



# **Equality Impact Assessment Policy and Procedure**

**Policy No. 27**

**March 2024**

<b>People Area</b>	<b>Equality Impact Assessment Policy and Procedure</b>
<b>Authored by (Responsible Officer):</b>	<b>Senior Head of People (SHP)</b>
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<b>Policy Register Review Date:</b>	<b>March 2027</b>
<b>Implementing Officer:</b>	<b>Head of Human Resources</b>

# **1. Policy**

## **1.1 Policy Statement**

Cleveland Fire Brigade is committed to **embedding** equality, diversity, and inclusion in all that we do. As a public sector organisation we are required to evidence this through the use and publication of Equality Impact Assessments.

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Cleveland Fire Brigade by making sure it eliminates discrimination, promotes equality of opportunity and promotes good relations between different groups. The process is carried out by systematically analysing a proposed or existing policy, service, practice, or activity to identify what effect or likely effect will follow from its implementation for different groups in the community **and employees.**

## **1.2 Policy Aim**

The aim of this policy is to ensure that the Brigade fulfils its legal obligations arising from the Equality Act 2010 and to ensure that its services, activities, policies, and practices do not directly, indirectly, intentionally, or unintentionally discriminate against the users of our services or our staff.

In order to support the achievement of its aims the Authority will:

- Provide a consistent framework for ensuring that all existing or proposed policies, services, activities, and procedures are subject to an EqIA
- Identify any negative impacts and how they can be addressed
- Identify any positive impacts and how they can be fully exploited
- Recognise that EqIA is a continuous process of improvement

## **1.3 The Equality Act 2010 Public Sector Equality Duties**

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone.

The Public Sector Equality Duty came into force on 5th April 2011. It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

The General Duties of the Public Sector Equality Duty require that public bodies have due regard to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities

The purpose of the Specific Duties Regulations 2011 is to ensure that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

The two specific duties introduced by the Specific Duties Regulations 2011 mean that public bodies are required to:

- i. Publish information to demonstrate compliance at least annually starting from 31st January 2012. They must include information relating to persons who share a relevant protected characteristic who are its employees and other persons affected by its policies and practices. The information published must include information relating to employees who share characteristics and also information relating to people who are affected by the public body's policies and procedures who share protected characteristics for example service users.
- ii. Prepare and publish one or more equality objectives at least every four years starting from 6<sup>th</sup> April 2012.

#### **1.4 Scope**

This policy and its procedure applies to all employees who are directly employed by Cleveland Fire Brigade.

#### **1.5 Policy Category**

This policy is categorised as '**Corporate Authority**' within the Key Document Framework.

## **2. Organising**

**Cleveland Fire Authority** is responsible for:

- Approving the Authority's Equality Impact Assessment Policy and Procedure

**Chief Fire Officer** is responsible for:

- Setting the Brigade's Strategy for Equality Impact Assessments within Cleveland Fire Brigade in line with the Authority's Scheme of Delegation

**Assistant Chief Fire Officer Strategic Planning and Resources** is responsible for:

- Overseeing all aspects of this policy and procedure in line with the Authority's Scheme of Delegation

**Senior Heads are responsible for:**

- Approving all EqlA conducted by their team members and providing visible commitment in integrating people impact assessment into visioning and action planning

**Senior Head of People** is responsible for:

- Monitoring the overall effectiveness of the Policy and Procedure

**Head of Human Resources** is responsible for:

- Implementing this policy and procedure.
- Providing training to those involved in the application of this policy.
- Ensuring that the policy and procedure meets and continues to meet the requirements of employment legislation.
- Advising managers and staff on all Equality Impact Assessments.
- Effectively communicating this policy and procedure to all staff.

**All Section Heads** are responsible for:

- Approving all EqlA conducted by their team members.
- Ensuring the fair and consistent application of this policy and procedure.

**Human Resources Adviser (EDI)** is responsible for:

- Providing advice in relation to the completion of EqlAs
- Reviewing completed EqlAs
- Authorisation of completed EqlAs
- Ensuring the publishing of approved EqlAs
- Maintaining as central register of all EqlAs

**Individuals are responsible for:**

- Adhering to the requirements of this policy and procedure

**Trade Unions and Representative Bodies** are responsible for:

- Supporting the implementation of, and adherence to, this policy and procedure

### **3 Planning and Implementing**

- 3.1 All new staff will be made aware of this policy and procedure during their induction and all documents will be available on Cleveland Fire Brigade's intranet. Existing staff will be informed of this policy and procedure as per the accepted Policy Framework Procedure.
- 3.2 Where necessary, training for those managers involved in the execution of the procedure will be provided by the Head of Human Resources.

