

Dignity and Respect

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N.B: We are aware that official practice is to use the terms “service users” or “people using this service” to describe those receiving care. We prefer the term “client” and use it throughout our training package.

Key:



worksheet



important



Dignity and Respect

Learning outcomes.

- Understand how the people you support might feel when they are not treated with dignity and respect.
- Identify best practice when providing services with dignity and respect.
- Recognise why inappropriate staff attitudes and practices must be challenged.
- Understand the ten key aspects of the Department of Health's Dignity Challenge.

Fundamental standards.

The fundamental standards are the standards by which CQC will inspect social care. The standards are based on the regulations from the Care Act 2014 and CQC have changed the focus for the purposes of inspection.

The fundamental standards are those standards that no care setting must fall below.

The standards are based on five areas as follows:

- | | |
|--------------------|---|
| Safe. | People are protected from abuse and avoidable harm. |
| Effective. | People's care, treatment and support show quality of life and promote good outcomes, and providers should show evidence to prove it. |
| Caring. | Care should be person centred involving dignity and respect, and compassion. |
| Responsive. | Following correct working procedures as agreed by your workplace and as set out in the client's care plan. |
| Well led. | Management leadership and governance should ensure all of the above happens. Staff training should be recognised and openness and fairness be apparent. |

These areas are known as key lines of enquiry or KLOES. Each KLOE has a set of criteria which CQC use to check whether the fundamental standards are being met.

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The fundamental standards are as follows:

Person centred care. Ensuring that those receiving the care are at the centre of all decisions.

Dignity and respect. Providing the client with dignity and respect in all aspects of their care.

Need for consent. Asking the client's permission before carrying out tasks that affect them.

Safe care and treatment. Following correct working procedures as agreed by your workplace and the client's care plan.

Safeguarding service users from abuse. Following agreed working and safeguarding procedures and being aware of signs and symptoms.

Meeting nutritional needs. Being aware of dietary needs, working with the care plan, ensuring clients have the right equipment and conditions to eat.

Cleanliness, safety and suitability of premises and equipment. Carrying out required checks of premises and equipment, implementing cleaning rotas and carrying out safety checks.

Receiving and acting on complaints. Having a complaints policy and procedure in place that is accessible to all and act in accordance with the policy when dealing with complaints.

Good governance. Ensuring that all aspects of the workplace is overseen and policies and procedures are implemented and monitored regularly.

Staffing. Fit and proper persons employed.
Fit and proper person requirement for Directors is followed.

Duty of candour. Relevant information must be volunteered to all persons who have or may have been harmed by the provision of services, whether or not the information has been requested and whether or not a complaint or a report about that provision has been made.

Our Redcrier manuals will provide your staff with training to support attainment of the fundamental standards.

Dignity and Respect

Introduction.

Dignity and respect are key factors in ensuring good practice underpins all aspects of your work and life in general. Dignity has become an important part of current government policy and underpins the regulations outlined by the Care Quality Commissions (CQC).

This manual aims to give you an overview of the importance of dignity and respect and how you can ensure you apply them in all of your dealings with others.

The common core principles of dignity:

Principle 1: Value the uniqueness of every individual.

Principle 2: Uphold the responsibility to shape care services around each individual.

Principle 3: Value communicating with individuals in ways that are meaningful to them.

Principle 4: Recognise and respect how an individual's dignity may be affected when supported with their personal care.

Principle 5: Recognise that an individual's surroundings and environments are important to their sense of dignity.

Principle 6: Value workplace cultures that actively promote the dignity of everybody.

Principle 7: Recognise the need to challenge care that may reduce the dignity of the individual.

Unit One

Defining dignity and respect.

Dignity can be a difficult term to define because it can mean different things to different people. In essence it is the result of being treated with respect. For most of us, dignity is having another person acknowledge and respect the things that matter most to us even though it may mean little to them. Respect can be seen as an extension of dignity and can be both given and received and is generally built up over time.

The recognition that dignity is not always seen to go hand in hand with providing care for others, has identified the need for change in the way we deliver care to provide a more person centred approach promoting caring for individual need and in doing so showing dignity and respect for that individual. This is a basic human right for everyone.

Empathy.

In providing dignity and respect it is helpful if we can develop empathy. Empathy is the ability to understand and share the feelings of others enabling us to identify with them. Thinking about how you would feel if you were in their situation will help you to see the situation from a different view point.

Human Rights Act 1998.

Human rights are the basic rights and freedoms that belong to every person in the world. In 1948 the United Nations adopted the Universal Declaration of Human Rights, which recognised that all human beings have basic rights and freedoms. Non discrimination, equality and fairness formed the basis of the declaration. From this declaration the convention for the protection of human and fundamental freedoms was born and is monitored by the Council of Europe. In the UK The Human Rights Act 1998 is an interpretation of this convention.

There are five factors arising from the Human Rights Act and these underpin the person centred approach.

- Fairness.
- Equality.
- Respect.
- Dignity.
- Independence.

The following rights are particularly relevant to those receiving a care service.



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The right to a life.

Individuals have the right to have their life protected by law. This means, following procedures to prevent infection, protecting clients from being abused, ensuring that medications are administered correctly to them.

