

OFFICIAL

Apprenticeships Update (Public Sector Duty) 20/21

Human Resources Committee

Date: 9 July 2021

Agenda Item:

6

Submitted By: Chief Employment Services Officer

Purpose

To provide an update on progress towards meeting the Public Sector Apprenticeship Duty.

To update Members on apprenticeship statistics, including numbers of colleagues who have engaged with apprenticeships, completions and spend from within the Apprentice Levy Fund Account for the delivery of apprenticeships and progress made.

Recommendations To note the report

Summary

The Public Sector Apprenticeship Targets Regulations 2017 requires all public bodies, of which West Yorkshire Fire & Rescue Service is one, to demonstrate due regard to the Public Sector Apprenticeship Target.

The authority is required to submit data to outline how it demonstrates 'due regard' to meeting the of 2.3% target (employees who are apprentices). Annexe 1 is the Department for Education analysis, based on data submitted by the organisation. WYFRS has exceeded the Public Sector Apprenticeship Target with 3.3% for 2019/20 financial year.

Local Government (Access to information) Act 1972

Exemption Category: None

Contact Officer: Ian Stone, Organisational Development Manager

Background papers open to inspection: Meeting the Public Sector Apprenticeship Target - [Public sector apprenticeship target - GOV.UK \(www.gov.uk\)](#)

Annexes: Annex 1 – WYFRA Public Sector Apprenticeship Submission 2019/20

1 Introduction

- 1.1 West Yorkshire Fire and Rescue Service continues to be passionate about developing our people. We demonstrate our commitment through significant investment both in time and money to continuous training, learning and professional development. In addition to on-the-job learning, maintenance of competence, eLearning, and courses to support development at work we are proud to offer apprenticeships where they add value.
- 1.2 The organisation carries out investment in apprenticeships through the apprentice levy. Utilising apprenticeships in a way in which the organisation fulfils our commitment to 'enabling our people to be at their best at work'. The apprenticeship approach enables people to take up opportunities which may not be available otherwise.
- 1.3 Apprenticeships specifically support personal development, provide academic rigour (through specific professional qualifications), and enable the ongoing development of skills, knowledge, and behaviours at work. This approach helps colleagues at all levels across WYFRS to gain the essential requirements to take the next career steps.
- 1.4 There is however a growing body of evidence that the time spent by colleagues on apprenticeships, particularly Level 5 and above is impacting on some individual's workload and work life balance more than anticipated. An evaluative process is underway which will help identify areas where we can better cross-map the learning to work activities and integrate elements of the Job Description. Additional coaching and workshop time is also being set aside to support colleagues to make the best use of their learning time (funded by the apprentice levy).
- 1.5 The annual submission of data to the Department for Education provides a snapshot of the progress WYFRS has made over the previous financial year, ending 31 March 2020 against the target. The year on year comparisons also provide an opportunity to track how the organisation is developing its approach to apprenticeships.

2 Apprentice Data (Financial & Statistical)

2.1 Statistical Data (Financial Year 2019/20).

- 2.1.1 In 2018/19, a total of **17** people started an apprenticeship and **one** completed.
1 x completion of ICT apprenticeship; 7 months duration.
- 2.1.2 In 2019/20, a total of **45** people commenced a new apprenticeship. This included Levels 3, 5, 6 & 7 Leadership, Motor Vehicle / HGV Maintenance and Supply Chain (Logistics). There were **17** completions in this financial year.
1 x completion of HGV apprenticeship; 26 months duration
16 x completion of Team Leader (Supervisor/Manager); 13 - 26 months duration.
- 2.1.3 In 2020/21, a total of **19** people commenced a new apprenticeship. This included Levels 3, 5, 6 & 7 Leadership, HGV Maintenance, Supply Chain (Logistics) and Project Management (Levels 5 and 6). There were **6** completions as a number were delayed as a result of Covid-19 and transitioning to online learning
1 x Business Admin Level 3 apprenticeship; 24 months duration
2 x Vehicle Maintenance Level 2 apprenticeship; 23-25 months duration
3 x Team Leader (Supervisor/Manager) Apprenticeships; 13 – 25 months duration.

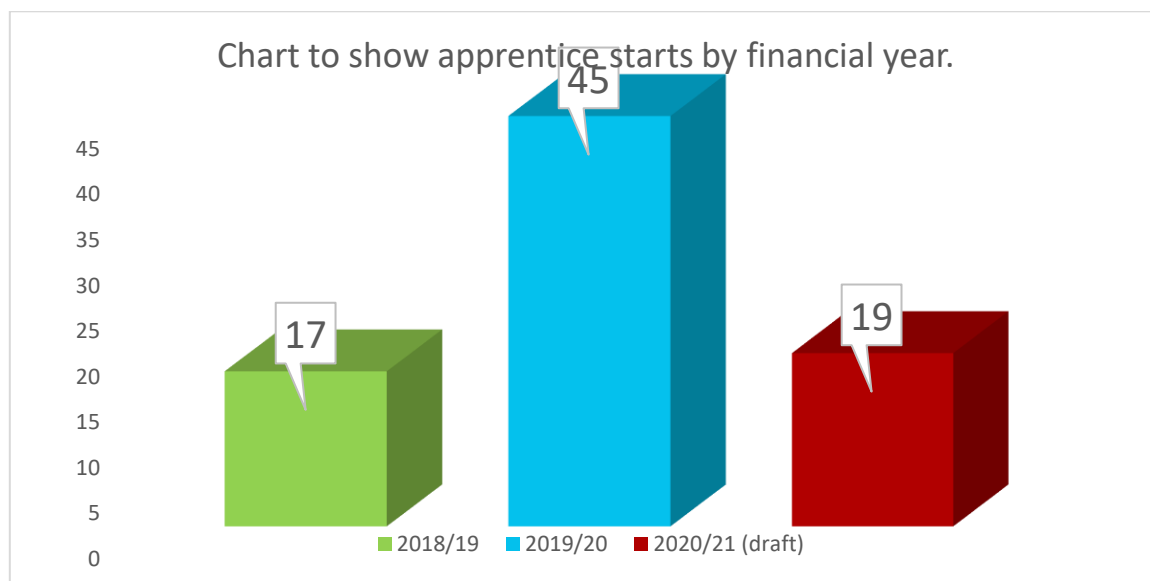


Figure 1: Apprentice Starts Figures

2.2 Financial - Apprentice Levy Data - Financial Year 2019/20

- 2.2.1 The apprentice levy is based on our monthly payroll and is taken at source by government each month. The payment is 'topped up' before being added to a dedicated apprentice levy portal from which apprenticeships can be funded. Funds within the levy account remain live for a period of 24 months, after which they expire. Any unspent levy funds are claimed back by the Government to pay for apprenticeship training for smaller employers and to fund additional payments to support apprentice recruitment and retention.
- 2.2.2 It is challenging for many organisations to spend their levy funds on value adding apprenticeships. It is a particular challenge for organisations such as our own with a relatively static workforce. However, WYFRS has carefully targeted apprenticeship-based learning to those areas of the organisation that will benefit the most. This includes leadership, skills-based learning (e.g. HGV/Vehicle maintenance), project management and HR.
- 2.2.3 The table below shows a month-by-month breakdown of the Apprentice Levy spend for two financial years. The year ending March 2020 is the last full year where the public sector duty is reported. The latest full financial year data included (ending March 2021) will be reported to government by September of 2021; the data for the last financial year remains subject to change as apprentices complete, step down, levy expires, fees are adjusted, etc. The 2020/21 date is for information only at this stage and will be reported once the data is uploaded and signed off on the levy portal.

Month	Levy Funds	Expired Levy Funds	Total Paid from Levy	Levy Unused (P/M)	%age of monthly levy funds paid to apprentices
Apr-19	£17,860.83		£12,447.43	£5,413.40	70%
May-19	£18,419.50	£0.00	£11,005.20	£7,414.30	60%
Jun-19	£18,790.20	£0.00	£9,449.65	£9,340.55	50%
Jul-19	£18,242.40	£0.00	£9,449.65	£8,792.75	52%
Aug-19	£37,456.10	£0.00	£15,103.14	£22,352.96	40%
Sep-19	£17,932.20	£0.00	£0.00	£17,932.20	0%
Oct-19	£19,120.96	£0.00	£14,269.07	£4,851.89	75%
Nov-19	£18,293.20	£0.00	£18,547.67	-£254.47	101%
Dec-19	£17,976.61	£0.00	£21,546.05	-£3,569.44	120%
Jan-20	£18,306.94	£0.00	£16,545.18	£1,761.76	90%
Feb-20	£19,241.36	£0.00	£12,685.17	£6,556.19	66%
Mar-20	£17,904.59	£0.00	£11,839.62	£6,064.97	66%

Figure 2 – Extract from Apprentice Levy Account Highlighting Actual Spend for Financial Years 2019/20

2.2.4 Below are included statistics for the 2020/21 financial year. These figures will remain draft for the purposes of this report until the data is added to the government portal before the deadline in September 2021 and reported to HR Committee in due course, but they are unlikely to change.

Month	Levy Funds	Expired Levy Funds	Total Paid from Levy	Levy Unused (P/M)	%age of monthly levy funds paid to apprentices
Apr-20	£18,193.13	£0.00	£14,577.12	£3,616.01	80%
May-20	£18,665.96	£0.00	£12,306.28	£6,359.68	66%
Jun-20	£18,660.47	£0.00	£12,904.62	£5,755.85	69%
Jul-20	£18,145.60	-£827.03	£12,904.62	£5,240.98	71%
Aug-20	£37,506.70	-£5,326.58	£12,484.62	£25,022.08	33%
Sep-20	£17,846.40	-£26,224.56	£10,939.95	£6,906.45	61%
Oct-20	£19,971.60	£0.00	£20,076.86	-£105.26	101%
Nov-20	£18,575.70	-£1,389.75	£15,839.36	£2,736.34	85%
Dec-20	£18,768.20	£0.00	£19,396.33	-£628.13	103%
Jan-21	£18,960.24	-£780.02	£15,927.18	£3,033.06	84%
Feb-21	£19,137.27	-£5,259.09	£13,726.99	£5,410.28	72%
Mar-21	£18,391.79	-£7,978.05	£9,664.02	£8,727.77	53%

Figure 3 – Extract from Apprentice Levy Account Highlighting Spend for Financial Years 2020/21

- 2.2.5 As can be seen by figures two and three above, the average spend per month on levy funded apprenticeships tracks below 100% in most months. The Covid-19 pandemic, each lockdown and logistical challenges in ensuring our people were able to engage in a Covid-secure manner led to delays in progressing apprenticeships.
- 2.2.6 On average for the financial year 2019/20 66% of levy funds are spent each month. This is significantly higher than 42% average monthly spend in 2018/19. The indicative figures for the 2020/21 year are tracking at an average of 73% of the monthly levy, though it should be noted that future years may track lower due to a reduced take up as more colleagues are appropriately qualified.
- 2.3 There have been significant delays in starting new apprenticeship programmes or continuing existing apprenticeships as a direct result of the Covid-19 pandemic.
- 2.4 It should be noted that as a result of the Covid-19 pandemic the delay in starting apprenticeships impacted on the expiry of levy funds. Despite representations to the National Apprenticeship Service to waive or extend the 24-month expiry date on levy funds, this request has been declined.
- 2.5 It is important the organisation only supports apprenticeships that add value to the job, individual and organisation. It would be completely inappropriate to put people on spurious apprenticeships just to spend the funds, and as such the organisation is seeing a rise in 'unspent expired funds.'. The majority of people engaged with apprenticeships gain significant value from them and rate their learning experience highly. However, a review will assess whether the value of Level 5 and above apprenticeships is outstripped by the time taken and impact on individuals and their roles at work.
- 2.6 The organisation has a clear decision-making process which establishes business benefits first, followed by individual benefits second. Where a benefit to the organisation cannot be established an apprenticeship application would be denied. Following the review outlined above the additional workload the individual has an impact on the organisation will also be taken into account.
- 2.7 To ensure apprenticeships continue to add value, regular reviews are in place. Where the value added is unclear or outcomes arising from the learning are less than hoped then such programmes may be stopped.

3 Financial Implications

- 3.1 The expiry of levy funds, though frustrating has no direct financial implication. Levy funds are extracted as a percentage of payroll. Whether or not the organisation chooses to enable employees to complete apprenticeships makes no difference to the levy payable.
- 3.2 An increase in colleagues being directed towards levy funded apprenticeships has eased pressure on stretched training and learning budgets. Standalone qualifications previously funded from budgets are now less widespread. It should however be noted not all apprenticeship programmes are a reasonable alternative to standalone qualifications.
- 3.3 Work is underway to evaluate programmes in leadership and management for example as investment in time is significant and we need to be assured of value for money. The review of Level 5 programmes in particular will provide better data to support decision making..

