

Equality Impact Assessment (EIA) Form

The **purpose** of an EIA is to give **as much information as possible** about potential equality impacts, to demonstrate we meet our **legal duties** under the Equality Act 2010.

Please read the EIA Guidance [on Hotwire](#) before completing this form.

Once you open the template please save it on your OneDrive or SharePoint site. Do not open the template, fill it in and then click Save as this will override the template on Hotwire.

1. What is the name of the policy, project, decision or activity?

Fire Safety Additional Training Costs

Overall Equality Impact of this policy, project, decision or activity (see instructions at end of EIA to complete):

High		Medium	X	Low	
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2. Contact details

Name of EIA author	Sue Naylor
Department and Team	Prevention and Protection
Date of EIA	01/07/2022

3. Aim and Purpose

What is the aim and purpose of the policy, project, decision or activity?	The aim of this paper is to request overarching governance from the Deputy Mayor and the London Fire Commissioner to allow Prevention and Protection to spend up £800,000 within a funding envelope over a four year period on further training and Continuous Professional Development (CPD) for both FRS and Operational staffing groups in relation to Protection (fire safety regulation) roles and activities. This spend will come from the Home Office Protection Funding Grant and will be subject to restrictions as laid out in the acceptance letter. This money will only be spent following
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LONDON FIRE BRIGADE

	LFB's signed acceptance of the grant funding together with the conditions of the spend being met following the 22/23 Grant Fund projected spend submission being approved. .
Who is affected by this work (all staff, specific department, wider communities?)	In the main, this will affect staff from within Prevention and Protection undertaking job roles that fulfil the statutory function of fire Safety: Fire Safety Advisors (FRS C), Fire Safety Inspecting Officers (FRS D, SubO , StnO), Fire Safety Team Leaders (FRS E, SC), Senior Fire Safety Officers (StnO, SC, GC, DAC) together with LFFs undertaking additional fire safety courses under the commitments to improve fire safety knowledge of station based staff as detailed in the Delivery Plan 22/23 and following the Grenfell Tower Inquiry (GTI)..

4. Equality considerations: the EIA must be based on evidence and information.

What consultation has taken place to support you to predict the equality impacts of this work?	Management and Trade Unions were consulted at both inception of the paper and once drafted . . As part of the contract tendering and ongoing maintenance of the training process training providers need to demonstrate/evidence they have processes in place to deal with issues that arise. The Cultural Awareness team provided input into the assessing of the tender bid of the selected supplier as part of wider GLA Group collaborative procurement.
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5. Assessing Equality Impacts

Use this section to record the impact this policy, project, decision or activity might have on people who have characteristics which are protected by the Equality Act.

Protected Characteristic	Impact: positive, neutral or adverse	Reason for the impact	What information have you used to come to this conclusion?
<i>Example: Age</i>	<i>Adverse</i>	<i>Moving this service online will adversely affect older people, who are least likely to have access to a computer or smart phone and may not be able to use the new service.</i>	<i>GLA Datastore: X% of the London community are aged 70 or over. GLA data shows that only 10% of those over the age of 70 have regular access to a computer or smart phone.</i>
Age (younger, older or particular age group)	Neutral	<p>A number of these courses can be delivered online which can cause use issues for some members of staff</p> <p>A few staff have IT issues annotating the plans using the computer.</p>	<p>The Learning and development team keep up to date on this information and consider this when populating training courses. If they are made aware of issues relating to age, then support is offered to help resolve the situation, an example of support could be 1-2-1 inputs.</p> <p>Following feedback and evaluation of past and current training providers, we ensure that the supplier runs practices session on how to get on to the virtual classroom in which the course could be held to assess the students who have learnt in this environment before. The suppliers must have a support system in place to assess the students; this is part of the contract.</p> <p>The Prevention and Protection Learning and Development Team provide support to staff with formatting, completing and submitting the</p>

