

Policy and Procedure – How to Request the Planting of a Memorial Tree

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1 Policy and Procedure Overview

The College receives requests from time to time seeking permission to plant a tree in memory of a deceased person connected with the College. Such requests are normally relating to students, alumni or staff and are treated sympathetically.

The purpose of this document is to outline the College guidelines and steps to take in respect of any such request.

We manage this policy on behalf of the Space Sub-committee who approved it at its meeting of 7th October 2010.

1.1 Initial Contact

The initial point of contact for an enquiry relating to the formal request for approval for the planting of a memorial tree should be made by email to Janet.Heaney@rhul.ac.uk or by telephone 01784 443879.

1.2 Discussion

There will be an initial discussion with the enquirer in respect of the request. This will take into account:

- the deceased's qualifying connection with the College and the criteria for allowing a memorial specified in the attached appendices.
- If that is satisfied then there will be further discussion with the interested parties in respect of:
 - the choice of tree location from the approved list outlined in the attached appendices.
 - the type and value of tree from the approved list outlined in the attached appendices.
 - the timing of the planting and any related ceremony.
 - other relevant details.

The initial enquirer will remain the principal point of contact to reflect the sensitivity of such a request.

1.3 Approval

If the enquirer then wishes to proceed further with the request after selection of the tree and location from the approved list a recommendation will be made to the Director of Campus Services and Director of Estates. The types of trees are restricted to those outlined in the Woodland Management plan approved by Runnymede Borough Council.

1.4 College Record

The details of the memorial planting are recorded in the central record maintained by Campus Services and will be advised to the Development Department.

2 Implementation Checklist

2.1 Review Period

The author will review this document every twenty-four months, with input from reviewers from both departments: Campus Services and Estates.

2.2 Other divisions or teams

Contributors from both departments produced this policy and procedure and it reflects their views. See Contributors in the document control section.

2.3 Customers

This document is for College use.

2.4 Other College stakeholders

Development and Student Support Services have reviewed or contributed to this policy. See Contributors in the document control section.

2.5 Trade unions

We consider trade unions and their members as part of every policy and procedure. There are no issues regarding the implementation of this policy and procedure.

2.6 Impact assessment

A primary impact assessment is complete and attached to the appendices.

2.7 Risk assessment

No additional risk assessment is required.

2.8 Other legislation

No other relevant legislation affects this document.

2.9 Finance and resources

The cost of the memorial tree and nameplate will normally be borne by the donor and will be procured on behalf of the donor by the Head Gardener's team.

2.10 Sustainability

All documents will be stored and accessed electronically, wherever possible, to reduce paper usage.

2.11 Best practice

We have written this policy and procedure using plain English guidelines.

2.12 Training and support

All users of this policy and procedure will receive one-to-one or group support as required from the initial contact within Campus Services.

2.13 Other areas

The tree planting will be arranged in conjunction with the gardening team.

2.14 Planning ahead – areas to review

Care must be taken not to compromise the long term building plans of the College as set out in the Master plan in deciding on a planting location.

2.15 Document sensitivity

This document is low sensitivity, which is suitable for open distribution.

3 Appendices

3.1 QUALIFICATION for PLANTING of a MEMORIAL TREE

The approval request for a tree in memory of a deceased person may be made for the following:

Students and postgraduates who were attending the College during the previous 10 years.

Staff who had been employed by the College during the last 10 years.

Someone who has made an outstanding contribution to the College, approved by the Principal; the Deputy Principal; the Vice Principal Planning and Resources or the Vice Principal Research, Enterprise and Communications.

3.2 List of Locations

The selected locations have been chosen carefully in accordance with the College's Woodland Management Plan and endeavour to avoid locations that may be subject to possible future building developments on the College Estate. The College reserves the right to relocate the tree if future developments necessitate it.

Recommended Planting Locations:

Canada Copse

Edge of wildflower meadow – (next to Jane Holloway steps)

Horton

International Building

Other locations may be considered subject to the future development constraints of the College Masterplan.

3.3 Indigenous trees & price ranges

The approved trees are indigenous to the College Estate and in accordance with the Woodland Management Plan.

The planting of trees will contribute to the reduction in the carbon footprint of the College in accordance with the College's Carbon Reduction Commitment.

The gardening team will supply the chosen tree. The planting period may vary by species. The gardening team will also arrange to recharge the donor for the costs of the tree, memorial plate and associated costs.

