



Sex & Relationships Policy

Reviewed	Date of Next Review	Responsibility
October 2024	October 2025	Registered Manager

Our Mission:

'To enable young people to live and work without barriers'

Our Values:

- **Teamwork** – we hold ourselves and each other to account and are better when we work together
- **Compassion** – we act with trust, honesty and kindness in everything we do
- **Inclusion** – we treat each other fairly and with respect
- **Innovation** – we encourage thoughtful, creative and aspirational ideas
- **Pride** – we encourage each other to be proud of who we are and what we do

1. Introduction

Sex and relationships education is imperative to help supported individuals understand their physical and emotional development, which will enable them to make positive decisions in their lives. Supported individuals should be enabled to understand emotions, boundaries, sexual health, and how to stay safe. Being informed is vital for people with learning disabilities and helps to develop useful life skills, and a positive and healthy attitude towards sexuality and well-being.

Relationships can bring pleasure and boost self-esteem and confidence, but they also involve risks. It can be difficult to strike a balance between protecting people with learning disabilities from risks and supporting them to explore and develop wider personal and social relationships.

Supported individuals with learning disabilities are much less likely to have access to this kind of information because of attitudes towards disability and sexuality, lack of resources and lack of professionals qualified to provide the right kind of information and appropriate support.

1.1. This policy should be read in conjunction with:

- Student Support Policy
- Equality and Diversity, Accessibility & Single Equality Scheme Policy
- Prevent Policy
- Safeguarding & Child Protection Policy
- Mental Capacity Policy
- Deprivation of Liberty
- Care Act 2014

1.2. It is written following guidelines and information from Scope and the British Institute for Learning Disabilities (BILD), and in addition the Department for Education.

1.3. Fairfield Trust (FT) is committed to ensuring that supported individuals acquire the right support and obtain accurate information, develop skills and positive values which will guide their decision making, judgements, and relationships throughout their life.

2. Philosophy statement

2.1. All staff, including volunteers at FT, are required to support supported individuals following these philosophy statements:

- No matter their gender, ability, culture, faith, sexuality and family background staff at FT recognise that supported individuals have a right to fulfilling sexual relationships
- Supported individuals have the right to access information in language and formats that are appropriate and differentiated.
- Supported individuals have a right to privacy, and it is recognised that this is not always easy to achieve due to the close supervision that may be required in some aspects of their daily lives.

3. Aims

3.1. FT's aim is to promote through its work with supported individuals to achieve the following aims:

- Support supported individuals to enable them to develop good relationships and recognise that there are different types of relationships.
- Enable supported individuals to develop confidence, self-esteem, emotional resilience and to feel good about themselves
- Help supported individuals understand their physical and emotional development.
- Help supported individuals to learn to take responsibility for their actions and choices, and to understand how their actions and choices can affect themselves and others
- Support supported individuals to be assertive and have autonomy over their own bodies

- Enable supported individuals to learn how to recognise and report abuse
- Enable supported individuals to develop safe and healthy lifestyles
- Help supported individuals find out what support and guidance is available in the community
- Help supported individuals consider social and moral dilemmas
- Support supported individuals to be able to make their own decisions.
- Support supported individuals to understand the possible consequences of some kinds of sexual behaviour (e.g. promiscuity, being in a public place, unprotected sex)
- Educate supported individuals in respect of on-line grooming and sexual exploitation.
- For supported individuals at the college, there is a Personal Growth and Wellbeing (PGW) Tutor. The PGW Tutor works in a very personalised way that addresses and supports individual's support needs.

4. Process

- 4.1. Staff will reinforce the philosophy and aims of this sexual relationship policy both formally and informally. In addition, support is received through: 1:1's with staff; thorough medical or health services, through Talking Therapy or through external workshops and training activities.
- 4.2. Opportunities to discuss all aspects of sexual development, sexuality and sexual health will be followed up across all areas of the Trust and in the many and different contexts as they arise.
- 4.3. Staff at FT may work with professionals and specialist trainers or external organisations in order to support supported individuals if needed.

5. Boundaries

- 5.1. Residential supported individuals who have decided that they are ready to have a sexual relationship will be given confidential guidance and support to manage this safely.
- 5.2. All supported individuals at FT are entitled to confidential advice about sexual health matters. All supported individuals are encouraged to share their concerns with their parents/carers whenever possible.
- 5.3. When a supported individual requests advice regarding sexual matters staff give factual and non-judgmental advice and will refer to tutors, keyworkers, managers and external agencies for further support if necessary.
- 5.4. We have a qualified talk therapist available onsite to work in a specific or more focused manner with individual supported individuals.
- 5.5. Fairfield Pathways has a designated personal growth lead & youth mental health first aider.
- 5.6. In some instances, it may be deemed necessary to appoint an independent advocate and/or conduct a mental capacity assessment to ascertain a supported individual's ability and support them to make decisions and choices.
- 5.7. This policy will be made freely available to users of the services, their families and carers, and to all staff including volunteers at FT.

Approved by the Board of Trustees

Registered Manager

October 2024