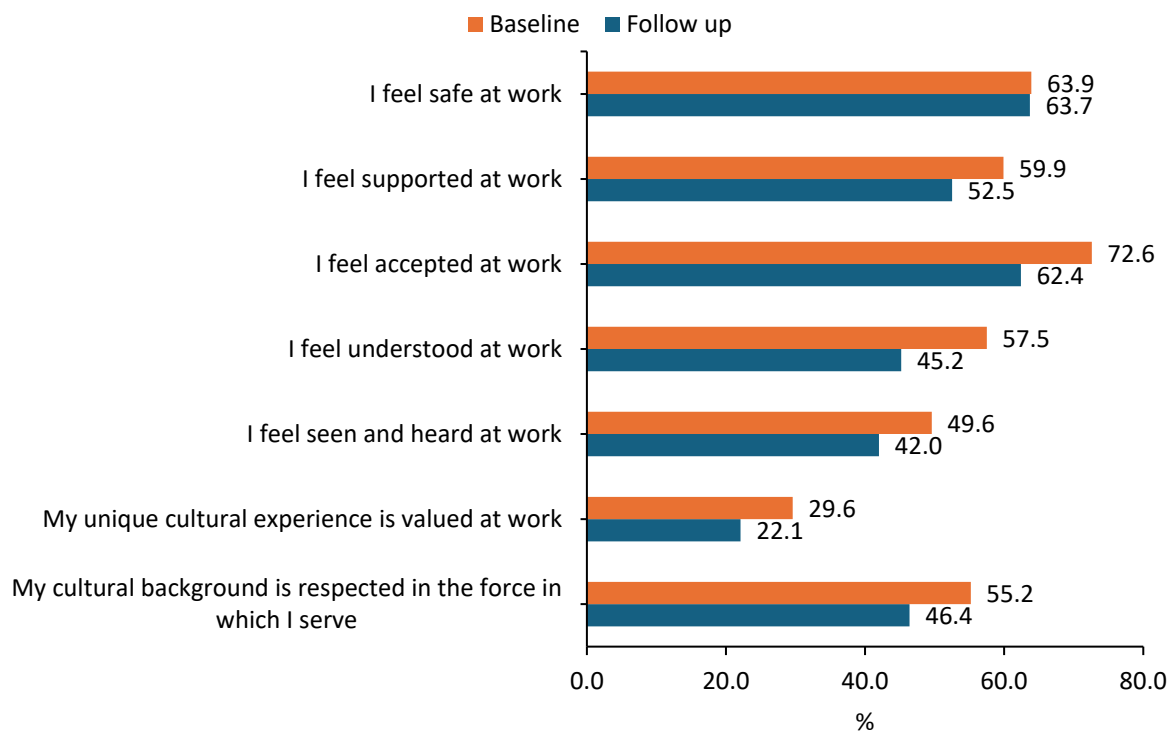
¹¹ Findings examining differences in subscale scores by sociodemographics use combined baseline and follow up survey data.

of policing experience (0-9 years, $n=216$, $M=82.20$, $SD=13.78$; 10+ years, $n=187$, $M=78.19$, $SD=14.53$; $p<0.01$). There were no significant differences in mean scores on this subscale by age, ethnicity, or policing department. At follow-up, those who responded that they had heard of the Trauma Informed Policing Programme and the TIPs had significantly higher mean scores on this subscale ($n=64$, $M=85.33$, $SD=15.00$) compared to those who responded that they had not or were not sure ($n=93$, $M=75.44$, $SD=15.42$; $p<0.001$).

Safety and acceptance at work

Figure 4 shows the proportions of baseline and follow-up survey participants that agreed¹² with statements relating to safety and acceptance at work. All statements are positively worded, as such agreement with the statement indicated increased levels of trauma informed knowledge and attitudes.

Figure 4: Participants' baseline and follow-up levels of agreement with statements relating to safety and acceptance at work



Generally, at both baseline and follow-up most participants agreed that they feel safe, supported, and accepted at work. However, smaller proportions agreed that they feel seen and heard at work and that their unique cultural experience is valued at work (Figure 4). At baseline, overall scores on the safety and acceptance at work subscale ranged from 7 to 35,¹³ with a mean of 24.44 ($SD=4.90$). At follow-up, overall scores on this subscale ranged from 7 to 35, with a mean of 22.83 ($SD=6.25$). At baseline and follow-up,¹⁴ there was a significant difference in mean scores on this subscale by years of policing experience (0-9 years, $n=209$, $M=24.38$, $SD=5.73$; 10+ years, $n=186$, $M=23.27$, $SD=5.16$;

¹² Including strongly agree and agree.

¹³ Scores on this subscale can range from a minimum of 7 to a maximum of 35. A higher score indicates increased feelings of safety and acceptance at work.

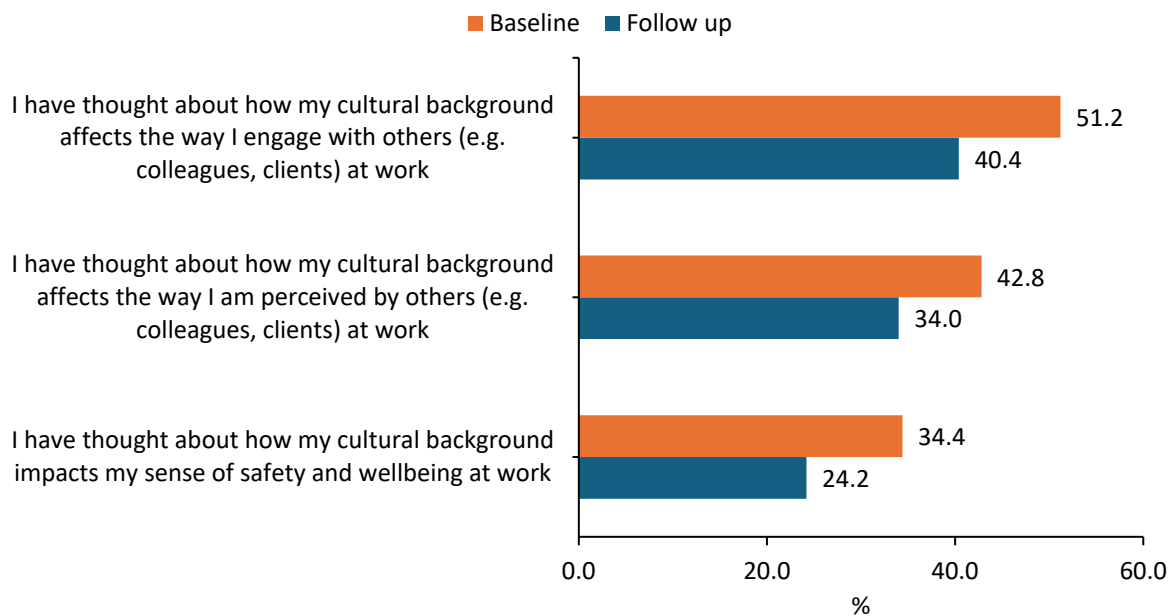
¹⁴ Findings examining differences in subscale scores by sociodemographics use combined baseline and follow up survey data.

$p < 0.05$). There were no significant differences in mean scores on this subscale by gender, age, ethnicity, or policing department.

Awareness of cultural background at work

Figure 5 shows the proportions of baseline and follow-up survey participants that agreed¹⁵ with statements relating to awareness of cultural background at work. All statements are positively worded, as such agreement with the statement indicated increased levels of trauma informed knowledge and attitudes.

Figure 5: Participants' baseline and follow-up levels of agreement with statements relating to awareness of cultural background at work



At both baseline and follow-up there were higher proportions of participants who agreed that they have thought about how their cultural background impacts how they engage with others at work, compared to the proportions of participants who agreed with the other statements related to awareness of cultural background at work (Figure 5). At baseline, overall scores on the awareness of cultural background at work subscale ranged from 3 to 15,¹⁶ with a mean of 9.88 ($SD=2.45$). At follow-up, overall scores on this subscale ranged from 3 to 15, with a mean of 9.44 ($SD=2.59$). At baseline and follow-up,¹⁷ there were significant differences in mean scores on this subscale by ethnicity (any White background, $n=363$, $M=9.69$, $SD=2.49$; other ethnicities, $n=27$, $M=10.81$, $SD=2.51$; $p < 0.05$) and years of policing experience (0-9 years, $n=213$, $M=9.96$, $SD=2.54$; 10+ years, $n=189$, $M=9.43$, $SD=2.47$; $p < 0.05$). There were no significant differences in mean scores on this subscale by gender, age, or police department.

¹⁵ Including strongly agree and agree.

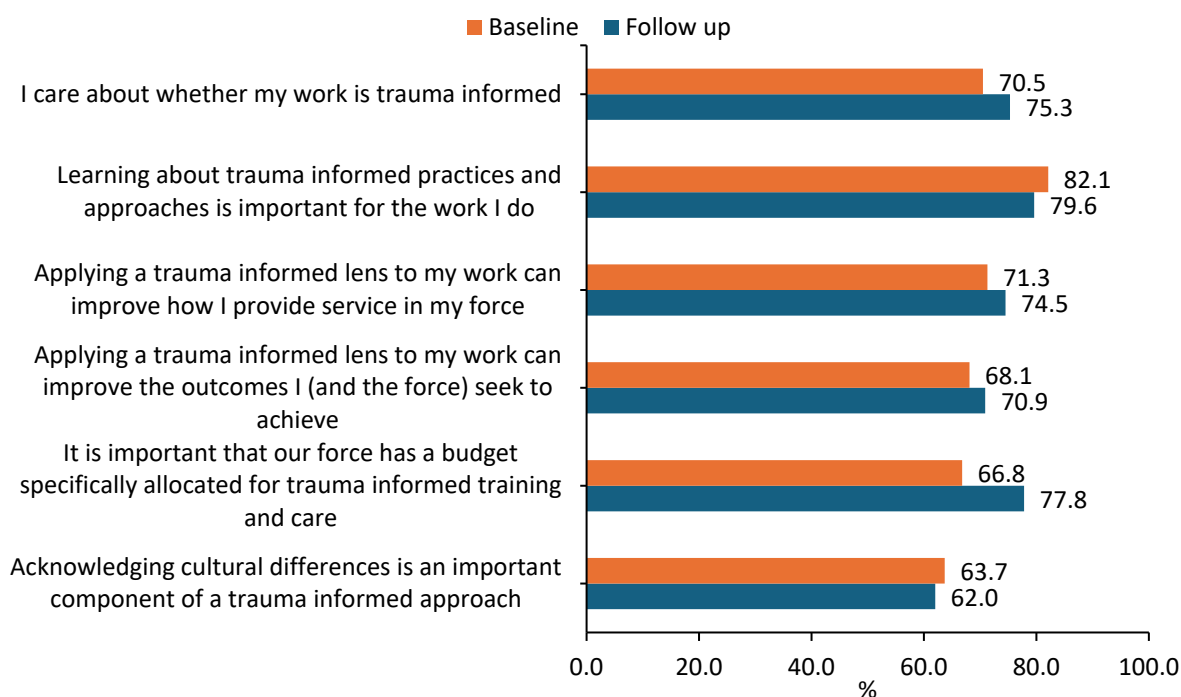
¹⁶ Scores on this subscale can range from a minimum of 3 to a maximum of 15. A higher score indicates increased consideration of cultural background at work.

¹⁷ Findings examining differences in subscale scores by sociodemographics use combined baseline and follow up survey data.

System-wide trauma informed knowledge and attitudes

Figure 6 shows the proportions of baseline and follow-up survey participants that agreed¹⁸ with statements relating to system-wide trauma informed knowledge and attitudes. All statements are positively worded, as such agreement with the statement indicated increased levels of trauma informed knowledge and attitudes.

Figure 6: Participants' baseline and follow-up levels of agreement with statements relating to system-wide trauma informed knowledge and attitudes



Generally, at baseline and follow-up most participants agreed with each of the statements relating to the importance of trauma informed practice, including that participants care about whether their work is trauma informed (Figure 6). At baseline, overall scores on the system-wide trauma informed knowledge and attitudes subscale ranged from 7 to 30,¹⁹ with a mean of 23.06 ($SD=4.18$). At follow-up, overall scores on this subscale ranged from 8 to 30, with a mean of 23.67 ($SD=4.00$). At baseline and follow-up,²⁰ there were significant differences in mean scores on this subscale by gender (males, $n=175$, $M=21.93$, $SD=3.96$; females, $n=216$, $M=24.54$, $SD=3.73$; $p<0.001$), age (18-34 years, $n=154$, $M=24.19$, $SD=3.72$; 35+ years, $n=243$, $M=22.87$, $SD=4.17$; $p<0.001$), and by years of policing experience (0-9 years, $n=214$, $M=24.12$, $SD=3.72$; 10+ years, $n=188$, $M=22.44$, $SD=4.35$; $p<0.001$). There was also a significant difference in mean scores on this subscale by policing department, with mean scores higher amongst those working in other policing teams ($n=172$, $M=24.07$, $SD=3.72$) compared to those working in Neighbourhood Policing Teams ($n=88$, $M=22.81$, $SD=4.05$) or District Policing Teams ($n=144$, $M=22.73$, $SD=4.45$; $p<0.01$). There were no significant differences in mean scores on this subscale by ethnicity.

¹⁸ Including strongly agree and agree.

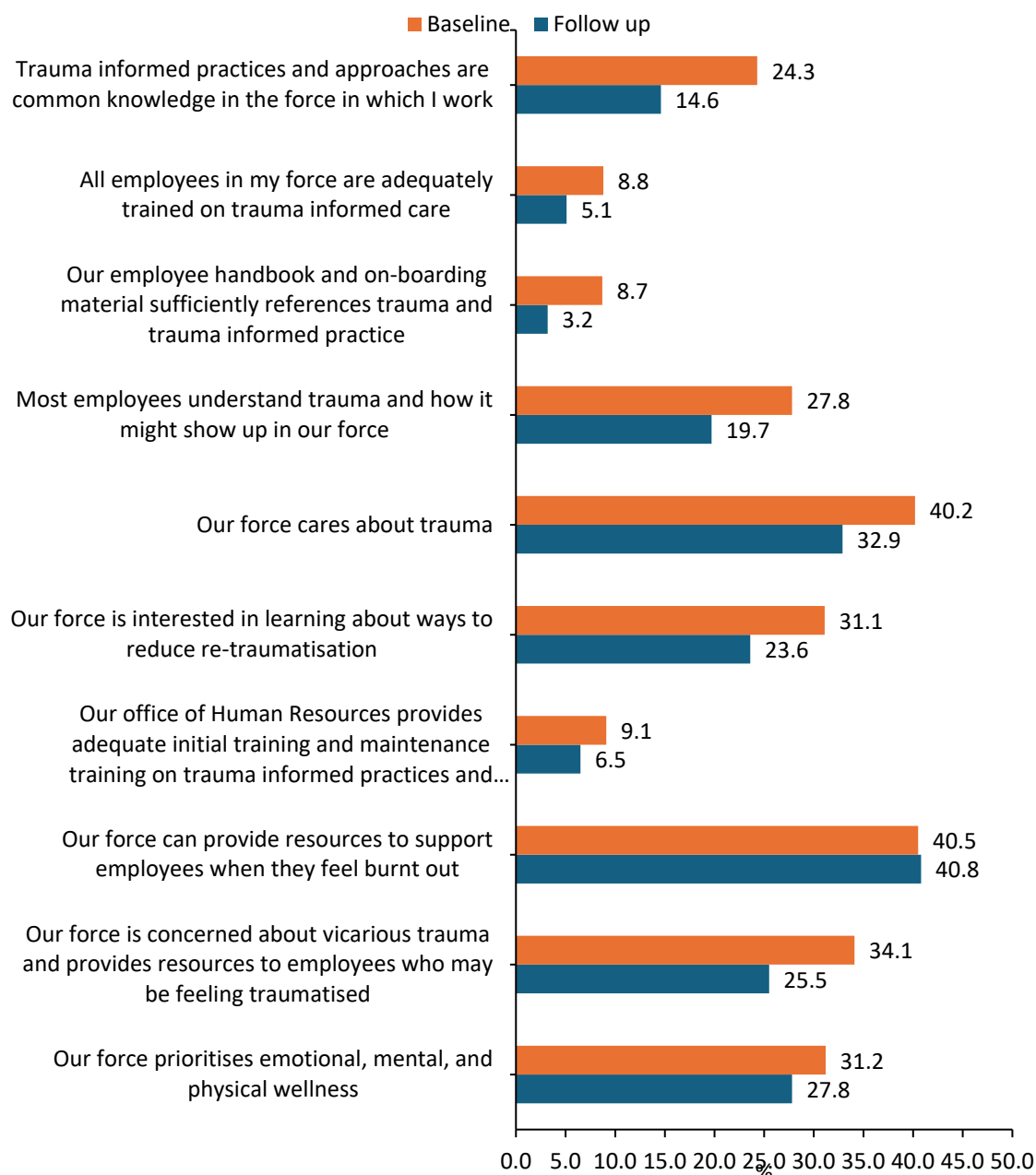
¹⁹ Scores on this subscale can range from a minimum of 6 to a maximum of 30. A higher score indicates increased support for trauma informed approaches.

