Social Economic and Environmental Policy

This Policy Relates to the following Legislation and Regulations

- public services (social value) act 2012
- the local government act 2000
- equality act 2010
- modern slavery act 2015
- national minimum wage act 1998

This Policy Applies To:

a) All those directly and currently employed by The Lioncare Group and who have received and accepted a statement of terms and conditions of employment from the company.

b) All visitors attending premises owned and operated by The Lioncare Group.

c) All contractors temporarily undertaking works at premises owned and operated by The Lioncare Group.

Responsibilities Associated with this Policy:

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, therapeutic support team manager, deputy managers, school operations manager, business manager, training manager, registered managers, head teacher,) are responsible for ensuring all those employed directly are made aware of this policy and guidance, and for managing and monitoring its appropriate implementation, and for taking necessary action to guard against any breach of this policy.

Monitoring and Review of this Policy:

The executive team (chief operations officer and chief executive officer) are responsible for periodically reviewing and monitoring this policy and its implementation, and including any corresponding guidance, and in consultation with relevant persons, and for ensuring this policy remains fit-for-purpose.

Policy Statement

Corporate social responsibility refers to the way in which businesses regulate themselves in order to ensure that all of their activities positively affect society as a whole. Corporate social responsibility policies aim to guarantee that companies work ethically, considering human rights as well as the social, economic and environmental impacts of what they do as a business. As a business, The Lioncare Group meets, and aims to exceed, relevant legislation, and ensure it carries out best practice.

This social economic and environmental policy sets out our responsibility toward our environment and our local community. The Lioncare Group is a psychologically informed planned environment set up as a therapeutic community. As such, we are and remain committed to our underpinning ethos of equality between people and of the capacity in each of us (children and adults alike) to help and heal each other and to contribute to each other's development, regardless of age, gender, occupation, race, ethnic origin, sexuality, disability, relative health status, or personal circumstances.

As such, we take responsibility for the individual and collective impact we have on those around us; the children we educate and care for, our colleagues and employees, our professional partners and associates, our local area and economy and communities nationwide.

The Lioncare Group's existence is not standalone. It is part of a bigger system of people, values, and other organisations. As such, we recognise our actions have an impact on many levels and that our actions and values can also make a significant contribution to the well-being of others. We endeavour at all times to be a responsible organisation that meets the highest standards of ethics and professionalism.

We offer the following commitments, where possible and in our capacity to do so:

- Support and strengthen the local economy wherever possible, including encouraging spending locally and creating employment opportunities for local people in so far as legal requirements permit, and thereby offer

social and environmental benefits

- Seek to continue to improve our approach to sustainability and social value in our practice approach, organisational operation, and business model
- consider the social, ethical, environmental and economic impacts of our business
- Source goods, services and works in a way that achieves value for money and ensures benefits to the economy and society whilst minimising damage to the environment
- Seek solutions for delivering social value requirements expected of us, innovatively and cost-effectively
- Take all reasonable steps to ensure that no modern slavery exists in our business or supply chain including but not limited to;
  - complying fully with the Modern Slavery Act 2015;
  - workers being free to join a trade union and not being treated unfairly for belonging to one; and
  - adopting a whistle-blowing policy which enables their staff to blow the whistle on any suspected examples of modern slavery.

As a supplier to local government, we acknowledge and understand our duty by association under the public services (social value) act 2013, and in particular;

