# NDIS Quality and Safeguards Commission

## Regulated Restrictive Practices with children and young people with disability

### **Easy Read guide**



## How to use this **guide**

|  |  |
| --- | --- |
| A group of people. There is a woman at the front of the group, she is holding a card that says "we". | The NDIS Quality and Safeguards Commission (NDIS Commission) wrote this guide.  When you see the word ‘we’, it means the NDIS Commission. |
| Easy Read logo | We wrote this guide in an easy to read way. We use pictures to explain some ideas. |
| Not bold  Bold | We have written some words in **bold**.  This means the letters are thicker and darker. We explain what these words mean. |
| Summary icon | This Easy Read guide is a summary of  another guide.  This means it only includes the most  important ideas. |
| NDIS Quality and Safeguards Commission logo and Website address icon | You can find the other guide on our website at [www.ndiscommission.gov.au/document/2741](http://www.ndiscommission.gov.au/document/2741) |
| A woman is helping a man read a document. | 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?

[About this guide 4](#_Toc73097538)

[What are rights? 6](#_Toc73097539)

[What are behaviours of concern? 8](#_Toc73097540)

[Who can help and how? 11](#_Toc73097541)

[What is behaviour support? 12](#_Toc73097542)

[What are regulated restrictive practices? 14](#_Toc73097543)

[What are prohibited practices? 17](#_Toc73097544)

[What is not a regulated restrictive practice? 18](#_Toc73097545)

[What are the Rules? 20](#_Toc73097546)

[Using regulated restrictive practices 22](#_Toc73097547)

[Who must follow the Rules? 24](#_Toc73097548)

[How to stop or use restrictive practices less 25](#_Toc73097549)

[For more information 26](#_Toc73097550)

## About this guide

|  |  |
| --- | --- |
| A family of 3 - a mother, father and a young boy. | This guide was written for children, young people and their families. It may also be  of interest to others. |
|  | This guide is about: |
| An elder teenage girls standing with a younger boy and girl. There is a rights icon. | * the rights of children and young people with disability |
| A teenage girl receiving counselling advice from a woman holding a clipboard. | * the role of positive behaviour support  in helping them |
| Restrictive practices icon - a person with some restraints and a lock. | * the use of **restrictive practices**. |
| Young boy pointing at himself with his other hand raised. There is a restrictive practices icon. There is also a rights icon and a cross. | Restrictive practices can take away children and young people’s rights. |
| Young boy holding a ping pong paddle sitting on a window ledge looking out the window. | They stop them from going places and doing what they want. |
| Teenage girl pointing at herself. There is also a safety icon. | Restrictive practices are sometimes used  to help keep children and young people safe. |
| Restrictive practices icon. There is also a risk icon and an exclamation mark in a triangle. | Restrictive practices can also have risks. |
| Teenage boy with his hand out signalling stop. | Restrictive practices must be used less and stopped whenever possible. |

## What are rights?

|  |  |
| --- | --- |
| An elder teenage girls standing with a younger boy and girl. There is a rights icon. | Rights are things that every child or young person should have.  They are things they should be able to do. |
|  | **For example, all children have the right to:** |
| Teenage girl pointing at herself. There is also a safety icon. | * be safe |
| A woman standing with a young girl. There is a thumbs up and a scales icon. | * be treated fairly |
| Two women shaking hands, with their other hand over their heart. | * be respected for who they are |
| Two adults and two young children in wheelchairs playing basketball. | * participate in activities. |
| Law icon. | **There are laws about the rights of children and young people.** |
| Rules and law icon. | **Laws are rules about how people should behave.** Everyone should follow the laws. |
| Woman shaking her finger signalling no. | People can get into trouble if they do not follow the laws. |

