# NATIONAL FIRE STANDARDS

| | CRITERIA | Notes on Red status - *Description of work needed* | STATUS |
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| | **EMERGENCY RESPONSE DRIVING** | | |
| 1 | Comply with legislation and guidance that applies to emergency response driving | | 🟩 |
| 2 | Adopt and align their emergency response driver training to the NFCC Emergency Response Driver and Instructor Framework | | 🟧 |
| 3 | Adopt and align their emergency response driver instructor training to the NFCC Emergency Response Driver and Instructor Framework | | 🟩 |
| 4 | Ensure that records of driver competency and refresher training are kept and maintained | | 🟩 |
| 5 | Ensure that their driver training provision is periodically independently quality assured | | 🟩 |
| 6 | Ensure that both managers who are responsible for emergency response driving and those working as driving instructors, contribute to the continual improvement of driver training standards by communicating, sharing learning and experiences with the NFCC network of fire and rescue service driving instructors and centres through<br>a. Engaging on the NFCC Workplace online forum<br>b. Supporting the national Driver Training Advisory Group (DTAG) through regional structures<br>c. Considering appropriate representation at relevant national events and conferences | | 🟩 |
| | **OPERATIONAL PREPAREDNESS** | | |
| 1 | Undertake all appropriate risk assessments, as required under legislation, to prepare for an operational response | | 🟩 |
| 2 | Review existing cover models, resources, equipment and training against all appropriate risk assessments | | 🟩 |
| 3 | Carry out capabilities-based planning to support emergency preparedness and response from a national to a local level | | 🟩 |
| 4 | Determine their responsibilities for operational response and be fully prepared to deliver them | | 🟩 |
| 5 | Have a health and safety policy for the operational environment that clearly outlines the responsible parties and their obligations | | 🟩 |
| 6 | Undertake a review of how the organisation is structured and functions, to confirm its ability to support operational preparedness; if there are any gaps identified there should be a clear plan for making appropriate changes | | 🟧 |

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| 7 | Develop and embed operational policies, procedures and tailored guidance based on the National Operational Guidance, unless by evidenced exception its content is not relevant to the service | | 🟩 |
| 8 | Deliver the strategic actions provided in the suite of National Operational Guidance, unless by evidenced exception a strategic action is not relevant to the service; the strategic gap analysis tool may be used to support this process | | 🟩 |
| 9 | Train its operational and fire control personnel to use the hazard and control measure approach provided in the National Operational Guidance, applying risk assessment, decision-making and risk management skills | New Station Manager B role created (July 22) in Fire Control to manage Training and the implementation of National Operational Guidance to Standard Operating Procedures | 🟥 |
| 10 | Align relevant policies, procedures and tailored guidance in preparation for working with other fire and rescue services or responder agencies | | 🟧 |

## OPERATIONAL COMPETENCE

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| 1 | Comply with health and safety legislation when delivering an operational response | | 🟩 |
| 2 | Base their operational policies, procedures and tailored guidance on National Operational Guidance, unless by exception its content is not relevant to the service | | 🟧 |
| 3 | Have policies, procedures and tailored guidance in place, that provide operational and fire control personnel with current information and instructions about foreseeable hazards and the control measures that can be applied | | 🟧 |
| 4 | Base their training for operational and fire control personnel on National Operational Guidance | | 🟧 |
| 5 | Train operational and fire control personnel to a level of competence that enables them to carry out operational activities safely and effectively; this includes the ability to recognise hazards and put effective control measures in place to mitigate those hazards | | 🟩 |
| 6 | Be following the tactical actions provided in the suite of National Operational Guidance, unless by exception a tactical action is not relevant to the service | | 🟧 |
| 7 | Be able to evidence how their policies, procedures and tailored guidance are linked to the training of operational and fire control personnel | | 🟩 |
| 8 | Be able to evidence any exceptions to National Operational Guidance, with an appropriate impact assessment | | 🟧 |
| 9 | Develop working arrangements with other fire and rescue services and responder agencies, to improve their operational response to multi-agency incidents | | 🟩 |
| 10 | Be able to evidence the training they have received to maintain their competence | | 🟩 |
| 11 | Be able to demonstrate their ability to safely and effectively apply risk assessment, decision-making and risk management skills | | 🟩 |

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| 12 | Use the training specification component of National Operational Guidance to inform their training needs analysis | | 🟩 |
| 13 | Work within regional, national or thematic groups to develop and improve their policies, procedures, tailored guidance and training for operational response | | 🟩 |
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| 5 | Train operational and fire control personnel to a level of competence that enables them to carry out operational activities safely and effectively; this includes the ability to recognise hazards and put effective control measures in place to mitigate those hazards | | 🟩 |
| 6 | Be following the tactical actions provided in the suite of National Operational Guidance, unless by exception a tactical action is not relevant to the service | | 🟧 |
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| 12 | Use the training specification component of National Operational Guidance to inform their training needs analysis | | 🟩 |
| 13 | Work within regional, national or thematic groups to develop and improve their policies, procedures, tailored guidance and training for operational response | | 🟩 |
| | **OPERATIONAL LEARNING** | | |
| 1 | Develop working arrangements with other fire and rescue services and responder agencies, to improve their operational response to multi-agency incidents | | 🟩 |
| 2 | Be able to evidence the training they have received to maintain their competence | | 🟩 |

