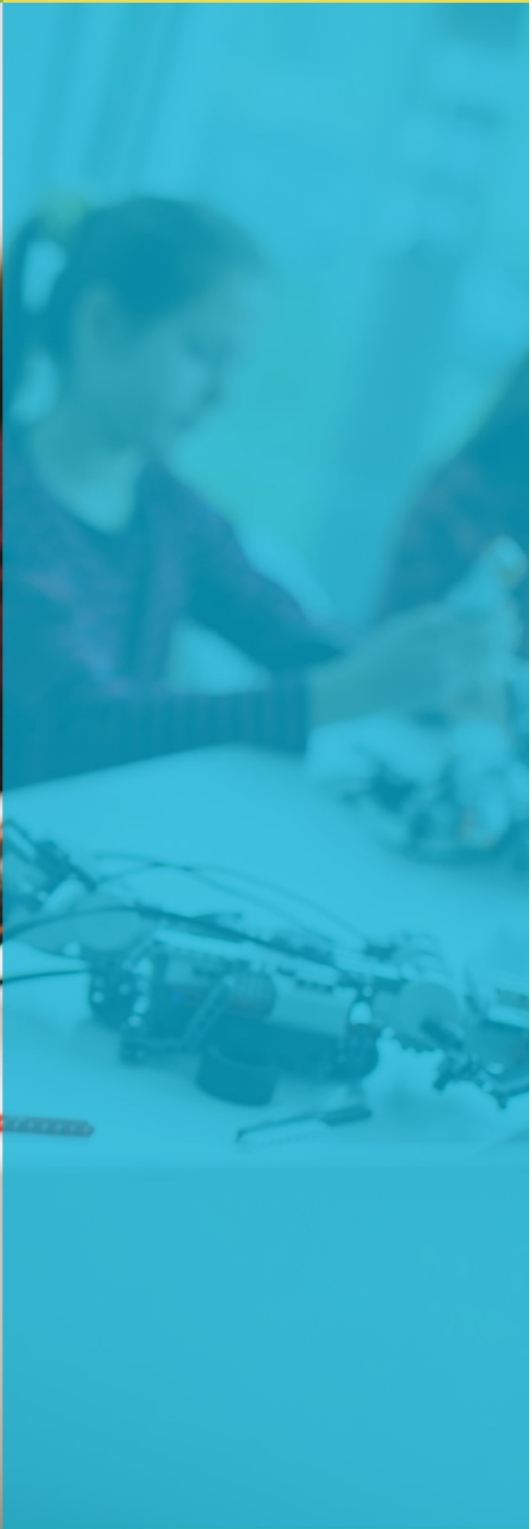


Children's Service's
Complaints and Compliments
Annual Report
2024-2025



WestBerkshire
C O U N C I L

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1. Introduction

- 1.1. Listening to and learning from complaints is an important part of ensuring that the voices of young people and families are always heard, and that we continue to deliver high-quality services that are responsive to feedback.
- 1.2. This report provides an overview of complaints received by Children, family and Education Services between 1 April 2024 and 31 March 2025. This includes Social Care Complaints (statutory complaints) as well as wider Children and Education Services complaints (non-statutory complaints). This year is the first year that we have combined the report to include all the information.
- 1.3. This report explores the themes from the complaints received, as well as volumes, response times and outcomes. This report also covers positive feedback and compliments received. We produce this report annually as a statutory requirement for West Berkshire Council.

2. Overview

- 2.1. The complaints and data team welcomes all feedback including complaints, compliments, and comments about the services provided.
- 2.2. Young people, families and carers can provide their views in an open and transparent way, through our complaints, compliments and feedback portal online or email ccsc@westberks.gov.uk or call the complaints telephone number 01635 503528. In person or by post to:

Market Street
Newbury
RG14 5LD.

3. Complaints, feedback and compliments:

- 3.1. Children, Family and Education will accept any form of feedback at any stage of working with a young person, family or professional. The information received may help us reflect on our practices and enable us to make effective changes that help and support.
- 3.2. The service welcomes feedback where a member of the team or team itself receives positive feedback, and shares what good looks like within the service and promotes good practice.

3.3. *Complaints processes.*

- 3.4. The complaints manager will generally receive the complaint initially and will
 - Check our understanding of the issues the complainant wants us to investigate and under which complaint process it should be considered.
 - Identify opportunities to resolve the complaint at the earliest opportunity.
 - Manage the complainant's expectations and answer any questions about the process.
 - Hear the complainant's view of what has gone wrong and how they say it has affected them.

3.5. **Statutory Children's Complaints**

- 3.6. Generally, assessments and services in the following areas can be considered under the statutory complaints' procedure
 - Children in need.

- Children in Care.
- Special Guardianship support.
- Post-adoption support.

3.7. The statutory process consists of three stages:

- **Stage 1:** 10 working days, however this may take 20 working days in complex cases. This will be passed to an appropriate manager in the service that the complaint relates to for a response.
- **Stage 2:** An independent investigation using an external independent person and investigating Officer. Time frame between 25 – 65 working days
- **Stage 3:** Review Panel hearing with three independent people on the panel and their decision will be confirmed in writing to you within 28 days of the panel hearing.

3.8. Ombudsman

3.9. The panel (Stage 3) is the last stage of the complaints process. If complainants are not happy with the outcome, the Local Government Ombudsman can be contacted.

3.10. The Ombudsman provides an independent, impartial and free service investigating complaints about services provided by us.

3.11. The Ombudsman can be contacted at any stage of the complaints process but, in most cases, the Ombudsman will want the LA to deal with your complaint before they investigate.

3.12. Corporate complaints

- **Stage 1:** 5 days to acknowledge and 10 days to respond to the complaint, this can be extended for a further 10 days. This is investigated and responded to by the team manager within the service.
- **Stage 2:** 5 days to acknowledge and 20 days to investigate and respond to the complaint, this can be extended for a further period of 20 days. This is completed by a service manager, and they will review:
 - What, if anything, has gone wrong?
 - What was the impact on the person complaining and/ or the wider public?
 - What action should be taken to put things right?

3.13. Appeals or tribunals

3.14. The service will not consider a complaint about an issue where an alternative statutory remedy for the complainant to pursue their complaint exists (e.g. school admissions, penalty charge notices etc.), or where an alternative remedy such as legal action is being sought.

3.15. Persistent Complainers:

3.16. Unreasonable and unreasonably persistent complainants are those complainants who, because of the nature or frequency of their contacts with our organisation, hinder the organisation's consideration of their, or other people's, complaints.

3.17. Our policy “Dealing with unreasonable and unreasonably persistent complainants procedure provides guidance on how to manage complaints appropriately.

3.18. Compliments

3.19. Feedback is gathered from families in a variety ways, each service area will gather feedback at the end of an intervention, at the point of a family closing or when assessment and review take place. Feedback is encouraged as this enables the service to develop and improve practice.

4. Actions from 2024-2025 Annual Report

- Continue to learn from complaints and Principal Social Worker to consider how learning can be improved and disseminated.

Completed: *Future reporting has improved to make a manual process as useful as possible, and part of that process is to incorporate learnings and actions to change the outcomes for customers experiencing the same issues month on month and reduce the number of complaints.*

- Consider producing quarterly learning briefs to capture themes and actions to improve practice.

Completed for Children and families, *this year to incorporate Education in the Quarterly reporting and ensure it is reported to senior management to review and have comment on.*

- Review and improve how family feedback is gathered more regularly, so we are learning continuously and not just when families complain.

