

Health & Social Care Knowledge Organisers

Unit 2: Equality & Diversity

LO1: Concepts of equality, diversity and rights, and how these are applied in the context of health, social care and child care environments.

What is the meaning of equality, diversity and rights?



Equality:
To ensure that a person is treated fairly, had the same opportunities regardless of differences and treated according to their individual needs.

Promoting equality means that individuals are not discriminated against due to their differences like; gender, race, age or disability.

Empowerment: Care workers enabling and supporting individuals to be in control of their lives.
Independence: Not relying on others, having the freedom to make your own decisions.
Inclusion: Ways of working that provide individuals with equal opportunities so that they are involved and feel they belong.
Respect: Having regard for the feelings, wishes or rights of others.
Dignity: Care that promotes and does not undermine a person's self-respect.
Legislation: A collection of laws passed by parliament which states the rights and entitlements of the individual. Law is upheld through the courts.

Diversity:
This encompasses recognizing and respecting individual differences.

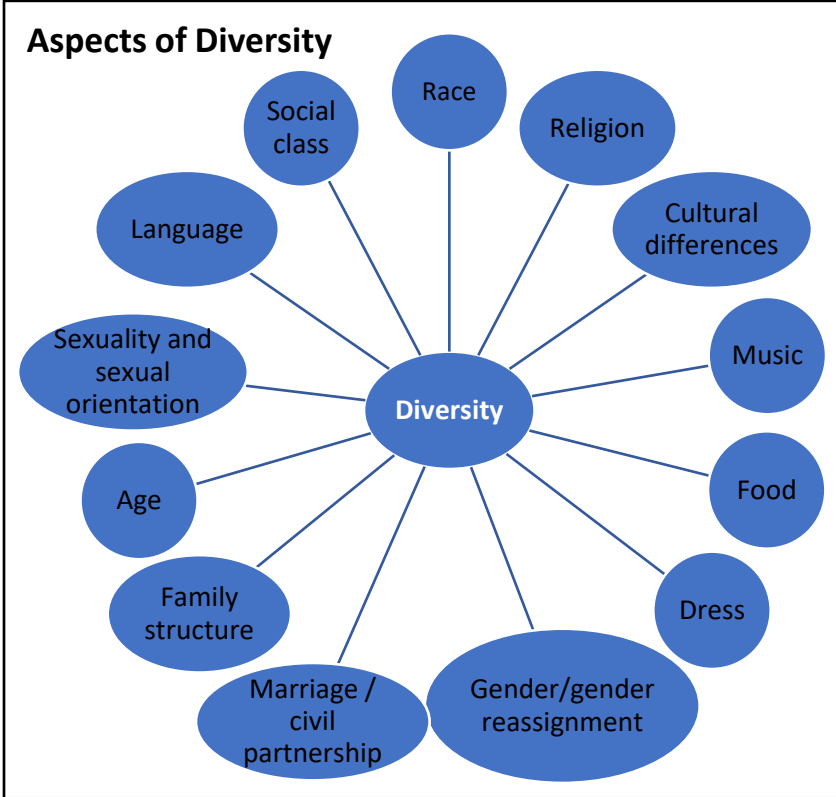
Examples of differences include:

- Faith
- Beliefs
- Race
- Customs
- Sexuality

Valuing diversity involves accepting and respecting differences by seeing everyone as unique individuals.

For individuals using care services, the benefits of staff understanding diversity in care settings include:

- ✓ Empowerment
- ✓ Independence
- ✓ Inclusion
- ✓ Respect
- ✓ Dignity
- ✓ Equal opportunity
- ✓ Access and participation



Right	Explanation
Choice	Gives individuals control over their lives and increases self-esteem as it promotes independence and empowerment.
Confidentiality	Means private information should be shared with those directly involved with an individual's care.
Protection from abuse & harm	Care settings and practitioners should have safeguarding procedures and safety measures & know and adhere to legislation.
Equal & fair treatment	Individuals working in health, social care or child care services should be treated within the law
Consultation	Individuals using health, social care or child care services should be asked for their opinions and views about their care & treatment & should inform the care they receive.
Right to life	An individual's life is protected by human rights law; everyone's right to life should be valued and respected.

What are values of care?

