

## 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.**

<b>1. What is the name of the policy, project, decision or activity?</b>
PN582 Fire Station Education Packs

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

<b>Low</b>	
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<b>2. Contact details</b>	
Name of EIA author	Kate Doyle
Department and Team	Education Team, Community Safety
Date of EIA	01/06/2021

<b>3. Aim and Purpose</b>	
What is the aim and purpose of the policy, project, decision or activity?	<p>The Education team have recently carried out a review of the Fire Station Education packs to ensure that the information provided is still relevant, accurate and reliable. The review concluded that the resources provided in the packs are still appropriate and consistent with LFC messaging however do need to be updated but at this time there are no new resources available. Therefore no significant changes have been made to the contents of the packs including any of the resources but minor information has been updated where necessary. Due to these minor changes we have updated the policy accordingly to reflect this. When new resources are created for the Fire Station Education Packs the equality groups will be consulted and data will be used to inform further decision making and taken into account when implementing new resources. This is a living document and will need to be updated accordingly.</p>

	<p>The Fire Station Education Packs were originally created to provide guidance and resources to stations when delivering fire safety education in schools. Fire stations are responsible for organising and completing visits to low and medium risk schools whilst the education team deliver to high and very high risk schools. The activities contained in the Fire Station Education Packs have been developed to ensure that fire safety messages are delivered by fire station staff in a consistent way across all stations and watches so that every child receives the same level of fire safety education. The activities also link the learning outcomes to operational equipment and appliances used by station staff.</p>
<p>Who is affected by this work (all staff, specific department, wider communities?)</p>	<p>Internally - all operational staff that complete school visits. Education team and community safety</p> <p>Externally – children, schools and parents</p>

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

<p>What consultation has taken place to support you to predict the equality impacts of this work?</p>	<p>Internal consultation with fire stations has taken place. Feedback was received from 37 stations and informed our decision with the changes made to the policy. Internal stakeholder. at this time. Further consultation with support groups will take place when we complete a further review to update the contents and implement new resources provided in the packs.</p>
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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>
<b>Age</b> (younger, older or particular age group)	Positive	We anticipate that these changes will positively impact the young people who will be receiving the input from station staff. The video guidance for staff will assist them with ensuring that children across London receive consistent messaging in line with the Education Team. Station staff should feel more confident with the resources that they will be delivering and have a better understanding with how to structure their delivery ensuring that it is age appropriate. At this time some of the resources are difficult to use within schools as stations have only been provided with physical copies. Allowing these resources to be accessible online will mean that more stations will be able to incorporate the resources within their sessions.	<i>Staff – feedback from stations. A number of stations had not been using the packs as they had not had any guidance with how they should be used to assist with station visits. A video has now been created and added to hotwire, all staff should view this video before completing school visits. If stations require further guidance it is in the policy that they can request a visit from an Education Officer to discuss resources and offer advice.</i>
<b>Disability</b>	Positive	Currently all guidance relating to information packs is provided only in a written format. The video is designed	<i>Staff – Feedback from fire stations</i>

