NDIS Quality and Safeguards Commission

ASID 2025:
Talking about Restrictive Practices

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NDIS Quality and Safeguards Commission
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Acknowledgement of Country

The NDIS Quality and Safeguards Commission acknowledges the traditional custodians of the lands upon which we work.

We pay our respects to elders past and present and we thank all Aboriginal and Torres Strait Islander people who share their knowledge of Country and culture with us so that we can work together to shape culturally appropriate services for a more inclusive society.

> Artwork by Presten Warren, a proud Wirangu, Dieri, Kokatha, Mirning, Arabana man from Port Lincoln in South Australia

Role of the NDIS Commission

NDIS Quality and Safeguards Commission

- Committed to upholding human rights
- Work with people with disability to improve the quality and safety of NDIS supports and services.
- We register and regulate NDIS providers (but are not the NDIA)
- Have oversight of behaviour support and restrictive practices.

Restrictive Practices

'Any practice or intervention that has the effect of restricting the rights or freedom of movement of a person with disability'.

(NDIS Act 2013)

Chemical Restraint

When medicine is used to help stop a person's behaviour.

For example, to help stop someone from hurting themself.

Environmental Restraint

When a person is stopped from:

- having or doing certain things
- going to certain places in their home or in the community.

For example, when a person is not alone but a door is locked to stop them from going out.

Physical Restraint

When someone holds a person or part of their body so they cannot move freely. They hold the person to stop a behaviour.

Mechanical Restraint

When a device or piece of equipment is used to stop a person's behaviour. It can make it hard for them to move.

For example, an arm strap to stop someone from hitting themself.

Seclusion

When a person is in a room or place alone and is not allowed to leave. For example, they might be in a locked room. They might be told they cannot leave even if the door is open.

Restrictive Practices

and

Last resort for Safety

Rights

Overview

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1. Project Background
2. What we did
3. Why we did it
4. What we made
5. What we learned

Project Background

- People with disability have a right to have:
  - A say in matters that affect them
  - Accessible information.
- Good consultation is the foundation of quality behaviour support. But this doesn't always happen.

BSP Review Findings (2023 & 2024)

Less than ¼

Of participants were provided with accessible information about the intention to include regulated restrictive practices in their behaviour support plan.

Talking about Restrictive Practices

Resources to support meaningful conversations between NDIS behaviour support practitioners and NDIS participants about restrictive practices.

What we did

We worked with:

- People with disability
- NDIS providers
- Peak Bodies
- The Senior Practitioners Leadership Group
- Council for Intellectual Disability

To shape the words, pictures, design, and flow of the resources.

