

# Debrief Framework for SLT and School Staff Following an Incident

June 2024



The purpose of this framework is to assist school staff to appropriately debrief with their line manager following any incident involving a young person which causes the member of staff distress.

Following this guidance will ensure that line managers and staff together identify key information, reflect, collaborate and plan future, preventative actions/strategies. This may include updating Child's Plans/PCRAs, in collaboration with learners and parents/carers, or consideration to request an Early Intervention Consultation (EIC) from your Educational Psychology Service (EPS) Locality Group to explore the situation in greater detail. Your EPS Locality Group might also have Person Centred Planning Tools or other approaches to consider the presentation of a situation and ways forward and learning from the situation.

All managers undertaking the debrief should have undertaken trauma informed training to enable them to support staff effectively and empathetically.

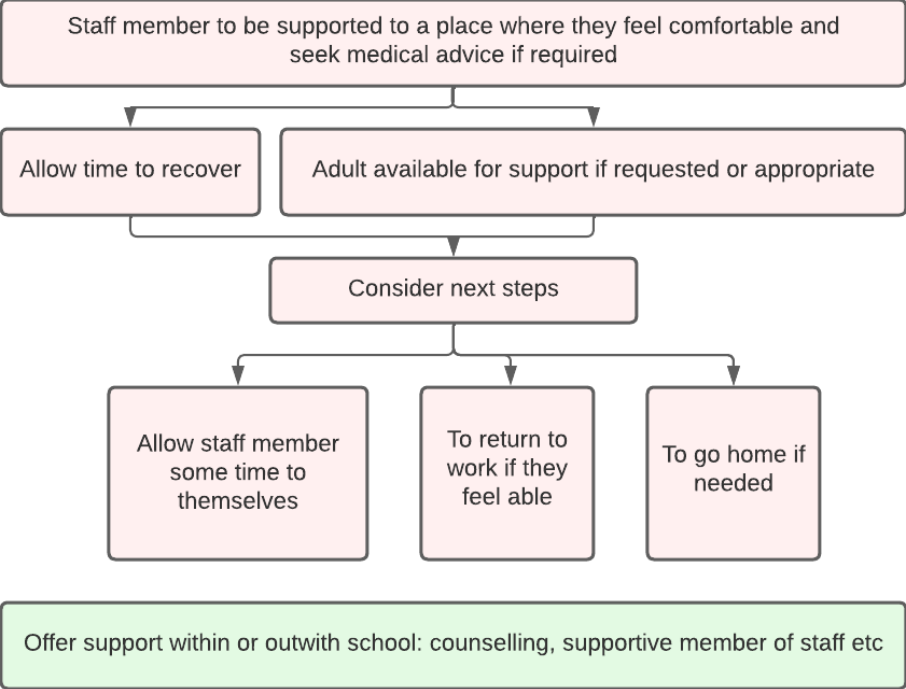
There are three parts to this framework: **Debrief Flow Chart**, **Debriefing Prompts** and **Debriefing Guide**. It is important any staff member who has been involved in an incident is supported immediately following an incident see flow chart on page 1. (The hot debrief provides immediate actions to be taken and the cold debrief should take place the next day).

There are two **Debriefing Guides**, one for staff who were part of the incident (participants) and one for Line Managers/SLT. The guide for staff participants contains specific information for involved staff members to consider in the debrief meeting. Likewise, the guide for facilitator contains key points to consider. Participants and facilitators should familiarise themselves with the content before a debrief.

The **Debriefing Prompts** section includes prompts for staff (participants and facilitators) of key points from the Debriefing Guide.

This framework should be used to support any incidents. Staff should be familiar with the framework before any debrief meeting. The framework may be used for one to one or group debriefs.

Staff debrief - hot

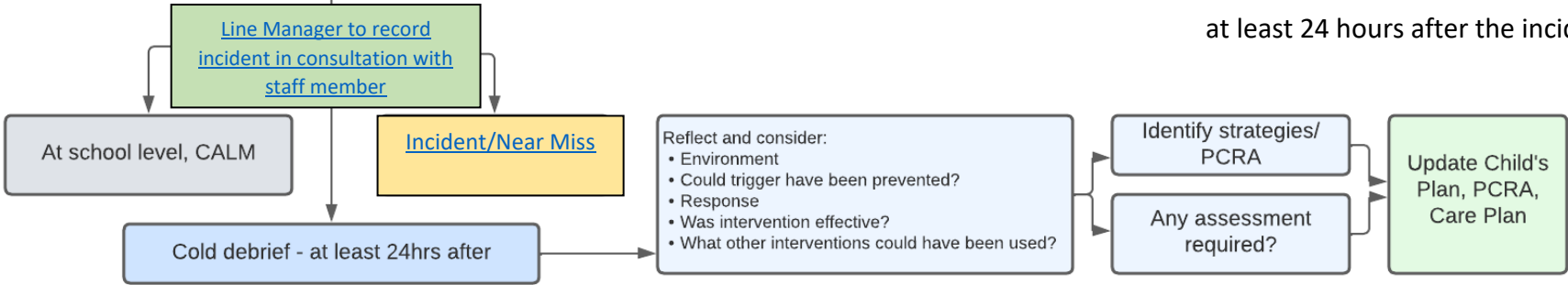


Debrief flow charts:

