Bramfield House School

ANTI-BULLYING POLICY

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1.5	October 2018	D. Jennings	November 2019
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This policy should be read in conjunction with the latest 'Keeping Children Safe in Education 20 and the Keeping children safe in Education 21'. Which is statutory guidance to be read and followed by academies and colleges, and alongside 'Working Together to Safeguard Children' (March 2018), a guide to inter-agency working to safeguard and promote the welfare of children. It also makes reference to and is in accordance with but not limited to;

- The Education Act (2002)
- Keeping children safe in Education (2023)
- Keeping children safe in Education (2022)
- Keeping children safe in Education (2021)
- Keeping Children Safe in Education (2020)
- Working Together to Safeguard Children (2018)
- What to do if you are worried about a child (2015)
- Information sharing: Advice for practitioners (2018)
- Guidance for safer working practice for adults who work with children and young people in education settings (2019)
- The Data Protection Act (2018)
- Serious Crime Act (2015)
- Teaching online safety in school (2018)
- UKCIS Education for a connected world (2018)
- Prevent Duty (2015)
- Sexual Offences Act 2003
- Preventing youth violence and gang involvement (2013)
- Criminal exploitation of children and vulnerable adults: county lines guidance (2018)

This policy is our overarching policy for any issue that could constitute child on child abuse. This policy reflects the changes in the Keeping children safe in Education 2021,2022 and 2023

It relates to, and should be read alongside, the Safeguarding and Child Protection policy and any other relevant policies.

This policy sets out our strategy for improving prevention and identifying and appropriately managing child on child abuse.

The policy applies to all members of the school community, pupils, staff and volunteers.

It is reviewed every year and updated in the interim (if required) to ensure that it continually addresses the risks to which pupils are or may be exposed.

This policy recognises that abuse is abuse and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up'. It is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education. We take a safeguarding approach to all individuals involved

(in addition to any sanctioning work that may also be required) in concerns or allegations about child on child abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers

Although the starting point is that our response to child on child abuse should be the same for all pupils, regardless of age, there may be some different considerations in relation to, for example, a child aged under 10, or aged over eighteen in terms of how local agencies and/or partners respond.

In particular:
We believe that in order to protect children, all schools should be aware of the nature and level of risk to which their pupils are or may be exposed and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and take a whole-school community Contextual Safeguarding approach to preventing and responding to child on child abuse.
We regard the introduction of this policy as a preventative measure. We (a) do not feel it is acceptable merely to take a reactive approach to child on child abuse in response to alleged incidents of it; and (b) believe that in order to tackle child on child abuse proactively, it is necessary to focus on all four of the following areas:

• Systems and structures

• Prevention

• Identification

• Response/intervention.

We recognise national and increasing concern about this issue, and wish to implement this policy in order to mitigate harmful attitudes and child on child abuse in the academy setting, and encourage parents to challenge us on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the academy directly so that we can ensure that appropriate and prompt action is taken in response.

We ensure that pupils are taught about child on child abuse and bullying, including online behaviours, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.
We will work with parents to build an understanding of the schools responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

STATEMENT OF GENERAL PRINCIPLES

- Everyone has the right to feel safe in school.
- We should be polite to each other at all times.
- Everyone has to take responsibility for their own actions;
- Everyone should be given respect.
- Bramfield House School is committed to the principle that bullying constitutes unacceptable behaviour and that reports of bullying will be taken seriously.

OUR AIMS ARE:

- To provide a secure environment in which students can report incidents confidently
- To show all students that bullying is taken seriously
- To enable staff to respond calmly and confidently to bullying incidents
- To reassure students that the school will protect and support all parties whilst the issues are resolved
- To provide long term and positive programmes of personal development where it is required

INTRODUCTION

In this policy we are not concerned with those deeper personal, social, emotional or psychological issues that underlie and often precipitate bullying behaviour. What we are intent upon is a clear explanation of a set of attitudes and a related framework for intervention that will allow us to manage the problem of bullying in an efficient and effective manner. These guidelines are intended to help staff to develop a shared understanding of the problems involved in identifying, containing, reporting and intervening when we face children's bullying behaviour. We need a team approach and a common sense of purpose. We must have a generally understood framework for action and procedures that are clear and workable. Our hope is that the following policy will provide structures appropriate to these tasks.

This is an extremely important area. We work with children who exhibit emotional and behavioural difficulties. They have often been hurt themselves. They often seek to retaliate against people and things. Containing these complex and persistent aggressions within the peer group is one of our primary professional tasks. Any failure to do so will release sub-cultural peer group reactions, which may have serious consequences for a number of our students. We need to be aware of these peer group dynamics. We have to monitor the peer group very carefully for signs of intimidation and bullying. We must then take considered and decisive action.

