



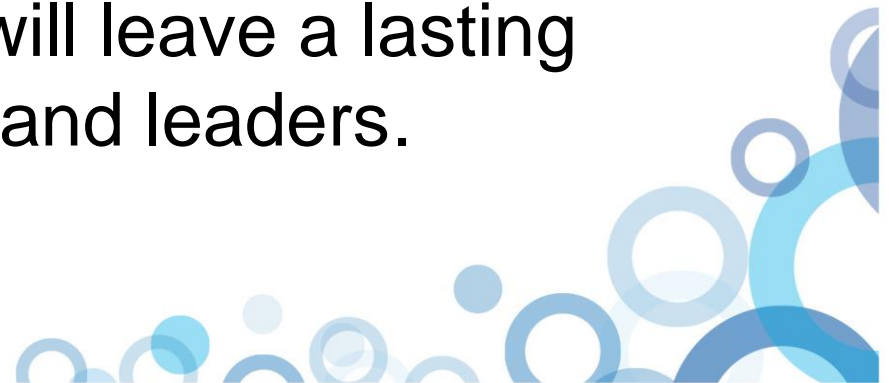
Framework for Reducing and Eliminating Restrictive Practices in Education

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Acknowledgement of Country

- I would like to respectfully acknowledge the Traditional Owners of the land on which this event is taking place and Elders both past and present.
- I also recognise those whose ongoing effort to protect and promote Aboriginal and Torres Strait Islander cultures will leave a lasting legacy for future Elders and leaders.



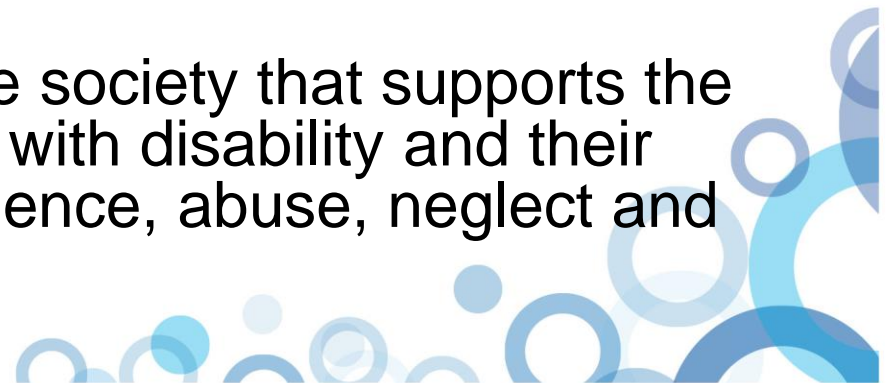
Privilege and silences

- Highly sensitive and contentious topic
- Awareness of privilege
- Respect for history and personal experiences
- Unheard voices



Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

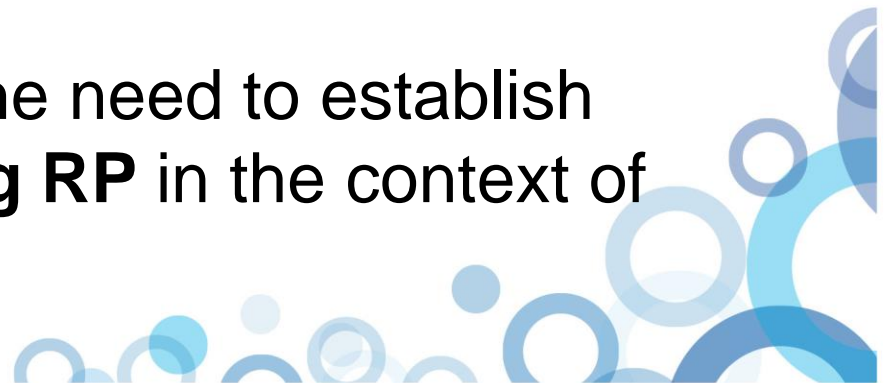
- Terms of Reference cover what should be done to:
 - prevent, and better protect, people with disability from experiencing violence, abuse, neglect and exploitation
 - achieve best practice in reporting and investigating of, and responding to violence, abuse, neglect and exploitation
 - promote a more inclusive society that supports the independence of people with disability and their right to live free from violence, abuse, neglect and exploitation.