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| 3 | Be able to demonstrate their ability to safely and effectively apply risk assessment, decision-making and risk management skills | | 🟩 |
| 4 | Use the training specification component of National Operational Guidance to inform their training needs analysis | | 🟧 |
| 5 | Work within regional, national or thematic groups to develop and improve their policies, procedures, tailored guidance and training for operational response | | 🟩 |
| 7 | Evidence that learning is evaluated and that improvements have been adopted and embedded | | 🟩 |
| 8 | Be able to demonstrate established mechanisms for sharing learning via any combination of the following:<br>a. internally<br>b. with neighbouring services and other responder agencies<br>c.using the National Operational Learning system<br>d. using the JESIP Joint Organisational Learning system | | 🟩 |
| 9 | Apply three fundamental approaches to managing operational learning:<br>a. use National Operational Guidance as the common framework to identify the areas of operational activity where change may be required<br>b. use a consistent approach to analyse and objectively compare what has happened against the control measures contained in National Operational Guidance which provide good practice<br>c.  maintain an open reporting culture, even when details of learning are sensitive; concentrating as National Operational Learning does, on the 'how' and 'why' of the learning and not the "who" | | 🟧 |
| 10 | Reference the NFCC National Operational Learning: Good practice guide for fire and rescue services in policies, procedures, tailored guidance and training | | 🟧 |

## CODE OF ETHICS

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| 1 | **A fire and rescue service must:**<br>i. Adopt and embed the Core Code to demonstrate that the service is fully committed and compliant at both an individual and corporate level | 1. Review of policies and corporate docs to ensure Code of Ethics and Leadership Message is embedded<br>2. Decision on how to communicate and embed Leadership Message/Code of Ethics with all staff | 🟥 |
| | ii. Ensure the attitudes, professional behaviours and conduct described within the core code are reflected in its decision-making, policies, procedures, processes, and associated guidance that govern how the service manages and supports its workforce | | 🟧 |
| | iii. Provide training and support to all those who work for, or on behalf of, a service to achieve their understanding of the Core Code and an appreciation of their responsibilities in adhering to it | Determine most appropriate means to communicate to staff to ensure understanding of Code of Ethics and how this links to Leadership message | 🟥 |
| | iv. Not detract from the Core Code | | 🟧 |

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| 2 | **Those who lead services and those who work for, or on behalf of, the service must**: <br> i. Understand, respect, and follow the principles of the Core Code and demonstrate this by their commitment to it and their responsibility for upholding it | | 🟧 |
| | ii. Conduct themselves in accordance with the Core Code | | 🟧 |
| 3 | **Those responsible for the governance of fire and rescue services, whilst complying with their own ethical codes must:** <br> i. hold the Chief Fire Officer to account for the implementation of the Core Code at a local level | | 🟧 |
| | ii. Play a proactive role in challenging behaviour inconsistent with the Core Code | | 🟧 |
| | iii. Ensure strategies, policies and performance measures are in place to promote and embed a positive and inclusive culture | | 🟧 |
| 4 | **A fire and rescue service should:** <br> i. Designate a senior leader who is responsible for promoting the Core Code throughout the service and ensuring that all those who work for, or on behalf of, the service understand its contents and what is expected of them | | 🟩 |
| | **COMMUNITY RISK MANANGEMENT PLAN** | | |
| 1 | Utilise and share accurate data and business intelligence (from both internal and external sources) to support key activities such as evidenced-based decision making, horizon scanning, cross border risk identification and organisational learning. | | 🟧 |
| 2 | Ensure transparency in the community risk management planning process through either implementing and/or supporting ongoing engagement and formal consultation processes, ensuring these are accessible and publicly available. | | 🟧 |
| 3 | Ensure that organisational decisions and the measures implemented support equality, diversity, inclusivity, are non-discriminatory and are people impact assessed. | | 🟩 |
| 4 | Meet its legislative, framework and governance requirements linked to Community Risk Management. | | 🟩 |
| 5 | Be able to evidence its external and internal operating environment and the strategic objectives the community risk management plan is seeking to achieve. | | 🟧 |
| 6 | Identify and describe the existing and emerging local, regional and national hazards it faces, the hazardous events that could arise and the risk groups (People, Place, Environment and Economy)that could be harmed. | | 🟧 |
| 7 | Analyse risk, consider its risk appetite, determine the risk levels and prioritise risk accordingly. | | 🟧 |
| 8 | Make decisions about the deployment of resources based on the prioritised risk levels and planning assumptions involved. This should be carried out with consideration to internal and external resource availability (people, financial and physical) including collaborative, cross-border and national resilience assistance. Consideration should also be given to other strategic influences such as consultation feedback, stakeholder engagement and political objectives. | | 🟧 |
| 9 | Continually evaluate the effectiveness, efficiency and delivery of the community risk management plan and the organisational impact of risk management decisions. | | 🟧 |

