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# Equality Impact Assessment Form EIA 1

Name of the business case, SOP, SIP, project, service
<b>Disciplinary and Quality Assurance procedures for uniformed staff</b>

File ref:	EIA/Gen/008	Issue No:	1
Date of Issue:	26/01/09	Review date:	26/01/12
Risk assessment completed	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Environmental assessment completed	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

See also Toolkit

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## Part 1 Aims and Implementation of the business case, SOP, SIP, project, service

### 1.1 What is being assessed?

a) **Name of the business case, SOP, SIP, project, service.**

Surrey Fire and Rescue Service Disciplinary and quality assurance procedures for uniformed staff

b) **Is this new or existing?**

New  - Review

c) **What is the main purpose or aims of the business case, SOP, SIP, project, service?**

The aim of the procedure is to provide a disciplinary process for uniformed staff that complies with the ACAS guidance and NJC Scheme and Conditions of Service 6<sup>th</sup> edition 2004 and all equalities legislation as it applies to this procedure. The quality assurance procedure is designed to ensure a comprehensive audit of equipment and standards expected by the Service are met complying with all relevant legislation i.e. the Health & Safety at Work Act etc.

d) **Manager(s) and section or service responsible for completing the assessment.**

Group Manager Ian Lacey

Watch Manager Roger Childs

### 1.2 Who is affected by the business case, SOP, SIP, project, service? Who is it intended to benefit and how?

Uniformed members of staff will be affected by the procedure. They will benefit from these processes by having a fair, transparent and accountable disciplinary and quality assurance process that is delivered equitably across the Service by line managers. The procedure will comply with all equalities legislation as they apply to these procedures.

**1.3 Does the subject of this assessment impact positively or negatively on any of the following areas of people's lives (human rights)? For more information - [see Paper 1](#)**

	Positive	Neutral	Negative
<b>Life</b> (capability to be alive)	<input type="checkbox"/>	x	<input type="checkbox"/>
<b>Physical Security</b> (eg free from violence/fear)	x	<input type="checkbox"/>	<input type="checkbox"/>
<b>Health</b>	<input type="checkbox"/>	x	<input type="checkbox"/>
<b>Education</b> (learning and skills etc.)	<input type="checkbox"/>	x	<input type="checkbox"/>
<b>Standard of Living</b> (independence, dignity and respect)	x	<input type="checkbox"/>	<input type="checkbox"/>
<b>Productive and valued activities</b> (work, care and leisure)	x	<input type="checkbox"/>	<input type="checkbox"/>
<b>Individual, family and social life</b>	x	<input type="checkbox"/>	<input type="checkbox"/>
<b>Participation, influence and voice</b> (decision making)	x	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identity, expression and self-respect</b>	x	<input type="checkbox"/>	<input type="checkbox"/>

**1.4 How does the business case, SOP, SIP, project, service contribute to better community cohesion?**

The procedure will support members of staff to aspire to the standards expected by the Service and this will contribute to better social cohesion by treating internal staff/stakeholders and external stakeholders with fairness and dignity.

**1.5 What is the relevance of the aims of the business case, SOP, SIP, project, service to the equality target groups and the Service's duty to eliminate unlawful racial, disability and gender discrimination; and promote equality of opportunity?**

This procedure supports the Service's equality and diversity procedures. By monitoring the cases being investigated under the formal discipline process and auditing under the quality assurance process it will support the Service's duty to eliminate unlawful; racial, disability and gender discrimination by establishing and maintaining ethical standards of performance and behaviour .

**1.6 How is, or will the business case, SOP, SIP, project or service, procedure, strategy or service, to be put into practice and who is, or will be responsible for it?**

The procedure will be championed and managed by the Senior Manager-Service Policy. It will be implemented, as required, by line managers when the need arises both informally and formally and monitored by the Group Manager, Discipline / Quality Assurance Team-Service Policy. All employees will have a responsibility for discipline and setting service standards.

## Part 2 Consideration of data and research

### 2.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken.

Census data: Yes  - No  [Link](#) Staff survey, Yes  No  Other info [Link](#)

Other quantitative and qualitative data:

Consultation information considered: ACAS guidance disciplinary and grievance Part 1, ACAS guidance discipline part 2, NJC Scheme of conditions of service 6<sup>th</sup> edition 2004, Surrey County Council Disciplinary policy and procedure and guidance, Oxfordshire Fire and Rescue Service Disciplinary policy and procedure and guidance, various legislation including: Employments Rights Act 1996, Race Relations Act, Equal Pay Act, Sex Discrimination Act, Disability Discrimination Act etc.

### 2.2 Equalities profile of users or those intended to benefit from the business case, SOP, SIP, project or service, procedure, project or service.

Census data: Yes  - No  [Link](#) Staff survey, Yes  No  Other info [Link](#)

Other data:

### 2.3 Evidence of complaints against the SOP, SIP, project, service on grounds of discrimination.

None

### 2.4 Have you carried out any consultation or research on the business case, SOP, SIP, Project or Service?

Yes:  Fill out questions 2.5 and 2.6

No:  [Got to Part 3](#)

### 2.5 What does the consultation, research and/or data indicate about the negative impact of the business case, SOP, SIP, project, service?

