



# **Oasis Restore Compliments, Concerns and Complaints Policy**

**January 2024**

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## Purpose

This policy sets out how we respond to comments, concerns and complaints from children at Restore.

## Principles

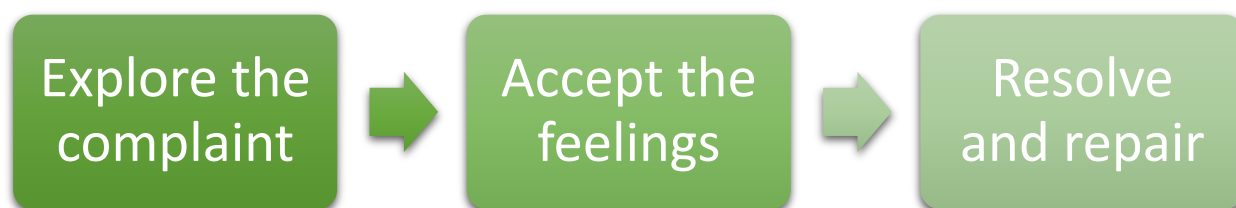
### Working at the Boundary

We expect that there will be situations at Restore where boundaries are tested and challenged; complaints may represent one aspect of this process. A good boundary is one at which a lively and meaningful encounter can occur that helps us understand more about the child and about ourselves as staff. As such we approach these with curiosity and a commitment to developing greater understanding.

### Restorative practice

Within Restore, most issues, worries and concerns can and should be resolved simply through conversation, through informal resolution or restorative processes such as Community Meetings, and can therefore be handled by the practitioners most closely involved with the child's daily life.

This is one way we nurture and develop good relationships: committing to staying connected, weathering difficult periods, and working through them by means of discussion. In these situations, exploring the problem and the feelings it has generated, accepting these, considering how a situation could have been handled better, or giving an apology, may be useful and may prove adequate in resolving the difficulty.



### Layers of containment/escalation

We understand the community as the 'primary container' of all the issues the children (and the staff) bring, and these forums for discussion as one of the principal ways in which these issues are contained and worked through. 'Containment' is the process by which an individual or group can be enabled to feel safe enough to develop by means of a caring and responsive structure or boundary around them. In this case, the 'primary container' refers to the community of staff and children at Restore as manifested through meetings (Core

Team meetings, restorative meetings, Community Meetings) and relationships (for example, between the child and his or her Core Team) that provide safe and boundaried opportunities to address difficulty and to provide caring and thoughtful responses.

There are, however, situations in which this may not feel adequate or appropriate. If the matter is not resolved informally, through restorative practice or through Community Meetings, and if the matter is of a serious nature, it should be dealt with as a formal complaint. At such a moment, the primary container needs the secondary containment of the management system of the school.

The complaints process offers the opportunity for both parties (child and staff member, or service) to be helped to make sense of and resolve what has happened, via the use of senior managers, to provide this secondary containment through providing a space for thinking and discussion. This, and other means, including supervision, reflective practice, support meetings and other opportunities for development and training, help staff to remain curious and thoughtful under pressure and protect and enable the continuing functioning of the community as the primary container. The purpose of the intervention of senior management is therefore also to contain and protect the work and thereby to enable the child to continue to be able to make the most of their time at Restore.



We recognise that the experience of receiving a complaint, for a particular member of staff or a service, can be uncomfortable, and at times traumatic. Our approach of expecting difficulty and welcoming it as a source of information, and our attitude of 'benign enquiry' (starting from a position of wishing to develop understanding), mitigates this, as does the provision of clinical supervision for all staff. Staff training explores this in some depth and equips staff to cope with the stress of complaints.

## The Complaints Procedure

### Informal complaint or concern

Children are encouraged to raise concerns through Restore's Community Meetings (see Restore Framework for details), where they can speak with staff and peers about the issue in question. Alternatively, one-to-one issues can be raised with the child's Core Team, Lead or Named Restore Practitioner or House Manager, or with any member of staff.

- Informal issues are logged as part of Community Meeting notes or as part of child's record so that all staff are updated on concerns, resolutions and actions following from them.
- Where a concern is raised, it will be discussed with the child and others involved – whether one to one or via Community Meetings – the same day.
- The issue can be discussed in the child's next Core Team meeting and within meetings between staff, i.e. between House Managers and Restore Practitioners, or between Heads of Departments and teachers, and other staff. Staff will ensure that the concern is dealt with in the best way possible that commits to staying connected, and working through difficulties by means of open discussion.
- At informal stage, all concerns regarding staff members are also logged on Restore's MIS and effective use of supervision and reflective practice is used to support staff members where needed.



Informal dialogue follows Restore's principles for benign enquiry and restorative practice.

### Stage 1 – Formal Complaint

If a child feels that their concern has not been dealt with at the informal stage or that the issue is more significant and warrants formal attention, they can submit a formal complaint.

- Any complaint made by a child needs to be treated seriously and they should be enabled to complete a Complaint Form, made available to them either online through their Reconnect panel, MS Teams or on paper. All formal complaints must be sent to the Registered Manager, and Directors.
- The process of writing the complaint enables the child to clarify and reflect on what has happened.
- The member of staff to whom the complaint was made (as long as they are not the subject of the complaint) is responsible for ensuring that the form is completed by the child and that it is shared and managed according to this policy thereafter. They are also responsible for ensuring that the child knows that their complaint has been received.
- A member of staff may help the child complete the form if the child states that they need assistance. If a member of staff feels uncomfortable managing this, they should seek advice from a more senior member of staff. Once the form is submitted, within **two working days** the Registered Manager or one of the Directors will:
  - Acknowledge the child's complaint

If the complaint is regarding the home:

- Appoint the House Manager of a different House from that in which the child is resident to meet with the child and other parties to work through issues that form the complaint. The choice of a different House Manager is important in retaining impartiality and enabling the community in which the child is living to be protected and supported.

If the complaint is regarding Learning or Enrichment:

- Appoint a Head of Department to meet with the child and other parties that can retain impartiality to work through issues that form the complaint.

## Stage 2 - Enquiry

- The appointed person will take responsibility for looking into what happened or what went wrong, discussing it with all those appropriate or involved, to gain as full a narrative as possible of the process that has broken down. This will be logged on school's MIS as a linked file.
- The first step into the enquiry stage will be for the appointed person to understand how the complaint came to be made (i.e., by gaining an understanding of the underlying expectations of those involved, that meant that there has been a break between the expectations, and what has happened to lead to a complaint).
- This will be overseen by the Registered Manager, the Director of Care and Wellbeing or the Director of Learning and Enrichment, ensuring that the SLT are aware of the process throughout.

After this investigation/enquiry stage:

- Within **five working days** of logging the complaint/completion of enquiry stage, the appointed person will make sure the child receives a response including an apology (when appropriate). If more time is needed to continue enquiries, the child will be updated and given a clear idea of when the problem will be resolved.
- A key part of the resolution will be to make it possible for the child to discuss the problem with the service or staff member concerned (via a Community Meeting or another restorative meeting) in order that reparation be made.

After the complaint has been resolved:

- The appointed person will ensure that learning from the experience of the child's complaint is integrated into the child's Core Team meetings and Formulation, shared with the House Manager for the house in which the child is resident, and the child's Lead Restore Practitioner.
- The Registered Manager, Director of Care and Wellbeing or Director of Learning and Enrichment, working with the SLT, will ensure that we share learning outcomes from

concerns and complaints more widely, so that efforts are put in place to mitigate the problem for the child or others.

Once the investigation has been completed, the child will be informed of the outcome and of his/her right to seek a review if dissatisfied with that outcome.

- At each stage of this process, if needed, each child has access to Restore's independent Advocacy service to support them in making the complaint, and an interpreter if required.
- Complaints that involve child protection issues must be directed to the Designated Safeguarding Lead and if they are not available, a Deputy Designated Safeguarding Lead.
- Any adult who is the subject of the complaint should not be involved in the management of it.