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| 10 | Be able to clearly define who has overall accountability for the community risk management plan and responsibility for the various components contained within it. | | 🟩 |
| 11 | Provide training and/or support (where required) to all who are involved in the development, management and implementation of the community risk management plan. | | 🟧 |
| | **PROTECTION** | | |
| 1 | Identify and understand its risk profile related to the built environment, including premises they need to regulate, through its community risk management planning | | 🟩 |
| 2 | Gather and maintain an accurate risk profile and supporting information about relevant premises in a manner that is compliant with legislation | | 🟩 |
| 3 | Make available information about premises to all employees who need it when required, allowing them to be informed, stay safe and effectively carry out their duties | | 🟩 |
| 4 | Ensure there is a mechanism for employees to feedback any new or emerging information or risks about buildings as a result of them carrying out their duties, to enable it to maintain an accurate risk profile | | 🟩 |
| 5 | Plan and deliver effective and robust protection activities to mitigate and reduce the risks identified through its community risk management planning in compliance with the Regulator's Code and the principles of Better Regulation | | 🟩 |
| 6 | Maintain an ability to deliver necessary statutory protection activities at all times | | 🟩 |
| 7 | Plan and deliver engagement with those who are responsible for keeping relevant premises safe to provide advice and education in a constructive and helpful way on matters relating to fire safety, petroleum, and explosives legislation, including:<br><br>a. working to reduce the number of Unwanted Fire Signals (UwFS) that are generated from premises protected by automatic fire detection and fire alarm systems and<br><br>b. actively promoting and supporting Primary Authority Partnership schemes in compliance with relevant Primary Authority legislation, where appropriate | | 🟩 |
| 8 | Respond to statutory and non-statutory consultations, where the service is a regulator, in a timely and appropriate way | | 🟩 |
| 9 | Collaborate with fire and rescue services and other partners to deliver protection and enforcement activities in the most efficient and effective way possible | | 🟩 |
| 10 | Recruit, train, develop and maintain a competent and professional protection workforce by:<br><br>a. adopting the Competency Framework for Fire Safety Regulators (the framework), where relevant to the role and embedding it into local policies, procedures, tailored guidance, | | 🟩 |

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| | and training materials and<br><br>b. recording and monitoring competence. | | <span style="color:green">■</span> |
| 11 | Have in place necessary succession planning and processes to maintain a sustainable competent protection workforce | | <span style="color:green">■</span> |
| 12 | Provide support to operational response employees and any other employees undertaking protection activities to build knowledge and understanding | | <span style="color:green">■</span> |
| 13 | Demonstrate how it monitors and evaluates the effectiveness, efficiency and impact of its protection activities | | <span style="color:green">■</span> |
| 14 | Generate a culture which embraces national and organisational learning allowing it to identify and capture feedback from a range of sources; evaluate, share and act upon it to drive innovation and continuous improvement and enhance future performance | | <span style="color:green">■</span> |
| 15 | Where Fire Investigation is managed within its protection function, a fire and rescue service must investigate, report on and learn from the cause and behaviour of fires, working with others when appropriate | | <span style="color:green">■</span> |
| 16 | Where Petroleum or Explosives regulation is managed within its protection function, a fire and rescue service must investigate, report on and learn from causes of petroleum and explosives related incidents. | | <span style="color:green">■</span> |
| 17 | Maximise opportunities gained from supporting the National Fire Chiefs Council (NFCC) network by sharing learning and experiences, collaborating with others and contributing to the continual improvement of fire protection activities | | <span style="color:green">■</span> |
| | **PREVENTION** | | |
| 1 | Identify those who are most at risk in its community and target prevention activities in an inclusive way, through its community risk management planning | | <span style="color:orange">■</span> |
| 2 | Adopt a person-centred approach that places the individual and the community it serves at the core of its prevention activity | | <span style="color:orange">■</span> |
| 3 | Develop a prevention strategy and plan with the flexibility to proactively respond and adapt to the changing needs of its community, and for this to be supported by a named lead for prevention from within the service | | <span style="color:orange">■</span> |
| 4 | Recruit, train, and develop employees and volunteers, working with others where relevant, to establish and maintain a competent and professional prevention workforce of which are trained in safeguarding | Workstream is ongoing whilst the volunteer team is built up again following the pandemic. As and when volunteers are recruited they will be given training allowing then to support the delivery of all prevention activity. | <span style="color:red">■</span> |
| 5 | Optimise resources to proactively engage and educate the community it serves, working collaboratively with others as and when appropriate | | <span style="color:orange">■</span> |
| 6 | Demonstrate inclusivity by recognising the diversity of its community and providing equality of access | | <span style="color:orange">■</span> |
| 7 | Utilise and share accurate data and intelligence, from a variety of sources to support evidence-based decision making and the deployment of appropriate resources for prevention activities | | <span style="color:green">■</span> |