## What are behaviours of concern?

|  |  |
| --- | --- |
| A young boy threatening to punch his older brother. | Children and young people sometimes do things that put themselves or others in danger. |
|  | These are called **behaviours of concern**. |
|  | They may: |
| A young boy screaming at a young girl who is covering her ears. | * yell, hit, kick, bite, bang their head,  throw things or take things that  they shouldn’t |
| A teacher telling off a school boy in a locker area. | * get into trouble at school, home or with  the police |
| A man in a wheelchair looking through a wire fence at some people playing basketball. | * not get to go to certain places or do  certain activities. |

|  |  |
| --- | --- |
| Man with his hand raised asking a question. | There are many different reasons why behaviours of concern can happen. |
| Sad young girl sitting on a door step. | For example, children and young people  can have difficult times in their life. |
|  | They may: |
| A boy in a wheelchair a distance away from a group of school kids. | * not be getting what they need |
| A young boy with his hand covering his face. There is also a change icon. | * be going through lots of change |
| A young boy sitting on the floor hugging his knees. | * feel sad, scared, angry, confused,  worried or sick |
| Teenager sitting alone in a cafeteria holding their phone but looking away. | * find it hard to get along with others |
| Young boy sitting on the floor holding his teddy bear crying. An adult is turned away from him. | * feel like other people are not listening  to them. |
| A woman comforting a teenage girl who is very upset. | Children and young people may need some extra help at these times. |

## Who can help and how?

|  |  |
| --- | --- |
| A woman and her son in a parent teacher meeting. | Children and young people can get help from many people. |
| Woman talking to a teenage girl. | This includes their family, friends, teachers, carers and doctor.  It also includes their **behaviour  support practitioner**. |
| A teenage girl receiving counselling advice from a woman holding a clipboard. | **Behaviour support practitioners** help people to live their best life.  They do this by providing **behaviour support**. |

## What is behaviour support?

|  |  |
| --- | --- |
|  | **Behaviour support** involves: |
| A young boy and his parents at a parent teacher meeting. | * Everyone working together to help children and young people to live their best life. |
| Woman writing on a clipboard. There is an Interim Behaviour Support Plan icon. | * Finding ways to keep everyone safe.   This is written in an i**nterim behaviour support plan**. |
| Man shrugging. There is also a Functional Behaviour Assessment icon. | * Understanding what is happening and why.   This is called a **functional behaviour assessment**. |
| A teenage girl pointing at a clipboard that says Comprehension behaviour support plan. | * Meeting the child or young person’s needs and teaching them new skills.   This is written in a **comprehensive behaviour support plan**. |
| Restrictive practices icon with a cross. | * Using less or no **restrictive practices**  if possible. |
| Young boy pointing at himself | Restrictive practices stop children  and young people from doing what  they want.  They can take away their rights. |
| Two women laughing and baking in their home kitchen. | * Checking to make sure things are getting better. |

## What are regulated restrictive practices?

|  |  |
| --- | --- |
| Woman pointing at a restrictive practices icon and the number 5. | The NDIS Commission **regulates** five types  of restrictive practices. |
| Rules and law icon. | This means there are laws and rules about their use. We look at how they are used. |
|  | Regulated restrictive practices include: |
| Sad teenager sitting on his bed with his head leaning on his hands. | 1. **Seclusion**. This is when a child or young person is  in a room on their own and they are not allowed to leave. |
| Map of Australia. There is also a cross. | **NDIS providers** are not allowed to do this with children and young people in some states and territories. |
| A man pointing at himself, standing next to a service provider. There is also a NDIS plan and a dollar sign. | NDIS providers work with children and young people with disability. They are paid for by their NDIS plan. |
| Bottle of medicine and some pills. | 1. **Chemical restraint**. This is when medicine is used to change or stop a behaviour.   For example, a child taking medicine  to help them stop hurting themselves. |
| A young boy laying in bed. His arms are in splints. | 1. **Mechanical restraint**. This is when a device is used to stop  a behaviour.   For example, a child or young person wearing a splint to stop them biting themselves. |
| A hand grabbing a wrist. | 1. **Physical restraint**. This is when someone stops a child or young person from moving a part of their body.   For example, holding a young person’s arm to stop them from hitting another person. |
| Map of Australia with a cross. | NDIS providers are not allowed to use  certain types of physical restraint in  some states and territories. |
| Exclamation mark in a triangle. | These can be dangerous.  For example, holding a young person face down on the ground. |
| Locking a door. | 1. **Environmental restraint**. This is when a child or young person is stopped from having certain things, doing certain activities or going to certain places.   For example, locking a door to stop a child from going into their yard or bedroom. |

