

KINGS FARM STAFF GRIEVANCE, SUBMITTED JULY 2014.

Please note I have no personal independent verification of the allegations detailed below

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To: Ms M Cartwright, Chair of Governors, Kings Farm Primary, Gravesham.

Dear Ms Cartwright,

Collective Grievance from Teachers and Staff at Kings Farm Primary

This is a collectively signed grievance letter to invoke the grievance procedure, due to 'our belief' that Kings Farm Primary School is inadequately led by the Executive Head Teacher and the majority of current senior leadership team. The signatories of this grievance are concerned about the welfare of the children and staff who work there. The teachers and staff understand and support the school's need for change so that the very best outcomes for the children are achieved however; the way that this has been implemented by the Executive Head teacher we believe is unethical and immoral. The leadership style from the management has been both aggressive and oppressive. The bullying tactics have led to high levels of stress and extremely low staff morale within the school. The staff has lost all confidence in the Executive Head's ability to lead the school. The management style within the school has resulted 25 staff leaving within the last six months. Furthermore parents have also a signed petition outlining their concerns about poor communication from the school.

We look for your assistance in dealing with the concerns quickly and amicably. We understand that from the seriousness of our concerns that there may be an investigation and we are all happy to clarify this statement further and be interviewed by impartial and independent investigation.

1. Safeguarding and health and safety

Safeguarding procedures not being followed and SEN children not being given the support they need. We would like assurance that these issues be addressed to ensure safeguarding procedures are followed; to improve the provision for SEN children and for there to be some continuity in teaching arrangements to provide a sense of security for all the children and staff.

In order to best meet the needs of the children, the school could also always offer a positive combination of small class sizes and high levels of adult support - this is being eroded constantly and it is the children, particularly those with greater needs, who will lose out.

Children's safety is being put at risk; both the year five and year six children are in classes of thirty six children, many who are extremely challenging, in classrooms

which are designed for smaller classes. In the event of an emergency the children would find it very difficult to evacuate the classroom quickly as the children cannot move freely around the tables and chairs. On one occasion two children started fighting at the back of the classroom. Their teacher was unable to reach them quickly to stop the fight because the classroom is not big enough to allow movement between tables when the children are seated, there were no other adults in the room, there is an empty classroom next door and the phones have been taken out of the classrooms meaning the teacher was unable to summon help. On three afternoons from the second week of term six there will only be one adult in the room.

A year one child was sent home with the wrong adult, a member of the office staff and the child's brother found said child outside the school gates with another adult and managed to stop them getting on a bus. An investigation took place and procedures were changed for collection of children. The parent of the child was very upset and angry and wanted a senior team member to talk to her; this did not happen as they refused her request. Child protection procedures were not followed in a potentially serious case because the Executive head overruled the CP officer and was happy for the behaviour mentor to speak with parents. The CP officer is no longer allowed to attend certain meetings off site in person but has been told that they can be held at Kings Farm School; this is not convenient as she shares an office and has no meeting room for confidentiality. Teachers have been told they do not have to fill in safeguarding update forms for meetings unless a week's notice has been given (not always possible due to meetings being called at short notice).

For over a week there were pieces of furniture stored in the corridors in KS2, making it difficult to move around the school. On at least two occasions children who were out of class were climbing on the stacked furniture which was potentially very dangerous. Then some year six children were asked by Mrs Porter to move it. Many of the items were large and heavy, including dresser units. The children were unsupervised while carrying this furniture around the outside of the building to the skip through the car park, using the security bleep tags themselves to gain entrance in and around the school. One child dropped a heavy unit on her foot; another had her finger trapped between a unit and a door frame.

The accident slip sent home to the parent stated that the child had been carrying equipment, giving the impression the injury was obtained during a lesson rather than stating it was furniture that she was carrying.

This term the reception outdoor area has been out of use due to ongoing reconstruction work (although many days no workers are present). This means that the entire early years must use the one access door outside the nursery at the start/end of the day and as a fire exit. This can be upwards of seventy children, some in wheelchairs/ walking frames, plus adults, all using the same door at the same time. In the event of a fire this could potentially be very dangerous for the children. At the start and end of the day the corridor and area outside it becomes heavily congested with children and parents. The staff are finding it difficult to ensure the security of all children at these times. A number of parents have also expressed concerns. There are

issues around lunchtimes, as some of the nursery TAs work in KS2 until 12.15 and afternoon nursery starts at 12.30, meaning a class is left short staffed either at the start or end of lunch. One deployed person also does lunch duty. These TAs also only work until 3.15, so nursery can often be left with just two members of Kings Farm staff from 3.15-3.30 (which makes it even harder to ensure the safety and well being of children in the busy corridor at home time).

