1. Values of care in health and social care

- promoting equality and diversity
- maintaining confidentiality
- promoting individuals rights and beliefs

2. Importance of applying the values of care

- to ensure standardisation of care
- to improve the quality of care
- to provide clear guidelines to inform and improve practice
- to maintain or improve quality of life

3. Settings where values of care are applied:

- in health settings (hospitals, doctors)
- in social care settings (fostering, social care worker)
- in early years care and education (pre school, nursery)

4. How the values are applied in a health setting

Promoting equality and diversity
- Challenging discrimination
- Provide care that suits the individual needs
- Use non discriminative language

Maintaining confidentiality
- Information shared only on a need to know basis.
- Information to be kept secure and private

Promoting individuals rights and beliefs
- Provide care that meets the individual beliefs and rights

Reflective practitioner:
- evaluating incident and activities
- Identification of what went well and how to improve
- Identifying training needs and development areas of staff

5. Effects on people who use services if the values of care are not applied (PIES)

- Physical: Health conditions can become worse over time if not applied.
- Intellectual: thought processes become negative. Meaning learning may not progress, stress levels heighten and mental health issues become a concern.
- Emotional: Feeling of an individual could show; embarrassment; low self esteem; sadness.
- Social: An individual may become isolated and withdrawn

5. How the values are applied in a early year or education setting

Welfare of the child is paramount
- Child centered approach. The child comes first

Keeping children safe and maintain healthy and safe environments
- Safeguarding procedures need to be in place and all staff to be DBS checked.
- Legislation and health and safety procedures should always be followed
- Ratios of children to staff

Working in partnership with parents/guardians and families
- Welcome parents/guardians (open days, parent evenings) to allow staff and parents/guardians to meet.
- Informal and formal contact

Encouraging children's learning and development
- Range of activities to meet needs of all children to be available
- Progress must be monitored, to stretch learning but also highlight any learning needs.
- Resources to be available (toys, games, activities)

Valuing diversity
- Teaching children about diversity

Ensuring equality and opportunity
- Equal opportunities for all children (disability/learning needs, ability)

Practising anti discrimination
- Good role models (use of language: non discriminative language).

Ensuring confidentially
- Need to know basis. Information must be kept private and secure.

Working with other professional
- Working with other professionals to support children's learning and development.

KEY TERMS

Empowerment: *sense of feeling in power*
Confidentiality: *keeping information safe/secure*

1. Right in health and social care

Choice:
There are many choices that we make every day. Clothes, food and social times are a few but there are lots of other choices that we make in our lives like which doctor to go to and what medical treatment we accept.
Service users must have choices about these things too and not just be told to accept what someone else thinks is right.

Confidentiality:
Service users have the right to have their personal information kept confidential (private).

Protection from abuse and harm:
Abuse and harm could be physical, emotional or neglect. Service users who are unable to fully look after themselves could be badly treated in different ways.

Equal and fair treatment:
Service users are all different from each other. People have different backgrounds and may be rich or poor. They may have different religious beliefs, they may be disabled. When everyone has what they need, they have been treated *fairly, or equally* .

Consultation:
Consultation means to discuss something with someone else. If you go to the doctor for a consultation he/she will use the time to find out what you need.

2. Important to maintain individual's rights:

Make people feel valued/raise self-esteem

Empower

Instil confidence and trust

Feel safe

Equality of access to services/treatments

Have your individual needs met

KEY TERMS

Legislation: Law that must be followed.
Consultation: to find out about something by discussing it.
Self esteem: how good you feel about yourself.
Empower: to give someone power or control in their life.
Characteristic: something that makes you who you are like your race, your age, your sexuality

How care workers can support individuals to maintain their rights:

Using effective communication:
- Using the 4 different types to suit the needs of an individual. Don't use jargon, use correct terminology and ensure it is age appropriate.
- Don't be patronising. Use positive body language. Don't be sarcastic or talk down to an individual.
- Listen to individual needs: concentrate, demonstrate you are interested in the individual.
- Adapting communication to meet needs: use communication aids when necessary. Using the 4 different types to suit the needs of an individual

Providing up-to-date information:
- Contact details for the services are correct
- Types of care provided to allow individual to make choices available to them.
- Results of tests and treatments allow individuals to know options of treatments and prognoses of care/support needed.
- Complaints procedures allowing individuals to know how to make complaints if they feel their rights are not being met.

Challenging discriminatory behaviour
- Challenge at the time, allow individuals to know what has been said so can reflect.
- Challenge through procedures to allow the individual to follow policies. Investigations and possible disciplinary action taken to demonstrate the seriousness of using discriminatory behaviours.
- Use of proactive campaigning to raise awareness of anti-discriminatory behaviours.

Providing information about complaints procedures
- When to complain
- How to complain
- Steps to take
- Procedures to follow

Providing advocacy, someone to speak on behalf of someone who is unable to speak for themselves.
- Allowing somebody to speak on an individuals behalf.
- Advocate is someone who is independent and will represent the views needs and interest of an individual.

1. The Equality Act 2010

The Equality Act says that it is against the law to discriminate (treat someone unfairly) against certain people. The law has nine "protected characteristics". This means that there are 9 groups of people that are protected by this law:

1. Age (whether young or old)
2. Religion/belief (someone's religion or beliefs about the world)
3. Gender (being a man or a woman)
4. Sexuality (gay, straight, lesbian, bisexual etc)
5. Disability (physical or mental disabilities)
6. Marriage/civil partnership (if someone is married or in a same sex partnership)
7. Gender reassignment (if someone now lives as a person of the opposite sex)
8. Race (skin colour, nationality, background)
9. Pregnancy/maternity (if a woman is pregnant or has recently had a baby)

How does the Equality Act support individual rights?
People have the right to be treated fairly and to have the things that they need like a job and
somewhere to live. If anyone tries to take those rights away because of race, gender, disability etc. then the law says that that is wrong. The law helps to stop the discrimination and helps to improve people's lives.

