

## Corporate Social Responsibility Policy

### **This Policy Relates to the following Legislation**

- Public Services (Social Value) Act 2012

### **This Policy Relates to the following Regulations**

N/A

### **This Policy Relates to the following Guidance**

N/A

### **This Policy Applies To:**

- a) All those directly employed by The Lioncare Group and who are in positions and roles that require them to interact with or work alongside or around or in proximity to the children in our care.
- b) All those indirectly employed by The Lioncare Group by virtue of being sub-contracted or commissioned and paid by The Lioncare Group to carry out work on behalf of The Lioncare Group and where such work causes them to interact with or work alongside or around or in proximity to the children in our care.
- c) All those working in partnership with The Lioncare Group in the form of voluntary work or student placements and where such work or activity involves interacting with or work alongside or around or in proximity to the children in our care.

### **Responsibilities Associated with this Policy:**

All employees of The Lioncare Group, all children who enter the organisation, and all of those who enter our community on a temporary basis as partners or contractors are reminded of these responsibilities through structures relevant to their context. Responsibility for monitoring that standards are high and improvement sought is held by the Senior Management Team of the Lioncare Group led by the C.E.O. and Executive Team.

All employees, whether they are 'front-line' engaged directly in the task of caring for, educating, and supporting the children in our care, or 'ancillary' (e.g. House Keeper, Maintenance Worker, Administrator etc.), are personally responsible for managing their own conduct in relation to following this policy.

All employees whether they are 'front-line' or 'ancillary' are also responsible for supporting their colleagues and co-workers to follow this policy.

Members of the Management Team (Senior Therapeutic Carers, Deputy Managers, and Registered Managers) are responsible for ensuring all those employed directly or indirectly or on a voluntary basis or as a student placement are made aware of this policy and guidance.

The Executive Team (Assistant Directors and Executive Director) are responsible for reviewing this policy and at least annually and more frequently if and when it is considered necessary to do so, and for ensuring this policy remains fit-for-purpose.

### **Monitoring and Review of this Policy:**

The implementation of this policy and its corresponding guidance will be monitored continuously, and the policy itself will be reviewed at least annually each year by the Executive Team and in consultation with relevant others including where possible and feasible those involved in caring for, educating, and supporting the children in our care, and consultation with the children themselves.

## Policy Statement

The Lioncare Group is committed to its ethos as a living/learning community. This means we strive in all areas to take responsibility on our individual and collective impact on those around us, whether they are the children we educate and care for, our colleagues, professional partner agencies, our local area or our national and global communities: we recognise our actions have an impact on many levels and that our values can make a significant contribution to the well-being of others.

We want to be a responsible organisation that meets the highest standards of ethics and professionalism. Our company's social responsibility falls under three categories:

## Values, Compliance and Proactiveness

Values involve our therapeutic approach to supporting both children and the adults who work with them. Compliance refers to our company's commitment to legality and willingness to observe community values. Proactiveness is every initiative to promote human rights, help communities and protect our environment.

## Values

The work of the Lioncare Group is to work with children whose behaviour may be seen as the very definition of "anti-social" and help them on their journey to being autonomous, responsible adults who can make a positive contribution to society.

Central to the therapeutic care and education model practiced at the Lioncare Group is the belief that an individual child can only have damage from their earliest years addressed in a setting that allows for relatedness to others. Our practice is based on Psychosocial Theory, influenced by Group Relations thinking, informed by the work of Klein, Winnicott, Bion, Bowlby, and Hinshelwood amongst others. In this way, the model used at The Lioncare Group resembles the Therapeutic Community Approach<sup>1</sup>.

The idea at the heart of the model is one of equality between people and of the capacity in each of us to help and heal each other and to contribute to each other's development. It emphasises the quality of communication between adults and children (and between the adults), and on the connections between the help provided to individuals and the overall task with the whole group.

Therefore, the key areas we are constantly attempting to nurture in the children at The Lioncare Group's school and homes (and the adults working with them) is the ability to be honest, open and reliable with each other, and willing to find ways to communicate difficulties and problems more effectively and to begin to take responsibility for their own actions, decisions and lives.

It is our firm belief that our Therapeutic Curriculum based on the following five principles<sup>2</sup> is a protective mechanism for keeping our children and young people safe both in school and over their journey to interdependence.