This week a child fell off the new climbing equipment and landed on her head/neck. After this happened, another child helped her get up. The health and safety officer spent the afternoon looking for children to inform her of what happened as no adult appeared to have seen it as the children were unsupervised. Children are not to go out onto the playground before 12.15 but every day, one class in particular is always out by 12.10. (This teacher was brought up from Whitehill and does not follow the same rules as existing staff but is never challenged by the SLT). No ambulance was called after the incident.

2. SEN Children

There seems to be a complete lack of regard for SEN children and a deliberate policy has been implemented to ensure these children are not given the support that they require. In Year five all the SEN children (those extremely unlikely to meet required 'levels') are taught English and maths, every day in a small room by two extremely inexperienced LSAs (sometimes just one). They will have spent half the year not being taught core subjects by a teacher. *(These children have started to be taught in their classroom from this week, the class teacher was told it was because they need to be taught by a teacher).* There was the same arrangement in year six for two terms. Almost all statemented children have had their 1:1 support removed.

Two children in year six are entitled to over twenty two hours support each. On three afternoons there is only one adult in the room (it could be more often than that if the HLTA has to cover other classes); this means that there are at least six hours each week when these children are without support, even group support.

One child in nursery has SCAF funding to provide 1-1 support for the whole of this academic year. This was used by the previous head to employ a TA for the twelve hours a week the funding allowed. This TA left in early June and her job was not re-advertised. Instead various other TAs have been deployed from around the school (none of whom usually work in early years) to come into nursery. As one of the other nursery TAs is being used more and more to cover other classes, this does not always mean this person can provide 1-1 support as they are having to be used as a general class TA.

The school has always worked closely with Ifield special school and staff from both schools have shared good practice and had various inclusive projects. One of the most successful has been the inclusive nursery, where twelve Ifield nursery age pupils and four Ifield staff work in conjunction with the Kings Farm nursery children and staff to deliver an inclusive curriculum. From day one Mrs Porter has shown complete disrespect to the Ifield staff and to this project. She has made many changes to nursery which have affected them without consulting them. She has stopped the

inclusion project with two year two children who used to visit several times a week to integrate into one of our year two classes. The field speech therapist who used to work with a number of our children no longer comes. Inappropriate actions have been advised for a child with severe SEN in Reception. The SLT responded to concerns of a child with severe SEN by insisting the staff use completely inappropriate strategies which resulted in the child becoming distressed. In the last week the SLT have started to question the staff about the strategies in place and accusing the staff of not meeting the needs of the child and are trying to put the blame for his distress onto the class teacher and the SENCO. The outside Early Years area was originally meant to be fenced off whilst the TAs from Whitehill Primary were going to be clearing the area of weeds etc.

During the work which involved using hammers and pick axes, the only barricade was a flimsy material screen divider which did not fully cover the gap between the wall and fence. At the end of the day the area was left in an unfit state for children to learn in.

The school always used to be incredibly welcoming and dedicated to the best provision for children with SEN, behavioural issues, and difficult home circumstances - in fact we were praised as such by many local advisors and professionals - instead it is becoming a place where these vulnerable children are not receiving appropriate treatment and many are at risk of exclusion. We are no longer able to assist with transport to individual's personal transition days at new schools (Yes it is the parent's duty) but if they are not able to fund it do we let the children miss these special dates. Pupil premium has all been spent.

3. Relationships with Parents

King's Farm is a unique community, and the school needs to be run by someone who understands the needs of the area. Many of the parents have had a poor experience of schooling themselves, so need a school which does all it can to involve them in supporting their children and improving their own skills. Instead the parents are being increasingly dismissed, which is leading to much frustration. Newsletters sent home to parents are aggressive in tone and lecture parents how to behave.