(physical, sensory, mental health, learning disability, long term illness, hidden)		to provide visual support and explain how the contents of the pack can be used to assist with educational visits, the video also highlights key aspects of the policy including importance of safeguarding. This video will be helpful for all staff but specifically for any staff that have difficulty with reading such as those with neurodiverse conditions including dyslexia.	<b><i>There were two main themes within the feedback received from stations. One of which was that not all staff had received training. Therefore they did not feel confident with how the packs can be used to assist them with school visits. Secondly stations only had access to hard copies of the packs and would benefit from a digital version.</i></b>
<b>Gender reassignment</b> (someone proposing to/undergoing/ undergone a transition from one gender to another)	Neutral	It is anticipated that the that impact on this group will not be significantly different due to the minor edits that have been made. <b>Language has been reviewed to ensure that it is appropriate.</b>	<b><i>Equality groups will be consulted when a more in-depth review takes place to update the resources and contents of the pack.</i></b>
<b>Marriage / Civil Partnership</b> (married as well as same-sex couples)	Neutral	It is anticipated that the that impact on this group will not be significantly different due to the minor edits that have been made.	<b><i>Equality groups will be consulted when a more in-depth review takes place to update the resources and contents of the pack.</i></b>
<b>Pregnancy and Maternity</b>	Neutral	It is anticipated that the that impact on this group will not be significantly different due to the minor edits that have been made.	<b><i>Equality groups will be consulted when a more in-depth review takes place to update the resources and contents of the pack.</i></b>
<b>Race</b> (including nationality, colour, national and/or ethnic origins)	Positive	There have been no edits made to the contents of the resources at this time. When the resources were originally implemented they were designed to be inclusive and demonstrate diversity. The next step will be to complete an in-depth review of the resources so that they can be updated. The equality groups will be consulted.	<b><i>Equality groups will be consulted when a more in-depth review takes place to update the resources and contents of the pack.</i></b>
<b>Religion or Belief</b> (people of any religion, or no religion, or people who follow a particular belief (not political)	neutral	<b>Language has been reviewed to ensure that it is appropriate and inclusive. Stations are advised to contact the Education Team should they require any additional support. All stations should refer to</b>	<b><i>Equality groups will be consulted when a more in-depth review takes place to update the resources and contents of the pack</i></b>

		<b>the togetherness policy for guidance. No changes have been made to the contents of the packs</b>	
<b>Sex</b> (men and women)	neutral	<p><i>Consider: how might men and women be affected differently by your policy, project or proposal? Are there more men or more women who will be affected?</i></p> <p><b>Language has been reviewed to ensure that it is appropriate and inclusive.</b></p>	<b>Equality groups will be consulted when a more in-depth review takes place to update the resources and contents of the packs</b>
<b>Sexual Orientation</b> (straight, bi, gay and lesbian people)	neutral	<p><i>Consider: does this proposal, policy or project use any language that could be made gender neutral? Does it involve employees or communities disclosing any information about their family or living situation? What steps have been taken to ensure there is no impact on LGB people?</i></p> <p><b>The language used in the packs has been reviewed to ensure that it is inclusive.</b></p>	<b>Equality groups will be consulted when a more in-depth review takes place to update the resources and contents of the</b>

<b>6. Impacts outside the Equality Act 2010</b>
<b>What other groups might be affected by this policy, project, decision or activity?</b>
Consider the impact on: carers, 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.
As mentioned above we anticipate that changes made including the video designed will make this information more accessible for anyone with dyslexia and also anyone that has a neurodiverse condition. Currently this information is only provided in written format but the video is designed to explain how the packs can be used in a visual format.

7. Legal duties under the Public Sector Equality Duty (s149 Equality Act 2010)	
How does this work help LFB to:	
<b>Eliminate discrimination?</b>	The additional content added to the policy has been designed to compliment the contents of the packs and provide additional support to stations. Currently the information provided is only available in a written format, visual aids have been added to ensure that this information is easily accessible to anyone that would struggle to understand the information in a written format only.
<b>Advance equality of opportunity between different groups?</b>	<i>The language used throughout the packs has been reviewed to ensure that it is inclusive. When a further review is completed to update the contents of the packs and the resources provided the equality groups will be consulted and data used to inform decision making</i>
<b>Foster good relations between different groups?</b>	<i>The language used throughout the packs has been reviewed to ensure that it is inclusive. When a further review is completed to update the contents of the packs and the resources provided the equality groups will be consulted and data used to inform decision making</i>

8. Mitigating and justifying impacts		
Where an <b>adverse</b> impact has been identified, what steps are being taken to <b>mitigate</b> it? If you're unable to mitigate it, is it <b>justified</b> ?		
Characteristic with potential adverse impact (e.g. age, disability)	Action being taken to mitigate or justify	Lead person responsible for action

- This review has not identified any adverse impacts for the changes made. When a more in-depth review has taken place in order to update resources any adverse impact will be identified and steps will be taken to mitigate these.

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



LONDON FIRE BRIGADE

**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.

Sign Off

## Document Control

Signed (lead for EIA / action plan)	Kate Doyle	Date	21/09/21
Sign off by Inclusion Team	Shilla Patel	Date	21/09/21
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: