Anti-Bullying Policy

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An academy within:

"Learning together, to be the best we can be"

1. Introduction

1.1. **North Ridge Community School** recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of cooperation, acceptance and harmony both within and outside of school.

1.2. We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

1.3. Bullying of any kind is unacceptable at North Ridge Community School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. Should the incident involve a member of staff this will be handled using the staff code of conduct policy and the Head Teacher, in conjunction with HR and union representatives, will conduct a thorough enquiry. Should a crime be committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by the Head Teacher. We celebrate diversity and promote cohesion within our community.

2. Statement of Intent

2.1. At North Ridge Community School, we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying.

2.2. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. North Ridge Community School, we acknowledge that bullying does happen from time to time – indeed, it would unrealistic to claim that it does not.

2.3. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our

anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

2.4 North Ridge Community School recognises that bullying can have a significant impact on a child's emotional wellbeing, educational outcomes and mental health. The school adopts a preventative, educative and restorative approach to bullying whilst maintaining appropriate sanctions where necessary. Any reports of perceived bullying, including prejudice-based bullying and child-on-child abuse, will always be taken seriously.

2.5 The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, Children Act 2004, Equality Act 2010, Special Educational Needs and Disability (SEND) Code of Practice 2015, and Keeping Children Safe in Education.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSE [Personal, Social & Health Education scheme] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

2.6 This policy reflects the following guidance:

- ‘Preventing and Tackling Bullying’, Department for Education, March 2014.

- ‘Preventing and tackling bullying’ Advice for Headteachers, staff and governing bodies, Government, July 2017.

3. What is Bullying?

3.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

3.2 Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously North Ridge’s first priority but emotional bullying can be more damaging than physical; staff are expected to make their own judgements about each specific case. Bullying is behaviour by an individual or group that intentionally hurts another person physically or emotionally. Bullying often involves an imbalance of power and may be repeated over time. In some circumstances, a single significant incident may be treated as bullying, particularly where it involves prejudice-based abuse, online abuse, threats, humiliation, sharing images, or behaviour causing significant harm. Bullying is recognised by the school as being a form of child-on-child abuse. It is recognised to be emotionally abusive and can cause severe and adverse effects on children’s and young people’s emotional development.

3.3 The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or electronically online.

3.4 “The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace” The Equality Act 2010.

3.5 The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is the public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

3.6 Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

3.7 The two areas which do not specifically affect children and young people are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in our RHSE, LIFE and wellbeing curriculum

3.8 Some of the reason's pupils may be bullied link to the above areas covered by the Equalities Act 2010 and protected characteristics are as follows:

- Race, religion or culture.
- Special Education Needs or disability.
- Appearance e.g. being over-weight or health conditions.
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying.
- Gender.
- Gender identity.
- Sexual orientation / Homophobic Bullying.
- Transgender status / Transphobic bullying.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive or sexist comments
- Homophobic because of/or focussing on the issue of sexuality
- Cyber bullying, including but not limited to - sharing or threatening to share images, use of social media platforms to spread inappropriate messages, group messaging services, Online gaming platforms, AI-generated images, videos or audio, Deep fakes, Impersonation accounts and/or exclusion from online groups
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs or any protected characteristic as defined in the Equality Act 2010.

3.9 This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

3.10 Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Head teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At North Ridge Community School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the transport companies about bullying on school buses and in school or travel transport.
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Map out safe routes to school for children, linking them to the School Travel Plan
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises

4. Hate Crime

4.1. Where pupils, staff or parents feel that they are subject to any form of hate crime they should use the following link:
http://report-it.org.uk/your_police_force

5. Child-on-Child Abuse

5.1. Child-on-child abuse refers to any form of physical, sexual, emotional, or discriminatory abuse perpetrated by children or young people towards others of a similar age. In a special school context, this may include behaviours that are influenced by additional needs, communication difficulties, or social understanding. Some pupils may have additional needs, communication differences or social understanding difficulties which may affect how incidents are communicated, understood or investigated. These factors will always be considered when determining appropriate support and intervention.

5.2 North Ridge Community School maintains a zero-tolerance approach to child-on-child abuse. Such behaviour will never be dismissed as banter, horseplay, part of growing up, or normal relationship behaviour.