- 3.4 The Public Sector Apprenticeship Targets Regulations 2017 requires all public bodies, of which West Yorkshire Fire & Rescue Service is one, to demonstrate due regard to the Public Sector Apprenticeship Target (PSA Target). The organisation is clearly complying with the requirement to show due regard to the 2.3% target and demonstrates within this report that WYFRS is exceeding the public sector apprenticeship target year on year.

4 Legal implications

- 4.1 The Monitoring Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by Members for legal advice made at the meeting.

5 Human Resource and Diversity Implications

- 5.1 The introduction of the Apprentice Levy has undoubtedly extended access to qualifications through apprenticeship more widely than in the past. As is highlighted throughout the report there are now significant numbers of employees taking up apprenticeships. This supports our drive to be an employer of choice and also enables colleagues to achieve a higher level of qualification than the organisation may have otherwise funded.
- 5.2 To support and enable colleagues from underrepresented groups, we have enabled three colleagues, including one who is operational, to join a positive action leadership apprenticeship which is designed to support BAME colleagues with bespoke coaching and mentoring and additional content with themes such as 'imposter syndrome' and confidence building. Through apprenticeships we are also increasing opportunities for operational women to take up the opportunity for apprenticeships to support promotion.

6 Equality Impact Assessment

Are the recommendations within this report subject to Equality Impact Assessment as outlined in the EIA guidance? (EIA guidance and form 2020 form.docx westyorksfire.gov.uk)	Yes (screening)
Date EIA Completed	29/06/21
Date EIA Approved	29/06/21

The EIA is available on request from the report author or from diversity.inclusion@westyorksfire.gov.uk

7 Health, Safety and Wellbeing Implication

- 7.1 All health and safety requirements for apprenticeships are complied with. The organisation has also put in place additional safeguards to ensure Covid-19 safe delivery of any face to face workshops. In line with the Government roadmap, and WYFRS roadmap such safeguards remain under review.

8 Environmental Implications

- 8.1 There are no environmental implications arising directly from this report.

9 Your Fire and Rescue Service Priorities

- We will continue working towards delivering a more inclusive workforce, which reflects and serves the needs of the diverse communities of West Yorkshire.
- We will enable our people to be at their best at work

10 Conclusions

- 10.1 The continued use of apprenticeships to support the professional development of colleagues across WYFRS is a positive step forward. The Apprentice Levy enables this to be delivered apace. However, the benefits of apprenticeships must be balanced against the impacts on the organisation and individuals, which is why the review of the Level 5 leadership, in particular, is taking place.
- 10.2 WYFRS is effective at retaining people who join the organisation and has a great track record in recruiting in traditional apprenticeship areas such as vehicle maintenance and more recently with ICT.
- 10.3 Continued low recruitment leads to challenges ahead as we see fewer people who don't already possess the appropriate qualifications for their role / next career step.
- 10.4 Increasing access to higher level apprenticeships (usually one up from the requirements of the current role) provides opportunities to integrate apprenticeships within our strategic approach to talent and succession, enabling the organisation to increase our talent pool.
- 10.5 If we continue to see a relatively stable workforce, then meeting or exceeding the 2.3% target becomes more challenging in future, though the organisation is providing more apprenticeship job opportunities in areas such as ICT.

Reporting period 1 April 2019 to 31 March 2020

Organisation Name West Yorkshire Fire and Rescue Service

Number of employees who work in England	
Number of employees who were working in England on 31 March 2019	1,385
Number of employees who were working in England on 31 March 2020	1,420
Number of new employees who started working for you in England between 1 April 2019 to 31 March 2020	94
Number of apprentices who work in England	
Number of apprentices who were working in England on 31 March 2019	43
Number of apprentices who were working in England on 31 March 2020	62
Number of new apprentices in England between 1 April 2019 to 31 March 2020 (includes both new hires and existing employees who started an apprenticeship)	45
Full Time Equivalent	
Full-time equivalents (optional)	Change

Reporting percentages

We have computed the percentages that will be reported from the figures you have given.

Percentage of apprenticeship starts (both new hires and existing employees who started an apprenticeship) as a proportion of employment starts between 1 April 2019 to 31 March 2020	47.87%
Percentage of total headcount that were apprentices on 31 March 2020	4.37%
Percentage of apprenticeship starts (both new hires and existing employees who started an apprenticeship) between 1 April 2019 to 31 March 2020 as a proportion of total headcount on 31 March 2019	3.25%

Factors that impacted your ability to meet the target

What actions have you taken this year to meet the target? How do these compare to the actions taken in the previous year?

Further work has been carried out to engage our existing workforce to take up opportunities for career advancement/enhancement through apprenticeships. A particular focus has been put on developing leaders and existing managers with a large-scale programme of Level 3 and Level 5 leadership / supervision courses.

We are very clear that apprenticeships afford an opportunity to not only achieve a professional qualification, but also provide opportunity to embed skills, knowledge and improve behaviours through the careful use of the 20% off the job learning.

Some of our initial plans, and, therefore progress had to be put on hold as a result of the Covid-19 Pandemic and our reluctance to start people on a programme during lockdown. This means the forthcoming reporting year will show a greater number of new starts who would have normally begun during the reporting period.

A number of 'one off' apprenticeship programmes are also in place to support professional / career development in more specialised areas in the organisation.

Of our Level 3 Supervisor/Leader apprentices who have completed almost all have achieved a distinction, which is something we are immensely proud of.

We have a small number of people pursuing degree apprenticeships as a pilot to establish the value such programmes add to the individuals, their career development and of course the organisation.

**What challenges have you faced this year in your efforts to meet the target?
How do these compare to the challenges experienced in the previous year?**

The Covid-19 Pandemic has created significant challenges for us, both in terms of delaying starts for our people who are keen to commence a programme, but also the shift to online by default necessitated by lockdown. There is no doubt that this will be less of a factor in future years, but, has definitely impacted on a number of apprentice starts due for this financial year which have been pushed back to the next reporting cycle as a direct result.

The next biggest challenge is resources. Our organisation is incredibly lean and as such enabling people to leave their 'day job' to take up apprenticeships remains a challenge.

The 20% off the job learning has also been a challenge for people in some parts of our organisation for the same reason. That said, we continue to work closely with managers and providers to ensure people get the development and time they need and that such development adds value to the

apprentice and our organisation. The most obvious challenge we have faced is to actually spend the levy funds on apprenticeships. We are clear that unless a programme adds value to the organisation, we will not sanction it.

Having some levy funds now starting to expire is frustrating, particularly as the Covid-19 situation has impacted on the ability to start new apprentices which may have offset this loss.

The organisation continues to have lower than average turnover; our workforce is largely already qualified for their current roles, and, many of our people have already been enabled to achieve the qualifications to step up into their next logical career step.

The much-reduced budgets mean that it is impossible for the organisation to recruit many people as apprentices. We are so lean that doing so could risk the individuals not receiving the support and supervision they need to thrive as an apprentice.

How are you planning to meet the target in future? What will you continue to do or do differently?

We will continue to utilise apprenticeships as a developmental tool for our aspiring leaders and people who are keen to take the next step in their careers. We are also considering how we might encourage people from underrepresented groups to take up apprenticeship opportunities.

We are significantly expanding the range of apprenticeship opportunities, keeping our eyes wide open to new standards which may add value to the organisation.

We are shortly to recruit someone into a specific apprenticeship role, and, though this won't show until the forthcoming years submission it demonstrates our continued drive for putting apprenticeships at the heart of our people development plans.

We are beginning to develop significantly improved relationships with a smaller number of responsive providers who are much more able to flex to the needs of a 24/7/365 service.

Our leadership strategy links our programme of development to apprentice standards and in so doing we are able to move our organisational culture in the right direction and support our people to gain career-valuable apprenticeship qualifications.

Do you have anything else you want to tell us? (optional)

The Covid-19 Pandemic has severely hampered our progress. We had to take the difficult decision to push back start dates for programmes (originally planned for March 2020) until later in the year. This wasn't as a result of a failure of providers to be able to deliver; it was however the additional pressure placed on emergency services to support community response and our other emergency service partners.

I would like to see some reference to the impacts of Covid-19 on organisations ability to meet the target. I would also like to see an extension on the 'expiry date' for levy funds of at least 12 months to enable organisations to catch up on apprenticeship programmes which were inevitably delayed.

OFFICIAL

Human Resources Activity Report

Human Resources Committee

Date: 9 July 2021

Agenda Item: **7**

Submitted By: Chief Employment Services Officer

Purpose	To inform Members of sickness absence to the end of March 2021 and personnel activity to the end of March 2021.
Recommendations	That Members note the content of the report.
Summary	This report informs Members of the Authority's key areas relating to Human Resources for 2018/2021.

Local Government (Access to information) Act 1972

Exemption Category: None

Contact Officer: Christine Cooper, Corporate HR Manager
Christine.Cooper@westyorksfire.gov.uk

Background papers open to inspection: None

Annexes: None

1. STAFF PROFILE (EMPLOYEE HEADCOUNT) - 1 April 2020 TO 31 March 2021

Wholetime

	White British or Irish	Any Other White	Any Other Ethnicity	Mixed	Asian or Asian British	Black or Black British	Chinese	Not Known	Female	Male	Total Staff
Apr 2020	837	7	5	13	16	3	1	32	54	860	914
Jul 2020	831	8	6	13	16	3	1	34	55	857	912
Sep 2020	813	8	6	12	16	3	1	35	54	840	894
Dec 2020	808	7	6	12	16	3	1	35	53	835	888
Mar 2021	808	7	6	12	16	3	1	42	53	842	895

Control

	White British or Irish	Any Other White	Any Other Ethnicity	Mixed	Asian or Asian British	Black or Black British	Chinese	Not Known	Female	Male	Total Staff
Apr 2020	42	0	1	1	1	0	0	1	34	12	46
Jul 2020	45	0	0	2	1	0	0	3	36	15	51
Sep 2020	45	0	0	2	1	0	0	3	36	15	51
Dec 2020	47	0	0	2	1	0	0	1	36	15	51
Mar 2021	47	0	0	2	1	0	0	1	36	15	51

Retained (On-Call)

	White British or Irish	Any Other White	Any Other Ethnicity	Mixed	Asian or Asian British	Black or Black British	Chinese	Not Known	Female	Male	Total Staff
Apr 2020	137	1	0	1	1	0	0	15	9	146	155
Jul 2020	137	1	0	1	1	0	0	15	10	145	155
Sep 2020	142	1	0	1	1	0	0	15	9	151	160
Dec 2020	142	1	0	1	1	0	0	16	8	153	161
Mar 2021	144	1	0	2	1	0	0	15	11	152	163

Fire Staff

	White British or Irish	Any Other White	Any Other Ethnicity	Mixed	Asian or Asian British	Black or Black British	Chinese	Not Known	Female	Male	Total Staff
Apr 2020	264	5	2	2	18	2	0	16	170	138	308
Jul 2020	262	5	2	4	17	1	0	16	171	136	307
Sep 2020	265	4	2	2	19	1	0	16	172	137	309
Dec 2020	265	5	2	2	19	2	0	17	172	140	312
Mar 2021	266	5	2	3	18	2	0	21	172	145	317

Brigade Total

	White British or Irish	Any Other White	Any Other Ethnicity	Mixed	Asian or Asian British	Black or Black British	Chinese	Not Known	Female	Male	Total Staff
Apr 2020	1280	13	8	17	36	5	1	64	267	1156	1423
Jul 2020	1275	14	8	20	35	4	1	68	272	1153	1425
Sep 2020	1265	13	8	17	37	4	1	69	271	1143	1414
Dec 2020	1262	13	8	17	37	5	1	69	269	1143	1412
Mar 2021	1265	13	8	19	36	5	1	79	272	1154	1426

The above figures include: (CB, Mat & Secondment)

Wholetime employees – (2 Career Break, 2 Maternity, 3 Secondment)

Control employees – (2 Maternity)

Retained (On-call) employees – (5 Career Break, 0 Maternity, 0 Secondment)

Fire Staff employees – (2 Career Break, 3 Maternity, 2 Secondment)