OUR OBLIGATIONS

In developing a whole school policy towards bullying we start with the knowledge that this behaviour, in all its forms, will occur from time to time in the school. This is true of every school. It is an on-going feature of working with children and a particular feature of our working with S.E.M.H. students, who in the vast majority of cases, come to us with a history of either being bullied or bullying others. It will occur again. The frequency and intensity of this problem will depend largely upon the ethos of the school, the intervention strategies we employ and our capacity to contain and manage the interpersonal behaviour of our students.

This implies a vigilant and consistent approach by all staff who all carry a very heavy duty of care for every student placed with us. Many are particularly vulnerable given the nature of their previous experiences. Our policy on bullying is one important aspect of our professional obligation to create a caring and protective environment for our students.

OUR SHARED BELIEFS ABOUT BULLYING

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to

concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

WHAT IS BULLYING?

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children and young people's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:-

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

At our school we define bullying as:

"Emotional or physically harmful behaviour which is:

- Repetitive, wilful and persistent
- Intentionally harmful, carried out by an individual or a group
- Based on an imbalance of power leaving the person who is bullied feeling defenceless"

Bullying is **NOT** the same as a one off argument, fight or disagreement. Bullying is a one-way, distressing and hurtful act towards a victim, not an exchange between equals or good-natured fun.

Examples of bullying in our context would include:

- Hitting and punching
- Kicking
- Spitting
- Spoiling someone else's belongings
- Calling names
- Excluding or deliberately isolating a student
- Giving nasty looks
- Making racist, homophobic or sexist remarks
- Making comments about another student's family
- Picking on a weakness
- Spreading rumours
- Preventing somebody from joining a game
- Not talking to someone or getting other people not to talk to another student

- Putting pressure on another student – for example, to run errands and do jobs, to give up possessions, to bring things from home.
- Forcing a student to engage in sexualized activity or behaviour
- Unkind or threatening internet messages through social media, eg facebook
- mobile phone text messages or images (Cyber bullying)

Emotional and Physical Symptoms Linked to Bullying

It is often hard to spot children who are experiencing bullying. By its nature, it is an insidious activity that usually goes on out of sight of staff. The victim is often reluctant to come forward because they feel that 'telling' might only make matters worse for themselves and make the situation worse. The following symptoms might be an indication that a student is being bullied:
Emotional

- Lost confidence
- Loss of self-esteem
- Irritability
- Aggression
- Panic attacks
- Depression
- Suicidal thoughts

Physical

- Sleeplessness
- Nausea
- Shaking
- Heart racing
- Laziness
- Skin complaints
- Stomach aches
- Migraines and headaches

WHO BULLIES?

This policy has used the following books, publication and websites as key points of reference: Practical Approaches to Bullying, DfES Publications (2002) Bullying: don't suffer in silence, DCSF (2007) Safe to learn: embedding anti-bullying work in schools, Equality Act 2010, DfE Preventing and Tackling Bullying 2014, DfE Supporting Children and young people who are bullied: advice for schools 2014
It is clear from the literature that a significant number of our students experience home circumstances which foster the development of bullying attitudes – for example: -
- Poor parental role models
- Aggressive male figures
- Poor relationship with mother
- Inconsistent punishment by parents

     o   Physically and verbally aggressive adults

"Bullies are associated with general anti-social rule breaking behaviour in school and in the community"

"They are often aggressive towards parents, teachers and siblings"

"Contrary to popular belief, bullying victims don't always differ much from other children"

(Quotes from Tattum and Herbert, 1990)

WHO ARE THE VICTIMS?

Any child can be bullied. There are, however, certain risk factors that will make the experience of bullying more likely. They include:-

- o Lacking close friends in school
- o Being shy
- o Coming from an over protective family environment
- o Being from a different ethnic group to the majority
- o Being different in some obvious respect from the majority
- o Having particular educational, social or medical needs
- o Being a Looked After Child
- o Being a carer
- o Being a 'proactive victim' – a child who behaves inappropriately with others, barging in on games or being a nuisance

None of these characteristics can excuse allowing a child to be bullied.

It is safe to assume that we are always going to have to manage a proportion of children in our school who are potential (and actual) bullies and victims.

OUR SCHOOL POLICY AND PRACTICE

The following guidelines provide a framework for containing and changing attitudes towards bullying. These have been compiled with reference to advice from the DfES anti-bullying guidance pack, Bullying: don't suffer in silence (2002) and DCSF Safe to Learn (2007), Equality Act 2010, **DfE Preventing and Tackling Bullying 2014** and , DfE Supporting Children and young people who are bullied: advice for schools March 2014 . They are aimed at creating an ethos that will not tolerate the oppression of one person by another. These guidelines aim to establish a whole-school policy and contain both long and short-term strategies that involve the school organisation and curriculum.

