

Involving people to manage risks

Quality statement

We expect providers, commissioners and system leaders live up to this statement:

We work with people to understand and manage risks by thinking holistically so that care meets their needs in a way that is safe and supportive and enables them to do the things that matter to them.

What this quality statement means

- People are informed about any risks and how to keep themselves safe.
- Risks are assessed, and people and staff understand them.
- There is a balanced and proportionate approach to risk that supports people and respects the choices they make about their care.
- Risk assessments about care are person-centred, proportionate, and regularly reviewed with the person, where possible.

- When people communicate their needs, emotions or distress, staff can manage this in a positive way that protects their rights and dignity and maximises learning for the future about the causes of their distress.
- Restraint is only ever used as a last resort. If staff use restraint, it is lawful, for a legitimate purpose, safe and necessary, and staff always follow best practice. Where relevant, equality and human rights legislation is considered. The service always takes a proportionate approach to imposing restrictions on people. People's care plans reflect any foreseeable risks that may need restrictions.

I statements

[I statements](#) reflect what people have said matters to them.

- I feel safe and am supported to understand and manage any risks.
- I know what to do and who I can contact when I realise that things might be at risk of going wrong or my health condition may be worsening.
- If my treatment, including medication, has to change, I know why and am involved in the decision.
- When I move between services, settings or areas, there is a plan for what happens next and who will do what, and all the practical arrangements are in place.
- I have considerate support delivered by competent people.
- I can get information and advice about my health, care and support and how I can be as well as possible – physically, mentally and emotionally.

Subtopics this quality statement covers

- Behaviour that communicates
- Restrictive practice

- Clinical risk
- Managing risk/emergencies

Related regulations

Regulated Activities Regulations 2014

- [Regulation 9: Person-centred care](#)
- [Regulation 11: Need for consent](#)
- [Regulation 12: Safe care and treatment](#)

Also consider

- [Regulation 10: Dignity and respect](#)

Best practice guidance

We expect providers to be aware of and follow the following best practice guidance.

Managing risk / emergencies

[Sepsis: recognition, diagnosis and early management \(NICE guidance \[NG51\]\)](#)

[2021 Resuscitation Guidelines \(Resuscitation Council UK\)](#)

Behaviour that communicates

[What is challenging behaviour? \(The Challenging Behaviour Foundation\)](#)

[How to deal with challenging behaviour in adults \(NHS\)](#)

[Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges \(NICE guidance \[NG11\]\)](#)

[Violence and aggression: short-term management in mental health, health and community settings \(NICE guidance \[NG10\]\)](#)

[Supporting people with challenging or distressed behaviour \(Skills for Care\)](#)

[UK Positive Behavioural Support \(PBS\) Competence Framework \(PBS Academy\)](#)

[Supporting people with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition \(NHS England\)](#)

Restrictive Practice

[Restrictive practice — a failure of person-centred care planning? \(CQC policy position on restrictive practice\)](#)

[Out of Sight — Who Cares?: Restraint, segregation and seclusion review \(CQC\)](#)

[Positive and Proactive Care – reducing the need for restrictive interventions \(Department of Health and Social Care\)](#)

[A positive and proactive workforce \(Skills for Care\)](#)

[Human rights framework for restraint \(Equality and Human Rights Commission\)](#)

[Three steps to positive practice \(Royal College of Nursing\)](#)