



Sex & Relationships Policy

Reviewed	Date of Next Review	Responsibility
February 2025	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
- Dignity, Respect and Intimate Care
- Duty of Candour
- GDPR

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 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 young people following these philosophy statements:

- No matter their gender, ability, culture, faith, sexuality and family background staff at FT recognise that young people 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. Fairfield Trust's aim is to promote through its work with young people 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 young people 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 young people in respect of on-line grooming and sexual exploitation.
- For Supported individuals that are students at the college, there is a Personal Growth and Wellbeing (PGW) Tutor. The PGW Tutor works in a very personalised way that addresses and support Supported individuals 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 young people 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 Fairfield Trust 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 individuals 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 young people.
- 5.5. In some instances, it may be deemed necessary to appoint an independent advocate and/or conduct a mental capacity assessment to ascertain a Supported individuals ability and support them to make decisions and choices.

- 5.6. This policy will be made freely available to users of the services, their families and carers, and to all staff including volunteers at Fairfield Trust.

6. Supported Living

- 6.1. Pathways Leadership Team promote a culture for open discussions in team meetings, supervisions to have healthy professional discussions on supporting individuals.
- 6.2. FT encourages staff to be professionally curious
- 6.3. Staff to create safe and supportive environments for supported individuals to have either open group discussions or discussions on a 1:1
- 6.4. Managing parent's prejudice and biases when it comes to their child experiencing sexual feelings and or wanting to be in a relationship can come with its challenges. Careful consideration to be taken on how to create a none - judgemental space for families to express their feelings and share their concerns, whilst respecting privacy, dignity and confidentiality of the supported individuals.
- 6.5. In shared supported living staff to promote a culture that bedrooms are private and safe places for supported individuals. Not to enter others bedroom without consent being given by the person.
- 6.6. Staff must assume capacity until proven otherwise
- 6.7. Supported individuals may want their sexual partner to spend the night in their bedroom or stay the night at their property. They are of legal age and capacity to be assumed unless proven otherwise. In circumstances where it is unclear as to whether they have the capacity where necessary, families, professionals to become involved for a multi-agency approach looking at how we can best support all involved.
- 6.8. Care Plans and Risk Assessments to be updated accordingly

Approved by the Board of Trustees

Registered Manager

February 2025