

# Complaints, Compliments and Suggestions Policy for School Settings

Policy Category: Central Education Policy

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## Purpose

Bright Futures Schools are committed to providing consistently high standards of education. All complaints must be handled thoroughly without delay and with the aim of satisfying the complainant, learning from the issues raised whilst being fair and open with those involved. There is a need to view complaints positively as a valuable contribution to improving our education offer. Bright Futures is committed to identifying lessons learnt so services can be improved.

This policy sets the processes and procedures for responding to complaints made about our schools. It is implemented in accordance with regulatory expectations and best practice.

## Scope:

This policy applies to all matters of concern received from parents or families of students, external persons e.g. local authority commissioners, and students themselves (where appropriate) e.g. those students in Post-16 education.

This policy does not relate to safeguarding or whistleblowing concerns. Please refer to specific policies for the process for managing these types of concerns.

This policy also does not cover complaints from company employees which should be dealt with under the Grievance Policy or appeal process of any other HR policies such as the Disciplinary Policy and Procedure.

## Introduction

Bright Futures will ensure it meets its statutory obligations when responding to complaints.

Throughout the process, we will be sensitive to the needs of all parties involved, and make any reasonable adjustments needed to accommodate individuals.

Some of our students are also supported in our residential care settings. Residential care staff should encourage students, where appropriate, to discuss any concerns with them as part of their regular key worker sessions. This is an important way of helping ensure people are regularly consulted and should help to identify issues before they escalate and prevent the need for complaints. It is important however that students and their families feel able to take up issues or make a complaint without any fear that this will result in any adverse consequences for them.

Students living with us in residential care should also be given access to their care home's complaints procedure and the accessible policy to support their understanding in how to make a complaint and how it will be dealt with for situations outside of school settings. Students aged 18 and over, where appropriate, should know how to access an independent advocate who can help them to raise any concerns they may have, including supporting them to make a complaint.



### Key principles of this policy

- We encourage parents and families, students and other external partners to tell us if they aren't happy with our work. We will treat anyone making a complaint with dignity and respect. We will take your concerns seriously.
- Our policy and procedures about complaints are clear, open and honest. We take extra care to make the complaints process as simple and straightforward as possible for students, their families and other stakeholders.
- Complaints will be resolved as swiftly, and as far as possible, informally, by the Headteacher, or delegated member of school staff. Whenever there is a delay for whatever reason, we will let you know quickly and tell you when you will hear from us next.
- Through the implementation of this policy and procedure, we will ensure there is a fair, clear and consistent process which sets out three stages for considering complaints. This includes, as far as possible, a consistent contact person who will update you throughout the process.
- We will respect confidentiality throughout the process. Only those involved in looking into the complaint will know about it.
- If you need help to make a complaint, please get in touch with us by any of the channels listed in this policy and we will help you to find the right support needed for you to make your complaint.
- If you decide you want to withdraw your complaint, you can do so at any time.
- A complaint about an employee working with children, young people or adults at risk may arise via this complaints process. Following an initial Stage 1 investigation, the complaint may raise an allegation or concern about potentially harmful behaviour towards a child, young person or adult at risk. Whenever this occurs, the Safeguarding Policy will then take precedence, thereby suspending the complaints process. The complainant will receive an outcome where the issue is considered under this policy or the Safeguarding Policy.

### Objectives for 2025:

- Use all sources of information in our governance procedures as this is essential for shaping our services.
- Utilise School Governor meetings, where learning from feedback and complaints will be shared and reviewed.
- Continue to promote an open and reflective culture where lessons learned are used to improve the quality of our services and support.
- Ensure feedback is encouraged from the parents and families, students and other external partners
- Implement a robust investigation and review process for all complaints received.
- Produce an annual Quality report which will include data on complaints and compliments. This report will reflect on our failures, successes and opportunities from the previous year.



## How to contact us

- You can share your thoughts via our feedback form, available on our website: <https://www.brightfuturescare.co.uk/contact/feedback/>
- In person by talking with the Headteacher or relevant member of school staff
- By email to our Admin team: [admin@brightfuturescare.co.uk](mailto:admin@brightfuturescare.co.uk)
- Via telephone to our Admin team: 01925 759162

Regardless of the method on contact, we will follow the same process.

