

# NSW Department of Education

## Using restrictive practices less

### Easy Read policy

*this policy is not in force and this document is subject to change*



## How to use this policy



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

Policies are where rules come from.



The NSW Government Department of Education wrote this policy.

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



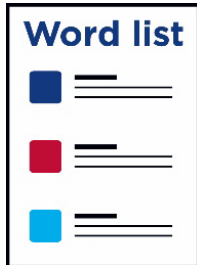
We have written this policy in an easy to read way.

We use pictures to explain some ideas.

**Bold**  
Not bold

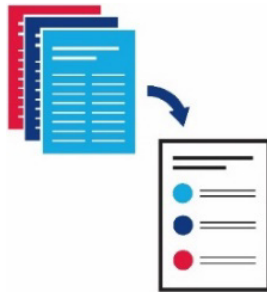
We have written some words in **bold**.

This means the letters are thicker and darker.



We explain what these words mean.

There is a list of these words on page 29.



This Easy Read policy is a summary of another policy.

This means it only includes the most important ideas.



You can find the other policy on our website.

[Restrictive Practices Policy](#)



You can ask for help to read this policy.

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

## What's in this policy?

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## What is this policy about?



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:



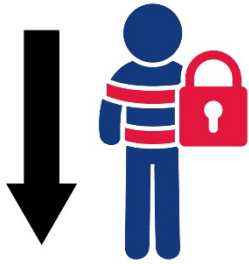
- new skills



- more about what they are interested in.



As part of this, we want to:



- use **restrictive practices** less



- stop using restrictive practices if we can.



Restrictive practices are actions that stop people from:

- moving
- doing what they want.

## What are restrictive practices?



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.



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

## Types of restrictive practices



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.





Restrictive practices also include **restraints**.



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



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

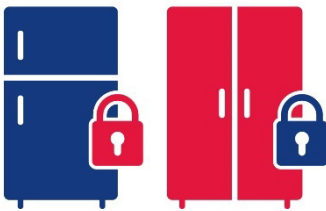


When you use a **chemical restraint**, you use medicine to change how someone acts.

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.

## Restrictive practices at school

### The laws that apply



We must follow different laws to keep everyone safe.



These laws have a list of things to think about if restrictive practices need to be used.

### Keeping everyone safe at school



Teachers must try to keep students safe.



Teachers might use restrictive practices.

For example, a teacher might lock a:

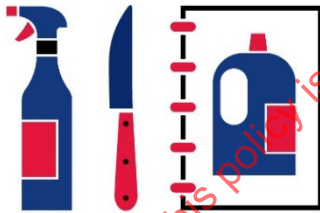


- cupboard



- room.

This can stop students touching things, like:



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



Teachers must make sure they are safe too.

## Physical restraints and seclusion at school

Sometimes teachers might need to use:



- physical restraints



- seclusion.

Teachers might use these restrictive practices in an **emergency** to keep:



- students safe



- other teachers safe.



An emergency is a dangerous situation that we don't expect to happen.

It can put your health and safety at risk.

But teachers shouldn't use these restrictive practices if it will hurt:



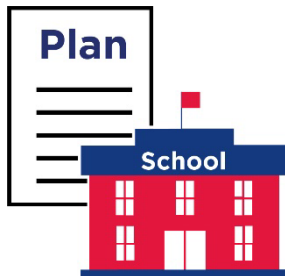
- them



- the student.



## When restrictive practices are planned



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

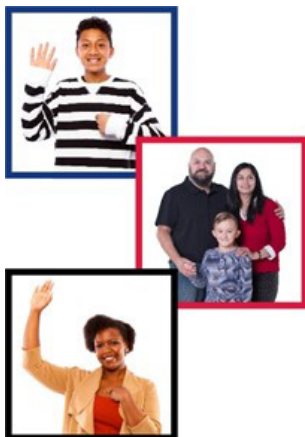
They must show they made these plans properly.



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



This includes decisions about using restrictive practices.



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.



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

## Consent



Teachers need **consent** to use restrictive practices.



When you give your consent, you say it is ok to do something.



Teachers must get consent from parents or carers.



Parents and carers must be told when restrictive practices are used on their child.

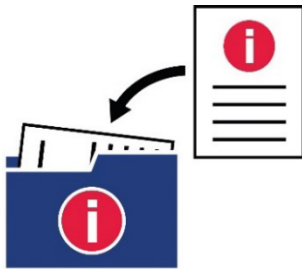
*This policy is not in force and this document is subject to change*

## Keeping track of restrictive practices

Schools should:

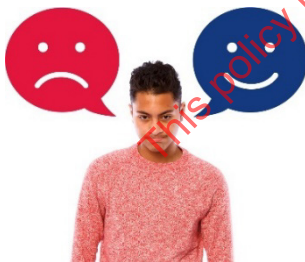


- record how they will use restrictive practices



- collect information about using restrictive practices.

This can help us know more about how:



- restrictive practices affect students



- to stop using restrictive practices.

## Prohibited practices



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.

## Types of prohibited practices



There are different prohibited practices.



**Denial of needs** is when you don't give someone basic things for day-to-day life.

You deny their needs.



For example, if you don't give someone food or water you deny their needs.





You might use restrictive practices to hurt someone if you think they've done something wrong.



We call this **discipline** or **punishment**.



When you use a **life-threatening restraint**, you do something that might put someone's life at risk.



For example, if you put pressure on someone's neck with your hands it can make it very hard for them to breathe.



If you plan to seclude someone it is also a prohibited practice.



If you use a chemical restraint without talking to a doctor first it is also a prohibited practice.

It is also a prohibited practice if you use restrictive practices without:



- talking to parents and carers first



- making a plan.

## What if a prohibited practice is used at school?



Teachers might know a prohibited practice has been used.

They might have:



- seen it happen



- been told about it.



A student who experiences a prohibited practice should tell a teacher.

If a teacher sees someone use a prohibited practice at school, they should:



- keep all the students safe



- tell the principal or another school leader.

The teacher should also:



- call an ambulance or the police if they need them

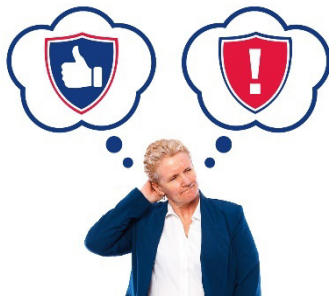


- call a hotline if they need to report it.

## What does the principal do?



The principal must tell the parents or carers what happened to their child.



The principal must decide if the child is at a high risk of being hurt.



The parents or carers might ask the principal for a meeting to talk about what happened.



The principal must tell our Professional and Ethical Standards (PES) team about the prohibited practice.



PES looks into problems they find out about in NSW public schools.



This includes when schools use prohibited practices.



The principal must call a hotline if a prohibited practice has been used.

The hotline helps NSW schools to:



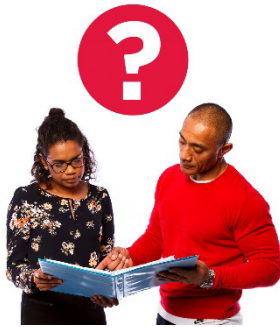
- talk to the police



- deal with serious problems.



## Looking at what happened



When someone uses a prohibited practice, we must look at what happened.



When we look at what happened, we:

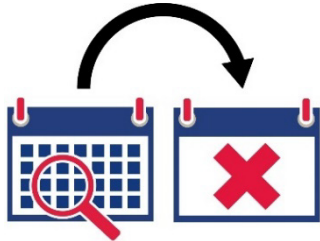
- look at the way the school planned how to use a restrictive practice



- work out if we need to change how we support the student

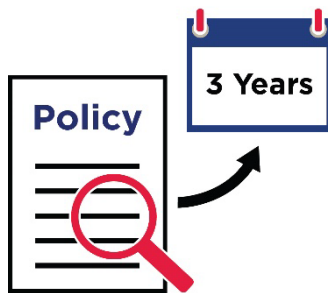


- work out if teachers need more training.



Looking at what happened can help stop prohibited practices from being used again.

## How will we make sure this policy works well?

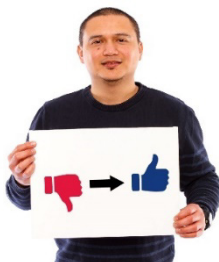


We will check this policy every 3 years.

We will check to make sure this policy:



- works well



- needs to be better.

## Word list

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



### **Chemical restraint**

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



### **Consent**

When you give your consent, you say it is ok to do something.

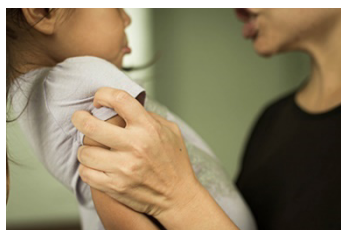


### **Denial of needs**

Denial of needs is when you don't give someone basic things for day-to-day life.



### **Discipline or punishment**



You might use restrictive practices to hurt someone if you think they've done something wrong.

We call this discipline or punishment.



## Emergency

An emergency is a dangerous situation that we don't expect to happen.

It can also put your health at risk.

## 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.



## Life-threatening restraint

When you use a life-threatening restraint, you do something that might put someone's life at risk.



## 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 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.



## 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.



## 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**



Behaviour Services

**(02) 7814 3809**



You can email us.

[Correspondence-DisabilityStrategy@det.nsw.edu.au](mailto:Correspondence-DisabilityStrategy@det.nsw.edu.au)



You can write to us.

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Sydney

NSW 2001



You can visit our website.

[www.education.nsw.gov.au](http://www.education.nsw.gov.au)



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