

## The Care Certificate

### STANDARD 4: EQUALITY & DIVERSITY TREAT INDIVIDUALS WITH RESPECT AND DIGNITY

This standard underpins all the values which are intrinsic to the role of HCSW/ASWC within all settings. It is important to recognise how our own values, beliefs etc. influence and dictate our practice.

#### 4.1 Understand the importance of equality and inclusion

##### 4.1a Explain what is meant by:

- **Diversity**- Acknowledging your prejudices; allowing people to be different and respecting these differences; challenging others if need be; speaking up for the service users when they cannot speak for themselves.
- **Equality** - Ensuring that there is equal access to services and opportunities for all
- **Inclusion** - Ensuring that everyone has the same opportunities and access to care and support. Through person-centred planning and care, everyone is given equal opportunity to determine their present and future care.
- **Discrimination** - Treating people less favourably because they have a feature or characteristic over which they have no control. This attitude is often resistant to change even in the light of new information.

##### 4.1b Describe ways in which discrimination may deliberately or inadvertently occur in the work setting.

Examples of deliberate discrimination:

- Provision of no disabled access
- Disregarding risk assessments in the plan of care
- Taking no account of religious or cultural needs when organising the weekly menu
- Not employing people because of gender or the sound of their name.

Examples of inadvertent discrimination:

- Not letting people know how to complain or comment on their care
- Not giving people up-to-date information to enable them make decisions for themselves
- Making assumptions about what a person likes or wants
- Not providing information in a form that can be read or understood by the individual



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- Being over-protective and not supporting independence.

#### **4.1c Explain how practices that support equality and inclusion reduce the likelihood of discrimination.**

People must be able to make choices about the services they receive and the ways in which they receive them. So often the individual is told when and how much support they can receive, the days they can receive it and maybe even the time of day they will receive it.

The reason for this is often because services are limited and the budget and staff resources have to be managed. Often it is difficult to take into account the individual needs or to provide an effective service.

This is why it is so important that once the service has been agreed and organised that the person delivering the service talks to the individual to ensure that the service empowers the individual as far as possible.

#### **Showing Respect**

In your work you will come across situations where more thought or a small change in practice will give greater opportunity for people to feel valued and respected.

For example when an individual comes to your work place you find out how they would like to be addressed. There are other areas you will need to give thought to:

- Beliefs and Preferences
- Religious cultural beliefs e.g. about eating special foods,
- Values e.g. on type of attire preferred

You must ensure you are familiar with organisational processes and know where to find information about every individual.

For further information ask the individual, take an interest in their religion or cultural preference and show you want to support them as much as possible to carry on their way of life. Be observant and take note of individual's choices and decisions in daily activities, take an interest in their culture, hobbies or beliefs.

Communication maybe difficult and so it is important to look at specific communication techniques. If the individual speaks another language the use of an interpreter maybe needed. These steps will allow the individual to be involved in the decisions about their life and their choices and opinions taken into consideration.



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## **4.2 Work in an inclusive way**

### **4.2a List which legislation and codes of practice relating to equality, diversity and discrimination apply to your working role.**

1. Rights under Charters, Guidelines and Policies - these are designed to improve the services people receive.
- e.g. “The NHS Constitution for England” published March 2013. This Constitution establishes the principles and values of the NHS in England. It sets out rights to which patients, public and staff are entitled, and pledges which the NHS is committed to achieve, together with responsibilities, which the public, patients and staff owe to one another to ensure that the NHS operates fairly and effectively.
- E.g. Code of Conduct for Health Care Support Workers and Adult Social Care Workers in England (DOH 2013) The Code is based on the principles of protecting the public by promoting best practice. It will ensure the workers conduct does not fall below the expected Standard detailed in the code.

Your organisation will have policies & procedures identifying what the individuals can expect from the service provided. Many organisations have a service user’s charter.

2. The Health and Social Care Act 2008 (Regulated Activities) Regulations 2014
3. The Human Rights Act 1998
4. Mental Capacity Act 2005 Code of Practice
5. Equality Act 2010 (Umbrella Act)

### **4.2b Demonstrate interaction with individuals that respects their beliefs, culture, values and preferences.**

See observation log.

## **Knowing your own reactions**

It is vital, if you are to help anyone effectively that you understand how you personally affect any situation. People do not react the same way with everyone. Can you think of people you have met that you immediately felt relaxed and at ease with? You start talking and soon you feel as though you have known them for ever - equally it works the other way. You are still the same person but you can react differently to different people. It is also important that you understand how people react to you and the way your beliefs and prejudices influence them.



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You will interact depending on the person you are talking to. Think of different scenarios you have been involved in. To be effective you need to spend some time looking at your own behaviour and other people's reactions.

#### **Examining your own behaviour**

If you are talking to someone and they suddenly seem to close down the conversation, or appear unsure, try to think back to the point at which the atmosphere changed. Be honest with yourself.

Did you react to something they said?

What did you say?

Was it a little thoughtless?

Did you laugh?

Maybe they thought you were laughing at them?

