

Rights of Individuals

Right	Example
Choice	Joining in activities, food options (halal/vegetarian/vegan), selection of GP, where/how receive treatment
Confidentiality	Having personal notes stored securely, not being spoken about so others can hear
Consultation	What type of care the individual would like if it were possible (treatment/medication, doctor/nurse), opinions and views being sought
Protection from abuse and harm	Challenging discrimination
Equal and fair treatment	Being treated for the needs the individual has

Why is it important to maintain individuals rights?:

- To make people feel valued/raise self-esteem
- To empower
- To instil confidence and trust
- To feel safe
- To equality of access services/ treatments
- To have your individual needs met

How care workers can support individuals to maintain their rights:

By using effective communication - Using vocabulary that can be understood, Not being patronising, adapting communication to meet the needs of the individual or the situation, listening to individuals' needs

By providing up-to-date information - On time services open, Type of care provided, location, Alternatives services available

By challenging discriminatory behaviour - Challenge at the time, Challenge afterwards through procedures, Long-term proactive campaigning

By providing information about complaints procedures - When rights have not been met, the options they have, the steps to take when making a complaint,

By providing advocacy - Someone to speak on behalf of someone who is unable to speak for themselves due to mental health issues. dementia, brain injury etc

Values of Care

Where the values of care are applied:	Example
Health settings	GP surgery Hospital Dentist Nursing home
Social care	Care home Community centre Day centre Support group Residential home
In early years care and education settings	Nurseries Pre-school Reception Breakfast club Playgroup

Care values

By promoting equality and diversity

- Providing foods specifically for vegetarians, vegans, religious beliefs i.e halal, kosher

By maintaining confidentiality

- Making sure written documents are stored in a locked filing cabinet
- Password protected computers
- Restricted access on computers

By promoting individuals' rights and beliefs

- The right to refuse treatment
- Access to prayer rooms

Early Year Values of Care

Where the values of care are applied:
Ensuring the welfare of the child is paramount: Safeguarding and child protection procedures should be in place
Keeping children safe, and maintaining a healthy and safe environment: all staff DBS checked, staff wearing lanyards for identification, regular fire drills and risk assessments, appropriate staff-to-child ratio, bullying policy
Working in partnership with parents/guardians and families: welcome parents on open days, daily diaries of progress to inform parents, award certificates being sent home, informal conversation in the mornings
Encouraging children's learning and development: range of activities to develop physical, intellectual and social skills, a well planned curriculum meeting children's needs, challenging activities for more able, monitoring progress, feedback rewards systems, resources accessible for all children
Valuing Diversity: resources such as books/toys should reflect different cultures, different festivals celebrated from different cultures, welcome signs displayed in different languages
Ensuring equality of opportunity: settings accessible to all, adapted resources, dietary needs met, children treated fairly 'no favourites'
Practising anti-discrimination: use non-discriminatory language, treated fairly regardless of disability, religion, gender etc...

Importance of Applying Care Values

Ensures standardisation of care: practitioners will know how to do their job effectively, treatment will meet the needs of the individual

Improves the quality of care: People will have their needs met e.g. consulting with them about different treatments available

Clear guidelines to inform and improve practice: So they know how to provide effective care, standard care meets legal requirements

Maintains or improves quality of life: rights, beliefs and preferences will be respected and individual needs met.

A Reflective Practitioner: regularly looks back at their work so they can improve.

- Evaluate incidents/activities
- How might it be done better next time
- What went well
- Explore training to develop

PIES IMPACT

Physical - dehydration, pain, bruising, cuts, injury, malnutrition, health worsening

Intellectual - Learning not progressing, not providing a range of activities to engage and stimulate interest, losing interest, lack of knowledge, not achieving potential

Emotional - low self-esteem, not valued, embarrassed, upset, angry, humiliated, self-harm, loss of trust, disempowered

Social - Isolation, withdrawn, lack of friends, refusal to use service

Ensuring confidentiality: private information shared on a 'need to know' basis only, only individuals directly caring for a child should know, information kept securely in a locked cabinet or password protected if on a computer

Working with other professionals: Different agencies can work together to support a child, for example: nursery teacher may work with a school nurse or social services to meet the needs of the child.

Legislation

Legislation protects

- Children and young people
- Vulnerable adults
- Minority ethnic groups
- People with disabilities
- Men and women



Childrens Act 2004

Aims to protect children at risk and keep them safe.

Contains the PARAMOUNTCY PRINCIPLE.

Children have the right to be consulted/ to an advocate

Every Child Matters (ECM) – the 5 outcomes.

The act created the Children's Commissioner- (Know their role)

Each area required to set up a CSB to represent children's interests, develop policies & procedures for safeguarding & promoting their welfare.

Equality Act 2010

Direct and indirect discrimination on the basis of a PROTECTED CHARACTERISTIC is illegal.

Prohibits/forbids discrimination in education, employment, access to goods & services & housing.

