



About these Standards

These standards are about keeping individuals safe in their physical environments, which include their homes, work places and communities.

While individual safety is an important consideration for service providers and the individuals' support networks, it also has to be balanced with sensitivity to the individuals' right to make decisions. To achieve this balance, services and supports need to be in place to give individuals opportunities to practise safety skills without exposing them to undue danger and harm.

Safety assessments are similar to **risk assessments** for individuals in that they

- evaluate the individuals' ability to keep themselves from harm
- flag any areas where they may be struggling to do so (e.g., unable to safely reach stove knobs that are located behind the burners)

Both types of assessments will also help service providers identify specific safety hazards and/or **risks** for individuals who live on their own or in a supported situation instead of with 24/7 staffing. The assessments may look for or at

- unsafe housekeeping practices
- potential fire and other hazards
- isolation

If individuals cannot provide for their own safety, services and supports must be in place for the individuals' protection and to meet these standards. Whenever there is a question about whether individuals can provide for their own safety, a risk assessment can be done to identify appropriate supports and services.

Regarding environmental hazards, service providers need to develop safety exercises to tackle any hazard that can be identified in its area (e.g., floods, tornados) and not just fires.

Staff play an important part in promoting safe environments by regularly checking for and then reporting any hazards that may have developed in the maintenance, design and/or function of the physical space (e.g., leaky taps, worn carpets, warped stairs).

When it comes to the safe transportation of individuals, service providers will follow their policy and procedures around

- having vehicles inspected, serviced, insured and licensed
- equipping company, staff or private vehicles with
 - First Aid kits
 - properly adjusted restraints for people and stored items
- following up on any risks that have been raised following a safety or risk assessment (e.g., individuals physically distracting the driver)

See Appendix

- *Rights of Individuals Accessing Service*
- *Health and Safety*
- *Glossary*
 - risk assessment
 - risk management

risk assessment

- The systematic identification, analysis and evaluation of risk
- Leads to formal efforts to manage risk and to develop plans for responding to potential incidents should they occur

risk

- A probability or threat of damage, injury, liability, loss, or any other negative occurrence that is caused by external or internal vulnerabilities and which may be avoided through pre-emptive action

Standard 11: *Individuals are safe from harm*

Quality of Life Level 1 Indicators

1. The individual accesses suitable equipment and procedures to ensure his safety
2. The individual knows how to use or respond to the safety equipment in his environment and/or receives appropriate support
3. The individual knows why he feels safe and secure
 - a. in his home
 - b. in his work and community environments
 - c. while he is being transported
4. The individual participates in mock safety exercises
5. The individual's physical environment promotes safety through its
 - a. maintenance
 - b. design
 - c. function
6. The individual has had an assessment done to identify his safety needs

Alternate Quality of Life indicator that replaces Indicators 1 to 6 if the individual's functioning level inhibits her ability to ensure her own safety

1. The individual receives ongoing support to ensure his continual safety

Standard 23: *Individuals are supported to be safe from harm*

Quality of Service Level 1 Indicators

1. Staff ensure the individual has access to suitable equipment and procedures to ensure his safety
2. Staff
 - a. instruct the individual on safety procedures
 - b. support him to use the safety equipment in his environment
 - c. support him during unexpected events where he is unable to safeguard himself
 - d. follow the safety procedures that are kept in the individual's environment
3. Staff ensure the individual's environments are safe, including
 - a. his home
 - b. his work and community environments
 - c. while he is being transported
4. Staff support the individual to participate in mock safety exercises and document the results of the mock safety exercises to
 - a. identify strengths, weaknesses or flaws in the exercises
 - b. change and improve the exercises so they are more realistic
 - c. identify where the individual needs additional support to successfully complete the exercise
 - d. review whether age-related or temporary issues change the individual's ability to stay safe

5. Staff know
 - a. how often they check the individual's physical environment for safety hazards
 - b. what types of hazards they are trained to look for
 - c. what changes or repairs have been made since the last check
6. Staff use the results of the individual's assessment to address his safety needs
7. Staff are aware of and familiar with the maintenance schedule that is in place to ensure that safety equipment is in good working order
8. Staff follow protocols around water temperature checks and safe bathing protocols
9. Staff follow protocols that include reporting any safety issues and/or any incidents that occur, in a timely manner