### **4. Resource Implications**

- 4.1 There are financial resource implications currently associated with this policy in terms of activity arising from Equality Impact Assessments eg where changes to services or activities are required to eliminate discrimination costs vs benefits will need to be evaluated.
- 4.2 ~~This would be deemed core work for employees and therefore no additional costs incurred.~~

### **5 Equality Impact Assessment**

- 5.1 This policy has been assessed in accordance with the Brigade's Equality Impact Assessment Procedure (Appendix 2). The findings of the Equality Impact Assessment conclude that this policy and procedure does not have a detrimental impact on any group of staff, including those with one or more protected characteristics.

### **6 Monitoring**

**The Senior Head of People** will monitor activities under this policy and procedure.

## **7 Audit**

This policy will be audited in accordance with the procedure detailed within the Authority's Policy Framework.

## **8 Review**

The ACFO SPR will undertake a review of this policy in 2027 to ensure it is taking account of any new or emerging political, social, technological, legislative, environmental, competitive, citizen or reputational factors.

### Procedure

#### 1. What are Equality Impact Assessments (EqIA)?

- 1.1 EqIA are a risk assessment tool to be used in evidence-based policy making and service planning; and therefore, should be an integral part of good decision making by an organisation. They can assist public authorities in fully understanding the relevance and effect of policies, services, activities, and practices and in identifying the most proportionate and effective responses. Delivery of public services depends on an understanding of the diverse communities to be served, **our workforce** and taking account of diverse needs.
- 1.2 EqIAs need to be conducted in relation to the protected characteristics as outlined in the Equality Act 2010; these are age, disability, gender reassignment, sex, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity.
- 1.3 A key point of an impact assessment is that equality is taken into account as an integral part of the planning and development of policies and services. Just “doing it at the end” will not enable proper consultation. Opportunities for picking up issues and making adjustments as part of the policy development will be missed.
- 1.4 In summary, EqIAs are:
  - a risk assessment
  - a means of ‘quality control’ and review
  - outcome-driven, not process-driven
  - most effective when incorporated into existing development and review
  - mechanisms

#### 2. Why are Equality Impact Assessments necessary?

- 2.1 EqIAs help us understand how policies and procedures operate in practice; they:
  - provide valuable information that can be used to tailor functions and services to the needs of a diverse staff population
  - demonstrate to Cleveland Fire Brigade’s employees and stakeholders how equality and diversity are embedded in our strategies and day to day activities
  - complement other forms of review and quality assurance
  - highlight positive impact and good practice
  - positively promote equal opportunities, improved access, participation in public life and good relations

- 2.2 If set up to be an integral part of the policy development and review, rather than a one-off exercise; EqlAs can be completed in a reasonable timescale. The quality of an EqlA is not measured by page count but by quality of the analysis and action taken. Much of the process can be systemised and benefits can be had from up-front thinking.
- 2.3 EqlAs are not an end in themselves - they are a way of showing that due regard has been paid to the Public Sector Equality duties. Internal dissemination can help consistency and build knowledge.

### **3. Who is responsible for Equality Impact Assessments?**

- 3.1 As we have legal responsibilities as a public sector organisation, everyone will need to demonstrate “due regard” and to assure equitable outcomes. Any individual who either reviews or creates a new policy, service or plans an activity is responsible for carrying out an Equality Impact Assessment following the steps set out in this procedure.
- 3.2 Advice when developing the Equality Impact Assessment regarding potential impacts on protected characteristics can be sought, as appropriate, from HR Advisor (EDI). Views may also be sought from different groups, such as the Brigade’s staff networks (Women’s, Disability, LGBTQ+, and Cultural Diversity), as well as views from the local community such as the Brigade’s ‘Community Engagement Champions’.