The right to respect for their private life and family life.

Everyone is entitled to live their life as they would like without intrusion into their home, including being entitled to privacy and the right to confidential information remaining confidential.

Freedom of thought, conscience and religion.

Everyone is entitled to hold a belief, or belong to a religion and have it respected. In a care situation, this may affect times that care is carried out, provision of food and delivery of personal care.

Freedom of expression.

Everyone is entitled to an opinion and should be able to express those opinions. In a care situation, care staff should listen and act on these opinions.

The right not to be discriminated against.

Everyone is entitled not to be treated differently to others on the grounds defined in the Equality Act 2010 as protected characteristics eg, race, religion, disability, age etc.

Other relevant legislation.

Equality Act 2010.

This act protects people from being discriminated against on the grounds of the 9 protected characteristics including race, religion, gender etc. More information is available in our Equality, diversity and inclusion manual.

Mental Capacity Act 2005.

This act provides a framework to protect people who are unable to make their own decisions about their life. The act assumes that everyone has capacity unless it is proven otherwise. Any decisions made on behalf of a person defined as lacking capacity must be in the interests of that person and the decision should be the least restrictive option. More information is available in our Mental Capacity Act and Deprivation of Liberty manual.

Mental Health Act 1983 (amended 2007).

This act makes provision for a person to be detained in hospital for assessment or treatment without the persons' consent providing certain conditions have been met and it is in the interest of the persons' health and safety or for the protection of others.

Freedom of Information Act 2000.

This act creates a public right of access to ask any public sector organisation for all the recorded information they have on any subject. If you ask for information about yourself it will be handled under the Data Protection Act.

Data Protection Act 1998.

This act controls how our personal information is used by organisations, businesses or the government. Everyone who uses data must follow a set of principles to ensure safe handling, use and storage.

The Care Act 2014.

The Care Act aims to build on good practice in statute as well as embedding new reforms to provide clearer and fairer care and support to those who need it, rather than just focusing on those with eligible needs and those who are state funded. It should provide for a more person centred approach in social care as well as putting a greater focus on prevention and wellbeing. Local authorities will have a wider brief to ensure all of this happens in their local area.

The Care Act aims to put people firmly in control of their own care and support. This will help to improve independence and wellbeing and ensure all aspects of a person's life are supported.

Local authorities will be expected to provide access to a variety of services to prevent people needing ongoing care and support. Criteria for assessment of eligibility will be clearer and more accessible for those needing it. Local authorities will also need to ensure there are a wide variety of care provisions and services and that information advice and advocacy are available as needed.

The principle of **wellbeing** underpins the Act and should be considered in all decision making.

Safeguarding.

A new statutory framework for safeguarding protects adults from abuse and neglect. Local authorities have set up local safeguarding boards in their areas and are responsible for ensuring the framework is in place. This is the first time there has been legislation specifically for safeguarding adults.

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There are six principles of safeguarding:

Empowerment	=	Acting before abuse or neglect happens.
Prevention	=	Person led decisions and informed consent.
Proportionality	=	Least intrusive response to the risk.
Protection	=	Providing support and advocacy where needed.
Partnerships	=	Services working in the local area working together.
Accountability	=	Being transparent in all delivery of safeguarding practices.

A duty of candour has been placed on all providers ensuring they are open and honest in all of their dealings with their clients.

Although all of these Acts set out the law on providing dignity and respect, it is up to us as individuals providing care to others to look at our own practice and how we provide dignity and respect to each of our clients individually.

How do people feel if they have NOT been treated with dignity and respect.

Some of the emotions can be very strong and may include being:

- Tearful.
- Scared.
- Worthless.
- Embarrassed.
- Humiliated.
- Powerless.
- Angry.

Their feelings about the staff who have not treated them with dignity and respect can range from being disappointed in them and feeling angry to feeling let down and betrayed. This may lead us to think that we should treat people as we would like to be treated, but is this really looking at the person as an individual.

Think about your best friend or a colleague you work regularly with, there may be lots of things you have in common, but think a bit deeper, what are the things that make them different to you. Maybe they prefer tea where you prefer coffee, or perhaps when they are feeling upset, they prefer to be left alone to think before they talk about it, where as if it was you, you may want to talk about it straight away. Understanding these differences enables you to respect their wishes and make them feel valued.

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Make a list of some of the differences between you and your friend or colleague.

Now ask them how they would feel if you ignored these differences and treated them as you would like to be treated.

This exercise shows that in recognising the person as an individual you are able to respect their differences and that if you ignore those differences it has a negative effect on the person. It is important to remember that in order to give people the dignity and respect they deserve we need to communicate with them, to listen and hear what they are saying and show an understanding of their needs.

Dignity and Respect

Unit One Questions

1. Name two factors arising from the Human Rights Act that underpin the person centred approach.
 - 1.
 - 2.
2. Name one of the rights from the Human Rights Act that is particularly relevant to those receiving a care service.
3. What does the Mental Capacity Act assume?
4. Identify three emotions a client may feel if they are not treated with dignity and respect.
 - 1.
 - 2.
 - 3.
5. How might a client feel about a member of staff who has not treated them with respect.