- • All students, parents and staff must recognise that any form of bullying is completely unacceptable in our school. This message will be made explicit when a child and his

family/carers first come for interview; it will be stated very clearly in the student's handbook and will be reiterated regularly in school assemblies, lessons and meetings.

- No member of staff or student must ever ignore a student being bullied or in distress as a result of being bullied. No tales of bullying must ever be discounted. They must be recorded on sleuth as a concern and thoroughly investigated. Seeing and doing nothing is professionally indefensible. It implies support for the aggressor and is the worst response an adult can offer. It offers no help to the victim and is an act of collusion with the bully.

- Staff will undertake training to recognise and understand what constitutes bullying and how to deal with it. The Anti-bullying Alliance modules 1-7 will be used at http://www.anti-bullyingalliance.org.uk/onlinetraining.

- Every case of bullying must be followed up immediately.

1. The member of staff dealing with the incident must make an initial judgement as to its severity. More serious cases must be referred to a member of the Senior Leadership Team.

2. Any adult witnessing, must write an incident report (use school recording system) stating:
    o When?
    o Where?
    o What happened?
    o Who was involved?
    o How they dealt with it.
    o Action to be taken.

The report will be processed by the DSL and then triaged out to Learning Mentors and the Assistant Headteacher to determine if any further action is required and entered onto the online system Sleuth

Victims need to be given support. They will need re-assurance that the matter will be dealt with discreetly and sensitively and that they will suffer no further occurrences of repercussions from disclosure. They are entitled to positive action: stopping the bullying immediately without implying that they are the cause of what has been done to them. It must be a priority to ensure that children who are victims of bullying are given structured support through education staff and parents/carers. This should be accomplished through the existing handover/daily home contact and referral systems already in place. As members of staff, we must ensure that this happens.

3.   Adults dealing with an incident must not be physically or verbally aggressive towards the aggressor. We must never bully the bully. It gives creditability, if we react in this way, to the very behaviour we seek to eliminate. We do, however, act very firmly and purposefully in our interventions with children who are producing anti-social hostile behaviour towards others.

4. The member of staff must make the unacceptable nature of the behaviour and its consequences clear to the bullying child. The range of sanctions available for minor incidents are outlined in the school behaviour policy. Something must be done, including discussing the incident with the child and Learning

Mentor or keyworker at the end of the school day. The student must see that any form of bullying is taken Seriously.

Work completed with the pupil:

A Personal Development session, advanced intervention or Keyworker sessions is a person centred piece of work completed with the individual to address and educate on bullying. Our aim is to educate the individual on what is bullying, how it affects others and it is used to prevent further incidents.

More severe incidents will be dealt with by senior staff. The parents, the Local Education Authority, and the social worker (if applicable), will be informed in writing by the Head of school.

5.   A fixed term suspension will be considered when there are repeated incidences of bullying. The Head of school will make this decision, but it will only be used under very special circumstances (See Guidelines on Exclusion).

6.   The school will not hesitate to use a suspension for students whom they believe jeopardize the safety of other children or continually threaten their right to safety. Again, this will be used very infrequently and only after very careful consideration by staff and full consultation with parents and referring agencies.

Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programme within the schools our young people attend that discusses issues such as diversity and anti-bullying messages
- Acceptable Internet Use policy is signed by all and e-safety is discussed.
- On-going staff induction and training programme
- Adequate staff supervision at all times
- Clear and consistently applied policies for behaviour
- PDS with the individual to educate on what is bullying and a tailored piece of work in a person centred way to tackle and address bullying.
- Advanced interventions- series of interventions for a period of time to educate further around bullying, its effects and further support.

The school community will:

- Listen and take time to talk to children and young people who disclose bullying, take what they say seriously and investigate the situation

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council meetings.
- Complete a student led annual survey in the autumn term and then complete another survey to evidence the impact in the summer term of each academic year
- Train all staff including Support staff, Administration and Facilities staff to identify bullying and follow school policy and procedures on bullying, including recording and reporting incidents of bullying

POSITIVE STEPS TO PREVENT BULLYING:

➢ Always be aware of the school's physical environment. It is difficult to specify where bullying is likely to occur in buildings and grounds such as ours, but by visiting 'quiet' locations frequently and by knowing where all the children you are responsible for are playing/occupied (and with whom), difficulties are less likely to occur.