Reasonable adjustments have to be made by employer or providers of goods/services for those with disabilities.

Women have the right to breast feed in public – unlawful for women to get less favorable treatment because she is breastfeeding. (No right at work though.)

Mental Health Act 2007

Sets out safeguards (protective measures) to which the person with a mental disorder is entitled.

Provides a legal authority to take an individual to a 'place of safety' for assessment.

Protects those at risk to themselves or others/ gives rights to those with a mental disorder.

Health and Safety at Work Act 1974

Working environment must not put anyone at risk - provide PPE, monitor staff practice; carry out risk assessments.

Protective equipment must be available with no charge/ensure all staff wear them/ Equipment provide must be in good working order - fit for purpose & in good working order; check regularly/safety checks & maintain; PAT test all equipment.

Employers must provide adequate health and safety training for all staff - specialist use of equipment; adequate first aid provided; hold regular fire/evacuation procedures.

Data Protection Act 1998

Data should be processed fairly and lawfully; information should be collected only with an individuals permission. Need-to-know basis.

- Used only for the purpose it is intended
- Adequate and relevant but not excessive.
- Accurate and kept up to date
- Kept for no longer than is necessary.
- Secure

Key Vocabulary

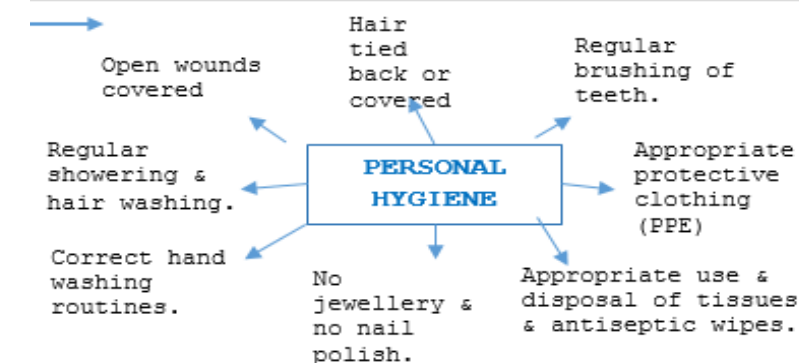
Physical - such as effects on body if not receiving appropriate care
Intellectual - thought processes such as thinking skills understanding, learning, reasoning, comprehension & knowledge
Emotional - relating to an individual's feelings
Social - an individuals' relationship with others

Practitioner – someone who has trained in the HSC sector
 Service Provider – someone who provides a service
 Service User – someone who uses the services in HSC

Rights

Confidentiality	Having personal notes stored securely, not being spoken about so others can hear
Consultation	What type of care the individual would like if it were possible
Protection	Challenging discrimination
Equality	Ensuring that people are treated equally. They are not discriminated and that people are treated according to their own need
Diversity	Recognising and appreciating differences in people
Empower	Give someone the authority or control to do something
Legislation	A collection of laws passed by Parliament, which state the rights an entitlement of the individual
Jargon	Technical terms/language that are difficult for non-specialists to understand
Interpreter	Converts one language from one to another for the service user to understand (SPOKEN)
Translator	Converts one language from one to another for the service user to understand (WRITTEN)
PECS	Picture Exchange Communication System – used with children who have autism

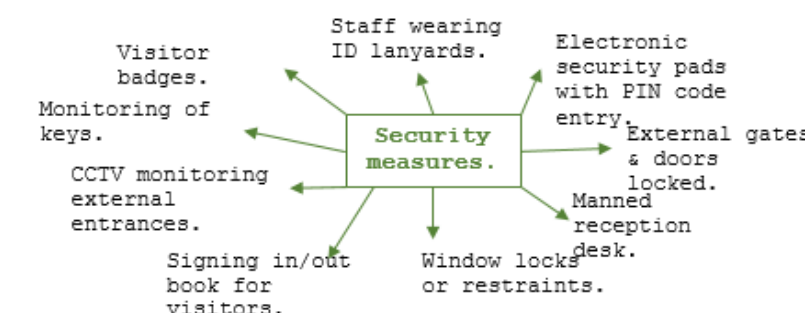
Personal Hygiene



Safety Procedures

- Emergency Procedures – Fires, evacuation, Equipment
- Consideration – Appropriate training, fit for purpose
- Moving and Handling techniques

Security Measures



How Individuals are protected

Methods for reducing the spread of infection

- General cleanliness.
- Correct food preparation practices.
- Hand washing.
- Wearing disposable gloves
- Protective clothing
- Personal hygiene measures

Methods for reducing risks & dangers.

- Carrying out a risk assessment.
- Reasons for risk assessments (e.g. HASAWA)

Procedures to prevent accidents & promote good practice.

- Fire procedures; evacuation procedures; equipment considerations; training; risk assessments; fire drills; first aid & food safety procedures; supervision; staff ratios to children/patients/residents.
- Also KNOW how procedures protect service users too.

