



Culturally Appropriate Care

Being sensitive to peoples cultural identity when providing care and support

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Culturally appropriate care is about being sensitive to an individual's cultural identity or heritage. It means being alert and responsive to beliefs or conversations that might be deemed by cultural heritage.

Cultural identity or heritage can cover a wide range of things including:

1. Ethnicity
2. Nationality
3. Religion
4. An individual's sexuality or gender identity (lesbian, gay, bisexual and transgender have a particular culture)
5. Deaf people

Culturally appropriate care during the COVID-19 pandemic

Individual's using services may:

1. Have less contact with people that understand and affirm their culture – for example, family and friends
2. Have no opportunity for contact with their culture or community outside their home.
3. Spend more time with people who do not share their culture – for example in a care home.
4. Experience more life events that have cultural significance – for example, they may be at end of their life or lose someone close to them.

How culturally appropriate care is relevant to regulations?

Regulation 9 – person centred care [Regulation 9: Person-centred care | Care Quality Commission \(cqc.org.uk\)](https://www.cqc.org.uk/about-us/regulation-9-person-centred-care)

Regulation 10 – Dignity and Respect [Regulation 10: Dignity and respect | Care Quality Commission \(cqc.org.uk\)](https://www.cqc.org.uk/about-us/regulation-10-dignity-and-respect)

Regulation 11 – Need for consent [Regulation 11: Need for consent | Care Quality Commission \(cqc.org.uk\)](https://www.cqc.org.uk/about-us/regulation-11-need-for-consent)

It is also relevant to CQC's key questions:

Safe

1. Recording and acting on cultural considerations about medicines
2. Protecting individuals from discrimination and harassment over characteristics protected by the Equality Act.

Effective

1. Looking at individuals needs overall and protecting them from discrimination.
2. The service takes cultural, ethical, and religious needs into account when planning meals and drinks. Cultural needs are reflected in how premises are decorated.
3. If an individual lacks capacity for a particular decision, the service takes their cultural preferences into account when applying the Mental Capacity Act – for example, by consulting people that know them.

Caring

1. Staff support an individual's cultural needs in a sensitive way
2. They recognise when people's preferences are not being taken on board or properly respected
3. Knowing and respecting individuals and showing them compassion
4. Making visitors feel welcome

Responsive

Individuals: Their families and staff are involved in developing care plans. This includes identifying their needs on the grounds of equality characteristics and looking at how those needs are met.

It also includes finding out about their choices and preferences. The plans should be reviewed regularly.

Staff have the right learning and development to help them understand and meet these needs.

Helping individuals take part in activities that are culturally relevant to them.

In end-of-life care, individuals feel their needs relating to equality characteristics have been considered as part of the planning process.

Individual's religious beliefs and preferences are respected.

Characteristics protected under the Equality Act are; age, disability, ethnicity and nationality, religion and belief, sex, sexual orientation, gender reassignment and pregnancy and maternity.

Well-led

1. The service has a positive culture that is person-centred, open, inclusive, and empowering.
2. Organisational leaders, managers and staff have a good understanding of equality, diversity, and human rights.
3. Organisational leaders, managers, and staff encourage people to express views and concerns. They listen and act on them to help shape the service and culture.
4. The service promotes equality and diversity.
5. The service investigates any instances of workplace inequality and takes action. Staff feel they are treated equally. The service makes sure it hears the voice of all staff and acts on them to help shape the service and culture.

Care Inspectorate Wales

Regulation 14 – Suitability of the Service:

In the case of adults, confirmation is provided in writing to the individual that the service can meet the individual's care and support needs including health, personal care, emotional, social, cultural, religious and spiritual needs.

Confirmation in writing is provided where the service is unable to meet the individual's care and support needs.

Where an individual does not have existing assessments and care and support plans - for example individuals who are self-funding their care - an assessment must be undertaken prior to agreeing to provide a service.

This assessment includes health, personal care and support needs, any specialist support required, communication, emotional, educational, social, 21 cultural, religious and spiritual needs and should establish their personal outcomes and aspirations.

