|  |  |
| --- | --- |
|  Overview | This standard identifies the requirements when leading and managing practice for health and safety in settings where children, young people or adults are cared for or supported. This includes monitoring compliance with health, safety and security regulations and requirements, contributing to the development of systems to manage risk to yourself and other people whilst promoting a culture of positive risk taking, and continuously improving health, safety and security policies, procedures and practices. |

|  |  |
| --- | --- |
| **Performance criteria**You must be able to:You must be able to:You must be able to:You must be able to: | **Maintain and monitor compliance with health, safety and security requirements**1. ensure that others are aware of legal and work setting policies, procedures and practices required for health, safety and security relating to their work
2. ensure that there are systems in place to provide individuals, key people and others with updates on changes in legal and work setting policies, procedures and practices
3. monitor compliance with health, safety and security policies, procedures and practices
4. act as a role model in adhering to health, safety and security requirements
5. take appropriate action where health, safety and security requirements are not being adhered to
6. take action to address practices that are unsafe and unhealthy
7. report working practices that are unsafe and unhealthy
8. lead work with others to identify, assess, minimise and manage potential risks and hazards in the working environment
9. ensure that others use approved methods and procedures when carrying out potentially hazardous work activities
10. ensure that appropriate action is taken where there is the likelihood of an accident or injury
11. ensure that appropriate and immediate action is taken to manage emergencies
12. ensure that records and reports on health, safety and security issues, practices and incidents are completed by yourself and others, within confidentiality agreements and according to legal and work setting requirements

Lead and manage practice that balances positive outcomes for individuals with risk and safety1. develop a culture that promotes the rights of individuals to take risks
2. lead practice that develops the understanding of individuals of their right to take risks balanced against the likelihood of harm
3. lead the use of assessments that balance the achievement of positive outcomes for individuals with risk and safety
4. ensure that individuals are supported to assess, balance and make decisions about risks associated with activities
5. ensure that support is provided to individuals who have experienced trauma, stressful situations or violence

Lead and manage practice in working in partnership to manage risk to personal safety1. ensure that others are aware of risks within the service provision
2. lead work in partnership to assess and manage risks to individuals that may arise from their own actions or those of other people
3. ensure that you and the people with whom you work are aware of their responsibilities and follow risk management policies, systems, procedures and practices
4. ensure that others are aware of their responsibility to take action to prevent behaviour that is illegal, abusive or harmful
5. monitor policies, systems, procedures and practices to identify if improvements are needed to risk assessments relating to individuals, key people and others
6. ensure that you and the people with whom you work are aware of and contribute to the implementation of an effective ‘violence against staff’ policy
7. manage policies, systems, procedures and practices relating to physical intervention and its use
8. ensure that support is provided to others who have experienced trauma, stressful situations or violence
9. gather feedback from individuals, key people and others on risk management policies, systems, procedures and practices
10. lead practice that supports individuals, key people and others to indicate where and how improvements could be made to risk management

Work in partnership to develop health, safety and security policies, procedures and practices1. work in partnership to plan, monitor and review policies, systems, procedures and practices designed to promote people’s health, safety and security
2. gather feedback from individuals, key people and others on health, safety and security policies, procedures and practices
3. support individuals, key people and others to indicate where and how improvement could be made
4. work in partnership to review and evaluate the policies, procedures and practices
5. identify areas of policy and practice that need improvement in order to ensure safety, security and protection
6. take steps to address areas of policy and practice that need improvement in order to ensure safety, security and protection
7. provide records and reports on your contribution to the development of health, safety and security policies, procedures and practices, in accordance with legal and work setting requirements
8. use supervision and learning and development opportunities to support your team to develop the knowledge, skills and abilities needed to manage risk and adhere to safe and healthy practice

  |

|  |  |
| --- | --- |
| Knowledge and understandingYou need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand: | **Rights**1. legal and work setting requirements on equality, diversity, discrimination and rights
2. your role in developing and maintaining systems, procedures and practices which promote individuals’ rights, choices, wellbeing and active participation
3. your duty to report any acts or omissions that could infringe the rights of individuals
4. how to **critically evaluate** and take informed action against discrimination
5. the rights that individuals have to make complaints and be supported to do so
6. how to ensure that individuals are informed about the service they can expect to receive
7. your role in developing and maintaining systems, procedures and practices which ensure that individuals have access to information about themselves in a format they can understand
8. conflicts and dilemmas that may arise in relation to rights and how to address them

