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| **Prompt Questions** |  |
| **Child / Young Personʼs point of view**  How did the child/young person feel before, during and after the restrictive intervention?  What went well? What didn’t? Why?  What was supposed to happen? What did happen? Why was there a difference between what was expected to happen and what did? |  |
| **De-escalation**  How did staff try to de-escalate the situation?  What is the child/ young person's view regarding the de-escalation strategies that were used? |  |
| **Other main points of discussion**  What, if anything, could have been done differently? How can we do better next time? What has been learned?  Have relationships been affected?  If relationships have been affected adversely how can these be restored? |  |
| **Outcome of discussion.**  What other strategies could be used in the future?  What further steps to can be taken to support the child / young person and avoid the use of restrictive interventions?  What further support may be provided? |  |

**Child / Young Person Debriefing Meeting Template**

Debriefing with the child/young person should take place as close to the time of the incident as possible taking full cognisance of his/her emotional wellbeing . This should be carried out by a member of staff who has a good relationship with the child/young person. Any additional support needs of the child/young person should be carefully considered and taken account of. A written record of the debriefing meeting should be completed. This should be retained securely within the school’s CALM Folder until the CALM Annual Return has been submitted to the authority. Thereafter the record of the debriefing meeting should be retained securely within the pupil’s Pupil Progress Records (PPR).

Relationships Learning and Behaviour Interim Guidance March 2022