2. Sickness Absence

SICKNESS ABSENCE - WORKING DAYS LOST PER EMPLOYEE
APRIL 2020 - MARCH 2021 PER MONTH

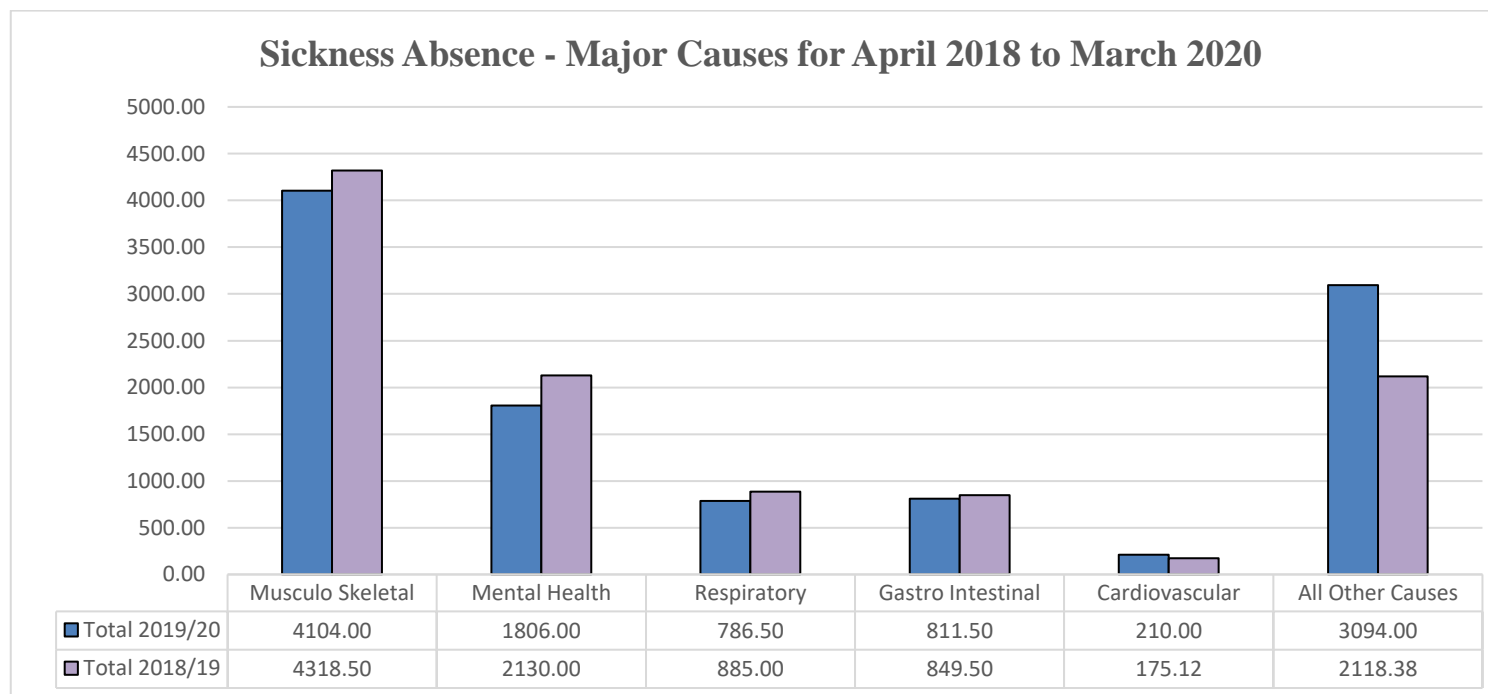
	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21
Ops Response	1.76	1.26	1.13	0.79	0.54	1.08	1.57	1.73	1.10	1.78	1.53	1.03
Ops Support	0.00	0.21	0.00	0.56	0.80	1.55	1.24	0.82	0.11	0.00	0.35	0.15
Prev & Prot	0.78	0.41	0.64	0.16	0.41	0.79	1.41	0.89	0.65	0.78	0.27	0.55
Legal & Gov	0.17	0.00	0.52	0.09	1.43	1.61	0.96	0.62	0.00	0.00	0.09	0.73
Service Support	1.20	0.85	0.99	0.51	0.35	0.59	0.92	1.16	0.23	1.01	1.16	0.58
Emp Services	1.28	1.04	1.21	1.24	0.45	0.86	1.14	1.74	1.33	0.89	1.03	0.75
Finance	0.24	1.12	1.29	1.28	1.11	1.44	2.17	2.44	2.89	1.29	1.18	1.00
Corporate Comms	0.00	0.00	0.00	0.00	0.00	0.71	0.59	0.53	0.00	1.50	1.18	1.18
FSHQ	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	1.52	1.37	1.05	0.74	0.53	1.03	1.45	1.59	0.96	1.51	1.34	0.91
Target	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58
Previous Year Total (2020)	0.57	0.54	0.57	0.59	0.45	0.54	0.58	0.60	0.57	0.65	0.63	1.15

GREEN - BELOW TARGET
AMBER - WITHIN 10% OF TARGET
RED - OVER 10% OF TARGET

These figures include absence due to Covid19 and Self Isolating per employee.

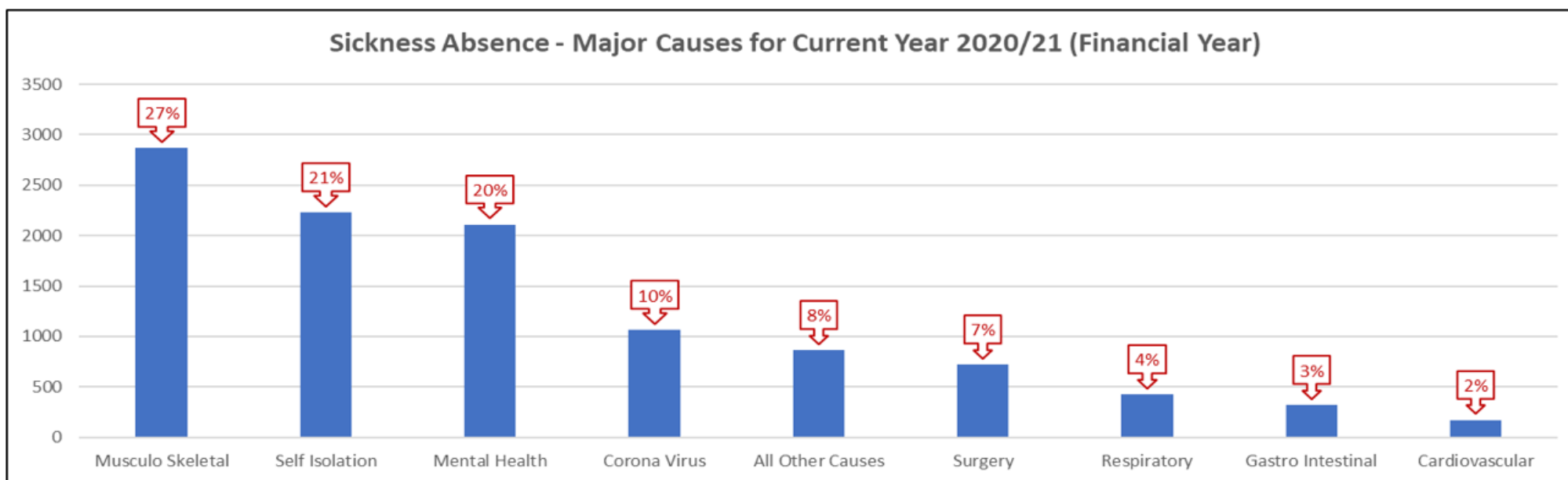
SICKNESS ABSENCE - MAJOR CAUSES FOR APRIL 2018 to MARCH 2020 (Financial Years)

	Total Days Lost	Musculo Skeletal	Mental Health	Respiratory	Gastro Intestinal	Cardiovascular	All Other Causes
Total 2019/20	10812.00	4104.00	1806.00	786.50	811.50	210.00	3094.00
Total 2018/19	10476.50	4318.50	2130.00	885.00	849.50	175.12	2118.38
Total	21288.50	8422.50	3936.00	1671.50	1661.00	385.12	5212.38
Percentage	100.00%	39.56%	18.49%	7.85%	7.80%	1.81%	24.48%



SICKNESS ABSENCE - MAJOR CAUSES FOR CURRENT YEAR 2020/21 (Financial Years)

	Total Days Lost	Musculo Skeletal	Self Isolation	Mental Health	Corona Virus	All Other Causes	Surgery	Respiratory	Gastro Intestinal	Cardiovascular
Total 2020/21	10783.0	2873.0	2229.0	2110.0	1063.0	864.5	724.0	427.0	317.5	172.0
Percentage	100.00%	27%	21%	20%	10%	8%	7%	4%	3%	2%



3. ESTABLISHMENT AND STRENGTH APRIL 2015 to 31 MARCH 2021

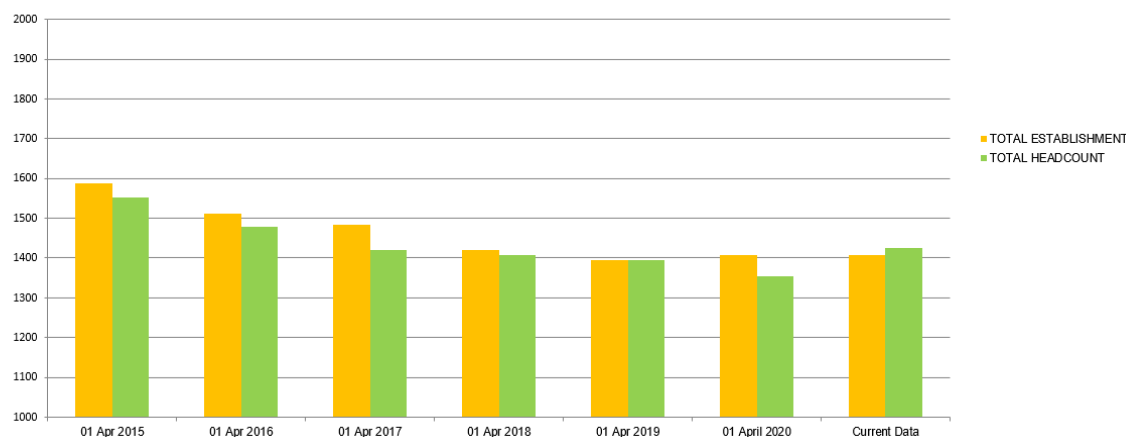
Summary Figures – Establishment and Strength

	TOTAL ESTABLISHMENT	TOTAL HEADCOUNT	WHOLETIME ESTABLISHMENT	WHOLETIME HEADCOUNT	RETAINED ESTABLISHMENT	RETAINED POSITIONS COVERED*	CONTROL ESTABLISHMENT	CONTROL HEADCOUNT	GREEN BOOK ESTABLISHMENT	GREEN BOOK HEADCOUNT
01 Apr 2015	1587	1552	1153	1144	120	96	42	41	272	271
01 Apr 2016	1511	1479	1074	1059	120	96	42	49	275	275
01 Apr 2017	1483	1421	1032	985	120	94	43	49	288	293
01 Apr 2018	1420	1408	963	959	120	87	43	47	294	315
01 Apr 2019	1396	1394	927	951	120	82	44	48	305	313
01 April 2020	1408	1355	930	914	120	87	44	46	314	308
Current Data	1408	1426	900	895	120	96	44	51	311	309
Reductions to date	179	126	253	249	0	0	-2	-10	-39	-38

* Retained strength shown as number of positions covered not people employed (this includes posts that will be covered by Trainees)

Graphical Representation of Establishment and Strength

Graphical Representation of Establishment and Strength



Summary Figures - Employee FTE data - Current Date

	Current Headcount	Current Employee FTE
Wholetime	895	904.80
Control	51	48.48
Retained	160	96.00
Fire Staff	317	273.65

4. HEALTH AND SAFETY PERFORMANCE 1 APRIL 2020 – 31 MARCH 2021

Lost time up to 3 days

Actual performance 2020/21	Target 2020/21
9	24

Lost time over 3 days

Actual performance 2020/21	Target 2020/21
20	22

RIDDOR Major injury/disease

Actual performance 2020/21	Target 2020/21
37	No target set

5. OCCUPATIONAL HEALTH KEY PERFORMANCE INDICATORS 1 JANUARY 2021 – 31 MARCH 2021

OH KPI's

Period 1st January 2021 – 31st March 2021

Ref No.	KPI	Target	Quarter 1 st January – 31 st March 2021	YTD 1 st April 2020 – 31 st March 2021	Target achieved for present quarter
1	Management referral to appointment date (3 weeks)	90%	100%	100%	Yes
2	AMA report to management within 48hr	90%	100%	100%	Yes
3	No. of Did Not Attends (DNA's) or cancellation <48 hr notice*		0 (Nurse) 2 (AMA)	0 (Nurse) 7(AMA)	
4	No. of physiotherapy referrals		21	95	
5	No. of counselling referrals		12	41	
6	No. of management referrals		7	27	
7	No. of health screenings		0	0	
8	No. of self-referrals		2	1	
9	No of AMA consultations		149	521	

Please note the health screenings now include the Asbestos medicals.

