

Incident checklist

Triggering – describe what was happening before the incident started. How were you aware things were not alright for the young person? What action was taken before build-up (e.g. advising the young person, informing staff)?

Build-up – describe how the young person’s behaviour developed and what people did to de-escalate the situation. How effective were the actions? Look at timings, arrival and departure of staff, young person’s views. How does this link to the positive handling plan?

Crisis – if the young person reached crisis, set out how people kept them safe. Restraint is use of force or restriction of liberty. If the young person was restrained look for a clear assessment of the reason why – i.e. who could have been injured and how, or the **serious** damage to property. Does the record explain why restraint was necessary and proportionate. Detail the dynamic risk assessment, method of any restraint, timings, length of any restraint, how and where the young person was held. Link this to the positive handling plan. Was it effective? What were the consequences?

Recovery – how did the situation calm? Note timings. Does the staff member record how they helped the young person?

Post crisis depression – when the young person had calmed sufficiently, what did they talk about/discuss? Were there any consequences?

Young person’s debrief – the young person should have the opportunity to talk to the shift leader or registered manager. Why did they feel the situation happened? Did they feel treated fairly or want to complain? If it is difficult to understand the young person’s views, the record should set out what the staff believe they think and why. Use young person’s own words. The young person should be offered access to an advocate.

Sign off: The record should be verified by someone there at the time, for example the shift leader

Staff debrief – how is the staff member feeling? Note any action taken to support the staff member, such as some time away. What were their reflections on the incident? Were they fair? Was the intervention necessary and proportionate? Is the

record accurate? What did we learn to avoid future incidents? Was the Positive Handling Plan effective? Adopt the philosophy that “there is always learning”.

Contact with family and professionals – note when and how parents and professionals were spoken to. If this was a minor incident note when the parents will be informed (e.g. in a weekly telephone call). Was a copy of this intervention record sent? What were their views? Did they want further investigation or to complain? Which professionals were contacted? Does this require a referral to MASH/LADO? Why/why not?

Registered Manager (or designate) analysis & actions – analysis of incident and questions raised for follow-up. How were staff fair, necessary and proportionate? Are there any issues/trends emerging? Set out any actions to avoid a future situation and where the follow-up can be found (e.g. team meeting minutes date, or an amendment to a positive handling plan). The registered manager (or designate) must record speaking to the child about the incident.