²⁰ Findings examining differences in subscale scores by sociodemographics use combined baseline and follow up survey data.

Trauma informed training, support, interaction, and environment

Figures 7, 8, and 9 show the proportions of baseline and follow-up survey participants that agreed²¹ with statements relating to trauma informed training, support, interaction, and environment. All statements are positively worded, as such agreement with the statement indicated increased levels of trauma informed knowledge and attitudes.

Figure 7: Participants' baseline and follow-up levels of agreement with statements relating to trauma informed training and support (trauma informed training, support, interaction, and environment)

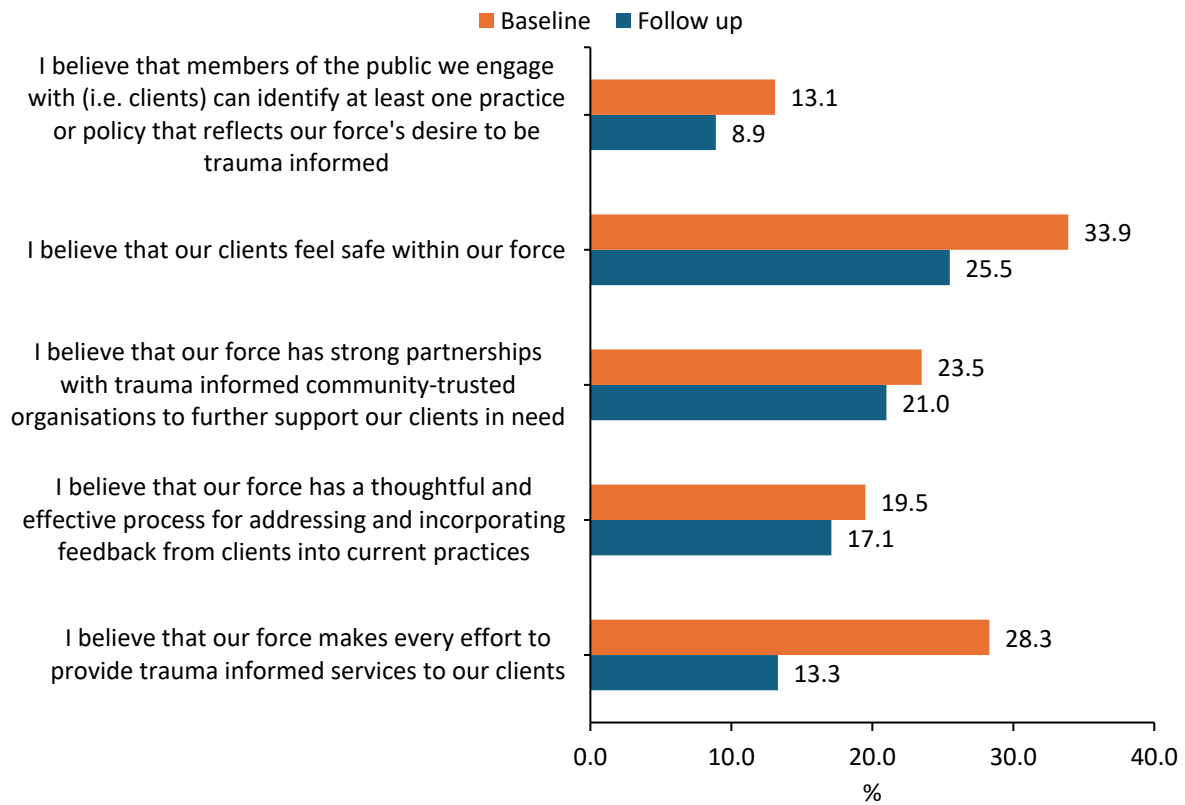


Generally, at both baseline and follow-up there were low levels of agreement with statements relating to trauma informed practices being common knowledge among employees and the force providing

²¹ Including strongly agree and agree.

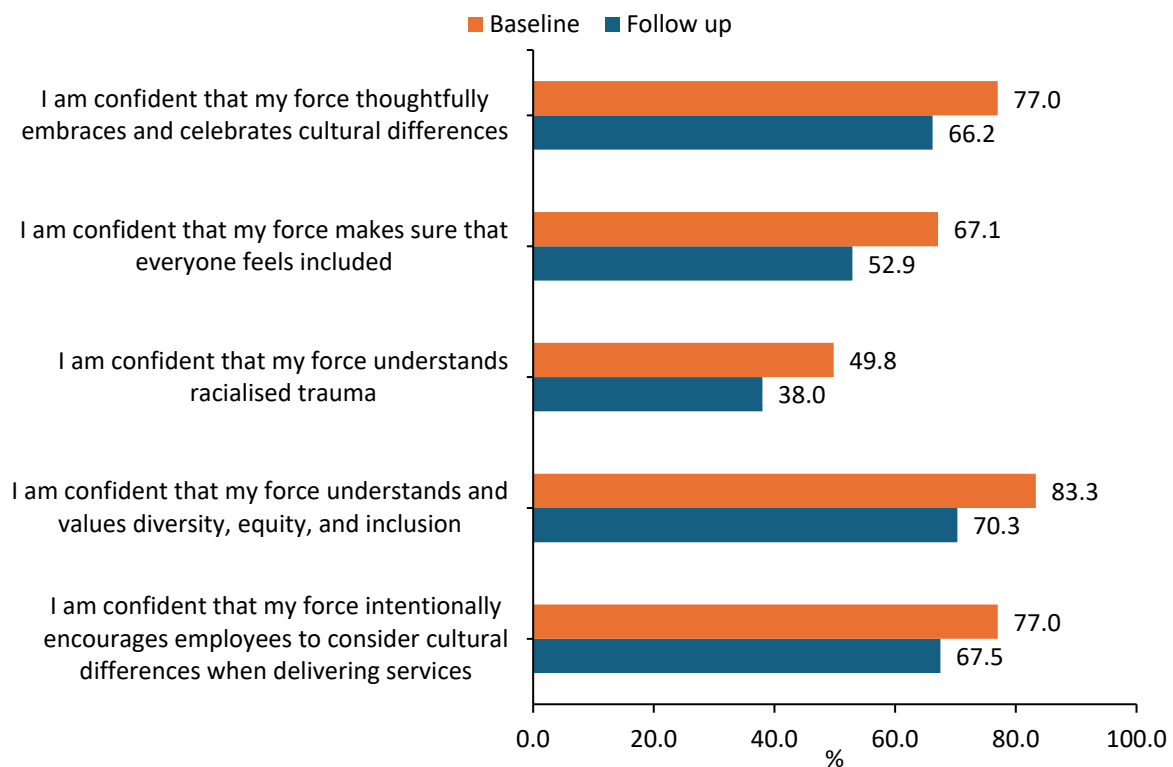
resources to address employees own wellbeing related to vicarious trauma. Levels of agreement with statements relating to the force providing adequate training on trauma informed practice were particularly low (Figure 7).

Figure 8: Participants’ baseline and follow-up levels of agreement with statements relating to trauma informed interactions (trauma informed training, support, interaction, and environment)



Generally, at baseline and follow-up there were low levels of agreement with statements related to the force delivering trauma informed services with members of the public they engage with, including the force having partnerships with community-trusted organisations (Figure 8).

Figure 9: Participants' baseline and follow-up levels of agreement with statements relating to a trauma informed work environment (trauma informed training, support, interaction, and environment)



Generally, at baseline and follow-up there were high levels of agreement with statements relating to the force embracing different cultures and valuing diversity equality and inclusion. However, there were lower levels of agreement that participants were confident their force understands racialised trauma (Figure 9).

At baseline, overall scores on the trauma informed training, support, interaction, and environment subscale ranged from 21 to 100,²² with a mean of 61.62 ($SD=12.55$). At follow-up, overall scores on this subscale ranged from 25 to 86, with a mean of 56.74 ($SD=13.42$).

At baseline and follow-up,²³ there was a significant difference in mean scores on this subscale by ethnicity (any White background, $n=352$, $M=60.52$, $SD=12.74$; other ethnicities, $n=27$, $M=53.89$, $SD=15.25$; $p<0.05$). There were no significant differences in mean scores on this subscale by gender, age, years of policing experience, or police department.

At follow-up those who responded that they had heard of the Trauma Informed Policing Programme and the TIPs had significantly higher mean scores on this subscale ($n=61$, $M=59.69$, $SD=11.86$) compared to those who responded that they had not ($n=87$, $M=54.67$, $SD=14.11$; $p<0.05$).

3.2 Programme awareness and aims

Stakeholders described the trauma informed policing programme as aiming not only to directly change officers' actions, but to foster a deeper understanding of trauma informed practice. The emphasis was

²² Scores on this subscale can range from a minimum of 20 to a maximum of 100. A higher score indicates increased confidence that the force supports trauma informed approaches.

²³ Findings examining differences in subscale scores by sociodemographics use combined baseline and follow up survey data.

on encouraging officers to consider the broader context of each situation, reflect on the potential impact of their decisions, and adopt a more person-centred approach. This reflective mindset was seen as essential for understanding the “why” behind behaviours and for avoiding re-traumatisation. Stakeholders highlighted that the programme builds on officers’ existing knowledge and competencies, by building on and complementing their current practices. It was noted that the programme also provides ‘more of an academic position’ to policing.

“It is about trying to get people to see things from the bigger picture, from a different point of view, and allowing people to take the time to think about things.”

“Most people are very trauma aware, but not necessarily trauma informed. It's just those differences that it was needed to pick up on.”

Another recognised aim of the programme was to ensure that these broader perspectives and views on being trauma informed are being incorporated and applied in the officers’ role by helping them refine their language to move away from value judgements, outdated vocabulary and biased descriptions.

“So, with sort of old-fashioned language, requesting that they move on from that because the danger with the language is that your values and your judgements start coming in.”

The programme goes beyond raising awareness of trauma, aiming instead to deepen understanding of its complex and varied manifestations, and to promote tailored responses that recognise individual needs. Ongoing reflective practice was identified as a core component, supported by feedback from TIPs, which helped officers apply trauma informed principles in real-life scenarios. Stakeholders also noted that the programme encourages officers to “see the other in people,” fostering empathy and more informed decision-making.

3.3 Implementation and delivery and reach of the Trauma Informed Policing Programme

From September to the start of November 2023, Hampshire and Isle of Wight Constabulary alongside the Violence Reduction Unit and Rock Pool implemented eleven three-hour trauma informed training sessions with police staff/officers. These sessions included a broad exploration of trauma and ACEs, examining how trauma affects the brain and its correlation with criminal behaviours, as well as discussing the various manifestations of trauma. Sessions presented officers with frequent opportunities to interact with their trainer, who consistently tied the discussed concepts back to practical scenarios encountered in everyday policing. Overall, 219 places were allocated for individuals to attend the training sessions. Of the 219 places allocated, 188 police staff/officers attended the training sessions (85.8%).

Role of the TIPs

In November 2024, there were three TIPs in place at Waterlooville Station, working across a small number of different teams and shifts (days and nights). It was felt that this was beneficial as it enables the TIPs to “get different exposure to different jobs that [the police] deal with”, whilst also enabling the TIPs to build up more of a rapport with officers and the impact this has from a personal perspective. Whilst the TIPs are employed by Rock Pool, they have police e-mail addresses for convenience. The TIPs are assigned to different officers on each shift, and officers felt that this way of working is effective and well-received. This flexible arrangement was seen to be supported by the TIPs’

approachable and adaptable nature, which facilitates positive working relationships and smooth collaboration across teams.

“They're [the TIPs] all really good to get on with. It doesn't make it difficult either if they're swapping and changing shifts and you end up with someone else.”

TIPs were subject to the same vetting processes as other staff working within the constabulary to ensure the confidentiality and security of the information they access. Overall, stakeholders expressed how the rigorous vetting processes in place slowed down recruitment, particularly when it came to obtaining a third TIP, meaning that the process has taken *“much longer than hoped”*, which had resulted in delays in achieving the programme's staffing targets.

“Hearing everything that the police hear on the radio, they're going to be seeing everything the police see with their own eyes. They're going to be sitting at computers, seeing safeguarding forms.”

Engaging with officers

The TIPs have provided a range of resources to embed a trauma informed approach in policing, including a briefing presentation for officers that introduced the TIPs role and trauma informed principles. Additionally, a separate presentation was created for Sergeants and Line Managers, focusing on integrating trauma informed practice into supervisory activities such as appraisals and one-to-ones. Trauma informed briefings were also delivered to neighbourhood teams at Waterlooville and Havant stations. TIPs also provided crib sheets to provide officers with guidance around trauma informed language when writing PPN1s. It was also discussed that the TIPs had produced a trauma informed tool in the form of a card for officers to carry with them.

“Behind every behaviour there's a need and it's just about being aware of that. It's work in progress. It can be frustrating for us... it can be really difficult to try and keep your own emotions in check when you hear some of the language that's being used... the crib sheets around language give the police something they can just refer to.”

To support their role, TIPs engaged in training and outreach, including visits to community organisations such as Aurora New Dawn. These visits helped them gain a better understanding of local services for victims of domestic abuse and stalking, which they were able to feed back to officers when working with them. TIPs also completed MASH training, the Rock Pool Domestic Abuse Toolkit, and PAACEs training.

A risk assessment is carried out for each incident to determine whether it is safe and suitable for the TIP to attend. Where appropriate and safe, TIPs accompany officers to incidents and tailor their involvement based on the nature and risk level of each situation. In high-risk scenarios, TIPs may remain at a safe distance to observe, ensuring their presence does not compromise safety or operations. In lower-risk situations, however, TIPs often take a more active role, engaging directly with individuals and providing trauma informed support. In these instances, the officer will introduce the TIP as someone who works with the police, providing the opportunity for the TIP to explain their role. Officers reported that TIPs know when to have an active input and that their presence can ease interactions, particularly as they are not in uniform. One example described a TIP continuing a supportive conversation with an individual after the officer had to step out, highlighting the unique value TIPs bring to sensitive situations.

