

NSW Department of Education

Restrictive Practices Framework

Easy Read guide

This Framework is not in force. The department is reviewing this Framework as part of a broader review of its approach to restrictive practices



How to use this guide

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The NSW Government Department of Education wrote this guide.

When you see the word 'we', it means the Department of Education.



We have written this guide in an easy to read way.

We use pictures to explain some ideas.

Bold
Not bold

We have written some words in **bold**.

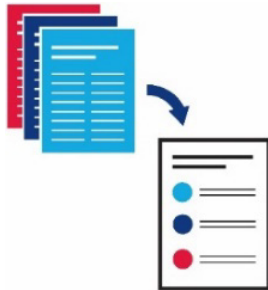
This means the letters are thicker and darker.



We explain what these words mean.

There is a list of these words on page 30.

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This Easy Read guide is a summary of another guide.

This means it only includes the most important ideas.



You can find the other guide on our website

[Restrictive Practices Policy](#)



You can ask for help to read this guide.

A friend, family member or support person may be able to help you.

What's in this guide?

This Framework is not in force. The department is reviewing this Framework as part of a broader review of its approach to restrictive practices

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What is this guide about?

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We want to make our public schools in NSW safe for all students.



This includes students with disability.

When our public schools are safe, all students can learn:

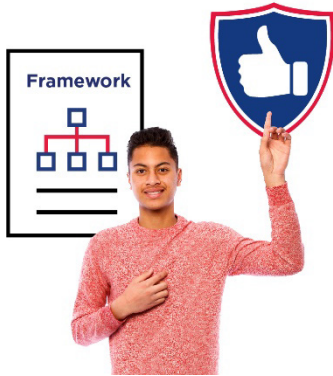


- new skills



- more about what they are interested in.

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Our **framework** talks about keeping students safe.



A framework is a plan for how things should work.

What are restrictive practices?

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Our framework is about **restrictive practices**.



Restrictive practices are actions that stop people from:

- moving
- doing what they want.



When restrictive practices are used in the right way, they can protect students and teachers.



This includes their:

- safety
- freedom.



It also includes their **rights**.

Rights are rules about how everyone should be treated fairly and equally.

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Restrictive practices can be used to stop or prevent **behaviours of concern**.

Behaviours of concern are things someone does that might put:



- themselves in danger



- other people in danger.



But restrictive practices should only be used when someone has tried everything else they can to help a student.

Types of restrictive practices

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There are different types of restrictive practices.



Restrictive practices include **seclusion**.



Seclusion is when you put someone alone in a room or a space and stop them from leaving.

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Restrictive practices also include using **restraints**.



Restraints are ways to stop someone from doing what they are doing.



A **physical restraint** is when you hold part of someone's body so they can't move.



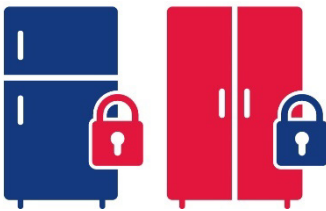
When you use a **chemical restraint**, you use medicine to change how someone acts.

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When you use an **environmental restraint**,
you lock a:



- room or space so nobody can get in or out



- fridge or cupboard so nobody can open it and take anything out.



When you use a **mechanical restraint**,
you might use equipment that stops
someone moving.

Keeping everyone safe at school

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Teachers must try to keep students safe.



Teachers might use restrictive practices.

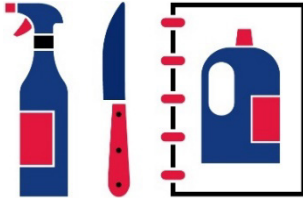


For example, a teacher might lock a:

- cupboard
- room.

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This can stop students touching things, like:



- cleaning products
- sharp objects
- materials that have rules about how to use them.



Teachers must always make sure they are safe too.

What are prohibited practices?

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When something is **prohibited**, it is against the law.



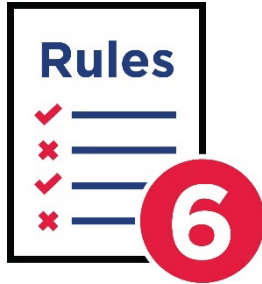
Prohibited practices are actions that have a bad effect on someone's rights.



NSW public schools must never use prohibited practices.

Rules for using restrictive practices in schools

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We have 6 rules for using restrictive practices in schools.



These rules will help teachers decide if using a restrictive practice is the right way to keep students safe.

1. Support a student's needs

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When teachers make decisions about using restrictive practices, they must:



- think about the student's life



- understand what the student needs



- support what the student needs.

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To support a student's needs, the teacher should talk to:



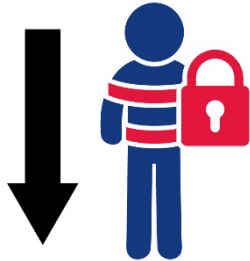
- the student



- their parents or carers.

2. Use restrictive practices less

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Teachers must think about how to use restrictive practices less.

Restrictive practices should only be used to:



- stop behaviours of concern



- protect the rights of students



- keep students safe.

3. Use restrictive practices for a short time

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Teachers should only use restrictive practices for a short time.



This will help keep students safe.



It will also help keep other teachers safe.

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Teachers should stop using a restrictive practice on a student as soon as it's safe.



When teachers plan to use restrictive practices, they must think about using them for a short time.

4. Help stop using restrictive practices

Teachers must think about:



- other ways to keep students safe



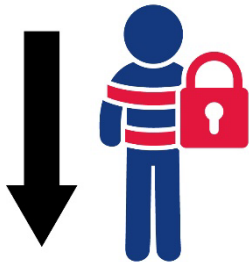
- if restrictive practices are needed to keep students safe.

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Restrictive practices should only be used when a teacher has tried everything else they can to keep students safe.

This can help teachers:



- use restrictive practices less



- stop using restrictive practices.

5. Record the use of restrictive practices

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Teachers must record when and how they will use restrictive practices.

This will make sure schools use restrictive practices:



- in the right way



- for a short time.



Principals should look at how their school uses restrictive practices.

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Principals should make sure:



- restrictive practices are used in the right way



- students aren't at risk of being hurt



- restrictive practices are used for a short time.

6. Look at how restrictive practices are used

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Teachers must look at how they use restrictive practices to see if they:



- still need to use them to stop behaviours of concern



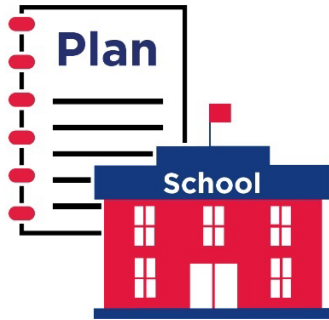
- work well.



This can keep students safe when teachers use restrictive practices.

When restrictive practices are planned at school

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Schools need to show they have planned how they will use restrictive practices.

They must show they made these plans properly.



Schools should let students have a say about decisions that affect them.



This includes decisions about using restrictive practices.

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When schools plan how they will use restrictive practices, they must show they worked with:



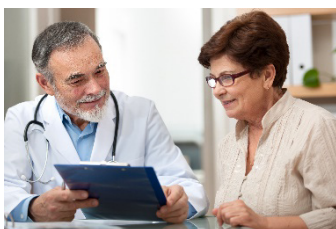
- the student



- their parents or carers



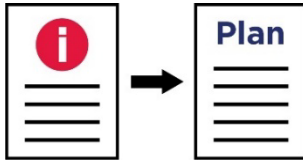
- a teacher.



The school might also need to work with the health professional that suggested the restrictive practice.

For example, a doctor or specialist.

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We have information to support schools to make these plans.



This information is about the different supports and services students might need.

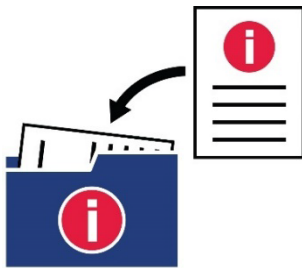
How will we make sure this framework works?

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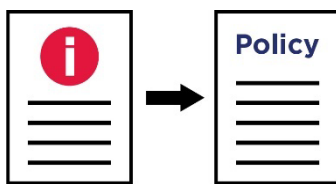
Schools should:



- record how they will use restrictive practices



- collect information about using restrictive practices.



We will use this information to write **policies**.



A policy is a plan for how we should do things.

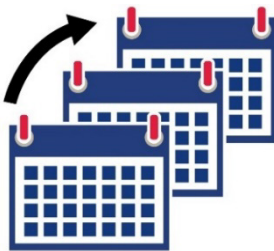
Policies are where rules come from.

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These new policies will keep students safe:



- now



- in the future.

Word list

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This list explains what the **bold** words in this document mean.



Behaviours of concern

Behaviours of concern are things someone does that might put:

- themselves in danger
- other people in danger.



Chemical restraint

When you use a chemical restraint, you use medicine to change how someone acts.



Environmental restraint

When you use an environmental restraint, you lock a:

- room or space so nobody can get in or out
- fridge or cupboard so nobody can open it and take anything out.

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Framework

A framework is a plan for how things should work.



Mechanical restraint

When you use a mechanical restraint, you might use equipment that stops someone moving.



Physical restraint

A physical restraint is when someone holds part of another person's body so they can't move.



Policies

A policy is a plan for how we should do things.

Policies are where rules come from.

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Prohibited

When something is prohibited, it is against the law.



Prohibited practices

Prohibited practices are actions that have a bad effect on a person's rights.

Prohibited practices are against the law.



Restraints

Restraints are ways to stop someone from doing what they are doing.



Restrictive practices

Restrictive practices are actions that stop people from:

- moving
- doing what they want.

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Rights

Rights are rules about how everyone should be treated fairly.



Seclusion

Seclusion is when you put someone alone in a room or a space and stop them from leaving.

Contact us



You can call us.

1300 679 332



You can email us.

Correspondence-DisabilityStrategy@det.nsw.edu.au



You can write to us.

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You can visit our website.

www.education.nsw.gov.au



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