

EQUALITY IMPACT ANALYSIS

Overview Details			
Function /Department	POD	Date Of analysis	July 2022
Title and overview of what is being assessed / considered	Implementation of Coaching and Mentoring	Review Date	
Who will be affected by this activity? (Please tick) Station Managers and above		Staff <input checked="" type="checkbox"/>	Public <input type="checkbox"/>
Author of Equality Impact Analysis	Lynn Hughes	Equality Analysis quality assured by (Member of the POD team)	Mo Jogi

The purpose of undertaking an equality impact analysis and assessment is to understand the potential and/or actual impact that a service or policy may have on protected groups within the Equality Act (2010). The protected groups are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and / or belief
- Sex (gender)
- Sexual orientation
- Socio-economic disadvantage (Although not one of the 9 protected groups MFRA recognise that Socio-economic disadvantage affects many deprived communities within Merseyside.)

People who are protected from discrimination on the basis of any of these characteristics are described in this document as belonging to one or other “protected group”. In addition, equality analysis can be applied to groups of people not afforded protection by the Equality Act, but who often face disadvantage and stigma in life in general and when trying to access services & employment opportunities. Such groups include homeless people, sex workers, people who misuse drugs and other groups who experience socio economic disadvantage & others. This

template has been developed following consultation with staff and other external stakeholders including reference to the National Fire Chiefs Councils (NFCC) [equality impact assessment toolkit](#) as well as the [Maturity Models and Workforce Good Practice Frameworks](#) developed by the NFCC which MFRS will use to underpin EIAs as wider work on improvement.

Impact Analysis

1	<p>What evidence have you used to think about any potential impact on particular groups? (Please highlight any evidence that you have considered to help you address what the potential impact may be)</p> <p>Example evidence:</p> <ul style="list-style-type: none"> • ONS Census data • Regional or local demographic information • MFRS reports & data • NFCC Reports/Guidance • Home office/Local government Reports • Risk Assessments • Staff survey results • Research / epidemiology studies • Updates to legislation • Engagement records or analysis <p>NFCC Equality of Access documents – We encourage you to click on the following link to access a series of ‘equality of access documents’, developed by the National Fire Service Council (NFCC) & reference the data and information highlighted.</p> <p>Some aspects of these documents will help you provide information, awareness, and data to support:</p> <ul style="list-style-type: none"> • Integrated Risk Management Plans 	<p>Consideration of European Council of Mentoring and Coaching (EMCC) Code of Conduct, which recognises equality and diversity as part of the code. This states:</p> <ul style="list-style-type: none"> • adherence to organisational diversity statements and policies • avoidance of knowingly discriminating on any grounds and enhance their own awareness of possible areas of discrimination • Being cognisant of the potential for unconscious bias and seek to ensure that they take a respectful and inclusive approach which embraces and supports individual difference • Challenging in a supportive way any colleagues, employees, service providers who are perceived to be using discriminatory behaviour • Monitoring their own spoken, written, and non-verbal communication for inadvertent discrimination • Participation in development activities that are likely to increase their self – awareness in relation to equality and diversity. <p>Recognition and inclusion of the EMCC Diversity and Inclusion declaration which empowers Coaches, Mentors and Supervisors to incorporate Diversity and Inclusion in their everyday practice. The vision to strive to embrace and respect the uniqueness of the individual, their talents and potential is fundamental in our organisational strategy.</p> <p>Consideration of National Fire Chiefs Council Leadership Strategy, which highlights the expectation that everyone, should demonstrate the values and behaviours outlined in it. For example, one of the behaviours is to value, respect and promote equality and diversity.</p> <p>The NFCC maturity model refers to different elements of practice at different levels from 1 to 4 with level 4 being best practice. Coaching and mentoring practice aligns to many level 4 behaviours across all work streams. An example from performance management references coaching and ongoing feedback is applied by managers at all levels.</p> <p>Furthermore, research highlighted by People Management highlighted six reasons why diversity is important in respect of coaching and mentoring:</p>
---	--	--