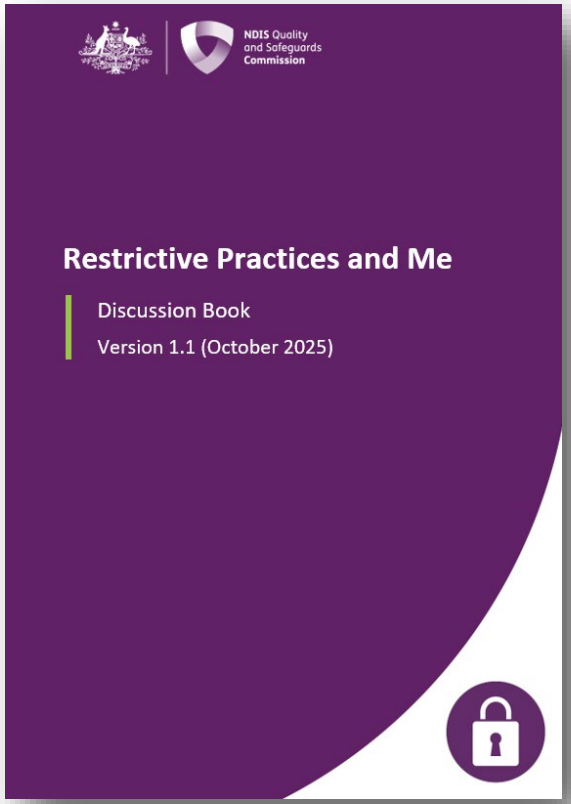
What we made

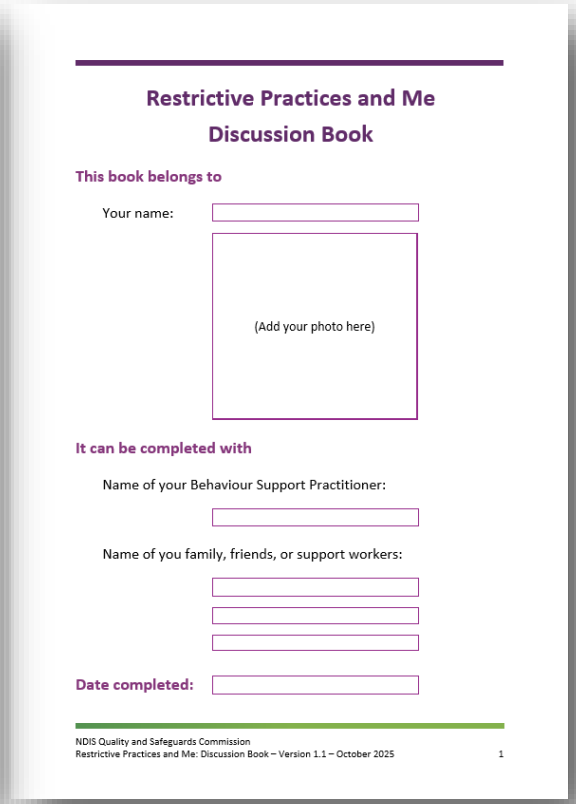
- A suite of resources called ***'Restrictive Practices and Me'***

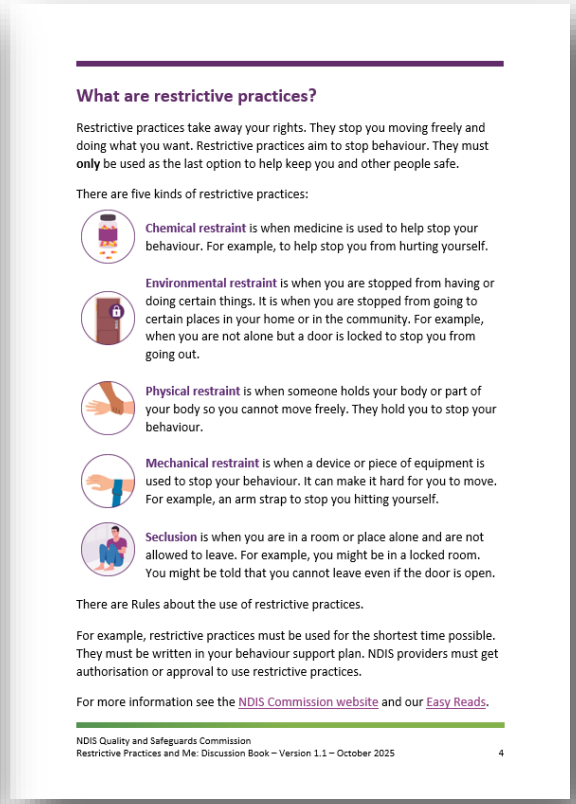
- To start a conversation
- Provide accessible information
- Help people to have a say
- Support the reduction and elimination of restrictive practices.