### **4. When do we do an Equality Impact Assessment?**

- 4.1 EqlAs should be done for any policy, service, or activity if they impact on people. If there is any uncertainty advice should be sought from the Human Resources Department.
- 4.2 The people issues of a proposed policy, service, practice, or activity need to be considered at the outset. They should shape and inform decision making – not be a justification for a decision already made. Changes or reviews to an existing policy, practice or activity also need to involve consideration of the likely impact on protected characteristic groups.

### **5. The Stages of an Equality Impact Assessment**

- 5.1 An Equality Impact Assessment is done by working through a number of questions using an Equality Impact Assessment template:

Section 1 is an initial screening of a service, policy, or activity to decide if a full impact assessment is necessary. The template at Appendix 3 should be completed.

Section 2 is the full people impact assessment covering impact on service provision, policies, practice, and any activity which has an impact on people. A template for completion is provided at Appendix 4.

5.2 There are five useful steps to follow when carrying out an Equality Impact Assessment:

- Step 1: Evidence
- Step 2: Assess impact
- Step 3: Act on results
- Step 4: Publish results
- Step 5: Monitor and review

Details of these 5 steps can be found in Appendix 5.

6. **What is Impact?**

- 6.1 When you consider the impact of an activity on people in relation to a protected characteristic, it can be described as positive, neutral, or negative.
- 6.2 **Positive:** the impact is expected to have a particular benefit for this characteristic and improve equal opportunities or relations (e.g. using social media to get a particular message to a targeted group – like safe driving to new young drivers; recruitment opportunities to women's sports clubs).
- 6.3 **Neutral:** there is neither a benefit nor a disadvantage for any particular group (e.g. using a range of media and communications methods that are likely to be accessed by all communities).
- 6.4 **Negative:** the impact is likely to disadvantage a particular protected characteristic group (e.g. using only social media to communicate with public. This could impact negatively on people over 75 who are a lot less likely to access intranet, as are people with some forms of disability).
- 6.5 Where evidence shows the impact is expected to be positive or neutral, it is sufficient to do Section 1, the Initial Screening only. Where impact is expected to be negative for one or more protected characteristic group, Section 2 the Full Impact Assessment needs to be done which will involve consultation with relevant groups about the nature of the impact and possible ways to mitigate this.

7.0 **Possible outcomes of an EqIA**

- 7.1 An EqIA has four possible outcomes (using policy as an example):

**Outcome 1:** No major change: the EqIA demonstrates that the policy is robust and there is no potential for discrimination or adverse impact. All opportunities to promote equality have been taken.

**Outcome 2:** Adjust the policy: the EqIA identifies potential problems or missed opportunities. Adjust the policy to remove barriers or better promote equality.

**Outcome 3:** Continue the policy: the EqIA identifies the potential for adverse impact or missed opportunities to promote equality. Clearly set out the justifications for continuing with it. The justification should be included in the EqIA and must be in line with the duty to have due regard and demonstrate that it is 'a proportionate means of achieving a legitimate aim' for example ensuring the health and safety of others. An example of this could be that we know that there is an adverse impact on people with certain disabilities which excludes them from being able to do the physical FF tests, however current research suggests that a certain level of fitness is required for this role and therefore we will continue on the grounds of health and safety.

**Outcome 4:** Stop and remove the policy: the policy shows actual or potential unlawful discrimination.

- 7.2 An Analysis Rating is located at the top of both the Initial Screening and Full Equality Impact Assessment forms so that if a manager has several impact assessments they can be prioritised. The rating should not be assigned until the assessment process is complete.

**Red:** As a result of performing the Equality Impact Assessment, it is evident that a risk of discrimination exists (direct, indirect, unintentional, or otherwise) to one or more of the nine Protected Characteristics. In this instance, it is recommended that the use of the activity or policy be suspended until further work or analysis is performed. If it is considered that this impact can be objectively justified this should be indicated and advice sought from the Equality and Diversity Officer in the Human Resources Department.

**Amber:** As a result of performing the Equality Impact Assessment, it is evident a risk of discrimination exists, and this risk may be removed or reduced by implementing the actions detailed within the Action Plan section of Equality Impact Assessment document.

**Green:** As a result of performing the Equality Impact Assessment, no adverse effects on people who share Protected Characteristics are identified - no further actions are recommended at this stage.