Dismissal of parents - Early Years staff previously valued their strong relationships with parents and had successful initiatives like home visits, pre-nursery transition groups, parents bringing Reception children into the classroom on a daily basis, children and parents referring to staff by their first names - all this has stopped. Staff recognise the valuable contribution parents make in supporting their children's learning and the importance of building strong relationships with them, particularly in the early years. The positive progress that has been made in forming these links is being eroded away by the current lack of communication with parents about issues affecting their children/ changes in the school and a steadfast refusal by the SLT to meet with them. Following a petition being sent to Mrs Porter and REDACTED, asking for them to have a meeting with the parents, teachers were told, with very short notice, that they had to have parent consultation evenings, they were all given a copy of the petition and told to ensure that any names on the petition were given an appointment. For the first time, teachers had to ask parents to sign a form to confirm they had attended the meetings. When one teacher told REDACTED that a parent hadn't turned up she

was told it didn't matter because their name wasn't on the list. Clearly these consultations were related to the petition rather than pupils.

4. Interactions with children and Well being

There have been many examples where the children have been subjected to inappropriate language by Mrs Porter. One class were told to 'grow a pair' by Mrs Porter. She referred to children as 'pack animals' when talking to a member of staff about the children's behaviour.

There is increasing unrest amongst the children, many of who are not coping well with so many changes in such a short period of time. The Reception class have had to change their daily routine numerous times to reflect the fact that they are no longer allowed ICT or a hall slot for PE, the children now have to go to assembly, then to morning break, then to afternoon break, and then to accommodate the fact that they have to share a reduced size outdoor area with nursery which makes a free flow system impossible. They were then told that they would have to have 'challenge times' instead of morning child initiated time and the children outside at that time must do teacher led challenges also. The children have become most unsettled by all the changes, especially the SEN children. In order to access the nursery outdoor area and KS1 playground, the reception children have to walk through nursery. This happens numerous times each day and is very unsettling for the nursery children.

There is no apparent consideration for the consequences of decisions - they are made and have to be implemented at very short notice without discussion with anyone about how this may affect them/the children. Any problems then have to be sorted out later down the line.

Many of the decisions made have had a huge negative impact on the wellbeing of both staff and children. One year three class is now being taught by the third teacher this year and the TA who was the only consistency the children had has now been taken out to swap roles with another TA. The reason given was that next year the TA who was moving into the classroom would be working in the nurture classroom in September, which one of the pupils will be going into.

Two year five classes amalgamated with no notice to children or parents, teachers only had a few days notice. The same happened with year six after one of the year six teachers left. These children had four changes to their grouping and teachers since January, the most recent being to put all thirty in one class, for the ASD children in the class, this is very difficult for them to cope with.

There is a lack of consideration for the wellbeing of the most vulnerable children. The therapeutic play therapy sessions were moved into a very small room (smaller than the disabled toilet) with high windows which do not open. It is completely inappropriate for sessions as there is no space to use specialised equipment. Children have said they do not feel comfortable in the room. When concerns were raised with Mrs Porter she was dismissive and just said there were no other rooms and didn't have time to discuss it, she was asked that if another room became available, she would consider allowing it to be used.

(There was an exclusion room being renovated at the time and the learning zone was being divided into hubs to provide office space for the ICT technician, who works two days a week, and the behaviour mentor. There is still a spare space between the hubs which was not offered). The practitioner in therapeutic play was chasing Mrs Porter through the hall having this discussion, as she had asked if could meet with her but Mrs Porter had claimed she had no other time to talk. Interventions are being carried out in corridors because of lack of space. The former small hall was converted into a year six common room in February but for the past two months has stood empty because the children are not allowed to use it.

5. Curriculum and Assessment

The early years children have had very little access to ICT for half the year which is preventing them from making the progress they are capable of making; they have a classroom computer and cameras etc, but do not have any opportunity for whole class or large group access to computers.

A moderation exercise by Whitehill staff advised early years staff to keep scores low in order to show more progress later, the early years staff were told to reduce paperwork dramatically (which means they are therefore unable to prove any high ability scores). Data - reception EYFSP data was submitted before being cleared by the class teachers and has been lowered in some cases. All teachers in KS1 and KS2 were told to change levels on school tracking system - it showed points progress as sub levels +. The + has been removed and children have been moved back a point. This could affect teacher's pay as progression through pay scales is performance related.

A tremendous amount of stress was caused to members of staff who witnessed the serious maladministration of KS2 SATs but were unable to do anything about it. When concerns were raised staff were shouted at and one was threatened with suspension and has since been sent on gardening leave along with another member of staff who was present at the meeting. They have not been given an adequate explanation for this measure being taken.

