

nationalcarestandards
school care accommodation services

revised september 2005

dignity —

privacy —

choice —

safety —

realising potential —

equality and diversity —





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school care accommodation services

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Introduction

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school care accommodation services

Introduction

School care accommodation services

School care accommodation services form one part of the wide range of care services regulated by the Scottish Commission for the Regulation of Care ('the Care Commission') following the introduction of the Regulation of Care (Scotland) Act 2001 ('the Act'). School care accommodation services are those described in Section 2(4) of the Act which:

- 'are provided for the purpose of the pupil being in attendance at a public, independent or grant-aided school'; and
- consist of 'the provision, in a place in or outwith the school, of residential accommodation'.

The national care standards

Scottish Ministers set up the National Care Standards Committee (NCSC) to develop national standards. The NCSC carried out this work with the help of a number of working groups. These groups included people who use services and their families and carers, along with staff, professional associations, regulators from health and social care, local authorities, health boards and independent providers. Many others were also involved in the consultation process.

The standards have been developed from the point of view of children or young people who use the services. They describe what each individual child or young person can expect from the school or hostel. They focus on the quality of life that the child or young person using the service actually experiences.

The standards for school care accommodation services are grouped under headings that follow the child or young person's journey through the service. These are as follows.

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Expressing your views (standards 17 and 18)

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Annex A: Glossary

Annex B: Useful reference material

Using the national care standards

The Care Commission is interested in the care that is provided in school care accommodation services. The Care Commission and HM Inspectorate of Education work together to deliver an integrated service for the regulation and inspection of these services. The Registrar of Independent Schools in Scotland keeps a register of independent schools on behalf of Scottish Ministers. Registration is provisional until the school has been inspected by HMIE and found to be satisfactory. HM Inspectorate of Education is responsible for inspecting and reporting on standards and quality in schools using the indicators of quality in ‘How Good is our School?’.

As a child or young person, you can use the standards as a guide to the quality of life you can expect in the school or hostel. For example, the standards tell you what the arrangements are for you to contact your family. They tell you what you should do if you feel that you need extra help at any time. They explain how to raise a concern or make a complaint. The standards also help to highlight areas where the school or hostel is performing well.

Your parents or others responsible for your care can use the standards to help them find out about the quality of support and care the school or hostel provides.

People who run the school or hostel will use them to find out what is expected of them in offering the services. The standards make it clear that everything about the service is focused on the quality of life that you experience.

Standards for school care accommodation services cover a wide range of schools with residential accommodation. Some pupils will be at boarding school because it is their choice and their parent's choice. Some pupils will stay in hostel accommodation provided by their local education department because there are no schools within travelling distance. Some pupils will be at residential schools which meet their particular care and education needs.

The principles behind the standards

The standards are based on a set of principles that are the result of all the contributions made by the NCSC, its working groups and everyone else who responded to the consultations on the standards as they were being written. They recognise that services must be accessible and suitable for everyone who needs them, including people from black and ethnic minority communities. They reflect the strong agreement that you have rights and that your experience of receiving services is very important and should be positive.

The main principles

The principles are dignity, privacy, choice, safety, realising potential and equality and diversity.

Dignity

Your right to:

- be treated with dignity and respect at all times; and
- enjoy a full range of social relationships.

Privacy

Your right to:

- have your privacy and property respected; and
- be free from unnecessary intrusion.

Choice

Your right to:

- make informed choices, while recognising the rights of other people to do the same;
- know about the range of choices; and
- get help to fully understand all the options and choose the one that is right for you.

Safety

Your right to:

- feel safe and secure in all aspects of life, including health and wellbeing;
- be secure in the knowledge that adults are responsible for children's safety;
- enjoy safety but not be over-protected; and
- be protected from exploitation and abuse.

Realising potential

Your right to have the opportunity to:

- achieve all you can;
- make full use of the resources that are available to you; and
- make the most of your life.

Equality and diversity

Your right to:

- live an independent life, rich in purpose, meaning and personal fulfilment;
- be valued for your ethnic background, language, culture and faith;
- be treated equally and be cared for in an environment which is free from bullying, harassment and discrimination; and
- be able to complain effectively without fear of victimisation.

The Scottish Commission for the Regulation of Care

The Regulation of Care (Scotland) Act 2001 ('the Act') set up the Care Commission, which registers and inspects all the services regulated under the Act, taking account of the national care standards issued by Scottish Ministers. The Care Commission has its headquarters in Dundee, with regional offices across the country. It will assess applications from people who want to provide school care accommodation services. It will inspect the services to make sure that they are meeting the regulations and in doing so will take account of the national care standards. You can find out more about the Care Commission and what it does from its website (www.carecommission.com).

The Scottish Social Services Council

The Act created the Scottish Social Services Council ('the Council') which was established on 1 October 2001. It also has its headquarters in Dundee. The Council has the duty of promoting high standards of conduct and practice among social services workers, and in their education and training. To deliver its overall aims of protecting service users and carers and securing the confidence of the public in social services, the Council has been given five main tasks. These are: to establish registers of key groups

of social services staff; to publish codes of practice for all social services staff and their employers; to regulate the conduct of registered workers; to regulate the training and education of the workforce; to undertake the functions of the National Training Organisation for the Personal Social Services. The Council has issued codes of practice for social service workers and employers of social service workers. These describe the standards of conduct and practice within which they should work. The codes are available from the Council website (www.sssc.uk.com).