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| 8 | Demonstrate how it monitors and evaluates the effectiveness and efficiency of its prevention activity | | 🟧 |
| 9 | Generate a culture which embraces national and organisational learning allowing it to identify and capture feedback from a range of sources; evaluate, share and act upon it to drive innovation and continuous improvement and enhance future performance | | 🟧 |
| 10 | Investigate, report on and learn from the cause of fires, including the unusual spread of fire, where fire investigation activity is managed within its fire protection function, working with others, when appropriate | | 🟩 |
| 11 | Contribute to the continual improvement of prevention activities coordinated through the National Fire Chiefs Council (NFCC) network | | 🟩 |
| 12 | Contribute and support national campaigns, where appropriate and where resources are available | | 🟩 |
| | **SAFEGUARDING** | | |
| 1 | **Have a responsible person within the service at the highest strategic level (where reasonable), that demonstrates the services commitment to the importance of safeguarding and is responsible for ensuring:** a) the service is and remains compliant with legislation and follows relevant guidance | | 🟩 |
| | b) the service's Designated Safeguarding Leads or Head of Safeguarding, where applicable, are appropriately qualified and suitably trained in accordance with legislation and the requirement of Local Safeguarding Adults and Children's Boards | | 🟩 |
| 2 | Only use accredited persons to provide safeguarding training | | 🟩 |
| 3 | Educate, train and support employees and volunteers, relevant to their role, in the need to safeguard and promote the welfare of children, young people and adults at risk of harm | | 🟧 |
| 4 | Align local training to its Community Risk Management Plan and the NFCC's Safeguarding Guidance for Children, Young People and Adults | | 🟩 |
| 5 | Implement appropriate and proportionate processes that minimise the risk of recruiting people who may be unsuitable to work with those who are at risk of harm | | 🟧 |
| 6 | Work effectively with others (including cross-border working) to safeguard and promote the welfare of children, young people and adults at risk of harm | | 🟩 |
| 7 | Have agreed systems, standards and protocols to maintain effective and efficient information sharing, ensuring data is made available to all those who need it, in accordance with national and local guidelines | | 🟩 |
| 8 | Demonstrate inclusivity by recognising the diversity of its community and providing equality of access | | 🟧 |
| 9 | Use the NFCC Safeguarding Guidance for Children, Young People and Adults (including the Self-Assessment Toolkit) | | 🟩 |
| 10 | **Contribute to the continual improvement of safeguarding adults and children at risk of harm by communicating, sharing learning and experiences with the NFCC network of fire and rescue service safeguarding leads through, but not limited to:** a) engaging with NFCC forums | | 🟩 |

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| | b) supporting the NFCC Safeguarding Workstream through national and regional structures; | | 🟩 |
| | c) considering appropriate representation at relevant national events and conferences | | 🟩 |
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| | **FIRE INVESTIGATION** | | |
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| 1 | Investigate the cause and origin of fires, complying with the appropriate codes of practice and conduct, where relevant to the level of fire investigation it carries out. These may be:<br>a) non-complex fire scenes (Tier 1 fire investigation); and/or<br>b) complex fire scenes and non-terrorist explosions (Tier 2 fire investigation). | | 🟧 |
| 2 | Report on and learn from the cause and behaviour of fires, working with others when appropriate, to:<br>a) ensure its local risk profile remains current by building a comprehensive understanding of existing, emerging and future risks within its community;<br>b) contribute to the continual improvement of prevention, protection and operational response activities, at both local and national level; and<br>c) contribute to and support national fire safety campaigns | | 🟩 |
| 3 | Collate and analyse information gathered during fire investigation work and be able to present it to a variety of interested parties, in a timely manner | | 🟩 |
| 4 | Ensure all information gathered is quality assured | | 🟩 |
| 5 | Undertake workforce planning, including succession planning, to clarify the resources required to maintain a fire investigation capability equipped to conduct effective fire investigations and associated work | | 🟧 |
| 6 | Collaborate with other fire and rescue services and interested parties to deliver fire investigation activities in the most efficient, effective and valid way possible | | 🟧 |
| 7 | Recruit, train, develop and maintain a competent and professional fire investigation workforce by:<br>a) aligning to the NFCC Fire Investigation Competency Framework;<br>b) embedding the appropriate codes of practice and conduct into local policies, procedures, tailored guidance, and training materials; and<br>c) recording and monitoring competence | | 🟩 |
| 8 | Provide ongoing training and sufficient support during working hours that encourages and enables its fire investigators to:<br>a) maintain competence appropriate to their role;<br>b) maintain compliance with appropriate legislation, codes of practice and conduct relating to fire investigation and forensic guidance;<br>c) undertake role related administrative duties and reporting obligations associated with the role; and<br>d) maintain continuous professional development | | 🟩 |
| 9 | Where it carries out Tier 2 fire investigations and its fire investigators prepare and present evidence for the justice systems, it:<br>a) provides specialist training to fire investigation employees to enable them to effectively present their evidence in a range of | | 🟩 |