1. Non-Discrimination:
   - Our duty to practice non-discrimination in hiring, compensation, training, promotion, termination or retirement directly and indirectly
   - Our duty to not refer to or use any form of “blacklist”.
2. Safe Working Conditions:
   - our duty to operate appropriate health and safety policies and procedures and ensure they are overseen by a senior manager responsible for compliance, monitoring and for ensuring that employees have the necessary training and health and safety equipment.
   - our duty to take adequate steps to prevent accidents and injury to health arising out of, associated with, or occurring in the course of work, by minimising, so far as is reasonably practicable, the causes of hazards inherent in the working environment
   - our duty to provide comfortable and hygienic working conditions with clean toilets and water suitable for drinking and washing
   - our duty to ensure workers receive regular and recorded health and safety training that is repeated for new or reassigned workers
3. Promoting Good Health:
   - our duty to invest in measures for tackling ill health, and to understand that healthy employees experience a better quality of life and tend to be more productive
4. Reasonable Working Hours:
   - our duty to comply with national laws and industry standards on employee working hours, whichever affords greater protection;
   - our duty to provide clear and easily understood disciplinary, grievance and appeal procedures that are lawful and appropriate
   - our duty to ensure that any disciplinary measures are recorded, and that we do not seek to deprive employees of their legal or contractual rights
5. Responsible Pay and Remuneration:
   - our duty to provide wages and benefits at rates that meet at least national legal standards with no deductions made unless permitted under national law or agreed by the employee, without duress
   - our duty to provide workers with an easy-to-read contract of employment clearly explaining wage levels
6. Provide Regular Employment:
   - our duty to perform our work on the basis of a recognised employment relationship established through national law and practice and avoidance of the use of “zero hours contracts”
   - our duty to ensure our obligations to workers under labour or social security laws and regulations arising

from the regular employment relationship should not be avoided through the use of labour-only contracting, sub- contracting, or home-working arrangements, or through apprenticeship schemes where there is no real intent to impart skills or provide regular employment, nor attempt to avoid obligations through the excessive use of fixed-term contracts of employment.

7. Provide Training:
   - our duty to raise employees' skills through training and access to professional development as befits their role to improve quality and secure greater value for money
8. Effective Dispute Procedures:
   - our duty to provide clear and accessible processes for resolving disputes with employees
9. Elimination of Child Labour:
   - our duty to support the elimination of child labour
   - our duty to provide for any children found to be performing child labour to attend and remain in quality education until no longer a child
   - our duty to ensure no children are employed at night or in hazardous conditions, as defined by the International Labour Organisation.
10. Disallow Inhumane Treatment:
    - our duty to prohibit physical abuse or coercion, the threat of physical abuse, sexual or other harassment and verbal abuse or other forms of intimidation
11. Act At All Times with Integrity and Transparency:
    - our duty to ensure we conduct procurement processes in an open and honest way
    - our duty to ensure there is transparency in the spending of public money
    - our duty to have systems in place to ensure high standards of propriety which evidences that public money is used for the purpose it is intended
12. Promote Anti-Bribery and Anti-Corruption, and Whistleblowing:
    - our duty to have in place clear policies which identify and prevent bribery, blacklisting or other forms of corruption
    - our duty to have in place clear policies to allow individuals to raise concerns in a safe and anonymous manner

In addition, as a supplier to local government, we acknowledge and understand our responsibility and commitment to assist local government where possible, in achieving their stated social value objectives and targets, for example (but not limited to);

A. Promote Local Skills and Employment:
   - more local people in employment
   - more opportunities for disadvantaged people
   - improved skills
   - improved skills for disadvantaged people
   - improved skills for a low carbon transition
   - improved employability of young people
B. Supporting Growth of Responsible Regional Business:
   - improving staff wellbeing and mental health
   - reducing inequalities
   - promoting ethical procurement
   - reducing cyber security risks
   - embedding social value in the supply chain
C. Healthier, Safer and more Resilient Communities:
   - reducing crime
   - creating a healthier community
   - helping vulnerable people to live interdependently

- more working with the community

D. Decarbonising and safeguarding our world:
   - reducing carbon emissions
   - reducing air pollution
   - safeguarding the natural environment
   - promoting resource efficiency and circular economy solutions
   - promote sustainable procurement

E. Promoting Social Innovation[1]:
   - to create local skills and employment
   - to support responsible business
   - to enable healthier safer and more resilient communities
   - to safeguard the environment and respond to the climate emergency
   - to address needs and priorities as identified by stakeholders

Values, Compliance and Proactiveness

We see The Lioncare Group's corporate social responsibility to society, the economy and to the environment, as sitting under three principal themes:

Values

Values refers to The Lioncare Group's core beliefs and standards that guide the way we do business and conduct our operations. Our values can be summarised as follows:

- be safe and safeguard others
- always act with openness honesty and transparency
- take personal and collective responsibility and hold authority
- seek excellence
- meritocracy is at the core of all we do
- be respectful and show respect and integrity and tolerance to others
- promote collaboration not competition
- recognise and reward innovation
- minimise the impact we have on our natural environment
- welcome diversity and inclusion to enrich our experiences

The values underpinning and influencing the business and conduct of The Lioncare Group, are formed from our stated therapeutic approach to supporting both children and the adults who work with them. 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[2].