	<ul style="list-style-type: none"> • Service delivery strategies • Positive action and recruitment plans • Workforce improvement plans • Community engagement activities • and, will prompt conversations within the workplace. <p>Each document provides a significant amount of data and information, including research undertaken and risk-based evidence, and then goes into some ideas for actions which Services can use based on the information and their individual circumstances</p>	<ul style="list-style-type: none"> • It is about understanding the mind-set of a coachee within a larger context of culture, religious belief, class and socio – economic realities, not just the content of their coaching/mentoring issue. It is the recognition that learning is happening at an individual level • A homogenous group of coaches/mentors limits the capabilities of the coaching profession, containing it within the parameters of a smaller lens and a particular set of values. The coaching and mentoring community should instead reflect the variety and diversity of employees. • The greater diversity of coaches/mentors the more likelihood of providing a better match for all employees • Increasing the diversity of coaches will also dismantle barriers some employees face when seeking a coach or mentor and contribute to a greater quality of coaching for all • For some people , if they cannot find a coach/mentor that resembles them , their beliefs, their culture or other facets of their life, it may delay or prevent them from taking up an opportunity to be coached • According to a recent study by Utopia, ethnic minority individuals feel they have to mask their true personalities at work. A lack of diversity amongst coaches and mentors means there is a real risk a coachee/mentee with an ethnic background may unconsciously edit which parts of their whole self they bring to the conversation and unknowingly limit their overall experience <p>Similarly, diversity mentoring and coaching can build understanding of the value of diversity on a strategic level- how the organisation as a whole can benefit from inclusion and from ensuring that the talents from disadvantaged groups are developed and utilised. It has become strongly connected to corporate social responsibility, adding value to corporate branding and helping to attract a diverse workforce. Coaching and mentoring also needs to address the need to build capability with the understanding of neurodiversity and how it presents in coaching relationships. Coaching can support clients with neuro- cognitive variability and how to support them to work at their best.</p>	
2	<p>Do you have all the evidence you need in order to make an informed decisions about the potential impact? (Please tick)</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p> <p>If you feel that you do not have enough evidence to make an informed decision then you will need</p>

		If you feel that you have enough evidence, then you will not need to undertake any engagement activity	to undertake engagement activity with the staff or members of the public as applicable
--	--	---	---

<p>3</p>	<p>What engagement is taking place or has already been undertaken to understand any potential impact on staff or members of the public?</p> <p>Examples include:</p> <p><u>Public</u></p> <ul style="list-style-type: none"> • Interviews • Focus groups • Public Forums • Complaints, comments, compliments <p><u>Staff</u></p> <ul style="list-style-type: none"> • Staff events / workshop • Existing staff meetings / committees • Staff Networks • Representative Bodies • Annual Staff Survey questions 	<p>Selection, training, continuing professional development and one to one reviews with 40 trained coaches. Provision of supervision, quality assurance and support to elicit data about access, best practice and extent of coaching.</p> <p>Extensive staff engagement about appraisals and learning solutions making coaching and mentoring more accessible and overcoming possible barriers, direct or indirect. Conscious or unconscious.</p>	
<p>4</p>	<p>Will there be an impact against the protected groups as described in the Equality Act (2010)?</p> <p>Summarise what impact there may be against each of the protected groups. Embed or provide a hyperlink to any rrts or electronic files to which you are referring.</p> <p>Please remember when considering any possible impacts, these may be positive or negative and that there may be different impacts for our own staff when compared to those possible impacts on members of the community. Please detail clearly if the impacts are for staff or the wider community.</p> <p>It is also important to note that there may not be an impact on some of the protected groups if this should be the case please tick the not applicable</p>	<p>What is the actual or potential impact on age?</p> <p>Age range and experience of coaches and mentors is a broad spectrum. Reverse mentoring has seen a reciprocal arrangement of experienced staff with more junior members.</p> <p>What is the actual or potential impact on disability?</p> <p>Coaching and mentoring provides a different way of learning that assists different learning styles and placing the learner at the heart of the learning. Neurodiversity considerations will be integrated within the programme.</p> <p>What is the actual or potential impact on gender reassignment?</p> <p>What is the actual or potential impact on marriage and civil partnership?</p> <p>What is the actual or potential impact on pregnancy and maternity?</p>	<p>Not applicable <input type="checkbox"/></p> <p>Not applicable <input type="checkbox"/></p> <p>Not applicable <input checked="" type="checkbox"/></p> <p>Not applicable <input checked="" type="checkbox"/></p> <p>Not applicable <input type="checkbox"/></p>

<p>box.</p> <p>If there is no impact, please state that there is no impact.</p>		<input checked="" type="checkbox"/>
	<p>What is the actual or potential impact on race? Coaches and mentors are drawn from underrepresented groups both to be positive role models internally as well as assist our positive action strategy</p>	<p>Not applicable <input type="checkbox"/></p>
	<p>What is the actual or potential impact on religion and / or belief? As above</p>	<p>Not applicable <input type="checkbox"/></p>
	<p>What is the actual or potential impact on sex (gender)? As above</p>	<p>Not applicable <input type="checkbox"/></p>
	<p>What is the actual or potential impact on sexual orientation? As above</p>	<p>Not applicable <input type="checkbox"/></p>
	<p>What is the actual or potential impact on Socio-economic disadvantage?</p>	<p>Not applicable <input checked="" type="checkbox"/></p>



Other	“	Yes	Ongoing	Lynn Hughes
Deprived communities/socio economic	“	Yes	Ongoing	Lynn Hughes

How will these actions be monitored and where will the outcomes be reported?
 (Please describe below) Lead on Coaching and Mentoring to monitor on a quarterly access to coaching and mentoring. Review of mentoring through Development review group.

