

Equality, Diversity and Inclusion

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Content



- High-level findings - equality, diversity and inclusion (EDI)
- Changes to the inspection methodology
- What good looks like

Please feel free to ask questions at any point



METHODOLOGY: How well does the FRS look after its people?



3.1

3.2

3.3

3.4

How well does the FRS promote its values and culture?

How well trained and skilled are FRS staff?

How well does the FRS ensure fairness & diversity?

How well does the FRS develop leadership & capability?



Round 1: Inspection judgments

	Outstanding	Good	Requires Improvement	Inadequate
3.1 Values and Culture	4	18	20	3
3.2 Planning and Training	0	28	15	2
3.3 Fairness and Diversity	0	16	26	3
3.4 Leadership and Capability	0	18	25	2

Overall Pillar Grades: 18 Good, 25 Requires Improvement, 2 Inadequate



Round 1: Principal findings (SoFR 2019)

3.1 Values and Culture	<ul style="list-style-type: none">• lack of values and toxic culture• unacceptable behaviours and language
3.2 Planning and Training	<ul style="list-style-type: none">• inequality between operational and non-operational staff
3.3 Fairness and Diversity	<ul style="list-style-type: none">• inconsistent approaches to seeking and acting on feedback• lack of understanding of EDI• no FRS representative of the community it served
3.4 Leadership and Capability	<ul style="list-style-type: none">• lack of diversity among leadership



Round 2: EDI focus & changes



Approach: Embed EDI across the inspection framework and; get inspection staff to think of diversity across the inspection

Effectiveness: 'how does the FRS...'

- engage in dialogue with communities to understand local risk
- routinely gather data (such as social, economic, and environmental) to produce the integrated risk management plan (IRMP)
- Use the IRMP to manage risk to the public

Efficiency: 'how does the FRS...'

- consider EDI in the procurement of goods and services
- utilise innovative practice to improve EDI offer



Round 2: EDI focus & changes



People: 'how does the FRS...'

- build a culture where EDI engagement is responsive, meaningful and embedded throughout the organisation
- Support staff to 'bring their whole selves' to work
- proactively identify and remove disproportionality across the organisation
- improve the recruitment and retention of female and ethnic employees (across all roles and levels within the service)
- deliver training and development on issues relating to bullying, harassment, unfair discrimination and unacceptable behaviours
- ensure staff buy-in of their role in promoting EDI



Round 2: EDI focus & changes



- **New question added to methodology:**
 - 3.3.4 “How well does the FRS promote equality, diversity and inclusion to ensure fair and open opportunities for all”
- **New desktop review** completed ahead of fieldwork:
 - Focused on the FRS approach to equality impact assessments. This will include:
 - a document review;
 - a desktop review of 3 different policies (always including one covering protection where possible);
 - and an interview with the policy owner.
- **HMICFRS FRS staff survey findings**
- **HO data**

Round 2: tranche 1 judgments

	Outstanding	Good	Requires Improvement	Inadequate
3.1 Values and Culture	0	9	4	0
3.2 Planning and Training	0	6	7	0
3.3 Fairness and Diversity	0	4	9	0
3.4 Leadership and Capability	0	3	10	0

Overall Pillar Grades: 5 Good, 8 Requires Improvement
(2 double grade jumps - 3.1 & 3.3)

Round 2: Principal EDI findings (SoFR 2020)

3.1 Values and Culture	<ul style="list-style-type: none">• most services were better at promoting their values
3.2 Planning and Training	<ul style="list-style-type: none">• continued lack of effective workforce and succession planning
3.3 Fairness and Diversity	<ul style="list-style-type: none">• desired outcomes of EDI strategies lacked clarity• a lack of understanding of and training on equality, diversity and inclusion• poor use of use equality impact assessments and staff networks
3.4 Leadership and Capability	<ul style="list-style-type: none">• lack of diversity among leadership

3.3 What does good look like?

- **Understands its context** (*using external and internal data*)
- **Focussed on 'why?' and the 'so what?'** (*rather than the 'what'*)
- **Acts proportionately** (*choosing the most appropriate output/activity to achieve the desired outcome/impact*)
- **Has appropriate support mechanisms/foundations in place** (*aka the 'boring' things*)
- **Gives prominence to staff voice** (*engagement channels*)
- **EDI permeates across multiple questions** (*not restricted to 3.3.4*)
- **Takes staff along with them** (*staff understand and have an active role in the journey of change*)



Public Sector Equality Duty & the Equality Act 2010



We have legal responsibilities under the Public Sector Equality Duty and the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Build good relations and understanding between people who share a protected characteristic and those who do not