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| | court environments; and<br>b) ensures fire investigation employees remain compliant with the relevant legislation and codes of practice | | 🟩 |
| 10 | Supply the appropriate equipment for fire investigators to effectively carry out their role | | 🟩 |
| 11 | Provide post-incident mental and physical health and wellbeing support to its fire investigators | | 🟩 |
| 12 | Demonstrate inclusivity by recognising the diversity of its community and providing equality of access to fire investigation services | | 🟧 |
| 13 | Demonstrate how it monitors and evaluates the effectiveness and efficiency of its fire investigation activities | | 🟩 |
| 14 | Generate a culture which embraces national and organisational learning, allowing it to identify and capture feedback from a range of sources; evaluate, share and act upon this feedback to drive innovation, continuous improvement and enhance future performance | | 🟩 |
| | **EMERGENCY PREPAREDNESS RESILIENCE** | | |
| 1 | Align to all relevant Cabinet Office National Resilience Standards for Local Resilience Forums (LRFs) | | 🟧 |
| 2 | Have plans that enable it to prepare for emergencies and take preventative or pre-emptive actions as required, and that:<br>a) are based on a robust risk assessment of foreseeable risks to the local area, informed by the National Security Risk Assessment (NSRA) and its Community Risk Registers;<br>b) contain supporting materials which reflect and embed Joint Emergency Service Interoperability Principles (JESIP); | | 🟩 |
| 3 | c) align to other multi-agency plans, and where relevant meet legislative requirements. These plans may include those for Control of Major Accident Hazards (COMAH), Pipeline Safety Regulations (PSR) and Radiation (Emergency Preparedness and Public Information) Regulations (REPPIR);<br>d) have a clear activation and notification process for communicating with other Category 1 and 2 responders, organisations and the public, to enhance cross-border awareness and interoperability for preparedness, response and recovery arrangements; | | 🟩 |
| 4 | e) have robust, embedded and flexible recovery management arrangements in place as detailed in the Local Recovery Management National Resilience Standard #13;<br>f) contain protocols aligned with the LRF protocols and guidance for leaders and practitioners about the establishment of recovery and coordination groups (RCGs) and managing activity between phases from response, recovery and to stand down; | | 🟩 |
| 5 | g) have clear, inclusive and agreed governance arrangements for both single-service and national resilience capabilities in line with the National Coordination and Advisory Framework (NCAF), including defined roles and responsibilities;<br>h) evidence assurance of its resilience capabilities, validated by regular testing using a risk-based exercise programme, either as a single service or with other relevant responder organisations at operational, tactical and strategic levels; | | 🟩 |
| 6 | i) are reviewed and updated periodically with relevant partners; and<br>j) are classified in line with the Government Security Classifications | | 🟩 |