## **8. National Fire Chiefs Council (NFCC) EqIA**

- 8.1 Any NFCC Equality Impact Assessments received into the organisation should be forwarded to the Equality and Diversity Officer in the Human Resources Department who will record them on a central register and then issue them to the appropriate Head of Department for consideration against services specific to Cleveland Fire Authority.

## **9. Quality Assurance of EqlA**

- 9.1 Completed EqlAs are to be submitted to the **HR Adviser (EDI)** for checking that the EqlA is evidenced to a satisfactory standard, that any necessary consultation has been done, and that assessment is reasonable, if not then the EqlA will be returned for additional work. Once approved by the HR Adviser (EDI), the EqlA will be published on the Cleveland Fire Brigade **external website and** intranet (with the relevant policy/strategy etc).

## **10. Monitoring and Review of EqlAs**

- 10.1 Once the revised or new policy, procedure, practice, or activity has been implemented, it should be monitored and periodically reviewed by the Head of Department to ensure that it is still appropriate.

## **11. Where to find more information**

**Information to support the development of EqlAs can be found on the 'Equality Diversity and Inclusion' section accessible via The Bridge (People Section).**

A flowchart of the EqlA process is in Appendix 6.

Example case studies can be found in Appendix 7

EQUALITY IMPACT ASSESSMENT – INITIAL SCREENING

EQIAs enable us to consider all the information about a service, policy, practice or activity from an equalities perspective and then put an action plan in place to achieve the best outcome for our employees and service users. EQIAs analyse how the work that we undertake can impact different groups. This will help us to make better decisions and evidence how we have reached these decisions.

Analysis Rating: please tick one box (the analysis rating is identified after the analysis has been completed – See EQIA procedure)	RED		AMBER		GREEN	
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SECTION 1 – INITIAL SCREENING

Directorate:	Strategic Planning & Resources
Department/Section:	HR
Title of EQIA – Name of Service or Policy Conducted on:	Equality Impact Assessment Policy and Procedure
Date Of Assessment:	14 <sup>th</sup> March 2024
Assessment carried out by:	C Chisholm

Is this Policy/Service/Project:                      Existing x ☐      New/Proposed ☐      Changing ☐      Other ☐

Applicable to:    Our staff x ☐                      Our Communities                      ☐      Other ☐

## PURPOSE AND OBJECTIVES

What are the aims of the service / policy?	To provide staff with guidance in relation to the completion of an Equality Impact Assessment
Who is responsible for the service / policy? Who is responsible for the assessment?	ACFO Strategic Planning & Resources Senior Head of People
Who implements the policy? Are external contractors involved?	Head of HR No
Are there any related policies or processes that will need to be changed associated to this one?	No, this is a process that is applicable to all new and existing policies/strategies/frameworks
To what extent does the service / policy have an impact on people? Who is affected by it and how?	No impact on people, this outlines the process for policy/strategy development to ensure that people impacts are considered and where possible eliminated or reduced
What analysis has been done to identify if the service / policy is meeting the needs of all of these groups of people?	Legislative requirements, guidance from NFCC

## ESTABLISHING RELEVANCE

In this section you should review the data and evidence above and consider the actual and potential impact of the policy, service, activity or practice on employees, residents, groups and other service users. Findings should be noted in the table below. You should also consider whether the decision will, or is likely to, influence CFB's ability to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act and other relevant legislation.
- Advance equality of opportunity between different groups of people
- Foster good relations between people who share a protected characteristic and those who do not.

Using the information available, identify the impact of this service / policy in relation to people across the Protected Characteristics:

Protected characteristics groups from the Equality Act 2010	Negative Impact	Neutral Impact	Positive Impact	Explain your answer
Age		x		
Disability		x		
Gender Reassignment		x		
Pregnancy and Maternity		x		
Race		x		
Religion and Belief		x		
Gender		x		
Sexual Orientation		x		
Marriage and civil Partnerships		x		
Is a full Equality Impact Assessment required? Yes or No If not why?	No, as this policy and associated procedure outlines how to carry out an equality impact assessment and the importance of consideration of impact on people aligned to the protected characteristics			

## MONITORING AND REVIEW

What procedures are in place to monitor the impacts outlined in the analysis?	All EqlAs are reviewed on an annual basis. Quality Assurance is undertaken by HR Advisor with responsibility for EDI
How often will this take place?	Annual basis, policy reviewed three yearly unless trigger event
Date of next planned review?	March 2025