When the Local Authority came to talk to staff about the way the SATs had been administered members of the SLT were often sitting in the classroom next to the room being used for interviews, watching people going in and out. Many staff felt intimidated and were concerned about possible repercussions there would be for talking to the LA, one member of staff was told to go home without talking to them because she had a sore throat. The reason given was that if she wasn't well enough to take assembly, she shouldn't be in school. She refused. That member of staff received a letter, dated the following day telling her to go on gardening leave for the remainder of the term. The LA were not given all the names of people involved in the SATs by the SLT.

6. Disability discrimination

Staff and children who are unable to sit on the floor are not allowed to go into any assemblies, nor are children with injuries preventing them from sitting on the floor. Instead the adults have to cover all playground duties. Three adults with physical

disabilities have been told they are covering in nursery for periods of time, which requires good mobility .

The rule about sitting on the floor in assembly is not enforced at Whitehill School where people who are unable to sit on the floor are allowed to sit on benches.

7. Relationships with staff, bullying and intimidation

The Curriculum leader/ Assistant Head Teacher was repeatedly undermined by the KS1 phase leader who had joined the school from Whitehill in January. As Assistant Head teacher she was never allowed to attend any senior leadership meetings and was not able to carry out her role as the position was advertised. As an experienced Deputy of eight years her role was reduced to implementing interventions to year six children. The Assistant head feels that this was in breach of her contract.

Phase leaders were told that queries about the curriculum should be dealt with by them and not the curriculum leader who has had all her responsibilities stripped. Core subject leaders were told that their subjects should be 'put on the back burner while they improve their teaching but they have not been taken away.' One of the teachers from Whitehill started taking staff meetings about maths; and a new teacher told the existing literacy leader on her first day that she was the new literacy leader (the previous literacy/ maths leaders were not told that they no longer had those roles). This was clearly intended to undermine and humiliate the subject leaders. Teachers did not know who to approach for advice or support as there had been no announcement about the new arrangements.

Mrs Porter has consistently shown a lack of respect for staff. She does not communicate with the majority of the staff . Major decisions are being made and only a few staff are being consulted or even made aware of them. Phase Leaders were not being consulted and were generally unaware of decisions being made about their phases. Emails are often ignored, or responded to in very rude and unhelpful manner. There is a general refusal to put anything in writing and staff are often spoken to in empty rooms without the opportunity of having a witness present, meaning the conversations can be denied later.

At the start of term six, Phase leaders were accused of not holding phase meetings, even though they had, some phase meetings were held on different days to fit in with all staff within the phase, at no time was it stated that the phase meeting had to be on a Tuesday as long as they were taking place on alternate weeks. Phase leaders were told that they were no longer phase leaders, they were not told why. During that meeting the Head of school, REDACTED, informed the phase leaders that they could have a joint meeting with Mrs Porter to be arranged by email, as she was not in the meeting at the time - this was later refused by Mrs Porter who said REDACTED did not offer a joint meeting but only individual meetings. Individual meetings were suggested but never took place, due to staff feeling they needed each other to collaborate the minutes as decisions are constantly being changed and denied.

A significant number of teachers are concerned that their lessons observations were not graded accurately. - There was no evidence of triangulation for any of the observations, some of which lasted a few minutes. The feedback given did not always relate to the lesson and despite requests, no teachers were given written feedback. Some teachers were not observed at all.

A member of staff was denied a request to attend an interview. She informed the SLT that her union told her that legally she was allowed to go but they still refused to release her and threatened her with disciplinary action if she did attend as it would be unauthorised leave.

— CPD - teachers have not been allowed to attend courses even if they had already been paid for and one teacher has been left with a debt of £6000 because Mrs Porter has refused to pay the second instalment of her masters (the previous head had agreed to fund the whole course).

Many members of staff have received disciplinary letters for minor things; some resulting in official meetings with members of staff, most of which could have been sorted by a simple conversation. Sometimes staff members are reprimanded for doing things they have never been told they cannot do or not doing things they didn't realise they were supposed to do. - More examples of poor communication within the school. This is clearly designed to intimidate staff, creating a culture of fear. Two staff have received unfair and misleading references from Mrs Porter for new jobs which have jeopardised their future employment status which we believe is evidence of unprofessional conduct on her part.