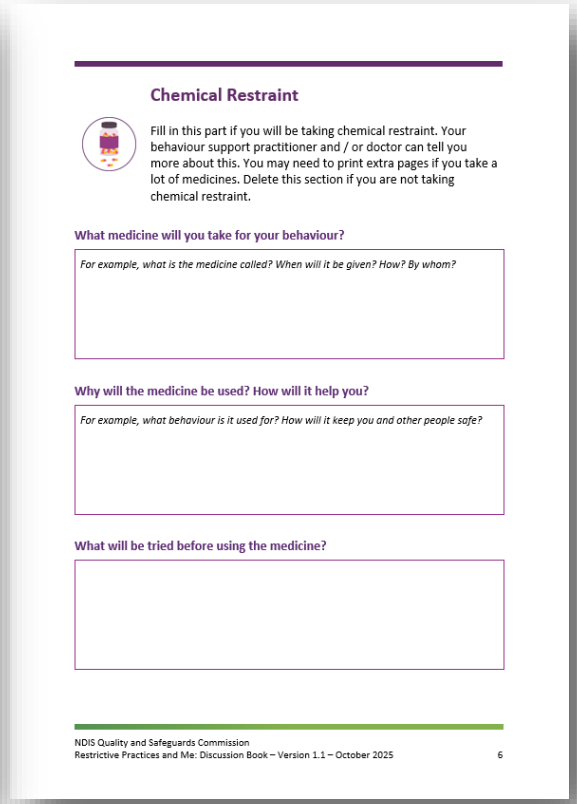
1) Plain English Discussion Book

Sample pages



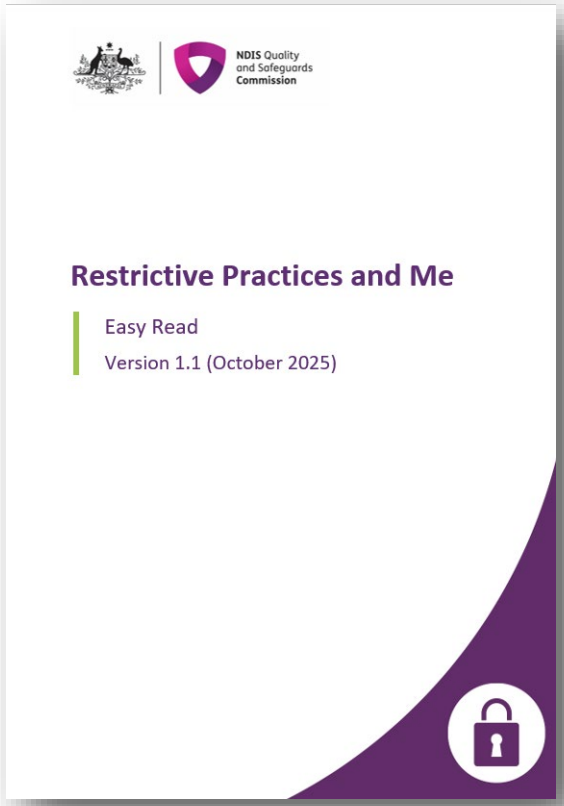






2) Easy Read Discussion Book

Sample pages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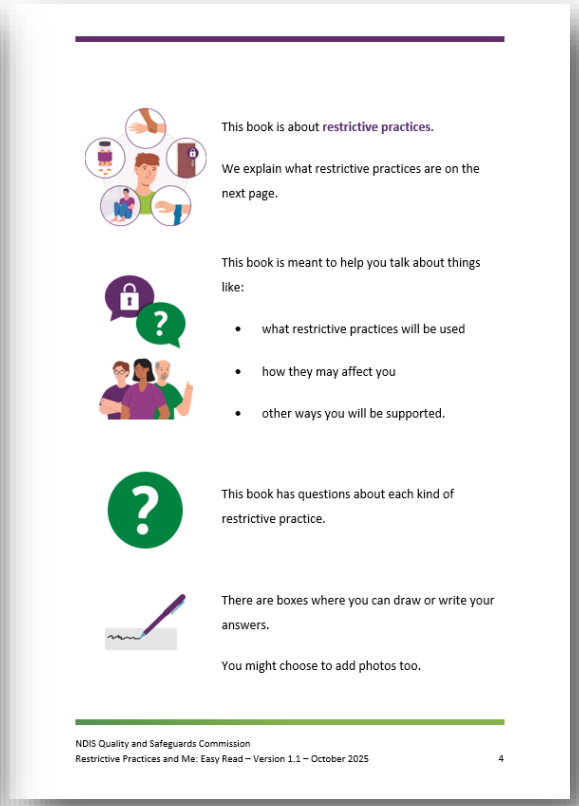
Restrictive Practices and Me

Easy Read

Version 1.1 (October 2025)



This book is about **restrictive practices.**

We explain what restrictive practices are on the next page.