“It depends [on the job as to] where she [the TIP] will be. Right up there at the front helping with aspects that maybe [police] are not 100% clued on...so it's really helpful even just in that sense, in a practical way. If you forget something, [TIP] will remind you or she will involve herself in

conversations in a healthy way...I've never had anyone react negatively to her input, only positively..."

TIPs described a growing sense of confidence and integration within the policing environment as time went on. They expressed that they now feel comfortable proactively requesting to attend incidents alongside officers and noted that they now feel safe enough to engage in challenging conversations with officers when necessary. During their time in post, it was commented that the TIPs had become more situationally aware of their 'patch', enabling them to make informed decisions about when and how to engage in incidents. This includes recognising when certain callouts may present risks or be inappropriate for their involvement, such as violent domestics or sudden deaths.

"I think we are fairly situation aware now, especially on the patch. So, you know there might be certain addresses, there might be certain people that you know that they might present [are] really challenging and actually it's probably safer for you to be elsewhere."

"I think if we're going to have sometimes slightly challenging conversations, we need to feel safe enough with them to be able to push back a little bit."

All TIPs have experience of being around people in crisis and navigating difficult conversations with clients with complex needs. Stakeholders noted that TIPs are skilled communicators, able to adapt their approach to suit the needs of different individuals. One stakeholder explained that the TIPs *"have a real knack with actually speaking to people and adapting how they speak to people to suit that person. They're like chameleons in different situations"*. This insight allows TIPs to understand how different approaches by police can influence individuals' responses, and to support officers in adopting strategies that are more trauma informed and sensitive to those needs.

"We've got that luxury in that we can have that conversation and say, look, this is what this person's been through... you know, if they've said before that actually when people have got hands on them, this makes them heightened, you could have that conversation with that officer saying there's going to be times when they have to put hands on but not to go straight in. Maybe if you don't need to, what could you do instead?"

Reflective practice

TIPs deliver reflective one-to-one sessions with police officers, providing a safe and supportive space to explore practice, process challenging experiences, and embed trauma informed approaches into everyday policing. The introduction of the reflective one to one sessions for police officers was met with initial concerns. Officers expressed apprehension that the sessions would be fed back to more senior officers and that it was going to be 'something else to do'. There was also confusion around the terminology 'reflective practice', which in policing is associated with disciplinary procedures. However, once introduced and embedded, officers reported that the reflective practice sessions were a valuable learning opportunity to embedding a trauma informed approach, with the process becoming second nature to some so that *"they don't know they're doing it"*.

"Based on some of the reflective practise...it's good though, because we do get empathy fatigue when it comes to certain people...But I think where obviously they take a different approach to it, not judging you but to feedback that you're being that way. More of a 'let's understand why they're that way and what what's caused that'....and then you end up with a bit of a discussion."

I mean, at the start I think we were all a little bit like, 'Oh, they're watching us and reviewing us and observing us', but actually they're not necessarily observing us doing our job wrong. They're looking to see what we've done well and praise us for it."

TIPs' non-judgemental and supportive style was key to building trust, enabling officers to reflect on their practice without fear of criticism. This created space for meaningful learning, with officers reporting increased self-awareness, openness to feedback, and changes in how they approach individuals and incidents. Discussions between TIPs and police officers revolve around finding alternative strategies and considerations for future encounters, rather than focusing on mistakes or errors made. Reflective sessions were also seen as a valuable opportunity to recognise and praise officers for their conduct, something that might otherwise be overlooked due to the police's strong focus upon measurable outputs, such as arrest or out of court disposals.

"[the Police are] still very much judged on outcomes, but that will be arrest or out of court disposals, whereas actually they could spend hours with a victim of domestic abuse or poor mental health and that's just not really recognised. That's good police work."

"I've had [TIP] write me an e-mail or say it to you in person 'I think you did really well there'. So sometimes it's quite nice to hear that because you don't get that from the people you're seeing. So, it's nice sometimes then you think you did that really well so they you think 'Oh, I'll do that again next time'."

Officers spoke about reflection often taking place in the car with the TIP after they have attended a call out. Here they would talk about what happened, how it was managed, and identifying opportunities for change should a similar situation arise. It was felt that having the TIPs there provides opportunity for debrief that might not otherwise taken place due to the pace of the job. One officer spoke about a challenging call out, highlighting how the TIP's calming and reassuring presence helped to validate her emotions and provide support. TIPs recognised that police officers regularly face difficult situations and are forced to maintain a high level of emotional resilience to cope with the demands of their role. At the same time, they recognised that emotional responses are natural, and that reflective sessions provide valuable support for officers to process these feelings. However, it was noted that the opportunity for reflective conversations often depends on the nature of the role and the demands of the job. As part of the reflective practice, TIPs write up case studies from the incidents that they have attended, and they will go through these with the officers involved. One officer spoke about this giving them a "confidence boost". Also spoke about "even the harder to read officers are beginning to see the value in reflective practice and exploring their own ways in which they work".

"...It's really good to debrief obviously after jobs. The reality is we don't get time to do that... I think that comes down to the fact how busy we are. But the joy of having [name] with me...She'll be in the car with me, and that's when usually when we'll do our debriefing."

"[reflective practice sessions] that stand out for me. There was a really violent incident...and I made mistakes in how I dealt with it and with [name] was able to identify those mistakes and talk about how I could avoid them in the future. It's something that just wouldn't have happened if she wasn't there."

"It's OK to be upset by seeing a child be removed from a parent because it's an emotional time for everyone, but I guess for them [the officers], they have to have that lever of resilience because they're doing it every day, all day."

Supervision for TIPs

TIPs receive support through monthly peer supervision sessions and one-to-one meetings. These sessions provide support and mentoring and are undertaken by the peer supervisor and CEO at Rock Pool. They were considered to be highly valuable, providing a safe space for reflective practice and helping TIPs gain perspective on their development. Site visits also take place approximately twice a year to see how things are 'in situ'. The Rock Pool CEO and TIPs attend regular contract meetings, where any changes to the TIPs' practices are reviewed and signed off in consultation with the OPCC. Support for TIPs are also provided by an Inspector in Hampshire and Isle of Wight Constabulary, supported by a multi-agency steering group. It was acknowledged that the jobs that the TIPs attend can also be triggering. To manage this, it was discussed that TIPs maintain a supportive relationship with one another and will regularly debrief after challenging jobs. They also have access to quarterly clinical supervision to help process their experiences and maintain wellbeing. They also had a SPOC to contact, usually a sergeant

Reach

Secondary data provided by Rock Pool show that during 2023-2025, a total of 481 in person incidents (excluding BWV) were attended and observed by two TIPs (please note that the third TIP began delivery in January 2024) (Table 1). A further $n=49$ PPN1 forms, and $n=12$ BWV footage were also reviewed during this time. The TIPs delivered $n=56$ reflective one-to-one sessions and $n=9$ group discussions, and $n=4$ clinical supervision sessions and $n=14$ drop-in sessions were attended

Table 1. Police incidents observed²⁴

Incidents observed	2023	2024	2025
Total number of police incidents observed (not including BWV footage)	481	819	207
Directly related to children or young people up to and including the age of 17	129	196	46
Directly related to young adults aged between 18 and 24 years	34	41	22
Domestic abuse	110	224	61
Domestic abuse which involved children being present	48	64	13
Exploitation and county lines	24	24	7
Involving weapons	27	27	11
Involving mental health	114	7	2
Drugs	37	156	36
Alcohol	47	55	13
Substance use (when unclear if it is drugs or alcohol)	14	90	20
Stop/search involving those up to and including the age of 24	7	17	9
Stop/search involving adults 25 years and over	7	9	4
Young people booked into Police Custody of those up to and including the age of 24	5	12	3
Adults booked into police custody where the detainee was 25 years and over	21	28	5
Return home from missing visits relating to those up to and including the age of 24	32	0	0
Arrests for those up to and including the age of 24	11	0	0
Arrests for those aged 25 years and over	44	0	0

3.4 Programme facilitators

Strategic buy-in from within the police force

Stakeholders shared that support for the training was strong within the police force and that this was an important factor in embedding the programme. This kind of support was viewed as essential for helping trauma informed approaches become widely accepted and integrated into everyday police practice as when someone in a high-ranking position actively promotes and champions the programme, it sends a strong message that the work is important. Stakeholders shared that senior officials not only endorsed the programme and its goals, but were also actively involved in overseeing its implementation, demonstrating a strong commitment to its success.

“It’s a huge asset that there is such buy in at a senior level... because if someone at senior level is advocating this, and is championing it and is saying that it’s important, then you know that that’s more likely to be well received.”

²⁴ TIPs provision: May-Dec 2023, 2 TIPs; Jan-Dec 2024 – 3 TIPs; Jan-Apr 2025, 3 TIPs

Stakeholders explained that senior officials have not only endorsed the programme and its objectives, but that they have also taken an active role in overseeing its implementation. Overall, there was a shared sentiment across stakeholders that securing buy-in from senior police officials was an instrumental facilitator in enhancing the effectiveness of the programme's initiatives. One stakeholder explained that these staff members have played a key role in supporting the programme's implementation by effectively challenging scepticism and addressing concerns raised by others. It was recognised that these senior members of staff have played a key role in ensuring the programme wasn't a 'tick box' exercise and ensuring that it was built into everyday practice.

"The TIPs role could not be done without knowledgeable, experience[d], confident staff who can challenge [those]...who think it's all a little nonsense...and they know how to do it in a trauma informed way, and they know how to do it subtly."

Independent role of TIPs

Stakeholders highlighted that the independence of TIPs was a key factor in the programme's success. Being external to the police force allows TIPs to bring fresh perspectives and engage in open, reflective conversations that might be more difficult within the constraints of police culture. Their independent position gives them the space and capacity to focus on trauma informed work, without the competing demands faced by frontline officers. This independence enables TIPs to challenge assumptions, support cultural change, and contribute meaningfully to the implementation of trauma informed practices.

"I think it's important that they're [the TIPs] independent as well because there is such a strong culture within the police. I think to be able to do some of the challenging and to have some of those conversations, I think they need to not be police."

Strong trusted relationships between TIPs and police officers

It was acknowledged that building relationships between the TIPs and the police was important to the implementation and delivery of the TIP programme. Strong connections have formed, largely due to the TIPs willingness to get involved. Overall, it was felt that there were good levels of trust and rapport between officers and TIPs and that because of their approach they have integrated 'really well and really quickly', which can sometimes be challenging when have teams which are 'very close knit'. The TIPs were seen as credible, because of their approach, their experience, and the way they communicate, which was seen to allow for more open and positive conversations with officers who then 'take things on board'. Officers spoke about the value that the TIPs bring, particularly in offering advice and input to ensure a trauma-responsive approach to policing. Notably, one officer shared that TIPs create a sense of safety for officers, which further strengthens their working relationship. One officer commented that *"she's become a real part of our team"*. Strong connections, built on trust was felt to be important, particularly for the TIPs who may need to have challenging conversations with officers, and must feel safe enough to *"push back a bit"* when necessary.

"I think we we've quite engaging with each other. So, they're quite open, honest with me and vice versa. So yeah, I think we've got a really good rapport."

"...someone in the car that isn't going to judge you. I think it's quite helpful. So, you can say how you were felt at that job and they'll talk to you about it. I think that's...you build a rapport. I think they're just kind of part of the team now really."

“If I look at the past year, I think the roles probably developed as the officers have got to know and trust TIPs. The difference now is that they're quite open to having conversations. There is still some resistance there, which is always going to happen, but I think even the more resistant officers are much more open to having a conversation.”

“[the TIPs are] very engaging...they'll get involved in anything they can, which is really nice. So obviously within reason, we also want to protect, to make sure they're OK and they're safe. So, because of their approach, I think that's enabled them to gel a little bit better and build more of a relationship with the team. If you've got people that are a little bit more standoffish, don't want to get involved, it's harder to integrate, but they've had no issues with that at all.”

Centralised working team

From the interviews, the centralised management provided by Rock Pool also emerged as a facilitating factor, with stakeholders outlining that this enabled support and guidance to be offered more directly and frequently to the TIPs. They noted that having police team members manage the TIPs would have been challenging, as they may lack the time, expertise, or trauma informed background needed to support TIPs. As such, Rock Pool we better able to support TIPs.

“I think there's been huge value in having one lead credible organisation managing the TIPs. It wouldn't have worked so well if it was me or others who are not an expert like Rock Pool are. It would be very hard for police to manage TIPs in that role without being experts in trauma informed approaches.”

Furthermore, stakeholders highlighted that the structured support system offered through a centralised management approach allowed them to feel *“quite well supported”* and feeling *“like there is a lot of like, good people behind us if we ever need anything”*, due to their ability to have comprehensive check-ins with Rock Pool on a regular basis. This highlighted the importance of consistent and accessible support mechanisms in ensuring the success of a trauma informed programme.

3.5 Challenges to Delivery

Navigating Hierarchical Structures

Stakeholders noted institutional barriers around *an “external organisation managing staff within a such a hierarchical structure as the police.”* This led to delays in implementation due to needing ‘approval or agreement’. Additionally, one stakeholder commented that while the police were willing to support the programme, there were barriers to collaboration. Rather than introducing new ideas gradually and exploring how they might be received, decisions were often made and communicated top-down. Despite this, stakeholders felt that these challenges had been addressed, particularly through the development of a written briefing for sergeants. The initial pilot highlighted the importance of briefing staff and having good links with the shift sergeants, but also the impact of the changing nature of police roles.

“That still could have been done better from the police's perspective, not that they weren't willing. I just don't think it's in their nature to collaborate with each other. We tell people what they're doing. We don't introduce it as a concept and see what that feels like. So, they don't work naturally like that.”

Late registrations for training

Another barrier that emerged in the implementation and delivery of the programme was the tendency of police officers to register for training late, or after the deadline has passed. As highlighted by one stakeholder, efforts to prompt early registration amongst police teams proved ineffective. As a consequence, the training provider, Rock Pool, had to repeatedly extend registration deadlines to accommodate late registrants, a pattern that persisted from the pilot study to the subsequent phase of the programme.

Training days for the TIP programme are built into officers' yearly shift patterns. However, stakeholders noted challenges in scheduling these sessions alongside regular duties. Training often falls on rest days, and the high volume of required courses makes timely registration difficult. Competing demands and busy schedules hinder prioritisation, while gathering officers together remains a challenge. Additionally, the traditional teacher-led format of police training may limit opportunities for interactive, discussion-based learning.

Establishing working relationships and awareness of the role of the TIPs

During interviews, all participants emphasised that the initial difficulty in establishing relationships between police officers and the TIPs was a significant challenge for the programme. This was primarily attributed to the ambiguity surrounding the TIPs role and a lack of clear definition of their responsibilities. Many of the officers spoke about not knowing who the TIPs were when they started working with them, and that it took time to develop relationships and establish their role within the teams, particularly as there was no formal introduction of TIPs to police staff. A lack of information around the aims and objectives made it difficult for TIPs to explain their purpose and engage effectively with officers. All interviewed officers felt that an introductory training session outlining the TIPs' role, programme aims, and intended benefits for both police and communities, would have been valuable.

"There are times when and I'm being completely honest. There are times when I think. Don't get it. I don't understand. Why they're here? Why we need them. But there are other times when I think I'm glad she was there because it added something to the dynamic or whatever the situation is."

"It was very strange at the start. I think we're all a little bit hesitant because we didn't really know who they were or what they were doing."

The lack of clarity and introduction left officers trying to interpret the TIPs' role themselves. Several commented that they didn't really know what the TIPs did, which hindered relationship building. Stakeholders reported that some officers initially misunderstood the role of the TIPs, believing that it would require them to change their operational approach - *"they thought it was about almost like they need to be a bit more like social workers"*. Additionally, some officers felt that the techniques TIPs were promoting, such as adjusting tone of voice or engaging empathetically, were already part of their training, which initially led to confusion about the added value of the TIPs.