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| | dependent upon the nature of the plan and exist in a format that makes them accessible to relevant stakeholders when required. | | <span style="color:green">■</span> |
| 7 | Collaborate with partners to develop site-specific emergency plans which are based on a shared and common understanding of local risks, associated planning assumptions and the NSRA; | | <span style="color:green">■</span> |
| 8 | Recruit, train, develop and maintain a competent and professional workforce to enable the service to carry out its role in preparedness, response and recovery to emergencies; | | <span style="color:orange">■</span> |
| 9 | Have access to a suitable and secure system to enable it to share and make information available and accessible to partners and stakeholders, when required; | | <span style="color:green">■</span> |
| 10 | Have business continuity plans (BCP) in place relating to all critical functions, that:<br>a) demonstrate a clear procedure for invoking the BCP and set out the core of a response to emergencies; and<br>b) are reviewed and exercised periodically | | <span style="color:green">■</span> |
| 11 | As part of the response to an emergency contribute to the effective operation of a Strategic Co-ordination Centre (SCC) and Strategic Co-ordinating Group (SCG) and in line with National Resilience Standards #11 and #12. | | <span style="color:orange">■</span> |
| 12 | **To achieve this Fire Standard, a fire and rescue service should:**<br>Evidence a clear rationale for the balance between generic and site-specific emergency planning for defined risks; | | <span style="color:green">■</span> |
| 13 | Adopt the principles of integrated emergency management to effectively anticipate and assess risks and prevent, prepare, respond and recover from emergencies; | | <span style="color:green">■</span> |
| 14 | Develop plans which:<br>a) follow a common template, including use of action cards, diagrammatic instructions, detachable annexes and directories; and<br>b) include an escalation process to request additional involvement and support, such as mutual aid and national resilience capabilities. | | <span style="color:orange">■</span> |
| 15 | Optimise the opportunity to gather learning, such as debrief outcomes following emergency response, training or exercising and share them on the available systems, such as Joint Organisational Learning (JOL) and National Operational Learning (NOL); | Document process for consideration of items raised by any agency at debriefs of exercises and incidents for referral to Joint Operational Learning. This will be considered by the JESIP group and agreed to then become standing item on Quarterly meeting agendas. | <span style="color:red">■</span> |
| 16 | Have a process in place to act on any learning received from systems such as JOL and NOL to drive innovation and continuous improvement and enhance future performance; | | <span style="color:green">■</span> |
| 17 | Maximise opportunities gained from supporting the National Fire Chiefs Council (NFCC) network by sharing learning and experiences, collaborating with others and contributing to the continual improvement of preparedness, response and recovery activities; | | <span style="color:green">■</span> |
| 18 | Contribute and support appropriate national campaigns and initiatives, where resources are available. | | <span style="color:green">■</span> |
| 19 | **To achieve this Fire Standard, a fire and rescue service may:**<br>Share plans with other services or partners for independent peer review for continual improvement purposes. | Consider peer reviews with other FRS's as outlined by Fire Standards Board | <span style="color:red">■</span> |
| | **DATA MANAGEMENT** | | |
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| 1 | Have a data governance framework or equivalent in place, and policies and procedures that includes, but is not limited to the following content: | | <span style="color:orange">■</span> |

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| 2 | a) collection<br>b) management<br>c) storage and retrieval | | |
| | d) disposal<br>e) security<br>f) protection | | |
| 3 | g) publishing<br>h) ethics<br>i) sharing<br>j) quality and assurance audit | | |
| 4 | Understand its data-related organisational risks and put in place controls to manage them | | |
| 5 | Designate a senior leader who is responsible and accountable for developing and enacting the strategic approach to data management, within the service; | | |
| 6 | Have a nominated data owner(s), accountable for the quality, integrity, and protection of data and who are responsible for maintaining an accurate and complete information asset register; | | |
| 7 | Collaborate and partner with others, as and when appropriate; | | |
| 8 | Create a level of data literacy across the organisation, enabling employees to access and use data proportionate to their role; | | |
| 9 | Have tools and systems in place that enable it to collect, interpret and analyse data, converting that data into meaningful business intelligence, to allow it to:<br>a) make data available and in an accessible format to those who need it, both internally and externally;<br>b) inform the development and maintenance of its community risk management plan;<br>c) remain compliant with legislation and recognised data standards for the public sector | | |
| 10 | d) provide national reporting and data submissions in line with government requirements and national data definitions, as and when they become available;<br>e) operate and use its resources effectively;<br>f) identify improvements to existing practices or to inform new ways of working; | | |
| 11 | g) have effective business continuity and disaster recovery arrangements and processes;<br>h) extract learning and identify trends or significant findings that might impact service delivery or the public directly and feed them into local, regional and national organisational learning arrangements and systems; and<br>i) escalate issues locally, regionally or nationally, as and when required. | | |
| 12 | Recruit, train, develop and maintain a competent and technical data capability to enable it to interpret, analyse and exploit data, in line with its governance framework by:<br>a) ensuring those that provide the data capability have relevant skills, knowledge and experience in line with NFCC and other data related competency frameworks;<br>b) embedding the appropriate ethical codes of practice and conduct into local policies, procedures, tailored guidance, and training materials; and<br>c) record and monitor the competence of those who work with data and who are directly employed by the service, and support their continued professional development. | | |

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| 13 | Present data and intelligence in a way that is meaningful for the intended audience; | | 🟩 |
| 14 | Establish data sharing arrangements or agreements where beneficial to the community, to the service and others | | 🟧 |
| 15 | Unlock improved and accessible ways of working and embrace innovation by:<br>a) maximising opportunities gained from supporting the National Fire Chiefs Council (NFCC) network by sharing learning and experiences;<br>b) identifying and accessing data outside of the service, which may enhance and contribute to continual improvement of service delivery; and<br>c) staying informed of innovations in data technologies and trends. | | 🟩 |
| 16 | Explore opportunities to enhance its technical data capability by utilising advanced analytical techniques. | | 🟩 |

