

Public Document Pack

Executive Member Decisions

Friday, 23rd November, 2018

Time Not Specified

AGENDA

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Date Published: 23rd November 2018
Harry Catherall, Chief Executive

EXECUTIVE MEMBER DECISION



REPORT OF: Executive Member for Environment

LEAD OFFICERS: Director of Environment and Leisure

DATE: 1 October 2018

PORTFOLIO/S AFFECTED: Environment

WARD/S AFFECTED: All

SUBJECT: Animal Welfare Licence Fees and Private Water Supplies Fees 2018

1. EXECUTIVE SUMMARY

1.1 The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018 change the licensing regime for 5 areas of business activity involving animals. These are:

- Selling animals as pets
- Providing or arranging for the provision of boarding for cats or dogs
- Hiring out horses
- Breeding dogs and
- Keeping or training animals for exhibition

1.2 According to Regulation 13 the fees can include fees for the consideration of the application, the reasonable anticipated costs of consideration of a licence holder's compliance with these Regulations, the reasonable anticipated costs of enforcement in relation to any licensable activity of an unlicensed operator and any fees in relation to the provision of information to the secretary of state.

1.3 Fees which cover the reasonable costs of operating the licensing regime must be set locally and are payable for all applicants for licences and those who are granted licences.

1.4 The Private Water Supplies (England) Regulations 2016 requires the Local Authority to carry out risk assessments in relation to certain private water supplies (i.e. sources of water which are not linked to mains water supplies). Regulation 21 and Schedule 5 permitted a local authority to recover the costs of sampling and analysis, subject to a statutory maximum figure. A recent amendment to the Schedule 5 has now removed this statutory maximum figure, allowing the local authority to recover its reasonable costs associated with risk assessing and sampling a private water supply.

2. RECOMMENDATIONS

That the Executive Member:

2.1 Approves the fees laid down in this report for the licences issued by Blackburn with Darwen Borough Council under the Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018.

2.2 Approves the removal of stated maximum fees for work under the Private Water Supplies (England) Regulations 2016.

3. BACKGROUND

3.1 The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018 introduce a new system for local authorities to use for licensing of businesses who carry out a range of activities involving animals, namely:

- a. Selling animals as pets
- b. Providing or arranging for the provision of boarding for cats or dogs
- c. Hiring out horses
- d. Breeding dogs and
- e. Keeping or training animals for exhibition

3.2 The new system simplifies the licences needed by businesses, ensuring all businesses working with animals are covered with the aim of driving up animal welfare standards.

3.3 A key part of the new licence regime is a “star rating” (out of five). This rates businesses on welfare and other grounds, and helps buyers make informed choices about which businesses they wish to use.

3.4 The licences have an application, grant and other fees which are determined locally.

3.5 Under the Private Water Supplies (England) Regulations 2016, the Local Authority is required to carry out risk assessments on water supplies which are off the mains supply. Typically, risk assessments can involve multiple visits and sampling analysis.

Typically, officers will take water samples and send them for analysis at an approved laboratory. Once the results have been obtained, officers will then develop a risk assessment which identifies measures necessary to make the water safe. Prior to the removal of statutory maximum amounts, the amount a local authority could charge was capped in relation to various elements of the work (e.g. a maximum charge of £500 could be made for a risk assessment, or £100 for sampling costs). These caps have now been removed, meaning that the Local Authority is able to charge reasonable costs which can now include for officer time spent on private water supply work, and recover full laboratory analysis fees.

4. KEY ISSUES & RISKS

4.1 Work has been carried out to estimate the officer time and other associated costs involved in operating the animal welfare licence regime. In carrying out this work reference has been made to Regulation 13 of the Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018 which sets out more specifically the scope of local authorities’ charging powers, the guidance on the Regulations issued by DEFRA and “Open for business” the Local Government Association’s guidance on locally set licence fees <https://www.local.gov.uk/open-business-lga-guidance-locally-set-licence-fees>

4.2 The proposed fees are as follows:

Item	Fee
Application fee (Part A) (new licence)	£250 plus associated vet fees where applicable
Renewal application fee (Part A)	£250 plus associated vet fees where applicable
Fee for successful applicants (Part B)	£125 plus associated vet fees where applicable

Review of star rating

£165

4.3 The Part A fee is payable by all licence applicants to cover initial application costs and is none refundable. The Part B fee is payable by successful applicants and covers the further compliance and enforcement costs associated with the licensing regime.

4.4 In terms of private water supplies, the removal of the cap on recovering costs will have a variable effect on the business/individual affected, depending on the nature of the supply. For most supplies the increase is likely to be small (around an additional £20 for analysis costs). For four supplies however (two business and two private) the costs of analysis is expected to increase from around £40 to £220, plus risk assessment and officer time. This is due to the Regulations imposing additional sampling requirements. Risk assessments must be reviewed every 5 years.

5. POLICY IMPLICATIONS

5.1 None

6. FINANCIAL IMPLICATIONS

6.1 Minimal

7. LEGAL IMPLICATIONS

7.1 Minimal

8. RESOURCE IMPLICATIONS

8.1 None

9. EQUALITY AND HEALTH IMPLICATIONS

Please select one of the options below. Where appropriate please include the hyperlink to the EIA.

Option 1 Equality Impact Assessment (EIA) not required – the EIA checklist has been completed.

Option 2 In determining this matter the Executive Member needs to consider the EIA associated with this item in advance of making the decision. (*insert EIA link here*)

Option 3 In determining this matter the Executive Board Members need to consider the EIA associated with this item in advance of making the decision. (*insert EIA attachment*)

10. CONSULTATIONS

None

11. STATEMENT OF COMPLIANCE

The recommendations are made further to advice from the Monitoring Officer and the Section 151

Officer has confirmed that they do not incur unlawful expenditure. They are also compliant with equality legislation and an equality analysis and impact assessment has been considered. The recommendations reflect the core principles of good governance set out in the Council's Code of Corporate Governance.

12. DECLARATION OF INTEREST

All Declarations of Interest of any Executive Member consulted and note of any dispensation granted by the Chief Executive will be recorded and published if applicable.

VERSION:	1
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CONTACT OFFICER:	Denise Andrews
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DATE:	1 October 2018
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BACKGROUND PAPER:	None
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EQUALITY IMPACT ASSESSMENT CHECKLIST

This checklist is to be used when you are uncertain if your activity requires an EIA or not.

An Equality Impact Assessment (EIA) is a tool for identifying the potential impact of the organisation's policies, services and functions on its residents and staff. EIAs should be actively looking for negative or adverse impacts of policies, services and functions on any of the nine protected characteristics.

The checklist below contains a number of questions/prompts to assist officers and service managers to assess whether or not the activity proposed requires an EIA. Supporting literature and useful questions are supplied within the [EIA Guidance](#) to assist managers and team leaders to complete all EIAs.