Proceed to Full EQIA Yes <input type="checkbox"/>	No X <input type="checkbox"/>
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## SIGNATURE OF PERSON COMPLETING THIS SCREENING

Name:	C Chisholm
Job Title:	Senior Head of People
Date:	14 <sup>th</sup> March 2024

## SIGNATURE OF LINE MANAGER – MINIMUM HEAD OF DEPARTMENT

Name:	
Job Title:	
Date:	

## SIGNATURE OF EQUALITY AND DIVERSITY OFFICER – HR DEPARTMENT

Name:	
Date published to internet	
Date published to fish	

## EQUALITY IMPACT ASSESSMENT – INITIAL SCREENING

EQIAs enable us to consider all the information about a service, policy, practice or activity from an equalities perspective and then put an action plan in place to achieve the best outcome for our employees and service users. EQIAs analyse how the work that we undertake can impact different groups. This will help us to make better decisions and evidence how we have reached these decisions.

Analysis Rating: please tick one box (the analysis rating is identified after the analysis has been completed – See EQIA procedure)	RED		AMBER		GREEN	
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### SECTION 1 – INITIAL SCREENING

Directorate:	
Department/Section:	
Title of EQIA – Name of Service or Policy Conducted on:	
Date Of Assessment:	
Assessment carried out by:	

Is this Policy/Service/Project:                      Existing ☐      New/Proposed ☐      Changing ☐      Other ☐

Applicable to:    Our staff ☐      Our Communities ☐      Other ☐

## PURPOSE AND OBJECTIVES

What are the aims of the service / policy?	
Who is responsible for the service / policy? Who is responsible for the assessment?	
Who implements the policy? Are external contractors involved?	
Are there any related policies or processes that will need to be changed associated to this one?	
To what extent does the service / policy have an impact on people? Who is affected by it and how?	
What analysis has been done to identify if the service / policy is meeting the needs of all of these groups of people?	

## ESTABLISHING RELEVANCE

In this section you should review the data and evidence above and consider the actual and potential impact of the policy, service, activity or practice on employees, residents, groups and other service users. Findings should be noted in the table below. You should also consider whether the decision will, or is likely to, influence CFB's ability to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act and other relevant legislation.
- Advance equality of opportunity between different groups of people
- Foster good relations between people who share a protected characteristic and those who do not.

Using the information available, identify the impact of this service / policy in relation to people across the Protected Characteristics:

Protected characteristics groups from the Equality Act 2010	Negative Impact	Neutral Impact	Positive Impact	Explain your answer
Age				
Disability				
Gender Reassignment				
Pregnancy and Maternity				
Race				
Religion and Belief				
Gender				
Sexual Orientation				
Marriage and civil Partnerships				
Is a full Equality Impact Assessment required? Yes or No If not why?	If you have identified a negative potential impact for group, then you must complete a full Equality Impact Assessment. If you have identified a neutral or positive impact on any groups then no further action is required.			

## MONITORING AND REVIEW

What procedures are in place to monitor the impacts outlined in the analysis?	
How often will this take place?	
Date of next planned review?	

Proceed to Full EQIA Yes <input type="checkbox"/>	No <input type="checkbox"/>
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## SIGNATURE OF PERSON COMPLETING THIS SCREENING

Name:	
Job Title:	
Date:	

## SIGNATURE OF LINE MANAGER – MINIMUM HEAD OF DEPARTMENT

Name:	
Job Title:	
Date:	

## SIGNATURE OF EQUALITY AND DIVERSITY OFFICER – HR DEPARTMENT

Name:	
Date published to internet	
Date published to fish	

## FULL EQUALITY IMPACT ASSESSMENT

EQIAs enable us to consider all the information about a service, policy or strategy from an equalities perspective and then put an action plan in place to achieve the best outcome for our employees and service users. EQIAs analyse how the work that we undertake can impact different groups. This will help us to make better decisions and evidence how we have reached these decisions.