**Your practice**1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
2. your own background, experiences and beliefs that may have an impact on your practice
3. your own roles, responsibilities and accountabilities with their limits and boundaries
4. the roles, responsibilities and accountabilities of others with whom you work
5. how to access and work to procedures and agreed ways of working
6. the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
7. the prime importance of the interests and well-being of the individual
8. the individual’s cultural and language context
9. how to build trust and rapport in a relationship
10. how your **power and influence** as a leader and manager can impact on relationships
11. the role of independent representation and advocacy for individuals
12. how to work in ways that promote active participation and maintain individuals’ dignity, respect, personal beliefs and preferences
13. how to work in ways that achieve positive outcomes for individuals
14. how to manage resources to deliver services that meet targets and achieve positive outcomes for individuals
15. how to distinguish between **outputs** and **outcomes**
16. how to work in partnership with individuals, key people and others
17. how to identify and manage ethical conflicts and dilemmas in your work
18. how to challenge and address poor practice
19. how to address concerns and complaints
20. how and when to seek support in situations beyond your experience and expertise
21. the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
22. theories underpinning our understanding of human development and factors that affect it

**Personalisation and resources**1. how to critically evaluate evidence and knowledge based theories and models of good practice about empowerment and citizen directed services
2. how to identify and promote the potential of individuals to use their personal strengths and resources to achieve change
3. the value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them
4. the nature of **personalisation** and personalised services, including self directed support
5. the range of resources available within informal networks, within the wider community, through formal service provision and through innovation
6. how assistive technology can be used to support the independence of individuals
7. how to lead, manage and support others to plan, deliver and review personalised services with individuals

**Continuing professional development**1. principles of reflective practice and why it is important
2. your role in developing the professional knowledge and practice of others
3. how to promote **evidence based practice**
4. methods of managing performance to meet targets and achieve positive outcomes
5. how to assess performance
6. how to provide constructive feedback to others on their practice and performance
7. how to address performance that does not meet required standards
8. how to use supervision to support the practice and performance of others
9. how to use appraisal to support the practice and performance of others
10. systems, procedures and practices for managing workloads
11. methods for delegating work

**Communication**1. factors that can affect communication and language skills and their development in children, young people or adults
2. methods to promote effective communication and enable individuals to communicate their needs, views and preferences
3. factors that can affect communication within and between organisations
4. methods to promote effective communication within and between organisations

**Health and Safety**1. legal and statutory requirements for health and safety
2. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

**Safe-guarding**1. legislation and national policy relating to the safe-guarding and protection of children, young people and adults
2. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
3. indicators of potential harm or abuse
4. how and when to report any concerns about harm or abuse, poor or discriminatory practice, resources or operational difficulties
5. what to do if you have reported concerns but no action is taken to address them
6. local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse
7. how to support others who have expressed concerns about harm or abuse

Multi-disciplinary working1. the purpose of working with other professionals and agencies
2. the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work
3. features of multi-disciplinary and interagency communication
4. how different philosophies, principles, priorities and codes of practice can affect partnership working

**Handling information**1. legal requirements, policies and procedures for the security and confidentiality of information
2. legal and work setting requirements for recording information and producing reports within timescales
3. principles of confidentiality and when to pass on otherwise confidential information
4. how to support the effective sharing of information to achieve positive outcomes for individuals
5. how to record written information with accuracy, clarity, relevance and an appropriate level of detail
6. how to use evidence, fact and knowledge-based opinion to support professional judgements in records and reports
7. how and where electronic communications can and should be used for communicating, recording and reporting

**Leading and managing practice**1. how to **critically analyse** theories about **leadership** and **management**
2. standards of practice, service standards and guidance relating to the work setting
3. national and local initiatives to promote the well-being of individuals
4. models of practice for the use of early interventions
5. lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
6. methods of supporting others to work with and support individuals, key people and others
7. how to lead and manage practice that achieves positive outcomes for individuals
8. methods of supporting others to recognise and take informed action against discrimination
9. how to develop systems, practices, policies and procedures
10. how to implement, monitor and evaluate systems, practices, policies and procedures
11. how to promote the services and facilities of your work- setting
12. techniques for problem solving and innovative thinking
13. how to motivate others
14. how to critically evaluate evidence and knowledge based theories and models of good practice about change management
15. how to use change management techniques

**Risk management**1. how to critically evaluate principles and frameworks of risk assessment and risk management
2. principles of positive risk-taking
3. how to lead others to develop practice that supports positive risk-taking

Managing people1. legal and work-setting requirements for **employment practices**
2. internal and external governance arrangements for the work-setting
3. factors that can lead to pressures on the service, individual and team performance
4. how to manage time, resources and workload of self and others
5. how to manage team dynamics
6. how to create a culture that promotes openness, creativity and problem solving
7. how to create a culture that supports people to embrace change