Service area & dept.	Public Protection and Environmental Health Service Environment and Operations Department	Date the activity will be implemented	01/10/2018
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Brief description of activity	Animal Welfare Licence Fees 2018 – new licence fees for licences issued in relation to animal welfare licensing; and Private Water Supply Fees 2018
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Answers favouring doing an EIA	Checklist question	Answers favouring not doing an EIA
<input type="checkbox"/> Yes	Does this activity involve any of the following: - Commissioning / decommissioning a service - Budget changes - Change to existing Council policy/strategy	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes	Does the activity impact negatively on any of the protected characteristics as stated within the Equality Act (2010)?	<input checked="" type="checkbox"/> No
<input type="checkbox"/> No <input type="checkbox"/> Not sure	Is there a sufficient information / intelligence with regards to service uptake and customer profiles to understand the activity's implications?	<input checked="" type="checkbox"/> Yes
<input type="checkbox"/> Yes <input type="checkbox"/> Not sure	Does this activity: Contribute towards unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act <i>(i.e. the activity creates or increases disadvantages suffered by people due to their protected characteristic)</i>	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> Not sure	Reduce equality of opportunity between those who share a protected characteristic and those who do not <i>(i.e. the activity fail to meet the needs of people from protected groups where these are different from the needs of other people)</i>	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> Not sure	Foster poor relations between people who share a protected characteristic and those who do not <i>(i.e. the function prevents people from protected groups to participate in public life or in other activities where their participation is disproportionately low)</i>	<input checked="" type="checkbox"/> No
FOR =	TOTAL	AGAINST = 6

Will you now be completing an EIA?

Yes

No

The EIA toolkit can be found [here](#)

Assessment Lead Signature	Denise Andrews
Checked by departmental E&D Lead	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Date	30/10/2018



BLACKBURN
with
DARWEN
BOROUGH COUNCIL

EXECUTIVE MEMBER DECISION



REPORT OF:	Executive Member for Childrens Services Executive Member for Resources
LEAD OFFICERS:	Director of HR, Legal and Corporate Services Director of Children's Services
DATE:	Friday 12 th October 2018

PORTFOLIO/S AFFECTED:	Children's Services
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WARD/S AFFECTED:	All
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SUBJECT: Appraisal Policy for Teachers

1. EXECUTIVE SUMMARY

The Executive Member for Resources and the Executive Member for Childrens Services are asked to approve the revised Local Authority Appraisal Policy for Teachers.

2. RECOMMENDATIONS

That the Executive Member for Resources and the Executive Member for Childrens Services approve the revised Local Authority Appraisal Policy for Teachers.

3. BACKGROUND

The policy has been reviewed to ensure that it remains up to date and fit for purpose in line with employment legislation and best practice. The policy has been updated for clarity and a section inserted regarding those employees on maternity leave. A flow chart has also been added as an appendix to help make the policy easier to use.

4. KEY ISSUES & RISKS

N/A.

5. POLICY IMPLICATIONS

There are no new policy implications.

6. FINANCIAL IMPLICATIONS

Due to the link between performance and pay, Schools whose pay policies use the points on the pay ranges (set out in Appendix 1) as part of their decision making on pay progression will need to budget for potential increases of 3.5% for all teachers on the unqualified and main pay range, 2% for all teachers on the UPS and LP ranges and all allowances and 1.5% for all teachers on the leadership pay range – not just those on the minimum points on those scales. Pay Committees may also award enhanced pay progression, which will also impact on the School’s budget.

The national guidance included information regarding the Teachers’ pay grant covering the 2018/2019 and 2019/2020 financial years. The additional funding will be allocated to schools based on pupil numbers and it is expected that the grant will be sufficient to cover the additional staffing expenses for the majority of schools.

7. LEGAL IMPLICATIONS

The STPCD 2018 has retrospective effect from 1st September 2018 (in accordance with the School Teacher’s Pay and Conditions Order 2018). When pay decisions are made, all pay up-lifts will be back-dated to 1 September 2018 (as noted in the STPCD 2018).

8. RESOURCE IMPLICATIONS

There are no new resource implications.

9. EQUALITY AND HEALTH IMPLICATIONS

Please select one of the options below. Where appropriate please include the hyperlink to the EIA.

Option 1 Equality Impact Assessment (EIA) not required – the EIA checklist has been completed.

Option 2 In determining this matter the Executive Member needs to consider the EIA associated with this item in advance of making the decision. (*insert EIA link here*)

Option 3 In determining this matter the Executive Board Members need to consider the EIA associated with this item in advance of making the decision. (*insert EIA attachment*)

10. CONSULTATIONS

A number of key stakeholders have been consulted along with the recognised trade unions via the Schools’ Policy Development Group. The Policy has also been formally approved at the Local Joint negotiation Consultative Committee (LJNCC).

11. STATEMENT OF COMPLIANCE

The recommendations are made further to advice from the Monitoring Officer and the Section 151 Officer has confirmed that they do not incur unlawful expenditure. They are also compliant with equality legislation and an equality analysis and impact assessment has been considered. The recommendations reflect the core principles of good governance set out in the Council’s Code of Corporate Governance.

12. DECLARATION OF INTEREST

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All Declarations of Interest of any Executive Member consulted and note of any dispensation granted by the Chief Executive will be recorded and published if applicable.

None

VERSION:	3.0
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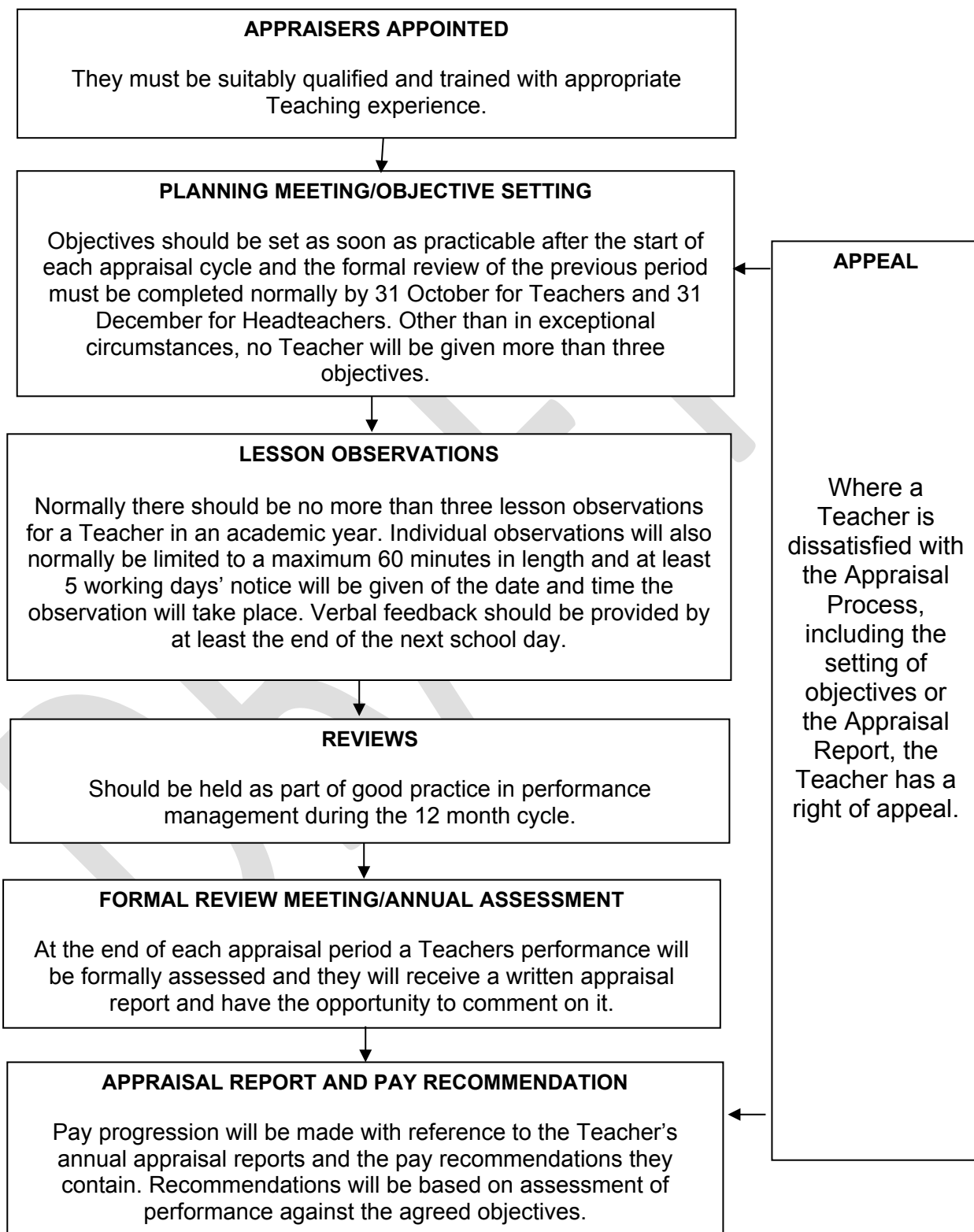
CONTACT OFFICER:	Sally-Ann Wolstenholme
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DATE:	12 th October 2018
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BACKGROUND PAPER:	Appraisal Policy for Teachers
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Teachers' Appraisal – Flowchart