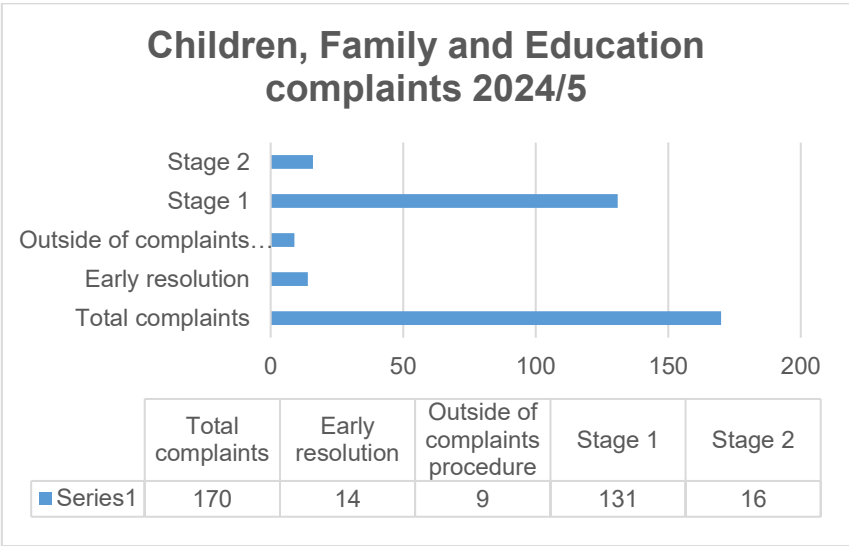
Completed: *All teams are requesting feedback at the end of working with families and children. In addition, there are discussions with WBC collecting data for complaint handling.*

- Improve timeliness of complaint responses.

Completed: *Information as above, we have reduced the reporting timescales to ensure that the expectation for completing the complaint response is high, not only that they are sent on time but that they are quality documents that provide an explanation and support our young people and families.*

5. Facts and Figures 2024/25.

5.1. The figures below are based on all recorded complaints for 2024/5, they are considerably lower than previous year figures.



5.2. The below figures are based only on children and family complaints. The 2024/5 figures include Education services, so there was an expectation that the figures may have been higher, but it is positive that they are lower than the last two years.

2022/2023	183
2023/2024	193

5.3. Included in the figures are all contact where it was determined that the team could manage the customers complaint early and if contact was made through the service but could not follow the complaint process.

5.4. The complaints manager left in June 2024 with the replacement joining in August 2024, new processes were put in place to capture and manage the complaints in a more robust manner.

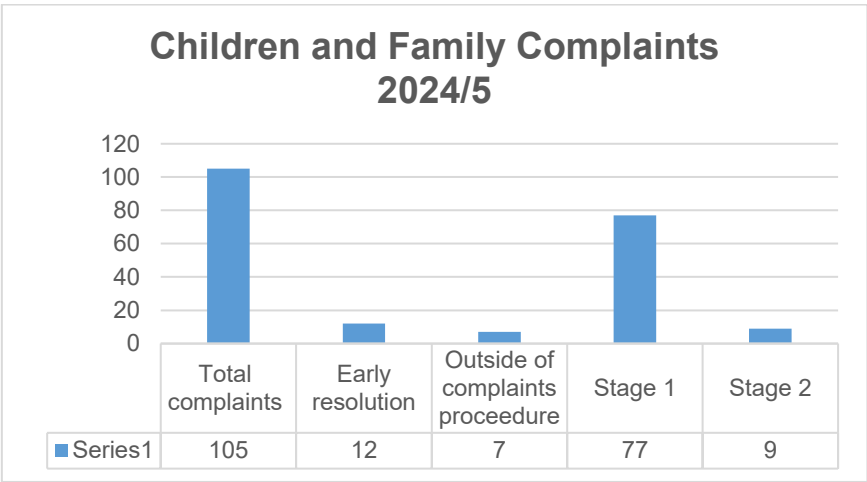
5.5. In November 2024, Children, family and education commenced the management of their own stage 2 complaints, managing and responding to the complainants. Along with the management of any LGSCO queries and investigations that was sent via the link officer. The stage 2 information has been captured from the transition from central management to service management

5.6. The complaints will be split into Children and Family and Education.

5.7. Focused on the following

- Number of complaints
- Service
- Reason
- Time frames
- Outcome
- Cost
- Learning

5.8. **Children and Family Complaint data**



5.9. **Early Resolution:**

5.10. The LGSCO advises that the local and early resolution of issues is key to effective complaint handling and that all complaints can be remedied at any stage of the complaint process without the need for escalation.

5.11. Children, family and Education believe that having relationship-based conversations can only help and support the best outcome for the young person at the heart of any work with the directorate.

5.12. This does not take away any rights to escalate a complaint if a complainant is still unhappy with the remedy.

5.13. It is also not an additional stage in the complaint process.

5.14. **Outside of the complaints procedure:**

5.15. This contact included a complaint made concerning a contracted service, where court proceedings were taking place, and we have had to advise that we are unable to investigate.

5.16. **Statutory Stage 2:**

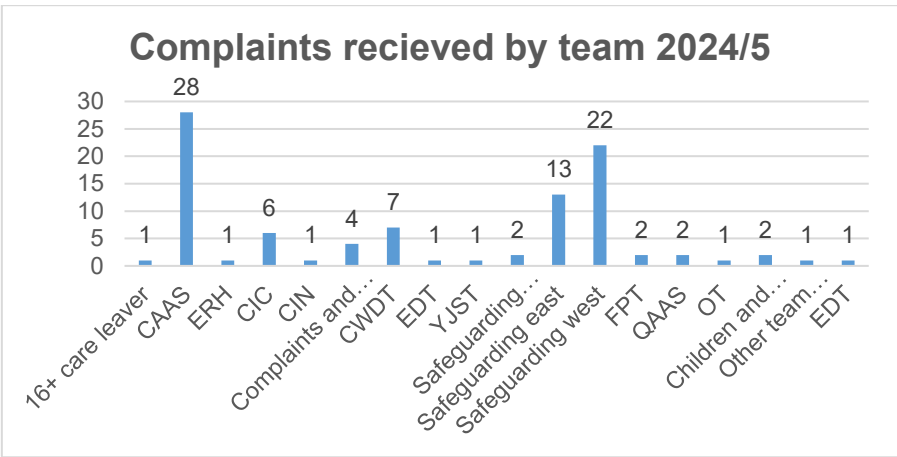
5.17. There have been two statutory stage 2's one completed and one ongoing it commenced earlier in the year but was paused at the request of the family while they explored other resolutions, mediation and a further stage 1 was completed.

5.18. **Statutory Stage 3:**

5.19. There has been one request but to date it has not commenced as the complainant is currently unable to proceed due to personal circumstances.

5.20. All other complaints were addressed and resolved at **Sage 1** of the process.

5.21. **Complaints received by team:**



5.22. Highest complaints are seen in the Contact Advice and Assessment Service (CAAS) and Safeguarding Team.

5.23. It is important to note that Children’s Social Care will be working with around 1500 children across their service.

5.24. **CAAS**

5.25. Contact Advise & Assessment Service (CAAS) are the first team that young people and parents will experience in dealing with Children’s and family services. In 2024 to 2025 there were 12,403 referrals through to the CAAS team.

5.26. Based on their assessment, they may get further support from another part of the service or signposted to other agencies.