			assessment and format it correctly. They are also able to support candidates in and how to be uploading the submissions correctly onto the supplier's IT system. If the student is unable to annotate the plans with the required information, there is the provision in place do this manually and scan them onto the providers IT system. This ensuring that all staff are able to undertake and submit work in order to progress their training/qualification status.
Disability (physical, sensory, mental health, learning disability, long term illness, hidden)	Neutral	LFB has documented that we have staff within the affected groups that have neuro diversity conditions which could impact on their learning and ability to pass the qualification.	<p>Prevention and protection staff are aware of members of staff who have declared they have a disability. There is an additional proportion of staff who not formally declare they have a disability to LFB, but they are known to the brigade Learning support team. The Learning and development Team in prevention and protection work closely with the Learning support team to make reasonable adjustments for staff. All existing and future training contracts ensure that providers comply and are part of the new reasonable adjustment passport system. We monitor the makeup of people who go on the courses to ensure that we can demonstrate this is representative of our staff make up and that no group is adversely discriminated against by lack of opportunity.</p> <p>If the student has a prior diagnosis of a neuro diverse condition, then reasonable adjustments that have been recommended by the Learning support team will be put in place by the training provider. LFB ensures that as part of the contract</p>

			the training provider's training staff must have attended a neuro diversity course in order to recognise potential identifiers together with their duty to report to LFB if they have identified a student who is showing neuro diverse signs so that the LFB can provide the necessary support
Gender reassignment (someone proposing to/undergoing/ undergone a transition from one gender to another)	Neutral	No impact identified but are aware of the need to ensure that appropriate measures are put in place that do not adversely affect people under this characteristic, i.e monitor how we identify who/when people are allocated onto courses	<p>The students attending course are supported by the prevention and protection learning and development team. Quality assurance of the courses is undertaken to ensure that staff who either going through or have been gender reassigned are treated fairly and that the supplier does not discriminate against them in any way either by language or actions in the learning setting. We monitor the makeup of people who go on the courses to ensure that we can demonstrate this is representative of our staff make up and that no group is adversely discriminated against by lack of opportunity.</p> <p>The training suppliers are fully aware of the LFB expectation of the language regarding this subject to be used and that the LFB will take action if this is not adhered to. Failure to do this could result in the supplier losing the training contract.</p>
Marriage / Civil Partnership (married as well as same-sex couples)	Neutral	No impact identified but are aware of the need to ensure that appropriate measures are put in place that do not adversely affect people under this characteristic, i.e monitor how we identify who/when people are allocated onto courses	The training suppliers are fully aware of the LFB expectation of the language regarding this subject to be used and that the LFB will take action if this is not adhered to. Failure to do this could result in the supplier losing the training contract.

Pregnancy and Maternity	Neutral	No impact identified but are aware of the need to ensure that appropriate measures are put in place that do not adversely affect people under this characteristic, i.e monitor how we identify who/when people are allocated onto courses	<p>The prevention and protection learning and development team ensure that locations used by providers are risk assessed to ensure they are suitable for pregnant members of staff and a PEEP is part of the risk assessment for the training course.</p> <p>We monitor the makeup of people who go on the courses to ensure that we can demonstrate this is representative of our staff make up and that no group is adversely discriminated against by lack of opportunity.</p>
Race (including nationality, colour, national and/or ethnic origins)	Neutral	No impact identified but are aware of the need to ensure that appropriate measures are put in place that do not adversely affect people under this characteristic, i.e monitor how we identify who/when people are allocated onto courses	<p>The prevention and protection learning and development team monitor the makeup of people who go onto courses to ensure that we can demonstrate this is representative of our staff make up and that no group is adversely discriminated against by lack of opportunity.</p> <p>Through our quality assurance process the department also check the media and other sources to ensure the suppliers are complying with the LFB expectations as per the contract when dealing with other originations or companies.</p> <p>If we identify any external unacceptable behaviour, the prevention and protection learning and development team contact the supplier so it can be investigated and the LFB can decide if they wish to terminate the contract on the basis of the evidence.</p>
Religion or Belief (people of any religion, or no religion, or people who follow a particular belief (not political))	Neutral	No impact identified but are aware of the need to ensure that appropriate measures are put in place that do not adversely affect people under this characteristic,	We monitor the makeup of people who go onto courses to ensure that we can demonstrate this is representative of our staff make up, and that no group is adversely discriminated against by lack