Context



- **Internationally growing concern** about the use of restrictive practices with children/ young people.
- The use of restrictive practices present **ethical dilemma for Principals**.
- **Defining restrictive practices** is critical to reducing their use.
- Research has identified the need to establish **approaches for reducing RP** in the context of schools.



Defining restrictive practice



Restrictive practices are the use of interventions or strategies, that have the effect of restricting the rights or freedom of movement of a student.



Defining restrictive practice



Restrictive practice may include:

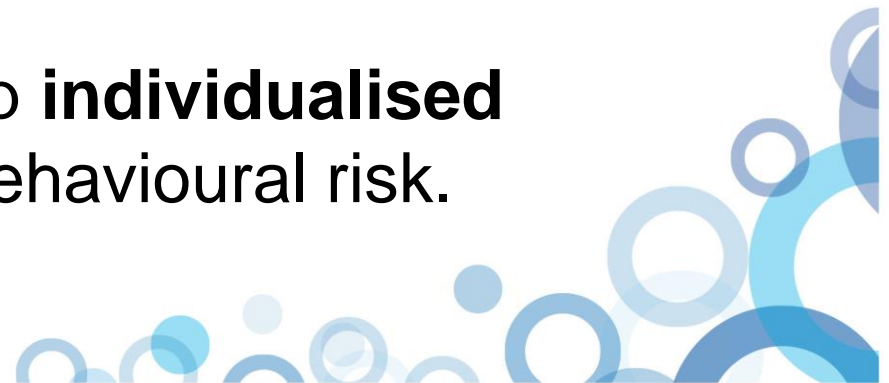
- seclusion
- containment
- physical restraint
- mechanical restraint
- chemical restraint.



Research and evidence



- **Lower, middle school, primary** age students at higher risk of exposure to restrictive practices.
- **Gender, race and disability** positively correlate with restrictive practices use.
- Restrictive practices have a **significant physical and emotional impact** on children.
- Best practice is to develop **individualised approaches**, to reduce behavioural risk.



Research and evidence



- A significant number of children are **killed or injured** by restraint.
- Often **restrictive practices are not recognised in schools** and go unnoticed/un-disclosed.
- There is a lack of procedural recognition in schools that **restrictive practices are high risk**.
- **There is no such thing as a low or no risk restrictive practice.**



Children's rights



1. A right to be heard.
2. Freedom from violence, abuse and neglect.
3. The opportunity to thrive.
4. Engaged citizenship.
5. Action and accountability.

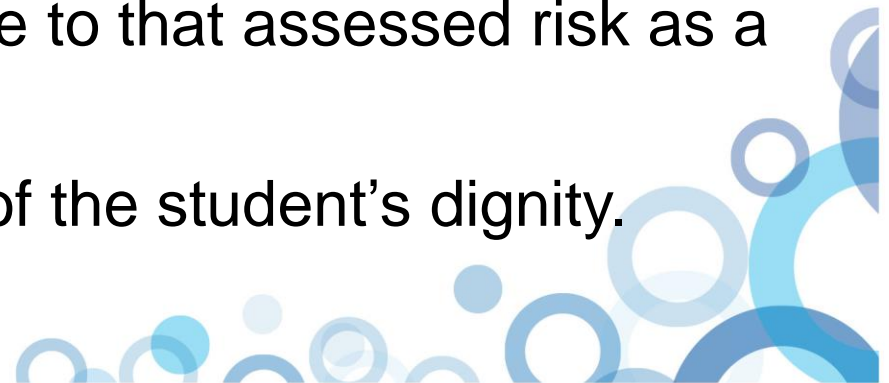
Australian Human Rights Commission



Regard for human rights of students



- Restrictive practices **must not** be used:
 - as a behaviour management technique
 - for convenience
 - as retaliation
 - to discipline or punish a student
- The use of any restrictive practice will **consider** the presenting risk, including risk vulnerabilities of the student and be proportionate to that assessed risk as a last resort.
- The use will be **respectful** of the student's dignity.