5.27. Complaints made to the team have included the information taken by the social worker in relation to assessments. Parents have advised that the information in assessments do not reflect what was said or how it was meant. This causes a lot of distress for the families especially, if the social worker has provided a professional opinion based on what they heard.

5.28. The team offer to add a parents view with the assessment and will amend any factual element of the report. Improved partnership working and building on more relationship-based working has led to improvements.

5.29. **Safeguarding teams**

5.30. The safeguarding teams have received complaints concerning poor communication and service provision. The teams had 944 new referrals in 2025 to 2025 through to Eat and West teams until the introduction of the central team this year. The teams have struggled with time frames and letting families know of time frame changes which has caused cases to drift a little.

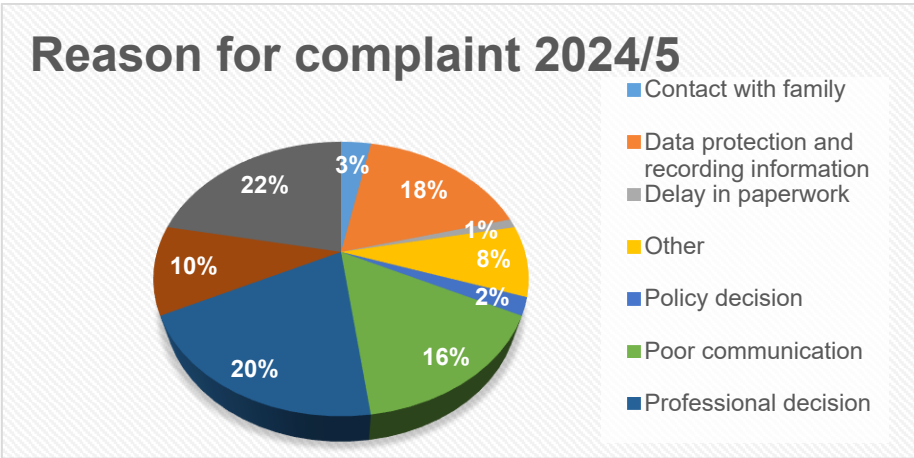
5.31. There have been good reasons for missing timeframes, i.e. sickness and leave but in future this needs to be mitigated by ensuring the family are aware and agreeing a mutually agreed follow up time and date and the team manage as best they can to meet the statutory demands set out. New process has been put in place to ensure timeliness and end of this year additional management capacity has been put in to support this area further.

5.32. **Complaints directly from children**

5.33. All complaints are taken seriously, but complaints directly from children or young people are always prioritised.

5.34. This year the service received 4 complaints directly from a young person or their advocate. 1 complaint because we had denied something a young person wanted; three other complaints was about the social worker and the service being provided to them.

5.35. **Reason for complaints:**



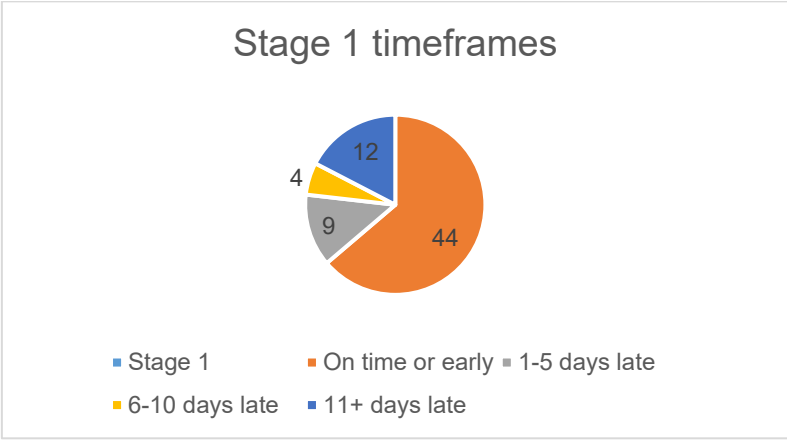
5.36. **Working relationship and attitude:**

5.37. There have been several complaints where families feel the relationship has broken down with their social worker and requested a new one, in some instances it was agreed where it is considered to be in the child’s best interest , in others with additional support it was felt that they should continue to work with the family especially as they had built a relationship with the child or young person.

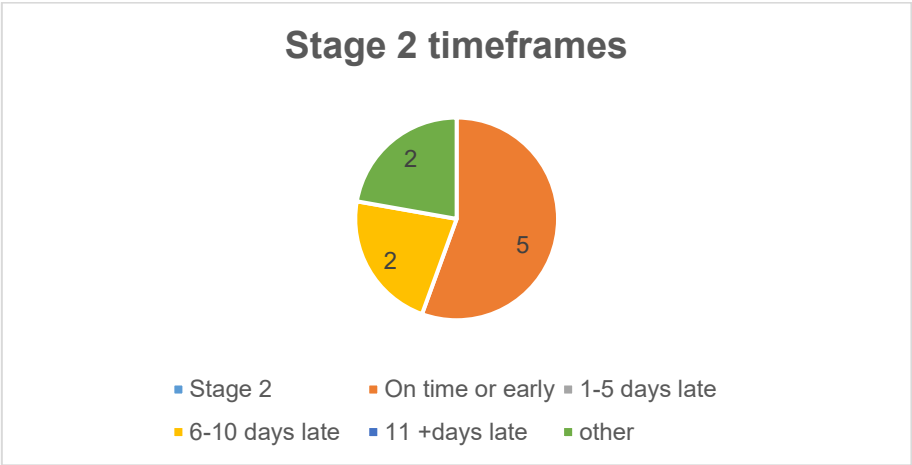
5.38. Some complaints mentioned attitude or inappropriate conversations, these are always subject to individual interpretation but are taken seriously and the complaint is shared with the social worker to understand their position and how they felt the conversation went. In all cases there is learning that is used to work with families ongoing.

5.39. This year the service has relaunched their family safeguarding model, which is focused on relationships and training around motivational interviewing, alongside further training around respectful practice which will enable further development in how we work with families.

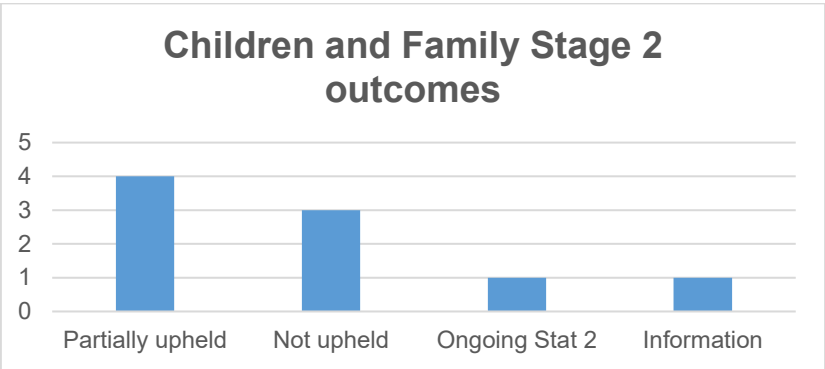
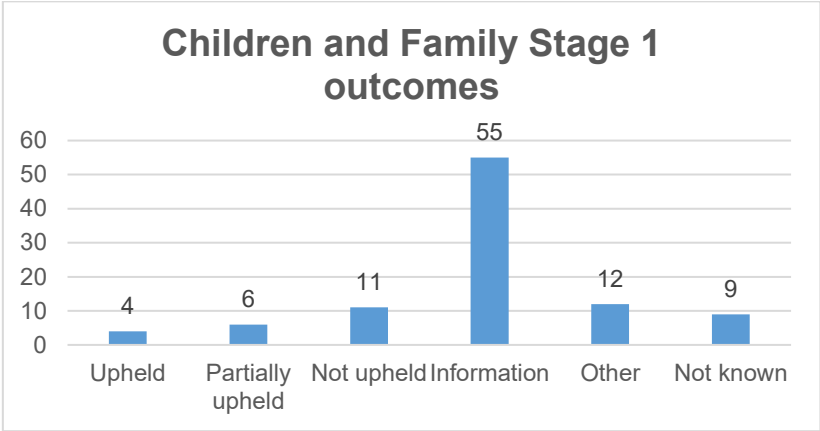
5.40. **Within timeframe:**