2. The Children Act 2004

The Act says that all agencies e.g. social services, hospitals, the police must tell each other if they suspect that a child is being abused or neglected.

How does The Children Act support individual rights?

There is now a Children's Commissioner. This means that there is someone who is working to try to improve the lives of children who are vulnerable like children who are poor or who are in care. This person works to make sure that children are getting the services that they need.

3. The Data Protection Act 1998

The Data Protection Act 1998 was set up so that people's personal information would be protected and not be used for the wrong reasons.
How does the Data Protection Act support individual rights?
Organisations must make sure that the information that they store about patients, service users etc. up to date and totally accurate and true. They must not record unnecessary things like "she is grumpy in the morning" because this is only an opinion and not an absolute fact. They must keep the information totally confidential (secret) and not let anyone see it unless they need to see it and they are authorised (have permission).

4. The Health and Safety at Work Act 1974

The Health and Safety at Work Act 1974 says that employers (people that you work for) must make sure that your workplace is healthy and safe for you to work in.
The Act covers things like:
● Making sure that equipment and machinery works properly.
● Dangerous chemicals (like bleach) are stored properly and used properly.
● Making sure that workers have safety equipment if they need it like gloves, hard hats.
● Making sure that employers do risk assessments so that they know what dangers there may be.
How does the Health and Safety Act support individual rights?
Everyone has the right to be safe. Individuals must be protected from harm and be kept safe when they are in hospital, in a care home or in a nursery.

5. The Mental Health Act 2007

The Mental Health Act allows for doctors to "section" a patient if they believe that they are so mentally ill that they may be a danger to themselves or to others. "Sectioning" means that they use the law to make people get the treatment they need even if they don't want to have it.
How does the Mental Health Act support individual rights?
When people are very mentally ill, they may not understand that they are ill and they might not go to the doctor to get help. The Mental Health Act supports people to get treatment and help so that they don't hurt themselves or other people.

KEY TERMS

Legislation: laws
Vulnerable: at risk, or not able to look after yourself very well
Section: keep someone in hospital for mental health treatment
Discriminate: treat someone unfairly because they are different to you in some way
Characteristic: something that makes you who you are like your race, your age, your sexuality
Data: pieces of information like your name, your address, your age

1. Personal Hygiene	**2.** Safety procedures
We all carry bacteria or "germs" on our skin and inside our bodies. Some of these are harmless and won't make us ill. Some others can make us ill though and so we need to make sure that we don't pass these germs onto other people. **Tying hair back** If you have long hair then this can end up touching other people or their food. Also, our hair falls out constantly (just check your bathroom plughole!) These stray hairs can be full of dirt and oil and they could make people ill. **Open wounds covered** Cuts and sores are perfect places for germs to breed. It is very easy to pass these onto other people especially if you are giving intimate care like washing or toileting people. **No Jewellery** Jewellery can fall off into food and potentially choke someone. Rings can scratch people and earrings can become hooked on people's fingers and tear the earlobe. Jewellery can cause injury to another person. **No Nail Polish** It can fall into food. Because of the chemicals contained in the polish, it can be very dangerous to people who are very ill, for example with cancer. **Appropriate protective clothing** Plastic aprons, gloves and masks are all types of protective clothing that you might have to wear when looking after people. They protect you from other people's bodily fluids like saliva, urine and vomit which all can contain bacteria and viruses. The clothing also protects the service user from getting any bugs from your skin or from anybody else that you have been looking after, because you would change the apron or gloves every time you look after a different person. **Appropriate hand washing routines** Hands should be thoroughly washed before and after eating, after using the toilet and both before and after touching a patient or service user. Germs are easily picked up by touching things like door handles, keyboards, telephones and anything else that someone else might have touched. **Regular showering and hair washing** As well as keeping you clean and tidy, this helps you to keep healthy by washing away anything that might stick to you during the day. **Regular brushing of teeth** When you provide personal care for people and you have to get close to them, it is much nicer if your breath is not bad. **Appropriate use and disposal of tissues/antiseptic wipes** Tissues and wipes are used on people's bodies and they wipe up all sorts of bodily fluids that can contain bugs like the cold or flu virus. The virus does not die in the tissue so it could infect someone who touched it afterwards. Tissues and wipes should be put in a bin straight after use. There may be special yellow bins in hospitals for "clinical waste" things that might cause a spread of infection.	**Locks on doors**: someone to walk in off the street Receptionist to book visitors in and out a visitor should say who they have come to see, or what they have come to do like mending a machine. **Visitors passes/visitors book:** visitors should wear a pass that says who they are. This way, anyone who is not wearing a pass or doesn't have a uniform can be challenged and escorted out of the building. A visitors book records who has been in, why they came and when they left. This way the staff know who was in the building at any given time. **Staff ID:** passes to be worn at all times this reassures new service users that someone who is helping them is someone that they can trust. **Uniforms:** for staff sometimes it isn't safe for staff to wear badges so they wear a uniform instead. Catering staff in schools wear uniforms so that children know who they are and that they are the right people to be serving the food. **CCTV:** this can monitor both inside and outside the building to see if anyone is acting suspiciously. If there is anything unusual going on, staff can call the police and show them the tape. **Monitoring of keys:** not everyone who works in a building needs to have a key to open the door. The more keys that exist, the more likely it is that one will go missing and maybe get into the wrong hands. A manager should know who has keys, and if someone who has a key goes on holiday they should hand their key in so that someone else can use it and keep it safe. If a key does go missing, it should be reported to the police and it might be necessary to change the locks.