POST-INCIDENT STAFF DEBRIEF

In incidents of BMS interventions, there are basic components* of a post-incident protocol that must be recognized:

1. Injury assessment
2. Reassurance and follow-up for students
3. Communication protocol
4. **Immediate staff debriefing**
5. Documentation
6. Follow-up debriefing
7. Ongoing staff support

* Adapted from the Behaviour Management Systems Training manual. **All schools should have a copy of this manual.** [http://www.bmst-fsgc.com/](http://www.bmst-fsgc.com/)

**Key concepts in holding a debrief meeting (#4 in the protocol):**
- All behaviour incidents involving students place considerable stress on staff and students.
- Each individual responds in a way that is unique to that individual
- Debriefing serves both as an immediate response and as a component in developing new prevention/intervention strategies
- Immediately following the incident may not be the best time to objectively review the interventions that were used/attempted, depending on the emotional state of the staff. However, the debrief should occur as soon as possible.

**Post-incident staff debriefing is most effective when:**
- It is scheduled as soon as possible following the incident.
- There is a facilitator, usually the principal or designate.
- Confidentiality is respected.
- Everyone is allowed to talk about what happened and how they felt during and after the incident.
- Everyone is informed about what is happening with the student involved (consequences/follow-up actions).
- Feelings are validated (each person’s experience is unique and normal).
- There is no judgement/no criticism of actions or emotions (not a sign of weakness or incompetence).
- There are no platitudes (cliché statements such as “it’s not worth worrying about”, “you’ll feel better tomorrow”, etc.).
- Counselling is left to the professionals.
- Additional help is discussed (board professionals, Employee Family Assistance Program (EFAP)).
- Individual strengths are recognized.
MINUTE TEMPLATE FOR DEBRIEF MEETING

DATE: 
NAME OF STUDENT: 
HOMEROOM: 

IN ATTENDANCE AT MEETING:
Classroom Teacher(s): 
Support Staff: 
Principal or Designate: 
SERT (s): 
Board staff: 

<table>
<thead>
<tr>
<th>INTERVENTIONS THAT OCCURRED:</th>
<th>✓</th>
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<tbody>
<tr>
<td>BMS hold</td>
<td>Self-regulation space</td>
</tr>
<tr>
<td>Room evacuation</td>
<td>Lock down</td>
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</tbody>
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DESCRIPTION OF INCIDENT (PRE, DURING, POST)
What were the antecedents to the behaviour? Was there a specific trigger?

What worked well? How can the response be strengthened for next time?

<table>
<thead>
<tr>
<th>POSSIBLE ACTIONS</th>
<th>WHO</th>
<th>POSSIBLE ACTIONS</th>
<th>WHO</th>
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<tbody>
<tr>
<td>Follow up with parent/guardian</td>
<td></td>
<td>Follow-up debrief with other staff who need to be aware</td>
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<tr>
<td>Injury report (staff - HR Form 5)</td>
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<td>Follow-up with student involved</td>
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<td>Injury report (student - OSBIE)</td>
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<td>Follow-up with other students involved, as appropriate</td>
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<td>Safe schools report (Form 20)</td>
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<td>Follow-up with police</td>
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<td>Violent incident report (Form 17)</td>
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<td>Further training</td>
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<td>Review student safety plan (Form 32b)</td>
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<td>Personal Protective Equipment and Staff Safety Plan (Form 60)</td>
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<tr>
<td>Review IEP</td>
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<td>Physical Intervention Report (SEOS Form 33)</td>
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<td>Review status within Intervention Checklist, and proceed accordingly</td>
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<td>Review School Safety Audit Checklist for Supporting Positive Student Behaviour</td>
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<td>Other:</td>
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