6. DISCIPLINE AND GRIEVANCE CASES – 1 JANUARY TO 31 MARCH 2021

Period 1 Jan 2021 - 31 Mar 2021

Disciplinary Cases by Directorate

Directorate	Total Received in Period	Total Completed		Current Live Cases	Average time to complete (Days)
		In Target	Out of Target		
FSHQ					
Service Delivery	2	2		0	26
Legal & Governance					
Employment Services					
Service Support					

Green < 60 Days
Red > 60 Days

Grievance Cases by Directorate

Directorate	Total Received in Period	Total Completed		Current Live Cases	Average time to complete (Days)
		In Target	Out of Target		
FSHQ	1	1			8
Service Delivery					
Legal & Governance					
Employment Services					
Service Support					

Green < 15 Days
Red > 15 Days

Bullying and Harrassment Cases by Directorate

Directorate	Total Received in Period	Total Completed		Current Live Cases	Average time to complete (Days)
		In Target	Out of Target		
FSHQ					
Service Delivery					
Legal & Governance					
Employment Services					
Service Support					

Green < 45 Days
Red > 45 Days

Mediation Cases by Directorate

Directorate	<u>Total in Period</u>
FSHQ	0
Service Delivery	0
Legal & Governance	0
Employment Services	0
Service Support	0

7. RECRUITMENT STATISTICS – 1 JANUARY TO 31 MARCH 2021

External Recruitment by Directorate 1 January to 31 March 2021

Directorate	Total Received	Total Complete in Period	Total Complete Within Target	Total Complete Outside Target	Live cases	Average time to complete (Days)	Vacancies not appointed to
Finance							
Service Delivery	2	2	2			33.5	
Legal & Governance							
Employment Services							
Corporate Comms							
Service Support	3	3	2			26.5	1

Target Timescale

Green < 84 Days

Red > 84 Days

Internal Only Recruitment by Directorate 1 January to 31 March 2021

Directorate	Total Received	Total Complete in Period	Total Complete Within Target	Total Complete Outside Target	Lives cases	Average time to complete (Days)	Vacancies not appointed to
Finance							
Service Delivery	7	7	7			24.8	3
Legal & Governance							
Employment Services							
Service Support	1	1	1			20	

Target Timescale

Green <30 Days

Red > 30 Days



OFFICIAL

Equality Data Monitoring report 2020 - 21

Human Resources Committee

Date: 9 July 2021

Agenda Item:

8

Submitted By: Chief Employment Services Officer

Purpose To present the annual Equality Data Monitoring Report.

Recommendations That the report be noted.

Summary Each year West Yorkshire Fire and Rescue Service (WYFRS) are required to publish the equality data of their workforce. This report provides a succinct overview of the gender, ethnicity, age, religion, sexual orientation and disability data within the staff profile. It highlights the gaps in data and provides commentary on the figures, including information of the work in progress to improve the diversity of our workforce.

Local Government (Access to information) Act 1972

Exemption Category: None

Contact Officer: Gill Cockburn, Diversity and Inclusion Manager
E: gill.cockburn@westyorksfire.gov.uk

Background papers open to inspection: None

Annexes: Equality Data Monitoring report 2020 - 21

1 Introduction

- 1.1 The Equality Data Monitoring report is an annual report detailing the data and statistics for the financial year. The report is published for public viewing on the external website.

2 Information

- 2.1 The Equality Data Monitoring Report uses data from the Access HR system which relies on staff input of equality data. Projects and campaigns are conducted to encourage staff to update their data, however we are aware that further work is needed and we plan to expand on this during this financial year.

- 2.2 At 31 March 2021, WYFRS Workforce diversity is as follows:

- 6% female, 4% BAME, 1% Disabled, 1% LGBT in Wholetime roles
- 7% female, 2% BAME, 1% Disabled, 1% LGBT in Retained roles
- 71% female, 5% BAME, 4% Disabled, 0% LGBT in Control
- 54% female, 8% BAME, 9% Disabled, 2% LGBT in FRS Support roles

These figures do not include the trainees appointed in the 2020 recruitment campaign as they started employment after March 31st, 2021. The data for the new recruits will be detailed in next year's report.

- 2.3 The 2019/20 report was published following commission of an external design company in line with corporate branding and can be viewed here: [Equality Data Monitoring Report 2019/20](#). The 2020/21 report will be designed using the same template before publication.

3 Financial Implications

- 3.1 None identified. Projects identified within the report are subject to departmental budgets.

4 Legal Implications

- 4.1 The Monitoring Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by Members for legal advice made at the meeting.

5 Human Resource and Diversity Implications

- 5.1 Human Resources, Corporate Communications and the Diversity and Inclusion Team work together to ensure staff understand why they are required to share their equality data in order to improve the rate of declaration. There is a significant gap in disclosure from operational staff compared with support staff and a campaign later this year will address that.

6 Equality Impact Assessment

Are the recommendations within this report subject to Equality Impact Assessment as outlined in the EIA guidance? (EIA guidance and form 2020 form.docx (westyorksfire.gov.uk))	No
Date EIA Completed	N/A

7 Health, Safety and Wellbeing Implications

7.1 None identified.

8 Environmental Implications

8.1 None identified.

9 Your Fire and Rescue Service Priorities

- To continually work towards delivering a more inclusive fire service which reflects and serves the needs of the diverse communities of WY.
- To support, develop and enable our staff to be at their best.

10 Conclusions

- 10.1 Progress continues towards our goal of a workforce reflective of the communities in which we work, however, this progress is slow in part due to the limited recruitment and lack of attrition from our existing workforce.
- 10.2 The additional work on Positive Action has already seen some impact, which will be seen in the 2021/22 report. The success for the most recent recruitment process was a significant increase in the number of women joining the service as trainee firefighters, however, significant additional work is underway to target people from diverse ethnic backgrounds to make sure people who may not see or hear about our firefighter recruitment are made aware and supported to get to the start line barrier free.



Annual Equality Monitoring Report (2020/21)

Contents

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Why is Diversity and Inclusion important?	4
Why do we collect Equality data?	4
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Plans for 2021/22	6
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Our Diverse County

There are 2.2 million people living in the five metropolitan districts of Bradford, Calderdale, Kirklees, Leeds and Wakefield, within an area of 800 square miles. WYFRS provides fire cover 24 hours a day, every day of the year from its 41 stations and Control Centre.

According to the 2011 Census, 18% of West Yorkshire citizens are BAME (Black, Asian, Minority Ethnic). The majority of this population reside in the Bradford region of West Yorkshire which has an Asian population of 20%.

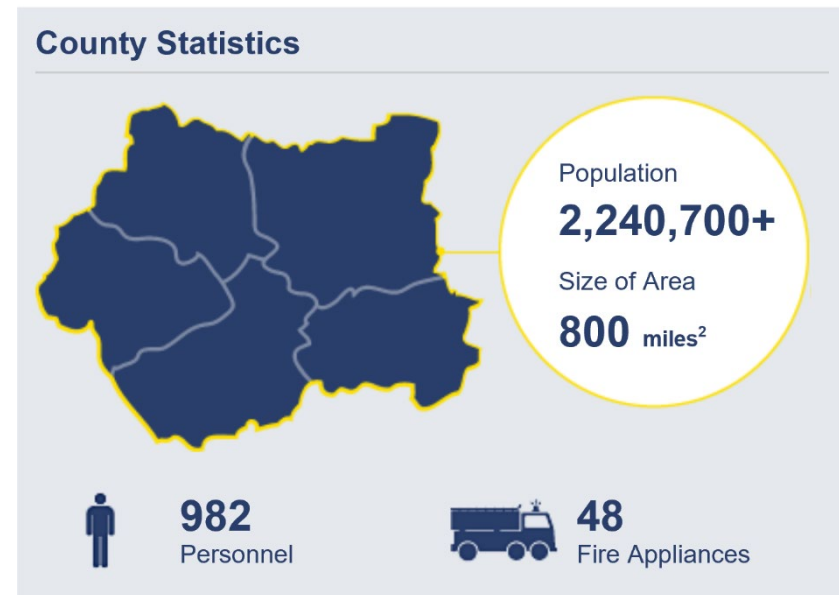
Approximately 18% of the West Yorkshire population are disabled or live with long term illnesses.

The 2011 census indicated that 59.5% of the population of West Yorkshire reported they were Christian. This was followed by those who reported no religion (25.4%). 6.2% of the West Yorkshire population reported that they are Muslim.

1.8% of people in West Yorkshire identify as Lesbian, Gay or Bisexual.

As with most other counties West Yorkshire has gender parity in its population.

WYFRS has a responsibility to serve our communities, but also to reflect the diversity of the population. Understanding the vulnerabilities and related fire risks facing these diverse groups is paramount in meeting these twin obligations.



Why is Diversity and Inclusion important?

Diversity and inclusion are central to our core values and bring many benefits to our organisation. Having a diverse and inclusive workforce improves team performance, communication, innovation and wellbeing. An inclusive workforce creates individuals who feel confident, valued and able to deliver the best service to our communities and each other. A host of research indicates that diversity at all levels of the organisation, and crucially in key decision making roles leads to more innovation, empathy and ultimately increased organisational performance.

We have an organisational, moral and legal responsibility to promote equality and diversity across all of the protected characteristics: race, sex, disability, age, sexual orientation, religion or belief, gender reassignment, marriage and civil partnerships and pregnancy and maternity.

WYFRS promotes equality of opportunity for all by fostering good relations. We work under the Public Sector Equality Duty to eliminate illegal behaviour such as discrimination, harassment and victimisation.

Why do we collect Equality data?

WYFRS aspires to reflect the diversity of the communities it serves. In order to demonstrate that we are working towards this, we collect equality data and analyse it. We produce this annual report to present the most recent equality data of the WYFRS workforce. We use this data to inform and direct our projects and initiatives including positive action, recruitment, retention, progression, reasonable adjustments and Equality Impact Assessments.

Summary

This paper presents the equality data of WYFRS' workforce at March 2021. Reported information includes workforce profiles by age, gender, ethnicity, disability, religion and sexual orientation for Wholetime, Retained, Control and FRS Support Staff.

At 31st March 2021, WYFRS Workforce diversity is as follows:

- 6% female, 4% BAME, 1% Disabled, 1% LGBT in Wholetime roles
- 7% female, 2% BAME, 1% Disabled, 1% LGBT in Retained roles
- 71% female, 5% BAME, 4% Disabled, 0% LGBT in Control
- 54% female, 8% BAME, 9% Disabled, 2% LGBT in FRS Support roles

There is 1 female in a Station Manager role and 2 in Group Manager positions following promotion. At strategic decision making levels there is 25% female representation on WYFRS's Management Team. At the most senior level, there is a 20% gender split on WYFRS Management Board. However, BAME individuals remain significantly underrepresented at these levels.

The Diversity & Inclusion team appointed a secondment role in 2020 who took responsibility for positive action during the wholetime recruitment campaign. This reaped significant results in terms of improving our wholetime gender profile, however further work is needed to improve our BAME demographic and an additional recruitment exercise will allow us to adapt recruitment processes building on what worked well and adapting to meet the needs of other underrepresented groups. The plans we had in place for the delivery of positive action initiatives had to be drastically altered due to the Covid-19 pandemic, though we are proud of the achievements we made our impact was somewhat reduced by reductions in face-to-face sessions.

Plans for 2021/22

The Diversity and Inclusion Team will lead on several projects which aim to improve Equality Data. We will continue to innovate as we implement further Positive Action initiatives. We will use our experience and learning points from previous initiatives to develop our long term Positive Action strategy, which will be developed and implemented with our next round of recruitment. We will fine tune and review the initiatives used for the 2020 / 2021 recruitment and implement further measures to improve under-representation.

We are enabling four colleagues from racially diverse backgrounds to undertake a positive action leadership apprenticeship as part of our approach to talent management. We are also working with colleagues in the other Yorkshire and Humber FRSs to deliver a women's mentoring programme, which will hopefully become a national scheme in the next 12-18 months; these initiatives form part of our approach to identifying and developing talent from underrepresented groups.

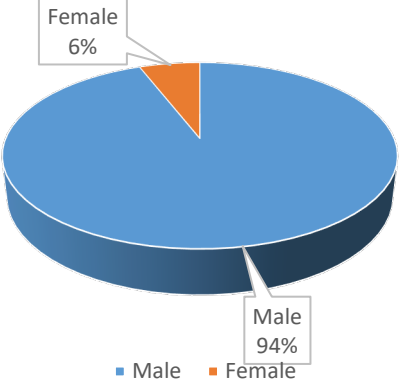
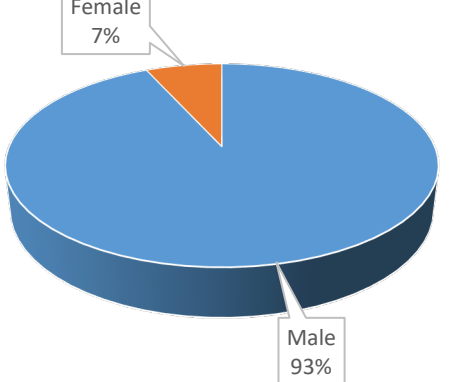
Innovative and sector leading work continues on Equality Impact Assessment (EIA) which is a tool to identify if procedures, policies or changes have a detrimental impact on those with protected characteristics. The process we use for EIAs has been updated with a more robust procedure in place which allows consultation with staff network leads which is helping mainstream the process and engaging with staff and managers alike to remove barriers.