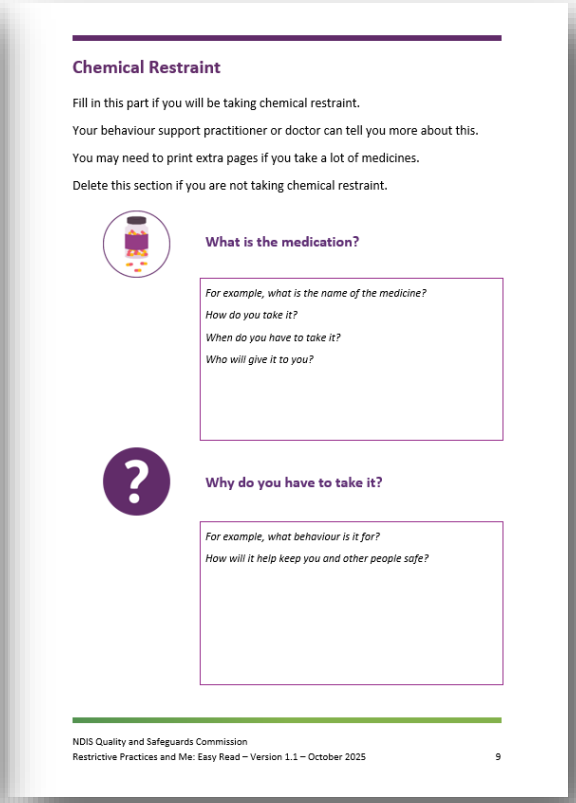
This book is meant to help you talk about things like:

- what restrictive practices will be used
- how they may affect you
- other ways you will be supported.

This book has questions about each kind of restrictive practice.

There are boxes where you can draw or write your answers.

You might choose to add photos too.


Chemical Restraint

Fill in this part if you will be taking chemical restraint.

Your behaviour support practitioner or doctor can tell you more about this.

You may need to print extra pages if you take a lot of medicines.

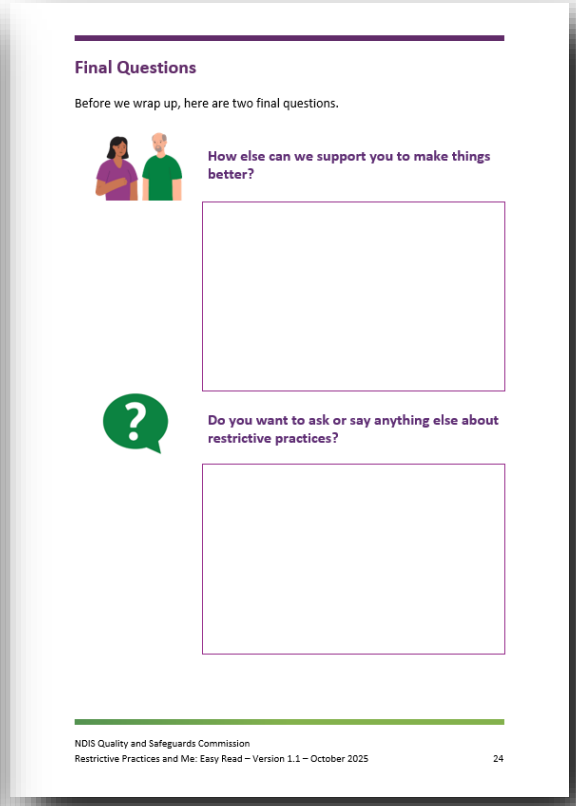
Delete this section if you are not taking chemical restraint.

What is the medication?

For example, what is the name of the medicine?
How do you take it?
When do you have to take it?
Who will give it to you?

Why do you have to take it?

For example, what behaviour is it for?
How will it help keep you and other people safe?


Final Questions

Before we wrap up, here are two final questions.

How else can we support you to make things better?

Do you want to ask or say anything else about restrictive practices?