The values of care are core principles that underpin the work of those providing health, social care and child care services. They are a set of guidelines and ways of working for care settings and their staff.

Applying the values of care ensures that individuals using health, social care and child care environments receive appropriate care, do not experience discriminatory attitudes, and have diversity value and their rights supported.

Values of care in health & social care services.

The values of care in health & social care services focus on:

- Promoting equality and diversity
- Promoting individual rights and beliefs
- Maintaining confidentiality



Need-to-know-basis:

Information is shared only with those directly involved with the care and support of the individuals. Access to information is restricted to those who have clear reason to access it when providing care and support for an individual.

Applying values of care in health and social care settings.

Value of Care	Examples of applying the value of care...
Promoting equality and diversity	<p>Equality:</p> <ul style="list-style-type: none"> • Access to care services provided for everyone: wheelchair ramps, hearing loop, information leaflets, provided a range of different formats (large print, braille, easy read, different languages). • Staff using non-discriminatory language; any incidents of discriminatory behavior is appropriately challenged. • Care settings having and following an equal opportunities policy. <p>Diversity:</p> <ul style="list-style-type: none"> • Offering choice, e.g. menus with a range of options catering for all needs; vegetarian, vegan, kosher, gluten free etc. • Care home residents being offered a variety of different activities and outings to take part in.
Promoting individual rights and beliefs	<p>Rights:</p> <ul style="list-style-type: none"> • Mobility, dietary and communication needs met. • Ensuring all areas and resources in care settings are accessible to all. • Female staff available to meet cultural requirements e.g. female doctor. • Consulting with an expectant mother about whether she would prefer a home or hospital birth. <p>Beliefs:</p> <ul style="list-style-type: none"> • Cultural and religious dietary needs met, e.g. menus with options like halal and kosher. • Providing a prayer room. • Residential settings celebrating a range of different festivals, like; Eid, Chinese New Year, Christmas and Hanukkah.
Maintaining Confidentiality	<p>Private information shared by care workers only on a need to know basis, e.g. information about a patient's illness and treatment would be shared only with the practitioners directly involved in working with that person, not told to all of the staff.</p> <p>Information like patients records kept securely in a locked filing cabinet or password protected electronic records so that access is limited to authorized staff.</p>

Values of care in child care services

The values of care in child care services are:

- Making the welfare of the child paramount.
- Keeping children safe and maintaining a healthy environment.
- Working in partnership with parents, guardians and families.
- Encouraging children's learning and development.
- Valuing diversity.
- Ensuring equality of opportunity.
- Anti-discriminatory practice.
- Maintaining confidentiality.
- Working with other professionals

PAT Testing: Portable Appliance Testing is the term used to describe the checking of electrical appliances and equipment to ensure they are safe to use.

GP: General Practitioner, the doctor at the local surgery.

Keywords 

Exam Tip:

If an exam question asks you to describe ways, then you have to write about more than one.

If you describe two or three correctly you will achieve high marks. If you only mention one, you will be limited to half marks!