Once the process is complete, a member of the Senior Leadership Team will sign the Complaint Form to indicate that the complaint has been resolved and will ensure that the required actions are taken towards ensuring that the child is satisfied with the outcome.

### Stage 3 – Review

If the child is not satisfied with the outcome of the investigation at Stage 1 and 2, s/he has the right to ask for a review.

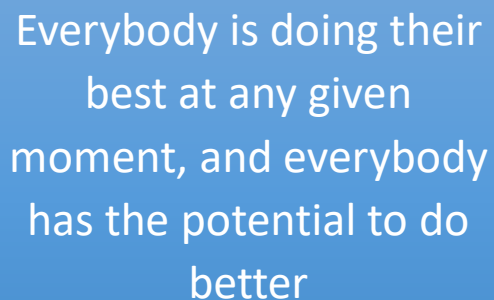
- The original complaint should be submitted to the Principal Director with explanation of what they feel would resolve the complaint.
- A review stage will be carried out by the Principal Director and two other members of staff who are uninvolved in the original case who will acknowledge receipt of the request for a review within **two working days**.
- The panel will review information and conduct additional enquiries as outlined in stage 2 and do so within **five working days**.
- The Principal Director's first step will be to advise the child that the review will take place and to ask the child about their expectations in stage 2 and how these have not been met.
- Following the review, the Principal Director will advise the outcome no longer than **five working days** after the review stage request. This is the final internal stage in the complaints procedure.

If the Principal Director is unable to do this, a board member or a member of the Senior Leadership Team within Oasis will carry out the review.

## Stage 4 – Escalation

As a final stage and if still unresolved, children have the ability to escalate to the Oasis Restore Board who hold statutory responsibility for the Secure School.

- If it is a qualifying complaint, this will lead to advice and guidance from the YCS (and potentially Ofsted).



Everybody is doing their best at any given moment, and everybody has the potential to do better

### **Additional information:**

Parents can refer to Ofsted once all local channels are exhausted in the school.

Anonymous complaints can also be made.

## Complaints about Senior Leaders

In the event that one of the Senior Leadership Team is the subject of the complaint, the matter will be referred to the Principal Director.

If the complaint is about the Principal Director, complaint forms should be submitted to the Oasis Restore Board through their MS Teams portal.

## Timescales

As outlined above:

Stage 1 – 2 days

Stage 2 – 5 days

Stage 3 – 5 days

Any extension of these periods will be agreed between the child and the senior manager or other member of staff leading the investigation.



### Review and Quality Assurance

- SLT will ensure they review all complaints and include into their insight and adaptation cycle and notice reoccurring themes.
- A quarterly report of all complaints will be produced and submitted to OR Board for review.
- This policy will be reviewed annually as part of policy audit and review cycle

Appendix A: Comments/ Compliments

<b>Name of child</b>	
<b>Date</b>	
<b>Member of staff/ team you would like to make a positive comment about:</b>	
<b>What would you like to tell us:</b>	
<b>What is working:</b>	
<b>What could improve:</b>	
<b>Member of senior leadership</b>	<b>Name:</b> <b>Date:</b>
<b>Action undertaken:</b>	

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## Appendix B: Complaints

Please tell us about your complaint:

Childs name:	
Date:	
Is the complaint for you:	Yes/ No If not, who is it for: Are they aware you are making a complain on their behalf: Yes/ No
What are you unhappy about?	
How did it start?	
What happened next?	
How did it end?	
What do you want to happen to resolve it?	

Childs name	
Staff name supporting complaint	<p>..... Date:</p> <p>..... Date:</p>

**Appendix C: Stage 2 Form**

**To be completed by staff member dealing with complaint (House Manager/ Head of Department):**

<b>Appointed person</b>											
<b>Date:</b>											
<b>What action has been undertaken (stage 1):</b>											
<b>Other people informed at this stage:</b>	<table> <tr> <td>1.</td> <td>6.</td> </tr> <tr> <td>2.</td> <td>7.</td> </tr> <tr> <td>3.</td> <td>8.</td> </tr> <tr> <td>4.</td> <td>9.</td> </tr> <tr> <td>5.</td> <td>10.</td> </tr> </table>	1.	6.	2.	7.	3.	8.	4.	9.	5.	10.
1.	6.										
2.	7.										
3.	8.										
4.	9.										
5.	10.										
<b>Is the child happy with the outcome:</b>	<p>Yes</p> <p>No</p> <p>.....</p> <p><b>If no, what else do you want to happen?</b></p>										
<b>Agreed next steps/ actions</b>											