3) Tip sheet

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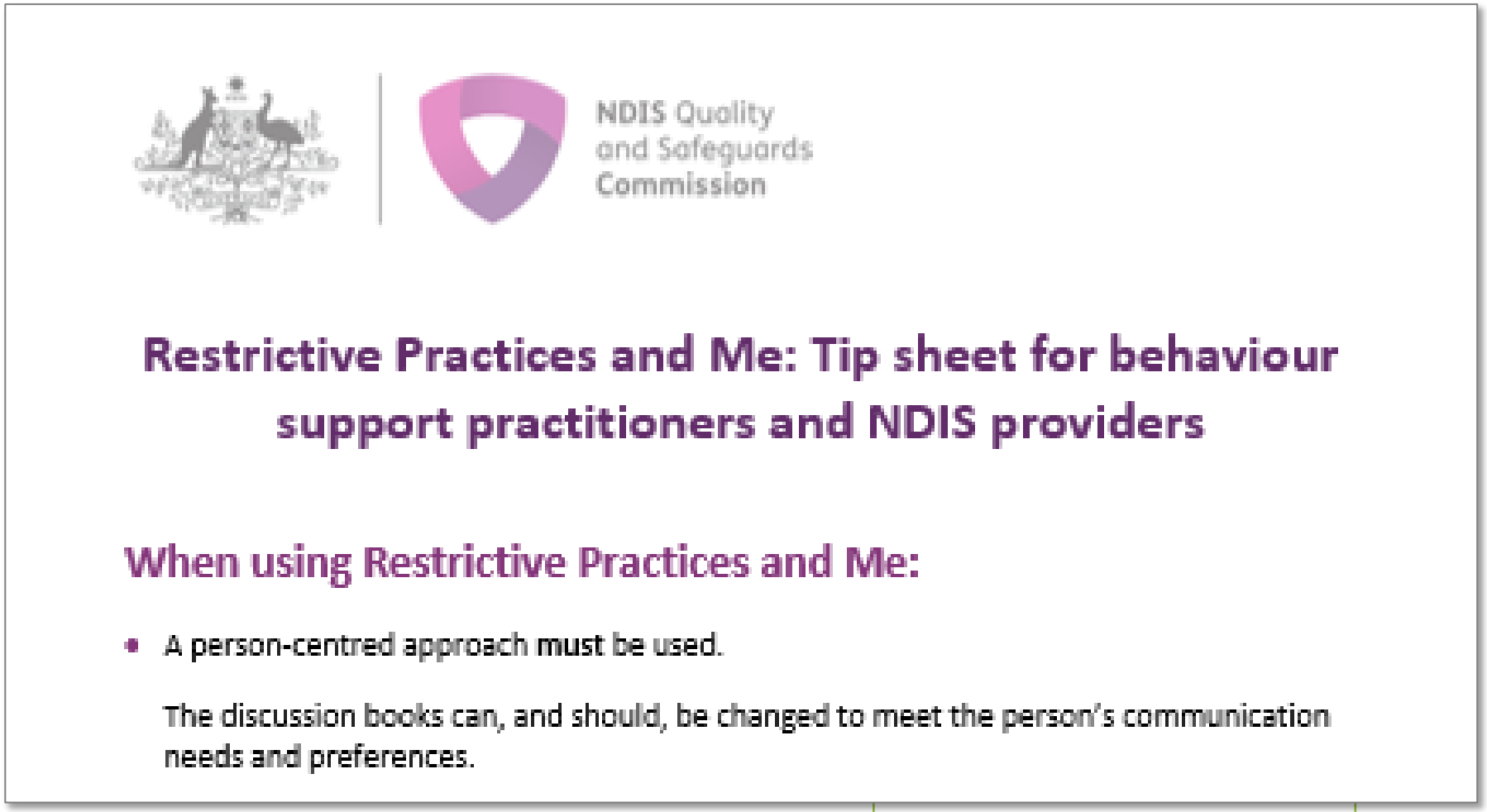

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Restrictive Practices and Me: Tip sheet for behaviour support practitioners and NDIS providers

When using Restrictive Practices and Me:

- A person-centred approach must be used.

  The discussion books can, and should, be changed to meet the person's communication needs and preferences.

4) Case Study – Kabir

Restrictive Practices and Me
Easy Read Discussion Book

This book belongs to

Your name: Kabir

You can get help to fill in this book.