## What are prohibited practices?

|  |  |
| --- | --- |
| Young boy crouching on the stairs with a fist in the camera frame. There is also a cross. | Some things such as physically hurting a child or young person is never ok. |
| Woman with her hand out signalling stop. There is also a law icon. | This is **prohibited** by law.  This means that **NDIS Providers** are not allowed to do these things. |

## What is not a regulated restrictive practice?

|  |  |
| --- | --- |
| Man buckling his son up in the car seat. | Not all things that adults do to keep children and young people safe are regulated restrictive practices. |
|  | For example: |
| A father holding hands with his son. | * holding a child’s hand when they cross the road |
| Pulling open a cutlery drawer. | * putting dangerous things out of reach of young children, such as lighters and knives |
| A father helping his son fasten a bike helmet. | * making sure a child or young person wears a helmet when they ride their bike. |
| A group of 5 friends standing together. | These strategies are used with children and young people of a similar age. |
| A group of 7 young boys and girls sitting on a couch. | They are used with children both with and without disability. |
| Person with a band aid on their head and arm in a sling. | They are used to prevent injuries. |
| A young boy threatening to punch his older brother. | They are not used in response to behaviours of concern. |
| Regulations icon with a cross. | They are not regulated restrictive practices. |
| NDIS Quality and Safeguards Commission logo | They are not looked at by the NDIS Commission. |

## What are the Rules?

|  |  |
| --- | --- |
|  | There are Rules about: |
| Woman playing with a young child. | * how to work with children, young people and their families |
| A teenage girl receiving counselling advice from a woman holding a clipboard. | * who can provide behaviour support |
| Woman writing on a clipboard. There is also a behaviour support plan with a question mark. | * how behaviour support plans are written and what needs to be in them |
| Restrictive practices icon with a tick. | * the use of regulated restrictive practices |
| Man with his hand raised about to say something. There is also a report icon with an exclamation mark in a triangle. | * reporting. |
| Woman writing on a clipboard. There is also a clipboard with a restrictive practices icon with a tick. | For example, NDIS providers who use regulated restrictive practices or write behaviour support plans need to be **registered**. |
| Woman with her hand raised. There is also a rules icon with a tick. | This means they have been checked and approved. They have to follow the Rules. |

## Using regulated restrictive practices

|  |  |
| --- | --- |
|  | Regulated restrictive practices should: |
| Person with a band aid in their head and arm in a sling. There is also a risk icon. | * only be used if someone is at risk  of getting hurt |
| Woman pointing at herself with her other hand raised. There is also a safety icon. | * help keep everyone safe |
| Woman counselling a teenage boy. | * be used after trying other things first |
| Calendar and clock icon. | * be used for the shortest time possible |
| Man teaching a young man how to water a garden. | * be used less or stopped over time.  This may involve teaching children and young people new things or helping them  to join in activities. |
| 3 people in a meeting. There is also behaviour support plan. | * be included in a behaviour support plan.   This plan must be written with the child or young person, their family and other people who support them. |
| NDIS Quality and Safeguards Commission logo | A copy of the plan must also be given  to the NDIS Commission. |
| Woman writing on a clipboard. There is also an authorisation form with a tick. | * be authorised or approved for use  by an NDIS provider (if required).   This happens in different ways in each  state and territory. |
| Man with his hand raised. There is also a report icon with an exclamation mark in a triangle. | * be reported to us when used by  NDIS providers. |