Analysis Rating: please tick one box (the analysis rating is identified after the analysis has been completed – See EQIA procedure)	RED		AMBER		GREEN	
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### SECTION 2 – FULL IMPACT ASSESSMENT

Directorate:	
Department/Section:	
Title of EQIA – Name of Service or Policy Conducted on:	
Date Of Assessment:	
Assessment carried out by:	

Is this Policy/Service/Project:

Existing ☐

New/Proposed ☐

Changing ☐

Other ☐

Applicable to: Our staff ☐

Our Communities ☐

Other ☐

**1. In step 1 (initial screening) which groups were identified as being disadvantaged by the policy or service?**

**2. Summarise the impacts for each group identified**

**3. What data, research or results of consultation exercises are available to use in your assessment?**

**4. What consultation has taken place with each group, either externally or internally and what were the consultation outcomes?**

*If there are any gaps in your previous or planned consultation and research, are there any experts / relevant groups that can be contacted to get further views or evidence on the issues? Please list them and explain how you will obtain their views.*

**5. Financial Analysis- If applicable, state any relevant cost implications (eg expenses, returns or savings) as a direct result of the implementation of this policy, project, or function.**

Costs £

Projected Returns £

Implementation £

Projected Savings £

**6. What equality monitoring and review systems will be set up to carry out regular checks on the effects of the policy / service.**

### SECTION 3 - EQUALITY IMPACT ASSESSMENT ACTION PLAN

Please use this section to develop an Action Plan to implement the key recommendations of the equality impact assessment.

Recommendations	Actions Required	Timeframe	Resources required / Costs	Lead Officer Responsible	Relevant Outcome / Performance Indicator

#### SIGNATURE OF PERSON COMPLETING THIS SCREENING

Name:	
Job Title:	
Date:	

#### SIGNATURE OF LINE MANAGER - MINIMUM HEAD OF DEPARTMENT

Name:	
Job Title:	
Date:	

#### SIGNATURE OF EQUALITY AND DIVERSITY OFFICER – HR DEPARTMENT

Name:	
Date published to internet	
Date published to fish	

# EQUALITY IMPACT ASSESSMENT: 5 STEPS

EQIA step 1	Questions for consideration	Examples
Consider relevant evidence relating to people who share a protected characteristic	What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups?	Management information data Staff surveys Public surveys Committee minutes Consultation exercises Research and reports Feedback and complaints Observations and anecdotes

EQIA step 2	Questions for consideration	Examples
Assess the impact of applying the policy/service/practice/activity	<p>What potential positive/neutral/negative impacts can be identified?</p> <p>Does the policy/service/practice/activity take account of the needs of people with different protected characteristics? How is this demonstrated?</p> <p>Does it affect some groups differently? Is this proportionate?</p>	<p>The policy/service/practice/activity treats a person less favorably because of a protected characteristic</p> <p>The policy/service/practice/activity has a higher proportion of complaints from a particular protected group compared to the general population</p> <p>The policy/service/practice/activity is key to promoting equality</p> <p>The policy/service/practice/activity is of strategic importance</p>

**EQIA step 1 and step 2:** Quantitative and qualitative data will need to be collected and analysed to understand more about the impact of the policy/service/practice/activity.

For example, does data suggest that a policy presents a barrier to female staff, or disabled people? Is there any evidence that staff or service user feedback indicate that black and minority ethnic respondents have a lower rate of satisfaction with a service or facility?

The data analysed could include information gathered during consultation and involvement exercises.

Sometimes Cleveland Fire Brigade will not have sufficient data to identify the likely impact of a policy/service/practice/activity, in which case research and external data can be used. Where no information is available, Cleveland Fire Brigade should closely monitor the implementation of the policy/service/practice/activity.

EQIA step 3	Questions for consideration	Examples
Act on the results of the assessment - Develop an action plan	<p>What action will be taken to address negative/promote positive impact?</p> <p>How will you ensure there is/will be no unlawful discrimination?</p> <p>How is / will equality of opportunity be advanced?</p> <p>How are / will good relations be fostered?</p>	<p>A judgment on the policy/service/practice/activity is made based factual information and evidence</p> <p>The policy/service/practice/activity is stopped or reviewed and changed.</p>

**EQIA step 3:** Where a policy/service/practice/activity is found to have either a positive or negative impact on a particular group it will need to be revised or justified within the permits of the law. For example, if Cleveland Fire Brigade uses admissions tests for firefighter roles and they are found to impact negatively on the admission rate of black and minority ethnic applicants, can the continued use of the tests be justified and, if not, what alternative data is available to improve the selection of applicants?

