# NDIS Quality and Safeguards Commission

## Regulated Restrictive Practices

### **Easy Read guide**



## How to use this **guide**

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| 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/2236](http://www.ndiscommission.gov.au/document/2236) |
| 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. |

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## About this guide

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| NDIS logo. | This guide was written for **participants** of the **National Disability Insurance Scheme (NDIS)** and other people supporting them. |
| A group of people pointing at themselves with their other hand raised. There is also an Australian Government icon. | **The NDIS is a way the Australian Government supports people with disability.** |
| A group of people pointing at themselves with their other hand raised. | Participants are people with disability who take part in the NDIS. |

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|  | This guide is about: |
| Woman pointing at herself with her other hand raised. There is also a rights icon. | * the rights of people with disability |
| A woman comforting a teenage girl. | * the role of positive behaviour support  in helping you |
| A person icon with restraints and a lock. | * the use of **restrictive practices**. |
| Man with thumbs down. There is a person icon with restraints and a lock. There is also a rights icon with a cross on it. | Restrictive practices can take away your rights. |
| A hand grabbing a person's wrist. | They stop you from going places and doing  what you want. |
| A man pointing at himself with his other hand raised. There is a safety icon. | Restrictive practices are sometimes used  to help keep you safe. |
| A person icon with restraints and a lock. There is also a risk icon with an exclamation mark. | Restrictive practices can also have risks. |
| A person icon with restraints and a lock. There is also a cross. | Restrictive practices must be used less  and stopped whenever possible. |

## What are rights?

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| A man pointing at himself with his other hand raised pointing at a rights icon. | Rights are things that every person should have. | |
|  | **For example, you have the right to:** | |
| A woman pointing at herself with her other hand raised. There is also a safety icon. | * be safe | |
| A woman has her arm on a young man's shoulder. Above them is a scales icon and a thumbs up symbol. | | * be treated fairly |
| Two women shaking hands with their hands over their hearts. | | * be respected for who you are |
| A personal trainer helping a man and a woman in wheelchairs lifting weights. | | * participate in activities. |
| Woman pointing at herself. There is a Law icon with an arrow pointing to a Rights icon. | | **There are laws to protect your rights.** |
| Woman with her hand raised. There is a rules icon with a tick. | | **Laws are rules about how people should  behave. Everyone should follow the laws.** |
| Woman shaking her finger saying "No". | | **People can get into trouble if they do not  follow the laws.** |

## What is a behaviour of concern?

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|  | A **behaviour of concern** is something that can cause harm to you or to the people around you.  It can be something you say or do. |
|  | For example: |
| Teenager about to smash a laptop. | * breaking something |
| Man about the punch another man. | * hitting someone |
| A man screaming with his hands hitting his head. | * hitting yourself |
| A teenage girl yelling at her mother. | * yelling at someone. |
| A very sad man sitting on a couch. | Behaviours of concern can happen for many reasons. They can happen when things are not going well in your life or your needs are not  being met. |
|  | For example: |
| A woman frowning with her hands on her head. | * if you are feeling unhappy, sad, scared, angry, confused, worried or sick |
| Woman with her hand on her head. There is a thought bubble with a change icon. | * when there are lots of changes in your life |
| A woman ignoring a man who is trying to talk to her. | * when you are misunderstood or not listened to. |

## What is behaviour support?

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|  | Behaviour support involves: |
| Three people sitting on a couch having a conversation. | * Working closely with you, your family and other people to help you live your best life. |
| A woman writing on a clipboard. There is also an Interim Behaviour Support Plan icon. | * Finding ways to keep everyone safe.   This is written in an **interim behaviour support plan**. |
| A man shrugging. There is also a  Functional behaviour assessment icon. | * Understanding what is happening and why.   This is called a **functional behaviour assessment**. |
| Building a ramp on top of stairs. There is a wheelchair on the ramp. | * Making changes to your environment to meet your needs. |
| Woman pointing to a clipboard that says "Comprehensive behaviour support plan". | * Teaching you new skills and ways to  cope when things are not going well.  This is written in a **comprehensive behaviour support plan**. |
| A person icon with restraints and a lock. There is also a cross. | * Using less or no **restrictive practices**  if possible.   Restrictive practices stop you from  doing what you want and can take  away your rights. |
| Two women laughing while baking in their home kitchen. | * Checking to make sure things are getting better for you. |