Name of your Behaviour Support Practitioner: Anna

Names of your family, friends, or support workers: Jon (Support Worker)

Date completed: 22 May 2025

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Restrictive Practices and Me: Case Study – Kabir – Version 1 – July 2025
2

Environmental Restraint

Fill in this part if environmental restraint will be used with you.

Your behaviour support practitioner can tell you what environmental restraint will look like for you.

Delete this section if environmental restraint will not be used.

What environmental restraint will be used with you?

The knives will be locked away.
This will happen every day at home.
They will be locked in the kitchen cupboard.
Only staff will have the key.

Why will it be used?

When James and Muhammad took your football without asking, you threatened to hurt them with a knife.
This has happened four times.
We are going to lock away the knives to help keep everyone safe.

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Case Study – Kabir – Version 1 – July 2025
3

What are the risks of environmental restraint?

A risk is the chance that something bad could happen.

For example, you lose the chance to do things for yourself.

Locking away the knives may make it hard to make meals on your own.

What will we do to deal with the risks?

When you are calm staff will help you to use the knives and make meals.
They will make sure you have the chance to prepare at least one meal each day.

– Kabir – Version 1 – July 2025
4

How do you feel about the environmental restraint?

You do not think it is fair.
James and Muhammad should not have touched your things.
You would like staff to talk to them too.

The goal is to have less environmental restraint or stop it one day.
What is the plan to get there?

Anna will teach you ways to stay calm.
If you stay calm, then you can use the knives more each month.
will try to stop locking away the es by the end of the year.

– Version 1 – July 2025
5

Questions

we wrap up, here are two final questions.

How else can we support you to make things better?

- You want to go to more football games.
- You do not want anyone to go into your room without asking. This includes staff.
- You want to learn to make pizza.

Do you want to ask or say anything else about restrictive practices?

No.

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Practices and Me: Case Study – Kabir – Version 1 – July 2025
6

5. Icon set

Restrictive Practices and Me: Icon Set
Collaboration / Support People
Collaboration / Conversation
Behaviour support practitioner
Rules
Behaviour Support Plan
Keep Safe
Risk
Side effects
Questions / Discussion
Shortest time
Reduce
Stop

Behaviour Support Plan

Using the resources

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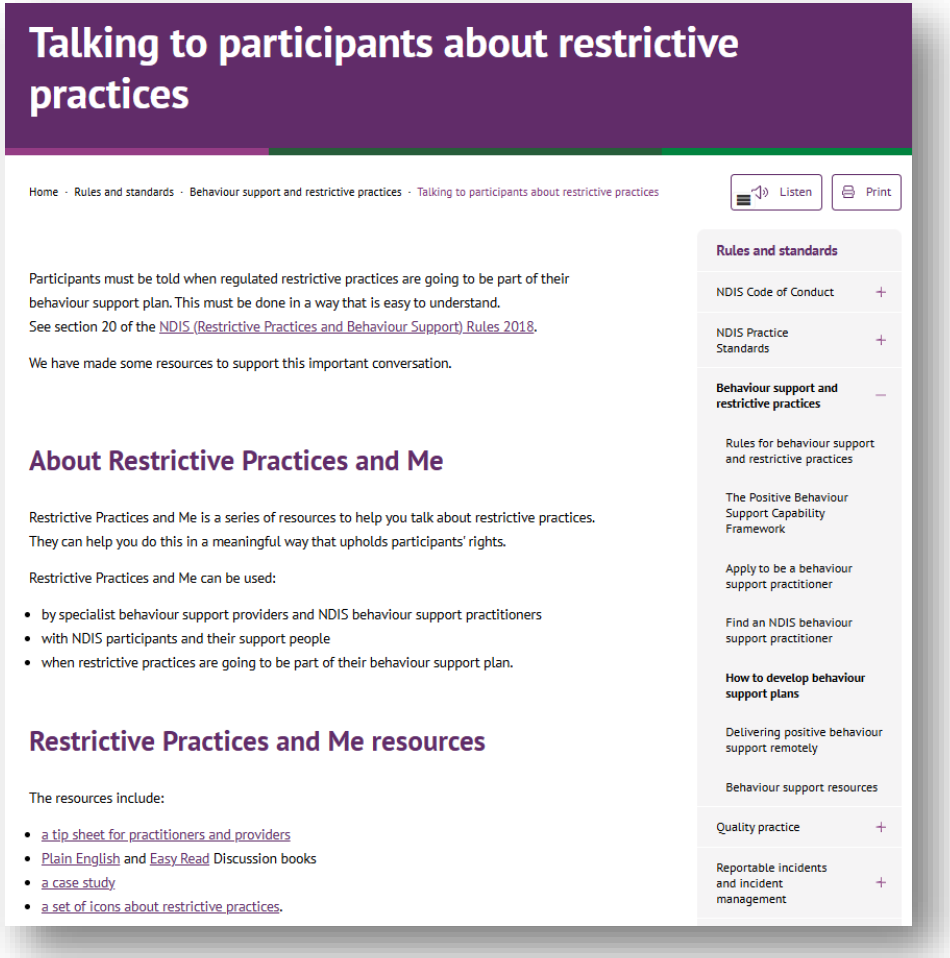
- A person-centred approach must be used.
- The resources can, and should, be changed to meet each person's needs and preferences.
- Consider when, where and how to use the resources to ensure this is a safe and positive experience.
- Use alongside other resources and tools.