- 5.41. The reporting time frames used in this scenario have changed from the reporting last year, long overdue time frames were reported, and it was an action 2023/24 to respond to complaints within timeframes. Included is whether we have advised or requested an extension to respond to the complainants.
- 5.42. In three instances we did ask for an extension but only responded within the new agreed time frame once.



- 5.43. Focusing on ensuring that the team and service managers are aware of the time frames to respond to the complainant and the options to extend if needed. Using a diary system to remind them of the approaching due date.
- 5.44. Providing additional training to ensure that everyone understands their responsibility when and how responding to complaints. Explaining the importance of robust complaint handling in ensuring continued relationships with families.
- 5.45. Arranging to speak to managers commencing stage 2 complaints to look at what information we have already investigated the response and outcome to ensure that we have all the information up front to respond to the complaint fully, this is our last opportunity to review the complaint and get it right before the option to escalate to the Local Government and Social Care Ombudsman.
- 5.46. **Outcomes:**



5.47. Partially upheld has been recorded where elements of the complaint have been upheld, and others haven't in one complaint.

5.48. In both stages there are outcomes of information, this has been used to classify complaints where no particular outcome has been provided for the customer and we have provided information rather than a description of the complaint, what was investigated, the findings and outcome with remedies and learning.

5.49. **Costs:**

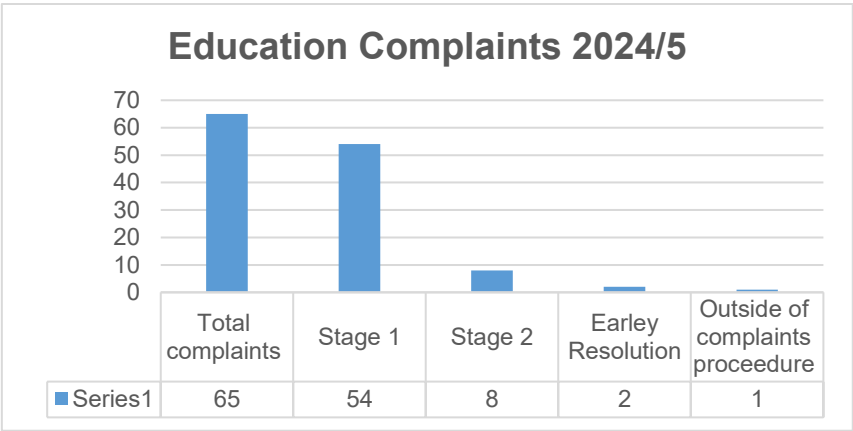
	Stage 1 remedies/goodwill gestures	Stage 2 individual remedies	LGSCO individual recommendations
	100 – not taken up		300
			200
Total			£500

5.50. The £100 was offered to a stage 2 complainant where we had partially upheld a complaint, the complainant chose not to accept it. It is reasonable to offer a financial remedy if the LGSCO recommend that financial remedy is considered where there has been:

- Distress
- Harm or the risk of harm
- Time and trouble

6. Education Complaint Data.

- 6.1. This year is the first year that the combined report will be produced using Children and family data and Education. A small comparison was completed in complaints received for Children and Family, but the complaints team have no data for Education.
- 6.2. The data capturing for the teams commenced in August until the end of March 2025. Comparisons and analysis of this data will only truly be effective from 2026/2027.



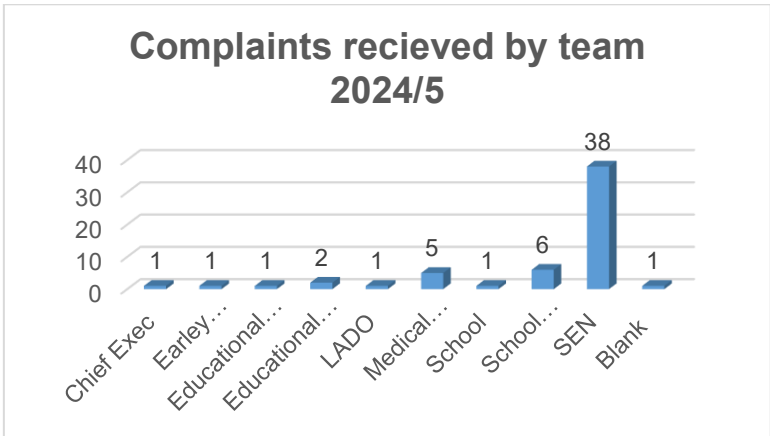
6.3. Stage 1's

- 6.4. The teams completed almost all but two complaints as formal stage 1 complaints, it is possible on reflection of the responses that we may have been able to informally respond to the customer. Complaints where we were being chased for outcomes, could have been responded to as a service request or an early resolution. The team will be encouraged to speak to families early to resolve such issues.

6.5. Stage 2's

- 6.6. Despite having fewer complaints than Children and Families, the Education team had almost the same amount of stage 2 complaints. Feedback from customers was that there was little sincerity in the responses; despite not getting things right we were reluctant to sincerely apologise and offer solutions to make sure it doesn't happen again.

6.7. Complaints received by team



6.8. SEN

6.9. The number of children with Education, Health and Care Plans (EHCPs) in West Berkshire has seen a significant increase over the past three years.

- **2021:** 1198 children with EHCPs
- **2022:** 1322 children with EHCPs
- **2023:** 1532 children with EHCPs
- **2024:** 1737 children with EHCPs

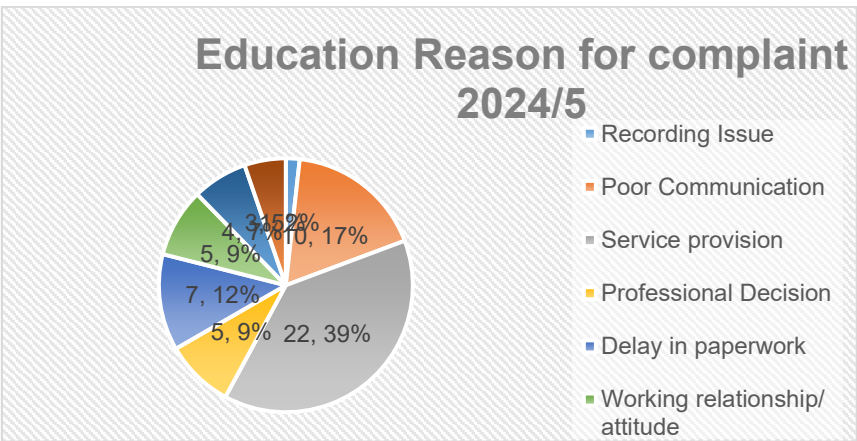
6.10. Several factors have contributed to the increase in the number of children with EHCPs in West Berkshire over the past five years:

- Improved Identification and Diagnosis:
- Increased Awareness and Advocacy:
- Policy Changes and Support Initiatives
- Population Growth
- Early Intervention Programs:

6.11. In the last financial year (2023-24), over one in four (26%) of all complaints made to the Local Government and Social Care Ombudsman (LGSCO) were about Special Educational Needs and Disabilities (SEND) provision. These complaints are a significant portion of the LGSCO's workload, and the Ombudsman finds fault with local authorities in a large percentage of these cases.

6.12. Specifically, the LGSCO's 2023-24 data reveals that 26% of their casework was dominated by complaints related to SEND. Furthermore, 42% of the cases they upheld were also related to SEND. The LGSCO also notes that these complaints often involve significant delays in the process

6.13. Reason for complaint



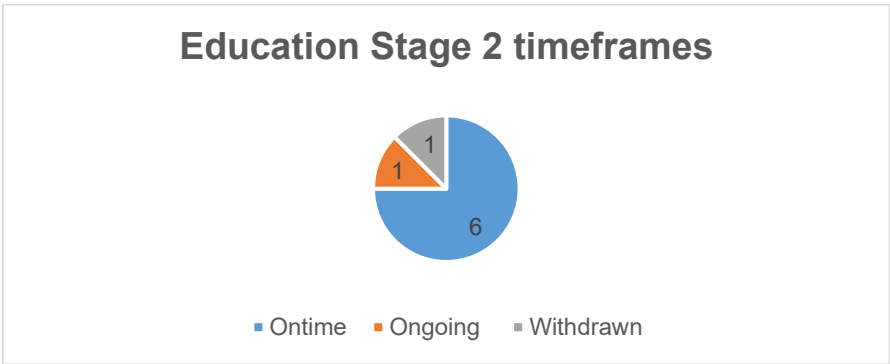
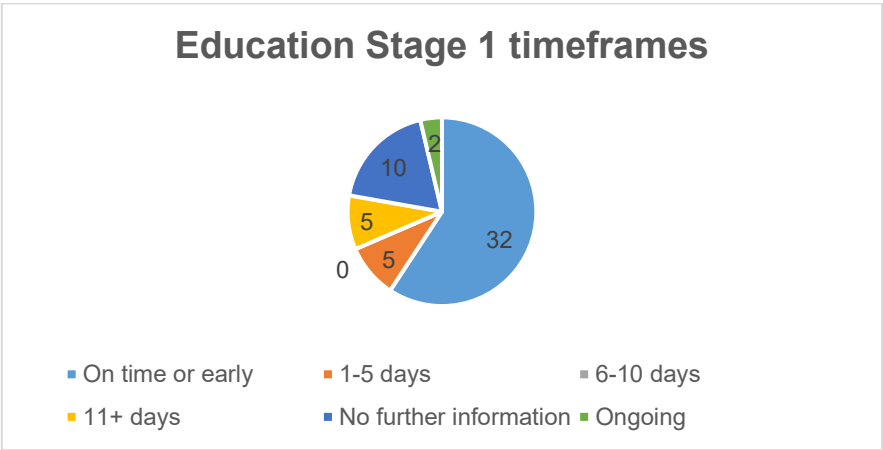
6.14. Service provision and Time frames

6.15. Families felt that what was on their EHCP was not being provided by the education setting and in some instances, they felt that it was necessary to change the education setting. Families

complained about their annual review taking too long to be completed and worried it would affect their opportunity to appeal to the tribunal.

6.16. All the above ties into communication and keeping people informed of what was happening and who was doing what and when. Communicating if unable to meet the deadlines and looking at the processes to see if we can be more efficient within the procedures.

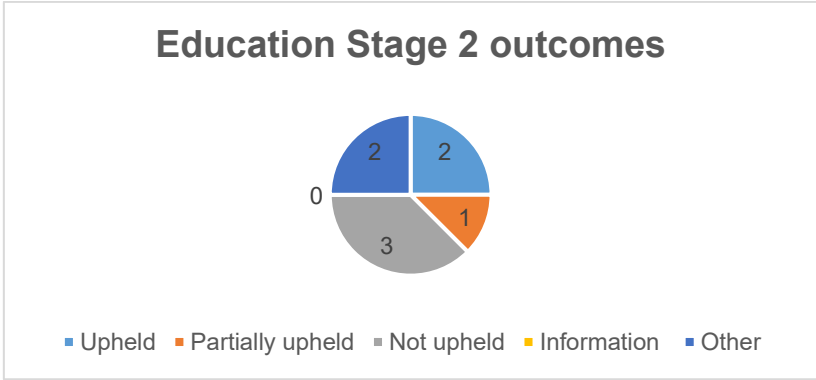
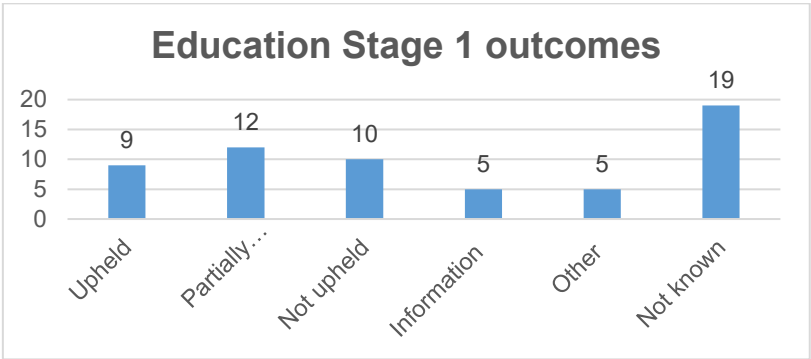
6.17. Within timeframes



6.18. Unfortunately, the data is not fully complete to enable a full analysis of the complaints and therefore there is the category no further information. From August all complaint data was captured fully.

6.19. The team were generally very good at communicating with the Complaints team and completed a response quickly but in some instances were caught up in checking processes meaning that several responses were sent late. There are several complaints that I had a limited handover when I joined the team and despite my attempts to find the information I was unable to find any more information to report on.

6.20. Outcomes



6.21. **Stage 2’s**

6.22. Potentially several stage 2 complaints could have been avoided, in most stage 1’s were issued timely but responses were matter of fact without taking into consideration of the families making the complaint and the emotions concerning that process.

6.23. As part of our learning for the coming year, we aim to better consider the perspectives of families and those who raise concerns. We want to respond with greater compassion and humanity—by putting ourselves in their shoes. This means using plain English, avoiding jargon, and communicating clearly, respectful, and empathetic.

6.24. **Costs:**

	Stage 1 Individual remedies / good will gestures	Stage 2 individual Remedies	LGSCO individual recommendations
		100 - no info	2400.00
			1250.00
			1393.60
		50 not accepted	
Total		£100.00	£5043.60

7. **LGSCO Complaints**

- 7.1. The management of the LGSCO investigations was passed to the services to manage from November 2024.
- 7.2. here were 11 Local Government and Social Care (LGSCO) contacts, in one instance as the complainant had not been through the council’s full complaint process, they were directed back to West Berks.

- 7.3. After an initial investigation the LGSCO decided not to investigate two complaints and another they found no fault.
- 7.4. Three complaints there was a financial remedy, and apologies offered, two required a review of the processes involved.
- 7.5. Four complaints are ongoing at different stages of LGSCO investigation.
- 7.6. The LGSCO have recently reviewed the complaint handling code and provided a new range of information to Local Authorities to support everyone in the complaint handling arena. Policies and procedures have been updated in line with their guidance.
- 7.7. Implementation of the following to ensure every young person and family feel that they are being listened to, and Children, families and Education are responding appropriately with care and compassion.