## Who can write behaviour support plans?

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| Woman writing on a clipboard. | People who write behaviour support plans  are called **behaviour support practitioners**. |
| Woman talking to a teenage girl. | A behaviour support practitioner can help you to live your best life. They help by providing **behaviour support**. |
| A woman sitting with a man and a teenage girl. The woman is typing on a laptop. | They will write the plan with you, your family  and other people who support you. |
| A woman and her teenage daughter in a meeting with her teacher. | For example, your teachers, support workers  and even your doctor. |

## What are regulated restrictive practices?

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| A woman pointing at a restrictive practices icon with the number 5. | The NDIS Commission **regulates** five types  of restrictive practices. |
| Rules and a law icon. | This means there are laws and rules about  their use. We look at how they are used. |
|  | They include: |
| A man looking out a window. | 1. Seclusion |
| A bottle of medicine and some pills. | 1. Chemical restraint |
| A soft helmet. | 1. Mechanical restraint |
| A hand grabbing a wrist. | 1. Physical restraint |
| Locking a door. | 1. Environmental restraint. |
|  | These are explained in more detail on the following pages. |

### What is seclusion?

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|  | This is when you are in a room alone and you are not allowed to leave. |
| A man looking out a window. | For example, being made to stay in a room on your own. |

### What is chemical restraint?

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|  | This is when you are given medicine to change or stop a behaviour. | |
| A bottle of medicine and some pills. | For example, taking medicine to help stop you from hurting yourself. | |
| A nurse giving a man some medication. There is a cross above them. | This does not include any regular medicine you might be given by your doctor for things not related to behaviour. | |
| A doctor giving a woman some medication. | | For example, it is not chemical restraint if your doctor gives you medicine to help you get better from a cold or flu. |

### What is mechanical restraint?

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|  | This is when a device or equipment is used to stop a behaviour. |
|  | For example: |
| A soft helmet. | * Putting on a helmet to stop you from hurting your head if you are banging it on a wall. |
| A man in a body suit. | * Wearing certain clothing such as a body suit to stop you from picking your skin  and hurting yourself. |
| A broken arm in a cast. | This does not include devices or equipment that support your body or help your body to heal.  For example, wearing a cast to help your arm  heal from a fracture. |

### What is physical restraint?

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|  | This is when someone stops you from moving  a part of your body to stop a behaviour. |
| Man grabbing a young girl's wrist with his other hand pointing. | For example, if someone holds your arm down to stop you from hitting yourself. |
| Woman helping a blind man cross a road. There is a cross. | Physical restraint does not include someone holding a part of your body to help you with an activity. |
| Man helping his father get dressed. | For example, someone holding out your arm  to help you get dressed. |

### What is environmental restraint?

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|  | Environmental restraint is when you are stopped from: |
| Child lock on a cupboard. | * having certain things |
| A man in a wheelchair looking through a wire fence at a group of people playing basketball. | * doing certain activities |
| Person going through a door icon. There is a cross. | * going to certain places in your home  or in the community. |

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|  | For example, if someone: |
| Trying to open a fridge but it has a chain lock around it. | * locks the fridge to stop you from eating  too much food |
| Man locking a door. | * locks the front door to stop you from leaving your home. |
| A door with a safety icon and a moon and stars. | Locking the front door at night for safety is not  an environmental restraint, as long you can still leave if you wanted to. |

## What happens when an environmental restraint is in place for someone else?

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| Two people sitting on a couch arguing. | It can be hard if you live with someone who needs environmental restraint. |
| Locking a door. | For example, your front door may need to  be locked to protect someone you live with. |
| Man giving some keys and some papers to another man. | But your **NDIS providers** need to make sure you can still leave when you want to. |
| A man pointing at himself standing with his service provider. There is also a NDIS plan icon with a dollar sign. | NDIS providers include any services that are paid for by a person’s NDIS plan. |