Or did they begin to back away when you looked at your watch, or spoke briefly to someone else who wanted your attention?

Do some people seem to find it easier to talk to you than others? Do you find it easier to talk to some individuals rather than others?

Of course, there are bound to be some people you like more than others, but when you are working it is not enough just to acknowledge that. You have to know why in order to make sure that it does not result in individuals being treated differently.

Only you can work at examining your own behaviour, having a manager or colleague to work with you can be a great help, but essentially, no one can do it for you. You will need to be able to ask yourself a series of questions, and be prepared to answer them truthfully:

1. Which people do you find hard to deal with?
2. Can you work better with women than men?
3. Do you find it hard to talk with young people?
4. With older people?
5. With people of a particular social class?
6. With people of particular races?
7. With anyone with a different accent?
8. Do you find that you have less patience with some people? Can you identify which people? Is there a pattern? You may not always like the answers you come up with, but until you can work out how you behave towards others and why, you will never be able to make any adjustments to your responses.



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You will need to look at your own culture and beliefs. You may, for example, have grown up surrounded by people who believe that it was unthinkable to owe a penny to anyone, so you may find it difficult to offer empathy and support to someone who is desperate because they are deeply in debt.

You have to be aware of how your own background may influence you and ensure you include that factor in the analysis of any situation. Don't be too hard on yourself! If you acknowledge your own prejudice you will be more than halfway towards overcoming it. Just being able to understand why you behave in the way you do is more than most people achieve in a lifetime!

So do not worry if it takes a while before you feel that you are really thinking effectively about what you do and how your actions affect others.

It may seem unlikely, but knowing how people respond to you and making allowances for them will, eventually, become second nature.

You also need to understand how the individuals you work with see themselves and what has contributed to their own identity. This will help you to understand what is important to them and what areas in particular are essential for you to know in order to support them effectively.

You can find this information from talking to the individuals themselves or discussions with your colleagues.

For example: - religion/faith, cultural background, language, gender, personal preferences & values.

Recognising and understanding these areas of the individuals life will help enable you to empower them.

Even with a thorough assessment process it is still possible to miss "what is important to the individual." This may be because people sometimes say what they think you want them to say because they don't like to presume or they do not realise the opportunities available. A way to help overcome this is to get the individual, family or advocate to write a personal profile.

#### **4.2c Describe how to challenge discrimination in a way that encourages change**

Think about language. The words and expressions you use are important:



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1. Do not use words which degrade people with problems or disabilities such as words that are used as an insult.
2. Avoid language which is racist or could cause offence, and think about expressions such as “play the white man” which suggest that white people are somewhat superior.
3. Older people should not be referred to as “grannies” or “wrinklies”. It is not acceptable to address an older person as “pop” or “grandad” unless you are invited to do so.
4. Avoid using offensive terms to describe homosexuals. Always try to find out the terms which people find acceptable. These are generally “gay” and “lesbian”.
5. There are many words and expressions which help to reinforce discrimination against women. Think before using phrases such as “like a fishwife” or “he’s a right old woman”.

### **Encouragement**

Encourage the people you work with to achieve their full potential. Do not assume that you always know what is best.

Support people in challenging the barriers which stand in their way. If you work with people with disabilities, try to think of ways you can show employers what these people are capable of achieving.

Try to work with the local community. If you work in a facility which is surrounded by neighbours, make sure that they get to know about both service users and staff. Knowledge removes the fear which lies behind prejudice. Encourage people to behave assertively and develop confidence in their own abilities and refuse to accept behaviour which you know is discriminatory.

Do not participate in racist or sexist jokes and explain you are not amused by “sick jokes” about people with disabilities or problems.

If you are uncertain what to do in a particular situation, discuss the problems with your manager or supervisor.

### **Person Centred Care**

- See people as individuals
- Enable people to make their own choices



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- Support people to access and implement their rights and understand any responsibilities
- Support people to maintain as much independence as possible – “do with” not “do for”
- Treat people with dignity and respect and ensure they have the privacy that they need
- Work in partnership with the individuals so that they can maintain control of their lives

This enables the Person Centred Plan to be:

- Directed by the person it is about
- Written in a language everyone is able to understand
- Focused on a person’s strengths
- Recognising the issues of the moment

### **4.3 Access information, advice and support about diversity, equality and inclusion**

**4.3a List a range of sources of information, advice and support about diversity, equality and inclusion.**

**4.3b Describe how and when to access information, advice and support about diversity, equality and inclusion.**

**4.3c Explain who to ask for advice and support about equality and inclusion**

Your workplace will have policies and information about diversity and equality. There will also be an inclusion policy. Your supervisor will also be able to provide you with advice and sign post you to further information.

The Equality and Human Rights Commission has a statutory remit to promote and monitor human rights, and to protect, enforce and promote equality across the nine ‘protected characteristics’ and also provide guidance documents about legislation, particularly the Equality Act 2010.

1. Age
2. Disability
3. Gender
4. Race
5. Religion and belief
6. Sexual orientation
7. Gender reassignment
8. Pregnancy and maternity
9. Marriage and civil partnership