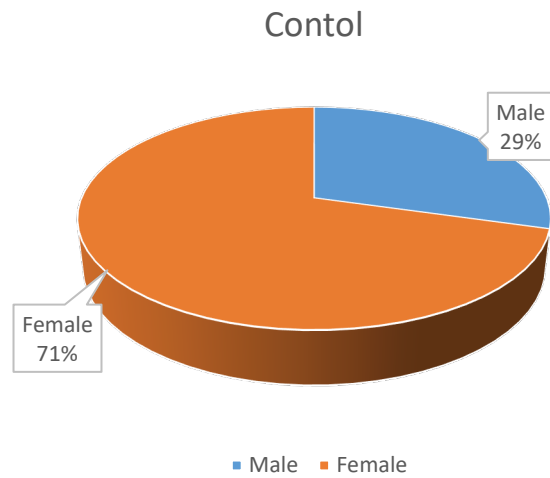
WYFRS gained Bronze accreditation from Inclusive Employers in March 2021 following a detailed submission of our D&I work. The feedback report highlighted many areas of work which are exemplary, including our D&I policies, EIA procedure, Senior Champions commitment and the positive action used in our most recent recruitment campaign. Some minor areas for improvement were specified and we will take the learning from this to introduce and embed new practices.

The Diversity and Inclusion Team will grow and develop the Equality Data campaign which informs and encourages staff to share their equality data anonymously. It is key that we are able to hold accurate data which demonstrates a true reflection of our organisational profile / demographic. The campaign will bust myths about anonymity and how the data will be used; it is hoped this will increase disclosure and remove any remaining misperceptions or concerns so staff can be comfortable and proud to be their true selves in the workplace.

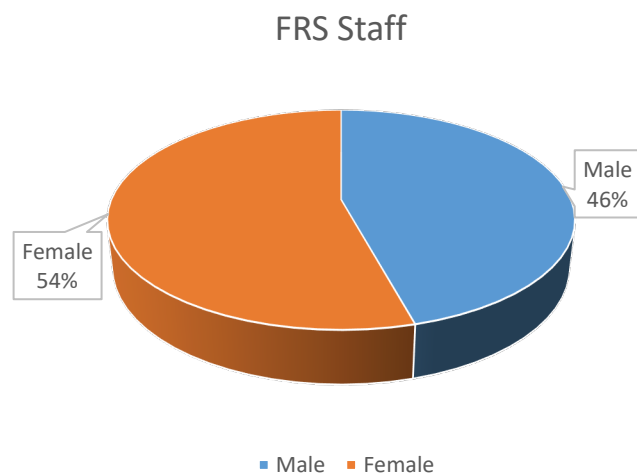
Workforce Diversity

Gender

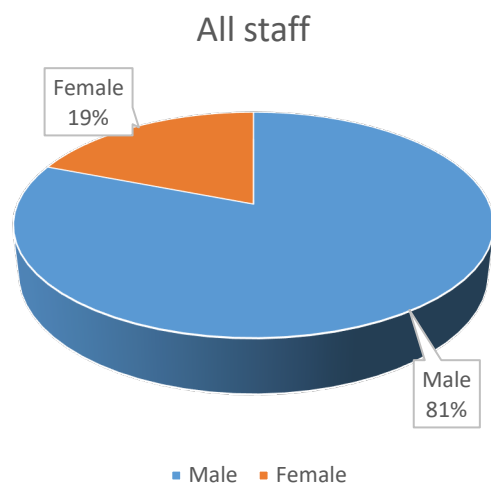
Workforce Profile	Commentary
<p data-bbox="481 347 651 379">Wholetime</p>  <p data-bbox="414 391 492 438">Female 6%</p> <p data-bbox="616 686 683 734">Male 94%</p> <p data-bbox="481 742 660 766">■ Male ■ Female</p>	<p data-bbox="1070 328 2119 408">Across our Wholetime operational roles women make up 6% of employees and is comparative with England FRS data.</p> <p data-bbox="1070 464 2119 727">WYFRS opened up Wholetime recruitment in October 2020. Project plans and initiatives were introduced, and we delivered a targeted campaign which aimed to increase female and BAME candidates. We successfully recruited a total of 22 wholetime staff, including 7 female, and they will begin their training in 2021. Their equality data will be featured in the next financial year's report.</p>
<p data-bbox="504 826 638 858">Retained</p>  <p data-bbox="414 869 492 917">Female 7%</p> <p data-bbox="616 1181 683 1228">Male 93%</p> <p data-bbox="481 1236 660 1260">■ Male ■ Female</p>	<p data-bbox="1070 807 2119 975">Female retained firefighters have increased by 1% and work continues to promote opportunities for retained firefighters in communities where we have vacancies; within this initiative we are encouraging women to consider a career as a retained firefighter.</p>



Within Control the gender split changes significantly with 71% of staff being female.



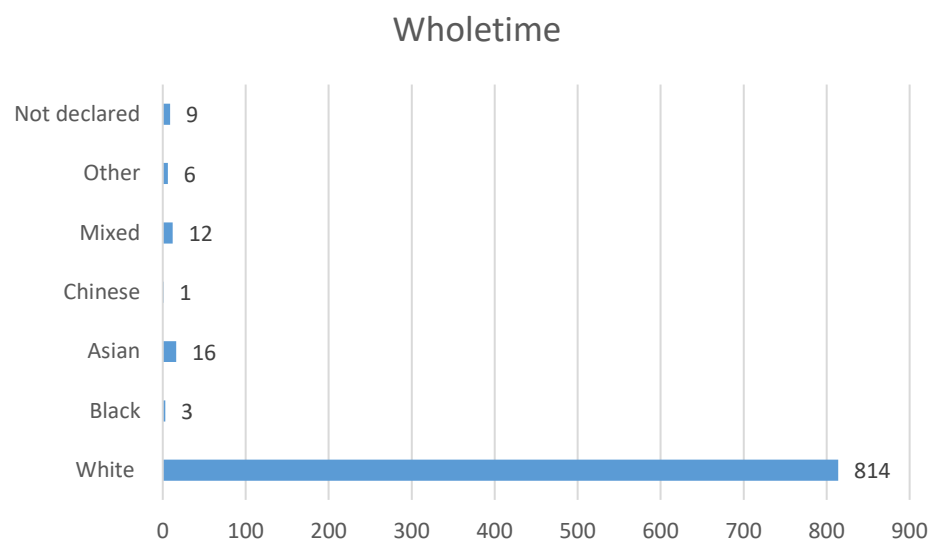
The most equal gender split is within our support staff where 54% of staff are female.



Across our organisation and across all roles, women make up 19% of our workforce. We recognise that this needs improvement and projects are in place, such as positive action initiatives and training programmes, to address the imbalance. However, in times of little or no recruitment and limited turnover it is very difficult to make any significant impact on this.

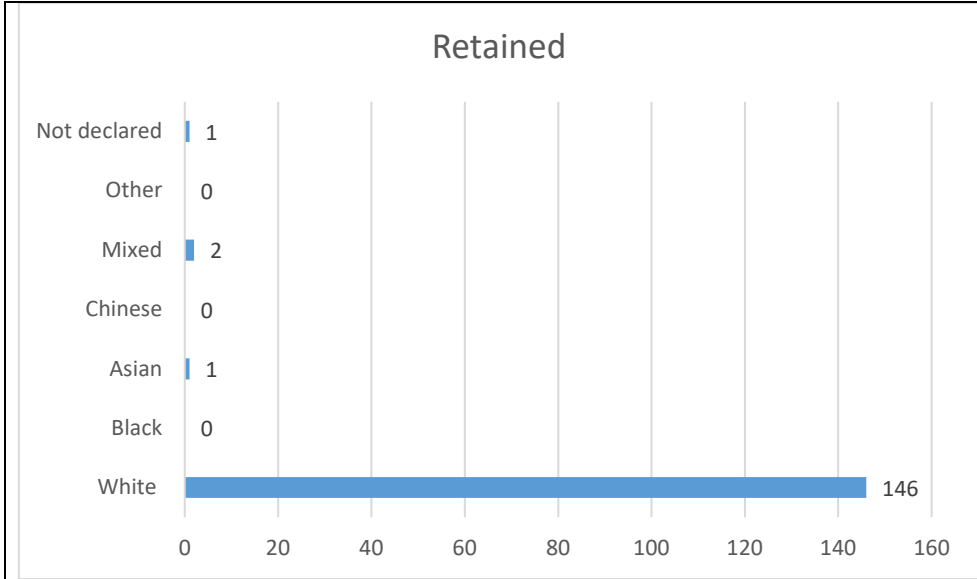
Ethnicity

Workforce Profile

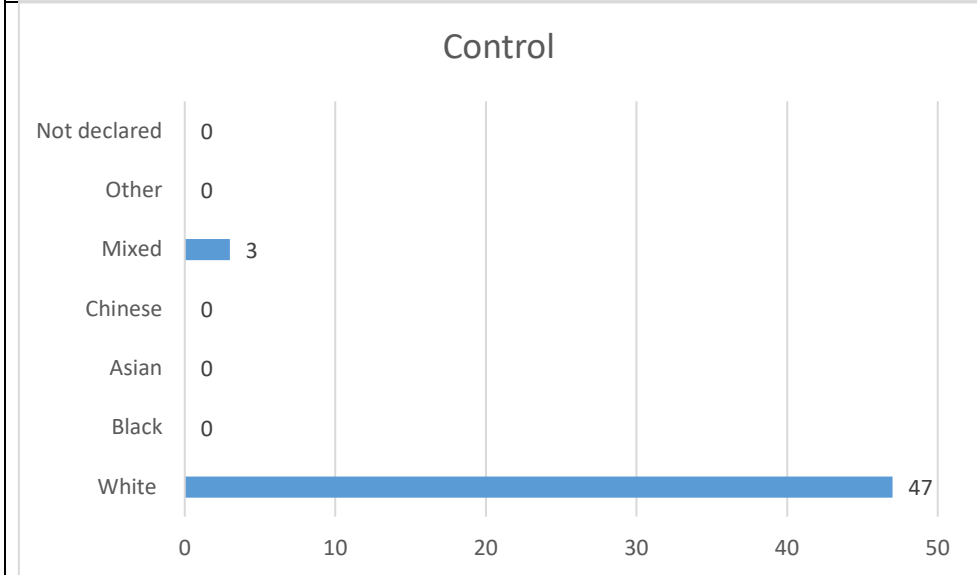


Commentary

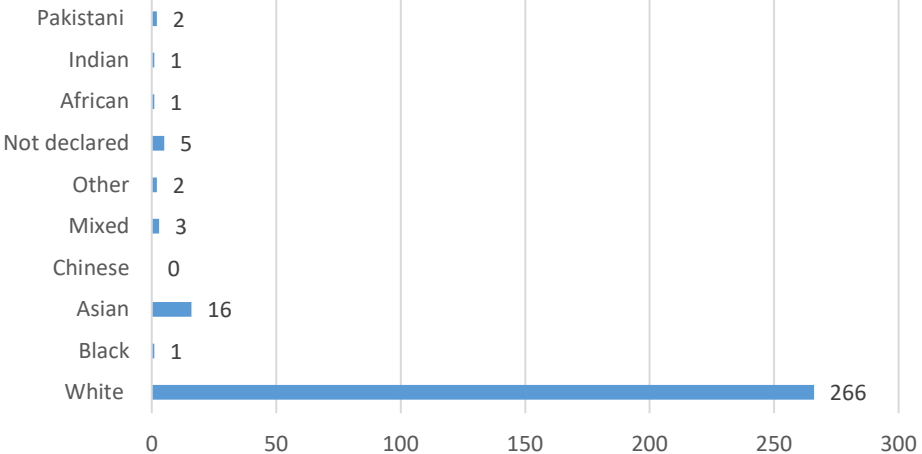
Our wholetime workforce are 96% White. Mixed race and Asian staff are the majority within the BAME category.



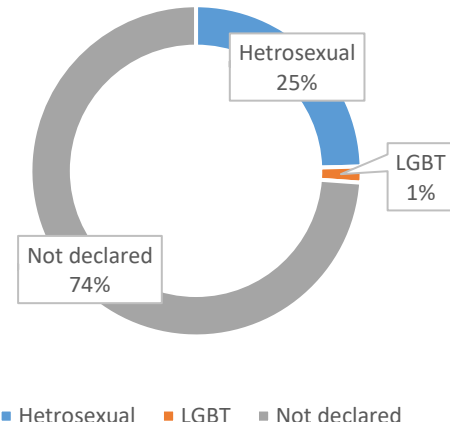
The ethnicity data for Retained staff shows a 98% White demographic. This is due to the location of the retained stations and the population who live within the 5 minute radius.