## Who must follow the Rules?

|  |  |
| --- | --- |
| Rules icon with an arrow pointing towards a law icon. | Registered NDIS providers must follow the Rules when supporting children and young people with disability. These Rules are law. |
| Hospital icon with a speech bubble with a restrictive practices in it with a cross. | Services that are not paid for by the child or young person’s NDIS plan do not need to report  to us. The Rules do not apply to them. |
| Family of 5 with a speech bubble with a restrictive practices in it with a cross. | Families do not need to tell us about their use  of restrictive practices. |

## How to stop or use restrictive practices less

|  |  |
| --- | --- |
| A young boy pointing at himself with his other hand raised. There is a restrictive practices icon and also a rights icon with a cross. | Restrictive practices are sometimes used to help keep children and young people safe. However, they also take away their rights. They stop them from going places and doing what they want. |
| A young boy and his parents in a parent teacher meeting. | It is important that everyone works together to: |
| Teenage boy with his hand out signalling stop. | * use less or no restrictive practices if possible |
| A teenage boy sitting next to a young woman. He is trying to explain something to a woman sitting across from him. | * find other ways to meet children  and young people’s needs |
| A woman and her daughter arranging flowers in their home kitchen. | * help children and young people learn  new things and have the best life possible. |

## For more information

|  |  |
| --- | --- |
| A calendar icon that says Monday to Friday 9am to 5pm. | You can call the NDIS Quality and Safeguards Commission from 9am to 5pm, Monday to Friday.  **1800 035 544** |
| NDIS Quality and Safeguards Commission logo and Website address icon. | You can visit our website: [www.ndiscommission.gov.au](http://www.ndiscommission.gov.au) |
| Email icon. | You can email our national behaviour support team:  [behavioursupport@ndiscommission.gov.au](mailto:behavioursupport@ndiscommission.gov.au) |
| Email icon. | You can email the behaviour support team where  you live:   * [ACTBehaviourSupport@ndiscommission.gov.au](mailto:ACTBehaviourSupport@ndiscommission.gov.au) * [NSWBehaviourSupport@ndiscommission.gov.au](mailto:NSWBehaviourSupport@ndiscommission.gov.au) * [NTBehaviourSupport@ndiscommission.gov.au](mailto:NTBehaviourSupport@ndiscommission.gov.au) * [QLDBehaviourSupport@ndiscommission.gov.au](mailto:QLDBehaviourSupport@ndiscommission.gov.au) * [SABehaviourSupport@ndiscommission.gov.au](mailto:SABehaviourSupport@ndiscommission.gov.au) * [TASBehaviourSupport@ndiscommission.gov.au](mailto:TASBehaviourSupport@ndiscommission.gov.au) * [VICBehaviourSupport@ndiscommission.gov.au](mailto:VICBehaviourSupport@ndiscommission.gov.au) * [WABehaviourSupport@ndiscommission.gov.au](mailto:WABehaviourSupport@ndiscommission.gov.au) |
| Mailing address icon. | You can write to us:  NDIS Quality and Safeguards Commission  PO Box 210  Penrith  NSW 2750 |
| TTY icon. | TTY  **133 677** |
| Phone icon. | The National Relay Service  Speak and Listen  **1300 555 727**  SMS relay number  **0423 677 767** |
| Website address icon. | Internet relay calls  [internet-relay.nrscall.gov.au](https://internet-relay.nrscall.gov.au/) |

|  |  |
| --- | --- |
| Information icon from the Information Access Group logo. | The Information Access Group supported the NDIS Quality and Safeguards Commission to create this Easy Read document. We reviewed the Easy Read text developed by the NDIS Quality and Safeguards Commission and provided our recommendations. We developed the Easy Read images using stock photography and custom images. The images may not be reused without permission. For any enquiries about the images, please visit [www.informationaccessgroup.com](http://www.informationaccessgroup.com).  Quote job number 4054-B |