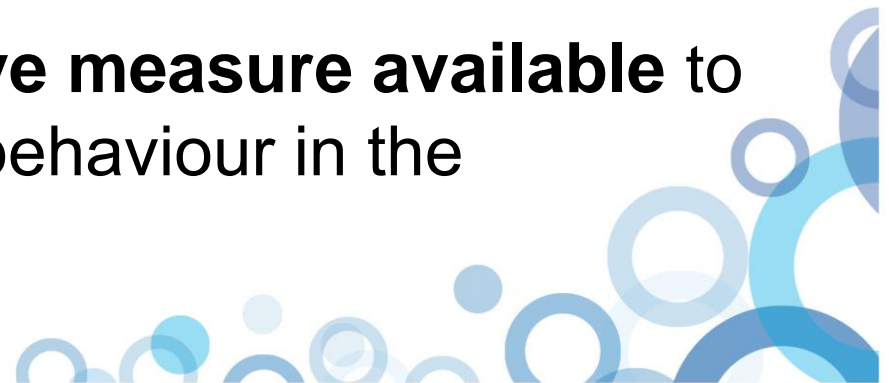


Safeguarding from harm



Restrictive practice should only be considered when:

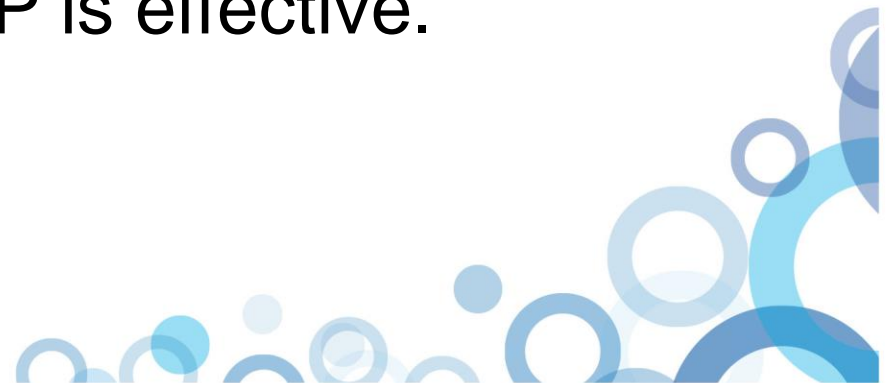
- a student is behaving in a way that poses an **immediate foreseeable risk of harm** to themselves or others
- it is **reasonable in all the circumstances** as a response to the student's behaviour, and
- there is **no less restrictive measure available** to respond to the student's behaviour in the circumstances.



Why reduce & eliminate restrictive practices?