Building relationships was also challenging as TIPs covered varied shifts, meaning they did not always see or work with the same officers. Officers acknowledged that they needed to consciously adapt their behaviours to help the TIPs feel more confident in being able to have input at jobs. It was acknowledged that *"some of the shifts have been more challenging than others."*

Team dynamics also played a role in how TIPs were received. While some staff shifts were more open and welcoming, others were initially more sceptical or unsure of the TIPs' role. Over time, however,

officers became more receptive, with several noting a visible shift in attitudes as TIPs spent more time with the teams. Following the introduction of a new TIP to the rest of team (January 2024), the programme was adapted to assign TIPs to designated teams. Spending more focused time with two teams (rather than five) was felt to be beneficial in that they *“can begin to explore some of the more challenging conversations as we will be embedded within fewer teams”* as well as fostering a better understanding of the TIPs role.

“I do see their interactions with the other members of the shift... they have hit it off with them, and they do seem to have a...more confident approach the working with [female officers]... I can imagine, when they go out with them, that maybe there is a little bit more interaction at jobs with people potentially... I think there could be different dynamics when you're working with different officers, if that makes sense.”

TIPs also explained that they experienced resistance from members of the public when attending incidents, often due to a lack of clarity around their role. One TIP noted that their presence occasionally caused anxiety or escalated tensions, particularly when the purpose of their involvement was not immediately understood. It was explained that although TIPs make efforts to introduce themselves and explain their role, there have been times where they have had to remove themselves from some situations to ensure safety.

High demands and lack of capacity

Stakeholders highlighted that the constant pressure of responding to urgent and high-risk incidents often made it difficult for officers to consistently apply trauma informed approaches in their work. Stakeholders felt that on high-stake scenarios, such as *“violent crime, violence reduction, knife carriers, drugs, county lines”* where often, *“weapons are used and people are getting stabbed all over the place”*, an officer’s ability to be trauma informed may often be *“hampered because you are dealing with big risks”*. As a result, officers may instinctively prioritise immediate, responsive actions aimed at de-escalation and prevention, potentially overshadowing the application of trauma informed principles in between.

Officers highlighted the pressure to meet general policing outcome targets as a significant barrier to trauma informed practice. It was explained that this demand often leads to issuing crime reports in cases involving vulnerable individuals, who may be better supported through support rather than criminalisation. Officers expressed concern that this pressure could result in practices that feel unethical or misaligned with trauma informed principles, such as issuing Community Resolutions to children who may need service intervention. Frustrations were also raised about the continued focus on outcomes, which many felt failed to reflect the complexity and value of their work.

Furthermore, stakeholders expressed how time constraints brought on by constant police callouts may further impede officers’ ability to provide comprehensive trauma informed descriptions of incidents in their PPN1s. The urgency by which police response needs to happen often leaves officers *“doing whatever they’re doing sitting in their car while they’re trying to write up stuff as other things around going on around them”*. As a result, stakeholders believed that the capacity to articulate detailed trauma informed descriptions within PPN1s may be compromised, as officers may struggle to find the necessary focus and attention needed to effectively convey all the complexities of an incident while still looking out for and managing potentially volatile behaviour.

Cultural attitudes within the police

In addition, cultural attitudes within policing also posed challenges. Some officers were described as having a rigid, black-and-white view of offenders (particularly young people), where understanding of underlying trauma were sometimes overshadowed by a focus on punishment.

“Black and white thinking. I've heard some officers, even with young offenders, they'll see this child as a traumatised child. They'll know the family, they'll know there's offending from the parents, they will know all of what's going on and...[then] that child offends. But then it's like they've crossed the line and now they're a bad person.”

“...it was that culture about helping them to see that we're not making excuses for people's behaviour. What we're trying to do is understand the drivers for people's behaviour, because then that's when you start to manage to elicit changes in it.”

“I think there are officers or senior staff that will just go, oh, it's all a bit wishy washy...So I think that's the real challenge is how that voice is heard out there [and these TIPs roles are sustained].”

Systemic Gaps in Trauma Informed Support for Officers

Participants noted that officers were working under high pressure, facing understaffing, extended shifts, cancelled leave, and frequent exposure to traumatic incidents. These difficult working conditions not only affect officers' wellbeing but also created barriers to engaging with the TIPs and adopting trauma informed approaches. It was felt that asking officers to be trauma informed in their interactions with the public was difficult when their own organisational environment lacked trauma informed support.

“I just think internally just the way things are with... nationally [the Police are] very understaffed. They're being asked to work extra shifts. They're being asked to work longer shifts. They're having their leave cancelled...They're experiencing a lot of trauma. They're often going out single crew, so they're not feeling very safe and trying to ask them to be trauma informed from the public. It feels like maybe their employer has not been trauma informed. That for me has been a big challenge because...you have to look after your staff first. You can't ask this of them if you're not looking after them. I think there's been some real challenges with that.”

“What we've recognised is that, you know, we're asking officers to be trauma informed in their policing. But actually, as a service, the service aren't trauma informed in terms of officer welfare. So, if we can support officers with their trauma, then they're more likely to be trauma informed in their beliefs.”

“If anything, this job creates more trauma for us, and sometimes we don't get the support that we need in relation to that.”

“There needs to be a level of trauma informed practice implemented within line-management so that they can support officers in this way in the future, and that officers can be reflective with each other to mitigate impacts of vicarious trauma when TIPs aren't there.”

It was highlighted that there is a lack of system level support for officers, with TIPs inadvertently filling a welfare gap for officers. Officers were reluctant to access 'in-house' welfare support due to a lack of trust in these services. Concern was voiced for who would pick this up once the TIPs were no longer in post and that the police force systemically needs to be more trauma informed.

“People have really got to trust TIPs, [TIPs] almost kind of inadvertently filled the welfare gap... officers that might feel more comfortable to talk to TIPs about stuff that's going on than they do necessarily speak to occupational health. I mean, we do signpost... But I think sometimes there is still a lot of mistrust around their services, isn't there? And especially as they've been brought back in house... So, there's no outside independent kind of agency running the welfare system anymore within the police officers.”

All stakeholders have expressed how a lack of wider organisational support often manifests itself into an absence of timely debriefing following traumatic incidents. Officers often have *“about 2 minutes”* to debrief and *“no time to rest”* between demanding shifts, which takes a toll on the police officers' emotional wellbeing. One stakeholder noted that this lack of recognition and support may prevent officers from identifying the signs of vicarious trauma and re-traumatisation in themselves and others. Overall, the lack of long-term support creates a *“never-ending cycle”* of trauma that affects both officers and their interactions with the public, making it harder for TIPs to provide meaningful feedback and support.

“I think with the vicarious trauma, again, I think it's just not seen as something the force acknowledges at all really. I don't know if a lot of officers really fully recognise the impact of the small, the build-up bit by bit by bit. When I've talked about vicarious trauma, officers don't even know what it is.”

“They are expected to encourage people to look after themselves, which is actually quite difficult when they can't themselves do that.”

“It's difficult to try and trauma enforce people when actually you're probably not in the right mindset yourself.”

“You might see them on their first day shift and then see them like a few days later and just their whole persona changes within a few days. They're absolutely exhausted and then you're trying to then give them feedback on a job they did, and it just goes over people's heads. And that's the frustrating part because you might have some really good feedback for them and then it's just like ‘thanks’, because they're just so tired and swamped out.”

Limitations of the TIPs role

The TIPs identified that, due to the observational nature of the role and the emphasis on having reflective conversations with officers, there can sometimes be periods of time in the station between jobs *“with little to do in the way of work”*. Officers described times where TIPs were left waiting at custody suites for extended periods after arrests, which reduced their capacity to contribute effectively. After discussions with one of the Sergeants, one TIP is currently looking to access and review the PPN1s beyond those related to the jobs they have been involved with so that they can provide feedback.

“So, let's say we've gone to a job with the TIP and we've arrested somebody, and we've taken them to custody. You've then got your TIP now, wasting their time at custody while we might have a two hour wait to book somebody in...That's just the nature of policing. That is, you know, a barrier to them being able to do their job and be useful in what they're doing.”

“It's at times left me feeling a little isolated and working out where I fit within the shift, which is normal.”

Within these limitations, it was also acknowledged that two of the TIPs are due to complete their contracts in May 2025, with the third TIP remaining until January 2026. It was highlighted that the lack of a full 'team' may reduce the 'emotional reassurance' that has previously been there for the TIPs. Also, it was highlighted that there needs to be a planned 'exit strategy', not only for the TIPs, but also to ensure officers are adequately informed of their departure to prevent issues like those experienced at the inception of the programme where officers were not fully informed of what was happening.

3.6 Impacts

Changes in trauma informed knowledge and attitudes

Officers commented that there had been an increased awareness around trauma informed policing and ACEs through the TIPs. Stakeholders observed a positive shift in both knowledge and attitudes, with officers demonstrating a deeper understanding of how individuals' behaviours may be shaped by past trauma, including previous encounters with police.

"It's having a different way of looking at it, so she'll say 'maybe when they were younger, when they went through this or this'. A different way of seeing things, which has been very beneficial."

TIPs were seen as valuable in challenging entrenched views and encouraging open discussion. Officers noted that TIPs brought fresh perspectives and created space for dialogue, particularly in teams where some members were initially sceptical of trauma informed approaches. For example, one officer acknowledged that while some colleagues dismissed trauma and ACEs as irrelevant, TIPs were able to explain the importance of taking a trauma informed approach in an accessible way. This helped to reinforce its value and supported the adoption of a trauma informed approach within the force.

"The biggest, biggest benefit for me is, is my way of thinking and changing my mindset."

A shift in attitudes towards trauma informed practice was evident in officers proactively requesting reviews of their body-worn footage to identify areas for learning and improvement. One stakeholder remarked that officers are *"seeking TIPs out and asking for their advice"*, recognising the valuable expertise TIPs offer in managing complex and sensitive incidents. Stakeholders recognised that, despite the ongoing pressures and limited capacity within policing, officers have demonstrated a genuine willingness to embrace trauma informed approaches.

"It can be challenging to work on trauma informed policing when naturally people are tired and overwhelmed by organisational issues outside of their control. However, from what I have seen despite the challenges that the teams are facing, teams/individuals are still asking for feedback from TIPs. Which hopefully means having TIPs present in the station is helping, and they feel they can have reflective conversations with us both."

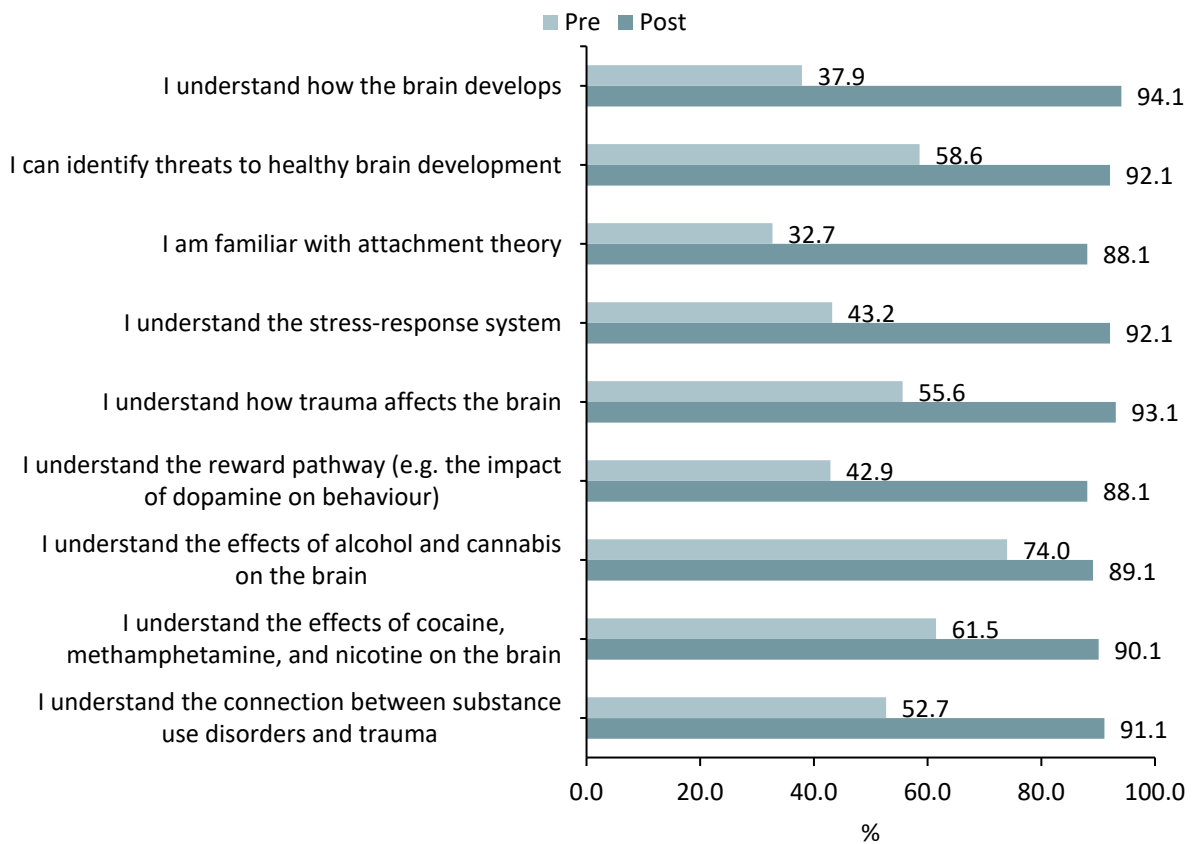
"I have felt positive about the openness of some officers to have ongoing reflective conversations with genuine curiosity about understanding trauma and how it impacts people in different ways e.g. why is it some people experience trauma and go on to have seemingly 'well-functioning' lives."

Individual-level Trauma Informed Knowledge and Attitudes

Figures 10, 11, and 12 show the proportions of pre- and post-training survey participants that agreed²⁵ with statements relating to individual-level trauma informed knowledge and attitudes.