## What is a complaint?

**A complaint** is an expression of dissatisfaction, however made, about the standard of service, the actions or lack of action by the school towards an individual or group. As a general rule, all efforts should be made to resolve any complaints or concerns at the earliest opportunity. A complaint may be about:

- An unwelcome or disputed decision;
- The quality or appropriateness of school provision;
- A delay in decision-making or offering suitable provision;
- The attitude or behaviour of staff;
- Delays in dealing with problems or resolving concerns.
- (This list is indicative only, and should not be used as a means of restricting matters which can be complained about)

A complaint should normally be made where all other reasonable methods of resolving the dissatisfaction have been tried and failed, or where the complainant believes they would fail.

**A complainant** is a person from whom a representation or complaint is received, whether they are acting on their own behalf or on behalf of another person. The complainant should be advised that complaints can also be directed to the Regulatory Authority (Ofsted or DFE), or a student's EHCP team / Local Authority.

Anyone related to Bright Futures can make a complaint about our school settings. This may include:

- A child, young person or adult who receives our care or education.
- A parent or family member of a student.
- A person acting on behalf of a student.
- EHCP Caseworkers and Placing Authorities.
- Employees of Bright Futures.
- A neighbour living in the locality.
- Members of the public.

## Compliments and Suggestions

We welcome comments, both positive and critical about the education we provide and view these as an opportunity to improve the way we work as part of a commitment to continuous improvement. We seek information and feedback formally and informally, routinely and ad hoc. Annually we undertake consultative questionnaires from all professional bodies, students and their families, who have knowledge about our education offer. In these ways we actively seek and record feedback so that we can



continue to do things that our stakeholders are happy about and make improvements that are suggested. We keep logs of all compliments and suggestions.

Our students should be positively encouraged and supported to have their say and make suggestions about improving the education they receive, the running of the school, or to make suggestions and comments about their future plans.

## Feedback

The term 'feedback' is used to describe the helpful information or criticism about prior action or behaviour from an individual, communicated to another individual (or a group) who can use that information to adjust and improve current and future actions and behaviours. Effective feedback, both positive and negative, is very helpful. Feedback is valuable information that will be used to make important decisions.

Seeking feedback includes:

- hearing, listening to and promoting the 'voice' of our students, ('voice' is interpreted as meaning communication, in whichever form works best for the person).
- direct engagement of, and communication with, the people we support, their families and support staff, and their networks using a range of communication methods and supports for a range of purposes.

Seeking feedback is important at all stages of assessment and formulation, planning, doing and review, in both individual and service contexts.

Our students are at the heart of everything we do.

People with moderate, severe or profound and multiple learning disabilities have a lot to communicate about how they experience the world around them, their relationships and their environments. The world we live in predominantly uses verbal and written language to communicate and this can mean that people who do not use language as their primary method of communication are less likely to be listened to.

We wanted to find out how people at Bright Futures experience their care and support.

Involvement from the people who require support has featured in a number of government papers. Valuing People (DoH 2001) was a key paper about services for people with learning disabilities. It stated: 'It is no longer acceptable for organisations to view people with learning disabilities as passive recipients of services; they must be seen as active partners' (p51). The principles of this paper have been reviewed and a new commitment given in Valuing People Now (DoH 2009).

CQC's '*Right support, right care, right culture*' (2022) expresses these requirement for all providers to understand their regulatory approach, ensuring we embed a human rights based approach. Human rights and people's needs and preferences are at the heart of CQC's registration decisions and inspection judgements. We are required to demonstrate how people have choice and control over how their education, health and care needs are met.



## Complaints Procedure

### Informal request for clarification

In our education settings, parents or care staff may have informal concerns that they would like to share and discuss prior to submitting a verbal or formal complaint. This may be a situation where they require more information or have some questions they would like to be answered to gain greater clarification. In this instance, the information they receive from the Headteacher or delegated member of staff, may resolve the situation without progressing to a complaint.

### Informal verbal Complaint

<b>Timescale:</b> responded to within 2 working days
Many matters that give cause for concern should be dealt with as they arise and can often be cleared up at the time they occur. Most complaints of this type are dealt with by the Headteacher or relevant member of staff. The Headteacher should ensure the verbal complaint is recorded on the complaints, suggestions and compliments log. Any themes and action plans should be fed back to senior leadership team meetings. Verbal complaints should be responded to in general within 2 working days unless a more detailed investigation is required.