7.8. Learning

- 7.9. Children, Family and Education have experienced a lot of changes in respect of complaints, with the new complaints code and the service responding to complaints individually and working in collaboration with the Complaint and Data team. Being responsible for stage 2 and LGSCO complaints along with the Statutory complaints process. This has led to the following improvements:

7.10. Complaint process (Learning)

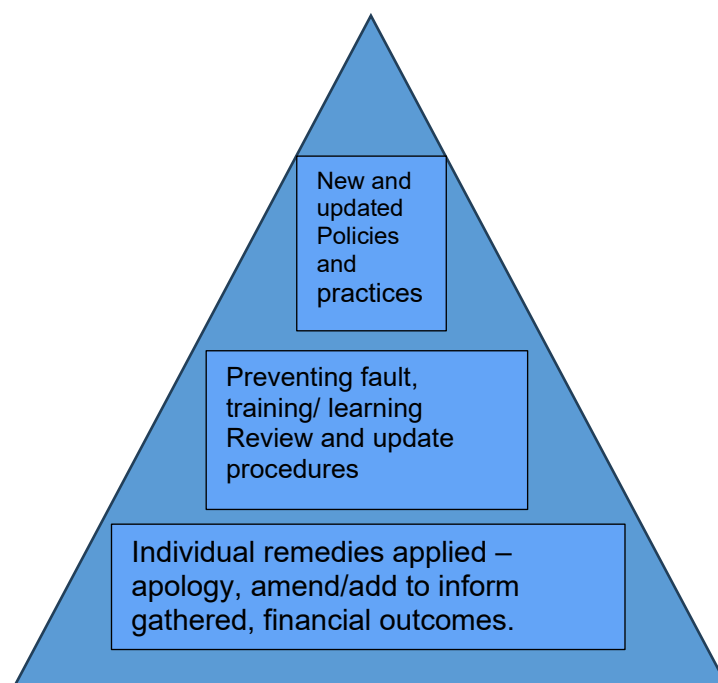
- Robust reporting of complaints, ensuring all complaints are sent via the Complaint and Data team to ensure they are recorded and forwarded to the correct team and manager.
- Time frames provided in the acknowledgement to the young person or families to ensure that expectations are managed.
- Time frames are provided to the teams along with a template to ensure a consistency in the approach to the responses provided to the complainant.
- The responses are quality assessed to ensure the response answers the complaint that it is written in plain English and sent on time.
- Training offered in practice week and to individual teams, sessions provided to school heads.
- Collaborate working between teams, services and schools to provide support and help in responding to complaints.
- New policy written to include all aspects of the complaints processes.
- Adherence to the policy especially dealing with more difficult complainants.
- Quarterly reporting on complaints to understand what the themes and learning are.
- Templates provided as a guide for complaint responses, including outcomes and remedies.
- Discussion on what remedies that are offered including financial remedies.

7.11. Children, Families and Education (Learning)

- 7.12. Much of the following work was in a direct response to learning from complaints that is reported Quarterly, to enable the management team to either address learning opportunities individually, as a team or in Practice weeks that occur twice per year. There is a large selection of training that is available corporately and within the service.

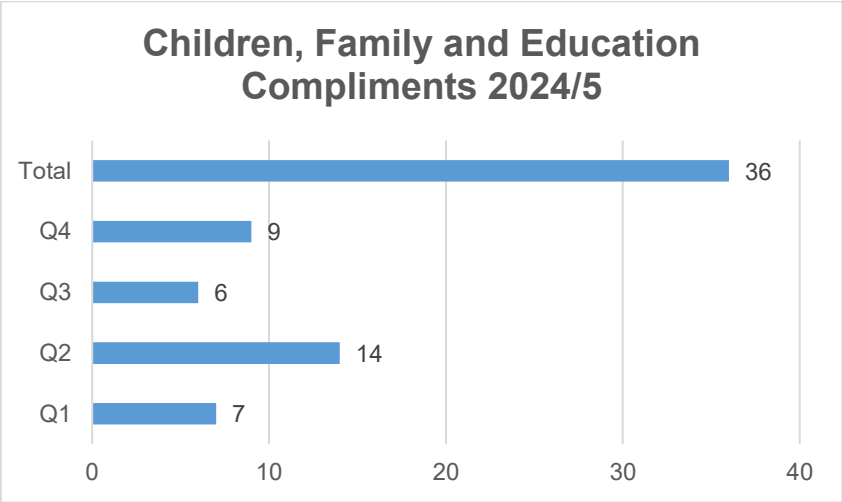
- Gender questioning policy developed
- Changes to Care Director to capture pronouns
- Mandatory EDI training to everyone in West Berkshire Council
- Specific training on recording information, language and accuracy
- An introduction to Health and Care Plans
- Single Assessment Workshop

- Learning reviews
- Leaving Care Legislation and Support including UASC
- Special Guardianship Order Support planning
- Recording Workshop
- WHAT IS Early Help and Why it is so important
- Family Safeguarding Model – case study
- Child First – Youth Justice Approach
- Fostering Hubs, what they do and how they support carers and children in care.
- Social care in Education Health and Care Plans – guide to practitioners about input into an EHCP.
- Working with fathers
- Children with disabilities – case study
- Preparing and Participating in a fostering review
- Recording workshop
- Social care and Tribunals
- Preparing and participating in a Child in Care Review
- What is Practice Education
- Preparing and Participating in a Child Protection Conference.



8. Compliments

8.1. Below fig. is a small representation of the positive feedback the service is receiving, and the service need to ensure this information is captured robustly along with any negative and complaint data.



8.2. Example of some of the positive comments received:

- *“Thank you for all your support and helping me through this. You and your team have been brilliant, and I cannot fault you at all.” Ms G*
- *“The progress you have made with **** in the short space of time we’ve known you is absolutely amazing” Mr R*
- *“My children's lives have improved because the home environment has improved. The children live with their father and the house was a mess. There is now furniture in the house, there has been a massive declutter. The children enjoyed having someone to talk too. They feel that their voice has been heard.”*
- *“My children are now in a routine We stopped alcohol completely My husband and I are now doing DA courses My husband and I did research on challenging behaviours and healthy relationships.”*
- *“I was in a relationship for 11years that was abusive it was so hard to pull away – the social worker pointed out so much to me and I did research because of it and it made me realise and she done so well at bringing the BWA worker on and getting all the support and all the professionals in place”.*
- *“THE WHOLE THING the support has been so supportive and positive I was a nervous wreck at the ICPC and the social worker was so supportive and with me the whole time. She was brilliant.”*
- *“L has been such a great help and support. We as a family have made some great positive changes with the help of the tools she has shown and explained to us.*
- *“I’ve had more support from ERH in West Berks in the 3 weeks I’ve been working with them than I have had in 3 years under a CIN plan with a different LA”.*
- *I’ve spoken with lots of people and they’ve all told me what I should have done or should be doing in the future, you haven’t done that – you’ve listened and asked me how things have felt for me which has been much nicer.*
- *“It was nice to speak to someone who was not judgemental about J not being at school and listened.”*