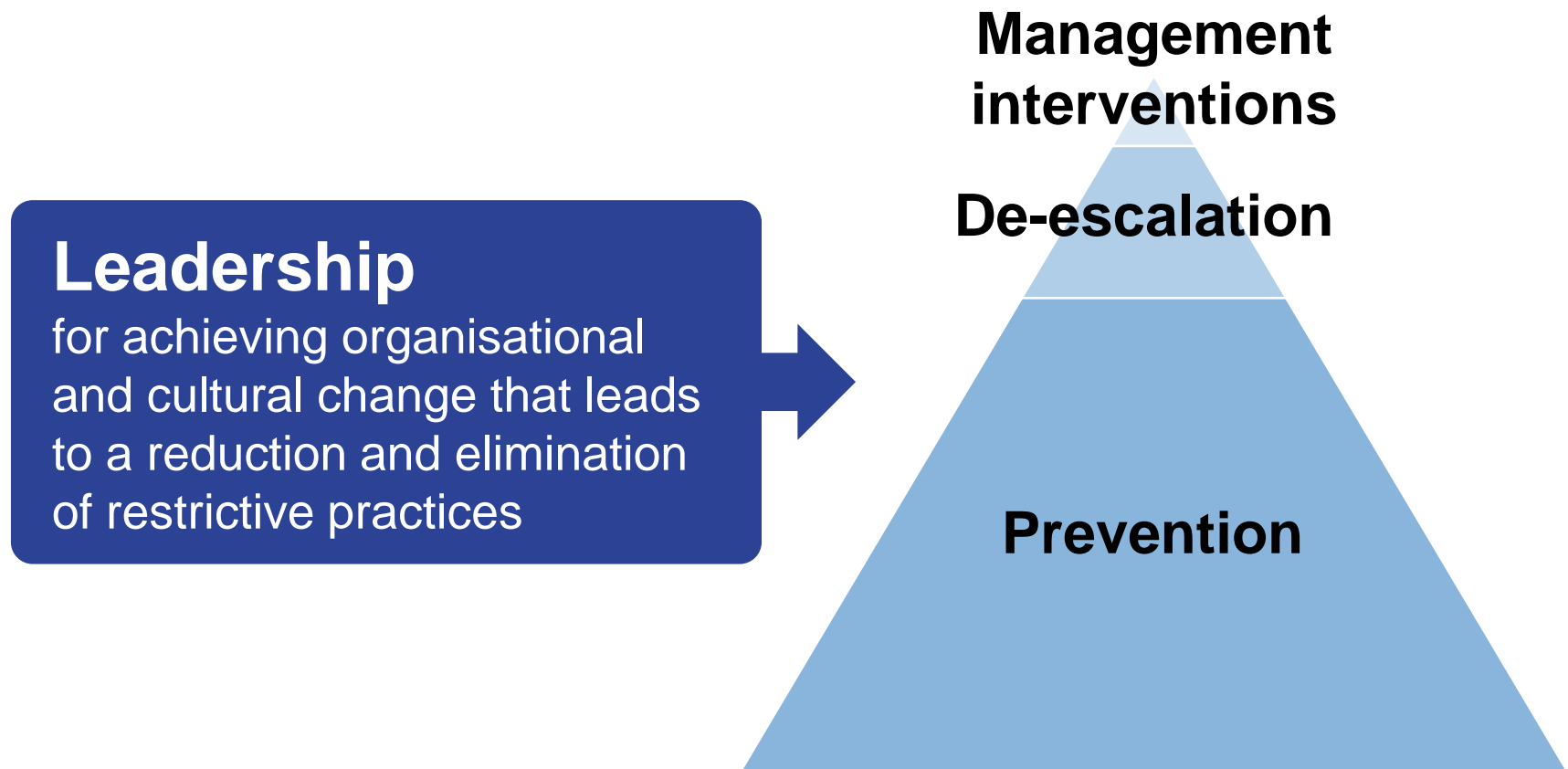
- Exposure to restrictive practices causes negative (even trauma) responses.
- Restrictive practices increase the risk of injury.
- Use of RP is resource intensive.
- Limited evidence that RP is effective.



PBS as an RP reduction tool

Variable	PBS	RP Reduction models
Leadership	✓	✓
Parent/ student involvement	✓	✓
Student centred	✓	✓
Environmentally acceptable environments	✓	✓
Effective structure	✓	✓
Proactive planning	✓	✓
Crisis management	✓	✓
Staffing/ resources	✓	✓
Training and development	✓	✓
Debrief and review	✓	✓
Data driven	✓	✓