## LEADING AND DEVELOPING PEOPLE

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| 1 | 1.  Carry out robust workforce planning to:<br>1a. deliver its strategic planning objectives to manage risks and respond to incidents within its community and regional and national emergencies; | | |
| | 1b. develop, nurture and manage talent at all levels in line with its strategic objectives and current and future needs; | | |
| | 1c. understand and build its capabilities, considering internal and external options in order to utilise its resources effectively and flexibly; | | |
| | 1d. have in place necessary succession plans and processes to maintain a sustainable, competent workforce | | |
| 2 | 2.  Have in place systems, policies and processes in regard to:<br>a. employment legislation;<br>b. effective recruitment, induction, ongoing development and training of their employees and volunteers;<br>c. the monitoring and management of employee and volunteer performance and competence;<br>d. open and regular communications between leaders, employees, partners and stakeholders;<br>e. fair, transparent and inclusive people and performance management practices;<br>f. employees or volunteers exiting the organisation;<br>g. the evaluation of workforce delivery; and<br>h. positive employment relations | | |
| 3 | 3.  Attract and maintain a competent and diverse workforce that can meet community and organisational needs | | |
| 4 | 4. Develop and implement a variety of entry routes into the service to attract and recruit a diverse and professional workforce to meet its identified workforce requirements | | |
| 5 | 5.  Have in place:<br>a. transparent, consistent and agreed selection processes and criteria for recruitment, promotion and transfers;<br>b. standardised job descriptions and competencies; | | |

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| | c. standardised contracts and terms of employment; and<br>d. induction programmes for all those entering the service | | |
| 6 | 6. Train and develop employees, including leaders, so they are competent in their respective roles | | |
| 7 | 7. Provide continual professional development to employees, including leaders, so competency is maintained and developed | | |
| 8 | 8. Monitor and manage employee performance and competency | | |
| 9 | 9. Identify, encourage and nurture talent, providing career pathways for all | | |
| 10 | 10. Nurture, develop and prepare leaders as they progress within the organisation | | |
| 11 | 11. Identify support in an inclusive way to meet the diverse needs of individuals, including coaching and mentoring, employee assistance programs and occupational health | | |
| 12 | 12. Have a defined approach to organisational learning so that the service continually evaluates its own performance to improve its internal ways of working and the service it provides to the public | | |
| 13 | 13. Have performance management processes in place to effectively manage and learn from:<br>a. appraisals, grievances and disciplinary procedures; and<br>b. competence achievement and maintenance. | | |
| 14 | 14. Embed the principles of inclusivity, belonging and equality of access within all formal and informal people processes | | |
| 15 | 15. Ensure all those who work for and on behalf of the service embody and actively promote the behaviours set out in the Core Code of Ethics, ensuring the principles are embedded into its decision-making processes, local policies, and procedures | | |
| 16 | 16. Have leaders that:<br>a. role model behaviours set out in the NFCC Leadership Framework and other professional behavioural frameworks; | | |
| | 16b. challenge and act upon inappropriate behaviour; | | |
| | 16c. consistently use a communication style that is inclusive and meets the needs of their differing audiences; | | |
| | 16d. are able to adapt their leadership style; are authentic and recognise and value the differences in people and circumstances in order to build trust; | | |
| | 16e. invest in their own development, and that of others, to keep up with changing horizons and priorities; | | |
| | 16f. recognise the impact of change and support employees through the change process, managing those people to achieve the required outcome; | | |
| | 16g. demonstrate high levels of emotional intelligence, particularly self-awareness; | | |
| | 16h. value contributions made by their people; and | | |
| | 16i. empower employees to operate flexibly within their role, to make decisions and deliver objectives in their own leadership styles | | |

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| 17 | 17. Have in place or access to mechanisms which enable feedback from employees to be captured and responded to | | |
| 18 | 18. Review continuous improvement processes to ensure objectives are being achieved | | |
| 19 | 19. Have in place: 19a. health and wellbeing policies and support which are inclusive, actively and widely promoted and embedded; | | |
| | 19b. health and safety policies and processes to ensure a safe working environment, in line with relevant legislation; | | |
| | 19c. provide clear support and advice for employees in relation to employment, leaving the service and welfare matters; | | |
| | 19d. employee engagement policies and procedures, providing a clear and transparent route in highlighting organisational concerns, improvements and ideas in an open and inclusive environment. Leaders will then act appropriately and proportionately with the items raised and share any learning, changes or actions back into the service; and | | |
| | 19e. a recognition scheme that motivates, engages and encourages positive behaviours amongst employees | | |
| 20 | **A fire and rescue service should:** 20. Deliver training and provide peer support through working collaboratively with others, where appropriate | | |
| 21 | 21. Utilise centrally developed tools to support local workforce management and development | | |
| 22 | 22. Contribute to NFCC networks and support national campaigns and initiatives, where appropriate and where resources are available | | |
| | **LEADING THE SERVICE** | | |
| 1 | 1. Make clear the vision and strategic objectives for the service, which are available to and understood by all | | |
| 2 | 2. Evaluate and continually improve what they do and how they do it for the benefit of the public and the service by: a. looking forward, enabling it to identify emerging opportunities, challenges, risks and developments; b. exploring opportunities to evolve and improve ways of working through innovative thinking and action; c. coordinating their organisational development through integrating their functional improvement and change action plans to inform strategic planning; and d. maximising opportunities to learn and innovate either from within or through collaboration with others. | | |
| 3 | 3. Carry out strategic planning activities so that it: 3a. understands its local risk profile and considers and puts in place appropriate mitigations to be able to respond to: i.the risks faced by, and incidents in, its local community; and ii.local, regional and national scale emergencies, working as a single service or collaboratively with partners or as part of a multi-agency response | | |

