








Summary of changes to Restrictive Practices Policy and Procedures

Changes made in October 2022 – January 2023, to the documents released in October 2022



Major change	Document reference
 <p>Further clarity on whole of school planning within the Environmental Restraints Planning Procedures.</p> <ul style="list-style-type: none"> • Additional section in the Environmental Restraints Planning Procedures for new school builds • Clarity on how to use the Restrictive Practices Planning Checklist for whole-school planning 	<p>Environmental Restraints Planning Procedures - Section 2.1.5</p>
 <p>Updates to the Restrictive Practices Planning Checklist</p> <ul style="list-style-type: none"> • New section to support whole school planning for environmental restraints • Step-by-step guidance and support for schools for whole school planning for environmental restraints 	<p>Restrictive Practices Planning Checklist - Section 2</p>
 <p>Revised definition of chemical restraint</p> <ul style="list-style-type: none"> • Updated definition now clarifies when planning is required for chemical restraints. 	<p>Restrictive Practices Framework - Page 7</p>
 <p>New resource developed for staff to clarify appropriate actions during emergency and crisis situations</p> <ul style="list-style-type: none"> • The poster communicates that staff should trust their instincts to keep students safe • The resource clarifies that the use of a restrictive practice in an emergency or crisis does not need to be recommended by an external behaviour support practitioner 	<p>Using restrictive practices in an emergency or crisis - poster</p>
 <p>New resources developed to support and encourage students and teachers to have conversations around the use of restrictive practices at school.</p> <p>Resources include:</p> <ul style="list-style-type: none"> • Information fact sheet for high school students • Social narratives explaining the types and use of restrictive practices • Teacher Resource on the use of social narratives 	<p>Restrictive practices: Information for High School Students</p> <p>Teacher Resource: Social narratives for restrictive practices</p> <p>Social narratives</p>
 <p>Further clarity on how and where to appropriately record evidence of restrictive practices</p> <ul style="list-style-type: none"> • Examples of the types of planning documents could be used to record restrictive practices • Examples of appropriately planning and recording evidence 	<p>Recording evidence of restrictive practices</p>
 <p>Clarity on who has authority to prescribe restrictive practices</p> <ul style="list-style-type: none"> • School-based allied health professionals are considered external professionals and can prescribe appropriate restrictive practices 	<p>Quick Reference Guide for School Leaders - Section 4.1</p>



Summary of changes to Restrictive Practices Policy and Procedures



Changes made in June – September 2022, to the documents released in February 2022

	Major change	Document reference
	<p>Adjustments to language throughout the documents</p> <ul style="list-style-type: none"> • Definitions simplified to reflect the use of restrictive practices in a school context • Reduced duplication across documents 	<p>Changes made throughout Framework, Policy and Procedures</p>
	<p>Clarification on who is able to recommend or prescribe restrictive practices</p> <ul style="list-style-type: none"> • Restrictive practices can be recommended or prescribed by external medical practitioners, allied health professionals or external behaviour support practitioners • Clarification is specified for each category of restrictive practice throughout 	<p>Restrictive Practices Policy - Section 1.5.3</p> <p>Planning Procedures – Section 2.4</p> <p>Restrictive Practices Planning and Consent form</p>
	<p>Guidance on whole school planning</p> <ul style="list-style-type: none"> • Capacity for schools to include restrictive practices in whole school plans 	<p>Planning Procedures - Section 2.4.3</p>
	<p>Clarity on emergency or crisis</p> <ul style="list-style-type: none"> • Appropriate use of physical restraint or seclusion • Emergency or crisis response planning • Risk includes physical and psychological harm 	<p>Planning Procedures Section 2.4.4</p>
	<p>Clarity on reporting requirements for all staff for emergency or crisis responses</p> <ul style="list-style-type: none"> • 'Reporting the use of restrictive practices where it is not included as a crisis response in a student plan or used outside of plan' 	<p>Restrictive Practices Policy Section 4.1.3 and 4.1.4 and 4.2.1</p>
	<p>Clarity on reporting requirements for inappropriate use of restrictive practices and prohibited practices</p> <ul style="list-style-type: none"> • Principals must report to PES, when needed, in consultation with the PES Reporting Guide 	<p>Restrictive Practices Policy Section 4.1.5 and 4.1.6</p>
	<p>Clarity on record keeping requirements for students planning</p> <ul style="list-style-type: none"> • Schools must have evidence that the use of restrictive practices has been planned, consulted and consented to. 	<p>Planning Procedures Section 2.3.3</p>
	<p>Clarity on when to use the Restrictive Practices Planning Checklist</p> <ul style="list-style-type: none"> • Checklist is a support and does not have to be completed (except for environmental restraints) 	<p>Planning Procedures Section 2.4.7</p>