



DIOCESE OF  
**Bath & Wells**

Living the story. Telling the story.

The clerk's role in exclusion panels, complaints panels and reviews and any other additional panel you may find yourself involved with.

Adele Haysom

Bath & Wells Clerks Conference 2021

Friday 13th November

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# Who am I and why I am here?

- Adele Haysom
    - Chair of Lighthouse Schools Partnership Trust Board
    - School Governance Consultant
    - Trained panel member for IRPs (Independent review Panel) following a permanent exclusion.
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# The clerk's role

You are the oil that keeps the whole panel process moving smoothly!

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# Before the panel hearing

- Point of contact between complainant, panel and school.
  - You are impartial, neutral and often the safe space.
  - You are working on behalf of the panel members NOT the school or complainant.
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# Before the Panel details

- First point to be inform of the need for a panel
  - Be clear under what policy the panel is operating
  - Ensure compliance with the relevant policy
  - The Clerk communicates between all parties, agree date & time, location access arrangements....
  - Agree agenda with panel chair and bring together all papers and securely circulate to all parties with enough notice for preparation, typically 7 days. Refer to the policy in action here.
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# On the day, before the panel hearing

- Clerk to arrive early make sure you are the first
  - Set up room
  - Think about any access arrangements and layout of the room
  - How would you feel if you were the school, complainant, panel?
  - Do NOT allow any mixing of panel, school or complainant
  - Think: Is it fair? Does it feel fair?
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# During the hearing

- Ensure school and complainant enter and exit together
  - Capture detailed notes, questions asked, and response given
  - If an adjournment is required facilitate this on behalf of the panel
  - Before the hearing closes be clear on how and when the outcome will be communicated to all parties. Normally through the Clerk
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# At the end

- It is the clerk's role to stay with the panel and capture notes of their discussion once the school and complainant have left the room – these notes will receive the greatest scrutiny!
  - Agree with the Panel the content of the communication to all parties. This needs to offer explanation, reasoning around how the decision was made and clear next steps if the complainant is still dissatisfied. (In line with the policy)
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## After the hearing

- Action agreed communication within agreed timeframe – letter includes the detail, the verbal will be the outcome.
  - Write up notes and seek Panel agreement as a true record – Chair to Sign
  - Securely store these notes but be prepared to have them called for a next tier of panel
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# Follow up

- As always what is said in the room, stays in the room, you must not discuss the hearing with anyone including other governors.
  - Encourage the school and panel to have a lessons learnt discussion; you do not need to be present, but they may ask for your input or attendance.
  - Make sure appropriate communication goes back to the full board.
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Any questions?



# TITLE

- This is a branded slide



# Thank you

- You will receive an email at the end of the conference with a link to the following:
    - Feedback form – we would really like to hear what you think of our conference sessions
    - Power-point slides used in all sessions
    - Any resources referred to from all sessions
  - Further CPD opportunities
  - Please visit our website for more information  
<https://www.bathandwells.org.uk/schools/>
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