## Making a formal complaint

Formal complaints should be made whenever possible by completing the form on our website. Or make the complaint in writing, preferably via email (see section 'How to contact us' in this policy). Complaints will be investigated by the Headteacher, or delegated member of staff.

### School Level – Stage 1

#### **Timescale: 10 working days**

If possible, the Headteacher, or delegated member of staff, should resolve the matter as soon as reasonably practical and in any event within 10 working days. This may be extended for a further 10 days with the agreement of the complainant.

Where a complaint is made about the Headteacher, this will be directed to the Executive Lead for Education to investigate and respond.

Where a complaint is received it will be formally acknowledged within 2 working days, and the complainant will be given information on the timescale within which they will receive a response. If the complaint is made by a student e.g. in a Post-16 setting, the person receiving the complaint should check whether they have, or need, access to an Independent Advocate.

If it is possible to resolve a complaint within the required timescale, the Headteacher, or delegated member of staff resolving it, should do the following:

- Record a summary of the complaint and the manner in which it was resolved in the Complaints Log.
- The Headteacher, or delegated member of staff, must confirm in writing to the complainant the agreed resolution;
- If the Headteacher of the relevant school was not involved in resolving the matter, the member of staff receiving the complaint should notify the Headteacher as soon as practicable.

If the matter cannot be resolved to the complainant's satisfaction within 20 working days, they must be advised that they have a right to proceed to Stage Two and given assistance to do so as necessary.

### Formal consideration – Stage 2

#### **Timescale: 25 working days from the receipt of a Stage 2 complaint**

If you are not satisfied with the outcome of the Stage 1 complaint, please write to us to tell us why you are unhappy within 14 days of receiving written notification of the Stage 1 outcome.

A relevant independent staff member (appointed by the Director in charge of the work area e.g. Director of Operations) will be assigned to resolve the complaint. This





will initially involve considering reasons for the progression to Stage 2 and to decide if further review is required.

Before the investigation begins the Designated independent member of staff should clarify the substance of the complaint. The Designated independent member of staff should attempt to resolve the matter as quickly as possible but within the timescales stated at the start of this section, unless agreed in writing by the complainant. The complainant should be notified of the outcome of the investigation, preferably verbally, but always in writing. If the complaint is upheld, the complainant should be asked what they would like to happen, and an apology offered. Details of any remedial action undertaken should be confirmed.

Copies of all records and correspondence relating to the complaint should kept as follows:

- Details of the outcome must be recorded in the Complaints Log.
- On any relevant person's file (colleagues or students)
- Copy of outcome must be sent to the relevant commissioning Authority
- The outcome of the decision in relation to the appeal, including any findings and conclusions which led to the decision, will be provided in writing.

Any complaints made by students in our residential settings must be notified to the person's Placing Authority, who should share this with the Independent Reviewing Officer (Children's). Matters that must be considered at this stage are:

- Stage 1 complaints that are not resolved satisfactorily;
- Where the complainant has requested a Stage 2 Investigation.

### Appeal – Stage 3

**Timescale:** A request for an Appeal must be made within 20 days of the end of the Investigation Stage (stage 2). The Appeal must be reviewed within 30 days of a request.

If complainants are not satisfied with the results of the investigation or the proposal to resolve it, they can appeal to a senior leader e.g. Quality Director. Details of how to appeal will be provided in the formal complaint response.

To instigate a Stage 3 Appeal, the complainant should notify the independent member of staff, assigned at Stage 2, either verbally or in writing; the notification will be confirmed in writing explaining the process and timescales for undertaking a Stage 3 Appeal.

Stage 3 Appeal decisions are final.





### Options after appeal

In some circumstances, you can send the The Department for Education (DfE) cannot investigate individual complaints about private schools. But it has certain powers as a regulator if the school is not meeting standards set by DfE for:

- education
- pupil welfare and health and safety
- school premises
- staff suitability
- making information available to parents
- spiritual, moral, social or cultural development of students

DfE will consider any reports of a major failure to meet the standards. It can arrange an emergency inspection to look at pupil welfare and health and safety, and make sure serious failings are dealt with.

DfE can ask the school inspectorates to take minor complaints into account when the school is next inspected.

You can complain to the DfE by filling in the [school complaints form](#).