<p><b>Has this been escalated to Registered Manager or Director of Learning and Enrichment</b></p>	<p><b>Yes</b></p> <p><b>No</b></p> <p><b>Date:</b></p>
<p><b>Registered Manager/ Director of Learning and Enrichment acknowledgement</b></p>	<p><b>Signed:</b></p> <p><b>Date:</b></p>

Appendix D: Stage 3 Form

<p><b>Name of Registered Manager or Director of Learning and Enrichment:</b></p>	
<p><b>Date review was undertaken:</b></p>	
<p><b>Initial finding/ comments:</b></p>	
<p><b>Category (Tick most relevant):</b></p>	<p>Healthcare Initial assessment Building Management Case Management Control Education Offending Behaviour Support Services</p>
<p><b>Any learning:</b></p>	
<p><b>What actions have been agreed with child:</b></p>	
<p><b>Is the child happy with outcome:</b></p>	<p>Yes:  No:  Why:  Is there anything we need to consider:  What does the child want to happen:</p>
<p><b>If unhappy does the child know what they want to do next and have we agreed (unless safeguarding or critical concern) they should take 48 hours to reflect before escalating to stage 3 (not part of Oasis process)</b></p>	<p>Yes  No</p>

Registered Manager shared next steps for escalation to stage 3:	Yes No
After 48 hours, what is the child's decision:	Restorative meeting with someone Meeting with health professional Meeting with advocate/ independent visitor Escalate via stage 3

## Appendix E: Online Forms

### Complaints Form

[https://forms.office.com/Pages/ShareFormPage.aspx?id=zz3XjXy17EC3-HVbUS2fexC2uZ\\_jQidKgS7vNue7GOJUQTZCUTU4UudPSERKSlc2TEi0T04zWUxQRC4u&sharetoken=QuzWJ05nLJTm7dF4tp6w](https://forms.office.com/Pages/ShareFormPage.aspx?id=zz3XjXy17EC3-HVbUS2fexC2uZ_jQidKgS7vNue7GOJUQTZCUTU4UudPSERKSlc2TEi0T04zWUxQRC4u&sharetoken=QuzWJ05nLJTm7dF4tp6w)

### Compliments Form

[https://forms.office.com/Pages/ShareFormPage.aspx?id=zz3XjXy17EC3-HVbUS2fexC2uZ\\_jQidKgS7vNue7GOJUN0FOMVZYWEg0STRXUUK5WDBMMDk0UU1CVi4u&sharetoken=N1QTfvtaRA9BdhjSWPVn](https://forms.office.com/Pages/ShareFormPage.aspx?id=zz3XjXy17EC3-HVbUS2fexC2uZ_jQidKgS7vNue7GOJUN0FOMVZYWEg0STRXUUK5WDBMMDk0UU1CVi4u&sharetoken=N1QTfvtaRA9BdhjSWPVn)

### Comments Form

[https://forms.office.com/Pages/ShareFormPage.aspx?id=zz3XjXy17EC3-HVbUS2fexC2uZ\\_jQidKgS7vNue7GOJUN0FOMVZYWEg0STRXUUK5WDBMMDk0UU1CVi4u&sharetoken=N1QTfvtaRA9BdhjSWPVn](https://forms.office.com/Pages/ShareFormPage.aspx?id=zz3XjXy17EC3-HVbUS2fexC2uZ_jQidKgS7vNue7GOJUN0FOMVZYWEg0STRXUUK5WDBMMDk0UU1CVi4u&sharetoken=N1QTfvtaRA9BdhjSWPVn)

Centre Name	Oasis Restore Secure School
Centre Number	
Date policy first created	13/03/2024
Current policy approved by Directors/Board	Y
Date of Next review	January 2025