How the standards and regulations work together

The Act gives Scottish Ministers the power to publish standards which the Care Commission must take into account when making its decisions. It also gives Scottish Ministers the power to make regulations imposing requirements in relation to school care accommodation services.

The standards will be taken into account by the Care Commission in making any decision about applications for registration (including varying or removing a condition that may have been imposed on the registration of the service). All providers must provide a statement of function and purpose when they are applying to register their service. On the basis of that statement, the Care Commission will determine which standards will apply to the service that the provider is offering.

The standards will be used to monitor the quality of services and their compliance with the Act and the regulations. If, at inspection, or at other times, for example, as a result of the Care Commission looking into a complaint, there are concerns about the service, the Care Commission will take the standards into account in any decision on whether to take enforcement action and what action to take.

If the standards were not being fully met, the Care Commission would note this in the inspection report and require the service manager to address this. The Care Commission could impose an additional condition on the service's registration if the provider persistently, substantially or seriously failed to meet the standards or breached a regulation. If the provider does not then meet the condition, the Care Commission could issue an improvement notice detailing the required improvement to be made and the timescale for this. Alternatively, the Care Commission could move straight to an improvement

notice. The Care Commission would move to cancel the registration of any service if the improvement notice does not achieve the desired result. In extreme cases (i.e. where there is serious risk to a person's life, health or wellbeing) the Care Commission could take immediate steps to cancel the registration of any service without issuing an improvement notice.

Regulations are mandatory. In some cases not meeting a regulation will be an offence. This means a provider may be subject to prosecution. Not meeting or breaching any regulation is a serious matter.

Decisions by the Care Commission on what to do when standards or regulations are not met will take into account all the relevant circumstances and be proportionate.

You can get information on these regulations from the *Regulation of Care (Scotland) Act 2001*, which is available from the Stationery Office Bookshop. You can also see the Act on-line (see Annex B for the address).

You can also see the Scottish Statutory Instruments for the Regulation of Care Regulations 2002 on-line (see Annex B for the address).

Comments

If you would like to comment on these standards you can visit our website and send a message through our mailbox:

www.scotland.gov.uk/health/standardsandsponsorship

You can also contact us at:

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1-7

Settling in

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- 3 Care and protection
- 4 Privacy and dignity
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Settling in

Introduction to standards 1 to 7

The services for your care and welfare in the school or hostel are designed to give you the opportunity for personal development and help you to reach your full potential. Standards in this section are grouped around the services that guide your arrival and settling-in time. They describe the ways in which the staff will help you adapt to living with a new group of people.

Arriving for the first time

Everyone takes time to settle when they first move away from home. You can expect staff to be particularly sensitive to your feelings and worries at this time. They will welcome and encourage you in your new surroundings, and offer help when you need it. Being able to visit the school or hostel beforehand will help prepare you for moving there.

Keeping in touch with people who are important to you

Keeping in contact with your parents or other people responsible for you, other members of your family and your friends is important. You should receive all the support you need to keep in touch with them through visits, over the phone, by e-mail or by fax.

Care and protection

You should feel welcomed and comfortable in the school or hostel. You can expect to be well cared for in a way that is appropriate to your needs. You are protected from any form of abuse, including bullying.

Privacy and dignity

You have the right to be treated politely and with dignity. There will be areas in the school or hostel where you can enjoy privacy.

You should stay in a friendly and welcoming environment that is warm and comfortable. The school or hostel should be accessible but also safe and secure. You must be satisfied that it can accommodate you and any belongings and equipment you need in a way which supports your right to privacy and dignity.

How the building looks on the outside is important. The building and its grounds should look good, giving a positive image to the outside world.

Comfort, safety and security

You have the right to feel safe, secure and protected in all aspects of your life in the school or hostel. Staff should make sure that you are not at risk in any way.

Support arrangements

The standards in this section will not apply to every school or hostel. They will be taken into account if your school provides specialist educational and care supports. If you are a child or young person with specific educational or care needs you will have a **personal plan**. This is the plan that you and all the people involved in your support and care draw up to make sure that your current and future needs are met by the school. If you are a child or young person who is looked after by your local authority you will have a **care plan** which describes how all services will work together to meet your needs. If there are changes in your circumstances that affect how the home or school can meet your needs staff will inform those responsible for planning your care.

Management and staffing

The standards in this section reflect the importance of knowing that the people who are responsible for your support and care have all the necessary experience, skills and training to meet your needs. They should know the best practice guidance and be able to put it into practice. The school or hostel services should be well managed. For example, managers should make sure there are enough staff to meet your needs. The way in which the school or hostel service is run should be regularly checked to see what improvements can be made.

