

POLICE RESEARCH

Ongoing LJMU TIP PhD Evidence

From August 2023 to April 2026 Bee Kind Training were commissioned to deliver 8 hours research based in-depth Trauma-Informed Practice Training TIPT courses to Merseyside Police Force through the Merseyside Violence Reduction Partnership.

Survey for Trauma-Informed Systems Change

KEY DETAILS

The STISC Survey for Trauma-Informed Systems Change was used to measure the impact pre/post 6 months of the training. The STISC is divided into four subsections. Original findings with public sector staff was published August 2025 in the Journal Of Public Health with 152 staff this has continued for 2.5 years with 286 public service staff. 35 Can be identified and cross matched as police officers separately, as shown in the table below.

Trauma Informed Policing: A cultural shift	
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Abstract

Using a pre-post study design this evidence demonstrates a statistically significant improvement after six months in three of the four subsections of the STISC, with the fourth demonstrating a considerable increase.

Outcomes	Analysis of the pre-post study indicates that a four session TIP programme for police officers can significantly enhance the individual level knowledge (pre-mean 69.06, post-mean 81.17; p<00.1; Large effect size [d=1.4]) Engagement in the training programme was associated with a substantial significant improvement in trainees' understanding of brain physiology and biology in connection to trauma, attachment, and ACEs, as well as their awareness of trauma-informed practices. Further, there were significant improvements in trainees' system wide attitudes, training, support, interaction and the environment, assessing safety and acceptance.
Subject and methods	**Aim**: This research study aimed to add to the emerging evidence on the potential value of Trauma Informed Practice (TIP) training programmes for police officers by examining the associated impact of a UK TIP training programme on practitioner attitudes and knowledge, six-months post training. **Subject and Methods:** Participants completed pre-post 6month surveys using four of the five subscales of the Survey for Trauma-Informed Systems Change. Participants who all worked within or for Merseyside police (n=35) completed pre-surveys, engaged in four TIP training sessions and followed with a post-6-month survey. Matching of pre-post surveys required an individual code, participation in the survey was voluntary. Participants were allocated training as part of the prevention strategy between August 2023 and April 2026. Three additional follow up questions were added to the post survey.
Key terms	• Trauma Informed Practice Training

Table 1: Individual and system wide trauma-informed knowledge and attitudes, pre-post training.

STISC subscales	n	Pre-mean (SD)	Post-mean (SD)	t	Two-sided p	Cohen's d
Knowledge and attitudes – Individual level	35	69.09 (13.28)	81.17 (10.97)	5.957	<.001	1.410
Knowledge and attitudes – System-wide	34	29.65 (7.63)	34.50 (7.40)	3.850	<.001	1.028
Training, support, interaction, and environment	33	14.73 (3.51)	17.36 (3.12)	4.340	<.001	1.139
Assessing safety and acceptance	33	50.54 (12.78)	53.76 (9.42)	2.338	0.026	0.759

Significant improvements	Analysis
• In all subsections of the STISC there had been improvements • Knowledge and attitudes on an individual level, system wide level, training support, interaction and the environment all indicated significant improvement • Both qualitative and quantitative data was collected.	This study continues to provide useful information to support the wider emerging evidence of TIP. Limitations of the number need to be taken into account however this number correlates to the wider published findings and is an organisational element of a wider group across the 5 boroughs of Merseyside. Qualitative metrics collated self-reported behavioural translation and perceived impact implementation and indicators.