Despite providing drafts of reports to Mrs Porter and having them agreed, many teachers have been told to re-write their final comments; because of the report format this entails all the children re-writing their own comments as they are on the same page. One Reception teacher has had her reports returned twice which means four year old children have written their comments three times. One of the criticisms was that each child had a positive comment about their contributions to the class; it was pointed out by a member of the SLT that it was not appropriate to say that for all children and that for some of the children, particularly one with severe SEN, that could not be true. It has been noted that only the teachers who are leaving the school this year have been given their reports back to re-write. It is our opinion this has been done to humiliate these teachers for leaving.

Derisive comments made about or to staff. - Mrs Porter held the door open for two members of staff and announced in a loud voice in front of the children "Wide load coming though!" On another occasion Mrs Porter commented to a group of staff members about a TA - "Who in God's name would call their child 'REDACTED'?!" and sniggered about it, until REDACTED's mother told her it was her daughter.

Staff morale is at an all time low, with many staff dreading coming into school because they do not know what changes will have been made or what they will be in trouble for. There are a few members of staff who are not being treated in the same way which is causing division between the staff. Mrs Porter informed one phase leader (brought with her from Whitehill) about all the decisions being made and the other three who were at the school already about only what she wanted them to know. Mrs Porter has promoted this same (very inexperienced) staff member to phase leader, then also maths coordinator, then assistant head, then acting deputy head within two terms. Only one position (assistant head) was advertised.

With over twenty five staff leaving between January and July this should be a warning sign that all is not well at Kings Farm.

Staff have the right to be treated with dignity and respect. High levels of staff well being and a positive atmosphere are essential for a productive and efficient workplace. The staff live in perpetual fear and in a thoroughly unhealthy working environment where the Executive Head feels it appropriate to roar and publically humiliate staff if she is dissatisfied. They are not going to be able to provide the best for the children, and their own health will be at risk. It appears that a large number of NQTs are being recruited for September, yet there will be very few experienced staff left to mentor these people. As their first employment, these new impressionable teachers may not know that much of what they see is inappropriate practice, and will be in a very difficult position if they do feel uncomfortable about anything. They deserve the best start to their careers, and we do not believe that can be provided at King's Farm any more.

We expect the very highest example to be set of any head teacher or indeed Executive head. We feel it entirely inappropriate that Mrs Porter has often used profanity and at a meeting with the head teacher from the Grammar School, was overheard asking "Have you had your morning REDACTED?" It is bad enough that staff should hear this from outside her office; outrageous that a child could have overheard the comment. We have several Irish members of staff at the school and on one occasion Mrs Porter summoned the new NQT's as 'Potatoes'.

Mrs Porter wears extremely short skirts to school and has, on occasions asked members of staff to do a 'knicker check' before she leaves the room. Recently she climbed on the KS2 play equipment causing distress to the children who complained that they could see her knickers.

8. Concerns about the overall running of the school

No supply teacher cover has been provided since January. TAs who have left the school have not been replaced. In the past cover for absent teachers was being provided by supply teachers or class HLTA's/ TAs, However in May 2014 the pay structure changed for TA's who covered classes for teachers. Previously overtime was paid as double time e.g. £7.55 x 2 = £15.10 per hour to work as an unqualified teacher. This had been standard

practice at Kings Farm. The new management team proposed to change the overtime rate to a flat £9.86 per hour (cover supervisor rate). One TA was advised by the office personnel that the management team intended to pay all overtime completed by TA's during May at the new rate and not at the double rate, despite the overtime having already been completed in good faith by all at the old rate. At this point there was no notice period given to TA's to advise them that the rate was changing or from what date it was going to be effective from. They had tried to slip it in the back door but were forced to retract the back dating and instead brought it in effective from June 2014. This fact was confirmed by the same member of the office staff.

TAs received a new contract of employment as a casual Cover Supervisor dated 20 June 2014 on KCC letter headed paper. This letter was given to many of the TA's within the school, none of whom had applied for the position.

One TA from nursery (who has only ever had early years training and experience) is being sent to cover classes from year one to year five, often at very short notice, meaning she has no time to talk to the class teaching about planning/ routines etc.

The staff weekly notice board has not been filled in for over two terms, so staff do not know what was going on from one day to the next or who may have been absent so duties could be covered.