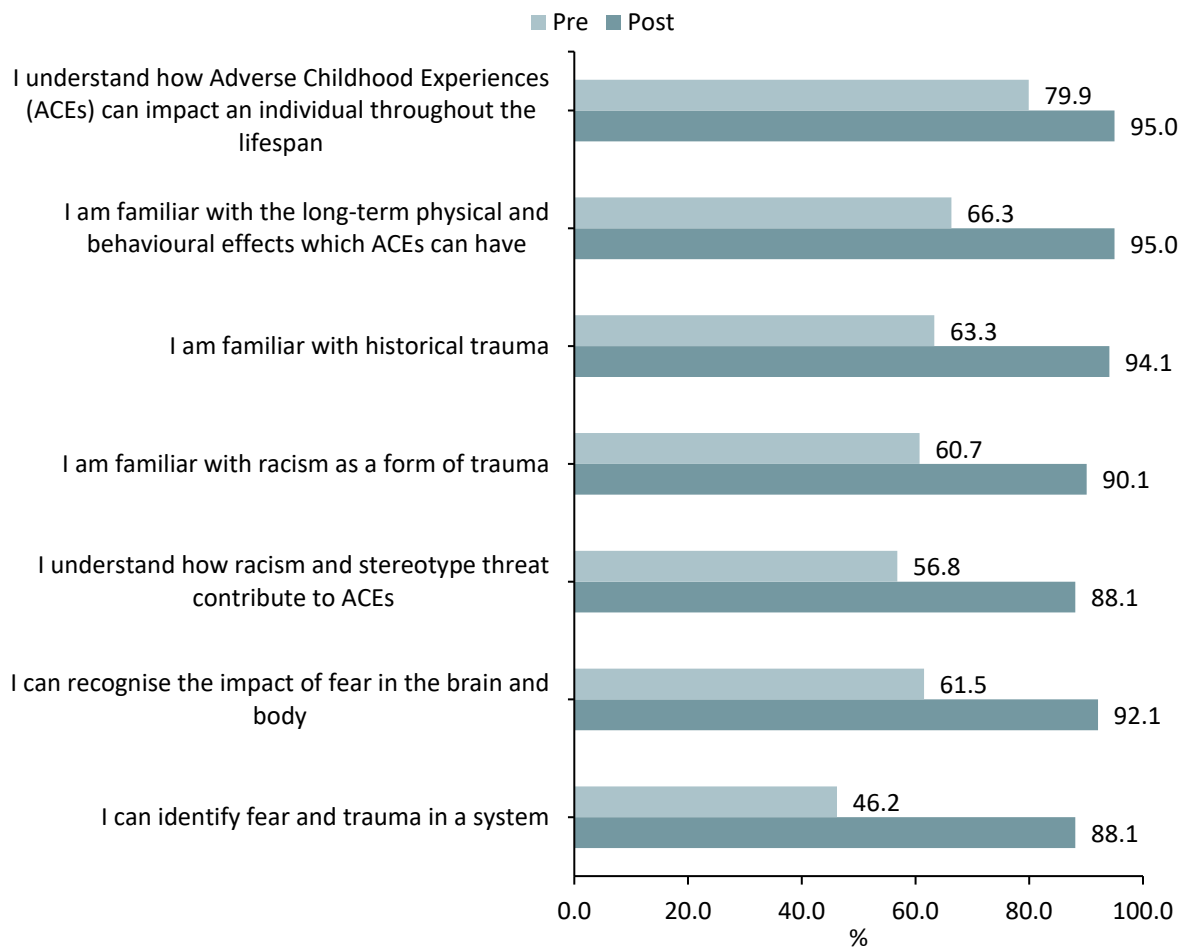
²⁵ Including strongly agree and agree.

Figure 10: Proportions of participants agreeing in pre- and post-training surveys with statements relating to understanding brain physiology and biology, and trauma (individual-level trauma informed knowledge and attitudes)



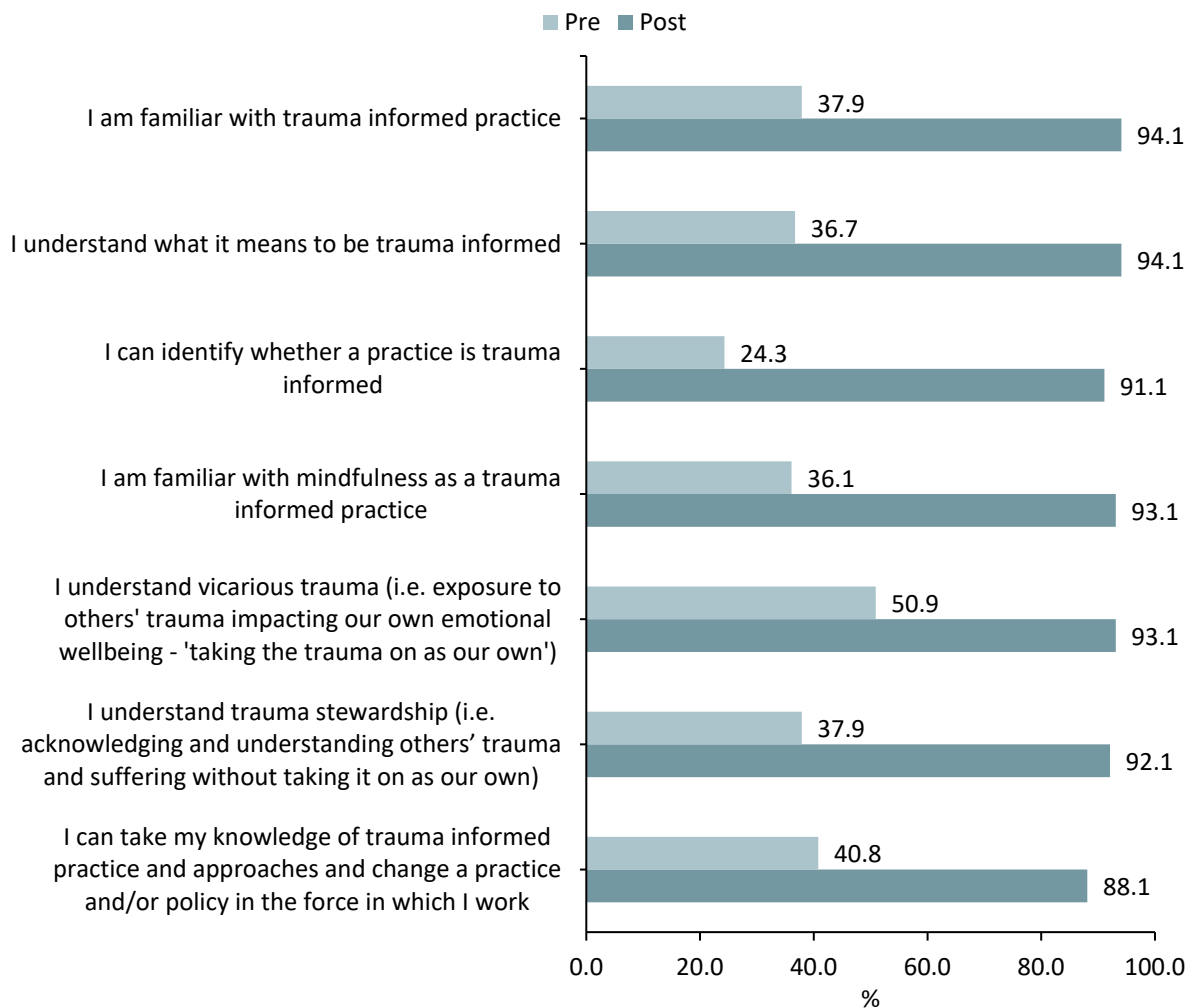
All statements had an increase in the proportion of participants agreeing from pre- to post-training. The statement with the largest proportion (94.1%) of participants agreeing at post training was 'I understand how the brain develops'. The statement with the largest change in the proportion of participants agreeing from pre (37.9%) to post (94.1%) training was 'I understand how the brain develops'.

Figure 11: Proportions of participants agreeing in pre- and post-training surveys with statements relating to understanding trauma and ACEs (individual-level trauma informed knowledge and attitudes)



All statements had an increase in the proportion of participants agreeing from pre- to post-training. The statements with the largest proportion (95.0%) of participants agreeing at post training were 'I understand how ACEs can impact an individual throughout the lifespan' and 'I am familiar with the long-term physical and behavioural effects which ACEs can have'. The statement with the largest change in the proportion of participants agreeing from pre (46.2%) to post (88.1%) training was 'I can identify fear and trauma in a system'.

Figure 12: Proportions of participants agreeing in pre- and post-training surveys with statements relating to trauma informed specific knowledge and attitudes (individual-level trauma informed knowledge and attitudes)



All statements had an increase in the proportion of participants agreeing from pre- to post-training. The statements with the largest proportion (94.1%) of participants agreeing at post training were 'I am familiar with trauma informed practice' and 'I understand what it means to be trauma informed'. The statement with the largest change in the proportion of participants agreeing from pre (24.3%) to post (91.1%) training was 'I can identify whether a practice is trauma informed'.

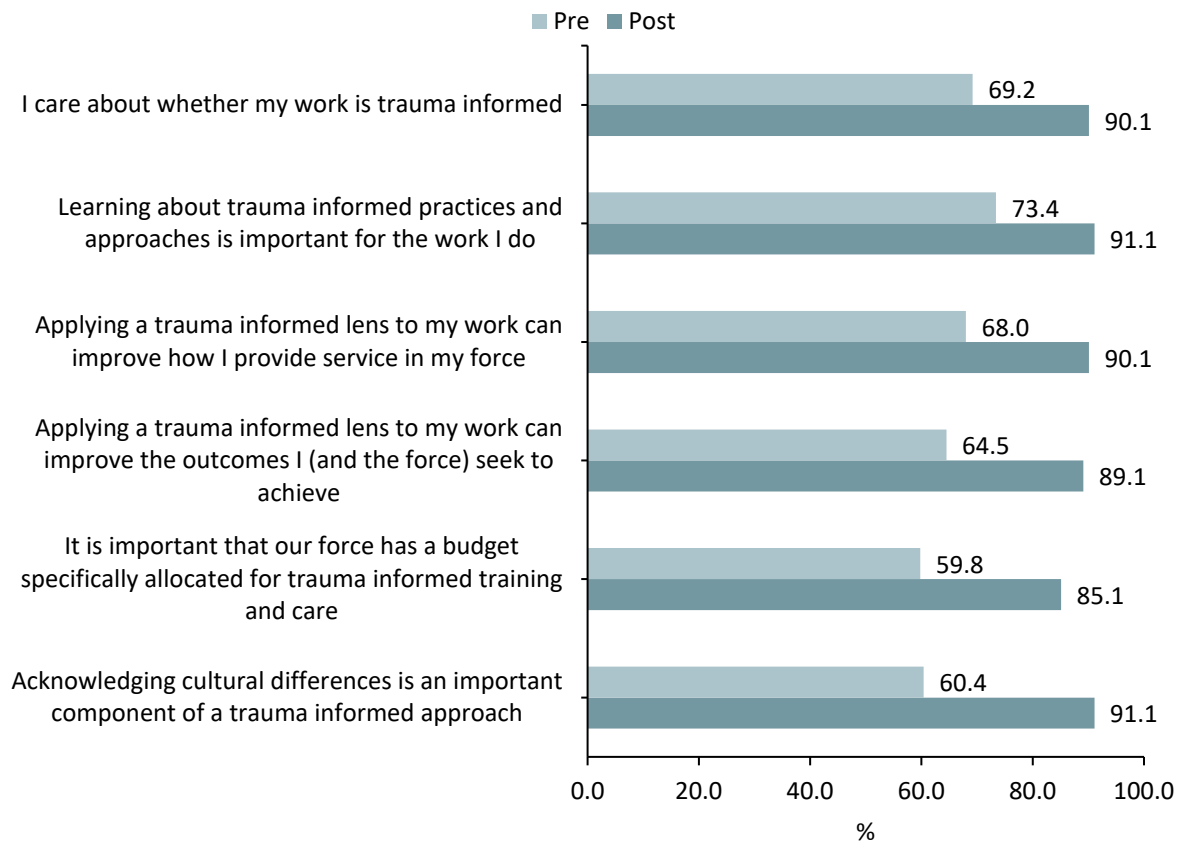
In matched analyses, from pre- to post-training there was a significant increase in overall mean scores on the individual-level trauma informed knowledge and attitudes subscale, indicating improvements in individual-level trauma informed knowledge and attitudes from pre- to post-training ($n=91$; pre-training, $M=78.67$, $SD=10.96$; post training, $M=94.32$, $SD=9.98$; $p<0.001$).

System-Wide Trauma Informed Knowledge and Attitudes

Figure 13 shows the proportions of pre- and post-training survey participants that agreed²⁶ with statements relating to system-wide trauma informed knowledge and attitudes.

²⁶ Including strongly agree and agree.

Figure 13: Proportions of participants agreeing in pre- and post-training surveys with statements relating to system-wide trauma informed knowledge and attitudes

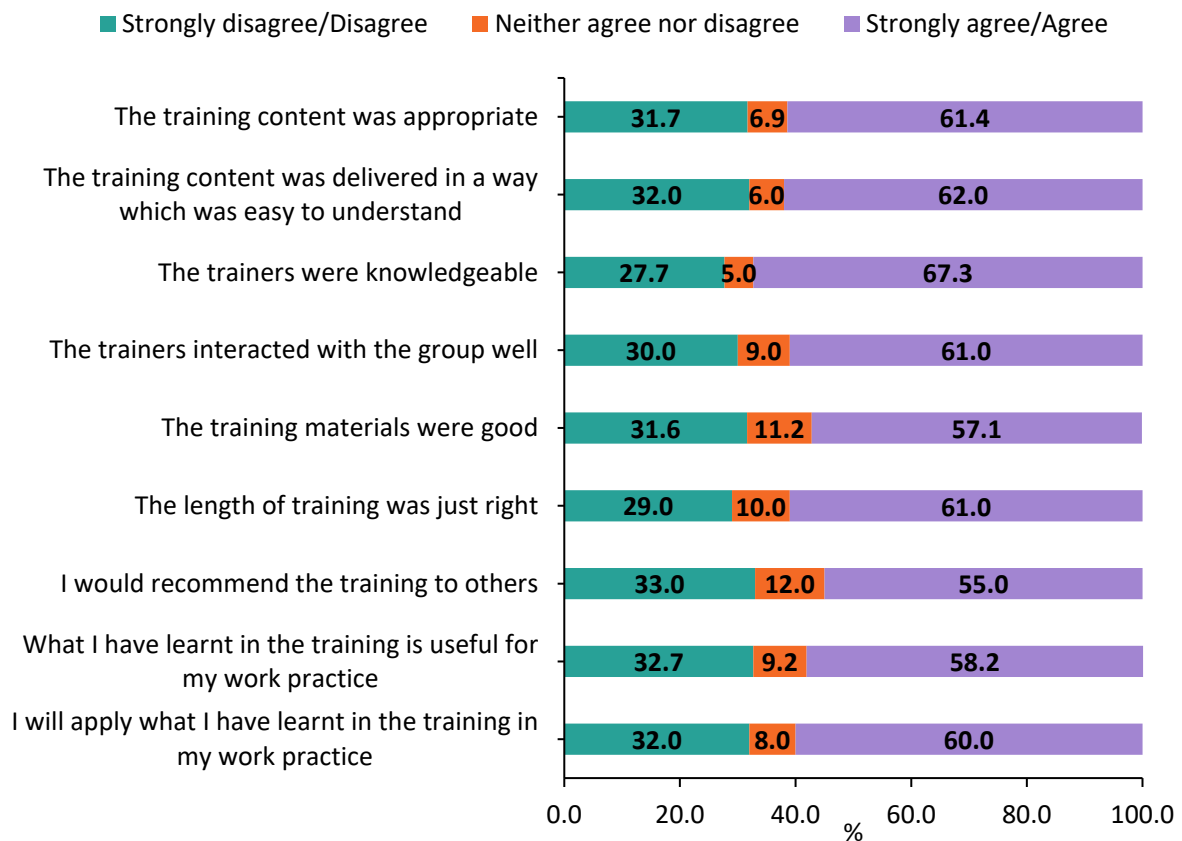


All statements had an increase in the proportion of participants agreeing from pre- to post-training. The statements with the largest proportion (91.1%) of participants agreeing at post training were ‘learning about trauma informed practices and approaches is important for the work I do’ and ‘acknowledging cultural differences is an important component of a trauma informed approach’. The statement with the largest change in the proportion of participants agreeing from pre (60.4%) to post (91.1%) training was ‘acknowledging cultural differences is an important component of a trauma informed approach’. In matched analyses, from pre- to post-training there was a significant increase in overall mean scores on the system-wide trauma informed knowledge and attitudes subscale, indicating improvements in system-wide trauma informed knowledge and attitudes from pre- to post-training ($n=91$; pre-training, $M=22.84$, $SD=3.98$; post training, $M=24.77$, $SD=3.57$; $p<0.001$).

Perceptions of the training

Figure 14 shows the levels of agreement of participants at post training with statements relating to their perceptions of the training.