**Attachment:** Children attending The Lioncare School need to feel a healthy sense of belonging. They are encouraged to become full members of a group that values them and gives them something to value. This is a fundamental first step in the feeling of self-worth necessary for

Learning to begin and it also means that they will not accept being treated badly by others and will speak up for themselves, trusting others to hear them. They will begin to accept that a reliable adult can hear about unpleasant experiences without blaming or rejecting the child.

**Containment:** Safety is paramount for our children and young people. All children and young people have a need to experience an appropriate degree of consistency, predictability, and regularity in their daily lives, and it is this that promotes a child or young person's sense of being 'safe' and is a prerequisite for children and young

---

<sup>1</sup> Acknowledgment is duly given to the work of Adrian Ward, Senior Lecturer in the department of social work at the Tavistock and Portman NHS Foundation Trust.

<sup>2</sup> Haigh, R. (2013) "The quintessence of a therapeutic environment", *Therapeutic Communities: The International Journal of Therapeutic Communities*, Vol. 34 Is: 1, pp.6

people developing the ability to retain new facts and skills (i.e. 'learning'). Our children and young people have often had limited experience of this. When the child recognises what feeling safe is like they can begin to identify those things that were and are not safe and begin to want to protect themselves in healthy ways.

**Communication:** Children at The Lioncare School need to see that openness is important in moving forward and that the adults can work honestly and respectfully with everything they need to communicate. In school this means teaching socially appropriate communication is more successful when adults show they can understand and manage less positive communication.

**Involvement:** The children and young people attending The Lioncare School learn about "growing-up" by experiencing the interdependency of participation in individual and group learning. In school this means a number of different activities are planned each week to give new experiences at the right level for each child; these can be very small step achievements, but by finding value in them self-worth grows and the capacity to assert choice.

**Agency:** Agency can be defined as the acquiring of skills, actions, medium, or means by which to accomplish things. As children and young people move through the school they grow closer to taking control of their lives and learning post-16 and need to experience both success and failure to do so. This also means that as children and young people progress through the school they are actively encouraged to take up roles and positions of increasing responsibility and authority through making and evaluating decisions.

We believe this ethos, in partnership with the robust procedures detailed below, informs an environment where children learn to keep themselves safe, demand safety from others and in which adults are attuned to how to work safely and how to spot the earliest possible indicators that things are not safe. Children learn, recognise and manage risks in different situations and then decide how to behave responsibly, judge what kind of physical contact is acceptable and unacceptable and recognise when pressure from others (including people they know) threatens their personal safety and wellbeing and develop effective ways of resisting pressure.

This ethos is reflected in The Lioncare School's prospectus and policies and the Statements of purpose for our homes, Springfields, Westfields and Hill fields, and all policies referred to therein, including those related to the support, well-being, development and training of adults.

## Compliance

The Lioncare Group will:

- Respect the law. Including seeking advice and guidance when this is not clear
- Invest time, training and expertise in understanding and implementing all relevant guidance, regulation and legislation specific to our work in the care and education of children
- Respect the health, safety and welfare of all and AT LEAST follow the minimum standards set down in guidance, and strive to exceed these where practical
- Our organisation is dedicated to protecting human rights. We are a committed equal opportunity employer and will abide by all fair employment practices. We'll ensure that our activities do not directly or indirectly violate human rights in any country (e.g. forced or trafficked labour).
- Honour its internal policies
- Ensure that all its business operations are legitimate
- Keep every partnership and collaboration open and transparent
- Have robust structures in place for the monitoring of above, including the use of external consultants and agencies where necessary. These monitoring structures include:
  - The Board of Directors
  - The Executive Team
  - The Leadership Team
  - The Safeguarding Monitoring Group
  - The Lioncare School's Monitoring and Advisory Panel

- The Management Team of each work base within the organisation

## Proactivity

Current examples of our proactive approach to corporate social responsibility include:

- Joining in community partnerships and networks on a local and national level
- Supporting local children's charities through annual sponsored activities such as mountain climbing, hiking and raffles
- Proactively assessing the use of independent local suppliers for some goods and services (e.g. electrician, baker, milkman, rubbish removal, window cleaners....)
- The Lioncare School has children in role of Safety Monitor and Community Monitor and they undertake active liaison in the neighbourhood
- The Lioncare School Therapeutic Curriculum has a strong community thread and this is reflected in a "Understanding Difference " outcome for each whole school project
- The Lioncare School is successfully working towards The Rainbow Flag award for LBTQIAA inclusion
- Fundraising for rocking horse appeal