Regulation 15 – Personal Plan

The personal plan will set out:

1. The actions required to meet the individual's well-being, care and support needs on a day to day basis.
2. This includes the details of their care needs (including self medication), their personal preferences and routines for how this will be provided.
3. How the individual will be supported to achieve their personal outcomes
4. How the individual's wishes, aspirations and religious beliefs will be supported
5. Steps to identify risks to the individual's well-being and how this will be managed
6. Steps to support positive risk taking
7. Steps to maintain, re-able and/or achieve independence

Regulation 18 – Provider Assessment

A provider assessment builds on the information which has informed the decision to provide a service for the individual, including any existing care and support plan. The assessment is proportionate to the nature of the placement and the individual's particular circumstances.

The provider assessment identifies:

1. The individual's personal outcomes
2. The care and support needed to support individuals to achieve their personal outcomes
3. Their personal preferences (taking into account any religious beliefs) in how these can be achieved

Regulation 21 standards of care and support, overarching requirements:

Service providers ensure care and support is provided in keeping with any assessment and personal plan, meets the individual's needs and supports them to achieve their personal outcomes in relation to their:

1. Cultural, religious, social or spiritual preferences
2. Education, training and recreation needs
3. Family and personal relationships
4. Control over everyday life and where relevant participation in work
5. Intellectual, emotional and behavioural development
6. Rights and entitlements, in particular with regard to the United Nations

Convention on the Rights of the Child

1. Protection from abuse and neglect

Ofsted

Behaviour and attitudes:

Paragraph 245 The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to learners' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes.

These factors are:

1. A calm and orderly environment in the provider, classroom, workshop and workplace, as this is essential for learners to be able to learn.
2. The setting of clear expectations for behaviour across all aspects of provider life, including at work.
3. A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, and so that learners gain valuable employability skills.
4. Learner motivation and positive attitudes to learning are important predictors of attainment.

5. A positive and respectful provider culture in which staff know and care about learners.
6. An environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination. Staff deal with any issues quickly, consistently and effectively.

Leadership and management:

Paragraph 274: Inspectors will use documentary evidence that the provider supplies to evaluate the impact of the work of leaders, managers and governors, both currently and over time.

They will use this in conjunction with first-hand evidence.

This includes, but is not limited to:

1. Meetings with leaders and those responsible for governance, to evaluate how well they fulfil their statutory duties with respect to equality and safeguarding
2. Documentary evidence that demonstrates the effectiveness of the provision for all learners and its continuous and sustainable improvement
3. Interviews with staff and learners to evidence how well leaders have created a positive culture
4. First-hand evidence gathered during the inspection
5. Responses to the staff, learner, employer and parent/carer questionnaires. These will be particularly useful for judging the culture that leaders and managers have established
6. Any evidence the provider has from surveying the staff and the way in which leaders and managers have responded to concerns raised by staff, parents or employers
7. Considering the overall aims of bodies giving strategic direction to providers on skills and economic needs, such as mayoral and combined authorities for devolved adult education

Safeguarding

Paragraph 276: Includes:

Those responsible for governance ensure that the provider fulfils its duties and responsibilities. These include, for example, those under the Equality Act 2010, and those in relation to the 'Prevent' strategy and safeguarding.

Leaders protect staff from harassment, bullying and discrimination.

The provider has an effective culture of safeguarding that enables staff to identify, help and protect learners who may need early help or who are at risk of neglect, abuse, grooming, exploitation, radicalisation or extremism.

Help learners to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults and learners who may be a risk to other learners and vulnerable adults.

Everyone is part of culture; people need their culture to be recognised and their cultural needs met to feel happy and comfortable. You need to understand the different types of cultures within the service.

Try to understand and meet individual's preferences and ask people questions if you are unsure.

Be curious about what the important things are to help individuals live their fullest lives.

More points for Registered Managers:

Building your staff's confidence in person centred care will help them deliver culturally appropriate care. Discussing how to meet cultural needs in team meetings can also help build confidence.

Everyone's cultural needs should be part of their care plan.

Further guidance for CQC registered services can be found here: [Key points about culturally appropriate care | Care Quality Commission \(cqc.org.uk\)](https://www.cqc.org.uk/about-us/key-points-about-culturally-appropriate-care)

What to do next?

This #QualityMatters should be discussed in team meetings, supervisions and placed in the Best Practice and Innovations File.