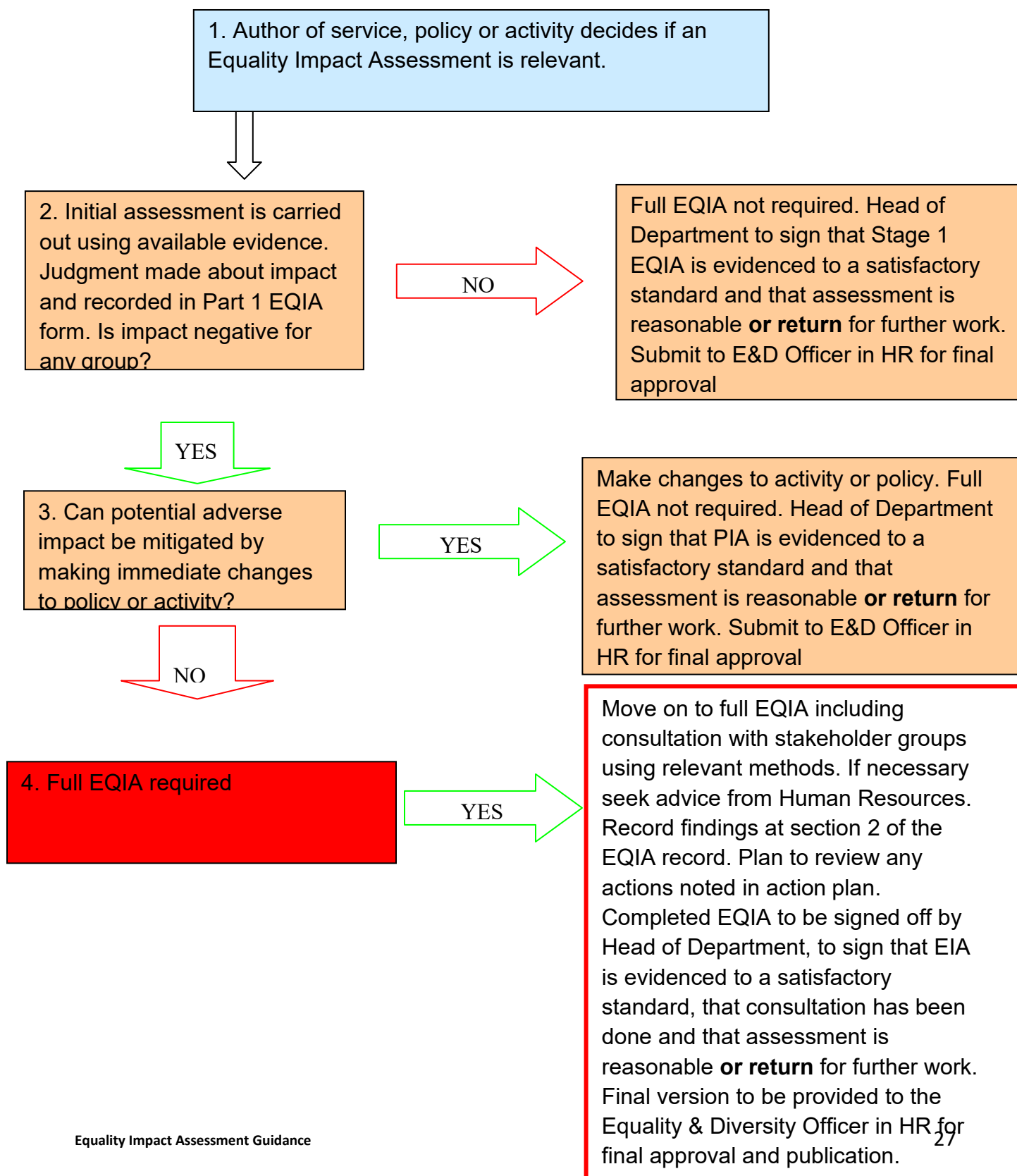
<b>EQIA Step 4</b>	<b>Questions for consideration</b>	<b>Examples</b>
Publish the results of the assessment and the action plan	<p>How will the outcome be communicated?</p> <p>Where and when will the outcome be published?</p>	<p>Website</p> <p>Newsletters</p> <p>Management group meetings</p> <p>Committees</p>

**EQIA step 4:** The results of the impact assessment and an action plan need to be made publicly available. This ensures transparency and enables public authorities to share their findings, which can reduce workload through shared learning. The action plan should outline the actions that will be taken to mitigate adverse impact and state the staff members responsible for the implementation of actions.