Where to find the resources

- Scan the QR code to visit: **Talking to participants about restrictive practices.**

- https://www.ndiscommission.gov.au/rules-and-standards/behaviour-support-and-restrictive-practices/talking-to-participants-about-restrictive-practices



Talking to participants about restrictive practices

Home · Rules and standards · Behaviour support and restrictive practices · Talking to participants about restrictive practices

Listen Print

Participants must be told when regulated restrictive practices are going to be part of their behaviour support plan. This must be done in a way that is easy to understand.
See section 20 of the NDIS (Restrictive Practices and Behaviour Support) Rules 2018.

We have made some resources to support this important conversation.

About Restrictive Practices and Me

Restrictive Practices and Me is a series of resources to help you talk about restrictive practices. They can help you do this in a meaningful way that upholds participants' rights.

Restrictive Practices and Me can be used:

- by specialist behaviour support providers and NDIS behaviour support practitioners
- with NDIS participants and their support people
- when restrictive practices are going to be part of their behaviour support plan.

Restrictive Practices and Me resources

The resources include:

- a tip sheet for practitioners and providers
- Plain English and Easy Read Discussion books
- a case study
- a set of icons about restrictive practices.

Rules and standards

NDIS Code of Conduct +

NDIS Practice Standards +

Behaviour support and restrictive practices −

Rules for behaviour support and restrictive practices

The Positive Behaviour Support Capability Framework

Apply to be a behaviour support practitioner

Find an NDIS behaviour support practitioner

How to develop behaviour support plans

Delivering positive behaviour support remotely

Behaviour support resources

Quality practice +

Reportable incidents and incident management +

NDIS Commission Easy Read resources

- Can also be found on the **‘Behaviour support resources’** webpage

Participant resources

- Video: Participant fact sheets for behaviour support
- Participant fact sheet 1: What is positive behaviour support?
- Easy Read: What is positive behaviour support?
- Participant fact sheet 2: Understanding your rights
- Easy Read: Understanding your rights
- Participant fact sheet 3: Choosing a specialist behaviour support provider
- Easy Read: Choosing a specialist behaviour support provider
- Participant fact sheet 4: What to expect from your specialist behaviour support provider?
- Easy Read: What to expect from your specialist behaviour support provider?
- Participant fact sheet 5: What to do if you are not happy with your specialist behaviour support provider
- Easy Read: What to do if you are not happy with your specialist behaviour support provider
- Participant fact sheet 6: What to expect if your provider uses restrictive practices
- Easy Read: What to expect if your provider uses restrictive practices
- Easy Read: Regulated restrictive practices
- Easy Read: Regulated Restrictive Practices with Children and Young People with Disability

Reflections - Shailaja

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1. Accessibility
2. Respect as an Equal
3. Nothing about us without us

Reflections - Deb

1. Time is essential
2. Open curiosity
3. No one right / perfect solution

Concluding remarks and Time for Questions