

Freedom of Information request: Reference number FOI2025/01275

Date of request: 13th November

Request:

I am writing to request an internal review of London Fire Brigade's handling of my FOI request 'Equality Act 2010 - Training and info materials provided to staff'.

Thank you. I think that document represents the syllabus. Will you be responding to this please?
"ask for some examples of the slide decks to share, if there is not one individual one used for everyone?
Let's say three examples."

Slides are being created for groups per your messages. Please provide three examples of the content issued to groups (not the syllabus).

Response:

We have treated this as a new request under the Freedom of Information Act 2000, as it seeks information that was not explicitly requested in your earlier FOI request.

The London Fire Brigade delivers Equality, Diversity and Inclusion (EDI) Literacy training using a core slide deck designed by the Belonging, Inclusion and Wellbeing team. This slide deck forms the basis of classroom delivery to staff groups.

Please see attached the master EDI Literacy training slide deck, which represents the content used to deliver training to staff groups and serves as an example of the materials used in practice.

We have dealt with your request under the Freedom of Information Act 2000. For more information about this process please see the guidance we publish about making a request on our website:
<https://www.london-fire.gov.uk/about-us/transparency/request-information-from-us/>

EDI Literacy: outline

- 1000: Test
- 1030: Introductions. Meeting your expectations - a space for you to share
- 1130: EDI Knowledge
- 1430: EDI Practice
- 1530: EDI Awareness
- 1630: Personal reflections

LUNCH



Level 1: EDI Literacy

2-day classroom input

Designed by: LFB Inclusion Team

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Introductions: who are you?

Name

What could you tell us about yourself that could help the group understand you better?

Before we begin...

CHATHAM HOUSE RULES



EDI Literacy: meeting your expectations



Discussion:

- What issues have you faced in the inclusion space?
- What terms or concepts do you struggle with?
- What are specific learning points that you would like to address here?

Case Study

Janet is a fire fighter who has been on the watch for nearly two years now. When she first started Janet was sociable and outgoing, but over the last 6 months she has begun to isolate herself from the rest of the watch.

As a Leading Fire Fighter, you approach her for a quiet word, and Janet eventually informs you that she's getting a bit fed up with the banter and sexist and demeaning language around the station. She tells you she has tried everything she can to try and fit in with the guys but is maybe coming to a realisation that the fire station is not a women's world.

EDI Literacy: learning outcomes applied

1. **EDI Knowledge (understanding the wider context and drivers for inclusion)**
 - understanding the Public Sector Equality Duty (PSED)
 - understanding our legal obligations
 - understanding different types of unacceptable behaviours
2. **EDI Practice (understanding your personal responsibilities and impact)**
 - correctly identifying and challenging EDI issues
 - making appropriate decisions and taking proportionate actions
 - role modelling LFB Values
3. **EDI Awareness (understanding how to empower yourself and others)**
 - understanding your personal EDI journey
 - engaging in the lived experiences of others
 - developing your emotional intelligence

Our values and behaviours framework

Value	Descriptor	Acceptable Behaviours	Unacceptable Behaviours
SERVICE	We put the public first	- I put the interests of the public first - I keep myself safe, so that I can protect others - I take pride in LFB - I look for ways to understand the communities we serve - I am professional at all times	- I act out of self-interest - I undermine the Brigade and my colleagues - I behave unprofessionally - I fail to recognise the needs of the public
COURAGE	We step up to the challenge	- I challenge poor language, behaviours and performance - I speak up even if it is uncomfortable - I ask for help - I respond confidently at incidents by applying my training and skills - I anticipate and prepare for change positively	- I ignore poor language, behaviours and underperformance - I blame others - I don't reflect on my actions and my impact on others - I refuse to change
LEARNING	We listen so that we can improve	- I look for opportunities to learn and grow professionally - I share my knowledge, skills and experience with others - I stay up to date with mandatory learning and development - I ask for and offer constructive feedback	- I fail to learn from my mistakes - I do not seek to learn or grow professionally - I think I have nothing to learn from others - I do not welcome feedback
TEAMWORK	We work together and include everyone	- I participate in team activity - I make sure the work we do is aligned to the Brigade's strategy - I am clear on our shared purpose and goals - I set high standards for myself and others - I build strong relationships working with others	- I take credit for the work of others - I do not offer to help - I allow people to struggle - I do not share the benefit of my knowledge, skills and experience
EQUITY	We treat everyone fairly according to their needs	- I seek to understand and learn from people with different perspectives - I celebrate the achievement of others - I give others the space to be themselves - I am compassionate and kind to others and support their individual needs - I do the right thing when nobody's looking	- I am disrespectful and talk about people behind their backs - I do not challenge discriminatory language - I am unkind - I do not acknowledge others' successes
INTEGRITY	We act with honesty	- I am accountable for my actions and my mistakes - I look for the facts before taking action - I escalate risks and plan mitigating actions - I build trust	- I blame others - I cover up issues - I am dishonest

EDI Knowledge: the Public Sector Equality Duty (PSED)

EQUALITY ACT 2010 and
Public Sector Equality Duty

NINE PROTECTED CHARACTERISTICS

- Age
- Disability
- Gender reassignment
- Marriage (personal relationships)
- Maternity (pregnancy)
- Race
- Religion (belief)
- Sex (gender)
- Sexual orientation



EDI Knowledge: unacceptable behaviours

1. Discrimination

- **Direct:** treating someone with a protected characteristic less favourably than others
- **Indirect:** putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage

2. Harassment

- unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them

3. Victimisation

- treating someone unfairly because they've complained about discrimination or harassment

EDI Practice: correctly identifying issues. PESTLE analysis

CASE STUDY

‘It’s more an organisation culture of (the old boys club) that needs to be addressed. It’s a bullying culture in essence which then prevents the correct course of action to be administered. It’s never going to be eradicated I’d imagine because people are more than happy to practice it, to get to where they want to be.

