# School incident debrief facilitator guide

Incident debriefs should be held as soon as practicable after the incident has occurred. Prior to the debrief, consider the potential impact of the incident on some participants and provide wellbeing support where necessary.

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| Incident |  |
| Date |  |
| Time |  |
| Location |  |
| Facilitator |  |
| Purpose | To review the management of the incident/emergency to identify what worked well and what could be improved. |

## Item 1. Welcome, introductions and context for the debrief (Facilitator)

### Introductions and purpose

* Introduce facilitator and participants
* Spend some time now reflecting on how we responded to [name the incident] on [date/s]
* Explain that debriefing is about reflecting on how we responded to an incident, thinking about continuous improvement as well as the things that we did well so we can do them again

### Meeting structure

* We will spend a short time reflecting on the roles and tasks you performed
* We will then look back on our response to the incident – what we did really well and what might be different next time

### Rules

* Focus on what happened – not the people or personalities involved
* Everyone comes from a different perspective depending on your role. Please respect each other’s perspectives
* Keep in mind emergencies are often complex with many players and factors. So some things we can control or influence and others we can’t
* For those things we need to review, we are not looking at how to fix them today – let’s focus on identifying them for consideration outside this forum

## Item 2. Summary of the incident and context (Facilitator)

* Provide an overview of the circumstances and emergency
* As the emergency unfolded, what was the sequence of events and the school’s responses?

## Item 3. Roles and tasks (Facilitator)

* Ask participants to identify the roles they played during the incident and the types of tasks they were asked to do (Reflect for 2-3 mins)
* Did the school’s leadership team/IMT work well together and were their roles clear?
* Are these roles and tasks reflected in the school’s Emergency Management Plan (EMP)?

## Item 6. What worked well (All)

Open question to participants:

* What are some of the things that you observed that worked well?

Consider:

* consequences and timing of decisions and actions
* operation of safety systems, availability of emergency resources
* parent/community reactions
* nature and timing of information/communications:
* to staff within the school from the leadership team/IMT
* from stakeholders supporting/advising the school
* from the school to others, including families
* impact on, and monitoring of staff and student wellbeing

## Item 7. What should we review (All)

Open question to participants:

* What are some of the things worth reviewing to possibly improve them next time? (This does not necessarily mean they need to be nor can be improved, but we should at least look at them)
* Do we need to look at the adequacy of our preparedness (e.g. EMP currency, safety equipment checks, drills conducted, risk assessment and controls, vegetation management)?

## Item 8. Recommendations (All)

* Summarise what items are going to be followed up, by who and when (this includes any updates that may be needed to the EMP and communicated to staff and the school community)
* In terms of recovery, are there any outstanding matters that need to be followed up?

## Item 9. Close (Facilitator)

* Thank everyone for their participation and contribution in responding to the emergency
* Let participants know that the recommendations and action items will be documented in a brief report and circulated