



CAMHS Restrictive Practice Debriefing Form

Date:

Time:

Young Person's Details	
Name:	Date of Birth:
Purpose: To allow the young person to express themselves freely about their experience of a restrictive intervention and an opportunity for staff to learn from the young person's perspective of the incident within a structured process. To feed back the outcome of debrief to the MDT review with an aim to reduce/eliminate the use of restrictive interventions for the young person. With: One nursing staff and one other member of the multidisciplinary team. The young person also has the option to have a representative or nominated support person present eg parent/guardian, keyworker, advocate, etc. When: Occur within 2 and 5 working days post restrictive intervention (ie days other than Saturday/ Sunday/Bank holidays) unless preference of YP to have the debrief outside of this timeframe. Please record YP preferences in relation to the timing of the debrief.	
List of those present at Debrief	
If a representative or nominated support person does not attend please record the reasons why here:	
If the representative is not present – is the young person agreeable to a discussion of debriefing with the caregiver.	Yes No
Young person timing preference of debriefing:	
The young person declined to participate in debrief If yes document any known reason here:	Yes No
Was the young person given the option to engage in young person Debrief – Helping you feel supported	Yes No

Open discussion is encouraged following the prompts and sequence of questions below.

Step 1 – Explore with the young person what was happening to them around the time of the incident.

(Example: In your own words, can you tell me about what was happening to you at the time? How you were feeling at this time? Was there anything happening on the ward that may have contributed to how you were feeling? Consider- stimulus on the unit (noise levels, ward dynamic), post-visiting, return from leave, etc)

Step 2 – Explore with the young person's point of view when it was happening

(Example: How did the restraint or seclusion make you feel? Is there anything you found difficult during the event? Is there something you found helpful during the event? While you were in seclusion/restraint, is there anything different the nursing staff or team could have done to help you? How did you feel after the restraint or seclusion? Is there anything you found difficult after the restraint/seclusion? Is there anything you found helpful after the restraint/seclusion? Did you have any difficulties adjusting back to the unit and peer group following the restraint or seclusion event?)

Step 3 – Recap the feelings and content for the young person (use the young person's words to reflect what they are saying)

(Summarise what was discussed to encourage validation and let the young person know you are listening to them. Ask if there is anything else they would like to talk about at this time. Ask if the young person understands why this type of restrictive intervention was used. This question potentially may lead to an emotional response. You will need to respond to the answer they give and offer reassurance. Do not progress until the young person is ready to do so.)

Step 4 – Associate the young person's feelings with their behaviour

(Relate to the young person their feelings at the time and the behaviour that resulted. This is important as this helps the young person understand the connection their feelings have to their behaviour. This provides context to the interventions used at this time.)

Step 5 – Alternative behaviours to be discussed. Develop a plan together (co-production). Please document this in the ICP and Support Plan (if applicable).

(If you were feeling this way again, is there anything you could do to reduce the likelihood/ avoid (insert Behaviour ie self-harm, aggression, etc). Is there anything staff could do to help/ support you to reduce the likelihood/ avoid this (insert behaviour occurred ie self-harm, violence, aggression, etc)? Discuss alternative de-escalation techniques that could be utilised going forward. Advise the young person this plan will be discussed in the MDT review of the incident so all staff will be aware of what helps the young person going forward in feelings of distress. Ask young person, how can we work together to incorporate this into their ICP.)