Qualitative data	Analysis
• Police officers were asked 3 post 6 month questions Pre/post survey's were encoded and all responses were anonymised. Over 4000 police officers underwent identical training through three distinct methodologies. Custody staff completed Hybrid Face to Face format (sessions 1&2 a 2-3 month gaps and sessions 3&4) Over 2400 completed Hybrid (encompassing session 1&2 as e-learning, session 3&4 in person) Some staff completed all sessions separately. This evidence enhances the data underpinning comprehensive work programmes aimed at sustained long-term implementation of trauma-responsive systems, particularly emphasising the significance of improving professional self awareness and practice across settings, however these findings are self-reported behavioural adaptations and perceived effects rather than direct operational outcomes.	**Changes in working practice:** whether staff said the training changed how they work, e.g. looking beyond immediate behaviour to possible underlying causes, pausing before responding, and adapting communication. **Applied trauma-informed practice:** examples such as taking a step back with vulnerable people, seeking background/context, using calming techniques, and adapting responses to trauma reactions. **Perceived service-user impact:** whether staff believed TIP improved interactions with victims, children, young people and vulnerable adults for example, obtaining better evidence, recognising vulnerability, and treating victims as people rather than case numbers. **Partnership/referral behaviour:** mentions of considering referrals such as VPRF and working with partner agencies. **Personal and spill over effects:** increased compassion, resilience, self-awareness,

	and application outside work, including with family
• **Since finishing the training has anything changed the way you work?**	*Shift in my approach not to just look at the immediate behaviour but any potential root cause.* *I always stop and think about TIP before I do anything, especially when dealing with the public, it's become second nature now.* *I now have a greater understanding of issues colleagues and the community I serve may be dealing with and am more appreciative of how those issues can affect behaviours* *Especially when engaging with children and ACE's* *With take this course/findings into account if the situation arises. Ref VPRF and other referrals with different partnerships* *Making sure the safety aspects of any situation is dealt with* *To keep a more open-minded approach when I deal with troubled teenagers.* *The different techniques to try and calm someone down* *I am more aware of those most vulnerable and the way in which their behaviour is impacted by trauma they've experienced, for example, young people in care*
• **Do you have an example of how using TIP has had a greater impact on clients/service users?**	*When dealing with vulnerable people, being able to take a step back and think about things which can help me to speak to them to get the best evidence.* *Try and understand more the background of every case.* *Take a step back and think about how this could help assist in future jobs* *I am more aware and able to adapt my approach towards those who are having a response to trauma* *Victims are people, not just numbers.*

	Not specific, just more generalised surrounding how i take time to recognise those presenting with trauma and additional support and understanding
• **Has TIPT had any impact on you from a personal perspective?**	*Try to be more compassionate.* *Yes, when helping one of my friends who is having issues in her marriage.* *Yes, I am an SGO for a young person who has experienced trauma. This training has greatly helped to start to understand his behaviours* *Yes, I have children and have never thought that any trauma experienced at a young age could impact their development. It also gave me ideas on how to recognise any trauma in my children and how to help resolve/soothe them.* *Having experience of trauma, I was able to relate to some of the topics and understand more about myself.*

Conclusion	This research enhances understanding on the influence of TIP training on multi-agency partners such as the police and the public services. This TIP training appears to have achieved its intended staff-level and organisational-culture embedding outcomes: officers reported substantially greater individual knowledge and confidence, and more positive perceptions of the organisation's trauma-informed training, support and environment. The smallest but still statistically significant change was in perceived safety and acceptance, suggesting that this domain is influenced by wider organisational conditions beyond training alone. Post 6-months, police officers exhibited substantial to significant improvements across three STISC domains (d=1.03–1.41) and a considerable increase in perceived safety and acceptance (d=0.76). These effect sizes indicate substantial, practically meaningful changes in officers' trauma-informed knowledge, confidence and perceptions of organisational support, rather than small statistical fluctuations. Nonetheless, this training needs to be bolstered by wider system changes with clear leadership for embedding a trauma-responsive system, taking into account staffing levels, staff wellbeing, burnout levels and trainees' personal experiences of ACEs/trauma.

Supplementary tables	Available upon reasonable request. Ethical approval for this study was granted by Liverpool John Moores University Research ethics number (**ref: 24/PHI/017**:) Participation was voluntary and all consent implied by completion of the questionnaire.

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