A simple model for achieving restraint reduction



Adapted from Bowen & Kemp 2014

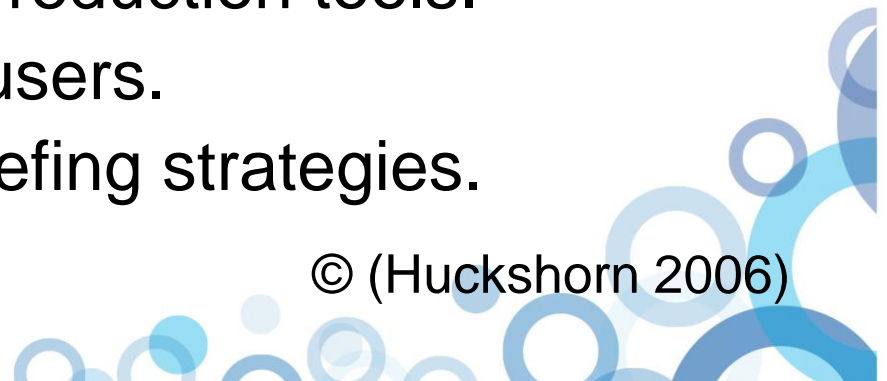
Restraint reduction



It is widely acknowledged that restraint reduction can be achieved by the adoption of what is referred to as the **Six Core Strategies**:

1. Leadership.
2. Use of data to inform practice.
3. Workforce development.
4. Use of specific restraint reduction tools.
5. Involvement of service users.
6. Implementation of debriefing strategies.

© (Huckshorn 2006)



Restraint Reduction — Proposed schools model

1. Procedural advice and leadership.
2. Mandated reporting and data analysis.
3. Professional development and training.
4. Implementation of evidence based PBL.
5. Reflective practice and support for staff.
6. Involvement of school community, parents and students.

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- Non-delegable duty of care
 - Workplace health and safety
 - Enterprise Risk Management Framework

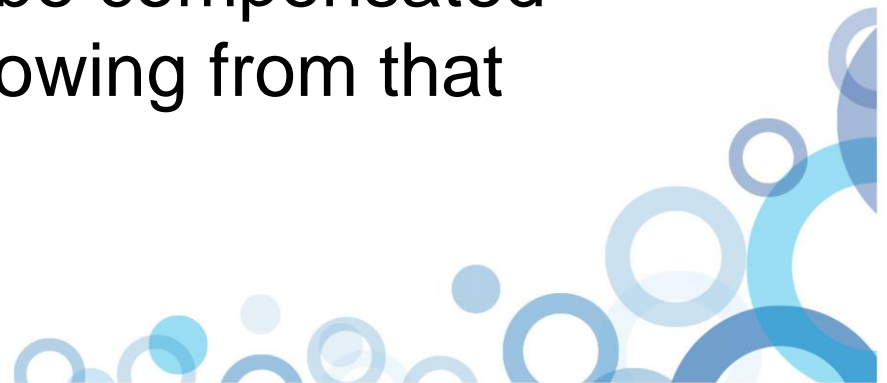
Non-delegable duty of care



The duty is *non-delegable*, meaning that it cannot be assigned to another party.

In broad terms the duty of care means:

if a person suffers injury as the result of a negligent **act or omission of another**, the injured person should be compensated for loss and damage flowing from that negligence.

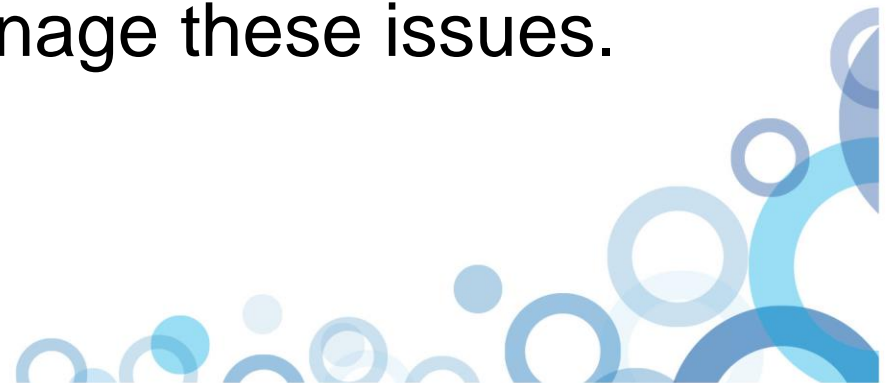


Workplace health and safety



Principals are responsible for the health, safety and wellbeing of all persons who work under their direction, have access to their workplaces or perform work activities under their control.

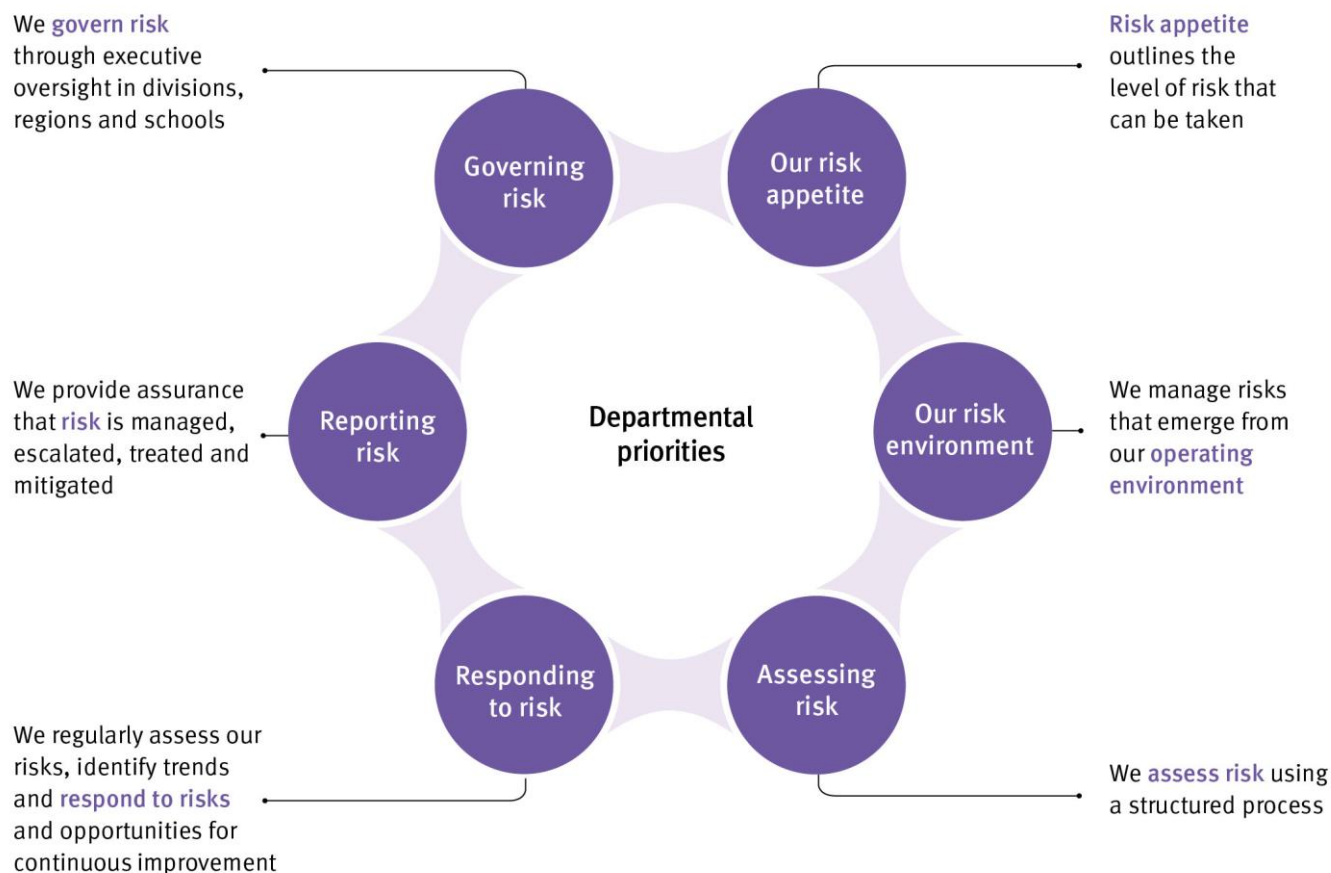
Risk Management must be used as the method to identify risks in the workplace and determine ways to appropriately manage these issues.