### Recording Complaints

We will keep a written record of all complaints, which may contain the following information:

- Date when the issue was raised.
- Name of person making the complaint.
- Description of the issue.
- Records of all investigations (if appropriate).
- Witness statements (if appropriate).
- Name of member(s) of staff handling the issue at each stage.
- Copies of all correspondence on the issue (including emails and records of telephone conversations).
- Outcome of the complaint.
- Any learning opportunities from the complaint or the process.

### Receiving Complaints from Students

Where it is appropriate for students, they must be provided with information on how to make a complaint in a format that is accessible to them (see Complaints, Compliments and Suggestions Accessible Policy).

When students indicate they wish to make a complaint, the person receiving it should do what they reasonably can to resolve the issue / concern at the lowest possible level so that a satisfactory outcome can be achieved quickly. Where a student insists that



they wish to make a formal complaint straight away, then they should be supported to do so.

If a complaint is made about the Headteacher or another person in line management, it should be passed to a leader outside of the line management structure e.g. the executive lead for education. No person who is the subject of a complaint will take any part in its consideration, other than at the local resolution stage (Stage 1), if appropriate.

If any member of staff receives a complaint that relates to the safety or safeguarding of a student, the Headteacher must be informed immediately so that the complaint is referred.

### Learning from Complaints to improve the quality of services

The Headteacher will maintain, and supply to Ofsted at their request, a record containing the summary of complaints made during the preceding 3 years for the school and the action that was taken.

Across all services, complaints and compliments are detailed in the monthly Location Reports which are reviewed by Heads of Service.

Themes from complaints and their outcomes are reported to the Senior Leadership Team and the School Governors. Themes from complaints are also discussed at the Operational Leadership Team meeting to ensure site wide learning.

An annual report will outline complaints received and outcomes will be presented.

Following any complaint, an appropriate consultation will take place. This will determine improved practice wherever necessary.

Comments and complaints are important because they are vital for making improvements to the quality of the care service so we can keep doing the right thing. Without them, there is the potential to keep repeating the same mistakes, which could harm the trust between ourselves, students and families. Through complaints, we are able to make a positive change that will improve the service for future individuals. We will not be discouraged by any complaints received. Comments and complaints are necessary for providing the best care possible and improving the service by listening to complaints and passing them on.

Headteachers will reflect on complaints during their own support, supervision and appraisal sessions, so that they are given the opportunity to learn from them. Team meetings will also be used as an opportunity for learning where appropriate.

We will ensure that all feedback from colleagues, students, people we support, families and stakeholders is listened to, recorded and responded to as appropriate, with areas for improvement being identified and actioned as lessons learned (see Appendix 5).

### Persistent and Vexatious Complaints

Most complaints raised will be valid, and therefore we will treat them seriously. However, a complaint may become unreasonable if the person:



- Has made the same complaint before, and it has already been resolved.
- Makes a complaint that is malicious, obsessive, persistent, harassing, prolific, defamatory or repetitive.
- Knowingly provides false information.
- Insists on pursuing a complaint that is unfounded, or out of scope of the complaints procedure.
- Pursues a valid complaint, but in an unreasonable manner e.g. refuses to articulate the complaint, refuses to co-operate with this complaints procedure, or insists that the complaint is dealt with in ways that are incompatible with this procedure and the time frames it sets out.
- Changes the basis of the complaint as the investigation goes on.
- Makes a complaint designed to cause disruption, annoyance or excessive demands on time.
- Seeks unrealistic outcomes, or a solution that lacks any serious purpose or value.

We will take every reasonable step to address the complainant's concerns and give them a clear statement of our position and their options. We will maintain our role as an objective arbiter throughout the process, including when we meet with individuals. We will follow our complaints procedure as set out in this policy wherever possible.

If the complainant continues to contact us in a disruptive way, we may put communications strategies in place. We may:

- Give the complainant a single point of contact via an email address.
- Limit the number of times the complainant can make contact, such as a fixed number per year.
- Ask the complainant to engage a third party to act on their behalf, such as Citizens Advice.
- Put any other strategy in place as necessary.
- In the event of persistent and vexatious complaints, the Quality Director will support.

We may stop responding to the complainant when all of these factors are met:

- We believe we have taken all reasonable steps to help address their concerns.
- We have provided a clear statement of our position and their options.
- The complainant contacts us repeatedly, and we believe their intention is to cause disruption or inconvenience.