Arriving for the first time

Standard 1

Staff members do all they can to help you to settle in to the accommodation. The school or hostel provides you with a friendly and caring environment, and you have access to help and support.

- 1 You are made to feel welcome. You and your family have good quality, up-to-date information about the school or hostel service in a leaflet or information pack that is written in plain English or in a language or format that is suitable for you. It should include information about:
 - the aims of the school or hostel;
 - the accommodation and services and number of places provided in the school or hostel;
 - the address and telephone number of the school or hostel and information about transport access;
 - the manager and staff of the school or hostel, including their qualifications;
 - your rights and responsibilities;
 - how you can be involved in decisions;
 - how you can raise a concern or complaint;
 - (whether, and if so how) staff meet any needs you have arising from your ethnic background, culture, language or faith;
 - how your particular interests will be met;
 - family contact and visiting arrangements;
 - how the school or hostel prevents bullying and discrimination;
 - the behaviour that is expected of you and what will happen if you do not behave in the way that is expected of you;
 - what will happen if you are caught in possession of unauthorised alcohol or unauthorised and/or illegal drugs;
 - what educational support you will receive;

- the need to insure personal belongings; and
 - fire and safety procedures.
- 2 You have explained to you the arrangements for getting to know the school, including the roles of staff and positions held by fellow pupils.
 - 3 You can be confident that your fellow pupils are helped to support you and other newcomers.
 - 4 You can be confident that the school or hostel will allow you, whenever possible, to visit before you move there.
 - 5 You know which member of staff to go to if you have a problem or want to discuss your experiences of living in the school or hostel.
 - 6 You know that the school or hostel involves your family in all stages of your stay. If you have a social worker, the school or hostel will involve them too.

Keeping in touch with people who are important to you

Standard 2

You can freely contact your family, and the school or hostel services makes good arrangements for parents or others responsible for your care to visit you.

- 1 You are helped to keep in contact with parents, brothers and sisters, friends or carers and other people who are important in your life. This has to be in line with your wishes and to be in your best interests. This may be by e-mail, letters and phone calls and visits.
- 2 You have opportunities to spend time with your brothers and sisters if they attend the school.
- 3 Your parents and others who are close to you are involved in the life of the school or hostel and can take part in events and get to know your teachers and care staff. There are good arrangements to allow you to meet them in and out of the school or hostel and you know when you can expect to see them.
- 4 Your parents or others responsible for your care receive a welcome pack.
- 5 Your parents or others responsible for your care receive regular reports on your personal development and wellbeing in the school or hostel.
- 6 If it is not possible for a member of your family to go to a parents' meeting, a member of staff may go instead and give them feedback.
- 7 You know that members of staff are aware of issues of separation and loss and can give you and your family advice and support if you need it.

Care and protection

Standard 3

You live in a warm and caring environment, and are protected from harm. At any time, there are enough staff available to help you when needed.

- 1 You receive support and care from staff in a way that is appropriate to your needs and age, and that feels comfortable to you.
- 2 Unless all pupils are aged 16 years or over, you know that there are at least two staff on duty and available at all times*. There is at least one member of staff on duty and another available on call at night.
- 3 You know that child-protection policies and procedures are in place and staff and pupils know about them.
- 4 In line with the school or hostel policy, staff and pupils actively challenge and combat any form of bullying or discrimination from any pupil or member of staff. You feel free to report anything that is worrying you.
- 5 You can be confident that all staff know what to do if a young person goes missing.
- 6 You have access to information about Childline and the phone number is freely available.
- 7 You know that the school or hostel has a clear policy on confidentiality. You understand the circumstances in which confidentiality can and cannot be maintained.
- 8 You can be assured the school or hostel has a written policy and procedures on the conditions where restraint may be used. Staff are fully trained and supported in the use of restraint. If it is necessary to restrain you at any time this is documented and records are kept of any incidents involving your restraint. You can expect to be supported after any episode of restraint.

* Exact staffing levels will be agreed with the Care Commission as set out in standard 7 (3).

- 9 You know that sanctions are appropriately matched to the behaviour and are in line with school or hostel policies. They are clearly recorded.
- 10 You can be confident that no-one will be physically punished.
- 11 Groups of pupils are not punished as a result of the behaviour of one person.
- 12 You can be confident that staff never touch you in an inappropriate manner.
- 13 You have guidance on how to use the Internet safely. Staff are skilled in helping you to use it. If you have access to TV programmes and videos, they are suitable for your age.

Privacy and dignity

Standard 4

The accommodation in the school or hostel services meets your needs. Your bedroom is not overcrowded, is big enough for you and you have privacy.

- 1 Your personal living space is respected and you do not sleep in an overcrowded bedroom. There are rooms you can use in private (for instance if you have visitors) and you have enough space for individual and group activities. This includes play space or quiet areas if you want to study.
- 2 Your room has a window, is well ventilated and is heated by a system that allows you to control the temperature.
- 3 You have somewhere to lock away your personal belongings.
- 4 Your bedroom is big enough to be comfortable and if you share a room, your views about who you share with are taken into account. The agreed and published policies for sleeping accommodation take account of your views and state that wherever possible, if you are over 16, you have a single room if you want one.
- 5 If you have a care plan or personal plan this will be used by staff to decide if it is appropriate for you to share a bedroom and if so, with whom.
- 6 If you use a wheelchair, or other equipment, your room will be large enough to accommodate your requirements.
- 7 Your furniture and equipment provided by the school or hostel is in good condition, is homely and sturdy, is safe and meets health and safety requirements.
- 8 You have en-suite or nearby bath or shower facilities and you have privacy when using them.