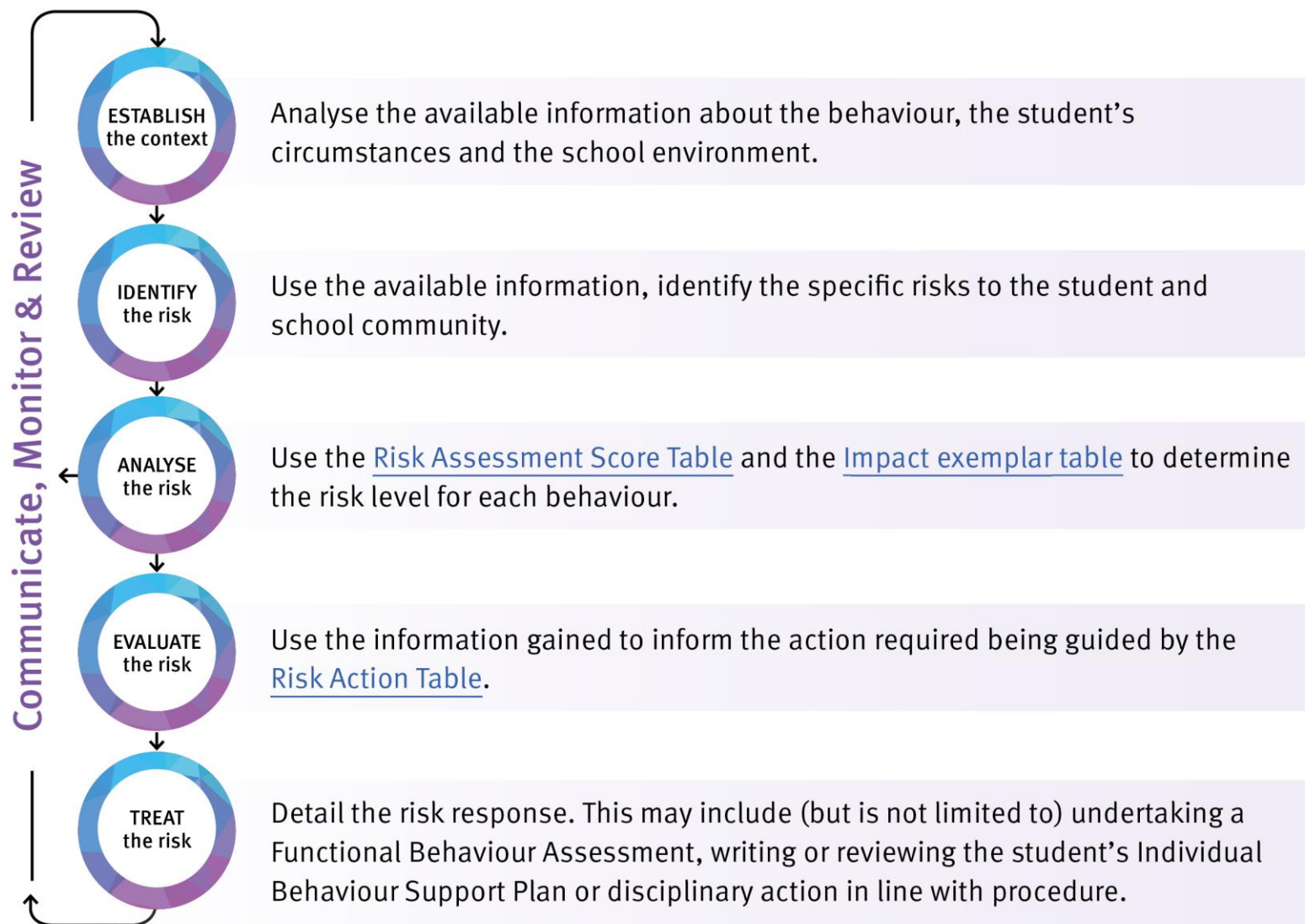
Elements of the Enterprise Risk Management Framework (ERMF)



The ERMF identifies the key elements of the department's approach to managing risks



Behaviour risk assessment tool



Summary



- There is evidence about how to reduce restrictive practices.
- To date there is limited evidence related to reduction approaches in a school setting.
- The proposed model speaks specifically to school settings and common approaches in use.