Where we stop responding, we will inform the individual that we intend to do so. We will also explain that we will still consider any new complaints they make.

In response to any incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from our premises.

### Complaints to External Agencies

Complaints should always follow the process outlined in this policy. Regulators, local authorities and commissioners will always recommend that this process is followed



prior to escalating the concern to them. However, in the rare occasion that we are not able to satisfactorily resolve a complaint the following agencies may be contacted.

- The funding authority for the individuals school placement (e.g. EHCP case worker).
- The host authority where the school is located.
- **Education Services:** Department for Education cannot normally change the decision of a complaint, but they can look into how it was made and ask the school to take action where appropriate.

## Responsibilities

### Director Team

- The Director leading the department has responsibility for ensuring all complaints are fully investigated and responded to within the agreed time frame. The Director is also responsible for ensuring learning takes place alongside the monitoring the implementation of any action plans for their area.
- A response to Persistent and Vexatious Complaints will be supported by the Quality Director.

### Designated Senior Leader

- The Designated Senior Leader, most often the Headteacher, is responsible for fully exploring the issues raised in the complaint, feeding back the findings in person or on rare occasions drafting a written response. The Designated Manager is also responsible for identifying learning from the complaint and recommending actions.

### Designated independent member of staff

- The designated independent member of staff is responsible for investigating the complaint at Stage 2 and following the process as described in this policy

### Headteacher

- Be responsible for the overall management of their school.
- The Headteacher is responsible for ensuring that the principles of this policy are implemented and evaluated effectively.
- Create a culture of continuous improvement.
- Report statutory notifications and escalate concerns.
- Review and learn from complaints and share this learning with colleagues.
- Collate, report and use data to inform stakeholders of the quality of the service.

### All staff

- All staff have a responsibility to understand this policy and its impact on their area of work.



## References:

Department of Education [Complain about a school: Private schools – GOV.UK](#)

Department of Education [Complain about a school: Special educational needs \(SEN\) – GOV.UK](#)

Department of Health (2001) Valuing People. Available at: [Valuing People – A New Strategy for Learning Disability for the 21st Century – GOV.UK](#) [Accessed 10.12.24]

Department of Health (2009) Valuing People Now: Summary Report March 2009 – September 2010. Available at: [Microsoft Word – VPN SUMMARY REPORT FINAL 3.12.10\\_v7.doc](#) [Accessed 10.12.24]