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

[1] Social innovation refers to the design and implementation of new solutions that imply conceptual, process, product, or organisational change, which ultimately aim to improve the welfare and wellbeing of individuals and communities.

[2] 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.

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.

Key qualities we strive to nurture in the children at The Lioncare Group's school and homes (and the adults working with them) are; the ability to be honest, open and reliable with each other, be willing to find ways to communicate difficulties and problems more effectively, and increasingly take responsibility for your own actions, decisions and lives.

Embedding theory and practice from the therapeutic community approach in to our business model, and also using these as the foundation for our therapeutic curriculum at The Lioncare School, provides an evidence-based protective mechanism for safeguarding the children attending our school and living in our children's homes, and throughout their difficult journey towards interdependence. It also affords protection and development of a collaborative approach across out entire workforce and our suppliers and all those we interact with in the course of conducting our business. The therapeutic community approach is based on the following five principles[3]

1. **Attachment:** children and employees alike need to feel a healthy sense of belonging. All are encouraged to become full members of the group in which they live-and-learn or work, that values them and gives them something to value. This is a fundamental first step in the feeling of self-worth necessary for learning and true self-development to begin. It also promotes non-acceptance of being treated badly by others and speaking up for ourselves knowing and trusting that others want to and are willing to listen, without fear of blame or rejection.

2. **Containment:** Safety and protection are paramount in all we do. Children and adult employees alike have a need to experience an appropriate degree of consistency, predictability, and regularity in their daily lives, and it is this that promotes our sense of being 'safe'. They are prerequisites for our capacity to develop an ability to retain new facts and skills (i.e. 'learning'). The children in our care have often had limited experience of this; we also acknowledge and know the same is true for some of our adult colleagues. When we (child and adult) can recognise what feeling safe is like, we can begin to better identify those things that were and are not safe, and thereby begin to seek to protect ourselves in healthy and more effective and socially beneficial ways.

3. **Communication**: We all (children and adults) need to see that openness is important in moving forward, and that we all have capacity to work honestly and respectfully with the communications of others. For our children, this means teaching and role-modelling socially appropriate communication through the adults showing that they genuinely seek to understand the child's communications in whatever form these may take. For our colleagues and employees and those we interact with in the course of conducting our business, this means working hard to communicate clearly, being willing and able to change our approach to assist others in better understanding our communications, and learning how to bring to the surface the unconscious processes at play so they can be worked on collectively and thereby better understood.

4. **Involvement:** The children in our care learn about "growing-up" by experiencing for themselves the value of interdependency through active participation and involvement in the group living and learning environment of The Lioncare Group community. Our adult colleagues and employees are offered a similar experience through the group-working model that shapes how The Lioncare Group is organised and arranged; our children's homes and school and central office do not work in isolation, and the success of one is interdependent on the success of all.

5. **Agency:** Agency can be defined as the acquiring of skills, actions, or means by which to accomplish things. As the children in our care progress through The Lioncare School, and make progress in their placement in our homes, they acquire the skills, actions, and means to take increasing responsibility for their own lives and the choices they make. What is often avoided, but that is core to our understanding of the development of agency, is the importance of allowing people (children and adults alike) to experience both success and failure; it is through learning how to sit with the difficult feelings that failure invokes in us, and navigate a pathway through failure and towards achievement (or at least towards a more bearable, and it is hoped, satisfying outcome) that we develop our capacity for resilience[4]. Children attending our school and living in our children's homes, and also our colleagues employed across The Lioncare Group, are all actively encouraged to take up roles and positions of

[3] Haigh, R. (2013) "The quintessence of a therapeutic environment", Therapeutic Communities: The International Journal of Therapeutic Communities, Vol. 34 Is: 1, pp.6

[4] Resilience refers to the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands.

increasing responsibility and authority, supported and guided when the pathway becomes difficult to follow, and celebrated when they achieve significant milestones along the way.

