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Equality Impact Assessment

Name of the business case, SOP, SIP, project, service
Attendance at an Automatic Fire Alarms (AFA)

File ref:	EIA/OISOP 1.7/007	Issue No:	1
Date of Issue:	16/01/09	Review date:	16/01/10
Risk assessment completed	Yes <input checked="" type="checkbox"/> No <input 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.

Attendance at an Automatic Fire Alarms (AFA)

- b) Is this new or existing?

New - Review

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

To inform operational personnel how to deal with calls to AFA's safely and professionally

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

David Warby – Policy and Resilience

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

This procedure affects operational personnel attending the AFA and members of the public who live or work in the premises where the AFA has actuated. The procedure is intended to guide operational personnel to successfully complete the attendance and search for the reason for the AFA actuation. This procedure is also designed to help protect the public by confirming whether a fire has started or not. This is also a great opportunity to give fire safety advice should it be appropriate.

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

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

The response that Surrey Fire and Rescue Service (SFRS) gives to attending an AFA is dependant on the most appropriate response to the type of premise rather than on the individual. Opportunities for cross-cultural contact are present when attending an AFA though the safety of both the personnel attending and the public are first priority. Whether it is for religious reasons or plain politeness, operational personnel should be respectful of areas where, providing it is considered safe to do so, they can accommodate the feelings of those within the premises. As an example, as long as there is no obvious sign of fire, crews may take their boots off when entering the local Mosque.

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?

Due to the nature of the procedure – not applicable

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?

This procedure is the responsibility of and used by Service delivery.

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:

There is no data at present that can map premises attended due to an AFA with the type of person that lives or works within that premises.

Some degree of statistical information can be taken from the Home Fire Risk Check database but at present there are not enough entries to gain any meaningful results.

Some data on the numbers of Eastern European's in Surrey has been provided but not what type of premises they live or work in.

Nationally it is recognised that an above average number of certain ethnic minorities and one parent families do live in Hostels but this has not been confirmed in Surrey to my knowledge.

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.

There have been no complaints regarding discrimination in relation to SFRS attendance at AFA's

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?

Where the AFA has proved to be due to a non-fire related reason the occupants have been reassured that the premises is safe and allowed back in. Where the AFA has proved to be due to a hazardous/fire related reason the incident has been dealt with appropriately by the Service.

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

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.

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?

	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 disabled people or for another 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?**

Not applicable

- 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.**

Service wide training on common courtesy and respect for other cultures and religious beliefs. Consider methods to overcome barriers in communications either through language or disability.

- 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 act of carrying out the procedure in itself neither promotes a positive or negative impact on equality. It is, as with at all other times, when the Service comes into contact with the diverse communities of Surrey that has an impact.

- 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 procedure itself cannot be improved upon but the way in which personnel communicate and act when they come into contact with members of the public may be improved through training. See 5.2 and 5.3

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

Depending on the level of change or update any amendments may be implemented through the surreyfire.info or through Learning and Development structured training package.

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?

Though some Station personnel within Surrey have been instructed on how to pick up on clues to a member of the public's cultural or religious protocol and how we can accommodate these, safety permitting, when entering their premise or when interacting with them, this can't be taken as correct for all operational personnel within SFRS.

5.3 Summary of recommendations for improvement

A training package that covers how we introduce our selves, common courtesy and respect.

If, for instance, when entering a premises personnel are greeted by a woman in full Burka possibly indicating a staunch Muslim household, a female Firefighter should accompany the woman if appropriate rather than a male Firefighter.

Consider methods to overcome barriers in communications either through language or disability.

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)

An annual review has been in place but a new risk based program of reviews is being developed. Any major changes will be cascaded through to all personnel through the Snet, Service Delivery Team meetings (Area, Borough, Station and Watch), Learning and Development training programme.

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

- a) Receipt of new information.
- b) As a result of an investigation.
- c) When introducing new vehicles, equipment and technology.
- d) When introducing change to or new working procedures.
- e) In any event after a period of three years.
- f) At any other time when the current procedure is deemed to be invalid.

Date completed:	16/07/08	Signed by (person completing)	David Warby
		Role of person completing	Watch Manager
Date:		Signed by (Manager)	

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

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: 16 July 2008

Manager(s) name: **Role:**

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

Attendance at an Automatic Fire Alarm (AFA)

Summary of findings:

No detrimental discrimination/equality issues.

Summary of recommendations and key points of action plan:

None specific for the AFA procedure but a generic requirement for training of common courtesy and, safety permitting, adherence to cultural or religious customs for all occasions when SFRS personnel come into contact with members of the public. Consider methods to overcome barriers in communications either through language or disability.

Groups that this business case, SOP, SIP, projector service will impact upon *															
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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