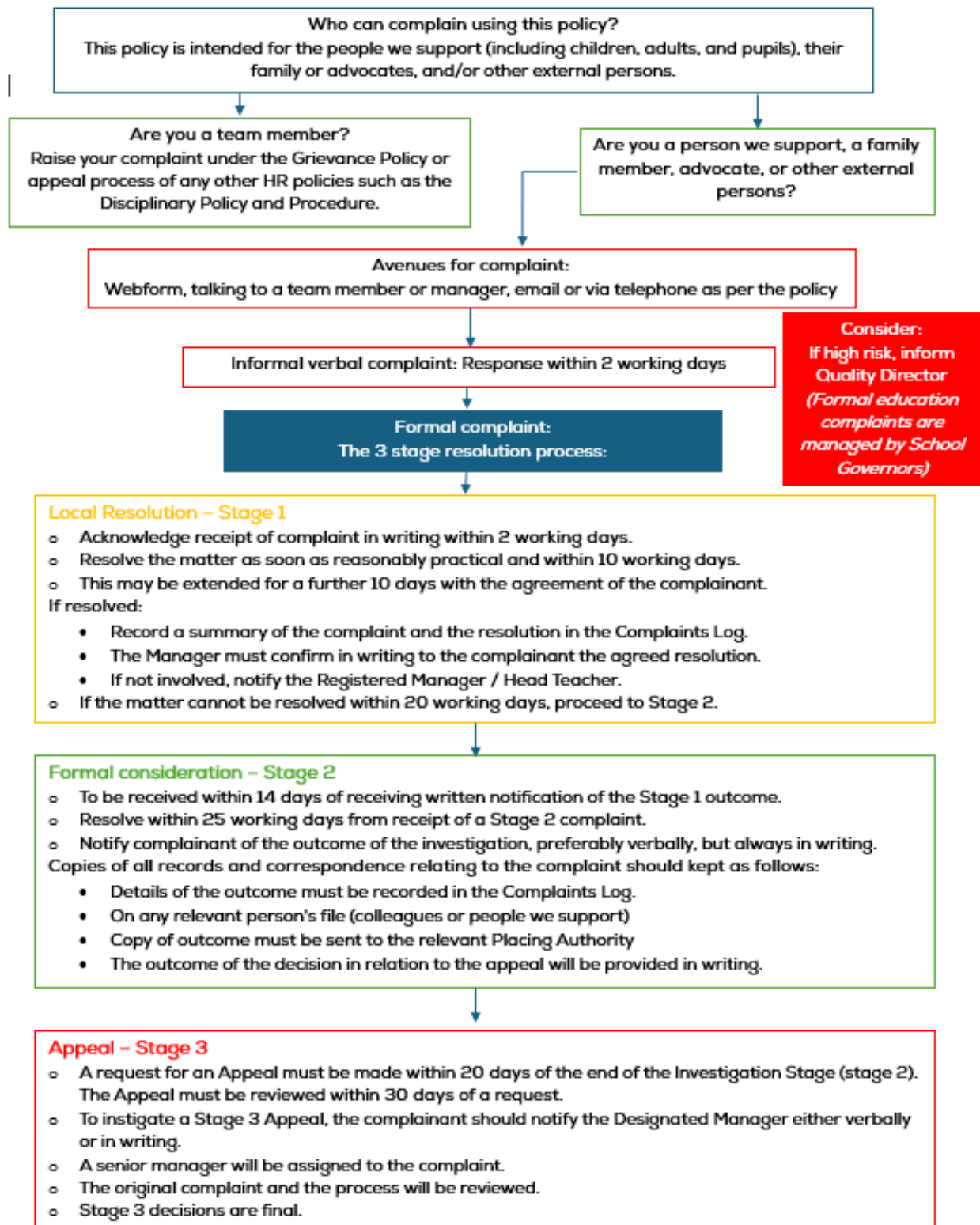
CQC (2022) '*Right support, right care, right culture*'. Available at: [Right support right care right culture](#) [Accessed 10.12.24]

Regulation 39 sets out the requirements on the registered person to have a complaints procedure. Children must be aware of this procedure and be reminded of it as necessary: [The Children's Homes \(England\) Regulations 2015](#)

Under CQC Regulation 16, Receiving and acting on complaints, a providers complaint's process must effectively identify, receive, record, handle and respond to complaints: [Regulation 16: Receiving and acting on complaints – Care Quality Commission](#)



## Appendix 1 – SOP





## Appendix 2 – Complaint initial letter

[Name and address]

[Complaint reference number]

[Our contact details; email and phone number]

[Date]

Dear [add name],

**[Add heading – complaint about...]**

Thank you for bringing your complaint to the attention of Bright Futures in [your email / letter / our conversation] on [insert date].

We welcome comments and complaints from people who use our services and aim to use these to improve our services.

I understand your complaint is:

1. ....
2. ....
3. ....

Please contact me straight away if I have misunderstood your complaint.

I would be happy to discuss your complaint and my investigation, if that would be helpful.

I am looking into the points you have made and will be in touch with you with a full response by [insert anticipated response time – not longer than 28 working days].

Please contact me again if I can be of further help. My email and phone are at the top of this letter.

Yours sincerely,

[add name]

[add job title]





### Appendix 3 – Complaint holding letter

[Name and address]

[Complaint reference number]

[Our contact details; email and phone number]

[Date]

Dear [add name],

**[Add heading – complaint about...]**

Further to my letter of [add date of last correspondence], I am still investigating the detail of your complaint. This is due to [insert the reason for the delay].

I apologise for the delay, and thank you for your patience. I will write again as soon as possible, and at the latest within [give a number of days/weeks] of the date we received your complaint.

If you need to contact me in the meantime, please do not hesitate to do so. My contact details are above.

Yours sincerely,

[add name]

[add job title]



## Appendix 4 – Complaint outcome letter

[Name and address]

[Complaint reference number]

[Our contact details; email and phone number]

[Date]

Dear [add name],

**[Add heading – complaint about...]**

I have finished my investigation into your complaint of [insert date complaint was made].