		i.e monitor how we identify who/when people are allocated onto courses	of opportunity. If the course is held in the supplier venue, they must supply a suitable quite space for any religious requirements to be met. The supplier will make reasonable allowances for religious beliefs. The training suppliers are fully aware of the LFB expectation of the language regarding this subject to be used and that the LFB will take action if this is not adhered to and this could result in the supplier losing the training contract.
Sex (men and women)	Neutral	No impact identified but are aware of the need to ensure that appropriate measures are put in place that do not adversely affect people under this characteristic, i.e monitor how we identify who/when people are allocated onto courses	We monitor the makeup of people who go onto courses to ensure that we can demonstrate this is representative of our staff make up, and that no group is adversely discriminated against by lack of opportunity.
Sexual Orientation (straight, bi, gay and lesbian people)	Neutral	No impact identified but are aware of the need to ensure that appropriate measures are put in place that do not adversely affect people under this characteristic, i.e monitor how we identify who/when people are allocated onto courses	We monitor the makeup of people who go onto courses to ensure that we can demonstrate this is representative of our staff make up, and that no group is adversely discriminated against by lack of opportunity. The training suppliers are fully aware of the LFB expectations on the type and use of the acceptable language. The LFB will take action if this is not adhered to and this could result in the supplier losing the training contract. An example of the LFB ensuring this happened is that a number of the Fire Safety qualifications are awarded by Skills for Justices, we drew it to our suppliers attention that when the awarding body asked for sexual orientation LFB staff could only put Male or Female. The supplier worked with

			the LFB and this has now been changed to include non-binary as an option.
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6. Impacts outside the Equality Act 2010
What other groups might be affected by this policy, project, decision or activity?
Consider the impact on: carers, parents, non-binary people, people with learning difficulties, neurodiverse people, people with dyslexia, autism, care leavers, ex-offenders, people living in areas of disadvantage, homeless people, people on low income / in poverty.
This will not affect any other group

7. Legal duties under the Public Sector Equality Duty (s149 Equality Act 2010)	
How does this work help LFB to:	
Eliminate discrimination?	By putting in reasonable adjustments and ensuring the training supplier must comply with the LFB expectations. This means LFB can eliminate discrimination. To ensure this is happening Fire Safety put in place quality assurance process such as level 1 feedback forms and an open feedback process from the students. As well as this we have regular meetings with the supplier
Advance equality of opportunity between different groups?	Everyone on the course has the same opportunities.
Foster good relations between different groups?	When the staff attend open courses they get to meet other people within the sector. This provides better understanding of how different organisation work in that arena

8. Mitigating and justifying impacts

Where an adverse impact has been identified, what steps are being taken to mitigate it? If you're unable to mitigate it, is it justified ?		
Characteristic with potential adverse impact (e.g. age, disability)	Action being taken to mitigate or justify	Lead person responsible for action
Neuro Diversity	Reasonable adjustments and mechanisms in place to identify and support candidates through their training.	Sue Naylor

Now complete the RAG rating at the top of page 1:

High: as a result of this EIA there is evidence of significant adverse impact. This activity should be stopped until further work is done to mitigate the impact.

Medium: as a result of this EIA there is potential adverse impact against one or more groups. The risk of impact may be removed or reduced by implementing the actions identified in box 8 above.

Low: as a result of this EIA there are no adverse impacts predicted. No further actions are recommended at this stage.

Document Control

Signed (lead for EIA / action plan)	Sue Naylor	Date	04/07/2022
Sign off by Inclusion Team		Date	
Stored by			
Links			
External publication	Are you happy for this EIA to be published externally?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> If No state why: