

## PARENTS/CARERS SUPPORT TOOLKIT

# Using restrictive practices at school

For students with disability and/or additional learning and support needs at school.

This toolkit belongs to:

\_\_\_\_\_  
Your name

\_\_\_\_\_  
Your child/children's name

\_\_\_\_\_  
Contact details and best time to contact you (e.g. by email or phone between 9am-2pm)

\_\_\_\_\_  
Best way to contact the school (Ask the school to provide staff member and contact details)

Ask your child's school to make a copy of this so they can contact you easily.



# Your toolkit

The NSW Department of Education has put together this toolkit to help you understand your child's school journey.

You can use this toolkit by itself, or in combination with other resources, such as the Parents/Carers Support Toolkit for students with disability and/or additional learning and support needs at school.

## What's inside this toolkit



### 1. The journey

These are the key steps in the process that you and your child's school will plan for together.



### 2. Helpful topics

Some suggestions that you can talk about with your child's school, including a template to help you prepare.



### 3. Conversation times

When and why you should talk to the school.



### 4. Your child's team

All the people who are working together to support your child.



### 5. School meeting planner

A template to help you keep track of conversations and meetings with the school.

## Privacy Notice

Please read before sharing your information with your child's school.

- The school will use this information to better understand your child's situation and learning needs to enable the school and family to effectively work together to establish and support learning and development.
- Provision of this information is voluntary.
- The school might share this information with other relevant staff within the school for the purpose of better supporting your child.
- You have the right to access and correct the information you provide. If you wish to do so, please contact the school principal.



# 1. The journey

Every journey is different, and your child's school will be here to support you. These are the main steps you can expect.



## Step 1: Conversations

Have open conversations with the school. You can introduce your child and tell their story. The school will talk about what they can do to support your child and how you can work together to meet their needs.



## Step 2: Options

Once the school understands your child's needs, they will work out the best way to support your child, with your help, and set goals for them. If your child needs a higher level of support, the school will talk to you about what options could be available. This may include applying for extra resources.



## Step 3: Review

The school will set up the support for your child and regularly review their progress with you.

### Your questions:

E.g. How long will it take for step 2? Who will contact me?



## 2. Helpful topics

Here are some things you can talk about with your child's school.



### Your child's story

- Your family, home and culture
- Your child's strengths and interests
- Your child's needs and what's worked in the past



### What we need to work on together

- Your top 3 concerns
- Goals for your child and how we can reach them together
- The personalised learning and support process for your child
- Planning for any restricted practices, if they have been recommended by an external medical practitioner, allied health professional or external behaviour support practitioner



### How our school can support your child

- Our school's approach to planning and using restrictive practices
- School staff and teachers that will support your child
- Connecting with additional support, such as Aboriginal support workers where applicable
- School facilities that your child can access to support their learning



### How we will work together

- Introduction to your child's team
- How we will be in contact
- What to expect next and timeframes

### Your questions:



## 2. Helpful topics

You can fill in this template to help prepare for your discussions.

Your name



### Your child's story:

Your family, home and culture

Your child's strengths and interests

Your child's needs and what's worked in the past

### Tip: How restrictive practices are different at school



The rules about restrictive practices in public schools and preschools differ from some other settings like hospitals or disability support services. We also use some different words to talk about restrictive practices compared to services such as the NDIS.

In schools, we document how to support the health, safety and wellbeing of students. Restrictive practices in schools do not need to be authorised by a Restrictive Practices Authorisation (RPA) Panel, but your consent is still needed to use restrictive practices with your child, unless it is an emergency or crisis. Some practices that would not need authorisation in other settings may be treated as restrictive practices in schools.



## 2. Helpful topics

You can fill in this template to help prepare for your discussions.



### How our school can support:

**Our school's approach to supporting students with disability, including the use of restrictive practice**

**School staff and teachers that will support your child**

**School facilities that your child can access to support their learning**



### What we need to work on together:

**Your top 3 concerns**

**Goals for your child and how we can reach them together**

**The personalised learning and support process for your child**

**Planning for any restrictive practices, recommended by an external medical practitioner or specialist allied health professional**



## 2. Helpful topics

You can fill in this template to help prepare for your discussions.



### How we will work together:

Your child's team

How we will be in contact

What to expect next and timeframes

**Tip:** Schools can only use restrictive practices with your consent, except in an emergency or crisis. You can give your consent by sending an email or a letter to the school, or by telling a school staff member that you consent during the planning process. You can also withdraw your consent to use restrictive practices at any time by notifying the school.



The Restrictive Practices policy is not in force and this document is subject to change



## 3. Conversation times

Regular discussions will help the school understand your child's needs as they grow.



### Changes for your child

It is important to notify your child's school if:

- Your child's medical or support needs have changed
- Your child is upset about something at school
- You have had changes to your family or your home environment



### Changes at school

Understanding and responding to changes is important for you, your child and the school. A conversation should occur if:

- Your child has a new teacher or support staff
- You are planning for the next stage in your child's education
- You feel that the school isn't meeting your child's need

**Tip:** Even if nothing has changed, schools must review the use of restrictive practices at least every 12 months.

This review will include a discussion with you, and we may need new evidence from any professionals who recommended or prescribed the use of a restrictive practice.

In this discussion, we will consider whether there are less restrictive ways that we could meet your child's support needs.



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## 4. Your child's team

Please sign below if you plan to share third party contact details

I, \_\_\_\_\_ acknowledge that I have the authority to provide the information of third party/ies to the department.

Name:



**For you to fill in:** People that I need my child's school to know about (e.g. family, medical support)



**For the school to fill in:**  
People who support my child's needs at school



## 5. School meeting planner

This template is to help you keep track of your conversations and meetings with the school. Ask your child's school what medical or other reports you need to provide during these conversations, such as reports and/or letters from a doctor or other medical or health professionals.

Meeting 1	Date: Time:
<p><b>Meeting purpose:</b></p> <p><b>Who will be there:</b></p> <p><b>Notes and next steps:</b></p>	

Meeting 2	Date: Time:
<p><b>Meeting purpose:</b></p> <p><b>Who will be there:</b></p> <p><b>Notes and next steps:</b></p>	



## 5. School meeting planner

Meeting 3	Date: Time:
<p><b>Meeting purpose:</b></p> <p><b>Who will be there:</b></p> <p><b>Notes and next steps:</b></p>	

Meeting 4	Date: Time:
<p><b>Meeting purpose:</b></p> <p><b>Who will be there:</b></p> <p><b>Notes and next steps:</b></p>	



## 5. School meeting planner

### Meeting 5

Date:

Time:

Meeting purpose:

Who will be there:

Notes and next steps:

### Meeting 6

Date:

Time:

Meeting purpose:

Who will be there:

Notes and next steps:

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# Thank you

This toolkit was created by the Disability Strategy team at the Department of Education.

If you have specific concerns or believe the department guidelines and policies are not being followed, you can raise this in person, by email, over the telephone or by letter to your child's school. There is more information available on how to make a complaint on the department's [website](#).

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