Hospital between January and April 2021 via the hospital email network. The questionnaire assessed demographics, research experience and culture.

**Results** 57 respondents completed the survey out of 111 contacted yielding a response rate of 51%. Our cohort of respondents included 74% females and 26% males. 5% of respondents were academic trainees. Average length of clinical experience was 6.7 years. 67% trainees had obtained a research qualification, whilst only 33% had undertaken a formal postgraduate research project. 47% of respondents had at least one 1st or 2nd author publication. 84% had given at least one oral presentation but only 54% were at a regional level or above. Only 16% felt there was good advertisement of research opportunities.

Table 1 displays research attitudes and motivations of paediatric trainees whilst table 2 highlights the perceived barriers to research.

Conclusion This survey demonstrates that trainee interest in research is strong but opportunities and time to undertake research remain limited. There are encouraging signs of potential opportunities to reverse this trend as 70% of respondents state they have a genuine interest in research and 42% hope to combine clinical and academic work as a consultant.

A strong regional and national drive is required to ensure support and opportunities are openly available to all paediatricians. We have introduced a research platform, Children’s RESeArch Training Initiative (CREATIVE), with the support of local consultants for trainees in West Yorkshire. This has delivered monthly educational sessions across the region and offered networking opportunities to identify suitable projects with a planned upcoming regional research day. This survey will be repeated in Spring 2022 to review the efficacy of these interventions.

We welcome the launch of the RCPCH Trainee’s Participation in Child Health Research Survey to assess these issues further and to determine how the RCPCH can better support trainees with research aspirations.

**REFERENCES**


Abstract 427 Figure 2

Conclusion The acting-up experience is valuable preparation for the consultant role, with a positive impact on knowledge, confidence and leadership skills. This model is directly transferrable to other Paediatric sub-specialties and DGH Paediatric departments. The RCPCH Progress + leadership and teamwork working curriculum domain requires trainees to lead multi-disciplinary teams, promoting an open culture of learning and accountability by challenging and inspiring colleagues. This is achievable within the supportive boundaries of the acting-up experience. Assessment of the trainee’s performance during the acting-up period was invaluable for the local faculty group, enabling them to make an informed decision regarding the trainee’s readiness to CCT. It also allows identification of specific training needs.

Abstract 802 A FOCUS ON THE SMALL JOYS AT WORK TO IMPROVE WELL-BEING AMONGST TRAINEES IN A PAEDIATRIC DEPARTMENT DURING COVID-19

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Aims Working as a junior doctor can be tough. The Covid-19 pandemic has brought with it a generation of doctors thrown right in at the deep end. This has unsurprisingly had a significant effect on our trainees. The GMC’s 2021 National Training Survey found that one third of trainees were affected by burnout - the highest rate since they first started tracking it in 2018. They called for a concerted effort to increase support for staff.

In our paediatric department we started with help from the CAMHS team, a monthly Trainee Support Meeting (TSM). The aim of this was to give trainees the opportunity to share thoughts and feelings confidentially, away from the wards. This was done in addition to the ongoing initiatives to boost morale amongst the department, including the ‘Star of the Week (SotW)’ emails, as well as a monthly ‘Good News Bulletin’.

Methods The idea of the TSM meetings came up in September 2021 and we approached the CAMHS liaison team for their help in facilitating these. During these initial TSM meetings trainees were able to open up about the challenges they faced, including the chronic demands of the rota and difficult frontline Covid-19 experiences.

The SotW emails started in May 2021 and are sent weekly to the entire paediatric department, including the admin team. Staff are encouraged to nominate anyone they think has gone above and beyond to help, or brightened up their day and made it easier in any way.

In June 2021, we started sending out a monthly newsletter, celebrating positive news from across the department, as well as spotlighting lesser-known members of the team. Results SotW has been a huge success, with an average of 5 nominations per week (on occasion up to 11), and an increase in the number of GREATix reports being filled in, from 0-1 to 3 per month. Some feedback received includes ‘Awesome, such a great way to bring everyone together’, and ‘such a morale booster for the nominees and the team’!

Similarly there has been positive feedback for the newsletter, ‘This brings a smile to my face each time’, ‘absolutely love this good news bulletin, such a great idea! I love all the language used and the whole approach’, ‘great initiative and work, it was really good to read about everyone’s achievements’.

The feedback from the TSMs received was generally positive, with the majority finding the sessions useful and wanting them to continue. Despite this, issues were raised. Some felt the intended outcomes were unclear, due to the confidential aspect of the meetings; others felt the sessions simply emphasised the negative feelings amongst the group. Suggestions included setting aside time to practice mindfulness, or discuss positive events. It was agreed specific concerns should be, with trainee consent, passed on to their Educational Supervisor for targeted support.

Conclusion Moving forward we will continue to hold these monthly meetings, taking into account ongoing suggestions. In gaining regular feedback we hope we can adapt and cater to the needs of our trainees, creating valuable support.

Abstract 814 CHEER: AN AMBITION TO ENABLE MORE PAEDIATRIC RESEARCH OPPORTUNITIES FOR TRAINEES IN THE EAST OF ENGLAND

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Aims The Royal College of Paediatrics and Child Health (RCPCH) identified that often Paediatricians of all grades have limited time, often none, for research. This can have far-reaching consequences for the field, including a reduced understanding of research processes that patients may be involved with. The East of England (EoE) deanery is also aware of this issue. We aimed to establish a regional paediatric trainee-led research network (TRN) to enable trainees working at any of the geographically widespread sites in EoE (figure 1) to access research opportunities. This abstract summarises the work done by Paediatric trainees towards this goal.

Methods A poll in July 2021 was used to understand the need for a regional Paediatric trainee research network. We also had early input from the RCPCH TRN task and finish group through the EoE representative. Following this, a group of nine enthusiastic trainees joined efforts in July 2021.