There is no evidence to show any negative impact of the disciplinary procedure or quality assurance on one or more groups of people.

**2.6 What does the consultation, research and/or data indicate about the positive impact of the business case, SOP, SIP, project, service?**

The positive impact of the disciplinary and quality assurance procedures is that staff will have access to a disciplinary and quality assurance procedures that are fair, equitable, transparent and proportionately applied by line managers. There has been limited consultation with stakeholders as the procedure primarily is focused internally. To date this has been with the recognised trade unions in the workplace.

### **Part 3 Assessment of impact**

#### **3.1 Ethnicity: Testing of disproportional, adverse, neutral or positive impact**

a) From the evidence available, does the business plan, SOP, SIP, project, or service affect or have the potential to affect ethnic groups differently?

Yes:  No:  If No [go to 3.2](#)

b) Identify the effect of this business case, SOP, SIP, project or service on different race groups from information available.

c) How is the target race group reflected in the take up of the service?

Census data: Yes  - No  [Link](#) Staff survey, Yes  No   
Other info [Link](#)

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	
Neutral Impact	
Positive impact	

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one ethnic group or for another legitimate reason?

**3.2 Gender/Transgender: Testing of disproportionate, adverse, neutral or positive impact**

a) From the evidence available, does the business case, SOP,SIP, project or service affect or have the potential to affect men, women or transgender people differently?

Yes:  No:  If No [go to 3.3](#)

b) Identify the effect of this business case, SOP, SIP, project or service on different gender groups from information available.

c) How are men, women and transgender people reflected in the take up of the service?

Census data: Yes  - No  [Link](#) Staff survey, Yes  No   
Other info [Link](#)

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	
Neutral Impact	
Positive impact	

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one gender or for another legitimate reason?

**3.3 Disability: Testing of disproportionate, adverse, neutral or positive impact.**

a) **From the evidence available, does the business case, SOP, SIP, project or service affect or have the potential to affect disabled people differently?**

Yes:  No:  If No [go to 3.4](#)

b) **Identify the effect of this business case, SOP, SIP, project or service on disabled people from information available.**

Dyslexic staff may suffer a negative impact due to layout, typeset and format for delivery.

c) **How are disabled people reflected in the take up of the service?**

Census data: Yes  - No  [Link](#) Staff survey, Yes  No  Other info [Link](#)

d) **If yes, do any of the differences amount to?**

	<b>Reason, evidence, comment</b>
<b>Barriers, negative impact or unlawful discrimination</b>	Negative impact, however, control measures will be recommended in order to redress the balance to ensure this group is not disadvantaged.
<b>Neutral Impact</b>	
<b>Positive impact</b>	

e) **If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for disabled people or for another legitimate reason?**

The negative impact cannot be justified on the grounds of promoting equality of opportunity or any other legitimate reason.

**3.4 Age: Testing of disproportionate, adverse, neutral or positive impact**

a) From the evidence available, does the business case, SOP, SIP, project or service affect or have the potential to affect age groups differently?

Yes:  No:  If No [go to 3.5](#)

b) Identify the effect of this business case, SOP, SIP, project or service on different age groups from information available.

c) How are the different age groups reflected in the take up of the service?

Census data: Yes  - No  [Link](#) Staff survey, Yes  No   
Other info [Link](#)

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	
Neutral Impact	
Positive impact	

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one age group or for another legitimate reason?

**3.5 Gay, Lesbian, Bisexual and Heterosexual : Testing of disproportionate, adverse, neutral or positive impact**

a) From the evidence available, does the business case, SOP, SIP, project or service affect or have the potential to affect gay, lesbian, bisexual and heterosexual people differently?

Yes:  No:  If No [go to 3.6](#)

b) Identify the effect of this business case, SOP, SIP, project or service on gay, lesbian, bisexual and heterosexual groups from information available.

c) How is sexual orientation reflected in the take up of the service?

Census data: Yes  - No  [Link](#) Staff survey, Yes  No   
Other info [Link](#)

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	
Neutral Impact	
Positive impact	

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for gay, lesbian, bisexual and heterosexual people or for another legitimate reason?

**3.6 Religion, Belief: Testing of disproportionate, adverse, neutral or positive impact**

a) From the evidence available, does the business case, SOP, SIP, project or service affect or have the potential to affect religious, belief groups differently?

Yes:  No:  If No [go to 3.7](#)

b) Identify the effect of this business case, SOP, SIP, project or service on different religious, belief groups from information available

c) How are religious and belief groups reflected in the take up of the service?

Census data: Yes  - No  [Link](#) Staff survey, Yes  No   
Other info [Link](#)

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	
Neutral Impact	
Positive impact	

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one religious, belief or for another legitimate reason?