Completed by (Please print name /Designation)	Lynn Hughes Associate Lead on Coaching and Mentoring.	Signature Date	
Quality Assured by (Please print name /Designation)		Signature Date	

Name of responsible SLT member (Please print name /Designation)		Signature Date	
---	--	---------------------------------	--

Bibliography and Guidance documents

This bibliography provides details of all the documents and reports included within this EIA or the EIA guidance. The bibliography will also include Hyperlinks to other useful documents, reports, data, and webinars on our portal page or links direct to the websites which you may find helpful when completing your EIA. **Please note, that this is a live document, do not use an old copy of this form to complete a new EIA. Please ensure that you download a new copy from the portal, as the bibliography and links will be updated regularly to ensure you have access to the most recent data, articles and training.**

Documents referenced and hyperlinked within the form

National Fire Chiefs Councils (NFCC) [equality impact assessment template](#)

National Fire Chiefs Councils (NFCC) [Equality Impact Assessment Toolkit](#)

National Fire Chiefs Councils (NFCC) [Maturity Models and Workforce Good Practice Frameworks](#)

This document provides insight into the NFCC Maturity model and provides guidance on the following areas:

- Leadership Development
- Recruitment
- Learning Organisation
- Blended Learning
- Performance Management
- Employee Recognition
- Talent Management
- EDI
- Well Being
- HR Analytics

[Equality Diversity & Inclusion Resource Library](#)

The ED&I resources Library is located on the ED&I portal page and provides a suite of documents (detailed below) from a wide variety of sources, they may be internally produced reports or guidance, toolkits or data produced by the NFCC or partners. A list of the documents can be found below or you can access the complete library [here](#).

Disability related support including:

- [AFSA - Lets talk workplace disability](#)



Gender Related Resources including:

- [Fast Facts for patients – Menopause](#)

Pregnancy and Maternity Related Resources

Religion and Belief related resources including:

- [AFSA – 2021 Workforce Religion and belief Toolkit](#)

Sexual Orientation Related Resources

[AFSA Workforce Positive Action Toolkit](#)

[Dementia Friendly Emergency Services Guidance](#)

[NFCC Equality of Access to Services and Employment](#) which includes:

- NFCC Equality of Access to Services and Actions for the Vulnerable Rehoused Homeless
- NFCC Equality of Access to Services and Employment for Black Communities
- NFCC Equality of Access to Services and Employment for Neurodiversity
- NFCC Equality of Access to Services and Employment for LGBT Communities
- NFCC Equality of Access to Services and Employment for People from Asian Communities
- NFCC Equality of Access to Services and Employment for the Roma Communities
- NFCC Equality of Access to Services and Employment for People Living with Dementia
- NFCC Equality of Access to Services and Employment for People Living in Rural Communities
- NFCC Equality of Access to Services and Employment for Emerging Migrant Communities
- NFCC Community Risk – CRMP Equality Impact Assessment

These can also be found on the [NFCC website](#)

NFCC Toolkits

The NFCC have also created a number of toolkits to provide help and guidance these can be found here on the [NFCC website](#) or via the links below in the ED&I Resource Library

The toolkits currently available include:

- [Collecting and Disseminating of Equality, Diversity and Inclusion Data Toolkit](#)



- [Gender Diversity Toolkit](#)
- [Neurodiversity Toolkit](#)
- [Undertaking an Equality Impact Assessment Toolkit](#)
- [Staff Networks Toolkit](#)

Webinars

[NFCC Lunch and Learns](#) which include

- Neurodiversity
- Trans Visibility in FRS
- Racial Equality
- Bite Size techniques to avoid burnout
- Being part of the LGBT Community

Other useful Links and documents

[ED&I Annual Report](#) this report included our Staffing data, Gender and BAME Pay Gap analysis and recent reporting against our 5 Equality Objectives

[Diversity Events Calendar](#) the diversity calendar is helpful to understand what key dates are taking place throughout the year to assist with community engagement

[Knowing our Communities Data](#) this is a suite of documents, which provides data within each of the local Authorities, by different protected groups which include Age, Disability, Religion and Ethnicity.

[Service Instruction 0877 Resources to support managers and staff to implement the Equality & Diversity Policy](#)

- [Appendix 1 - Disability in the workplace information for staff and managers](#)
- [Appendix 2 - Reasonable Adjustments Support for staff & managers in the workplace](#)
- [Appendix 3 - Access to Work Support for staff and managers in the workplace](#)
- [Appendix 4 - Supporting people with Dyslexia in the workplace](#)
- [Appendix 5 - Supporting Staff during the Menopause](#)
- [Appendix 6 - Guidance for supporting employees returning from maternity; breastfeeding in the workplace Operational Firefighters](#)
- [Appendix 7 - Supporting Lesbian, Gay, Bisexual and Transgender \(LGBT\) staff in the Workplace](#)
- [Appendix 8 - Supporting Transgender staff in the Workplace](#)
- [Appendix 9 - Neurodiversity in the workplace](#)