12 MONTH CYCLE STARTING ON 1 SEPTEMBER EACH YEAR





Appraisal and Performance Management Policy – Teachers

1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected.

Appraisal in this school will be a supportive and developmental performance management process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

The appraisal procedure will also be used to address any concerns that are raised about a teacher's performance during the annual performance management cycle. If concerns are such that they cannot be resolved through the appraisal process or if the improvement made has not been sufficient or sustained, there will be consideration of whether to commence the capability procedure.

The Governing Body recognises that it is bound by the terms of the STPCD; the National Conditions of Service for School Teachers in England and Wales ('the Burgundy Book'); and relevant local collective agreements on conditions of service. These documents are available from the Headteacher of the school or the School's HR provider. The Governing Body will also ensure compliance with all necessary legislation.



The Governing Body will, at all times, pay due regard to the terms of relevant statutory guidance and other advice and guidance issued by the LA, and where applicable Diocesan/Church Authorities.

2. Scope

This policy applies to the Headteacher and to all qualified teachers employed in community and voluntary controlled schools where the Local Authority (LA) is the employer and those employed centrally by the Local Authority (LA) under the School Teachers' Pay and Conditions Document (STPCD), except those on contracts of less than one term and those undergoing induction (i.e. NQTs) or teachers in capability procedures. It is also commended to all other schools in the borough.

3. Definitions

School – in this policy “school” refers to all types of school (Community, Aided, Controlled, Academy, Trust etc.).

Centrally employed – this policy also applies to teachers employed centrally by the Local Authority (LA).

LA – Local Authority.

Performance Management – the mechanism by which the Headteacher/reviewer evaluates and ensures that goals and objectives are consistently being met by Teachers in an effective and efficient manner

Appraisal – annual formal review and assessment of a teacher overall performance as part of the performance management process.

Appraisee/Reviewee – employee whose performance is being reviewed.

Appraiser/Reviewer – the nominated person(s) responsible for carrying out an individual's performance management and appraisal.

Line manager – the person who is immediately above the reviewee in the school's hierarchical staffing structure.

Planning and Review Statement – This document contains the outcomes of the planning and review meetings, including the agreed objectives.

Teachers' Standards – the national standards for teachers, as set out in the current “Teachers' Standards” document published by the DfE.

Team – a group of colleagues working in a particular department, subject area, key stage or aspect of the school.

STPCD – School Teachers' Pay and Conditions Document.

Observation – Lesson observation for the purposes of performance management and professional development.

4. Roles and responsibilities

Governors – the role of the Governing Body is to:



- adopt a written Appraisal Policy for the school;
- ensure that all teachers feel valued and that the contribution they make is recognised as important in the success of the School;
- ensure that all teaching staff have effective performance management with an appraisal on an annual basis;
- undertake regular and effective performance management and an annual appraisal of the Headteacher;
- ensure that training and development needs are identified and met within the resources available;
- ensure that there are opportunities for teachers to share their views and ideas and provide feedback;
- be aware of the outcomes of annual appraisals and any impact on pay progression;
- regularly review, and if necessary revise, the Appraisal Policy to ensure that it remains up to date and fit for purpose in line with legislation.

Headteacher – the role of the Headteacher is to:

- ensure the operational delivery of effective performance management and annual appraisals in the school;
- ensure that procedures are in place to monitor and evaluate the effectiveness of performance management and annual appraisals and the delivery and impact of training, development and support provided for the school workforce;
- provide information to the Governing Body, including an annual written report, to enable it to take a strategic view of appraisal in the school and any pay progression;
- have a professional duty to consider the evidence of appraisals for the last two years prior to application, in relation to UPS pay progression. Those who have been absent, through sickness, disability or maternity, may cite written evidence for a three year period before the date of application.

Appraiser/Reviewer – the role of the reviewer is to:

- undertake effective performance management and annual appraisals for identified teachers which will enable them to assess whether or not a reviewe has made good progress towards meeting his/her objectives;
- ensure that they have appropriate and current knowledge of the relevant statutory requirements, Teachers' Standards, frameworks and other documentation;
- pass the signed planning review statement to the Headteacher to enable him/her to monitor annual appraisal in the school and determine whether teacher standards are met for quality assurance;
- provide information regarding appropriate and relevant individual training and development needs to the nominated person responsible for continuous professional development;
- write the teacher's annual Appraisal report, which must make a recommendation to



the Headteacher/Governing Body regarding pay progression;

- ensure (if appointed mid-cycle) that as the reviewer they are fully aware of the content of the reviewe's planning and review statement, any actions that have been taken to implement it and all relevant evidence and documentation as part of the performance management process.

Appraisee/Reviewee – the role of the reviewee is to:

- be clear about his/her role and responsibilities and to seek clarification if necessary;
- have the skills and competencies to perform his/her job now and a willingness to develop those required in the future;
- actively prepare for and participate in discussions about his/her progress, performance as part of performance management and annual appraisal processes and any applicable threshold application.

5. The Appraisal Cycle

The appraisal cycle will be for 12 months and will begin on 1 September. The review of the previous year's cycle must be completed by 31 October for teachers and by 31 December for Headteachers. The cycle will begin with a Planning Meeting (where the planning and review statement will be completed and objectives will be set for this appraisal cycle) and will end with a Review Meeting. Mid-year review meetings of the reviewer and reviewee may also be held as part of good practice in performance management.