➢ Good supervision is a key requirement for controlling bullying behaviour and ensuring the safety and security of students. All colleagues will follow school policies with regard to supervision both during activities and especially during unstructured 'free time'.

➢ The school has an anti-bullying week each year, assemblies focus on this.

➢ Work is completed in class with pupils to educate them further around what bullying is.

➢ All staff must be vigilant for the early signs of distress in students.

> For example: Isolation
> > A desire to remain with adults all the time
> > Erratic attendance

Although these behaviours may be symptomatic of other problems, they may indicate that bullying is taking place.

➢ Likewise everybody must be observant for any other indications that a child is being targeted.

> > For example: Personal equipment, belongings or clothes being 'lent' or going missing
> > Money received from home going quickly
> > Clothes being damaged
> > Bruising/injuries

➢ Children must not 'buy off' the bully with sweets or other 'presents' and they must never give in to demands for money. They are strongly recommended to talk to a member of staff, a student they trust

or any name in their students' handbook. (See child protection procedures and the students' handbook.)

➢ Children are not encouraged to hit back. We are a 'talking' school and never advocate aggression as a means of solving problems. It may well also be contrary to the child's nature. We seek to resolve conflict creatively and constructively.

➢ Non-violent behaviour must be recognised and celebrated. The means of rewarding it are detailed in the school's behaviour and discipline policy.

➢ The victims of bullies need their self-esteem raised through activities designed to improve their social skills. They need support from all the involved adults, both at school and at home, to counter feelings of inferiority and guilt. Suggestions for suitable activities and strategies are the responsibility of all staff and will be reflected in individual support work, individual education plans and tutorial work.

➢ Any sexist, racist or prejudice comments must be challenged. Once again, a failure to act implies concurrence. We have a very determined equal opportunities policy and the ethos we are trying to maintain is well documented.

➢ Bullying **as a subject** will be addressed in the following ways:

▪ The school curriculum addresses the issue of bullying in various ways. Citizenship addresses the issue directly and attempts to make students aware of the issue and its implication for all concerned. It also attempts to equip students with the knowledge and skills necessary to deal with the various forms of bullying, which may occur. In Religious Education the emphasis is on care and respect for one another and an acceptance and acknowledgement of the different qualities each student brings to the school. In English opportunities which arise from the study of literature are used to examine bullying and its consequences. Science, Art, Music and Physical Education directly encourage teamwork and sharing, as do most other subjects on the curriculum. Cyber bullying is addressed in ICT lessons and stand alone lessons around the issues relating to bullying take place during the year particularly during Anti Bullying Week every November.

▪ Ancillary/domestic staff must be encouraged to report any incidents of bullying that they see. This coincides with their role in the school's policy on behaviour and discipline. It is discussed regularly in their meetings with supervisory staff.

Bullying on social media
Cyber bullying can be defined as the use of information and communications technology particularly mobile phones, tablets and the internet, deliberately to upset someone else. Cyber bullying that occurs while young people are under the school s direct supervision will be dealt with in line with this Policy.

In cases where cyber bullying occurs while young people are outside our direct supervision (i.e. at school), parents and carers will be encouraged to report these incidents to the police as criminal laws

(such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents and carers in this.

Personal development sessions or advanced interventions will support in educating young people further when incidents arise.

Our school wants to make sure that all young people feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and young people. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in everything we do at the school.

What is child on child abuse?

For these purposes, child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and no intimate), friendships and wider peer associations. We recognise that it is statistically more likely that girls will be victims of child on child abuse and that boys will be perpetrators and that child on child abuse can be perpetrated by the same gender but that all child on child abuse is unacceptable and will be taken seriously.

Child on child abuse can take various forms, including (but not limited to):
• Bullying (including cyberbullying)
• Relationship abuse
• Domestic violence and abuse
• Child sexual exploitation
• Youth and serious youth violence
• Harmful sexual behaviour
• Prejudice-based violence including, but not limited to, gender-based violence.
• Examples of online child-on-child abuse would include:
• Sexting
• Online abuse
• Child on child grooming
• The distribution of youth involved sexualised content, and harassment.

Low level child on child abuse can take place in school, low level child on child abuse can be physical, mental, verbal or sexual abuse and all have to be dealt with by staff in a clear and consistent manor.

Our Strategies to tackling incidents – Prejudicial, discriminatory and child on child:

Our Strategies to tackling incidents when they arise- Prejudicial, discriminatory and child on child.

Tier 1 – One off incident – Stage 1

Verbal warning given by staff to pupil. – This is the staff dealing with the incident at the time. The incident will be recorded on sleuth and a restorative conversation will take place. Conversation with the victim. Parents / carers informed.