Figure 14: Participants' perceptions of the training at post training



Participants' perceptions of the training were generally mixed. While over half of participants agreed with each statement, there were also around three in ten that disagreed with each statement. Overall, over half (55.0%) of participants agreed that they would recommend the training to others, however, a third (33.0%) of participants disagreed. Six in ten (60.0%) participants agreed that they will apply what they have learnt in the training in their work practice (32.0% disagreed), and a similar proportion (58.2%) agreed that what they have learnt in the training is useful for their work practice (32.6% disagreed).

Participants were asked about what they felt were the best aspects of the training, participants described how being able to interact with and ask questions to a knowledgeable trainer was useful. Participants also highlighted that the informative nature of the training and that it included a range of learning materials, including the use of visual aids was helpful, making the content easier to understand. Some participants indicated that the training reinforcing the importance of trauma informed policing was the best aspect of the training. One participant expressed how the training having a focus on the wellbeing of officers was important.

“Giving an understanding of how it [trauma] affects officers, I have served for [x] years and have been very badly effected by things I have seen, and it is good that this is being recognised in training.”

Participants also described how they would make changes to their practice after attending the training, including being more patient and compassionate when interacting with young people, and showing empathy when working with individuals, giving more consideration to the potential impacts of ACEs. One participant described how they would continue with their learning, undertaking further reading to deepen their understanding and upskill their trauma informed practices. Some participants

also stated how they would be more aware of how their own behaviours may impact situations when working with individuals.

Participants were asked if there were any recommendations they had to improve the training, some participants described how they would have liked more information on and examples of practical applications of trauma informed policing. Some participants would have also liked more role-specific training content, as they struggled to see how they could utilise the learning in their own role. A number of participants also highlighted how they would have preferred the training to be in-person as this would better facilitate more experiential learning, including self-reflections and group discussions, which were seen as important to learning about trauma informed policing.

“Training like this can be beneficial in person and in group work to allow people to really talk about their own experiences and exchange thoughts and ideas with each other, to assist with better understanding.”

Improved support for police officers

Stakeholders noted that the TIPs have emerged as invaluable sources of direct support for the police officers, significantly impacting their wellbeing and resilience on the job. Officers expressed appreciation for the TIPs as they offer confidential support to discuss both work-related and personal matters, highlighting the importance of being supported and listened to by someone who is impartial and detached from the pressures of the job.

“I like to have someone to talk to about. Because obviously it's not just work. Sometimes there is personal stuff that you can bring into it [...] it's quite nice to have someone to talk to. So, you know, it's kind of going to be a little bit more confidential than speaking to someone else.”

“Like your colleagues are great to rant to, but when they're in the right same mindset as you, it's very difficult to remain impartial to certain things that you need to. You need that level head of someone that is just kind of there, not under the pressures of you.”

“I have had a number of conversations with officers where they have talked about personal issues, sometimes saying they have not spoken to anyone else about these things. This has given me a sense of feeling very privileged that they have trusted me and demonstrates that sometimes it could be that when I feel I might not be ‘doing much’, that relationships are continuing to be built and the value of these.”

More specifically, through regular engagement with the TIPs, stakeholders believed that officers were able to gain insight into the impact of trauma exposure on their own mental health. TIPs played a key role in providing support for police officers to manage vicarious trauma. Police officers described that the support from the TIPs has allowed them to *“open up about their own micro-traumas/vicarious trauma”*, which led to meaningful support from the TIPs around managing micro-traumas, compassion fatigue, accessing long-term support and prioritising personal self-care. TIPs also explored ways to facilitate more group and shift-based conversations using reflective practice to embed a culture of peer support and shared learning. It was explained that this provides the police officers with a healthy way to manage their traumas, rather than managing it themselves, which will contribute to a healthier and supported workforce, which may improve staff retention. It was also noted that officers felt comfortable to speak to TIPs where they may be concerned about another colleague.

“...a lot of the way they address their trauma is to just have quite a few beers at the weekend or, you know, there's like all these unhealthy ways and it feels like there's been a culture of, like, it's a weakness to acknowledge that you're maybe affected by trauma in your job. It's a weakness to say,

actually, I need help. And I think what the TIPs have done is change that culture and said actually you know it's a normal response to the stuff that's going on. And if you're having that response, then it's OK to ask for help and to get that help."

"I really appreciate that they're [TIPs] there because there's jobs that we go to where we really just need to vent. Or we need to have a cry or like we get really angry with being at it. Or like we go to some of the deaths that we go to and they're not necessarily there for that. We kind of keep them away from that aspect, but they will look up at the job, and they'll read it and understand what you've been through. And they'll always check on your welfare, and they'll always be that open discussion of how you're feeling. Do you need any help? Do you need any support?"

"It's [the reflection / debrief] usually in the car afterwards on the way back to the station or whatever. And like we went to one...after we sort of got in the car, moved away, I said to her that's really shaken me up...but it was great because me and [name] just sort of sat there. We pulled over and I sat there, and we talked about it. So, she's really good in those situations. She's really calming...And there are times when I say to her, 'oh, God, I'm so sorry. I'm getting emotional with this one or I'm getting upset'. And she's like, 'no, it's understandable, you know, it's understandable what you've just had to deal with'."

The provision of positive feedback and trauma informed support was seen to have a positive impact on officers. It was highlighted that on many occasions, the police only receive feedback from the public when it is negative, but that it had been possible for one of the TIPs to pass on some positive feedback, which they believed helps officers to *"re-connect with their reasons for joining the force and helps boost morale"*.

"I went to an incident where the victim had felt quite let down by the police previously and mentioned another officer who they felt gave them a really good experience. I was lucky enough to be able to pass this on in feedback to that officer and it was really well received."

"They're so good. There are times when I've been stressed about something and then she's just very helpful with it. Very logical... this job is difficult, and we don't get praised enough."

"One particular officer spoke to me about how receiving positive feedback from the TIPs, via feedback emails and case studies has helped them to feel recognised for the work they do, that is not measured statistically. They report that in job in which they often don't feel valued by senior management and the public as a whole, receiving positive feedback about how they approach situations and understanding the positive impact that it can have on people, has helped them appreciate the good work they do, which in turn has helped them find meaning again in their job."

TIPs also spoke about providing practical resources and support to police officers. For example, they produced a support service signposting document to help officers quickly identify and refer individuals to appropriate services. This includes guidance on domestic abuse, stalking, substance misuse, and mental health support for both adults and children. TIPs noted that police officers often lack time to build familiarity with local services, and these documents have helped bridge that gap, improving their ability to offer informed support to the public.

Improved practice and language

Working with the TIPs and receiving feedback, whether through joint attendance at incidents or review of body-worn video footage, also supported the positive changes to practice. This feedback was consistently described as constructive, respectful, and thought-provoking. One officer shared that

such conversations helped them become more aware of how they come across to others and encouraged them to reflect more deeply on their communication and decision-making. The presence of TIPs also served as a gentle reminder to consider the impact of trauma on individuals' behaviour. Officers appreciated the way TIPs helped them reframe situations through a trauma informed lens, which in turn influenced how they completed PPN1s and engaged with the public. Several officers acknowledged that working with TIPs had helped them to adopt a more thoughtful, empathetic approach to policing, questioning *"what would be better here?" (RP P2)* when attending incidents. Notably, one officer provided feedback where they explained - *"I have learnt a lot from you and made me think a lot more around trauma informed policing and in turn made me a better officer"*. This shift has enabled officers to challenge their own assumptions and approach situations with increased empathy

"She is really good observing. Some jobs I've been to she's interjected a little bit... Now I feel that she's comfortable with me enough to ask them questions. She's great and she's really, really helpful.... I've done this [job] a long time, but it's also really you kind of get in a rut as well. And I think it's what's really nice about being with them."

"I would say it's been really beneficial for me having [TIPs] with me to attend jobs with or where she has reviewed my body-worn footage and given me feedback about how I have come across to that person(s) and the questions I have asked, good or bad. I have always felt that they've given me constructive criticism which I have reflected on myself and certainly I have been more aware of how I can come across to people, and how I think differently about situations."

"It always really useful to have gentle reminders that sometimes we need to think more about trauma and how it has affected people, thus then how it then changes their behaviour to us."

"I really appreciate them taking the time to help out with PPN's, which they have done many times for me. "

Stakeholders shared that during incidents, officers seemed more aware of what was happening around them, focusing others at the scene rather than just the person being arrested. They felt this showed how the programme had helped officers widen their perspective and think more broadly about the people involved.

"They (officers) had one where a little girl at a house wouldn't look at and talk to the police officers, but she would talk to the TIP because she wasn't in uniform, and they (officers) reflected that in the PPN1."

One officer described how TIPs had become a part of their everyday thinking, influencing how they respond in real-time situations. One officer shared that they often hear a TIP's voice in their head during jobs. This kind of internal dialogue shows how trauma informed language and thinking have been embedded into practice, helping officers pause, reflect, and respond more thoughtfully in the moment.

"One of [the officers] literally said that he carries [name] voice or one of their voices around with him and hears her saying to him 'What do you think you should be doing here?', or 'What would be better here?'"

Stakeholders also highlighted a change in language used when dealing with members of the public, which was seen to have improved. Stakeholders explained that officers are now using less 'abrupt' language and instead having more open and meaningful conversations by taking a more empathetic

approach. One officer explained that while this change was not seen across the whole police force, they felt it was a clear and positive development influenced by the presence of TIPs.

“The language used by [the] officers on the basis of that is more open. It's more reflective, it allows conversation. It's not 'you are going to do this'. It's like, 'OK, well, tell me about this. How are you feeling? Why are you feeling that way' and affording people to try and to actually answer? I'm not saying it's hugely improved, and people have changed beyond all recognition, but it is certainly in fact.”

“I would say I'm a little bit more thorough [the PPN1s], maybe kind of like I say, I'm lucky enough to have the briefing and sit with [name] and you know, kind of have a little bounce after jobs and kind of have a little talk about it. And I think having that has then kind of helped me to kind of, you know, add I'm guessing it to add more information.”

The use of trauma informed language was also recognised in the PPN1s. Stakeholders believed that the impact and influence of the training and the TIPs' work with the officers was evidenced through the increased use of trauma informed language and depth of detail and descriptions included in the PPN1s. Stakeholders noted specific instances of a number of well-written PPN1s that demonstrated a thoughtful consideration of the individual's history and circumstances. One officer spoke about using phrases that the TIPs had shared in an email to ensure that the language and phrasing was trauma informed, thus further demonstrating a willingness from the officers to work in a more trauma informed manner.

“So, with some of the wording, the phrasing [on the PPN1s]. [TIP] sent out phrases that you could use...So that's quite good. I have referred to that a few times.”

“Rather than paint a picture of a difficult young person, it (the PPN1) instead captured the young person's view that he feels he is always getting shouted at, that he is struggling to manage his anger and clearly needs support with this. The officer told me being there had made them more aware of what the child has experienced and subsequently how they worded the PPN.”

“I always go back to right at the start where there was this young girl who's gone missing. And everyone has said that 'Oh, she's a nightmare, she's gobby' and all this kind of stuff. And you know what? She did have a bit of an attitude, but I quite liked her. And at the end of it, we (TIPs and police officers) kind of had a chat about what we know that's going on in her life. And I know the previous couple of PPN1s would have been like 'Yeah, she did not actually care', like proper homing in on that child. But this time, they (officers) had actually included a line that said that 'She may be behaving this way because of her trauma and ACEs.’”

A review of PPN1s completed before and after the implementation of the TIPs was conducted to observe changes in reporting. Isle of Wight, which did not receive support from the TIPs programme, was used as a control group to compare changes with. The analysis focused on key indicators, including the use of victim-blaming language, assumptions, contextual awareness, stereotypes, capturing the voice of the child, and the overall quality of form completion.

The analysis showed that in Hampshire, prior to TIPS, while police observations were generally well-written and detailed, key fields such as GP and school information were often left blank. The voice of the child was often missing, with officers relying on observational comments rather than direct input. Additionally, reports tended to focus on physical harm, with limited attention to emotional or psychological impacts e.g. 'no visible injury'. Although some PPN1s demonstrated empathy and understanding, particularly in relation to mental health and safeguarding decisions, many lacked a

person-centred approach and failed to explore the broader context behind incidents. There were examples of effective partnership working and signposting, but also concerning instances of victim-blaming and stereotyping, especially in cases involving children and domestic disputes, e.g. 'wants to just hang out with her friend, no regard for anyone other than herself really'; 'it appears they had both thrown tantrums and left the site and not told staff where they went'; 'It appears they blame everyone but themselves for their behaviour'. Additionally, some reports included unsupported assumptions (e.g. 'she called from hospital so may be there for MH reasons'), and there were occasions where officers appeared to misunderstand or oversimplify the needs of individuals who are neurodivergent, potentially leading to misinterpretation of behaviour.

Post-TIPS, Hampshire PPN1s show a positive improvement toward more trauma informed practice, with more detailed and person-centred reporting, acknowledgement of emotional and psychological impacts, and documentation of safeguarding actions. Officers demonstrate greater awareness of mental health issues, substance use, and broader vulnerabilities, and there is increased effort to capture the child's voice directly or indirectly ('[he] is annoyed that this behaviour is reoccurring, and he feels not enough is being done and it is starting to effect his mental health'). Despite this improvement in capturing the voice of the child, the review found that this is still not consistently captured and often the wellbeing of the child is assumed e.g. 'she seems happy'. The PPN1s demonstrate a greater understanding of person-centred care and treating the victims with respect. For example, when a young person didn't want to talk about the incident or involve the police further, they listened and respected their wishes. The officer did not push for a disclosure. Additionally, the language used was generally neutral and respectful, with fewer instances of judgment or assumption.

In comparison, Isle of Wight, which did not receive TIPS training and served as a control group, showed minimal change over the same period. PPN1s from IOW remained largely lacking detail, with little evidence of signposting or safeguarding, and continued reliance on observational rather than experiential accounts of the child's voice. While few examples of empathetic engagement were noted, an empathetic, person-centred approach was not consistently applied. Overall, the comparison suggests that TIPS has had a positive and measurable impact on the way Hampshire officers complete PPN1s, leading to more comprehensive, trauma informed reporting.

Improved signposting and referral pathways

Those interviewed highlighted that a significant impact of the programme was that it enhanced police officers' awareness of the array of services available for public referral. Stakeholders emphasised the importance of officers understanding the breadth of services available to effectively communicate them to members of the public and the importance TIPS play in streamlining the signposting processes thanks to their previous experiences. Nonetheless, a police officer has revealed that this approach might not always be effective, especially with repeat callers, suggesting that mere provision of additional information and signposting provided by a third-party may not always suffice in such cases.

"I don't think it would stop repeat callers because some of the jobs we go to, I don't think anything's going to stop it, regardless of who says what and what's put in place."

Impact for individuals/families

Examples were provided by officers where the TIPS had been involved in speaking to victims of crime and had approached the situation with calm and sensitivity that was beneficial and encouraged people to open up more about their experiences. The TIPS were seen to help to do more than 'just a sticking plaster' and were also seen to benefit the public and change people's perspectives of the police.

“[we] had an appointment with a Nigerian lady fleeing domestic violence and we sat with her for a good hour and a half... [name] being there just helps it flow a bit better because you know, there's things that she says that I wouldn't have even thought of...She's just helpful for that. And I think that the person benefits from her being there because of my experience is that they tend to open up more with her there.”

“I find that sometimes when we're at a job, especially a domestic and there's, you know, your colleagues in another room and you need to go and speak to your colleague to find out what's gone on. [name] will sit in there and she'll just chat to them to keep them occupied. You know, it does help because they do calm down and you know where she's not a police officer. They're a little bit more calm with her and she can just sort of engage a little bit more.”