We believe this ethos, in partnership with robust procedures and effective practices, creates and maintains an environment in which children learn to keep themselves safe and demand safety from others, adults are attuned to safe working practices (including psychological safety) and how to spot early indicators that things are not OK, and all have opportunity to positively affect and influence society, the economy and the environment, and take up responsibility for helping others do the same.

This ethos is reflected in our school's prospectus, in the statements of purpose for our homes, and in our policies and procedures and including those related to the support, well-being, development and training of adults.

Compliance

Compliance refers to The Lioncare Group's commitment to legality and willingness to observe community values.

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 and delivering training and coaching and consultancy to others
- respect the health, safety and welfare of all, and as a minimum follow the minimum standards set down in guidance, whilst striving to exceed these where possible
- protect human rights, including but not limited to promoting equality of employment opportunity, fair employment practices, and ensuring our activities do not directly or indirectly violate human rights (e.g. forced or trafficked labour)
- remain committed to being an equal opportunity employer and offering employment on a merit-based system that ensures hiring or promoting employees is based on their qualifications, experience, achievements and abilities to do the work for which they are applying
- promote resource efficiency and improve our systems where materials never become waste and nature is regenerated, through (where possible and practical to do so);
    - keeping products and materials in circulation
    - seek maintenance and refurbishment solution over replacement
    - seek to reuse as opposed to refuse
    - promote recycling and composting.
- encourage sustainability in our practices and our procurements
- promote anti-bribery and anti-corruption practices
- honour internal policies
- ensure that all business operations are legitimate
- have robust structures in place for the monitoring of above, including the use of external consultants and agencies where necessary

Proactivity

Proactiveness refers to every initiative taken by The Lioncare Group's to promote human rights, help communities and protect our environment. We commit to minimising our impact on the environment and our community by remaining vigilant, proactive, and open to ideas and suggestions.

The Lioncare Group recognises the need to protect the natural environment. Keeping our environment clean and unpolluted is a benefit to all. We have a moral and professional duty as a residential childcare and special education provider, to ensure we equip our children with the information, knowledge, understanding and skills they need as the next custodians of the communities and environment in which they will be living and working, and their responsibilities towards the rights of others with whom they will be interacting and sharing their personal and professional space and experiences.

Some examples of the initiatives taken by The Lioncare Group, that evidence our commitment to promote human rights, help communities and protect our environment;

