

EQUALITY IMPACT ASSESSMENT

Overview Details			
Function /Department	Ops Preparedness - POD	Date Of analysis	05.02.26
Title and overview of what is being assessed / considered	Provision for residential training at Brathay Trust	Review Date	19.11.29 in line with the contract
Who will be affected by this activity? (Grey & Green Book)		Staff ☒	Public ☐
Author of Equality Impact Analysis	Ashley Roberts	Equality Analysis quality assured by (Member of the POD team)	Vicky Campbell

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 and 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	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) Example evidence: • 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 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. Some aspects of these documents will help you provide information, awareness, and data to support:	The purpose of this is EIA is to assess for the potential of any impact against the protected groups as described in the Equality Act (2010) in relation to the provision of residential development training delivered at Brathay Trust residential activity centre. The training supports Firefighter development through leadership, teamwork, communication and behavioural skills training delivered through outdoor and experiential learning activities. The programme involves staff attending and residing overnight at an external training provider. In addition to FF development, Brathay also provide Leadership development training as part of the Service’s leadership development provision. Evidence used includes: • NFCC Equality of Access to Employment and Training guidance • Previous residential training course feedback and evaluation forms • Service Instruction 0863 – Quiet Rooms and wellbeing support • MFRS Equality, Diversity and Inclusion Annual Report and workforce data • Apprenticeship learner feedback and progress reviews • Risk assessments completed by Brathay Trust for accommodation, catering and activities • Staff survey feedback relating to accessibility and training provision • Equality Act 2010 and Public Sector Equality Duty requirements • Brathay Trust accessibility statements and inclusion policies • Occupational Health and reasonable adjustment guidance • Access to Work and disability workplace support guidance
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	• Integrated Risk Management Plans • Service delivery strategies • Positive action and recruitment plans • Workforce improvement plans • Community engagement activities • and, will prompt conversations within the workplace. 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	• Socio-economic considerations identified through workforce demographic data and apprentice entry routes	
2	Do you have all the evidence you need in order to make an informed decision about the potential impact? (Please tick)	Yes ☒ If you feel that you have enough evidence, then you will not need to undertake any engagement activity	No ☐ If you feel that you do not have enough evidence to make an informed decision then you will need to undertake engagement activity with the staff or members of the public as applicable

3	What engagement is taking place or has already been undertaken to understand any potential impact on staff or members of the public? Examples include: <u>Public</u> • Interviews • Focus groups • Public Forums • Complaints, comments, compliments <u>Staff</u> • Staff events / workshop • Existing staff meetings / committees • Staff Networks • Representative Bodies • Annual Staff Survey questions	Consultation has taken place with: • POD Managers • Operational Training Managers • Apprenticeship Delivery Team • Training instructors delivering residential elements • Brathay Trust delivery staff regarding accessibility, welfare and reasonable adjustment processes • Informal learner feedback from previous residential leadership and development courses	
4	Will there be an impact against the protected groups as described in the Equality Act (2010)? Summarise what impact there may be against each of the protected groups. Embed or provide a hyperlink to any reports or electronic files to which you are referring. 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. It is also important to note that there may not be an impact on some of the protected groups if this	What is the actual or potential impact on age? courses may include staff of varying ages. Potential positive impact includes enhanced development opportunities and engagement through experiential learning methods. Potential negative impacts may arise where activities involve physical challenge or unfamiliar residential environments which may affect individuals differently depending on fitness levels or personal circumstances. Activities are risk assessed and alternative learning methods can be provided where required.	Not applicable ☐

	should be the case please tick the not applicable box. If there is no impact, please state that there is no impact.	What is the actual or potential impact on disability? Residential and outdoor activity-based training may present barriers for staff with physical disabilities, neurodiversity, sensory impairments or long-term health conditions. Positive impacts include increased confidence, team integration and inclusive development opportunities. Potential negative impacts include accessibility of accommodation, activity suitability, travel requirements and fatigue associated with residential stays. These risks are mitigated through: • Pre-course medical and welfare disclosure • Individual reasonable adjustment planning • Liaison with Brathay Trust regarding accessible accommodation and activity modification • Occupational Health and consideration through the Reasonable Adjustment Panel to consider support where required • Availability of alternative activities or assessment methods	Not applicable ☐
		What is the actual or potential impact on gender reassignment? Accommodation provided are all single occupancy with private changing/wash facilities. Potential risks include:	Not applicable ☐