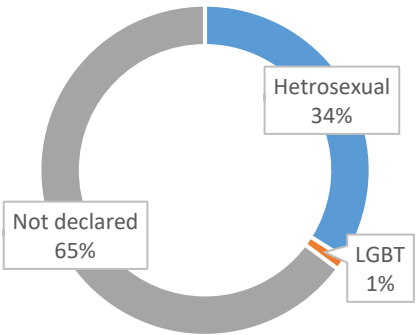
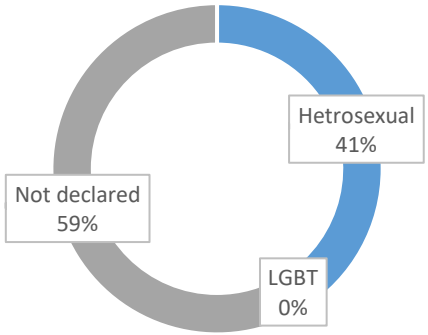


Control staff have 5% of staff from a BAME background.

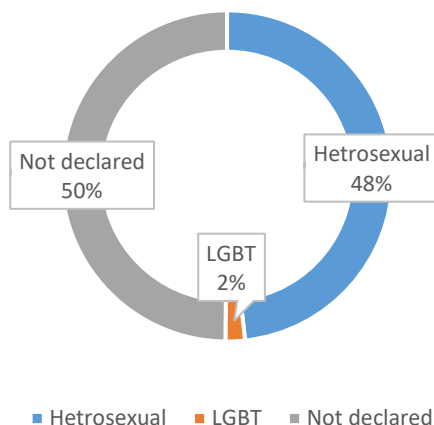
<p style="text-align: center;">FRS Staff</p>  <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>Pakistani</td><td>2</td></tr> <tr><td>Indian</td><td>1</td></tr> <tr><td>African</td><td>1</td></tr> <tr><td>Not declared</td><td>5</td></tr> <tr><td>Other</td><td>2</td></tr> <tr><td>Mixed</td><td>3</td></tr> <tr><td>Chinese</td><td>0</td></tr> <tr><td>Asian</td><td>16</td></tr> <tr><td>Black</td><td>1</td></tr> <tr><td>White</td><td>266</td></tr> </tbody> </table>	Ethnicity	Count	Pakistani	2	Indian	1	African	1	Not declared	5	Other	2	Mixed	3	Chinese	0	Asian	16	Black	1	White	266	<p>The representation of BAME staff within our support function has improved by 2% up to 8% in total.</p> <p>The ethnicity data demonstrates a gap in our workforce diversity, especially considering our diverse community data. WYFRS have responded to this by implementing a BAME Talent Programme. It is also a key priority on our Equality Framework Action Plan.</p>
Ethnicity	Count																						
Pakistani	2																						
Indian	1																						
African	1																						
Not declared	5																						
Other	2																						
Mixed	3																						
Chinese	0																						
Asian	16																						
Black	1																						
White	266																						

Sexual Orientation

Workforce Profile	Commentary								
<p style="text-align: center;">Wholetime</p>  <table border="1"> <thead> <tr> <th>Sexual Orientation</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Hetrossexual</td><td>25%</td></tr> <tr><td>LGBT</td><td>1%</td></tr> <tr><td>Not declared</td><td>74%</td></tr> </tbody> </table> <p>■ Hetrossexual ■ LGBT ■ Not declared</p>	Sexual Orientation	Percentage	Hetrossexual	25%	LGBT	1%	Not declared	74%	<p>Wholetime staff have the highest declaration of gay / lesbian status with 9 members of staff. However this only amounts to 1% of the wholetime workforce. A campaign will be launched to encourage staff to share their equality data with confidence.</p>
Sexual Orientation	Percentage								
Hetrossexual	25%								
LGBT	1%								
Not declared	74%								

<p style="text-align: center;">Retained</p>  <p>A donut chart representing the sexual orientation of retained staff. The chart is divided into three segments: a large grey segment for 'Not declared' at 65%, a blue segment for 'Hetrosexual' at 34%, and a very small orange segment for 'LGBT' at 1%. A legend below the chart identifies the colors: blue for Hetrosexual, orange for LGBT, and grey for Not declared.</p> <table border="1"> <thead> <tr> <th>Sexual Orientation</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Hetrosexual</td> <td>34%</td> </tr> <tr> <td>LGBT</td> <td>1%</td> </tr> <tr> <td>Not declared</td> <td>65%</td> </tr> </tbody> </table>	Sexual Orientation	Percentage	Hetrosexual	34%	LGBT	1%	Not declared	65%	<p>The LGBT representation within retained staff has increased from 0 to 1% over the last year.</p>
Sexual Orientation	Percentage								
Hetrosexual	34%								
LGBT	1%								
Not declared	65%								
<p style="text-align: center;">Control</p>  <p>A donut chart representing the sexual orientation of control staff. The chart is divided into three segments: a blue segment for 'Hetrosexual' at 41%, a grey segment for 'Not declared' at 59%, and an orange segment for 'LGBT' at 0%. A legend below the chart identifies the colors: blue for Hetrosexual, orange for LGBT, and grey for Not declared.</p> <table border="1"> <thead> <tr> <th>Sexual Orientation</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Hetrosexual</td> <td>41%</td> </tr> <tr> <td>LGBT</td> <td>0%</td> </tr> <tr> <td>Not declared</td> <td>59%</td> </tr> </tbody> </table>	Sexual Orientation	Percentage	Hetrosexual	41%	LGBT	0%	Not declared	59%	<p>Control staff have 0 members of staff declaring gay, lesbian or bi-sexual status.</p>
Sexual Orientation	Percentage								
Hetrosexual	41%								
LGBT	0%								
Not declared	59%								

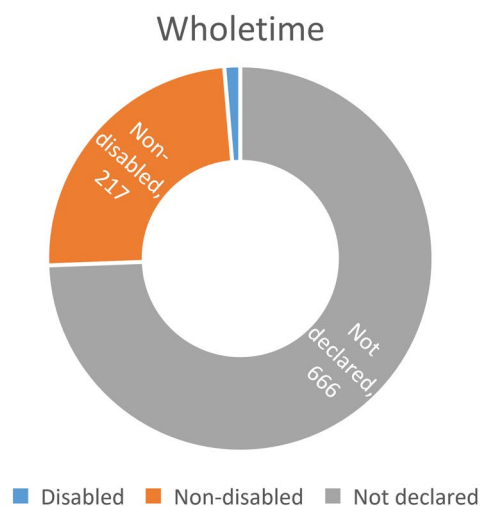
FRS Staff



Support staff have 2% declaration of sexual orientation, which is a 1% increase from last year. All tables show that some staff have not declared and this needs analysing to assess whether it is through personal choice, or they feel they cannot come out at work.

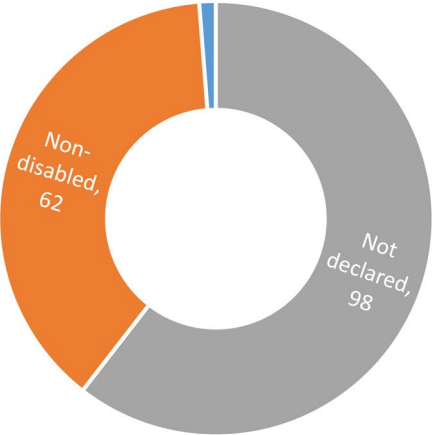
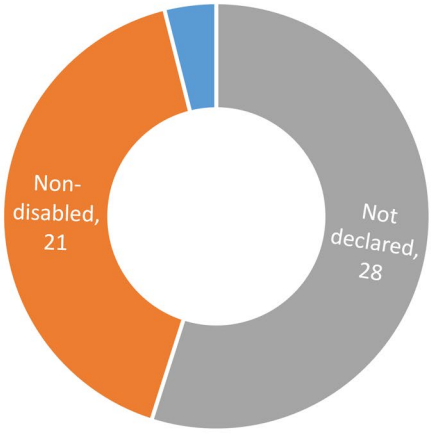
Disability

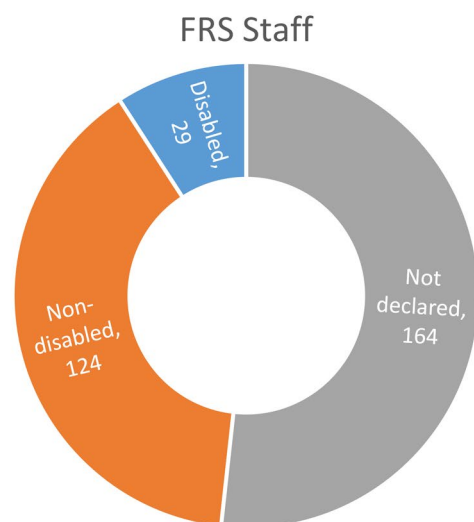
Workforce Profile



Commentary

1% of Wholetime staff have declared a disability with 12 operational disabled staff members in total. This increase is due to the neurodiversity screening programme we have in place and an increase in dyslexic staff.

<p>Retained</p>  <table border="1"><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Non-disabled</td><td>62</td></tr><tr><td>Not declared</td><td>98</td></tr><tr><td>Declared (Disability)</td><td>1</td></tr></tbody></table>	Category	Count	Non-disabled	62	Not declared	98	Declared (Disability)	1	<p>1% of Retained staff have declared a disability.</p>
Category	Count								
Non-disabled	62								
Not declared	98								
Declared (Disability)	1								
<p>Control</p>  <table border="1"><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Non-disabled</td><td>21</td></tr><tr><td>Not declared</td><td>28</td></tr><tr><td>Declared (Disability)</td><td>4</td></tr></tbody></table>	Category	Count	Non-disabled	21	Not declared	28	Declared (Disability)	4	<p>4% of Control staff have declared a disability.</p>
Category	Count								
Non-disabled	21								
Not declared	28								
Declared (Disability)	4								



The highest volume of disabled staff is within the Support Roles with 9% of staff declaring a disability. This is comparable with the national statistic of 10%.

Dyslexia is categorised as a disability for the purposes of it being protected by equality law. We have screened and assessed a number of staff over this financial year and we have implemented support, equipment and training to ensure they feel included in the workplace. We have targeted new recruits through screening processes to ensure they receive full support from the point of entry. We have also procured and implemented site licenses for assistive software which has been made available to all staff and workplace champions have been identified and trained to deliver bespoke support.

Age

	Wholetime	Retained	Control	Support Staff	Totals
17 - 24	4	12	0	8	24
25 – 35	153	51	14	51	269
36 - 45	392	46	9	81	528
44 – 55	327	39	14	97	477
56 - 65	15	15	15	69	114
66+	0	0	0	11	11
Totals	891	163	52	317	1423

The majority of our workforce are aged between 36 and 55.

