

Team Debrief

Name of Child/Young Person			
Restrictive Intervention Form / Incident Form No (if applicable)			
Date of Incident:			
Date and time of Debrief:	Date:	Time:	
Staff involved (list everybody)	Staff Names	Role	
	1.	1.	
	2.	2.	
Staff present for debrief (list all)	1.	1.	
	2.	2.	
Staff unable to attend debrief	Staff Names	Reason they were unable to attend	
	1.		
	2.		
Overview/What Happened guidance			
<p>Try to establish the facts by reading through the incident so you can pull out the basic information first – so you may scribe a factual narrative of incident, taken from RPI Reports, Incident Reports, File Notes etc</p> <p>However, if there is not yet a written trail – this is the opportunity for staff to talk out exactly what happened – uninterrupted to allow flow (Always advise that you may not have direct eye contact as you want to capture as much as possible. It can be a stressful experience, especially for newer staff, so talking them through the process will help them to settle).</p> <p>Capture notes as spoken – if debriefing more than one person, quickly scribe initials of who is saying what – that way, you can refer to right person with specific points made – helps them to feel truly heard) This fact gathering may come and go depending on how staff are presenting, how much direct support is needed so do allow plenty of time for this.</p> <p>Sometimes it even helps staff to start by stating a few facts. This taps into a different part of the brain – eg; “so we’re going to talk about an incident that took place with (Young Person) on (Date) and involved (list staff). This is an opportunity to openly and honestly talk through an incident and then reflect on it to see what we can put in place moving forward” – that sort of thing.</p>			
Overview/What happened (detail Incident here)			
Specific points to be discussed at de-brief guidance			
<p>This is where, once the story has been told and facts have been gathered, it can be helpful to summarise the key areas that need to be discussed. It may be that you’ve missed something that a member of staff feels is important.</p> <p>For example:</p> <ul style="list-style-type: none"> • Think about how staff became injured • What had triggered young person – was there any preventative measures that could have been taken to avoid in first place? • Could we have done anything differently to avoid getting injured? 			

Specific points to be discussed at de-brief

Reflection guidance:

This is where you should facilitate specific reflections from staff – some will have already be said in the narrative, more will be extracted as you explore further for more details or ask open questions. Remember the impact shame can have, so try to avoid questioning in a way that will raise defensive responses. Be curious but remain empathic!

Examples could be:

1. Staff stated that young person has started kicking staff as they approached him making it difficult to secure hold safely

AB reminded staff that if [young person] is not an immediate danger or IN immediate danger, then staff can consider giving them space to avoid kicks. However, if they do need to support to make safe, they should make sure they use correct blocks as they approach and try to do so from a shallow angle (from side) rather than head on to avoid kicks where possible. Once hold was secured, move to wall to support or transition to seated position immediately to reduce opportunity to kick.

In the interest of fact gathering, it can be helpful to add YOUR comments in italics. If there are counter comments from staff, add these in too so that ALL perspectives, opinions, thoughts are captured.

Other examples may be:

2. Staff B was unaware that staff A had a medical issue which meant that they couldn't respond as quickly
3. Staff C noted that young person was against the wall which made it difficult for staff to gain access to them
4. Staff reflected that this was a new behaviour from the young person so couldn't have predicted this or
5. Staff A felt they needed more training to refresh their skills and also time to read through young person's file to understand their behaviour more

During this process, you should get to a place where you all agree what should have happened, needs to happen, what people could have done differently (if anything), what the problems were.

Reflection:

Outcomes and Actions guidance: This is where I list agreed actions / changes to work practice

Examples:

Action	By whom	By when
Staff not present to be debriefed	RM / +PA Trainer etc	**
Staff to read through young person's file to be more familiar with risk assessment		
More training to be held with team to refresh skills – to take place next week		
Young Person's risk assessment to be updated with immediate effect reflecting new behaviours		
Amendment to policy / practice to take place		

Outcomes and Actions		
Action	By whom	By when

Action Points to be reviewed once all staff have been debriefed and all notes to be forwarded to:

List as appropriate	

Signed	
Position	
Date	