...the old-fashioned traditions that are used to break your spirit, being treated like children, the secrecy of the management, the fear of speaking up, being blocked from development opportunities... LFB always ticking the boxes but never actually doing the right thing by people, the lack of inclusion, managers scared of their own shadows, lack of support when things go wrong etc..’ *Independent Culture Review*, November 2022

EDI Knowledge

1. EDI Knowledge (understanding the wider context and drivers for inclusion)

- understanding the Public Sector Equality Duty (PSED)
- understanding our legal obligations
- understanding different types of unacceptable behaviours

Lunch!

Be back in 45 minutes

EDI Knowledge: our legal obligations

All employees of the Public Sector in the UK must have 'DUE REGARD' to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Recap: exercise - equality, diversity or inclusion?

1. EDI Knowledge (understanding the wider context and drivers for inclusion)

- understanding the Public Sector Equality Duty
- understanding your responsibilities
- understanding different types of unacceptable behaviours

A

Recognising, respecting and valuing people's differences

B

Positively striving to create environments where individuals feel seen, heard and have a sense of belonging

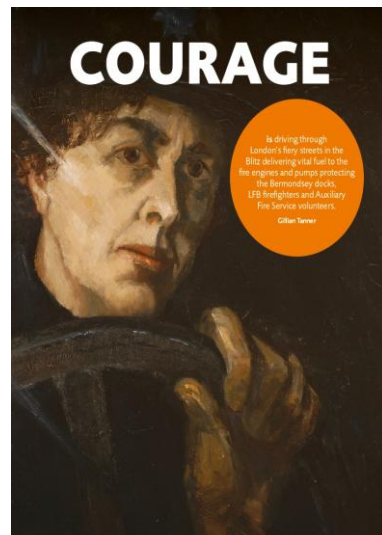
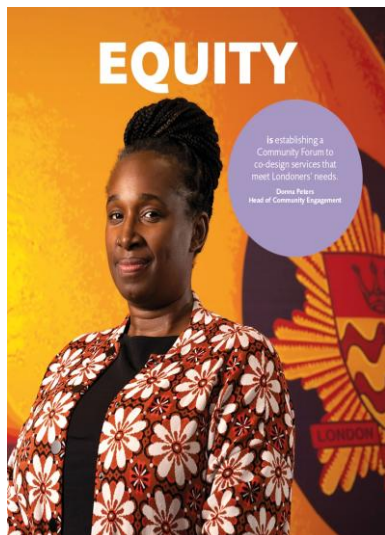
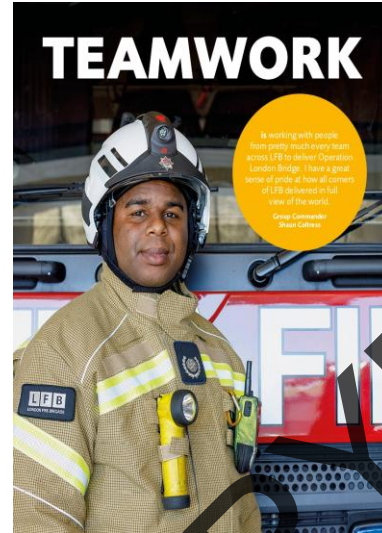
C

Ensuring individuals or groups are **not treated differently or less favourably** on the basis of their protected characteristics

Diversity is a fact, inclusion is a choice



EDI Practice: Role modelling our values



RIGHT

• Equality vs Equity



✓ Discussion: What is the difference?

EDI Practice: Role modelling our values



- Positive/Equity Action

✓ Discussion: What is it?

Specific and active steps to compensate for disadvantages faced by some staff and members of the communities is called positive action, or equity action as we have named it, and is lawful under Section 158 Equality Act 2010 if it:

- enables or encourages people who share a protected characteristic to **overcome a disadvantage** connected to the characteristic;
- **meets the needs** of people who share a protected characteristic where those needs are different to those of people who do not have the characteristic; or
- enables or encourages people who share a protected characteristic to participate in an activity in which their **participation is disproportionately low**.

EDI Awareness: developing your emotional intelligence

CASE STUDY

- Richard is a Black colleague on your watch who recently come out as homosexual. Initially he was relieved to be open about his sexuality and not to have to hide. For the first time in several years, he felt he could truly be himself around his close colleagues. He hoped it was a risk he could take as he felt it took a few years to fully integrate into the team due to being on the receiving end of jokes about his race.
- However, when the wider team found out Richard was gay, he began to receive comments such as “how did you turn gay Rich?” ‘who is your wife’ and was the butt of jokes around the mess table, with colleagues laughing while stating “I thought your lot didn’t like gays”.
- He has laughed it off but feels that things have changed, and it’s worse than when he first joined, and some colleagues have even less respect for him. Richard begins to lose confidence, avoids talking about anything personal, and has started to take more days off than usual.

EDI awareness: What is your personal impact?



- Understanding the concept of White privilege

✓ structural, systemic and institutional advantages



- ✓ Discussion: what diversity do you bring to the organisation?

EDI Literacy: day two

- Two-part assessment

1. Complete multiple-choice questionnaire one more time

2. Day 2: Group exercise: discuss legislative vs public accountability, complete an EIA as a group

Close: Personal reflections and questions