3.7 Areas for development and sustainability

Improvements and developments to trauma informed training

Interviews suggested that elements from the trauma informed training should be incorporated into early police training, as this would be imperative in ensuring the early establishment of a trauma informed way of working across new recruits. Integrating components of the training programme across other compulsory training sessions conducted by the police would contribute to the sustainability of the programme, as its influence and breadth would persist across various facets of police training.

“If they want the workforce to become trauma informed, it needs to become part of the police basic training because they're not trained in that way. Even if it is just de-escalation tactics and things like that.”

“I'd like to see them [the TIPs] a little bit more involved in the initial training aspects of police and particularly for like new recruits coming through... It's a very difficult, challenging time for new recruits coming in because there's a hell of a lot for them to take on, but I think the trauma informed approach is massively massive. It's of focus and obviously that's what we're here for. That's what we should be focusing on. So, I think having a bit more of an input right at that stage of their career would be, I think, in my opinion, it would be really helpful, really useful.”

Recommendations gathered from stakeholder interviews have highlighted a clear need for further adjustments to the trauma informed training, particularly emphasising the need for a more direct focus on children and teenagers to ensure the implementation of appropriate child-focused trauma informed approach. One stakeholder spoke of tensions and a sense of reluctance among some officers to fully engage with children which indicates a potential gap in efficient police communication with this demographic. Stakeholders further stressed the importance of actively involving children in conversations and during police interactions, even in situations whereby the child or teenager is not directly involved in a particular incident, and to further reflect those communications in police reports and PPN1s. The language and vocabulary used in police reports directly influences subsequent actions and decisions and can significantly impact the course of action taken by support services who rely on these reports for information sharing.

“I think some officers really struggle with speaking to children and almost are afraid of speaking to them. And even if kids are there and are present, some people will actively avoid speaking to the child.”

“I think it's about speaking to the kids and getting their thoughts. I think there have been times where an officer has been at a house, and they've happened to have been out quite late at night and understandably they're not wanting to wake children up to have that. But I guess you need to at least reflect that in the PPN. That that's why you haven't rather than just ignore it.”

“I think it's that adultification again around the exploitation and that adultification of children. If you refer to them as ‘a male rather than male child’, then you're thinking as an adult.”

“The language used impacts the actions taken, depending on how information is relayed to us, because we're acting on what we're reading (in the PPN1s), you know. And if we've got nothing else to inform us because we're not out there, then it can affect. I think it does.”

One stakeholder highlighted the need for additional training, including safety training for the TIPs to keep themselves safe, and a full review of police risk assessment processes to include the TIPs.

Clarifying the TIP role

Officers also spoke about the need to raise awareness of the TIP's role across the officers noting that a lot of people were still not sure what they do. This included calls for a clear definition of the TIP role and greater transparency around their training (e.g. first-aid, self-defence). Officers also suggested TIP deployment could be more focused, with TIPs attending only specific types of incidents, such as domestic violence or cases involving children. Concerns were raised about TIPs being deployed to incidents that are not relevant to their role, resulting in inefficient use of time and resources.

"If there was some sort of training for us, even if it just a PowerPoint presentation, for us to look through or something that just helps us to have a clear definition of their role and what they can and can't do."

"I think sometimes the problem the TIPs have got is they're getting put with officers that could go to anything. So sometimes they're going to jobs which aren't appropriate or relevant to their role. So, there's sort of a wasted shift... If they're, allocated to only deal with certain issues or certain jobs, then you know, yeah, that's what I would recommend anyway."

It was also felt that there is a need for clearer identification of TIPs and improved communication of their role to the public.

"There's always going to be barriers no matter what you look at. I think it's just about how you overcome them and they say effective communication. Just having a chat with someone, sitting down 'right, this is what I'm doing, how can I help you', offering feedback, whether it be developmental, whether it be positive. I think their approach is core to success."

Expanding the reach of TIPs

Discussion also highlighted the potential value of expanding the TIP role across other stations in Portsmouth and Southampton and inner city. There were also suggestions that the TIP role could be beneficial in other areas of policing, such as neighbourhood teams.

"...get them [TIPs] in Portsmouth because they and Southampton... I think it would benefit there a lot."

"Neighbourhood teams have asked that they [TIPs] can spend some time with them... It's been agreed and that's just been set up now. So, all of the TIPs are going to spend some time with neighbourhood police teams who carry a caseload of vulnerable young people. And they go into schools. So I think each officer has 16 young people or something like that."

"I feel lucky that we've got them. I feel like any workplace would benefit from a trauma informed practitioner."

Other aspects that were discussed included scope for a 'floating TIP' so that they could work across more areas of the police force to help to embed trauma informed working, but also so that the TIPs could continually develop and learn and explore what trauma informed practices are already being undertaken.

Improving access to support within the police

Stakeholders felt that for trauma informed practice to be sustained beyond the TIPs programme, there needs to be a stronger emphasis on embedding these principles within the support offer for the police to better manage vicarious trauma. It was felt that line managers need to take a responsibility for

offering support to their staff to better support officers' wellbeing and encourage reflective conversations. This would help ensure that officers continue to have space for reflection and peer support, even in the absence of TIPs. Encouragingly, one Sergeant shared plans to incorporate a vicarious trauma checklist into his one-to-one meetings with team members, to mitigate the impact of vicarious trauma and prompt conversations around self-care and, where appropriate, to signpost individuals to further support.

“There needs to be a level of trauma informed practice implemented within line-management so that they can support officers in this way in the future, and that officers can be reflective with each other to mitigate impacts of vicarious trauma when TIPs aren't there.”

Strengthening relationships

The stakeholder also felt that the TIPs should produce a ‘dynamic contact of collaboration’ with the Sergeants to focus on working together to embed trauma informed policing. Relationships with the Sergeants was seen as invaluable for continuing support for the TIPs as well as acceptance within the teams they work within. It was, however, discussed that the officers do not know what happens with the PPN1 in terms of follow-up, safeguarding, signposting etc., and that this might be beneficial to know the outcomes. It was also commented that whilst it was recognised that the voice of the child should be included in PPN1's, it can be difficult.

“The voice of the child is really forced, I think is the problem. You know, you turned up in uniform and you've said, ‘Are you happy?’ Right. ‘What happens at home?’ You know, some kids, they don't want to talk to you. So, they'll give you that. Yeah, everything's fine. No issues. Don't care like. And there's other kids that are so oblivious to what you're saying that you kind of feel like you're cheating them a little bit. And also like if there are children involved in address that's happened at about 3:00 o'clock in the morning, I'm not going to go in their room and wake them up. I know they want us to, like, check on them, but if they're asleep, if me walking in that room is going to wake them up. I'm not going in there. It's not worth it.”

Continuing the TIPs programme

Overall, stakeholders acknowledged the significance of the programme, highlighting the integration of the TIPs within the team and that the TIPs offer an invaluable resource. As a result, there was a desire for the programme to extend beyond the designated two-year timeframe. It was felt that this work would be impacted if the TIPs were no longer in role and that officers would also be less inclined to engage with similar programmes in the future, resulting in lost opportunities. Another stakeholder felt that keeping the TIPs would support officer wellbeing, which would improve staff retention in the long run. One officer explained that if the TIPs role ended *“I think the officers are going to be really angry. I think it's a bit like it will just feel like why did we bother to invest in that because this is another one of these short-funded things where you ask us to do stuff and we do it.”*

“All three officer teams wanted the TIPs to continue. They all felt that it would be premature to stop it. They all could see that there's value in it.”

“We love having them. But we know it's not a long-term thing. I will feel the hit when they're gone. Yeah, 100%.”

“I think for me it's this bigger picture thing that always gets missed, which is so frustrating. They'll cut the funding. But actually if you keep the TIPs in place, the likelihood is you're going to keep your officers in place because they're going to feel more supported, you're going to reduce reoffending”

because people are going to be more able to come to the police and, you know, we're actually going to get to the bottom of what's going on for them and be able to provide the right support...So in the longer term picture, it's a very small spend for what could potentially be really, cost saving benefits longer down the line."

It was felt that there has been lots of learning and that the framework for the programme is now in place to enable interventions to be put in place *"in a way that...couldn't [be done] before."* Overall, it was felt that the TIPs needed to be in place longer to be able to look at the outcomes and whether that is attributable to the work of the TIPs. One stakeholder provided an example from Scotland where it had taken 10 years for change culture and reduce violence. It was also felt that considerations need to be made when the TIPs go down to one person after May 2025 as being on their own on shift with response teams *"could be quite challenging"*, with the same stakeholder suggesting that a move to the neighbourhood's team would be *"a more predictable job."*

A key concern raised by TIPs was the uncertainty surrounding the future of their roles. One TIP described feeling anxious about the potential loss of their job, noting the personal impact and the disappointment of not being able to see the project through to its full potential.

4. Learning from the evaluation

4.1 Delivery and Implementation

Secondary data provided by Rock Pool shows that the TIPs attended call outs and delivered one-to-one and group sessions with officers. Between 2023 and 2025, a total of 481 in person incidents were attended and observed by two TIPs (please note that the third TIP began delivery in January 2024). In addition to this, body-worn cameras and PPN1 forms were reviewed.

Findings from the interviews carried out with key stakeholders involved in the implementation and delivery of the TIP programme evidence the need for this programme of work. Whilst there were barriers initially reported in terms of the awareness and understanding of the TIPs' role and remit, there is now a generally good awareness and understanding of the key aims of the programme. This includes recognition that the programme does not attempt to alter officers' legal actions when responding to a crime but that it serves as an opportunity to build on and enhance knowledge and expertise within the force and support officers to consider the wider context and underlying reasons for situations and behaviours as well as enabling them to reflect on potential outcomes. This was seen as key in improving the understanding of the signs and impact of trauma, and in supporting the use of trauma informed language and a trauma informed responses to reduce re-traumatisation when responding to police call outs. The programme also promotes ongoing reflective practice, helping officers to refine their language and apply trauma informed perspectives in their roles through continuous feedback sessions.

Officers found the TIPs invaluable for understanding trauma and its causes, helping them view behaviour through a different lens and combat compassion fatigue. While some officers were initially concerned about feedback being reported to senior officers, they found the reflective practice process to be a positive learning experience. The TIPs carried out extensive work to build awareness of the TIP programme and of their role, with this being seen as critical in breaking down engagement barriers. This acknowledged the work and time required to establish and build trusted relationships between TIPs and police. There were reports that some officers were initially apprehensive about the programme and had concerns that their work may be under scrutiny. The TIPs were able to provide reassurance and promote the benefits of utilising reflective practice to support the officers. Being able to provide feedback from real life scenarios on call outs was seen as essential in developing this understanding. The TIPs adapted the model of delivery in January 2024 to work with designated shifts meaning the same practitioner would work more regularly with the same officers to provide consistency and strengthen relationships. The TIPs also provided practical tools, like a trauma informed intervention card, and reviewed body-worn footage for learning opportunities. Reflective conversations often occurred post-callout, offering debriefs that might not happen otherwise. TIPs' feedback and support were seen as beneficial, fostering trust and rapport, though it was acknowledged that challenges remained in adopting trauma informed approaches with repeat offenders. Overall, TIPs were praised for their constructive criticism, support, and the positive impact on officers' practices.

4.2 Programme facilitators

Several facilitating factors were identified in supporting implementation and delivery of the programme. Stakeholder support for the programme was driven by societal shifts and the increasing role of police in social issues due to limited healthcare and social care resources. In addition, the

recognised the need to work in a more trauma informed way due to demographic changes, such as an increased number of younger offenders and more individuals with special educational needs like ASD and ADHD.

Within the police force, backing from leadership and senior officials was seen as essential to promote and champion the work. Stakeholders reported that the strategic buy-in and management support provided legitimacy, credibility, and enhanced understanding of the programme objectives. This was seen as key in breaking down barriers, increasing engagement with the programme, and supporting longer term culture change across the wider system. Centralised management by Rock Pool provided consistent support to TIPs, which was vital for the programme's success given the police's limited expertise and time to provide this support to the TIPs.

Additionally, TIPs' credibility, communication skills, and non-judgemental approach were instrumental in building trust and fostering change. Officers described feeling safe and supported around TIPs, which encouraged them to seek guidance and engage in reflective learning. These trusting relationships created space for officers to take feedback on board to be able to effectively learn and develop. Furthermore, TIPs felt confident that they could challenge police officers when necessary, having challenging conversations to help shift understanding around trauma. TIPs were also supported by peer supervision and mentoring, which helped sustain their wellbeing and professional development.

4.3 Programme challenges

Several challenges were identified for implementing and delivering the TIPs programme. Institutional barriers, such as the slow vetting process for TIPs who were subject to the same thorough process as other colleagues working in the police setting. This significantly delayed recruitment, which impacted the full delivery of the programme and placed extra workload on the two members of existing staff whilst a third TIP was recruited.

Initially there were also challenges that included ambiguity about the TIPs' roles and difficulty in establishing relationships with officers. Over time, the TIPs adapted their work to specific teams, improving integration. Stakeholders emphasised the need for training to introduce TIPs' roles and objectives, suggesting that engaging and interactive training would facilitate integration. Stakeholders acknowledged that due to urgent and high-risk situations, officers need to prioritise immediate, responsive actions which can overshadow trauma informed practice, highlighting the importance of building trauma informed principles and practice into that response. Time constraints were also noted for completing paperwork following callouts and debrief sessions, highlighting the potential challenge in completing detailed PPN1 forms. This further evidenced the importance of working alongside TIPs to review and improve the quality of PPN1 forms.

The evaluation findings also suggest that officers may be in need of their own welfare support, both in terms of experiencing vicarious trauma and working in an environment that can be fast paced and short staffed at times. The TIPs were seen to fill a welfare gap, with 'in-house' support often seen to be 'off-putting'. Concerns were raised about who would provide this support once TIPs are no longer in post, emphasising the need for a more trauma informed police force. The gap between the emphasis on officers' welfare and the actual support provided makes it challenging for officers to promote self-care among the public. The lack of timely debriefing after traumatic incidents affects officers' wellbeing and the effectiveness of TIPs, highlighting the urgent need for systemic change to support officers fully. Examples were provided for the increased demand on the force and other services including health and social care, including an increasing complexity of need in the community and increasing mental health and neurodevelopmental needs. The baseline survey also evidenced that

respondents felt that the force did not prioritise emotional, mental, and physical wellness, and showed limited knowledge on what resources and support the force could provide to staff who feel burnt out or who may be feeling traumatised. Data from interviews also evidenced the challenges of implementing system change with an 'exhausted' workforce. This highlighted the importance of support for officers to recognise their own need for support, and opportunities to access that support meaning that the TIP programme is well placed to support both the community and the workforce. It is also important to acknowledge the wellbeing of the TIPs themselves, with stakeholders not only explaining the benefit of the co-location of TIPs and officers, but also how the TIPs received supervision and management from Rock Pool who were best placed in terms of their trauma informed knowledge and expertise. Other barriers included that the observational nature of the TIPs role could lead to periods of inactivity between jobs. To address this, one TIP is reviewing PPNs unrelated to their cases to provide feedback. It was also noted that two TIPs complete their contracts in May 2025, and the third in January 2026, raising concerns about the need for a planned exit strategy to inform officers and avoid confusion.