I wanted to thank you again for telling us about your concerns. I appreciate the time you have taken to bring this to our attention.

We wrote to you on [insert date of initial letter] setting out our understanding of your complaint. I have summarised the points you raised below along with my findings.

[Repeat each individual point of complaint, and follow each one with what you found in the investigation. Put this as a number list if there is more than one issue].

1. [Highlight point One]  
I have found that.....

2. [Highlight point Two]  
I have found that.....

### Outcome

As a result of your complaint we have taken the following action (if not already mentioned above):

1. [action]

2. [action]

3. [action]

Thank you again for bringing these matters to our attention. We welcome comments and complaints from people who use our services and aim to use these to improve our services.

Yours sincerely,



[add name]  
[add job title]



## Appendix 5 – Complaint final letter

[Name and address]

[Complaint reference number]

[Our contact details; email and phone number]

[Date]

Dear [add name],

**[Add heading – complaint about...]**

Thank you for contacting us about your concerns. I can confirm that we have completed our investigation in full and we now consider this matter to be resolved.

This is our final response to your complaint and we have been through all stages of our complaints procedure. You can ask the Local Government and Social Care Ombudsman to consider your complaint. The Ombudsman is not a further appeal. It looks at whether we have followed the right steps when taking action or reaching a decision.

The Ombudsman decides whether it can and should investigate complaints. For example, the Ombudsman may decide not to investigate your complaint if you have not been significantly personally affected by the issue you are raising. You can find out more information about what complaints the Ombudsman may consider on its [website](#).

If you wish to raise your complaint with the Ombudsman you can find out more information about how to do so below:

Website: <https://www.lgo.org.uk/how-to-complain>

Telephone: 0300 061 0614

**[Below – Delate as appropriate for relevant area of the organisation]**

**[Adult services]**

Our service is registered with and regulated by the Care Quality Commission (CQC). The CQC cannot get involved in individual complaints about providers but is happy to receive information about our services at any time. You can contact the CQC at:

Care Quality Commission National Correspondence Citygate  
Gallowgate  
Newcastle upon Tyne NE1 4PA

T: 03000 616161

W: [www.cqc.org.uk](http://www.cqc.org.uk)

Created by: Andrew Earl  
Approval Status: Approved  
Approved by: Governing Body

Policy Created: May 2025  
Next Review Date: May 2026



[Childrens services]

Our service is registered with and regulated by Ofsted. They cannot investigate individual concerns. They will use the information provided to inform their next inspection of the service. You can contact Ofsted at:

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

T: 0300 123 1231

W: [Reporting concerns and whistleblowing about children's social care services - GOV.UK](#)

[Education]

Department for Education cannot normally change the decision of a complaint, but they can look into how it was made and ask the school to take action where appropriate. The DfE can be contacted below:

[Contact the Department for Education - Contact type - GOV.UK](#)

Yours sincerely,

[add name]

[add job title]



## Appendix 6 – Lessons Learned Report

## Lessons Learned Report

Date event occurred:	
Service / site:	
If applicable, person involved:	
Description and key lessons-learned	
Brief description of context	
Successes	Describe what has worked well. <ul style="list-style-type: none"> <li>○ What have been the key successes?</li> <li>○ What factors supported this success?</li> </ul>
Shortcomings and solutions	Describe what has been the main challenge or concerns and the impact on the service and people <ul style="list-style-type: none"> <li>○ What have been the main challenges / shortcoming / unforeseen circumstances?</li> <li>○ How were they overcome (if they were)?</li> </ul>



<b>Lessons learned</b>	Describe the key lesson (s) learned from this <ul style="list-style-type: none"> <li>○ What could have been done differently / better?</li> <li>○ What would you recommend to improve things for the future?</li> <li>○ Who? What? How?</li> </ul>		
<b>Reflection / Outcome / and further Actions</b>	The action that has/will be taken to address the problem or issue or mitigate the risk of repetition		
<b>How will this be shared with others?</b>			
<b>Does this outcome affect any other areas of the organisation?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>If yes, how will this information be shared?</b>	

<b>Report prepared by:</b>	
<b>Job title:</b>	
<b>Date report completed:</b>	





## Policy Revision Log

Policy Title - Complaints, Compliments and Suggestions Policy for School Settings

Date of First Publication: May 2025

Revision number	Date of Revision	Nature of Revision