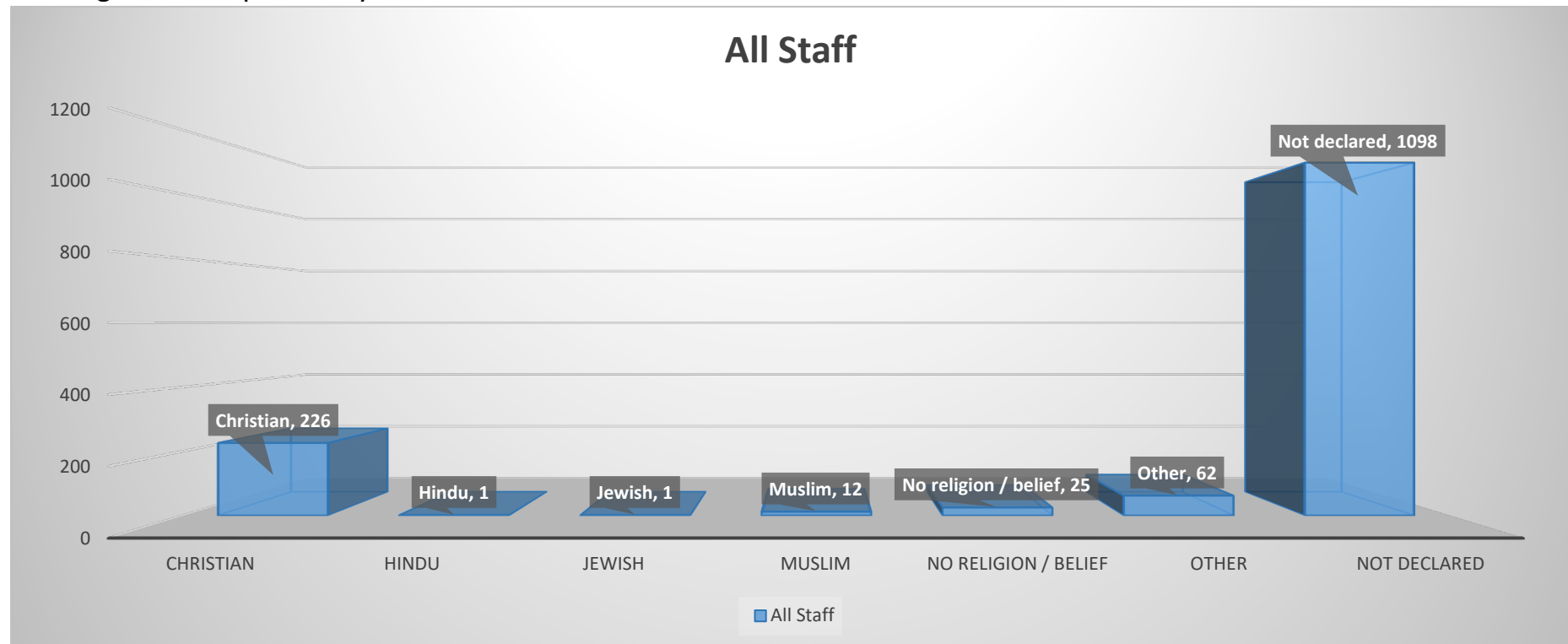
Within wholetime staff the age profile reduces after the age of 55, which is due in part to the low retirement age of firefighters. The numbers of younger wholetime staff has increased due mainly to the most recent recruitment campaigns.

There is a more even spread of age profiles amongst retained staff. Recruitment for retained staff is ongoing and regular which allows for a wider representation of ages.

The figures for support staff represent all ages. We employ apprentices in some roles which supports our aim to improve the number of 17 - 24 year olds.

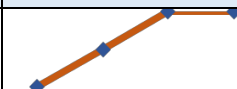
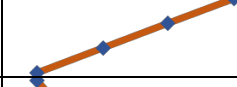
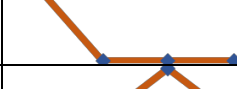
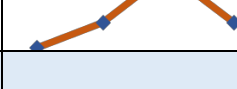


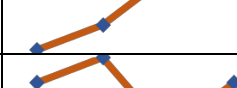

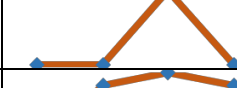
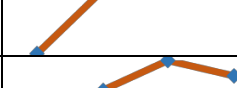
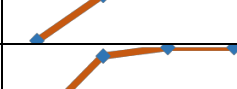
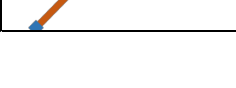
Religion

Across all staff the highest number declare as Christian at 14%. 0.8% of staff are Muslim, 4% of staff have declared 'other' and this needs further exploration to see if we need to make more categories available to staff. 66% of staff have not declared, either through choice or through lack of awareness on how to update their data. However, the declaration rate for religion has improved by 13% in the last 12 months.



Data Trends and Comparison

The table below shows the equality data for Gender, Ethnicity and Disability alongside previous years.

Gender	2017 / 18	2018 / 19	2019 / 20	2020 / 21	Trend
Wholetime Female staff	4%	5%	6%	6%	
Retained Female Staff	4%	5%	6%	7%	
Control Female Staff	72%	71%	71%	71%	
FRS Female Staff	53%	54%	56%	54%	
Ethnicity	2017 / 18	2018 / 19	2019 / 20	2020 / 21	
Wholetime BAME staff	4%	5%	5%	4%	
Retained BAME Staff	0.7%	2%	2%	2%	
Control BAME Staff	2%	3%	5%	5%	
FRS BAME Staff	8%	9%	6%	8%	
Disability	2017 / 18	2018 / 19	2019 / 20	2020 / 21	
Wholetime Disabled staff	1%	1%	1.5%	1%	
Retained Disabled Staff	Not reported	1%	1.2%	1%	
Control Disabled Staff	Not reported	3%	5%	4%	
FRS Disabled Staff	Not reported	8%	9%	9%	

Grievance and Disciplinary

During the 20/21 financial year WYFRS received a total of 19 grievances. A reduction of almost 20% from the previous year. Of the 15 formal cases, 1 was fully upheld, 8 were partially upheld and 6 were not; one is still ongoing. Of these, 3 were from females and 4 were from BAME members of staff. This totals 36% of grievances coming from under-represented staff (female and BAME) which is an increase of 6% compared with the previous year.

During the same time period WYFRS conducted a total of 11 formal disciplinary investigations, 7 more than the previous year. Of these, 5 received written warnings, 4 received final written warnings, one resulted in no case to answer and one is still ongoing. Two were female (18%) and 3 were BAME members (27%). This is a slight increase to the previous year; however it should be noted that as the numbers are few, a small change has a disproportionate effect on percentages.

OFFICIAL

Core Code of ethics

Human Resources Committee

Date: 9 July 2021

Agenda Item:

9

Submitted By: Chief Employment Services Officer

Purpose	<p>To inform Fire Authority Members of the Core Code of Ethics.</p> <p>To outline for members steps the organisation is taking and will take to incorporate the Core Code into our work through integration with the WYFRS values, behaviours, and ethical standards.</p>
Recommendations	<p>To note the report.</p>
Summary	<p>The National Core Code of Ethics for Fire & Rescue Services in England (henceforth referenced as 'The Core Code') launched on 18 May 2021. The Core Code is developed by the National Fire Chiefs Council, Local Government Association, and Assoc. of Police & Crime Commissioners to support a consistent approach to ethics, including behaviours, by all FRSs in England. It sits alongside the Code of Ethics Fire Standard developed by the NFCC Fire Standards Board.</p> <p>West Yorkshire Fire and Rescue Service has in place a comprehensive set of values and behaviours, integral to recruitment, appraisal and performance, and our promotions process. Work is well under way to embed the Core Code including cross mapping and integrating within officers, contractor, and authority member expectations.</p>

Local Government (Access to information) Act 1972

Exemption Category: None

Contact Officer: Ian Stone – Organisational Development Manager

Background papers open to inspection: None

Annexes: Annex A – Core code of ethics fire standard NFCC
Annex B - WYFRS Values & Behaviours Mapped Against Core Code of Ethics

1 Introduction

- 1.1 The State of Fire & Rescue report 2019 (Part 1, page 49) recommended that by December 2020, the National Fire Chiefs Council, with the Local Government Association, should produce a Code of Ethics for fire and rescue services, which should be adopted by every service in England.
- 1.2 However, to recognise the differing positions within FRSs currently as well as differing governance arrangements, it has been written as a Core Code. This means that whilst all the principles within the Core Code should be adopted and embedded within each FRS, there is flexibility to add to (but not detract from) those principles at local level. This will help organisations to reflect their local values, behaviours, and governance arrangement.
- 1.3 The Core Code sets out five ethical principles, based on the Seven 'Nolan' Principles of Public Life, which alongside guidance provides a basis for promoting good behaviour and challenging inappropriate behaviour.
 - 1.3.1 **Putting our communities first** – we put the interest of the public, the community and service users first.
 - 1.3.2 **Integrity** – we act with integrity including being open, honest, and consistent in everything we do.
 - 1.3.3 **Dignity and respect** - making decisions objectively based on evidence, without discrimination or bias.
 - 1.3.4 **Leadership** – we are all positive role models, always demonstrating flexibility and resilient leadership. We are all accountable for everything we do and challenge all behaviour that falls short of the highest standards.
 - 1.3.5 **Equality, diversity, and inclusion (EDI)** – We continually recognise and promote the value of EDI both within the FRSs and the wider communities in which we serve. We stand against all forms of discrimination, create equal opportunities, promote equality, foster good relations, and celebrate difference.

2 West Yorkshire Fire & Rescue Service Current Position

- 2.1 Fire organisations without a set of values and behaviours are required to use the Core Code to help improve organisational culture and workforce diversity, ensuring that communities are supported in the best way. The Core Code sits alongside the Code of Ethics Fire Standard developed by the Fire Standards Board. Both will be referred to by HMICFRS and should therefore be used when preparing for inspections.
- 2.2 At WYFRS we are significantly ahead of many fire organisations having a long standing and comprehensive set of organisational values and behaviours, approved in late 2018. Our values and behaviours are embedded in several ways across the organisation and are integrated within:
 - 2.2.1 **Recruitment** – referenced extensively in behavioural interviewer training, central to firefighter recruitment and part of our approach to recruiting externally and internally.
 - 2.2.2 **Appraisal** – Referenced as part of the PDR (Personal Development Review) process which operated until this year. Values and behaviours are fully integrated within the new Annual Review process (Launched in April 2021).

- 2.2.3 **Promotions process** – The values and behaviours are referenced in development packs, support materials, selection stages, presentations and form a core part of interviews.
- 2.3 Given WYFRS has in place a positive culture incorporating values and behaviours a gap analysis was completed. This analysis compares WYFRS current values and behavioural framework cross mapping it to the Core Code.
- 2.4 This report, Core Code (Annexe A) and WYFRS Values & Behaviours Mapped Against Core Code of Ethics (Annexe B) provides reassurance that a gap analysis has been completed. We can clearly demonstrate to Members and in due course Her Majesty's Inspectorate of Constabulary, Fire and Rescue Services (HMICFRS) that our own values and behaviours and the Core Code fit together and support our continuous improvement journey.
- 2.5 The annexe shows a clear analysis and provides reassurance that our values and behaviours are fully aligned with the Core Code. These are explicit in our values of Integrity and Respect and implicit in our values of Teamwork, Communication and Learning, together with the over all tone and approach used across our values and behaviours and the different expectations required of everyone and people with leadership and management responsibilities.
- 2.6 The Core Code requires everyone in every FRS in England to follow the Core Code, including those working with or on behalf of FRSs. Governance will play an important role in championing the adoption of the Core Code.
- 2.7 As the code applies to everyone who works for, with or scrutinises the work of West Yorkshire Fire and Rescue Service, there is a need to ensure all staff, supervisory and middle managers, strategic leaders, and Fire Authority Members demonstrate compliance with the code.
- 2.8 We are able to demonstrate that the code is in place for all staff and managers, however there may be scope to explicitly incorporate elements of the code within WYFRS Community Engagement Strategy and to further develop the Code of Conduct for Members of the Fire Authority to fully embed the Core Code in all that we do.

3 Financial Implications

- 3.1 There are no direct financial implications arising from this report.

4 Legal implications

- 4.1 The Monitoring Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by Members for legal advice made at the meeting..

5 Human Resource and Diversity Implications

- 5.1 The Core Code supports development of ethics, values and behaviours across England's fire and rescue services. WYFRS has embedded and is committed to ethical principles and professional behaviours contained in the Core Code of Ethics and the gap analysis demonstrates that our own values and behaviours fully comply with the Core Code and supports our positive working culture.
- 5.2 Our values and behaviours go beyond the Core Code, which is evidenced in our positive, responsible, innovative, open, and challenging working environment where ability and delivery is valued, encouraged, developed, recognised, and rewarded. We will always act appropriately to address behaviour which falls below the standards set in the Core Code and our own values and behaviours.
- 5.3 The explicit reference to diversity and inclusion is welcomed and supports the work already underway to promote an inclusive workplace.

6 Equality Impact Assessment

Are the recommendations within this report subject to Equality Impact Assessment as outlined in the EIA guidance? (EIA guidance and form 2020 form.docx (westyorksfire.gov.uk))	Yes (screening)
Date EIA Completed	30/06/21
Date EIA Approved	30/06/21

The EIA is available on request from the report author or from diversity.inclusion@westyorksfire.gov.uk

7 Health, Safety and Wellbeing Implications

- 7.1 Embedding the Core Code alongside our own values and behaviours supports the delivery of our Wellbeing strategy and promotes healthy and positive workplace behaviours.

8 Environmental Implications

- 8.1 There are no environmental implications arising from this report

9 Your Fire and Rescue Service Priorities

- 9.1 The Core Code and our own Values and Behaviours support and complement delivery of all the “Your Fire and Rescue Service Priorities”, but in particular:

- **We will support, develop, and enable our people to be at their best**

- 9.1.1 We will use the HMICFRS assessment of ‘Good’ in all areas as a foundation to implement our improvement action plan with the aim of delivering an outstanding service.

- 9.1.2 We will continue working towards delivering a more inclusive workforce, which reflects and serves the needs of the diverse communities of West Yorkshire.