Hot Debrief

as soon after the incident as appropriate and actionable

Record incident



Cold debrief

at least 24 hours after the incident.

## Debriefing Guide for Staff Participants

	Debrief Details	Staff Participant Prompts
1	<p><b>Facts</b> Find out the details of what happened prior to the intervention, what happened during and after, who, what, where and when</p> <p>Ensure you have a clear timeline of events, including when and where things happened, what happened:</p> <ul style="list-style-type: none"> <li>◆ before</li> <li>◆ during</li> <li>◆ after</li> </ul> <ul style="list-style-type: none"> <li>▪ Full details of the incident including who was involved, when, why</li> <li>▪ Who was informed</li> </ul>	<ul style="list-style-type: none"> <li>• Debriefing begins after you've made sure everyone is safe, and any required reporting has been completed. Debriefing is a learning experience once an issue is resolved</li> <li>• Remember that recalling detail is important— facilitators will need to ask questions, this is part of the process and not about criticising</li> <li>• Provide objective information</li> <li>• Consider the impact on others</li> </ul>
2	<p><b>Reflections</b> An opportunity to explore and reflect on why the incident occurred, and what might mitigate against recurrence.</p> <ul style="list-style-type: none"> <li>• Why might this have happened?</li> <li>• How did you feel?</li> <li>• What could be learned from this?</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to understand all the reasons why the incident may have happened</li> <li>• Use a reflective approach to explore the reasons why this may have happened and how to prevent it happening again.</li> <li>• How you felt and are feeling is important, this is a space to talk about it e.g. 'I feel...', 'I think...', 'I wonder'...</li> </ul>
3	<p><b>Agreed Actions</b> Turn the reflections into practical actions</p> <ul style="list-style-type: none"> <li>• Set realistic expectations for what can be done, and within what timeframe</li> <li>• Discuss what sort of feedback is possible, what will be provided, by whom, and when</li> </ul>	<p>Thinking about solutions and planning is a collaborative effort, be prepared to brainstorm and contribute</p> <ul style="list-style-type: none"> <li>• Set realistic actions</li> <li>• Ask about what sort of feedback you can expect, and discuss this together</li> <li>• Update PCRA if appropriate</li> </ul>
4	<p><b>Feedback</b> Ensure that all parties keep each other updated on relevant feedback, especially on agreed actions.</p>	<p>Follow up on agreed actions</p> <ul style="list-style-type: none"> <li>• Maintain confidentiality of the incident debrief, especially if you have heard other people discussing their personal responses</li> <li>• Return to facilitator (SLT / line Manager) or a trusted person if you need further help, assistance or advice</li> <li>• Remember not all detail can be shared in feedback, e.g., staff disciplinary matters</li> </ul>