## What is a prohibited practice?

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| Woman with her hand out signalling stop. There is also a law icon. | Some things are never ok.  They are **prohibited** by law. These laws can  be different in each state and territory.  Prohibited means that NDIS providers are  not allowed to do these things. |
|  | Some examples of prohibited practices are: |
| A man sitting facing away and looking down. | * something done to punish you |
| Graduation cap, a bottle of medication and some pills. There is also a cross. | * taking away your basic needs and supports |
| Person with a band aid on their head and arm in a sling. | * using too much pressure that causes you physical injury or pain. |

## What are the Rules?

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| Restrictive practices icon with a cross and rules icon. | There are Rules about the use of regulated restrictive practices. |
|  | The Rules say that regulated restrictive  practices should: |
| Person with a band aid on their head and arm in a sling. There is also a risk icon. | * only be used if you or others are at risk of getting hurt |
| Man pointing at himself with this other hand raised. There is also a safe icon. | * help keep everyone safe |
| Woman trying to talk to a teenage boy. | * be used after trying other things first |
| Calendar icon with a clock. | * be used for the shortest time possible |
| A man teaching another man about how to water a garden. | * be used less or stopped over time.  This may involve teaching you new things or helping you to join in activities. |
| 3 people in a meeting. There is also a behaviour support plan icon. | * be included in your behaviour support plan. This plan must be written with you, your family and other people who support you. |
| NDIS Quality and Safeguards Commission logo | A copy of the plan must also be given to the NDIS Commission. |
| A woman writing on a clipboard. there is also an authorisation form icon 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. |
| A man with his hand raised. There is a report icon with an exclamation mark in a triangle. | * be reported to us when used by  NDIS providers. |

## Who must follow the Rules?

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| Woman writing on a clipboard. There is also a clipboard icon above her with a restrictive practices icon on it and a tick. | **NDIS providers who use regulated restrictive practices or write behaviour support plans need to be registered.** |
| Woman pointing at herself with her other hand raised. There is also a rules icon with a tick on it. | This means they have been checked and approved.  They have to follow the Rules. |
| A hospital icon with a speech bubble that has a restrictive practices icon and a cross in it. | Services that are not paid for by your NDIS plan do not need to report to us. The Rules do not apply to them. |
| A family of 5. There is also a speech bubble that has a restrictive practices icon and a cross in it. | Families do not need to tell us about their use  of restrictive practices. |

## What are important points about the use of restrictive practices?

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| A man holding his head. | Restrictive practices can be upsetting and should only be used for serious behaviours of concern. |
| A man standing with his service provider. There is a safety icon above them. | NDIS providers who support you need to be  well trained when using a restrictive practice. They need to make sure you are safe. |
| Man with his hand raised, he is about to say something. | You should always have a say about any restrictive practice that is in your plan. |
| Woman explaining a document to a man. | The reason for a restrictive practice should  be explained to you before it is used. |

## How to stop or use restrictive practices less

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| Man with his thumbs down. There is a restrictive practices icon, and a rights icon with a cross on it. | Restrictive practices are sometimes used to help keep you safe. However, they also take away your rights. They stop you from going places and doing what you want. |
|  | It is important that everyone works together to: |
| A woman holding up her hand to say stop. | * use less or no restrictive practices  whenever possible |
| Man talking to a teenage girl. | * find other ways to meet your needs |
| Two women arranging flowers on a kitchen bench. | * help you learn new things and have the  best life possible. |

## Asking questions

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|  | If you have more questions about restrictive practices, you can talk to your: |
| A group of NDIS providers with a clipboard with a tick on it above them. | * NDIS provider |
| Woman writing on a clipboard. | * behaviour support practitioner. |
|  | You can ask them questions such as: |
| Man thinking about restrictive practices with a question mark. | * Why do I have a restrictive practice in my behaviour support plan? |
| Woman thinking with a question mark. | * When will a restrictive practice be used and how? |
| Woman explaining document to a man. There is a restrictive practices and safety icon. | * How will you keep me safe when using  a restrictive practice? |
| Man with his hand out signalling stop. There is a calendar with a clock icon. | * How will you stop or use a restrictive practice less over time? |
| A man pointing at himself. There is a behaviour support plan with a question mark on it. | * Does my behaviour support plan tell you who I am and what my needs are? |
| NDIS Quality and Safeguards Commission logo | You can also contact the NDIS Commission if you have any questions about a restrictive practice. |

## For more information

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| 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/) |

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