- *"I am grateful for the help and that people are trying to help my son."The Judge at IRH praised the LA for their work with the children in bringing conclusion of care proceedings and thorough work of assessment and focus on the children and the children have successfully been placed with grandparents following assessment of all options for the children".*
- *" We were so impressed with how hard he worked for K and how much he really cared. There was never a time when we needed to chase anyone or ask for someone to come out as he was present for her every time she needed someone to visit her or talk to her or follow something up. It was a really tough situation and we were so grateful to have him working with her. We wanted to feed that back as he deserves recognition for how brilliant he was".*
- *"I just wanted to email you to offer you some feedback from yesterday's RCPC. We had the two eldest children attend the RCPC yesterday and their feedback about your support was: - We finally feel listened too and have a voice – we didn't feel like we did before- We like our social worker – it feels like she really cares. Their mother also commented on the support that you have implemented and provided since you have taken over as the allocated social worker. She said that the children have previously struggled to engage with social workers, but that they engage with you. Mum said when you visit you will always make time to check in on the children first to make sure they feel heard, and then come to speak to her. She said it makes the children feel valued and that you really do care. The positive work you have undertaken with the family was also echoed by grandparents and professionals within the room. I think it was notable in yesterday's RCPC the work that you have undertaken in the short amount of time that it has been allocated to you and your team has made a positive impact. There were various examples of how efficient you have been in following up on tasks to progress the plan for this family. I think it is important (especially when working in social care) that excellent family work is celebrated – therefore I just wanted to provide this feedback to you Sarah. In a very complex meeting yesterday, it was so positive to hear how you are making a difference in these children's lives".*
- *"Many thanks for the work put in to get L started at the Grange. So far he is loving it".*
- *"I have just had a telephone call with a mother, she spoke highly of the support she has received under your team stating "I now get respite, I'm in a better position to support my boys, we are able to live a bit now, there has been really positive changes. I am supported very well now, it has helped so much"*

9. Moving forward – Priorities for 2025-2026

- 9.1. Ensuring that young people know that they are welcome to contact the service if they have something positive, they want to share, suggestions on our services and complaints when things haven't gone well. That the contact points are clear and usable and investigate if there are newer routes that may serve young people better. Ensure the services are communicating our willingness to listen and how young people can make a difference to how our services look.
- 9.2. Getting feedback from families and young people using the complaints process, understanding how their experience was and looking for ways to improve the service
- 9.3. Continuous improvement in handling complaint investigations and responses so that customers feel listened to. Offering two separate training sessions, one to include general information about complaints and why people make them and one more technical for the managers completing them.
- 9.4. Implement learning from complaints to ensure that the same issue doesn't keep coming up with the same teams.

9.5. Offering symbolic payments at stage 2 if the service has found fault and family or young person has been affected by it. This may reduce the number of LGSCO investigations, if they can see that we have considered all aspects of the complaint and the impact it has had.

10. Conclusion

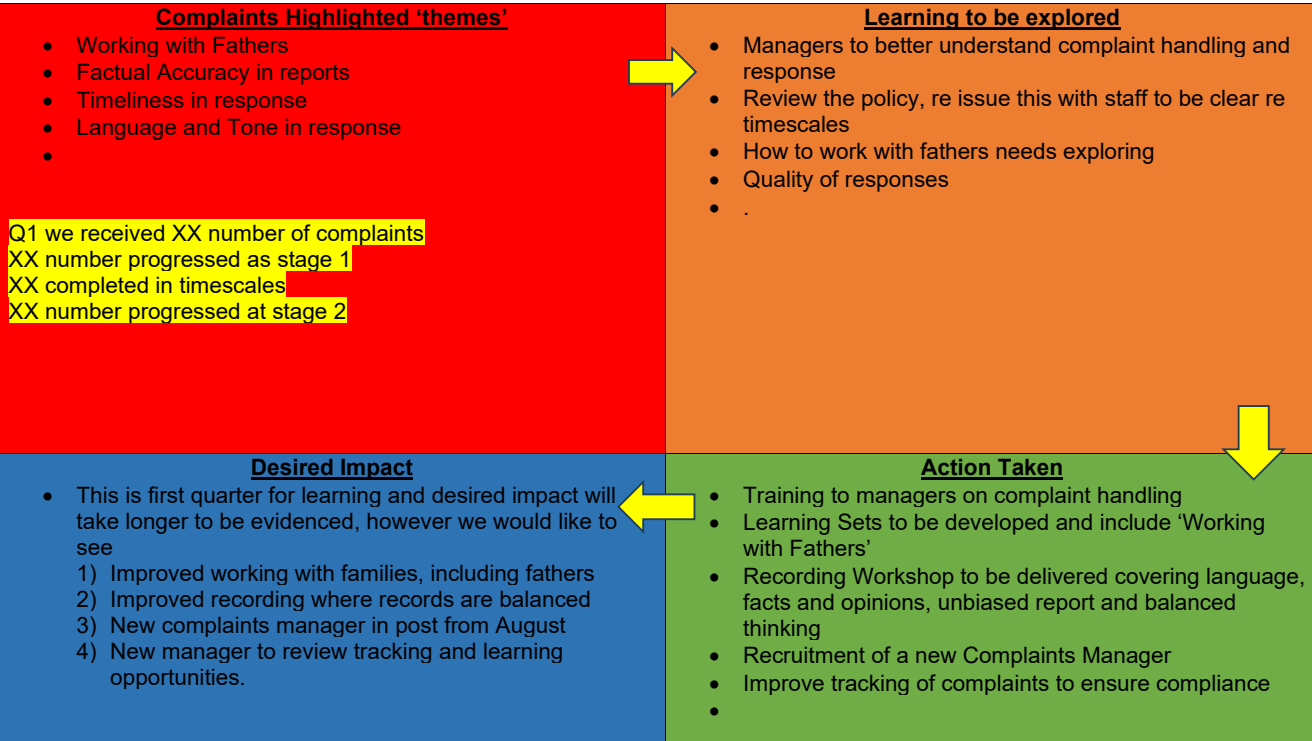
- 10.1. The report highlights the effectiveness of the complaint's procedure and provides evidence that complaints are being managed more effectively, with better timeliness and with compassion.
- 10.2. It provides information about the actual monetary cost of complaints.
- 10.3. The report is an opportunity to reflect on the whole service going forward, we will be able to monitor our process and see where we are making significant gains and where we will need to focus our efforts on making improvements.
- 10.4. Complaints are not viewed negatively but as feedback to listen and learn from our young people and families and this will help the teams across the directorate work together.