**3.7 Other: Additional groups that may experience impacts - testing of disproportionate, adverse, neutral or positive impact.**

a) From the evidence available, does the business case, SOP, SIP, project or service affect or have the potential to affect other groups differently?

Yes:  No:  If No [go to Part 4](#)

b) Identify the effect of this business case, SOP, SIP, project or service on different other groups from information available

c) How are other groups reflected in the take up of the service?

Census data: Yes  - No  [Link](#) Staff survey, Yes  No   
Other info [Link](#)

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	
Neutral Impact	
Positive impact	

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for other group or for another legitimate reason?

## **Part 4 Measures to mitigate disproportionate or adverse impact or improve on neutral or positive impacts.**

- 4.1 If there is any negative impact on any target equality group identified in Section 3, is the impact intended or legal?**

There is no negative impact intended.

- 4.2 Specify measures that can be taken to remove or minimise the disproportionate or adverse effect identified in Section 3. If none were identified in Section 3; identify how disproportionate impact or adverse effect could be avoided in future.**

A disproportionate impact should be avoided by an equality assessment review being undertaken at the completion of each formal disciplinary and quality assurance process. This will be undertaken by a member of the HR team and quality assurance team depending on the type of process.

- 4.3 If there is no evidence that the business case, SOP, SIP, project or service, procedure, strategy or service promotes equality, equal opportunities or improves relations within equality target groups, what amendments could be made to achieve this?**

The procedure promotes equality and equal opportunity by taking formal and informal disciplinary action against those members of staff who do not comply with Service policy and procedures or meet service standards.

- 4.4 If a neutral or positive impact has been identified, can that impact be improved upon (continuous improvement)? What are the improvements that can be made? Can they be applied elsewhere in the SFRS?**

The monitoring data will be gathered and stored in accordance with the Services Data Protection procedures and analysed to identify any trends and inform future training delivery relating to disciplinary and quality assurance matters.

- 4.5 How will any amended business case, SOP, SIP, project or service, procedure, strategy or service be implemented, including any necessary training?**

The procedure is a revision of the existing discipline and quality assurance processes. The Service provided training delivered by ACAS a few years ago for the discipline process. There will be facility to vary the type, font and style for staff that have reading difficulties.

## Part 5 Conclusions and recommendations

### 5.1 Does the business case, SOP, SIP, project or service comply with equalities legislation, including the duty to promote race, disability and gender equality?

Yes:  No:

### 5.2 What are the main areas requiring further attention?

The procedure will be communicated across the organisation. Additional support will be provided to staff as the need arises with guidance being offered at all levels by the Group Manager Service Policy

### 5.3 Summary of recommendations for improvement

Procedure and monitoring form to be made available in different fonts, styles and formats in order to support staff with reading difficulties.

### 5.4 What equality monitoring, evaluation, review systems have been set up to carry out regular checks on the effects of the business case, SOP, SIP, project, service?

(Give details)

Procedure to be reviewed three yearly. Annual collation of data to be conducted to analyse groups of staff being investigated and the quality assurance procedures being used.

### 5.5 When will the amended business case, SOP, SIP, project, service be reviewed?

Reviewed in three years by Group Manager, Discipline and Quality Assurance Team.

<b>Date completed:</b>	<b>17/11/08</b>	<b>Signed by (person completing)</b>	
		<b>Role of person completing</b>	<b>Group Manager</b>
<b>Date:</b>	<b>17/11/08</b>	<b>Signed by (Manager)</b>	

## Part 6 Equality impact assessment improvement plan

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

1. Lower the negative impact, and/or
2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, ie increase the positive impact
4. If no actions [go to Part 7](#)

**Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:**

Area of negative/neutral impact	Changes proposed	Lead Manager	Timescale	Resource implications	Comments
Dyslexic staff	Make procedure and monitoring form available in different formats	Group Manager Service Policy Discipline /Quality Assurance	To run in tandem with delivery and implementation of procedure.	Business support resources to alter, produce and deliver new report format.	Lead investigator/ auditor to ask person under investigation /audit whether they require an alternative format.

**Part 7 Equality impact assessment summary report**

The results of equality impact assessments must be published. Please complete this summary, which will be used to publish the results of your impact assessment on the Service’s website, and return it to Business Support.

**Date of assessment:** 17/11/08

**Manager(s) name:** Ian Lacey **Role:** Group Manager

**Business case, SOP, SIP, project or service, procedure, strategy or Service, that was impact assessed:**

Disciplinary / Quality assurance procedure for uniformed staff

**Summary of findings:**

Procedure and report to be made available in different fonts, styles and format depending on staff reading disability.

**Summary of recommendations and key points of action plan:**

As above.

Procedure and monitoring form to be made available on request in different fonts, styles and formats depending on staff reading disability.

<b>Groups that this business case, SOP, SIP, projector service will impact upon *</b>															
Race		Gender		Sexual Orientation		Age		Disability		Religion/ Belief		Other		All	
+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>					

\* This information should be transposed to the front page of the Business case, SOP, SIP, project or service/Procedural document