Teachers who are employed on a fixed-term contract of more than one term but less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the duration of their contract.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or LA or when unattached teachers change post within the same LA.

Where a teacher starts their employment at the school part-way through an annual performance management cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing his/her performance management into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a performance management cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the Appraiser.



6. Appointing Appraisers

All Appraisers of teachers, other than those appraising Headteachers, will be qualified, suitably trained teachers with current or recent teaching experience.

Headteacher

The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external advisor who has been appointed by the Governing Body for that purpose. The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of normally three members of the Governing Body, but no fewer than two. Staff Governors must not be involved.

Where a Headteacher is of the opinion that any of the Governors appointed by the Governing Body is unsuitable to act as his/her Appraiser, s/he may submit a written request to the Chair of Governors for that Governor to be replaced, stating the reasons for the request. Where the Chair of Governors is one of the sub-group and the Headteacher is of the opinion that s/he is unsuitable to act in that role, the Headteacher may write to the Director of Children's Services and Education.

Teachers

The choice of Appraiser is for the Headteacher. Where teachers have an objection to the Headteacher's choice, their concerns should be submitted to the Headteacher in writing and will be carefully considered and, where possible, an alternative Appraiser will be offered.

Where it becomes apparent that the Appraiser appointed by the Headteacher will be absent for the majority of the performance management cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another Appraiser for the duration of that absence.

If the Headteacher appoints an Appraiser who is not the teacher's line manager, the Appraiser to whom s/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the Headteacher is not the Appraiser, the Headteacher may undertake the role of Appraiser. See also section 13 on Teachers Experiencing Difficulties.



7. Quality Assurance

Where the Headteacher is not the reviewer for all Teachers s/he will moderate the planning and review statements to check that the plans recorded in the statements:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the Appraisal Policy and relevant legislation.

In the case where, as a result of the quality assurance process, the Headteacher's advice may not be in line with the Appraiser's pay recommendation, a meeting will take place with the Headteacher, Appraiser and Appraisee prior to the Governors' pay committee meeting.

The Chair of the Governing Body, or up to three Governors, who will not be involved in the Headteacher's performance management or any appeal regarding the Headteacher's performance management, will ensure that the Headteacher's planning statement is consistent with the school's improvement priorities and complies with the Appraisal Policy and relevant legislation.

8. Setting Objectives

The Headteacher's objectives will be set by the sub-group of the Governing Body, after consultation with the external advisor and the Headteacher.

Objectives will be set in the Planning Meeting, before or as soon as practicable after, the start of each appraisal period. The objectives set will be linked to the relevant teacher standards and will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART), and appropriate to the Appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all employees. Appraisees may at any point include their comments alongside their objectives.

The Appraiser and Appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of quality assurance to ensure that all Appraisers are working to the same standards (see Section 7). Objectives will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the Appraisee has the right to appeal. (See Appeal Process in Section 14).



The agreed objectives will contain a description of what success may look like and could include numerical targets. Numerical targets will not be inappropriately imposed, however, where the use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the Teacher works and it will be recognised that factors outside Teachers' control may significantly affect success.

Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. The objectives will take into account any relevant pay progression criteria and the professional aspirations of the teacher.

The Appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When an employee returns from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

Teachers will be assessed against the "Teachers' Standards". The presumption will be that all teachers are meeting the relevant Teachers' Standards and they will be assessed as meeting the standards unless clear written evidence to the contrary is provided.

The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

9. Pay Progression

To progress through the relevant pay scale it is expected that a teacher will meet their objectives and also demonstrate development and enhanced professional practice resulting in a positive impact on the school and outcomes for pupils. The decision made by the relevant decision-making body will be properly rooted in evidence and based on the objectives set, the statutory criteria and guidance set out in the STPCD and the relevant Teachers' Standards.



The recommendation made by the Appraiser will be based on the assessment of the teacher's performance against the agreed objectives. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. The decision made by the relevant decision-making body will be based on the objectives set, the statutory criteria and guidance set out in the STPCD and the relevant Teachers' Standards.

Pay progression will be made with reference to the teacher's annual appraisal reports and the pay recommendations they contain. It will be possible for a "no progression" determination to be made without recourse to the capability procedure.

All teachers can expect to receive regular, constructive feedback on their performance during the appraisal period. The annual appraisal should recognise their strengths and any concerns raised during the appraisal period should also be discussed, therefore the employee should have already been made aware from discussions during the appraisal period if concerns are such that their appraisal may result in a "no progression" determination.

The Governing Body has agreed the Pay Policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the STPCD. The Governing Body will ensure that decisions on pay progression are made by 31 December for Headteachers and normally by 31 October for other teachers, unless there are exceptional circumstances.

10. Reviewing Performance

Observation

The effective and efficient operation of the performance management process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of development, support and co-operation. Accordingly, observations will be carried out with professionalism, integrity and courtesy, will be evaluated objectively, reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified where possible at least 5 working days in advance, with an agreed focus. Observations will normally be scheduled at the first appraisal meeting.

Verbal feedback will be provided by the end of the next school day. Written feedback should be provided within 5 working days of the observation unless circumstances make this impossible.



Classroom observation will be carried out by qualified teachers. In addition, classroom observation will only be undertaken by those who have had adequate preparation, training and have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Under normal circumstances there should be no more than three lesson observations for a teacher in an academic year for all purposes, unless there are exceptional and justified reasons, such as capability issues or following an individual request and agreement. These will be based on the individual circumstances of the teacher and the overall needs of the school. Individual classroom observations for the purposes of performance management will normally also be limited to a maximum of 60 minutes in length and there is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

For the purpose of professional development, feedback about lesson observations should be developmental.

Information gathered during the observation will be used, as appropriate, for a variety of purposes, including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on employees. The school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

N.B. Headteachers or other school leaders have a right to walk around the school. These walks are to ensure the safeguarding of children and employees, and the effective operation of the school. Such walks should not be confused with or treated as formal lesson observations.

11. Development and Support

Performance management and appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, for example through peer observation.



Professional development will be linked to school improvement priorities and to the on-going professional development needs and aspirational priorities of individual teachers.

During the review meeting, where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided, this must be taken into account and given due consideration in making any judgments and assessments.

12. Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period.

In assessing the performance of the Headteacher, the Governing Body must consult the external advisor.

The teacher will receive a written appraisal report as soon as practicable following the end of each appraisal period and will have the opportunity to comment on it. The appraisal report will include:

- details of the teacher's objectives for the performance management and appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant Teachers' Standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay (N.B. – pay recommendations need to be made by 31 December for Headteachers and normally by 31 October for other teachers, unless there are exceptional circumstances);
- a space for the teacher's own comments.

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next performance management cycle. In some circumstances an interim review meeting may be appropriate.

This will be through on-going professional dialogue and an opportunity will be made available for a mid-year review if requested.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

The Headteacher will provide the Governing Body with a written report on appraisal annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the Appraisal Policy;
- the effectiveness of the school's performance management and appraisal procedures;
- reviewees' training and development needs;
- information regarding pay progression of teachers.

The Headteacher will be required to provide anonymised information of the outcomes of the most recent performance management and appraisal of all teachers to the Governing Body. Steps should be taken to ensure that no individual teacher is identified so that confidential information is not revealed.

13. Teachers Experiencing Difficulties

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual appraisal assessment.

If an Appraiser identifies through the performance management process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures, the Appraiser, the Headteacher, or a member of the leadership team, will, as part of the performance management process, meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be accompanied/assisted by a representative of an independent trade union or work place colleague at this meeting, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, establish an action plan with support (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;

- explain the implications and process if no, or insufficient, improvement is made or if appropriate improvement has not been sustained.

The teacher's progress will continue to be monitored as part of the performance management and appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made, such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the Appraiser or Headteacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period or if appropriate improvement has not been sustained, the teacher will be invited to a capability pre policy support meeting and provided with one final opportunity to improve before the Headteacher makes a determination whether capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted/ accompanied by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting.

14. General Principles

Sickness

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the Sickness Absence Management Policy and the employee will normally be referred to the occupational health service to assess the individual's health and fitness for continued employment, any support or adjustments and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into consideration before a decision is reached.

In order for the Reviewer to be able to make an appraisal and pay recommendation at the end of the Appraisal cycle, the reviewer may need to make a report based on the evidence of performance to date in that appraisal year. The Reviewer could also take account of the teacher's performance and any written evidence from previous appraisal periods if there is very little to go on in the current year. Where it is not



possible for the Reviewer to make an appraisal determination due to the Reviewee's sickness absence during that appraisal cycle it will be for the Governing Body to decide whether any pay increase can be awarded.

Maternity Leave

Where a teacher is absent from school due to maternity leave, it is unlawful to deny her an appraisal and subsequent pay progression decision on the grounds of her maternity leave. When a teacher returns to work from maternity leave, the school must give her any pay increase that she would have received, following appraisal, had she not been on maternity leave.

Schools need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, where a teacher has been absent for some or all of an appraisal cycle.

Schools should consider conducting an Appraisal Review prior to a teacher commencing a period of maternity leave, even if this is early in the appraisal year. This could assist the Reviewer in making an appraisal and pay determination at the end of the Appraisal cycle, based on the evidence of performance to date in that appraisal year. The Reviewer could also take account of the teacher's performance and any written evidence from previous appraisal periods if there is very little to go on in the current year. However, schools should not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal.

Schools may also consider conducting an Appraisal Review prior to a teacher commencing any other pre-planned long-term absence e.g. a period of extended unpaid leave, Adoption Leave, a planned long-term sickness absence.

Grievances

Where an employee raises a grievance during the performance management/ appraisal or capability process, the process may be temporarily suspended in order to deal with the grievance. Where the grievance and performance management/appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.



Confidentiality & Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the Appraisee's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the Appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance management and appraisal review will not compromise normal professional relationships between teachers. The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the performance management/appraisal system. The Headteacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally, to check consistency of approach and expectation between different Appraisers. The Headteacher might also wish to be aware of any pay recommendations that have been made.

Appeal Process

Where a teacher is dissatisfied with the Appraisal Process, including the setting of objectives or the Appraisal Report, the expectation is that they should first seek to resolve their concerns with the Appraiser directly within 10 days of the objectives being set or of receiving their Appraisal Report.

(If the concerns relate to the Pay recommendation, then the procedure set out in the Pay policy should be followed. See Pay policy for full details).

Should it prove impossible to resolve matters through this route, the Appraisee may Appeal in writing to the Clerk of the Governing Body within 10 days of the meeting with their Appraiser with respect to their concerns.

The Clerk to the Governing Body will arrange for a panel of Governors to hear the Appeal. Staff Governors should not be asked to serve on the panel.

The Appeal Hearing will be arranged as quickly as possible and within 20 working days of receipt of the teacher's written appeal.



The teacher has the right to representation at this hearing by a trade union representative from a recognised trade union, or a work colleague.

Monitoring and Evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's performance management and appraisal arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies in line with relevant legislation on:

- Race;
- Sex;
- Sexual Orientation;
- Disability;
- Religion and Beliefs;
- Age;
- Part-time Status;
- Maternity and Pregnancy.

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Further Guidance

Further advice and guidance regarding the application of this policy is available from the Headteacher or the school's HR provider.

Document Control

Approving Body	LJNCC Meeting (Teachers)
Date Agreed	Wednesday 26 th September 2018
Date of Next Review	September 2021
Review Period	Every 3 Years (unless there is a change to the organisation or statutory legislation, whichever is sooner)

DRAFT



MODEL POLICY FOR APPRAISING TEACHER PERFORMANCE

The Governing Body of _____ School/Academy adopted this policy on _____ following consultation with the recognised teaching unions.

It will review it in *(insert date or number of years)*

PURPOSE

This procedure sets out how ----- School/Academy will improve outcomes for children/students, and raise the morale of teachers, by motivating teachers to update their skills and improve their performance.

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

APPLICATION OF THE APPRAISAL POLICY

This policy applies to the head teacher and to all qualified teachers employed at the school/academy except those on contracts of less than one term and those undergoing induction (*ie NQTs*) or teachers on capability procedures

Appraisal in this school/academy will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

THE APPRAISAL PERIOD

The appraisal period will run **for twelve months** normally from _____ to _____

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where a teacher starts their employment at the school/academy part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school/academy part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

APPOINTING APPRAISERS

All appraisers of teachers, other than those appraising head teachers, will be teachers and will be suitably trained.

Head Teacher

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally 3 members of the Governing Body.

Where a head teacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

Teachers

The choice of appraiser is for the head teacher. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teachers and will have current or recent teaching experience.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

SETTING OBJECTIVES

The head teacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher.

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of

experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will take into account the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Teachers will be assessed against the appropriate set of standards contained in the document "Teachers' Standards" published in July 2011. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

PAY PROGRESSION

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions

Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

REVIEWING PERFORMANCE

Observation

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least 5 working days' notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.

Classroom observation will be carried out by qualified teachers.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school/academy's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

Head teachers or other leaders with responsibility for learning and teaching standards may "drop in" or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and drop-in policy.

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.

This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

Teachers (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's/academy's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the appraisal process in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help the school/academy to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

ANNUAL ASSESSMENT

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (**N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers**);
- a space for the teacher's own comments
- (schools/academies to say what else, if anything, their appraisal reports will include).

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

TEACHERS EXPERIENCING DIFFICULTIES

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the head teacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will be for a period of weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days notice of the meeting.

Appeals

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from the school governing body. Where the head teacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The head teacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and head teacher when the head has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality & Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his

statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be aware of any pay recommendations that have been made.

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's/academy's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

EQUALITY IMPACT ASSESSMENT CHECKLIST

This checklist is to be used when you are uncertain if your activity requires an EIA or not.

An Equality Impact Assessment (EIA) is a tool for identifying the potential impact of the organisation's policies, services and functions on its residents and staff. EIAs should be actively looking for negative or adverse impacts of policies, services and functions on any of the nine protected characteristics.

The checklist below contains a number of questions/prompts to assist officers and service managers to assess whether or not the activity proposed requires an EIA. Supporting literature and useful questions are supplied within the [EIA Guidance](#) to assist managers and team leaders to complete all EIAs.

Service area & dept.	Schools and Education	Date the activity will be implemented	Click here to enter a date.
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Brief description of activity	Appraisal Policy - Teachers
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Answers favouring doing an EIA	Checklist question	Answers favouring not doing an EIA
<input type="checkbox"/> Yes	Does this activity involve any of the following: - Commissioning / decommissioning a service - Change to existing Council policy/strategy - Budget changes	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes	Does the activity impact negatively on any of the protected characteristics as stated within the Equality Act (2010)?	<input checked="" type="checkbox"/> No
<input type="checkbox"/> No <input type="checkbox"/> Not sure	Is there a sufficient information / intelligence with regards to service uptake and customer profiles to understand the activity's implications?	<input checked="" type="checkbox"/> Yes
<input type="checkbox"/> Yes <input type="checkbox"/> Not sure	Does this activity: Contribute towards unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act <i>(i.e. the activity creates or increases disadvantages suffered by people due to their protected characteristic)</i>	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> Not sure	Reduce equality of opportunity between those who share a protected characteristic and those who do not <i>(i.e. the activity fail to meet the needs of people from protected groups where these are different from the needs of other people)</i>	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> Not sure	Foster poor relations between people who share a protected characteristic and those who do not <i>(i.e. the function prevents people from protected groups to participate in public life or in other activities where their participation is disproportionately low)</i>	<input checked="" type="checkbox"/> No
FOR =0	TOTAL	AGAINST =6

Will you now be completing an EIA?

Yes

No

The EIA toolkit can be found [here](#)

Assessment Lead Signature	Sally-Ann Wolstenholme
E&D Lead Signature	
Date	22/03/2018

EXECUTIVE MEMBER DECISION



REPORT OF: Executive Member for Regeneration

LEAD OFFICERS: Director of Environment and Leisure

DATE: 12 November 2018

PORTFOLIO/S AFFECTED: Regeneration

WARD/S AFFECTED: All

SUBJECT: Public consultation on the Council's Residential Disabled Parking Bay Policy

1. EXECUTIVE SUMMARY

The current policy regarding disabled parking bays in residential areas across Blackburn and Darwen was introduced in 2000, since then, the number of applications for a residential disabled parking bay has increased significantly.

There are considerable, and increasing, costs and resources spent on the provision of residential disabled parking bays including; the cost of administering the scheme and obtaining the relevant documents from applicants; carrying out on-site inspections to assess the best location for the bay; consulting with neighbours and installing the residential disabled parking bay.

The increase in residential disabled parking bays has an adverse impact on residents who live on the same street where multiple bays are present as these bays may take up the majority of the available parking space on the street. This is also causing traffic congestion in some areas of the borough where there are multiple bays within a short span of the public highway.

It is proposed to undertake a robust six week public consultation on the Council's current policy for residential disabled parking bays, to inform the options available regarding the future provision of residential disabled parking bays. The results of the consultation process along with any proposed amendments to the current policy will be presented to a future Executive Board meeting.

2. RECOMMENDATIONS

That the Executive Member for Regeneration:

1. Approves a public consultation process on the Council's policy for the provision of residential disabled parking bays.
2. Reports the results of the consultation process along with any recommendations or amendments to the Policy for approval at a future Executive Board meeting.

3. BACKGROUND

Blackburn with Darwen BC has provided Residential Disabled Parking Bays since the Council became a unitary authority in 1998 and became responsible for the administration of the public roads. The Council's current Residential Disabled Parking Bay Policy provides the following information on

the eligibility criteria for obtaining a Residential Disabled Parking Bay (RDPB);

All applicants for a RDPB must be a valid blue badge holder with at least one year remaining and:

- They must receive the Higher Rate Mobility component of Disability Living Allowance, **or**
- War disablement pensioner's mobility supplement, **or**
- Be aged 65 or over

All applicants who meet the criteria for a RDPB due to being aged 65 or over but are not the driver of the vehicle are referred to their General Practitioner for an assessment on their mobility.

The current Policy does not comment on the location of the RDPB; however the application form does ask the applicant to provide details of any road markings including yellow lines, H-bars and other restrictions such as traffic lights, road humps, pedestrian crossings and/or cross-hatchings within 20 metres of the property. In practice, the location of a RDPB is generally determined by the officers at the on-site visit, in line with Council guidance, in order to provide a consistent approach across the Borough.

Prior to 2010, the RDPB's were supported by a Traffic Regulation Order to regulate use by non-Blue Badge holders and comply with the legislation. Since 2010, the RDPBs have been approved as advisory and are not enforceable. Therefore the success of the bay relies on the support of the applicant's neighbours to ensure the bay is kept available for the applicant.

The Council consults with the properties immediately affected by the proposed installation of a RDPB. Reasonable objections include: a neighbour is about to install a driveway and the RDPB encroaches on the proposed entrance or a safety factor not previously seen at the inspection such as the installation of speed humps or a traffic island.

Since the introduction of the current policy for RDPB in 2000, the number of applications for a RDPB has increased significantly. Since 2000, we have received 2003 applications for a RDPB, 1007 of these applications have been approved and 996 have been refused for a variety of reasons.

The increase in RDPBs also has an adverse impact on other residents who live on the same street where multiple RDPBs are present as these bays take up the majority of the available parking space on the street. The increase in residential RDPB is also causing traffic congestion in some areas of the borough where there are multiple bays within a short span of the public highway which is adversely affecting the flow of traffic.

The total cost of processing the RDPB application and obtaining the relevant documents, carrying out an on-site visit, consulting with neighbours, erecting the pole and sign and marking out the bay on the public highway is £1,128. As a result, funding the increase in applications for a RDPB is becoming unaffordable within the Department's cash limited budget.

There is currently no charge for providing RDPBs therefore none of these costs are being recouped.

4. KEY ISSUES & RISKS

The number of applications for a RDPB has significantly increased in recent years and alongside this, the cost of providing the bays is also increasing and becoming unaffordable.

The number of RDPB has an adverse impact on other residents who live on the same street where multiple RDPBs are present as these bays take up the majority of the available parking space on the street. This also causing traffic congestion in some areas of the borough where there are multiple

bays within a short span of the public highway.

In order to address these concerns, a six week public consultation process will be undertaken to enable the Council to review the current policy regarding RDPB's and inform decision making on the future provision of RDPBs.

5. POLICY IMPLICATIONS

The current policy regarding residential disabled parking bays was introduced in 2000. A robust public consultation process will assist the Council to review the current policy and consider the options available in light of a significant increase in applications for residential disabled parking bays; the escalating cost of providing the bays; the parking problems for residents who live on roads and streets where there are multiple RDPBs and the traffic congestion this also causes.

6. FINANCIAL IMPLICATIONS

The Growth and Development Department's revenue budget 2018/19 will meet the costs of the public consultation process. It is anticipated that the consultation will cost approximately £4,000.

7. LEGAL IMPLICATIONS

The Council's RDPB's are not supported by Traffic Regulation Orders to regulate use by non-Blue Badge holders and comply with the legislation. Accordingly, the Council's residential disabled parking bays are advisory not mandatory and as such are not legally enforceable as against misuse. Its effectiveness is therefore wholly dependent on driver compliance. Furthermore it should now be noted that in law it is not possible to mark the bays as 'Disabled' only to put lines on the road as per the Traffic Signs Regulations and General Directions 2016. If the consultation determined there should be a charge for providing the aforementioned parking bays, there would be a power to charge for this is under the Localism Act 2011.

The Council has no statutory obligation provide disabled parking bays on highways in residential areas of the Borough. However, any decisions upon how the Council should exercise the power to provide bays or not or decisions which may have the effect of reducing numbers of existing disabled parking bays are subject to the provisions of the Equality Act 2010 and the Human Rights Act 1998 (hence the consultation.)

8. RESOURCE IMPLICATIONS

Officers will manage the public consultation process and the analysis of responses to inform a future report to Executive Board and possible amendments to the current RDPB policy.

9. EQUALITY AND HEALTH IMPLICATIONS

Please select one of the options below. Where appropriate please include the hyperlink to the EIA.

Option 1 Equality Impact Assessment (EIA) not required – the EIA checklist has been completed.

Option 2 In determining this matter the Executive Member needs to consider the EIA associated with this item in advance of making the decision. (*insert EIA link here*)

Option 3 In determining this matter the Executive Board Members need to consider the EIA associated with this item in advance of making the decision. (*insert EIA attachment*)

10. CONSULTATIONS

The consultation will focus on the current policy for Residential Disabled Parking Bays, identifying issues related to this such as fairness, costs and parking congestion and the impact on traffic flow.

This is a consultation to inform debate and discussion, firm proposals for a change to the policy have not been drawn up.

Who will be consulted?

- Questionnaires would be sent out directly to households recorded as having a disabled parking bay.
- Additionally Blue Badge Holders in the borough would also be sent a questionnaire.
- Additionally, questionnaires would be sent directly to all addresses on specific streets in the borough where there are disabled parking bays nearby.
- Paper copies will also be made available at key locations, such as libraries, council building receptions and would be sent to other organisations such as Age UK, DWP Public Health, Adult Social Care, Children's Services and Disabled Drivers Association etc. These questionnaires would also be available for anyone who is interested to take part.
- For general responses an online version of the questionnaire will be set up using SNAP software, administered by the Corporate Policy, Research and Partnerships team. Again, this online questionnaire would be available for anyone interested in taking part.
- All paper copies of questionnaires will also contain a web link to enable the responder to provide their views on line if they so wish.

What Questions will be asked?

Questionnaire would include an introductory covering letter. Question content would include:

- About disabled parking bay use or non-use:
Whether the person or household has a disabled parking bay outside their property / or uses a disabled parking bay on their street / there is a parking bay outside their property but it is not used by them / other people on their street have and use disabled parking bays; whether they would consider giving up their bay etc Presented as tick box question.
- If they use a disabled parking bay – have they experienced any issues / benefits related to the parking bay (e.g. parking bay used by others) Presented as a multiple choice question.
- If they do not use a disabled parking bay – have they experienced any issues / benefits related to the parking bay (e.g. no issues, congestion / traffic flow issues, highway safety, difficulty parking) Presented as a multiple choice question.
- Parking in the area generally, other than outside the house are there other options for parking? Such as unused land, car parks etc?
- Currently there is no charge for residential disabled parking bays – views on introducing a charge for parking bays. Options presented as tick box question.
- Currently no specified restrictions on the number of parking bays – views on introducing criteria such as a percentage of the available parking space being set aside for RDPB. (Should there be a restricted number within the Borough?), Options presented as tick box question.
- Any other comments about disabled parking bays in the Borough. Presented as open ended question for comments.

Reporting would be done via the online survey software SNAP (by Corporate Policy, Research and Partnerships) providing graphs and breakdowns for demographic groups where appropriate.

11. STATEMENT OF COMPLIANCE

The recommendations are made further to advice from the Monitoring Officer and the Section 151 Officer has confirmed that they do not incur unlawful expenditure. They are also compliant with equality legislation and an equality analysis and impact assessment has been considered. The recommendations reflect the core principles of good governance set out in the Council's Code of Corporate Governance.

12. DECLARATION OF INTEREST

All Declarations of Interest of any Executive Member consulted and note of any dispensation granted by the Chief Executive will be recorded and published if applicable.

VERSION:	Version 3
CONTACT OFFICER:	Martin Eden
DATE:	12 November 2018
BACKGROUND PAPER:	Existing Residential Disabled Parking Bay Policy

SECTION 2 - UNDERSTANDING YOUR CUSTOMER**What resources will support in undertaking the equality analysis and impact assessment?**

Please identify additional sources of information you have used to complete the EIA, e.g. reports; journals; legislation etc.

The equality analysis and impact assessment will be undertaken once the results of the public consultation process has been received, reviewed and analysed and the findings have been produced. The EIA will be undertaken by lead officers involved in the consultation process.

Who are you consulting with? How are you consulting with them? (Please insert any information around surveys and consultations undertaken)

The Council will undertake a robust six week public consultation on the current policy regarding residential disabled parking bays. The public consultation will inform the options available regarding the future provision of residential disabled parking bays. The results of the consultation process along with any proposed amendments to the current policy will be presented to a future Executive Board meeting.

The consultation process will include writing to existing blue badge holders outlining the challenges of continuing with the current policy and seek their views. There will also be an on line survey available to the general public which will be advertised on the Council website, via the shuttle and on the councils social media platforms and via the Lancashire Telegraph. There will also be paper copies of the survey in the 5 public libraries across the Borough.

The consultation will take place for a six week period and will focus on the current policy for Residential Disabled Parking Bays, identifying issues related to this such as fairness, costs and parking congestion and the impact on traffic flow.

This is a consultation to inform debate and discussion, firm proposals for a change to the policy have not been drawn up.

Who will be consulted?

- Questionnaires would be sent out directly to households recorded as having a disabled parking bay.
- Additionally Blue Badge Holders in the borough would also be sent a questionnaire.
- Additionally, questionnaires would be sent directly to all addresses on specific streets in the borough where there are disabled parking bays nearby.
- Paper copies will also be made available at key locations, such as libraries, council building receptions and potentially via other organisations such as Age UK, DWP etc. These questionnaires would be available for anyone who is interested to take part.
- For general responses an online version of the questionnaire will be set up using SNAP software, administered by the Corporate Policy, Research and Partnerships team. Again, this online questionnaire would be available for anyone interested in taking part.
- All paper copies of questionnaires will also contain a web link to enable the responder to provide their views on line if they so wish.

What Questions will be asked?

Questionnaire would include an introductory covering letter.

Question content would include:

- About disabled parking bay use or non use:
e.g. Whether the person or household has a disabled parking bay outside their property / or uses a disabled parking bay on their street / there is a parking bay outside their property but it is not used by them / other people on their street have and use disabled parking bays etc Presented as tick box question.

- If they use a disabled parking bay – have they experienced any issues / benefits related to the parking bay (e.g. parking bay used by others) Presented as a multiple choice question.
- If they do not use a disabled parking bay – have they experienced any issues / benefits related to the parking bay (e.g. no issues, congestion / traffic flow issues, difficulty parking) Presented as a multiple choice question.
- Parking in the area generally, other than outside the house are there other options for parking? Such as unused land, car parks etc?
- Currently there is no charge for residential disabled parking bays – views on introducing a charge for parking bays. Options presented as tick box question.
- Currently no specified restrictions on the number of parking bays – views on introducing criteria such as a percentage of the available parking space being set aside for RDPB. Options presented as tick box question.
- Any other comments about disabled parking bays in the Borough. Presented as open ended question for comments.

Analysis and reporting

Reporting would be done via the online survey software SNAP (by Corporate Policy, Research and Partnerships) providing graphs and breakdowns for demographic groups were appropriate.



Who does the activity impact upon?*	Service users	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Indirectly			
	Members of staff	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Indirectly			
	General public	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Indirectly			
	Carers or families	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Indirectly			
	Partner organisations	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Indirectly			
Does the activity impact positively or negatively on any of the protected characteristics as stated within the Equality Act (2010)?*	Positive impact	<input checked="" type="checkbox"/> Age	<input checked="" type="checkbox"/> Disability	<input checked="" type="checkbox"/> Gender reassignment	<input checked="" type="checkbox"/> Marriage & Civil Partnership	<input checked="" type="checkbox"/> Pregnancy & maternity	<input checked="" type="checkbox"/> Vulnerable groups
		<input checked="" type="checkbox"/> Race	<input checked="" type="checkbox"/> Religion or belief	<input checked="" type="checkbox"/> Sex	<input checked="" type="checkbox"/> Sexual orientation	<input checked="" type="checkbox"/> Deprived communities	<input checked="" type="checkbox"/> Carers
	Negative impact	<input type="checkbox"/> Age	<input type="checkbox"/> Disability	<input type="checkbox"/> Gender reassignment	<input type="checkbox"/> Marriage & Civil Partnership	<input type="checkbox"/> Pregnancy & maternity	<input type="checkbox"/> Vulnerable groups
		<input type="checkbox"/> Race	<input type="checkbox"/> Religion or belief	<input type="checkbox"/> Sex	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Deprived communities	<input type="checkbox"/> Carers
	No impact	<input type="checkbox"/> Age	<input type="checkbox"/> Disability	<input type="checkbox"/> Gender reassignment	<input type="checkbox"/> Marriage & Civil Partnership	<input type="checkbox"/> Pregnancy & maternity	<input type="checkbox"/> Vulnerable groups
		<input type="checkbox"/> Race	<input type="checkbox"/> Religion or belief	<input type="checkbox"/> Sex	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Deprived communities	<input type="checkbox"/> Carers

*If no impact is identified on any of the protected characteristics a full EIA may not be required. Please contact your departmental Corporate Equality & Diversity representative for further information.

Does the activity contribute towards meeting the Equality Act's general Public Sector Equality Duty? *Refer to p.3 of the guidance for more information*
A public authority must have 'due regard' (i.e. consciously consider) to the following:

DUTY	DOES THE ACTIVITY MEET THIS DUTY? EXPLAIN
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act <i>(i.e. the activity removes or minimises disadvantages suffered by people due to their protected characteristic)</i>	The public consultation process will be organised in such a way to remove or minimise disadvantages suffered by people due to their protected characteristic
Advance equality of opportunity between those who share a protected characteristic and those who do not <i>(i.e. the activity takes steps to meet the needs of people from protected groups where these are different from the needs of other people)</i>	In writing directly to people who have a blue badge as part of the consultation process, we will meet the needs of disabled people within the Borough who have or may require a residential disabled parking bay
Foster good relations between people who share a protected characteristic and those who do not <i>(i.e. the function encourages people from protected groups to participate in public life or in other activities where their participation is disproportionately low)</i>	The consultation will encourage participation by people who have a registered disability and a blue badge.

ASSESSMENT	Is a full EIA required?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Please explain how you have reached your conclusion <i>(A lack of negative impacts must be justified with evidence and clear reasons, highlight how the activity negates or mitigates any possible negative impacts)</i>			
<p>189945</p> <p>A full EIA will be required once the public consultation process has been concluded and if as a result of the consultation, the Council proposes to amend the current policy on the provision of Residential disabled parking bays.</p>			

Author Signature		Date	12/11/2018
Head of Service/Director Signature		Date	12/11/2018

The above signatures signify acceptance of the ownership of the Initial EIA and the responsibility to publish the completed Initial EIA as per the requirements of the Equality Act 2010.

Departmental E&D Lead Signature	D.J. Andrews	Date	13/11/2018
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FULL EQUALITY IMPACT ASSESSMENT**SECTION 3 – ANALYSIS OF IMPACT**

Does the activity have the **potential** to:

- **positively** impact (benefit) any of the groups?
- **negatively** impact/exclude/discriminate against any group?
- **disproportionately** impact any of the groups?

Explain how this was identified – through evidence/consultation.

Any negative impacts that are identified within the analysis need to be captured within the action plan in **Section 4**

N.B. Marriage & Civil Partnership is only a protected characteristic in terms of work-related activities and NOT service provision

Characteristic	Positive	Negative	Don't know	Reasons for positive and/or negative impact Please include all the evidence you have considered as part of your analysis	Action No.
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Marriage & Civil Partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Vulnerable Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Deprived Communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other [please state]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<p>Does the activity raise any issues for community cohesion?</p> <p>Does the activity contribute positively towards community cohesion?</p>	
<p>Does the activity raise any issues in relation to human rights as set out in the Human Rights Act 1998? Details of which can be found here</p>	
<p>Does the activity support / aggravate existing departmental and/or corporate risk?</p>	<p><i>Is the activity on the departmental risk register? If it is not, should it be?</i></p>

CONCLUSIONS OF THE ANALYSIS

Action following completion of the impact assessment

*It is important that the correct option is chosen depending on the findings of the analysis.
The action plan must be completed as required.*

No major change in the activity
 Adjust activity
 Continue with activity
 Stop and reconsider activity

Please explain how you have reached your conclusion

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SECTION 4**ACTION PLAN**

Action No.	What is the negative / adverse impact identified?	Actions required to reduce / mitigate / eliminate the negative impact	Resources required	Responsible officer(s)	Target completion date

MONITORING AND REVIEW

The responsibility for establishing and maintaining the monitoring arrangements of the EIA action plan lies with the service completing the EIA. These arrangements should be built into the performance management framework.

Monitoring arrangements for the completion of EIAs will be undertaken by the Corporate Equality & Diversity Group and the oversight of the action plans will be undertaken by the Management Accountability Framework.

If applicable, where will the EIA Action Plan be monitored?	<i>e.g. via Service Management Team; Service Leadership Team; Programme Area Meetings</i>
How often will the EIA Action Plan be reviewed?	<i>e.g. quarterly as part of the MAF process</i>
When will the EIA be reviewed?	<i>It should be reviewed at least every 3 years to meet legislative requirements</i>
Who is responsible for carrying out this review?	

Author Signature		Date	Click here to enter a date.
Head of Service/Director Signature		Date	Click here to enter a date.
<i>The above signatures signify acceptance of the ownership of the full EIA, the responsibility for the associated Action Plan (if applicable) and the responsibility to publish the completed full EIA as per the requirements of the Equality Act 2010.</i>			
Departmental E&D Lead Signature		Date	Click here to enter a date.