- We always follow legislation and best practices when disposing of rubbish; for example, we are using the services of an industrial shredding company to responsibility and safely dispose of archived paper-based records (that we have been transferring to digitalised format), ensuring this is done in an environmentally friendly way as evidenced by the environmental compliance certificates they issue to us.
- We actively choose to purchase biodegradable products, and limit as far as possible the purchase of products containing environmentally damaging or harmful chemicals or elements.
- We rely on electronic communication systems (such as emails and messaging services) as a substitute for paper-based messaging. By doing this we are contributing positively to environmental wellbeing and conserving resources.
- We actively promote and encourage routine day-to-day recycling in our school, in our homes and in our central office
- We explore consumption reduction strategies, such as the organisation-wide implementation of a digitalised logging and recording and records management system to significantly reduce consumption of wasteful stationary products and paper.
- We have carried out a programme of tree-planting in our school and homes, involving the children and alongside a school-wide curriculum project on 'Brilliant Biomes', this also introduced our children to the concept of carbon-capture, in an age-appropriate and interesting way.
- We employ a maintenance team to assist us in achieving our objective to seek maintenance and refurbishment solution over replacement.
- We promote conservation of energy; for example, we have installed in our building and premises, smart-hub programmable thermostat systems to better manage and control central heating systems, and we have replaced old boilers with more efficient modern models.
- We use and embrace environmentally friendly technology; for example replacing Incandescent lights with led lights in our premises and buildings.
- Where possible we reduce travel through increasing our use of virtual meetings to replace face-to-face meetings, thereby reducing the environmental impact caused by physical journeys to meetings. Virtual meetings are not always possible or appropriate given the nature of the work of The Lioncare Group; for example, a face-to-face 'in-person' visit to a child referred to our homes or school is always necessary and right.
- We encourage use of public transport and environmentally friendly means of transportation, and particularly walking and cycling. We have actively discouraged short car journeys to and from school and instead promoted walking and, where it is safe to do so, cycling to school.
- We seek to minimise waste in all operations.
- We work with suppliers to minimise the impact of their operations.
- We include social and environmental issues in staff training and team meetings and discussion sessions.
- We encourage employees to suggest initiatives to make savings and enhance work practices, and we act on these where feasible to do so.
- We actively invest in our own development, are open to suggestions and listen to ideas and aim to continuously improve the way The Lioncare Group operates.
- We support local children's charities through annual sponsored activities such as mountain climbing, hiking and raffles.
- We proactively choose to commission the use of local small independent suppliers for goods and services (e.g. electrician, baker, milkman, rubbish removal, window cleaners, garden and grounds maintenance etc.)
- We have established the roles for children of 'safety monitor' and 'community liaison' and 'senior student', and created a 'student council', in our school, all of which encourage our children to actively liaise with our local neighbourhood and community.

- We ask that at least one employee in each home and the school, to join the respective local neighbourhood watch scheme and thereby assist in reducing criminality and anti-social behaviours in our communities and locality.
- Our therapeutic curriculum has a strong community thread, as evidenced in the 'understanding difference' outcome for each whole school project.
- We are very proud that The Lioncare School has achieved and retained 'the rainbow flag award' for LGBTQI+ inclusion.
- We have undertaken fundraising events for 'the rocking horse appeal', and for breast cancer research through sponsored 'wear-it-pink' days, and an annual 'art-show and exhibition' at our school whereby children's artwork is 'auctioned' to raise funds for other worthy-causes as identified by the children.
- We have provided 'free-of-charge' or pro-bono guidance and coaching support to non-profit organisations and charities.
- We provide an extensive array of training for all our employees, on subjects related to human rights and safe employment practice and mental-health support, including;
  - Autism Awareness
  - Global Development Delay
  - Neurodiversity in the Workplace
  - Equality & Diversity
  - Care Act Transition to Adulthood
  - Unconscious Bias
  - Positive Identity and Self-Esteem
  - First Aid
  - Health & Safety
  - Managing Risk
  - Restorative Practice
  - Loss and Bereavement
  - Domestic Abuse & Intimate Partner Violence
  - Safeguarding Against Radicalisation: The Prevent Duty
  - Hate Crime
  - Depression and Suicide
  - Safer Recruitment
  - NEBOSH (National Examination Board in Occupational Safety and Health): health, safety and environmental management qualification.

Measurement

The Lioncare Group monitors and assesses the effectiveness of our social economic and environmental policy in achieving the aims and commitments it sets out.

The training managing is responsible for monitoring and assessing the effectiveness and suitability of the training we offer, through feedback questionnaires after training events, and periodic employee surveys. The training manager reports on their findings via regular individual practice-based supervision sessions with the chief executive officer, and through attendance at meetings as a member of the organisations leadership team. The training manager is also responsible for proactively suggesting and implementing agreed training and learning initiatives for the workforce that promote human rights, help communities and protect our environment.

The business managing is responsible for monitoring and assessing our compliance with employment law in all aspects of our policy and processes and procedures related to recruitment, onboarding, employee support and welfare, human resources, and end of employment and after-care. The business manager has 24/7 access to specialist employment law advisors that assist us in not only ensuring we remain legally compliant, but also offer

guidance and advice in how we can improve our employment related practice, and make 'the right' decision on employment matters on not simply seeking 'the easy decision'. The business manager reports on their findings through via individual practice-based supervision sessions with the chief executive officer, and through attendance at meetings as a member of the organisations leadership team. The business manager is also responsible for proactively suggesting and implementing agreed employment-related initiatives that further promote human rights, help communities and protect our environment.

