| Policy / Project / Function | Technical F | Response Units | | | Date of Analysis | | | 17/5/21 | |
|--|---|---------------------|---|------------|------------------|----------|-----------|--|--|
| Analysis Rating: please tick 1 box ✓ (The analysis rating is identified after the analysis has been completed - See Completion Notes). | RED | | AMBER | | GREEN | √ | ac air | oportionate means hieving a legitimate m/can be jectively justified. | |
| Please list methods used to analyse impact on people (e.g. consultations forums, meetings, data collection) | | | Internal consultation undertaken seeking feedback on the proposed move of resources, including impact on individuals/stations. External consultation email sent to key agencies which may have an interest in the proposed changes. Data collection to support proposal Advice sought from EDI group member | | | | | | |
| Please list any other policies that are or referred to as part of this analysis | Integrated Risk Management Plan | | | | | | | | |
| Please list the groups of people pote affected by this proposal. (e.g. applic employees, customers, service user members of the public) | Service users, supporting agencies, stations, staff members | | | | | | | | |
| What are the aims and intended effe | cts of this pr | roposal (p | project, policy | y, functio | n, service)? | | | | |
| LFR has a number of stand-alone assets and capabilities are maintained to deliver a specific provision when attending incidents that require a specialist or technical requirement. These are specialist assets that come under the banner of Technical Response Units (TRU). These TRUs are vans which carry specialist equipment not carried on fire appliances. LFR is to commence a procurement of TRUs as the current vans have reached the end of their lifespan. As part of this procurement exercise LFR intends to redeploy these vehicles to locations identified based on evidence of need gathered over a prolonged period. This document will consider the impact the redeployment will have on stakeholders (both internal and external) Is any Equality Data available relating to the use or implementation of this proposal (policy, project, or function, service? Please Tick (See Completion notes) | | | | | | | | | |
| YES: | YES: NO: ✓ | | | | | | | | |
| List any Consultations e.g. with employees, service users, Unions or members of the public that has taken place in the development or implementation of this proposal (project, policy, function)? | | | | | | | | | |
| Consultation has taken place with internal staff and key external agencies. | | | | | | | | | |
| Financial Analysis If applicable, state any relevant cost implications (e.g. expenses, returns or savings) as a direct result of the implementation of this policy, project, or function. | | | | | | | | | |
| Costs (£) TBC | | Projected Returns £ | | | | | | | |
| Implementation £ | | Pro | Projected Savings £ | | | | | | |

| What impact will the implementation of this proposal have on people who share characteristics protected by <i>The Equality Act 2010</i> ? ✓ (See Completion notes) | | | | | | |
|---|----------|----------|-----------|---|--|--|
| Protected | Neutral | Positive | Negative | Evidence of impact and if applicable, justification if determining proportionate means of achieving legitimate aims | | |
| Characteristic: | Impact: | Impact: | Impact: | exists | | |
| Characteristic. | impact. | impact. | iiiipaci. | GAISIO GAISIO | | |
| Sex | ✓ | | | | | |
| (Men and Women) | | | | | | |
| Race | ✓ | | | | | |
| (All Racial Groups) | | | | | | |
| Disability | ✓ | | | | | |
| (Mental, Physical, and Carers of | | | | | | |
| Disabled people) | | | | | | |
| Religion or Belief | ✓ | | | | | |
| | | | | | | |
| Sexual Orientation | ✓ | | | | | |
| (Lesbian, Gay, Bisexual, | | | | | | |
| and Straight) | | | | | | |
| Pregnancy and Maternity | ✓ | | | | | |
| | | | | | | |
| Marital Status | ✓ | | | | | |
| (Married and Civil Partnerships) | | | | | | |
| Gender Reassignment | ✓ | | | | | |
| Includes non-binary) | | | | | | |
| Age | ✓ | | | | | |
| (People of all ages) | | | | | | |
| , , , , , , , , , , , , , , , , , , , | | | | | | |

| What impact will the implementation of this proposal have on people who are impacted by and / or local factors that sit outside the Equality Act 2010 (non-legislative). Examples include social | | | | | |
|--|---------|----------|----------|---|--|
| economic factors (i.e. poverty and or isolation), caring responsibility, unemployment, homelessness, urbanisation, rurality, health inequalities any other disadvantage. < | | | | | |
| Identified impact non-legislative | Neutral | Positive | Negative | Evidence of impact and if applicable, justification if determining proportionate means of achieving legitimate aims | |
| factor. | Impact: | Impact: | Impact: | exists | |
| Employees who lose this specialist | | | 1 | Employees at those stations who lose this specialist resource may be impacted through reduced call out (economic | |
| resource from their station | | | • | impact) / losing skill set. Decision based on sound analysis over a period of time. | |
| Employees who gain this specialist | | ./ | | Employees at those stations who gain this specialist resource may be impacted through increased call out/gaining | |
| resource at their station | | v | | additional skill set. Decision based on sound analysis over a period of time. | |
| | | | | | |