		• Privacy concerns in accommodation • Participation confidence in mixed-gender activity environments These are mitigated through: • Allocation of suitable accommodation arrangements • Welfare support and instructor awareness • Access to wellbeing facilities and support guidance • Consideration of individual needs prior to attendance	
		What is the actual or potential impact on marriage and civil partnership ?	Not applicable ☒
		What is the actual or potential impact on pregnancy and maternity ? In relation to pregnancy and maternity risk assessment will to be put in place to assess how the individual could participate. Involvement in activities can be adapted to ensure they can participate. Additional private room can be made available should breastfeeding be required.	Not applicable ☐
		What is the actual or potential impact on race ?	Not applicable ☒
		What is the actual or potential impact on religion and / or belief ? Residential training may require overnight stays and accommodation which could impact individuals with specific religious or cultural requirements. Potential considerations include:	Not applicable ☐

		• Dietary requirements • Prayer facilities or time allowances • Modesty or accommodation arrangements Brathay Trust provides catering options and flexible arrangements where notified in advance. Staff are encouraged to disclose requirements confidentially prior to attendance.	
		What is the actual or potential impact on sex (gender)? The residential environment requires shared accommodation and participation in physically and socially challenging activities. Positive impacts include inclusive team development and leadership confidence building. Potential risks include: • Privacy concerns in accommodation • Participation confidence in mixed-gender activity environments • Menopause-related wellbeing considerations These are mitigated through: • Allocation of suitable accommodation arrangements • Welfare support and instructor awareness • Access to wellbeing facilities and support guidance • Consideration of individual needs prior to attendance	Not applicable ☐
		What is the actual or potential impact on sexual orientation?	Not applicable

		Potential risks include: • Privacy concerns in accommodation These are mitigated through: • Allocation of suitable accommodation arrangements • Welfare support and instructor awareness • Access to wellbeing facilities and support guidance • Consideration of individual needs prior to attendance	☐
		What is the actual or potential impact on Socio-economic disadvantage? Residential courses may create perceived barriers for individuals with caring responsibilities or external financial pressures. All accommodation, meals, course costs and travel are covered by the Service, reducing financial barriers. Managers will support staff with planning around caring or family responsibilities were reasonably practicable.	Not applicable ☐

ACTION PLAN

What actions need to be taken in order to mitigate the impacts identified in sections 3,4 and 5?				
Impact	Action Required	Integrated existing work (yes/no) outline	Target Date	Responsibility
Age	None			
Disability -	Ensure pre-course accessibility and reasonable adjustment questionnaires are completed and reviewed. Liaise with Brathay Trust to confirm accessibility arrangements and alternative activity options	Yes – aligned to Service reasonable adjustment processes.	Prior to each residential course delivery.	POD
Pregnancy and Maternity -	Ensure risk assessments are completed for pregnant staff or those returning from maternity. Confirm suitability of activities and residential arrangements. Provide alternative learning options where required.	Yes – aligned to SI 0863 and maternity support guidance.	Prior to each residential course delivery.	POD
Race	None			
Gender reassignment	None			
Marriage and civil partnership	None			
Religion and / or belief	Yes Gather dietary, prayer and accommodation requirements during pre-course planning and communicate these to Brathay Trust.	Yes – existing learner welfare and booking processes.	Prior to each residential course delivery.	POD
Sex (gender)	No. individual accommodation is to be booked	Yes – aligned with EDI and welfare policies.		
Sexual orientation	None			
Carers	None			
Other	None			
Deprived communities/socio economic	None			
How will these actions be monitored and where will the outcomes be reported?				

Post-course learner feedback and evaluation reports

- Welfare or reasonable adjustment review meetings
- Annual EDI monitoring and training quality review processes

Completed by (Please print name /Designation)	Ashley Roberts	Signature Date	A Roberts 05.02.25
Quality Assured by (Please print name /Designation)	Vicky Campbell	Signature Date	05.02.2026

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



[2021/22 Fire Statistics](#) this includes workforce data published by the government