The headteacher and school operations manager are jointly responsible for monitoring and assessing the effectiveness and suitability of our education special therapeutic curriculum and school-wide curriculum projects and school-based events and activities, in achieving the aims and commitments set out in social economic and environmental policy. The headteacher has access to an independent external school partnership advisory service and named consultant who assist the headteacher in their thinking and planning and delivery of the curriculum. They also offer guidance and advice on how we can improve our teaching and learning and including the subject areas of social responsibility, economic achievement and the environment. The headteacher reports on their findings via regular individual practice-based supervision sessions with the chief executive officer, and through attendance at meetings as a member of the organisations leadership team. The headteacher and school operations manager are jointly responsible for proactively suggesting and implementing agreed school-based initiatives delivered through the school's day-to-day activities, that promote human rights, help communities and protect our environment.

The individual registered managers of each of our children's homes are responsible for monitoring and improving the effectiveness and suitability of practice carried out in the homes, in achieving the aims and commitments set out in social economic and environmental policy. The registered managers have access to independent external consultants who assist them in this task, and provide critical review on how well the home is performing in relation to employee welfare and engagement and involvement etc. They also offer guidance and advice on how we can improve our practice in these areas, and in our duty to promote social responsibility, economic achievement and the environment. The registered managers' report on their findings via regular individual practice-based supervision sessions with the chief operating officer, and through attendance at meetings as a member of the organisations leadership team. The registered managers are responsible for proactively suggesting and implementing agreed initiatives relating to practice in the homes and the wider organisation, that promote human rights, help communities and protect our environment.

In the homes, an independent visitor is commissioned by The Lioncare Group under regulation 44 of the children's homes (England) regulations 2015, to undertake an unannounced inspection visit to each home at least once every month, and provide a report on their findings that is sent to His Majesty's chief inspector of education, children's services and skills (known as OfSTED), and to the chief executive officer of The Lioncare Group. The independent visitor makes recommendations for actions in their report that the organisation and the home must consider and implement where necessary and appropriate.

In the school, the headteacher is responsible each academic year for producing and maintaining a document known as the 'School Improvement Plan' (also known as the S.I.P.). This document is based on the school's, and thereby the organisation's, established values and sets out the actions and resources needed to achieve the objectives. It therefore by design includes and incorporates many aspects related to this social economic and environmental policy. It is a working document used to set priorities and monitor progress throughout the year.

In the homes, the registered manager is responsible every 4 months for producing and maintaining a document known as the 'quality-of-care-review report'. This document forms part of the overall system established by the registered manager and the organisation, for monitoring, reviewing and evaluating the quality of care provided for children, and the feedback and opinions of children about the children's home its facilities and the quality of care they receive in it. Within the 'quality-of-care-review report', the registered manager creates the 'Home Improvement Plan' (also known as the H.I.P.). This document is based on the home's, and thereby the organisation's, established values and sets out the actions and resources that the registered person considers necessary to achieve the objectives and improve or maintain the quality of care provided for children. It therefore by design includes and incorporates many aspects related to this social economic and environmental policy. It is a working document used to set priorities and monitor progress from one quality-of-care-review period to the next.

The highly regulated nature of the work undertaken by The Lioncare Group means that, unlike many other businesses and companies operating in the United Kingdom, we are subject to regular and routine monitoring and checking and inspections and regulation and reporting on by many independent and external bodies and agencies and authorities. Most notable amongst these is OfSTED (the office for standards in education, children's services

and skills): OfSTED inspects services providing education and skills for learners of all ages, and also inspect and regulate services that care for children and young people.

Additionally, placing local authorities regularly and routinely monitor and check and inspect and report on The Lioncare Group's performance in regard to all matters relating to the legal and formal framework agreement between the authority and The Lioncare Group, or where such an agreement is not in place, The Lioncare Group's performance against the child's individual placement agreement and requirements of any associated placement contract, such as the .