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| | 3b. undertakes robust workforce planning to:<br> i. understand its capabilities so that it can deploy its resources effectively;<br> ii.identify and manage potential and talent; and<br> iii. attract and maintain a competent and diverse workforce | | |
| | 3c. remains financially viable, sustainable and delivers value for money for its community; | | |
| | 3d. identifies, understands and manages its corporate risks; | | |
| | 3e. can understand its environmental impacts and put actions in place to reduce or mitigate them, or both; | | |
| | 3f. has appropriate business continuity plans in place so that it is resilient and able to function during times of disruption; | | |
| | 3g. maintains adequate technology to support the service; | | |
| | 3h. identifies and collects the right data to support effective and informed decision making, in a timely manner; | | |
| | 3i. supports good governance, assigning clear responsibilities, roles and accountabilities and provides assurance about its organisational performance | | |
| 4 | 4. Have a strategic approach to communication, engagement and consultation which includes clear principles about how the organisation will communicate with its audiences, linked to the values of the service and the Code of Ethics Fire Standard | | |
| 5 | 5. Put controls and processes in place so that it can effectively monitor and manage:<br>a. finances;<br>b. corporate risks;<br>c. resources and capability;<br>d. organisational performance;<br>e. compliance with legislation and statutory responsibilities;<br>f. communication, engagement and consultation;<br>g. talent management, organisational development, and change; and<br>h. commercial activities and procurement | | |
| 6 | 6. Have provision for accessing legal and other specialist advice to inform the day-to-day operation of the service | | |
| 7 | 7.  Have leaders at all levels that:<br>7a. are accountable for the success of their service in:<br> i. delivering its vision and strategic objectives;<br> ii. complying with legislation, statutory requirements and industry standards;<br> iii. aligning their service to the Fire Standards and any other relevant professional standards; and<br> iv. upholding and enhancing the high reputation of the service in all they do. | | |
| | 7b. are politically aware, open to scrutiny and understand both the national and local challenges facing their service and others; | | |
| | 7c. are open-minded, open to learning and actively monitor the environment they operate in to enable them to work with agility and foresight | | |
| | 7d. embody, role model and actively promote:<br> i. an environment that creates and maintains trust throughout the service;<br> ii. the leadership behaviours set out in the NFCC Leadership | | |

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| | Framework; and<br>iii. the ethical behaviours set out in the Core Code of Ethics. | | |
| | 7e. relate to others effectively and constructively because of their emotional intelligence; | | |
| | 7f. demonstrate and encourage in others excellent communication skills, welcoming feedback from all | | |
| | 7g. use their effective influencing skills to develop and maintain positive and constructive relationships with:<br>i. staff representative bodies to develop and foster a positive industrial relations climate that builds trust and facilitates change; and<br>ii. partners and stakeholders to deliver excellence to the community. | | |
| | 7h. are technologically and data literate, who understand the importance of data and how to interpret it to support their planning and decision making | | |
| 8 | 8. Have a defined approach to organisational learning so that the service continually evaluates its own performance to improve its internal ways of working and the service it provides to the public | | |
| 9 | 9. Provide comprehensive, accurate and data driven reporting | | |
| 10 | 10. Consider its approach to organisational learning by:<br>10a. continuously evaluating its performance to ensure it remains efficient, effective and compliant with legislation and standards; | | |
| | 10b. identifying, capturing, evaluating and sharing learning which could benefit itself and others, engaging with national learning arrangements, where they exist; | | |
| | 10c. have in place or access to mechanisms which enable feedback from the community to be captured and responded to; | | |
| | 10d. have in place or access to mechanisms which enable feedback from employees to be captured and responded to; and | | |
| | 10e. using identified learning to tailor and improve what it delivers to the community | | |
| | 11. Recognise when it may need support and draw on the appropriate networks, national guidance and tools to support its own organisational development | | |
| | 12. Maximise opportunities gained from supporting the National Fire Chiefs Council (NFCC) network by sharing learning and experiences, collaborating with others and contributing to the continual improvement of the service | | |
| | 13. Engage regionally and nationally with peers, partners and stakeholders, collaborating where appropriate. | | |
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