## Debriefing Guide for Line Managers

	Debrief Details	Line Manager Prompts
1	<p><b>Facts</b> Find out the details of what happened prior to the intervention, what happened during and after, who, what, where and when</p> <p>Ensure you have a clear timeline of events, including when and where things happened, what happened:</p> <ul style="list-style-type: none"> <li>• before</li> <li>• during</li> <li>• after</li> </ul> <p>Full details of the incident including who was involved, when, why Details of witnesses Who was informed</p>	<ul style="list-style-type: none"> <li>• Gather all the information needed</li> <li>• Use open ended questions to open the conversation e.g., ‘tell me more about that...’, ‘what happened next...’</li> <li>• Ask questions to get detail, facts not opinion</li> <li>• Take notes, use diagrams to assist if needed</li> <li>• Check in - repeat events back to the person/people involved</li> <li>• Take care to avoid blaming, accusations, or to offer too many corrective suggestions at this stage, there will be a chance to reflect later</li> </ul>
2	<p><b>Reflections</b> An opportunity to explore and reflect on why the incident occurred, and what could be done differently to help prevent a recurrence of the situation Important to remember to stress a “no blame” culture here</p> <ul style="list-style-type: none"> <li>• Why might this have happened?</li> <li>• How did you feel?</li> <li>• What could be learned from this?</li> </ul>	<ul style="list-style-type: none"> <li>• Listen more than you talk in this section, be patient and let the participant/s express how they are feeling</li> <li>• Spend time developing an in-depth understanding of the root cause of why the incident occurred, this may involve asking why a few times</li> <li>• Use co-operative language e.g., ‘how could we learn from this’ vs ‘what could we have done better’</li> <li>• Mention availability of the <a href="#">ACC employee counselling service Employee Assistance</a> (sharepoint.com) or <a href="#">Able Futures, supporting staff after traumatic events</a> support for mental health if people find they are struggling later on, consider occupational health as appropriate</li> </ul>
3	<p><b>Agreed Actions</b> Turn the reflections into practical actions</p> <ul style="list-style-type: none"> <li>• Set realistic expectations for what can be done, and within what timeframe. Consider how to give additional time for professional learning if required</li> <li>• Discuss what sort of feedback is possible, what will be provided, by whom, and when</li> </ul>	<ul style="list-style-type: none"> <li>• Be receptive to ideas from others, it is a collaborative process</li> <li>• Ask for more detail about why before saying ‘no’ to an idea</li> <li>• Remember it is OK to not have all the answers now, further reflection and advice can be sought</li> <li>• Consider whether there also may be actions relevant to the school’s policies/procedures</li> </ul>
4	<p><b>Feedback</b> Ensure that all parties keep each other updated on relevant feedback, especially on agreed actions.</p>	<ul style="list-style-type: none"> <li>• Follow through on agreed upon actions, or provide feedback to involve parties if there are delays</li> <li>• Remember that feedback builds trust, and is crucial to building safer services</li> <li>• Explain limits of confidentiality—think about what can be shared e.g., how/where the incident has been reported</li> </ul>

## Debrief Prompt Cards

### Staff Participants

<b>Facts</b> <ul style="list-style-type: none"><li>✓ Provide detailed information</li><li>✓ This is an important part of the debrief, not a critique</li></ul>
<b>Reflections</b> <ul style="list-style-type: none"><li>✓ What/who might have contributed to the incident/behaviour happening?</li><li>✓ How did you feel?</li><li>✓ What have we learned?</li></ul>
<b>Agreed Actions</b> <ul style="list-style-type: none"><li>✓ What actions can we take in response?</li><li>✓ Who will do these and when?</li></ul>
<b>Feedback</b> <ul style="list-style-type: none"><li>✓ Do what is agreed</li><li>✓ Remember confidentiality</li><li>✓ If concerns arise later on, get in touch again to debrief</li></ul>

### Line managers

<b>Facts</b> <ul style="list-style-type: none"><li>✓ Get a clear timeline of events</li><li>✓ Use open questioning</li><li>✓ No corrective suggestions here</li></ul>
<b>Reflections</b> <ul style="list-style-type: none"><li>✓ Discuss together the reasons why this may have happened</li><li>✓ Remember the importance of a “no blame” culture</li><li>✓ Professional Learning time may be required</li><li>✓ Use co-operative language</li><li>✓ Offer employee assistance, e.g. <a href="#">Employee Support</a></li></ul>
<b>Agreed Actions</b> <ul style="list-style-type: none"><li>✓ Agree on what actions/next steps should be taken</li><li>✓ Discuss what feedback can be provided (as necessary/required)</li><li>✓ Record appropriately: SEEMIS; <a href="#">recording</a></li></ul>
<b>Feedback</b> <ul style="list-style-type: none"><li>✓ Complete agreed actions</li><li>✓ Provide feedback</li><li>✓ Explain any limits to information</li><li>✓ Confirm actions completed with learner, parents, staff, team around learner</li></ul>

**Appendix 1**

Please record all details on the incident form and use this form to record staff member reflections



<b>Staff Debrief - Record of Meeting</b>		
Name:		
<b>Where?</b>		
<b>When? (date and time)</b>		
<b>Who was involved?</b>		
<b>Nature of incident</b>		
<b>Date of Debrief</b>		
<b>Facts have been recorded in the incident form</b> <input type="checkbox"/>		
<b>Reflections of staff member gathered at the debrief and agreed</b> <input type="checkbox"/>		
Why might this have happened?		
How did you feel?		
What have we learned?		
<b>Actions:</b> What do we need to do now? – expectations, timeframes, policy/procedure review, review or creation of appropriate plan, multiagency meeting		
<b>The actions have been recorded in the incident form</b> <input type="checkbox"/>		
<b>Review Date</b>		
<b>Staff participant(s)</b>	Name(s)	Signed
<b>Facilitator</b>		