Specific to this NOS1. legislation and work setting procedures and practices to prevent and control infection
2. aspects of your own health and hygiene and that of team members that can help prevent the spread of infection
3. legislation and work setting requirements for the storage and administration and disposal of medication
4. legislation and work setting procedures for food hygiene
5. legislation and work setting requirements for dealing with incidents and emergencies
6. different kinds of incidents and emergencies that may arise in your work setting
7. your responsibility for keeping yourself and others safe within your work role and environment
8. additional hazards to consider when working alone
9. how to take responsibility for your own health and wellbeing
10. practices for safe moving and handling
11. approved methods and procedures for potentially hazardous activities you undertake at work
12. national and local guidance on falls prevention and factors that impact on falls
 |

**Additional Information**

|  |  |
| --- | --- |
| Scope/range related to performance criteria | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS An **accident** may be a major or minor incident that is unforeseen and causes injury; accidents may be due to falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty**Action** would include challenging working practices and using supervision, performance management and training to improve practice**Approved methods and procedures** may include methods and procedures that have been set down in legislation, set by the employer, identified in risk assessments and/or set down by the producers of items, materials or equipment**Designed to** **promote people’s health, safety and security** may include policies, systems, procedures and practice designed to identify, assess and reduce stress and risk of danger, harm and abuse to individuals, key people, yourself and others. Harm and abuse may include neglect; physical, financial, emotional and sexual abuse; bullying; self harm; reckless behaviour**Emergencies** are occurrences that present immediate and threatening danger to people, goods and/or the environment; they may relate to fire, security, serious accidents, minor accidents or first aid**Incidents** require immediate attention to avoid possible danger and harm to people, goods and/or the environment. They may include intruders; chemical spillages; lost keys, purses etc, missing individuals; individuals locked out; contamination risk; aggressive and dangerous encounters; bomb scaresThe **individual** is the person you support or care for in your work**Key people** are those who are important to an individual and can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship**Others** are workers that you manage, your colleagues and other professionals whose work contributes to the individual’s well-being and who enable you to carry out your role**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of workingPotentially hazardous work activities would include food hygiene, working with hazardous substances, actions in emergencies, lone working, administration of medication, infection control and moving and handling**Practices** may include activities, procedures, use of materials or equipment, working techniquesA **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people, self-harm, bullying, abuse, reckless behaviour |

|  |  |
| --- | --- |
| Scope/range related to knowledge and understanding | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statement required for achievement of the NOS.**All knowledge statements must be applied in the context of this standard.****In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your leadership and management practice****Critically analyse** is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice – identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situationCritical analysis involves a weighing-up of the factors concerned, for their contribution of strengths / weaknesses or advantages / disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses**Critically evaluate** is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practiceCritical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making**Employment practices** should include recruitment, performance management, disciplinary procedures, grievance procedures**Evidence based** **practice** uses systems, processes and ‘practice wisdom’ that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and those involved in the delivery of care services**Factors that may affect the health, wellbeing and development** may include adverse circumstances or trauma before or during birth; autistic spectrum disorder; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse **Leadership** is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating**Management** is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives**Outcomes** are the changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as a change in someone’s attitude, sense of well-being or how they see or feel about themselves**Outputs** are the tangible products, services or facilities that are a result of organisational activities or the activities of those involved in the delivery of the service provision. Outputs may be used to achieve outcomes **Personalisation** can be defined as 'changing the power balance so that each person really does have choice and control over the care services that they want. From being a recipient of services, individuals become involved in selecting and shaping the services they use'. Personalisation is a social care approach that encompasses citizen-directed support; self-directed support; the use of direct payments or personal budgets; the provision of accessible information and advice on care and support and the promotion of independence and self-reliance amongst individuals and communitiesDepending on how it is used the **power and influence** of leaders and managers may have either a positive or negative effect upon relationships |

|  |  |
| --- | --- |
| Values | Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:To be treated as an individualTo be treated equally and not be discriminated againstTo be respectedTo have privacyTo be treated in a dignified wayTo be protected from danger and harmTo be supported and cared for in a way that meets their needs, takes account of their choices and also protects themTo communicate using their preferred methods of communication and languageTo access information about themselves |

|  |  |
| --- | --- |
| **Developed by** | Skills for Care and Development |
| **Version number** | 1 |
| Date approved | January 2013 |
| Indicative review date | January 2016 |
| Validity | Current |
| Status | Original |
| Originating organisation | Skills for Care and Development |
| Original URN |  LMCC1 |
| Relevant occupations | Health and Social Care; Managers and Senior Officials; Health and Social Services Officers; Childcare and Related Personal Services; |
| Suite | Leadership and Management in Care Services |
| Key words | Health; safety; security; risk; hazards; positive outcomes for individuals |