5.3 Types of Child-on-Child Abuse may include, but is not limited to:

- Bullying (including cyberbullying)
- Physical abuse (e.g., hitting, kicking, biting)
- Sexual violence and harassment
- Upskirting or inappropriate sexualised behaviour
- Initiation/hazing-type violence and rituals
- Emotional abuse (e.g., threats, intimidation, exclusion)
- Discriminatory abuse (e.g., racist, sexist, homophobic, or ableist behaviour)

5.4 All staff are trained to recognise signs of child-on-child abuse and respond appropriately. All reports will be recorded using CPOMS and investigated by the Designated Safeguarding Lead (DSL). Parents/carers will be informed where appropriate, and external agencies may be involved.

5.5 Victims of child-on-child abuse will be supported through pastoral care, counselling, and safeguarding plans as appropriate and alleged perpetrators will be supported to understand and change their behaviour, with consideration of their individual needs. A restorative approach may be used where appropriate, alongside disciplinary measures.

6. Generative artificial intelligence (AI)

6.1. Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

6.2. North Ridge Community School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

6.3. North Ridge Community School will treat any use of AI to bully pupils in line with our Anti-Bullying, Behaviour and Safeguarding policies.

7. Impact of Bullying

7.1. Research confirms the destructive effects of bullying on the lives of young people. Some of the effects are:

- Poor school attendance.
- Lower academic achievement.
- Low self-esteem and poor self-worth.
- Lack of confidence.
- Anxiety.
- Loss of identity.
- Feelings of guilt.

- Long term mental health difficulties.

8. Some Signs of Bullying

- Reluctance to attend school.
- Poor school performance.
- Behaving out of character.
- Missing or damaged belongings.
- Self-harm.
- Increased episodes of illness (real / imaginary).

8.1. These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

9. What We Will Do As A School

9.1. Ensure the whole school community understands bullying and its consequences.

9.2. Appoint a designated member of staff as anti-bullying officer – Deputy Headteacher and Designated Safeguarding Lead.

9.3. Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.

9.4. Implement a consistent system for recording incidents of bullying in line with Government advice.

9.5. Develop a preventative approach to bullying. Pupils will be encouraged to recognise that not only do they have rights but the choices they make bring responsibilities.

9.6. Identify and make safe, areas in school where bullying could/has been known to occur.

9.7. Be aware of factors which may cause some children to be more vulnerable than others.

9.8. Work in partnership with the police should there be bullying incidents where a crime has been committed.

9.9. Foster a clear understanding that bullying, in any form, is not acceptable.

9.10. Ensure our curriculum supports pupils to feel confident to tell someone if they are being bullied or support someone they believe is being bullied.

9.11. Ensure our curriculum teaches pupils what it means to bully and be bullied.

9.12 In cases of serious bullying, the incidents will be recorded by staff on the on CPOMS, including the defined category of bullying as well as being reported as a child-on-child abuse incident. This will enable the identification and monitoring of incidents involving bullying, prejudice-based incidents, safeguarding concerns or child-on-child abuse.

9.13 The Headteacher or designated senior leader will provide termly reports to governance regarding bullying trends, actions taken and outcomes.

9.14 Following any bullying incident, consideration will be given to both the victim and perpetrator support via:

- pastoral support
- wellbeing support
- risk assessments where appropriate
- safe spaces and trusted adults
- monitoring of ongoing wellbeing
- adjustments for pupils with SEND

10. How We Do This

10.1. We do this by:

- Regular praise of positive and supportive behaviour by all staff – in line with our whole school reward system.
- Work in school which develops empathy and emotional intelligence.
- Any incidents are treated seriously and dealt with immediately.
- If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The parents of both the victim and perpetrator will be informed.

11. Legislative Assurance

11.1. The Equality Act (2010) stipulates that schools (including academies and free schools) cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.

11.2. Protection is now extended to pupils who are pregnant or undergoing gender reassignment.

11.3. Ensure that Children and Young people have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation.

11.4. Safeguarding children and young people – under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

12. Anti-Bullying Strategy

12.1. The school takes part in National Anti-Bullying week, the Doncaster AntiBullying Charter Mark, and staff undertake and deliver Internet Safety awareness sessions.

13. How We Will Work With Victims Of Bullying

13.1. The school will always:

- Ensure that there are easy/clear pathways for reporting bullying.
- Ensure that victims are listened to and reported incidents are acted upon.
- Ensure that strategies are put in place to support individual needs, working closely with our wellbeing team.
- Ensure victims are consulted, and kept involved and informed.

14. How We Will Work With Those Accused Of Bullying

14.1. The school will always:

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse.
- Ensure that strategies are put in place to support individual needs.
- Ensure perpetrators are consulted, and kept involved and informed.
- Implement appropriate sanctions and learning programmes for example:
- Counselling/instruction in alternative ways of behaving o rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control.
- Adult mediation between the perpetrator and the victim (provided this is safe for the victim).
- Fixed periods of exclusion.
- Permanent exclusion (in extreme cases which may involve violence).

15. How We Will Work With Pupils Exposed To The Bullying Of Others

15.1. The school will always:

- Ensure that they are listened to.
- Ensure that strategies are put in place to support individual needs, working closely with our wellbeing team.
- Implement appropriate learning programmes and raising awareness about the impact of bystanders.

15.2. Strategies we may use include

- Circle Time.
- Assemblies.
- Circle of Friends.
- Participation in Anti-Bullying/Friendship Week.
- Work with other agencies
- Implement sanctions
- Targeted RHSE lessons

- ELSA interventions
- School curriculum

16. How We Will Educate The School Community

16.1. The school will always:

- Involve Parents/Carers, pupils, other organisations & celebrate success.
- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Arrange e-safety events.
- Ensure that the anti-bullying officer attends appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community.
- Challenge homophobic/transphobic language and support different families working with Stonewall & Doncaster Pride.
- Raise awareness of homophobic, trans-phobic and bi-phobic language

17. How Will We Work with Parents and Carers?

17.1. The school will always ensure:

- There are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to.
- Every opportunity is given to parents/carers to share their concerns.
- Where a parent/carer is dissatisfied with the schools handling of a situation then the Head Teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked.
- If after following the school's formal complaints procedure the parent/carer is still dissatisfied, the ESFA can be notified.

18. How We Will Support Staff

18.1. We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol) Linked Legislation. North Ridge Community School utilises the information held within the ThinkuKnow website linked directly to CEOP.



http://ceop.police.uk/safety-centre/
The CEOP 'eye' symbol is also located at all internet access points around school.

18.2. Criminal law - Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

18.3. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

Appendix A - Supportive Agencies we may contact

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. www.antibullyingalliance.org.uk

Kidscape www.kidscape.org.uk 02077303300

Child line – advice and stories from children who have survived bullying 08000 1111 www.childline.org.uk/

Bullying on line www.bullying.co.uk

Parent line Plus – advice and links for parents www.parentlineplus.org.uk 08088002222

Parents against Bullying 01928 576152 https://www.stopbullying.gov/kids/facts

https://www.unicef.org/parenting/child-care/bullying

https://www.youngminds.org.uk/young-person/coping-with-life/bullying/

https://kidshealth.org/en/parents/bullies.html

Useful sources of information

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chat danger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnetint.org/kia/parents

Further sources of information:

Other departmental advice and guidance you may be interested in DfE Behaviour and Discipline in Schools Guidance

Legislative links:
Schools' duty to promote good behaviour: Section 89 Education and Inspections
Act 2006 www.legislation.gov.uk/ukpga/2006/40/section/89
Education (Independent School Standards) (England) Regulations 2010
Power to tackle poor behaviour outside school The Equality Act 2010
www.legislation.gov.uk/ukpga/2010/15/contents

Specialist organisations
The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beat Bullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beat Bullying have developed a peer support programme for young people affected by bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying
Child Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBTQ
EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

Doncaster PRIDE - local LGBT equality organisation

SEND Mencap:
Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces:
Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Appendix 2 – Recommended Procedures

Recommended procedures in school for reporting bullying: pathways of help (All schools will have their own referral procedures. It is important to provide feedback to both Parents/Carers and pupil on an agreed basis) **Child is bullied**

Bullying concern is reported to school by another pupil, parents or members of the school community

Victim personally reports bullying, e.g. using a 'worry box' / incident card or directly to an adult / Buddy / Peer Mentor in the school

1. Meeting takes place between victim and appropriate adult in school, e.g. form / class teacher

- Clarify the facts.
- Suggested ways forward agreed.
- Short review time agreed.

2. Designated adult leads discussion / interview with all parties

- Actions / strategies are agreed.
- Parents informed.
- Short term review.
- Feedback to Parents.

3. Agreed actions / strategies delivered by 'trained' school staff or approved external agency, e.g.

- Restorative Justice.
- Mediation / counselling.
- Anger management training and self-help.
- Peer Mentor / buddy Support.
- External Agencies – Connexions, (Integrated Youth Services from January 13).
- Circle of friends.

Incident resolved / bullying stops OR Step 4 Not Resolved

4. If issue unable to be resolved internally by school:

• Please refer to the Trust complaints policy.