| This Equality Impact Analysis was completed by | (Name and Department): |
|--|------------------------|
|--|------------------------|

| Action Plan Owner: | Commencement date: | Commencement date: | | | | | |
|---|--|--------------------|--------------------|-------------|--|--|--|
| As a result of performing this analysis, what actions are proposed to remove or reduce any negative impact of adverse outcomes identified on people (employees, applicants customers, members of the public etc) who share characteristics protected by <i>The Equality Act 2010 or are non-legislative characteristics</i> ? | | | | | | | |
| Action Planning | | | | | | | |
| Identified Impact Protected Characteristic or local non-legislative factor | Recommended Actions | Responsible Lead | Completion Date | Review Date | | | |
| Staff who lose resource from their station | Communicate with staff the statistical information behind the decision to relocate the resource. Support staff who may be adversely affected by losing their skill sets, or reduced call out Consider: Leading and Managing Change - e-course on Lincs2Learn (may help support change) Personal Resilience (Health and Wellbeing) - e-learning course on Lincs2 Learn (may help build upon and improve personal resilience) | Spencer Creek | | | | | |
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| | Completion Notes: |
|--------------------------------------|--|
| Analysis Ratings: | The analysis rating is located at the top of the document so that if you have several impact assessments you will be able to determine priority impact status. To assure the analysis determines the rating, the rating should not be determined before the analysis has been completed. |
| | Red: As a result of performing this analysis, it is evident a risk of discrimination exists (direct, indirect, unintentional, or otherwise) to one or more of the nine groups of people who share <i>Protected Characteristics</i> (and / or local non-legislative factors). 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 this risk of discrimination (is <i>objectively justified</i> , and/or the use of this proposal (policy, activity, function) is a <i>proportionate means of achieving a legitimate aim</i> ; this should be indicated and further professional advice taken. |
| | Amber: As a result of performing this analysis, it is evident a risk of discrimination (as described above) exists and this risk may be removed or reduced by implementing the actions detailed within the <i>Action Planning</i> section of this document. |
| | Green: As a result of performing this analysis, no <i>adverse effects</i> on people who share Protected Characteristics and / or local non-legislative factors are identified - no further actions are recommended at this stage. |
| Equality Data: | Equality data is internal or external information that may indicate how the activity or policy being analysed can affect different groups of people who share the nine Protected Characteristics and / or local non-legislative factors. Examples of Equality Data include: (this list is not definitive) |
| | 1: Application success rates by Equality Groups 2: Complaints by Equality Groups 3: Service usage and withdrawal of services by Equality Groups 4: Grievances or decisions upheld and dismissed by Equality Groups |
| Legal Status: | This document is designed to assist organisations in "Identifying and eliminating unlawful Discrimination, Harassment and Victimisation" as required by The Equality Act Public Sector Duty 2011. |
| | The NFCC/FRSs may be keen to extend "due regard" to local/non-legislative factors such as social economic factors (i.e. poverty and or isolation), caring responsibility, unemployment, homelessness, urbanisation, rurality, health inequalities any other disadvantage. tel:completion-notes). What impact will the implementation of this proposal have on people for which there is no legal requirement? (consider each local non-legislative factor separately). |
| | Doing this analysis may also identify opportunities to foster good relations and advance opportunity between those who share Protected Characteristics and / or local non-legislative factors and those that do not. |
| | An EqlA is not legally binding and should not be used as a substitute for legal or other professional advice. |
| Objective And/or Proportionate | Certain discrimination may be capable of being defensible if the determining reason is: (i) objectively justified (ii) a proportionate means of achieving a legitimate aim of the organisation |
| | For <i>objective justification</i> , the determining reason must be a real, objective consideration, and not in itself discriminatory. To be 'proportionate' there must be no alternative measures available that would meet the aim without too much difficulty that would avoid such a discriminatory effect. Where (i) and/or (ii) is identified it is recommended that professional (legal) advice is sought prior to completing an Equality Impact Analysis. |