The Fairness Informed Practice Framework

Fairness Informed Practice is a framework developed by Dr Gavin Hutchison on how to support adults with learning disabilities who have experienced domestic violence and abuse.

You can find out more about how the framework was developed here. *(www.scld.org.uk/supporting-people-with-learning-disabilities-who-have-experienced-domestic-violence-and-abuse-through-fairness-informed-practice/)*

Fairness informed practice is a way of working with women with learning disabilities based on a commonly understood idea: fairness. It pulls together four different ideas about what good practice should include when supporting women with learning disabilities who have been affected by gender-based violence. These are:

- Relationship-based approaches
- Trauma informed care
- Anti-discriminatory practice
- Professional reflexive practice.

In this video, Dr Hutchison gives an overview of the Fairness Informed Practice framework.

Watch Dr Hutchison's video about Fairness informed practice *(https://vimeo.com/1153991954)*

Now read the following statements, in activities 4-7, and choose whether you think they are true or false by clicking on your answer.

Once you have selected your answer, we will explain why the answer you gave is correct or incorrect.

Activity 4: Relationship-based practice

Engaging with a woman in ways that reflect her communication style, such as using visual cues or easy-read materials, is an example of relationship-based practice.

> **True:** Respecting individuals as a whole involves genuine interest and care to adapt your practice to their needs and preferences. These are all of core components of relationship-based practice.

In the next video, Dr Hutchison explains relationship-based practice.

Watch Dr Hutchison's video about relationship-based practice *(https://vimeo.com/1153992019)*

Activity 5: Trauma informed care

Providing structure and choice is part of trauma-informed care.

> **True:** Trauma-informed care includes empowerment, agency and choice to rebuild a sense of safety and control. This is key to the recovery of victim/survivors of gender-based violence with learning disabilities. Examples include offering control over the type, pace and location of support sessions and her desired outcomes.

In this video, Dr Hutchison explains trauma informed care.

Watch Dr Hutchison's video about trauma-informed care *(https://vimeo.com/1153992046)*

Activity 6: Anti-discriminatory practice

Giving every woman who attends your service the same information is fair and keeps things equal for all.

> **False:** Anti-discriminatory practice recognises that equal treatment isn't necessarily equitable. Materials need to be adapted to individual needs and preferences to be truly accessible. Examples of formats that people with learning disabilities find helpful include easy-read documents, photos and images, audio versions, the use of objects such as dolls, sandpits and role play. What works for one woman with a learning disability however, might not work for another, for example not all people with learning disabilities will benefit from a single approach, we need to be open to adapting to the person's needs.

In the next video, Dr Hutchison explains anti-discriminatory practice.

Watch Dr Hutchison's video about anti-discriminatory practice *(https://vimeo.com/1153991922)*

Activity 7: Professional reflexive practice

Once a service is established for people with learning disabilities, there is no need to revisit or question it – consistency ensures fairness across all cases.

> **False:** Reflexive practice requires continuous review of practice and standards – asking whether they still deliver equitable outcomes for diverse individuals.

In this video, Dr Hutchison explains professional reflexive practice.

Watch Dr Hutchison's video about professional reflexive practice *(https://vimeo.com/1153991990)*