








Equality Impact Assessment (EIA) Reporting Form

For any advice, support or guidance about completing this form please contact the DiversityTeam@merseyfire.gov.uk or on 0151 296 4236

Section 1: EIA Details

1.1) Author	<input type="text" value="Hill, Francis"/>
1.2) Responsible Officer	<input type="text" value="Berry, James"/>  
1.3) Function	<input type="text" value="Prevention and Protection"/> 
1.4) Department	<input type="text" value="Select a Department..."/> 
1.5) What is the status of this EIA? If "Revision" is selected, please ensure "1.7) Date of EIA" is revised and "1.5.1) Which sections have been revised?" is completed.	<input type="text" value="New"/> 
1.6) Title of EIA	<input type="text" value="SAFE (Safety Advice Fire Education)"/>
1.7) Date of EIA	<input type="text" value="17/08/2015"/> 
1.8) What does the EIA relate to?	<input type="text" value="Project"/> 
1.9) Title reference of SI/policy/report/event/project	<input type="text" value="SAFE (Safety Advice Fire Education)"/>
1.10) SI Policy Number of SI/policy/report/event/project	<input type="text" value="SAFE (Safety Advice Fire Education)"/>

Section 2: Initial Assessment

2.1) What are the legitimate aims or purposes of the SI/policy/report/event/project?

MF&RS for a number of years has delivered a fire setter programme called FACE. This product has become dated and was in need of modernisation. A new product has been developed to replace FACE, this product will be branded as SAFE (Safety Advice Fire Education) and is designed to engage with youths who have been identified as having the potential to set fires.

2.2) Who will be affected?

Members of the Public

2.3) Which of the protected groups below does this impact on for an initial assessment?

Protected Characteristics	Positive Impact	Negative Impact	Neutral
Age	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Disability	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion & Belief	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Gender Reassignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Marriage & Civil Partnership	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Pregnancy and Maternity	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Socio-Economic Disadvantage	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.4) Has there been any positive or negative impact identified as part of the Initial Assessment for this SI/Policy/report/event/project? Yes No

2.5) Please supply supporting comments as to why you feel there is no positive/negative impact caused as part of the Initial Assessment for this SI/Policy/report/event/project?

Section 3: Monitoring

Summarise the findings of any monitoring data you have considered regarding this SI/policy/report/event/project. This could include data which shows whether it is having the desired outcomes and also its impact on members of different equality groups.

3.1) What monitoring data have you considered?

Capita requires the recording of data from SAFE visits which enables us to extrapolate relevant E&D data.


3.2) What did it show in relation to Equality Impacts?

Learning Disability was identified as a 'gap' in services as previous FACE visits have often included those with a diagnosed a Learning Disability.

3.3) What future monitoring of effects/outcomes will be recorded?

All prevention staff delivering SAFE will complete a feedback form which will enable the Prevention Management Team to monitor and record outcomes.

3.4) Supporting Document

 [Click here to attach a file](#)

Section 4: Research

Summarise the findings of any research you have considered regarding this SI/policy/report/event/project. This could include quantitative data and qualitative information; anything you have obtained from other sources e.g. CFOA/CLG guidance, other FRSs, etc.

4.1) What research have you considered?

Visits were undertaken to several fire services across the country including the CFOA Fire Setting Lead based in Tyne & Wear. The team have attended a national fire setters conference plus several fire setter specific CFOA working parties.

Consulted with the 6 Prevention districts who are practitioners of the current FACE.

Met with the Chief Executive of [Mencap](#) Liverpool.

Met with EHAT (Early Help Assessment Team) in Liverpool City Council to discuss the referral mechanism.


4.2) What did it show in relation to Equality Impact?

We highlighted Learning Disability was not effectively addressed, this has now been factored into the new programme.

4.3) What did the exercise tell in relation to Equality Impact?

We need to consult with specialists in order to provide a package suitable to the needs of the learning disabilities community.

4.4) Supporting Document

 [Click here to attach a file](#)

Section 5: Consultation

Summarise the opinions of any consultation. Who was consulted and how? (This should include reference to people and organisations identified in 3.2). Outline any plans to inform consultees of the results of the consultation.

5.1) What Consultation have you undertaken to help identify any further equality issues?

Consulted with the 6 Prevention districts who are practitioners of the current FACE.

Met with the Chief Executive of Mencap Liverpool.

Met with EHAT (Early Help Assessment Team) in Liverpool City Council to discuss the referral mechanism.


5.2) What did it say?

We present our package to Mencap who provided us with ideas on how to adapt our package to best suit the needs of the disability community.

5.3) Which Groups/persons?

**Preventions staff
Learning disability community
EHAT staff L.A.**

5.4) Supporting Document

 [Click here to attach a file](#)

Section 6: Conclusions

Taking into account the results of the monitoring, research and consultation, set out how the SI/policy/report/event/project could impact on people from the following protected groups? (Include positive and/or negative impacts)

(a) Age

Research shows that a young person will experiment with fire at an early age as they don't understand the causal effect/consequences. The SAFE programme has been devised as a tool to engage with adolescents.

(b) Disability (including mental, physical and sensory conditions)

It was identified that FACE did not consider the needs of the learning disabilities community. Therefore we consulted with Mencap in order to ensure we have maximised the potential to engage with those young people with learning and cognitive disabilities .

(c) Race (include: nationality, national or ethnic origin and/or colour)

N/A

(d) Religion or Belief

N/A

(e) Sex (include gender reassignment, marriage or civil partnership and pregnancy or maternity)

N/A

(f) Sexual Orientation

N/A

(g) Socio-economic disadvantage

Previous history has shown us that the majority of fire setters come from areas of deprivation within Merseyside. This package will predominantly be utilised in areas such as this.

Section 7: Decisions

If the SI/policy/report/event/project will have a negative impact on members of one or more of the protected groups, explain how it will change or why it is to continue in the same way. If no changes are proposed, the SI/policy/report/event/project needs to be objectively justified as being an appropriate and necessary means of achieving the legitimate aim set out in 3.1

N/A

Section 8: Actions (Admin Use Only)

8.1) Actioned Required

Yes No

8.2) Details of Action Required

8.3) DAG Consultation Required

Yes No

8.4) Approved

Yes No

8.5) Responsibility Of

Hill, Francis

8.6) Completed By

25/08/2015



8.7) Review Date

16/08/2016



Section 9: Equality & Diversity Sign Off (Admin Use Only)

9.1) Signed off by Wendy Kenyon

25/08/2015