Comfort, safety and security

Standard 5

You live in a comfortable, safe and secure environment.

- 1 The school or hostel is clean and in good decorative order. The school or hostel provides home comforts (for example, books, fruit and drinks).
- 2 The school or hostel is personalised (for example, it is furnished with a range of personal items and touches) and has good lighting, heating and ventilation.
- 3 The accommodation is accessible, but attention is also paid to security issues and there is a security policy in place.
- 4 Fire and safety procedures are in place, meet regulations and guidelines on best practice, and are followed. Risk assessments are regularly updated.
- 5 You know what will happen if there is a fire or any other emergency, and what you should do.
- 6 Staff hold regular fire drills (including drills at night). Fire equipment is properly maintained and regularly inspected. Staff keep records of incidents, drills and inspections, including how long it took to evacuate the building.
- 7 When you are in a group that is taking part in activities, there are enough suitably qualified staff to supervise effectively. If an activity may be dangerous, staff assess the risk beforehand.
- 8 If you have an accident or are involved in an incident, staff record it and investigate it if necessary, and tell your parents or those responsible for your care about it.
- 9 Vehicles used by hostels and schools are serviced regularly and seat belts or alternative restraints are always worn. Drivers and escorts can deal with emergencies, for example, first aid and if people leave without permission.
- 10 You live in a smoke-free environment.

Support arrangements (for those schools which provide specialist education and care)

Standard 6

The support you receive in the school is based on your Care Plan or personal plan. You are involved in the planning of your care. Statutory care review arrangements are met.

- 1 You can be confident that staff care for you in a way that is in line with your Care Plan or personal plan and work with others to meet your needs. They have close working relationships with your family and friends and others involved in your education and care.
- 2 Your Care Plan or personal plan will be well linked to your individualised educational programme, if you have one.
- 3 You can be confident that staff in the school will help you to understand your care plan or personal plan and take part in reviewing it.
- 4 The services and support you receive take account of any particular needs you may have. These may include your health, education, culture, ethnic background, faith, language, sexuality, ability and any disability you may have.
- 5 If your circumstances change in a way that means the school may no longer meet your needs, you can be confident that staff will inform all those responsible for planning your care.

Management and staffing

Standard 7

You experience good quality care and support. This is provided by managers and staff whose training and expertise allows them to meet your needs. Your care is in line with the law and best-practice guidelines.

- 1 You can be assured that the school or hostel has policies and procedures that cover all legal requirements, including:
 - staffing and training;
 - ‘whistle-blowing’;
 - managing risk; and
 - proper record-keeping including recording incidents and complaints.
- 2 You can be assured that staff are supervised and appraised. They have access to advice and support when they do their jobs. The roles and responsibilities of the manager of the care service, school headteachers, and external managers are clear to you.
- 3 You know that at all times there are enough members of staff to meet your support and care needs. The levels necessary to meet the requirements of the service are agreed between the Care Commission’s staff and the managers of the school or hostel.
- 4 You can be confident that effective recording and information systems are in place. All significant incidents are recorded.
- 5 You can be assured that when staff members are involved in any financial transaction, it will be carefully recorded. This will be in a way that can be checked by the Care Commission’s staff.
- 6 You know that external managers monitor the care you receive in the school or hostel. The quality and performance of the school or hostel and children and young people’s views and complaints are monitored. The external manager or board makes sure that the manager is suitable for the role.

- 7 You know that the school or hostel staff, managers and volunteers are recruited and selected through a process that takes account of safe recruitment practices. This includes:
 - Disclosure Scotland checks;
 - checks with previous employers;
 - taking up references; and
 - cross-reference to the registers of the Scottish Social Services Council, or other professional organisations.
- 8 You know that school or hostel staff have the knowledge and skills necessary to undertake their roles and tasks and to meet your needs. There is a staff development strategy and an effective training plan to allow them to gain suitable training and qualifications.
- 9 You can expect the service to evaluate what it does and make improvements. It will do this by making sure that:
 - staff are involved in the systematic evaluation and discussion of their work and the work of the service, including the use of assessment information;
 - staff are trained and re-accredited appropriately;
 - parents, carers, children, young people and staff will have the opportunity to contribute as appropriate to evaluation;
 - evaluation is continuous and takes account of relevant national and local advice;
 - staff have clear plans for maintaining and improving the service; and
 - information (for example annual reports) is produced for pupils committees and those responsible for your care, outlining the performance of the school or hostel.
- 10 You can be confident that if you have special needs because of a disability, staff will have an understanding of this and be able to provide appropriate help and support.