Tier 2 – Second incident directed at another young person (same person) - Stage 2

PDS carried out by Learning Mentor / Teacher -around behaviour displayed and appropriate behaviour required from young person. Phone call home to parent / carer. Support / intervention for victim and call home also.

Tier 3 – Third incident directed at another young person (same person) – Stage 3

Meeting with Teacher, Learning Mentor and the parent or carer, followed by a proactive intervention and restorative conversation with the victim.

Tier 4 – Consistent incident directed at another young person (same person) Stage 4

Meeting with Learning Mentor, Assistant Headteacher and parent or carer, followed by a proactive intervention and restorative conversation with the victim.

Tier 5 – Prolonged and regular incident at another young person (same person) – Stage 5

Meeting with Assistant Headteacher and the Head of School with the parent or carer, followed by a proactive intervention and restorative conversation with the victim.

If the perpetrator continues to target students with child-on-child type abuse or additional bullying occurs, the Head of School may be forced to implement the suspension and exclusion policy

Harassment

A definition of harassment as applied to age, sexual orientation, religion or belief and race and ethnic and national origin is:

Unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Incidents should be reported in the first instance to the immediate line manager. Line managers are free to involve senior staff in investigations of incidents, but the individual member of staff has recourse to the full range of outside agency support. It is expected that such a step would only be taken after discussions with the Head teacher.

What is contextual safeguarding?

This policy encapsulates a contextual safeguarding approach, which is about the way that professionals approach child protection when risks occur outside of the family, thereby requiring all those within a Local Safeguarding Partnership to consider how they work alongside, rather than just refer into, children's social care, to create safe spaces for children who may have encountered child on child abuse

We adopt a whole-school community Contextual Safeguarding approach, which means being aware of and seeking to understand the impact that these wider social contexts may be having on our students creating a safe culture in the academy by, for example, implementing policies and procedures that address child on child abuse and harmful attitudes; promoting healthy relationships and attitudes to gender/ sexuality, identifying any risky areas in the academy and conducting training on potential bias and stereotyped assumptions being alert to and monitoring changes in students' behaviour and/or attendance, and contributing to local child protection agendas by, for example, challenging poor threshold decisions and referring concerns about contexts to relevant local agencies.

Monitoring

The monitoring of bullying (using School incident forms) should have regard to information about incidents of bullying and how they were resolved, both immediately and over the longer term. Monitoring procedures can be used for two purposes:

- To enable schools to follow up and record progress.

  Individual incidents which, on the surface may seem to be an isolated occurrence, may be part of a much larger pattern of bullying behaviour. Monitoring can be helpful in identifying such patterns.

- To establish whether or not our anti-bullying practices are really being effective.

  Records of incidents can show whether bullying is becoming less frequent or changing in nature. The results can provide insights into ways in which practice needs changing or adapting.

  The monitoring of incidents will be carried out by the Learning Mentors, Assistant Headteacher, Designated safeguarding Lead and Welfare and tracking Manager. This is done to highlight any patterns and information.

Evaluation

The policy will be deemed to be a success if:

- Staff are more vigilant and responsive to bullying.
- Fewer students report being bullied or that they are bullying.
- More students say that they would not join in bullying someone else.
- More students would tell a member of staff if they were being bullied.

Conclusion

In conclusion the following points are worth re-iterating:

1.   Bullying does not stop of its own accord. It must be stopped by all staff acting with a common purpose, through a commonly understood set of procedures. There is no prefect system for eradicating this problem. It is ever-present and needs to be dealt with firmly and constructively as part of the inclusive ethos of the school.

2.   Small children who are bullied tend to become larger children who seek to bully others. We need to break this pattern. We need healthy traditions which can only emerge from children feeling safe within our environment. How children treat others depends very much on how they themselves are treated. We must at all times protect them from the bully.

3.   A successful anti-bullying policy has the spin-off effects of a reduction in general anti-social behaviour in the school. This enhances the personal and social environment of the school. It gives the personal safety and protection to each child which is his right and which we must constantly vigilant to maintain.

4.   All actions taken in response to any incident involving bullying must be clearly recorded with appropriate follow up and feedback to all parties involved.

Further advice and information for all staff and students can be found at www.bullying.co.uk.

Staff Protection (see Equal Opportunities policy and Whistleblowing Policy)

Adults are entitled to the same consideration and protection as the students in the school. This includes adult to adult behaviour and student to adult behaviour.
The Senior Leadership Team is responsible for preventing and dealing with bullying and harassing behaviour. It is in the school's interests to make it clear to everyone that such behaviour will not be tolerated – the costs to the school may include poor employee relations, low morale, in efficiency and potentially the loss of staff.