11. Appendix

11.1. Quarterly Story Boards completed to ensure continues learning from complaints

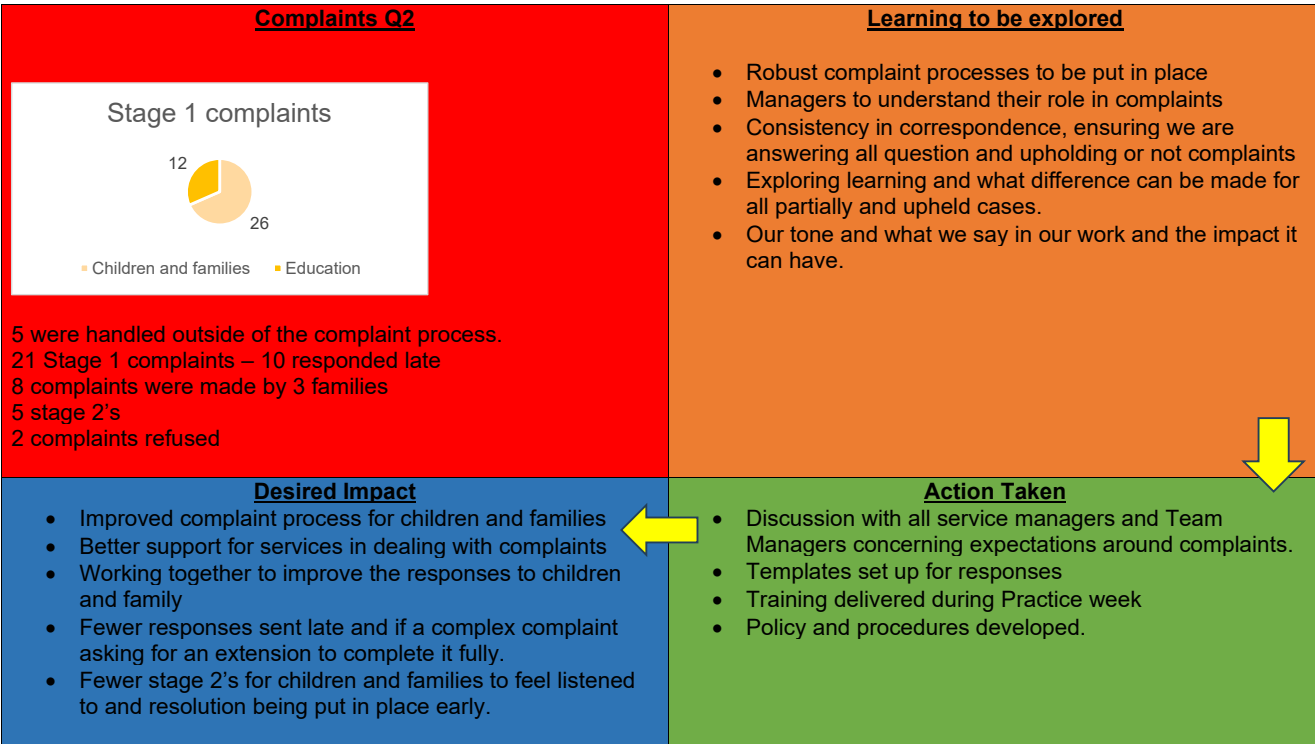
Learning from Complaints – Story Board – Quarter 1 2024/25

We take complaints seriously in Children’s Social Care and consider learning in order to improve services to children and families.



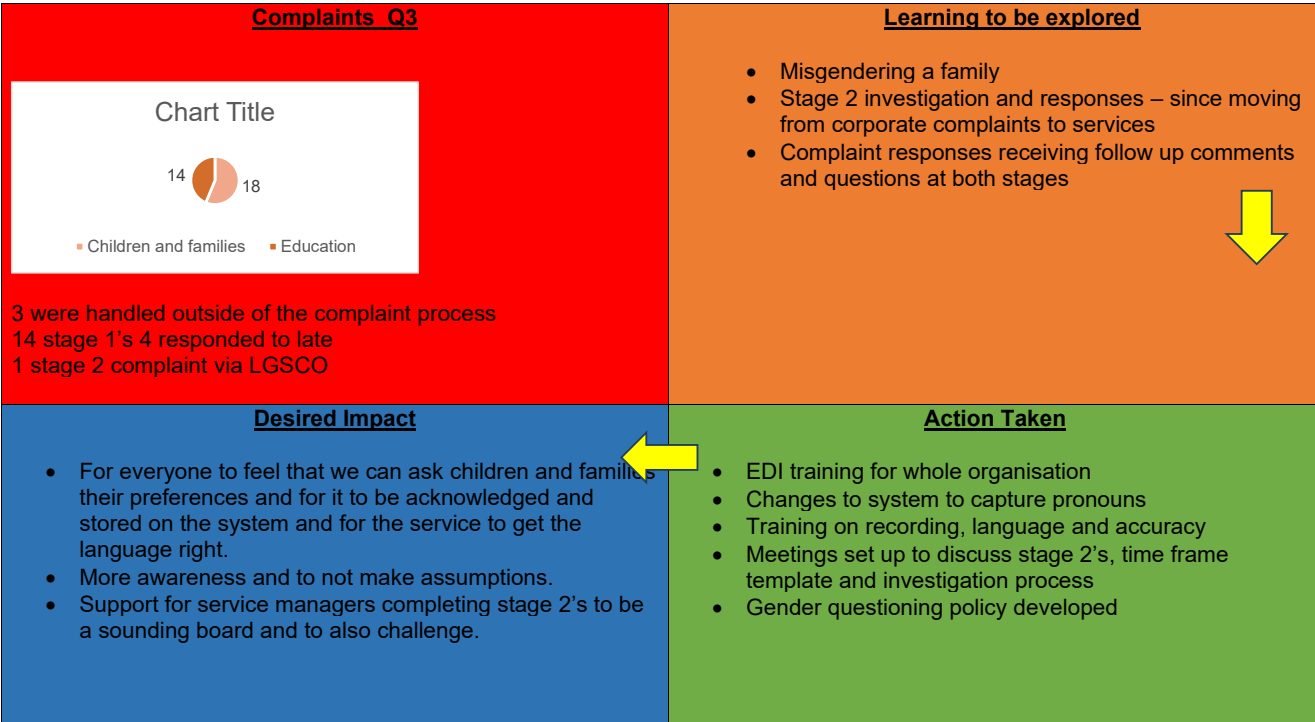
Learning from Complaints – Story Board – Quarter 2 2024/25

We take complaints seriously in Children’s Social Care and consider learning to improve services to children and families.



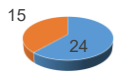
Learning from Complaints – Story Board – Quarter 3 2024/25

We take complaints seriously in Children’s Social Care and consider learning in order to improve services to children and families.



Learning from Complaints – Story Board – Quarter 4 2024/25

We take complaints seriously in Children’s Social Care and consider learning in order to improve services to children and families

Complaints Highlighted 'themes'	Learning to be explored
<div data-bbox="236 160 751 390"><p>Children Family and Education complaints Q4</p><p>15 24</p><p>■ Children and Family ■ Education</p></div> <p>39 complaints received 9 were resolved early 1 MP letter 6 dealt with outside of complaints</p> <p>17 Responded on time or early 3 Late 3 ongoing 4 Stage 2's corporate and 1 statutory linked to an earlier request.</p>	<ul style="list-style-type: none">• Working together, several complaints were worked on together with Children and Education. Schools were included in discussing actions and responses ensuring a more joined up response.• More complaints dealt with earlier in the process, this is a better outcome for customers getting quicker responses and less time consuming for the teams. Potentially more complaints can be handled in this way.• Quality of reporting information gathered to support Q and Y reporting• Responses to include more specific outcomes e.g up held or not upheld where possible.
Desired Impact	Action Taken
<ul style="list-style-type: none">• Earlier upfront conversations with complainants to have a better understanding and resolve earlier• For customers to feel listened to but still understand that they have the right to follow the complaint process.• For more collaborate working and learning together to understand what worked well and what can be improved.• 	<ul style="list-style-type: none">• Training to managers on complaint handling, LGSCO training booked in May and shared just after with the team.• Conversations with the team re outcomes and exploring other remedies.• Challenging on outcomes where upheld, what can we do differently to reduce the same outcome for another complainant.

We are committed to being accessible to everyone. If you require this document in an alternative format or translation, please call Children and Family Services on 551111.

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