Inset day quiz; during an inset day Mrs Porter distributed a humiliating and deeply sarcastic multiple choice quiz listing personal points or actions that may have happened in school, to make staff feel inadequate, self-conscious and uncomfortable.

On the same day Whitehill staff were working at Kings Farm painting and cleaning the school. They were making comments to Kings Farm staff about what was going on as they are being kept informed about what Mrs Porter is doing at Kings Farm whereas the Kings Farm staff are not.

Monday 7th July - Mrs Porter, REDACTED, REDACTED and all the Kings Farm teachers who will be staying next year went to Whitehill to take part in their INSET day (with the exception of the SENCO who was not informed about the training and does not know why she was not invited to attend). This was not communicated in advance to any of the teachers or TAs who were left behind. The TAs found out when they were told in the morning that they would be covering for the classes of the absent teachers. The teachers remaining in school were three early years staff (none of who knew anything about the visit to Whitehill) and the whole of KS1 and KS2 was staffed by three NQTs with the remaining classes covered by TAs, some of who were inexperienced and did not feel comfortable covering, especially when sent to classes they do not normally work in or told they were covering PE lessons. At lunchtime one of the NQTs went to find a member of the SLT to pass on some information only to find they were not there. They had not been informed that they were the only teachers in the school. No one knew who was in charge of the school for the day - the finance manager said maybe it was her when asked. There are normally 4 Kings Farm staff in the nursery - one

was taken to cover another class all day, and another was told at the last minute that she would be covering a different class in the afternoon. This meant that there were only two Kings Farm members of staff present in the afternoon session. They only found this out by overhearing some talk in the staffroom and just had to make do for the afternoon. If an emergency had occurred it is very unclear what people would have done.

9. Destruction of documents

All the documents from previous head's office have been incinerated; at a staff meeting Mrs Porter asked staff if they would like some of the blue folders, she now had loads of due to incinerating all the documents from REDACTED's office. A member of staff has been asked to sign a document stating that the SLT were not aware of her illness before January, another member of staff has been asked to produce written evidence that the school agreed to CPD being funded (Both would have been kept securely in the previous head teacher's office). Clearly all documents concerning staff health, CPD and, presumably, all other documents relating to staff have been destroyed. It is extremely worrying that there is a disabled member of staff in school and the SLT have no information or knowledge about how her disability affects her or what measures had been put in place to accommodate her. We would like a guarantee that documentation relating to staff be securely stored and only destroyed in line with guidance from the government.

Large quantities of decent furniture and resources have had to be thrown away as Mrs Porter has decided she doesn't like them. The early years staff have had to throw away huge amounts of resources as they were told to clear out the storage spaces they previously used, often at very short notice, leaving them no option but to throw away good quality items.

The recent destruction of part of the early years outdoor area which was only built two years ago, is a waste of schools funds. As part of the clearing out, one member of staff had her personal belongings thrown on a skip; demonstrating a complete lack of respect for people's belongings.

The entire contents of the literacy cupboard, including many brand new books, have been thrown on the skip this week. There was no announcement to the staff in case there were resources in the cupboard they used regularly and would want to keep. Almost all resources had been put into the cupboards when the furniture was taken out of classrooms because there was nowhere to keep them and teachers were told they should not keep resources in their rooms. A notice was written on the staffroom board asking if any staff had an Ebay account which could be used to sell resources for the school.

Although many of us are leaving the school this summer, or have already left, we are submitting this in an effort to help those who are left behind - staff, children and parents. We are incredibly worried about the recent changes to the school and the treatment of certain people.

10: In summary:

The signatories of this grievance would seek the following outcomes to address the above concerns:

- 1: Full, thorough and impartial investigation of our grievance with a written outcome of findings and recommendations.
- 2: The immediate suspension of the Executive Head teacher from the school until investigation is complete.
- 3: Current leadership training for those members of staff who hold a senior position at the school.
- 4: Careful monitoring of all SATs administration obligations by governors or the LEA including timetable arrangements, collection of papers and training for all members of staff involved in the process.
- 5: Review of policies in relation to SEN children ensuring adequate arrangements are made and statutory requirements met.
- 6: Meeting with all staff to reassure them that no action can be taken against anyone for speaking truthfully about the management issues within the school.

Yours sincerely

NAMES OF NINE STAFF REDACTED