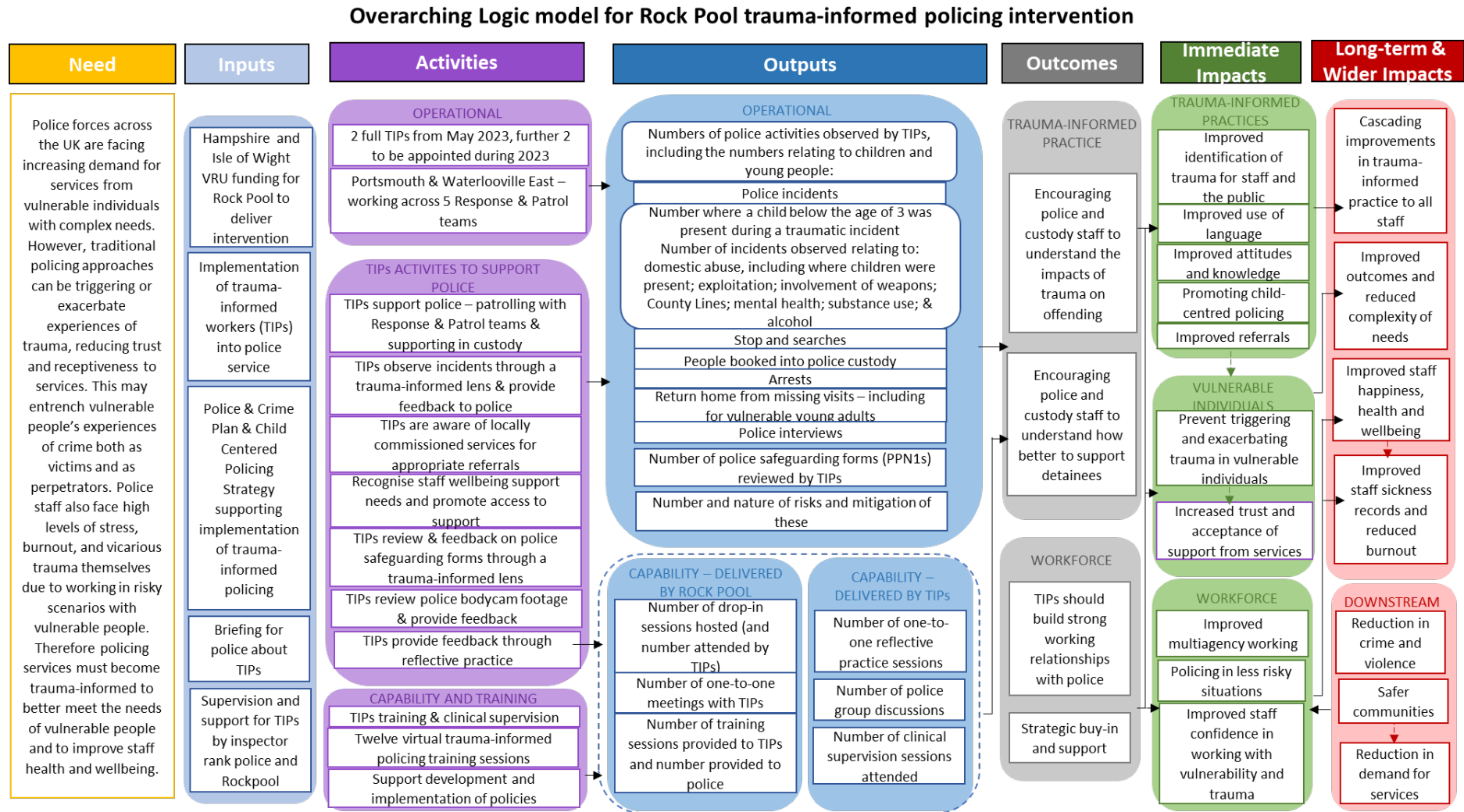
4.4 Impact

To further understand the TIP Programme, the findings from the evaluation have been used to develop a logic model (see figure 19). Developing a programme theory is key to evaluating complex interventions and this logic model provides a picture about how and why we expect the TIP Programme activities to lead to the short, medium and longer-term outcomes.

Findings from the baseline surveys carried out across the force with police officers and staff before any engagement with the TIP Programme shows that trauma informed knowledge and attitudes were limited at both an individual and system level. Specifically, around familiarity with trauma informed practices, what it means to be trauma informed, and the use of trauma informed practices across the force. However, higher proportions of survey respondents cared about whether their work is trauma informed and thought that learning about trauma informed practices is important for their work, highlighting that officers are open to the introduction of a programme to build trauma informed knowledge and practice.

The baseline survey showed that less than half of respondents felt that the force cares about trauma, is interested in learning about ways to reduce re-traumatisation and respondents thought access to adequate training was low, highlighting the need for training. Barriers were reported for organising and scheduling the half-day training sessions in the busy police calendar, and late registrations for training also made it difficult to organise the sessions. It was noted that officers often have competing training events and limited time to attend, highlighting the importance of ensuring any training is prioritised and staff have adequate space and time to engage. Stakeholders saw ongoing trauma informed training and further roll out (of compulsory) training of new starters and recruits as essential.

Figure 19: Hampshire and Isle of Wight TIPs Programme - Logic model



Baseline survey responses show that before implementing the programme, low proportions of officers felt that the force makes every effort to provide trauma informed services to clients. Case studies developed by the TIPs provide examples for how by utilising learning from training and working alongside TIPs, officers can create environments and feelings of safety and reduced anxiety and build trusted relationships with families using a child-centred approach, in turn reducing the chances of re-traumatisation. This was also seen as especially important in engaging with children and capturing the voice of the child within the PPN1 forms.

Data from the pre- and post-training surveys show an increase in knowledge and attitudes for every item. There were marked differences in improved knowledge around the impacts of ACEs across the lifespan, being able to identify trauma, familiarity with trauma informed practice and understanding what it means to be trauma informed. Stakeholders believed that the programme has influenced police officers to broaden their scope and understanding of situations and behaviours. Engaging with the programme also provided officers with access to key information for local support services to enable more effective signposting. The evaluation findings have demonstrated the impact of the TIP Programme. Officers have increased their knowledge and awareness of trauma informed policing and ACEs, positively impacting their attitudes and practices. They now consider interactions and behaviours through the lens of past experiences, leading to more thoughtful approaches. Examples were provided by officers where the TIPs had been involved in speaking to victims of crime and had approached the situation with calm and sensitivity that was beneficial and encouraged people to open up more about their experiences. Officers also showed a genuine commitment to working in a trauma informed way, often going out of their way to have their BWV footage reviewed by TIPs for feedback and learning.

The programme has also introduced and increased uptake of reflective practices among officers, encouraging constructive self-reflection and trauma informed thinking. Officers now use trauma informed language and provide detailed descriptions in PPN1s, demonstrating thoughtful consideration of individuals' histories. There is evidence of improved relationships between TIPs and police officers. The TIPs were seen to help to do more than 'just a sticking plaster' and were also seen to benefit the public and change people's perspectives of the police. TIPs have gained acceptance among officers, becoming part of the team and building rapport. Officers now proactively seek TIPs' advice, support, and reflective practice sessions, recognising their value. This integration has fostered a collaborative work culture, enhancing the programme's effectiveness. TIPs themselves also felt more confident in attending callouts and being able to interject and offer advice and support during the callout (where appropriate to do so) and during debrief and reflective sessions. The findings also evidence the benefits of the programmes to the officers' wellbeing, which is critical given the findings that suggest that more support could be provided for their welfare. This does, however, suggest a need for more trauma informed support for police officers to ensure the legacy and sustainability of the TIPs once their position ends. Examples were provided for the benefit of having the support from TIPs during and after attending incidents to check in, not only about their response but also how the incidents made them feel. This also provided opportunities for them to have wider discussions about their own wellbeing, providing opportunities to access wider support if needed. Receiving positive feedback was also seen as critical in boosting morale across the workforce.

In interpreting the survey findings, it is important to acknowledge the limitations arising from different officers completing the follow-up surveys rather than the same individuals who participated initially. This introduces inconsistency of perspective, as officers may interpret questions differently depending on their personal experiences, roles, or training, which can skew results. It also prevents longitudinal tracking of individual change, weakening the ability to assess the programme's impact on specific

participants. Furthermore, response bias may occur if those who choose to respond differ systematically from those who do not, potentially distorting the overall picture of effectiveness. Comparisons across time points may therefore reflect differences in respondents rather than genuine programme effects, reducing reliability. Practical challenges such as shift patterns, staff turnover, and availability further contribute to variation in who responds, adding noise to the dataset. As a result, response rates and respondent consistency remain key challenges in police survey research, and findings should be interpreted cautiously, recognising that while aggregate trends may still provide useful insights, strong conclusions about individual change are limited.

4.5 Development and sustainability

Stakeholders acknowledged the significance of the TIP programme, noting the integration of TIPs within policing teams and their invaluable support. There is a desire to extend the programme beyond its two-year timeframe and incorporate trauma informed training into early police training and other compulsory sessions for sustainability. Stakeholder recommendations included focusing on child-centred approaches, raising awareness of TIP roles, and expanding TIPs to other stations and departments. Stakeholders also emphasised the need for safety training for TIPs. Several stakeholders felt that the TIPs programme should be extended, which does suggest that officers may not feel confident implementing a trauma informed approach without the support of TIPs.

In conclusion, the Trauma Informed Policing Programme has delivered measurable improvements in officers' understanding and application of trauma informed approaches, supported by strong engagement with TIPs and reflective practice. These changes have contributed to more empathetic policing and improved language in safeguarding documentation, with early indications of positive impacts on officer wellbeing and community trust. However, the evaluation also reveals systemic challenges, including cultural resistance, operational pressures, and insufficient organisational support for officer welfare. To sustain and build on these gains, trauma informed principles must be embedded within core policing structures, including training for new recruits, supervisory practices, and welfare systems. A clear exit strategy for TIPs and consideration of programme expansion to other areas of policing will be essential to ensure long-term impact and cultural change.

4.6 Recommendations

- 1. Strengthen programme implementation to support understanding of the TIP role:** Stakeholders explained that the integration of the TIPs was hindered by a lack of understanding of who they are or what they were there to do. A formal induction process for TIPs, including introductory briefings for officers and managers to clarify their role, objectives, and boundaries, were all in place, alongside a designated single point of contact between the force and TIPs from the start would also support. This could be strengthened from ongoing communication within the force, especially during times of changeover of staff, roles and responsibilities.
- 2. Improve TIPs' impact on language and reporting:** Support should continue to be provided for officers to adopt trauma informed language in PPN1's and data logs. Developing monitoring protocols could also evidence the TIPs role in shaping risk assessments and safeguarding practices.
- 3. Ensure meaningful use of TIPs' time:** To maximise the impact of TIPs, clear criteria should guide their attendance at relevant incidents, particularly those involving vulnerability or safeguarding concerns. At the station, TIPs should have structured tasks such as reviewing PPN1s, facilitating reflective sessions, and contributing to briefings. A simple request or

referral system should also be introduced, allowing officers to seek TIPs' input proactively. These measures will ensure TIPs are consistently engaged and their expertise is fully utilised without wasted resource.

- 4. Further embed trauma informed practise within the police:** Trauma informed policing should not rely solely on TIPs for delivery. To ensure sustainability, senior leadership must actively endorse and integrate trauma informed principles into core policing practices (such as supervision, training, and safeguarding) so the approach becomes embedded across the organisation, rather than seen as a temporary initiative. This includes aligning trauma informed values with internal systems and ensuring shared responsibility across teams.
- 5. Strengthen emotional and welfare support:** It was recognised through the evaluation that the TIPs are filling a welfare gap for officers and that it may be necessary to establish alternative support mechanisms when the TIPs are no longer in post. For the role of the TIPs clinical supervision, peer debriefing and structured mentoring are important to safeguard the wellbeing of not only the TIPs but also the officers. It is also important to create safe spaces for officers to reflect on their experiences and process trauma as well as amend current work practices.
- 6. Enhance training and reflective practice:** It could be explored how interactive training packages may be developed to integrate trauma informed policing into programmes for new recruits as well as ongoing development for existing officers. Reflexive practice should be encouraged more widely as this process can support officers processing complex incidents, reduce compassion fatigue and support a trauma informed approach to practice. This is a process that should remain beyond the TIP Programme. Trauma informed tools such as reference cards and language crib sheets may also support officers in adapting the approach.
- 7. Adopt the TIP Programme in other areas of policing:** It could be explored how the TIP Programme and the TIPs could be introduced in additional stations across Hampshire (e.g., Portsmouth and Southampton) and other areas of policing, e.g., neighbourhoods to support community engagement. A 'floating' TIP model could also be considered where TIPs would work to support multiple teams across different shifts to foster strong relationships with officers. Within this, the work of the TIPs could also be targeted more specifically on high impact cases, for example, domestic violence and child welfare.
- 8. Ensure long-term sustainability:** It is important to develop a structured strategy for when the TIPs transition away from working with officers and ensure that trauma informed and reflective practices continue to be embedded. This should include a clear exit strategy for TIPs, including communication plans for officers and guidance on how trauma informed practice will be sustained when the TIPs are no longer in post. Phased or permanent TIPs roles could be explored that enable trauma informed approaches to become a core element of policing.
- 9. Continue to capture and share learning from the TIPs programme:** To support the legacy of the TIPs programme, it is recommended that learning from their work is continued to be captured and shared across the organisation. Including anonymised case studies, officer testimonials, and examples of good practice. Documenting these insights will help maintain momentum, support future rollout, and reinforce the value of trauma informed approaches beyond the TIPs' time in post.

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6. Appendices

6.1 Survey demographics

Table 1: Baseline (n=252) and follow-up (n=158) sample sociodemographics

Sociodemographics	Baseline % (n)	Follow-up % (n)
Gender		
Female	49.0 (121)	64.4 (96)
Male	51.0 (126)	35.6 (53)
Age (years)		
18-24	5.2 (13)	4.6 (7)
25-34	33.9 (84)	34.0 (52)
35-44	32.7 (81)	28.1 (43)
45-54	20.2 (50)	24.2 (37)
55-64	8.1 (20)	9.2 (14)
65+	0.0 (0)	0.0 (0)
Ethnicity		
Any White background	95.1 (234)	89.9 (133)
Other ethnicities	4.9 (12)	10.1 (15)
Police role		
Police Staff	12.4 (31)	41.2 (63)
Police Constable	67.6 (169)	41.2 (63)
Police Sergeant and above ranks	16.4 (41)	16.3 (25)
Other	3.6 (9)	1.3 (2)
Police department		
District Policing Teams	47.8 (120)	16.5 (26)
Neighbourhood Policing Teams	31.5 (79)	6.3 (10)
Other policing teams	20.7 (52)	77.2 (122)
Years of policing experience		
Up to 2 years	17.6 (44)	16.7 (26)
3-5 years	23.2 (58)	21.8 (34)
6-9 years	12.4 (31)	15.4 (24)
10+ years	46.8 (117)	46.2 (72)

Table 2: Pre-training (n=171) sample sociodemographics

Sociodemographics	% (n)
Gender	
Female	36.5 (58)
Male	63.5 (101)
Age (years)	
18-24	9.1 (15)
25-34	41.8 (69)
35-44	24.8 (41)
45-54	20.6 (34)
55-64	3.0 (5)
65+	0.6 (1)
Ethnicity	
Any White background	97.0 (159)
Other ethnicities	3.0 (5)
Police role	
Police Staff	4.8 (8)
Police Constable	82.7 (139)
Police Sergeant and above ranks	9.5 (16)
Other	3.0 (5)
Police department	
District Policing Teams	76.6 (131)
Neighbourhood Policing Teams	18.1 (31)
Other policing teams	5.3 (9)
Years of policing experience	
Up to 2 years	13.3 (22)
3-5 years	34.9 (58)
6-9 years	15.7 (26)
10+ years	36.1 (60)