Value of Care	Examples of applying care values in child care settings
Making the welfare of the child paramount.	Safe guarding policy and protection procedures in place, i.e. child protection officer -named person, first point of contact for staff if there are concerns about a child's welfare. Paramountcy principle is where the child's needs come first and the setting should use a child-centered approach. Children must never be humiliated, abused or smacked. All volunteers and staff must have a DBS check – criminal record checks carried out by the Disclosing and Barring Service to help prevent unsuitable people working with children.
Keeping children safe and maintaining a healthy environment.	Security measures in place to control access, i.e. staffed reception, staff lanyards, visitor badges, keypad entry systems, CCTV at external entrances etc. All electrical equipment has to be PAT tested to ensure it is in good working order. Regular maintenance checks on all equipment, furniture and toys to check for faults or damage that could cause injury. Food provided in the settings should meet health eating guidelines.
Working in partnership with parents, guardians and families.	Successful relationships between parents and practitioners support the best outcomes for the child. Daily diaries for nursery children are kept by staff to inform parents what activities have been done each day. Informal chats with parents when children are dropped off and collected. Praise certificates, parent information evenings held to discuss issues or problems. Effective communication helps parents to be involved in what is happening with their child at the setting.
Encouraging children's learning and development.	Primary schools, nurseries and playgroups should provide a range of activities appropriate for the children's ages and abilities, enabling all to participate and learn, children's progress should be monitored so support or extension activities can be provided. Toys, equipment and games should be accessible for all children in the setting. Special equipment or support should be provided if needed, i.e. an LSA for a child with a physical or learning disability.
Valuing diversity.	Displays, toys, resources in nurseries, playgroups and primary schools should reflect different cultures and beliefs. A wide range of festivals could be celebrated with children i.e. Diwali, Hanukah, Eid, Christmas etc. Food options should come from a range of cultures and to meet dietary needs – vegan, vegetarian and allergies like dairy or gluten intolerance.
Ensuring equality of opportunity.	Activities and tasks should be differentiated to meet children's individual needs, enabling each child to progress and achieve their potential. All areas of the setting and activities are accessible to all children making adaptations – i.e. ramps, adjustable height tables, easy read books, information in a range of languages (appropriate to those attending the setting) etc.
Anti-discriminatory practice.	All children should be treated fairly; staff should not have 'favourites'. Any discriminatory actions or comments by children, staff or parents/carers should be challenged. Ensure no one is excluded from activities, make them accessible for all. Staff should be good role models by demonstrating inclusive behavior.
Maintaining confidentiality.	Private information must be shared by child care workers only a 'need to know' basis. For example, information about a child's parent being seriously ill would be shared with the teachers directly involved in working with the child, not told to all staff. Information like a child's progress record must be kept securely in a locked filing cabinet or password protected if electronic so access is limited.
Working with other professionals.	Information has to be shared openly in certain circumstances, this has to be done sensitively with a group of practitioners involved in the care of the child. For example, a child protection case – a teacher, social worker and the police may be involved in discussing this situation.

There are a range of support networks available that can help people by providing advice, information and practical support.

Support Networks

Advocacy:

Someone who speaks on behalf of an individual who is unable to speak up for themselves.



Advocacy Services:

Individuals who may need an **advocate** include; young children, those with a learning or physical disability, a condition like Alzheimer's or assessed and identified as lacking mental capacity or having mental health problems.

How does an advocate support an individual?

These are examples of how an advocate can support someone:

- ✓ Going with an individual to meetings, or attending for them.
- ✓ Helping an individual find and access information.
- ✓ Writing letters on the individual's behalf.
- ✓ Speaking on behalf of the individual at a case conference to express their wishes.

Situations involving advocacy support:

- At a care plan meeting for an 18 year old with a learning disability, who wants to leave home and live in supported housing – a member of the community mental health team represents the individual in order to ensure the individual's rights are maintained.
- A volunteer from a charity like MIND or SEAP helps with an application for disability benefits to make sure the individual's rights and entitlements are supported.
- A family friend could represent an older person with dementia by speaking about their needs with a hospital social worker when a care plan is being discussed, to make sure the older person's best interests have been respected and supported.

What will an advocate do? / Not do?

What will an advocate do?	<ul style="list-style-type: none"> ✓ Be completely independent and represent the individual's views ✓ Ensure the rights and needs of an individual are recognized ✓ Make sure that an individual's wishes and views are represented ✓ Speak on behalf of an individual who cannot speak for themselves ✓ Act in the best interests of the person they are representing
What won't an advocate do?	<ul style="list-style-type: none"> X Judge the individual X Give their own personal opinion X Make decisions for the individual

Support Groups:

There are many UK charities and support organisations – Mind, Age UK, Headway, Rethink Mental Illness, Macmillan Cancer Support. These groups help to empower individuals to take back control of their lives when they have, or are caring for an individual with an illness, long term condition or disability.

There are local and national support groups where people with similar experiences or concerns can meet and provide each other with support, advice, encouragement, comfort, information and share coping strategies. It gives people a chance to talk to others who understand as they have experienced it themselves.

Informal Support:

Informal support is care given by those not paid to do so and are not professionally trained care workers – friends, family, neighbours. This could take the form of helping with daily tasks like;

- Personal care – showering, bathing, getting dressed
- Shopping
- Collecting prescriptions
- Preparing meals
- Laundry
- Having a chat and keeping them company
- Mowing the lawn
- Cleaning