8-15

Leading your life

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Leading your life

Introduction to standards 8 to 15

The standards in this section reflect the quality of care in your everyday life as a boarding pupil. They help you to get the best out of all the opportunities open to you.

You as an individual

Staff will understand and respond to your individual needs. This may include being aware of your health, education, culture, ethnic background, faith, language, sexuality, ability and any disability you may have and any language needs or particular interests you have.

Exercising your rights

You have rights and responsibilities which staff will explain to you in a way that is easy to understand. You have the freedom to make choices in a way that is right for your age. You are supported when you make poor choices so that you can learn from the experience.

Contributing to your care

You have the right to take part in decisions about your life in a way that is right for your age. You can be involved in day-to-day decisions about life in the school or hostel. Within agreed limits, you can choose what to do in your own free time.

Eating well

Good, nutritious food and drink are important for your healthy development. Individual choices of food and drink vary, as do dietary needs. Having your own needs and choices met is an important part of the quality of day-to-day life.

Keeping well

Good health will be promoted in the school or hostel. You have a right to have your health needs met and to have support in using the full range of healthcare services. If you take medication there are arrangements in place for you to take your medication safely and in a way that suits you best.

Supporting your education

Staff help you to get the best from your education and available resources. They will help you to manage your study time in the school or hostel. You have the right to be encouraged to achieve all you can, using all your talents. Staff will support you to develop a range of experiences and interests outside school, in the wider community.

Supporting communication

People may use different languages or methods of communication for a variety of reasons. As a result, they may have difficulty in making themselves understood. However, being able to communicate is an essential part of playing an active part in daily life and you should get help to do so if you need it.

You as an individual

Standard 8

Staff are aware of your individual needs and know how to respond to them.

- 1 You can be confident that staff make sure they are properly informed about the implications for you of your social, cultural and religious belief or faith.
- 2 You are given the opportunity and support you may need to practise your beliefs, including keeping in touch with your faith community.
- 3 Your birthday and personal anniversaries are recognised and ways found to make sure you can mark these as you choose.
- 4 You have help in working out ways to do your chosen activities and are encouraged to take part in activities that develop your individual talents, interests and hobbies. This is done in a way that respects and preserves your cultural heritage.

Exercising your rights

Standard 9

You know about your rights and responsibilities. You can make choices within limits that are suited to your age. Staff support you in making decisions.

- 1 You know that staff understand the rights of children and young people and what this means in practice.
- 2 You and other pupils are encouraged to respect and help each other. Staff speak respectfully about everyone, at all times when in contact with you and other pupils.
- 3 Staff explain your rights and responsibilities in a way that you can easily understand.
- 4 You know that staff are aware of the rules, records, policies and procedures that reflect your rights to choice and that these are related to your age.
- 5 You choose what to do in your free time within agreed limits and according to your age. This includes spending time with your friends as long as this is in your interests.
- 6 You know that staff will help you contact outside agencies that can help you if you have a problem (for example, health counselling).
- 7 You can take part in life outside the school community. There are links between the school or hostel and local community organisations and facilities.
- 8 Staff give you a range of responsibilities that are suited to your age, including an appropriate level of responsibility for others.

Contributing to your care

Standard 10

You can be involved in discussions on the way the school or hostel is run. You can contribute to developing plans for the school or hostel and monitoring the quality of care.

- 1 You contribute to monitoring the quality of care and you are involved in planning (for example, through pupils' committee or food committee).
- 2 You contribute to decisions about day-to-day aspects of the school or hostel services, (for example, menus, timing of meals and activities in your free time) and decisions about how the budget should be used.
- 3 You are involved in discussions about any proposed changes to your life in the school or hostel services.
- 4 You can go to pupils' meetings and your views will be taken into account. These meetings are recorded and the record made available to all who attended.

Eating well

Standard 11

Your meals are varied and nutritious. They take account of your food preferences and any special dietary needs. They are well prepared and attractively presented.

- 1 Catering and care staff get to know your food choices and preferences, including ethnic, cultural and religious ones.
- 2 You can be confident that the menu varies regularly according to your comments and will always contain fresh fruit and vegetables.
- 3 Your meals are nutritionally balanced for your dietary needs, for example, if you have diabetes or food allergies.
- 4 You have access to snacks and hot and cold drinks.
- 5 Your meals are well prepared and presented. All food handling follows good food-hygiene practices. All staff who handle food regularly receive food-hygiene training.
- 6 If you need any help at mealtimes (for example, a liquidised diet, adapted cutlery or crockery, or help from a member of staff), staff will arrange this for you.
- 7 Staff will regularly review anything that may affect your ability to eat or drink, such as your dental health, and if there are concerns arrange for you to get advice.

Keeping well – lifestyle

Standard 12

The school or hostel promotes a healthy lifestyle. You are confident that the staff will know your healthcare needs and arrange to meet them in a way that is best for you.

- 1 You have information on developing and keeping up a healthy lifestyle. This includes information that is suited to your age on diet, exercise, smoking, alcohol and drug misuse and sexual health.
- 2 Staff encourage you to take part in a range of fitness activities.
- 3 You will receive information about preventive healthcare (for example, screening, immunisation and regular check-ups). Staff will help you if you need assistance to take part in any of these.
- 4 You are registered with the GP and dentist of your choice at the practice that is linked to the school or hostel. The school or hostel has strong links with local support services, including medical, therapy and social work services as needed.
- 5 If you need health advice from a GP, dentist, optician or other health professional, staff will arrange this for you and help you to follow any advice you are given.
- 6 If you feel unwell, either physically or emotionally, you can discuss this with the staff and, if needed, are given support in getting help from your GP or other primary care team member. If you become seriously unwell suddenly, you know that arrangements are in place to get help quickly.
- 7 You have the opportunity to discuss health matters privately and in confidence. You have access to a practitioner or counsellor who you are familiar with.
- 8 Staff are aware of the law on whether you are able to consent to receive medical treatment.
- 9 Professional and confidential help is available if you have emotional or other mental health problems.

- 10 The school or hostel has clear policies and procedures for looking after you if you are sick or unwell. These include arrangements to make sure you are regularly monitored throughout the day and for telling parents or others responsible for your care how you are progressing.
- 11 You can be assured that staff have the specialist knowledge (either through training or by getting specialist advice) about particular healthcare or disability needs you may have.
- 12 If you have a disability, you receive the specific services you need to lead as full and normal a life as possible. These may include therapeutic and other specialist services such as occupational therapy or psychological services.
- 13 If you need it, staff will know how to arrange for your personal care equipment to be repaired and maintained. This will be recorded in your personal plan (if you have one).
- 14 You know that the school or hostel treats death and grief with sensitivity and offers full support at that time, respecting your faith and any spiritual and cultural beliefs. Staff will give you and, where appropriate, your relatives and friends, advice, support and counselling if you are faced with death or someone close to you dies.

Keeping well – medication

Standard 13

If you need to take medication, staff know this and there are arrangements in place for you to take your medication safely and in the way that suits you best.

- 1 You know that any medication you receive will have been prescribed for your own use and that staff will monitor your medication and the condition for which it has been prescribed.
- 2 If you are able to do so, and staff are satisfied it is safe, you can choose to manage your own medication.
- 3 If you are managing your own medication, you are given your own lockable storage to keep your medication safely. If you need it, you have special storage somewhere else (for example, in a fridge) that is secure and accessible to you.
- 4 You get help from the staff with ordering and collecting your prescriptions if you want or need it.
- 5 If you are taking medication that someone else needs to give you (for example, an injection), staff do this in a way that recognises and respects your dignity and privacy.
- 6 If you have any questions or need advice about your medication that staff cannot answer, they will help you to get the advice from your community pharmacist or GP practice.
- 7 If you are having your medication managed for you, you can be confident that the school or hostel has effective systems in place for ordering medication, storing it safely, giving it safely and getting rid of it safely, that staff are trained in how to administer medication and this training is kept up to date.
- 8 You know that the school or hostel keeps accurate, up-to-date records of all the medicines that have been ordered, taken or not taken, and got rid of.
- 9 You know that if any drugs go missing, the staff will take the necessary action to report this to the relevant authorities.

Supporting your education

Standard 14

You stay in an educationally-rich environment with good study facilities for you. Staff help you to manage your study time effectively.

- 1 Teachers and the house or hostel staff work well together to review your progress and help overcome any learning or personal difficulties you may have.
- 2 If you have special needs which make it necessary, care staff will help by working alongside teachers in the classroom.
- 3 You have enough quiet space to work in, and there are special quiet areas for you to study.
- 4 You receive the help and supervision you need with your homework.
- 5 Library resources are readily available to you, including computers and Internet access (with agreed limits).
- 6 If you have an individualised educational programme, staff will make sure that you are supported to help you to achieve the targets it contains.

Supporting communication

Standard 15

If your first language is not English or if you have any other communication needs, you have help to use services, aids and equipment for communication,

- 1 If you need it, your communication needs are regularly assessed and reviewed.
- 2 Staff can help you get and use specialist communication equipment.
- 3 If you need it, communication support is available for you at all times. You have access to interpreters and other specialist supports. Where appropriate, staff will be trained in sign or symbol language.
- 4 You receive encouragement to keep and develop your first language or sign or symbol language (or all three). You have interpretation or translation facilities, or any other help you might need, to let you be part of the life in the school or hostel.
- 5 You can prepare for important events and have time to communicate your feelings, views and answers. You have support in reading and understanding records, through interpreters or communication specialists if necessary.

16

Leaving school

16 Leaving school

national**care**standards
school care accommodation services

Leaving school

Standard 16

You have every opportunity to develop the skills and knowledge you need to live more independently when you leave school. You are helped to develop the employment, study and social skills you need for the next stage of your life.

- 1 You know that staff are sensitive to any anxieties you may have about leaving school. They spend time listening to your concerns, answering questions and giving you advice if you need it.
- 2 If you are leaving school to live more independently:
 - you can develop self-care skills, including cooking, managing money, managing a home and living with neighbours;
 - you are encouraged to develop employment and learning skills;
 - you have advice on what to do if you have financial problems;
 - you have advice on how to access benefits, housing, health and other services; and
 - you are advised about forming and maintaining relationships.
- 3 If you are a looked after child or young person the school or hostel is aware of the arrangements for your through care provision and makes contact with those who will support you and contributes to your after care plan.
- 4 You are encouraged to go to further and higher education. You are supported when making choices about what college to go to and what subject to study. Staff are aware of further education or employment opportunities.

- 5 You know staff will be able to give you information about who to contact when making the move to more independent living, and what sort of help each agency can provide. If necessary, staff work quickly to set up links with outside agencies and services to make the move as smooth as it can be.
- 6 Staff may go with you to services or help you to make your own arrangements.
- 7 You can expect the school to welcome you back for visits.

17-18

Expressing your views

- 17 Concerns, comments and complaints
- 18 Advocacy

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Expressing your views

Introduction to standards 17 and 18

This section refers to issues that may be present at any time. They are standards relating to **comments, concerns and complaints** and **advocacy**. They are very important to your experience of the support and care you receive, and to the way in which you feel you can influence and contribute to how services are delivered.

Together, the standards for comments, concerns and complaints, and advocacy, show that the school or hostel takes the principles of the national care standards seriously and will put you first when they plan and run the school or hostel.

Concerns, comments and complaints

Standard 17

The school or hostel welcomes your views so they can continuously improve the quality of services. Staff encourage you to give your views and suggestions whether positive or negative.

- 1 You are encouraged to express your views on any aspects of the school or hostel.
- 2 You can be confident that staff listen to, and take seriously, your wishes and concerns about any part of your care.
- 3 You and your parents or others responsible for your care have access to complaints procedures that are easy to understand and set out who you can complain to, both in the school or hostel and elsewhere.
- 4 You can be confident that the school or hostel will make sure you and your parents or others responsible for your care know how to contact the Care Commission.
- 5 If you are disabled or your first language is not English, you have access to translation, interpretation and communication support that you need to help you make your representation or complaint. These services are also available to your parents or others responsible for your care.
- 6 Any complaint is dealt with in line with clear procedures and is investigated thoroughly by a person who is not involved in the complaint. A record is kept of all complaints and their outcomes.
- 7 A summary of complaints and outcomes is provided regularly to external managers and is outlined in the annual report.
- 8 You have access to Care Commission reports about the school or hostel.

Advocacy

Standard 18

You have access to other agencies and services who can support you in making your needs and preferences known. They can, with your permission, represent you and give your views.

- 1 You have access to information about your local Children's Rights Officer (if your local authority has one) and other services that might represent you.
- 2 You receive information on these services in a way that you can understand.
- 3 If you have an advocate, people will listen to what he or she has to say on your behalf as if the views expressed were your own.

Annex A

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Annex A

Glossary

Advocate

A person who assists a child or young person to put forward their views or makes their case on their behalf.

Bullying

The intentional or perceived causing of pain, distress, anxiety, humiliation or social exclusion to one child or young person by one or more others, by physical or verbal means, or through damage or loss of property.

Child protection

Taking measures to reduce the risk of physical, emotional or sexual abuse, neglect or significant harm of a child, enabling children or staff to report concerns about actual or potential abuse or significant harm, and responding to allegations, occurrences and suspicions of abuse or significant harm of a child.

Children's rights officer

A social worker employed by the local authority to safeguard the rights of all children and young people living in the local authority area.

External manager

A manager or group of managers responsible for the running of the school or hostel who is not based in the school or hostel. The person in day-to-day charge of your school or hostel is responsible to the external manager(s).

Boarding hostel

A building, or part of a building, managed by the local authority and separate from the school, that provides accommodation for children and young people who live too far away from a school to travel every day.

Restraint

Control to prevent a person from harming themselves or other people by using:

- physical means (actual or threatened laying on of hands on a person to stop them carrying out a particular action);
- mechanical means (for example, electronic locks or video surveillance);
- environmental means (for example, using cot sides to prevent someone from getting out of bed); or
- medication (using sedative or tranquillising drugs to treat restless or agitated behaviour).

Risk assessment

The process of identifying hazards to the safety or welfare of children and young people, estimating their seriousness and likelihood, and identifying and recording reasonable measures to minimise unnecessary hazards.

Staff

People working in a school or hostel, whether paid or voluntary, full time or part time, temporary or permanent.

Whistle-blowing

The disclosure by a member of staff of confidential information that relates to some danger, fraud or other illegal or unethical conduct connected with the workplace.

Annex B

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Annex B

Useful reference material

Legal

The Age of Legal Capacity (Scotland) Act 1991

This Act identifies the circumstances in which children can act in a way that is legally competent. The Act sets out when children and young people can consent to medical treatment.

The Children (Scotland) Act 1995

This Act puts children first. Each child has the right to:

- be treated as an individual;
- form and express views on matters affecting him or her; and
- be protected from all forms of abuse, neglect or exploitation.

Parents and local authorities have rights and responsibilities in achieving the balance of care.

The Disability Discrimination Act 1995

This wide-ranging Act, which came into force in 1996, makes it illegal to discriminate against disabled people in employment, access to goods, services, transport and education.

The Human Rights Act 2000

This Act includes the European Convention on Human Rights in UK law. Its purpose is to protect human rights and to maintain and promote the ideals and values of a democratic society. The Articles of Convention include:

- freedom of thought, conscience and religion;
- freedom of expression;
- freedom of assembly and association;
- the right to have respect for private and family life; and
- the right to marry.

The Misuse of Drugs Act 1971

The Act is the main law for drugs control in the UK. It prohibits the possession, supply and manufacture of medicinal and other products except where these have been made legal by the Misuse of Drugs Regulations 1985. The legislation is concerned with controlled drugs and puts these into five separate schedules. Anyone who is responsible for storing or administering controlled drugs should be aware of the content of the Misuse of Drugs Regulations 1985 and the Misuse of Drugs (Safe Custody) Regulations 1973.

The Police Act 1997

Part V of the Police Act 1997 was implemented in April 2002. This provides for the Scottish Criminal Record Office to issue criminal record information certificates to individuals and organisations.

The Public Interest Disclosure Act 1998

The Act protects workers who 'blow the whistle' about wrongdoing. It mainly takes the form of amendments to the Employment Rights Act 1996, and makes provision about the kinds of disclosures which may be protected; the circumstances in which such disclosures are protected; and the persons who may be protected.

The Race Relations Act 1976

The Act makes racial discrimination illegal in employment, service delivery, training and other areas.

The Race Relations (Amendment) Act 2000

The Act makes racial discrimination illegal in public activities that were not previously covered. It puts a general duty on public organisations to promote race equality.

The Regulation of Care (Scotland) Act 2001

The Act established a new system of care service regulation including the registration and inspection of care services which takes account of national care standards. The Act also created two new national, independent bodies, the Scottish Commission for the Regulation of Care, to regulate care services, and the Scottish Social Services Council, to regulate the social service workforce and to promote and regulate its education and training.

You can visit these websites for information:

- Regulation of Care (Scotland) Act 2001
www.scotland-legislation.hmso.gov.uk/legislation/scotland/acts2001/20010008.htm
- Regulation of Care (Scotland) Act 2001 Statutory Instruments
www.scotland-legislation.hmso.gov.uk/legislation/scotland/s-200201.htm

Policy

Aiming for Excellence: Modernising Social Work Services in Scotland 1999

The White Paper sets out the proposals to strengthen the protection of children and vulnerable adults, and to make sure high-quality services are provided. The Scottish Commission for the Regulation of Care is an independent regulator set up for this purpose.

Our National Health 2000

National Health 2000 is a plan which aims to improve Scotland's health and close the health gap between rich and poor, restoring the NHS as a national service and improving care and standards.

The UN Convention on the Rights of the Child

The Convention is not a law but a code that the Government signed up to in 1991. It recognises that young people under 18 in Scotland do have rights. These rights must be given fairly, and children and young people must be kept safe and well, and able to take part in society.

Other useful references

General

The Children (Scotland) Act 1995 Regulations and Guidance Volume 2. The Stationery Office 1997

Clear expectations, Consistent limits – Good Practice in the Care and Control of Children and Young People in Residential Child Care. Centre for Residential Child Care 1997

HM Inspectorate of Education, *Improving the Care and Welfare of Residential Pupils.* The Scottish Office Education and Industry Department 1998

HM Inspectorate of Education, *How Good is Our School?* The Stationery Office 2002

Guidelines For Guardians. Scottish Council for Independent Schools 1998

Guidelines On Child Protection 2nd edition. Scottish Council For Independent Schools 1997

Health and Safety in Care Homes 2001 – Health and Safety Executive

Morgan R. *National Boarding Standards* 2000

Protecting Children – A shared responsibility. Guidance on inter-agency co-operation. The Stationery Office 1998

Valuing Diversity – Having regard to the racial, religious, cultural and linguistic needs of Scotland's Children. Social Work Services Inspectorate 1998

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Harris, J., Allen D., Cornick, M., Jefferson, A. & Mills, R. *Physical Interventions: A policy framework*. Kidderminster: British Institute of Learning Disabilities 1996

Physical Restraint – Practice, Legal, Medical and Technical Considerations. Centre For Residential Child Care, Glasgow 1996

Administration of medicines

Guidelines for the administration of medicines. Central Council for Nursing, Midwifery and Health Visiting (UKCC) 2000

Position statement on the covert administration of medicines. Central Council for Nursing, Midwifery and Health Visiting (UKCC) 2001

The Administration and Control of Medicines in Care Homes. Royal Pharmaceutical Society of Great Britain 2001

Volunteers

Engaging Volunteers – A Good Practice Guide Volunteer Development Scotland 1995 reprinted 1998

Framework for Volunteering – Policy and Procedures in Voluntary Organisations Volunteer Development Scotland 1998

Protecting Children Volunteer Development Scotland 1995

The Scottish Compact The Scottish Office 1998

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