Recommended Native deciduous trees (subject to soil conditions):

Quercus robur (English Oak)
Carpinus betulus (Hornbeam)
Crataegus monogyna (Hawthorne)
Fraxinus excelsior (Ash)
Betula pendula (Silver Birch)
Sorbus aucuparia (Rowan)
Fagus sylvatica (Beech)
Acer campestre (Field Maple)
Corylus avellana (Hazel)

Planting time:

Root balled trees during the months from November to February.
Trees in containers preferable planting period from September to May.

Size and Price Guide:

Trees in containers.

10 litre pots - Commonly 6-8 cm stem girth - Price approx £15.00.

25 litre pots - 8-10 cm, 10-12cm, 12-14cm stem girth - Price approx £45.00.

Root balled - 8 – 10 cm stem girth price approx £30.00 (Only available Nov – Feb).

Larger more mature specimens are available up to 200 litre pots – (price on application)

3.4 Equality Impact Assessment (EQIA): Initial Screening Form

How to request the planting of a Memorial Tree Policies and procedures

Team: Campus Services

a. Preparation

The work on this section should be done in advance and be used as part of your EQIA. Please attach examples of available monitoring information, research and consultation reports.

1. Do you have monitoring data available on the number of people who are using or impacted upon by your policy?

- Number of people with disabilities
- Black and minority ethnic communities
- Women and men

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you have answered 'Yes' to the above questions your monitoring data should be compared to the current available census data to see whether a proportionate number of people are taking up your service.

2. If monitoring has NOT been undertaken, will this be done in future? N/A
(Race Relations Amendment Act, 2000)

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If so, specify the arrangements you intend to make; if not, please give a reason for you decision:

3. If you are aware of any relevant local or national equality or diversity-related consultation, research, or good practice guidance, then please list and attach here:

Plain English, EO monitoring by College's EO advisor.

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

b. Your policy, service or project

1. **What is the main purpose of the policy?**

To regulate the planting of memorial trees

2. **List the areas of activity of the policy, e.g. the recruitment strategy might have advertising, interviewing, short listing etc. as activity areas.**

Staff, students or Alumni requests

3. **Who are the main beneficiaries of the policy?**

College staff, students and customers

4. **Is the policy corporate and far-reaching?**

Yes Maybe No

5. **In your view, does the policy assist residents in meeting their most basic needs, i.e. shelter and income?**

N/A

Yes No

6. **What number of people may be affected by the policy?**

Directly: 20

7. **Are you expecting to make any changes to the policy during the next year?**

Yes No

c. The Impact

1. Complete the following tables using ticks.

Consider the information gathered in Section (a) of this Screening Form, comparing monitoring information with census data, and considering any earlier research or consultations. You could also look at section _ of the EQIA Guidance Notes for areas of possible effect:

- Where you think that the policy could have a negative impact on any of the equality target groups, i.e. it could disadvantage them
- Where you think that the policy could have a positive impact on any of the equality target groups or contribute to promoting equality, equal opportunities, or improving relations within equality target groups

a) Does the policy affect men and women in different ways, e.g. flexible working arrangements might have a positive impact on women with caring responsibilities

Gender	Positive impact	Negative impact	Neutral	Reason
Women	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Men	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

b) Do people from different black and minority ethnic communities use services differently, e.g. could women from certain minority communities use a swimming pool more often if same sex swimming arrangements are in place?

Race	Positive impact	Negative impact	Neutral	Reason
Asian or Asian British (including Tamil, Gujarati and Korean)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Black or Black-British	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Chinese and other	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
White (including Irish)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

c) How will the policy impact on people with disabilities, e.g. if information about our services are not made available in large print or alternative formats, access to such services might be denied to people with a visual impairment or learning disability.

Disability	Positive impact	Negative impact	Neutral	Reason
Visually impaired	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Large print available and electronic storage
Hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Physically disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Learning disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Plain English allows clearer communication and understanding
Mental health problem	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

If the negative impact is potentially discriminatory and not intended and/or of high impact, you must complete a full Equality Impact Assessment.

2. a) **Could you minimise or remove any negative impact that is of low significance? N/A** Yes No
Explain how
Gender: _____
Race: _____
Disability: _____

b) **Could you improve the positive impact?** Yes No
Explain how
Gender: _____
Race: _____
Disability: _____

3. **If there is no evidence that the policy promotes equality, equal opportunities, or improved relations, could it be adapted so that it does? N/A** Yes No
Explain how
Gender: _____
Race: _____
Disability: _____

4. **As a result of this initial screening, what is the impact of your policy on the equality target groups?** Low Medium High

5. **Is progression to a full impact assessment required?** Yes No

Signed _____

Position _____

Date: _____

Equality Impact Assessment: Action Plan

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action Required	Lead Officer	Time-scale	Resource implications	Comments