<b>EQIA Step 5</b>	<b>Questions for consideration</b>	<b>Examples</b>
Monitor and review the implementation of the policy/procedure/decision and its impact on equality	<p>How will the effectiveness of the actions be demonstrated?</p> <p>How will any potential changes in equality impact be monitored?</p>	<p>Feedback is gained from people affected by the policy/procedure/decision.</p> <p>Review is built into the regular annual review or reporting cycle of the policy/procedure/decision.</p>

**EQIA step 5:** Once the revised or new policy/procedure/decision has been implemented, it should be monitored and periodically reviewed to ensure that it has the intended impact and is still appropriate.

## Equality Impact Assessment Process



## CASE STUDIES

### **EQIA helps fire service encourage applications from across the local community**

Hertfordshire Fire and Rescue Service recruit fire fighters once a year. The recruitment process has a number of stages – a written application, psychometric tests, physical tests, a medical and an interview – and it can take up to six months.

The service carried out equality monitoring to identify patterns of progress through the recruitment process. This enabled the service to identify barriers to progress at each stage and to explore what can be done to redress them. For example, women disproportionately fail on upper body strength, and BME recruits disproportionately fail on written tests.

As a result of this review, the service now holds ‘positive action days’ before recruitment starts. On these days, potential recruits can test their strength and use simulators to experience working at height and in confined spaces. They have a chance to see and try out some of the written work that is involved. The focus of the day is to inspire and encourage applications. Some candidates will go away determined to build up strength to apply at a later date; others will be less stressed by the required written work after having had a chance to see what is involved. Others will understand that the service is not for them. These actions are constantly under review to ensure improved diversity amongst fire fighters in the service.

### **Fostering good relations**

Kent Fire and Rescue Service used a detailed EQIA when reviewing their flooding response. The EQIA highlighted those residents who do not have English as their first language may struggle to understand communications about flooding and water safety and emphasized the need to look at the suitability of Kent’s messaging. Issues were also highlighted such as the potential impact of conditions such as dementia which are known to cause sufferers to be drawn to water. The report advises that “such considerations could be factored into actions such as the search for missing persons in and around water”.

A Community Engagement Officer was appointed to go out to community and faith groups including temples, mosques and other locations to speak to members of the Asian community and also the Polish community. They were able to attend coffee mornings for older people to spread safety messages and a Saturday morning school to do a presentation on education and careers in the fire service.

## **Improving Communication**

Community Fire Safety leaflets are produced in a variety of different languages for use at community safety events so that people who do not speak or understand English can keep themselves, their families and homes safe from fire. The information is not available in Lithuanian.

In Wisbech, there are a significant number of Lithuanian people new to the town who do not speak English. Information is not available in their language. The lack of information in Lithuanian has a negative impact on them as they can't understand fire safety procedures etc.

Engagement with Rosmini Centre – a community centre that provides support and information for migrant and indigenous communities – informs us that clear messages in pictorial form would be well received and could be distributed through the Centre.

Providing fire safety information in pictorial format means that this new community can understand the information. This can also be made available to all communities irrespective of language spoken and can be used with people with other communication difficulties – making it a cost effective outcome.

## **Being Prepared**

A multi – agency information evening about road safety was to be hosted at a Fire Station. It was aimed at young people who already drive and their friends and there will be some catering (in the form of a burger van) to entice them in. Promotion of the event will be via social media and it is not known how many or who will attend.

Since it is not known who will be attending the event, organisers need to anticipate that there may be young people with disabilities; of varied ethnic and national backgrounds; of different religions, beliefs and sexual orientations. Knowing the demography of the local area will help.

If the needs of these different groups are not planned for there could be negative impact on specific groups – e.g. people with a mobility problem may not be able to access the venue because there is no lift. People with learning difficulties may not be able to access the information dependent on how it is presented.

In advertising this on social media, young people with access or dietary needs were asked to contact the Fire Station in advance. The standards of behaviour expected of visitors in relation to staff and each other were made clear to all who attended.