10 Conclusions

- 10.1 The organisation has a comprehensive values and behaviours framework and the Core Code complements and builds on work already well underway. On that basis there is no requirement to update the current WYFRS Values and Behaviours, rather it is appropriate to integrate the Core Code as sharing it ‘as is’ would detract from the work on values and behaviours and may confuse people along the way.
- 10.2 In line with the requirements set out within the Core Code, work is already underway to review the Member Code of Conduct and Fire Authority Member training / induction will be updated to incorporate the Core Code in due course.
- 10.3 There is an opportunity to consider how the Core Code complements the work already underway around the Community Engagement Strategy and work will also consider how the core code can be incorporated and/or referenced within the strategy and associated actions.

Core Code of Ethics for Fire and Rescue Services

England

Foreword

You and the Code

This Core Code of Ethics will help you and every other member of the Fire and Rescue Service (FRS) to act in the right way in your service to the public.

We all make difficult decisions every day. This may be while helping a distressed member of the public or managing a complex financial scenario. The Core Code of Ethics is a clear set of principles for you to base your behaviours on.

We believe the Core Code will help us serve our communities and make FRSs even better places to work. It will help everyone to display and promote good behaviours and to challenge conduct that is inconsistent with the Core Code.

Everyone in every FRS is expected to follow the Core Code. This includes those working with, or on behalf of, the FRS.

The principles

The Core Code sets out five ethical principles, which provide a basis for promoting good behaviour and challenging inappropriate behaviour.

The ethical principles have been produced specifically for Fire and Rescue Services by the National Fire Chiefs Council, the Local Government Association and the Association of Police and Crime Commissioners.

The Seven Principles of Public Life¹ are the foundation of these principles.

We, and the organisations we represent, are all fully supportive of the five ethical principles as set out in this Core Code.

1. www.gov.uk/government/publications/the-7-principles-of-public-life/the-7-principles-of-public-life--2

Your FRS and the Code

The principles should be embedded within everything that FRSs and their employees do. FRSs will ensure that the principles of this Core Code are represented within policies and processes and are at the heart of day-to-day activity.

The Core Code is written as a 'Core' Code to recognise differing governance arrangements and is flexible enough for every service to adopt. Fire and Rescue Authorities and Services can add to the Code to reflect their local values, behaviours, and governance arrangements, including where they:

- are part of a county council and obliged to comply with the council's code
- have existing well-developed ethical codes that can be reviewed against the Core Code.

Accompanying guidance will support your FRS to implement the Core Code locally.

We encourage you all to read, understand, and commit to the ethical principles set out in the Core Code.



Councillor Nick Chard

LGA Lead
Core Code of Ethics



CFO Rebecca Bryant

NFCC Lead
Core Code of Ethics



PFCC Roger Hirst

APCC Lead
Core Code of Ethics

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1. Purpose of our Core Code

Public trust and confidence in our FRS rely on us all demonstrating ethical behaviours.

The Core Code sets out these ethical principles and helps us continuously improve our organisational culture and workforce diversity and assists us in supporting our community in the best way. It is effective only when we all consistently demonstrate the ethical behaviours. Everyone in every FRS is expected to follow the Core Code. This includes those working with, or on behalf of, the FRS.

The principles should be embedded within everything that FRSs and their employees do. FRSs will ensure that the principles of this Core Code are represented within policies and processes to ensure they are embedded and at the heart of day-to-day activity.

2. Our Five Fire and Rescue Service ethical principles

Each of our ethical principles is described by a statement and examples to set out what we must each do to ensure we are acting in line with our Core Code.



Putting our communities first

We put the interests of the public, the community, and service users first.



Integrity

We act with integrity including being open, honest, and consistent in everything that we do.



Dignity and respect

We treat people with dignity and respect, making decisions objectively based on evidence, without discrimination or bias.



Leadership

We are all positive role models, always demonstrating flexible and resilient leadership.

We are all accountable for everything we do and challenge all behaviour that falls short of the highest standards.



Equality, diversity, and inclusion (EDI)

We continually recognise and promote the value of EDI, both within the FRS and the wider communities in which we serve.

We stand against all forms of discrimination, create equal opportunities, promote equality, foster good relations, and celebrate difference.

3. Our ethical principles in practice

Putting our communities first

We put the interests of the public, the community, and service users first.

To demonstrate this, I:

- act with empathy, compassion, and respect, caring equally for everyone I deal with
- consider the diverse needs of my communities and tailor my work to best meet their specific needs
- understand and evaluate the impact I have on the public's safety and wellbeing
- continuously improve my performance to better serve the public and my communities
- am an ambassador for my Fire and Rescue Service and a role model in my communities
- identify and remove barriers to people joining or accessing our service.

Some examples of putting our communities first:



- I find out about my local community and risks, to ensure I can offer the best service.
- I seek the views of others about service quality and effectiveness to identify ideas for improvement.
- I work collaboratively with colleagues and partners to improve the service to the public.
- I look to solve problems in different ways, to improve the service I provide.

Integrity

We act with integrity including being open, honest, and consistent in everything that we do.

To demonstrate this, I:

- am honest, open, and fair when dealing with everyone
- can evidence my decisions and am able to explain my behaviour
- build trusting relationships and demonstrate an understanding of everyone's roles and responsibilities
- welcome challenge and adapt the way I work **and my behaviour as a result of what I learn**
- challenge behaviour that does not comply with our Core Code or my service's values
- never behave in a way that may cause others to act outside our ethical principles
- remain impartial and objective
- never act in an improper way, or in a manner that could create a perception of improper behaviour for personal gain. I declare relevant interests and relationships and maintain personal and professional boundaries.

Some examples of acting with integrity:



- I acknowledge and learn from my mistakes and celebrate my successes with the team.
- I recognise and challenge inappropriate behaviour.
- I always strive to deliver against my commitments.
- I persist in the face of obstacles and demonstrate a sense of personal responsibility for delivery.

Dignity and respect

We treat people with dignity and respect, making decisions objectively based on evidence, without discrimination or bias.

To demonstrate this, I:

- use unbiased judgement and behaviour and act respectfully
- act with decency and impartiality, recognising that my unconscious bias can prevent me considering all perspectives and needs when I am making decisions
- do the right thing when delivering services, using the ethical principles set out in this Core Code and my service's values
- support the development and opportunity of myself and my colleagues
- create an environment of openness and trust
- treat people with respect and without discrimination, harassment, or bullying; I actively reject these inappropriate behaviours
- challenge all inappropriate behaviour when I am at work.

Some examples of having dignity and respect:



- My manner is always composed and respectful.
- I create an environment where people can be themselves at work and the best they can be.
- I communicate responsibly and with sensitivity and respect for others.
- I strive not to create conflict. When conflict happens, I handle it in a professional manner.
- I build trust with others, creating constructive working relationships to achieve goals.

Leadership

We are all positive role models, always demonstrating flexible and resilient leadership.

We are all accountable for our behaviour, decisions, and actions, and challenge all behaviour that falls short of the highest standards.

To demonstrate this, I:

- take responsibility for continuously improving my own performance and the performance of my service
- am accountable to the public, my employer and my colleagues for my decisions and actions
- take responsibility for my actions and their consequences
- address inappropriate behaviour in ways appropriate to my role
- recognise leaders exist at all levels in my organisation and communities
- always demonstrate the principles of a positive culture of equality, diversity, and inclusion
- am committed to implementing and working by this Core Code

Some examples of leadership:



- I am an ambassador for the Service, taking pride and responsibility for the work we do and encouraging others to do the same.
- I value inclusion and set a positive example of appropriate behaviour for everyone, consistent with our Core Code.
- I look after the people around me and look for signs that someone may need support, ensuring its' availability.
- I create conditions where team members feel confident to suggest and implement creative ideas.
- I make decisions based on evidence and consider all risks.

Equality, diversity, and inclusion

We continually recognise and promote the value of EDI, both within FRSs and the wider communities in which we serve. We stand against all forms of discrimination, create equal opportunities, promote equality, foster good relations, and celebrate difference.

To demonstrate this, I:

- acknowledge and care about people's diverse needs so they can access the services they need from me and my service
- provide an environment where everyone has an equal voice
- acknowledge my own unconscious bias and consider everyone's perspective
- behave in a way that celebrates diversity in all its forms, everywhere
- tackle discriminatory behaviour, policy, and procedure
- do all I can to encourage people from underrepresented groups to join our Service and feel welcome
- help everyone to be their best and to always learn from one another.

Some examples of equality, diversity, and inclusion:



- I deliberately create an environment where people can be the best they can.
- I value my colleagues and my team and know how to make best use of our diverse skills and strengths.
- I value and appreciate differences in people and treat everyone with kindness and respect.
- I recognise and challenge inappropriate behaviour.
- I avoid making and expressing preconceptions and stereotyping when interacting with others.

4. Commitment to our Core Code

We operate in rapidly changing environments, often with new ethical challenges. Our decisions are sometimes made in difficult, changing, and unclear situations.

The principles in this Core Code guide our individual behaviours and form the basis of ethical decision making as we go about our work. We will also need to consider:

- the needs of communities, partners, our service, and our employees
- our service's values and its guidance, policy, and procedure.

It is vital that we are fully committed to the principles in the Core Code as set out in the commitments.

Commitment from Fire and Rescue Authority and Service

Our behaviour is central to effectively serving our community. We will ensure the resources, policies and procedures are in place, so our organisation acts in accordance with the Core Code.

Through adhering to the Core Code, we will strive to create a positive, responsible, innovative, open, and challenging working environment in which ability and delivery is valued, encouraged, developed, recognised, and rewarded.

We are committed to continually improving the behaviours within the sector at all levels and ensuring that employees treat each other with humanity, dignity, and respect.

We will always act appropriately to address behaviour which falls below the standards set in the Core Code.

My commitment

As a member of the FRS, I will respect and follow the five principles in the Core Code in my service to the public.

I will promote the principles to my colleagues and challenge inappropriate behaviour that does not meet the five principles.

5. Our Five Ethical Principles on a page



Key

Behaviours for everyone –
Behaviours for Managers
Behaviours we don't want.

Comparison – Ethical Code & WYFRS Values & Behaviours

Ethical Code	WYFRS Values				
	Teamwork	Integrity	Learning	Responsibility	Communication
Putting our communities first: We put the interests of the public, the community, and service users first.					
1. act with empathy, compassion, and respect, caring equally for everyone I deal with	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Works well with others</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Sets the right tone from the top</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Is judgemental or blames others unfairly</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Considers how best to plan and implement change, uses emotional intelligence to support colleagues appropriately</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Strives for efficiency and effectiveness</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Sweeps tricky issues under the carpet</p> <p>Favours policy over common sense</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Fails to communicate key messages</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>

	Shows a lack of care for others' well-being		<p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p> <p>Resists reasonable requests for change</p>		
2. consider the diverse needs of my communities and tailor my work to best meet their specific needs	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Shows a lack of care for others' well-being</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>States clearly what will be done and follows through on doing it</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Listens and takes on board other peoples' views.</p> <p>Covers up mistakes</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Shares their knowledge and experience willingly</p> <p>Considers how best to plan and implement change, uses emotional intelligence to support colleagues appropriately</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Discourages new ideas and approaches</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Makes time to listen and communicate with the team</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way</p> <p>Doesn't listen or take on board feedback</p>

			<p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p>		
<p>3. understand and evaluate the impact I have on the public's safety and wellbeing</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Works together effectively as a team moving towards common goals</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Encourages innovation</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>States clearly what will be done and follows through on doing it</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Listens and takes on board other peoples' views.</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p>	<p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Considers how best to plan and implement change, uses emotional intelligence to support colleagues appropriately</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Takes responsibility for keeping knowledge and awareness up to date</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>

<p>4. continuously improve my performance to better serve the public and my communities</p>	<p>Works well with others</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Works together effectively as a team moving towards common goals</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Sets the right tone from the top</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p> <p>Shows a lack of care for others' well-being</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Approachable and available; open to ideas and explains why</p> <p>Listens and takes on board other peoples' views.</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p> <p>Resists reasonable requests for change</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Takes responsibility for keeping knowledge and awareness up to date.</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Sweeps tricky issues under the carpet</p> <p>Favours policy over common sense</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
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<p>5. am an ambassador for my Fire and Rescue Service and a role model in my communities</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Criticises in an unconstructive way</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Discourages new ideas and approaches</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p> <p>Resists reasonable requests for change</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Takes responsibility for keeping knowledge and awareness up to date</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Shows a negative attitude</p> <p>Favours policy over common sense</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
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<p>6. identify and remove barriers to people joining or accessing our service.</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Works together effectively as a team moving towards common goals</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Sets the right tone from the top</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Bullies others, even if disguised as banter</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Listens and takes on board other peoples' views.</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Discourages new ideas and approaches</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p> <p>Resists reasonable requests for change</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Shows a negative attitude</p> <p>Sweeps tricky issues under the carpet</p> <p>Promotes the view that things aren't as good as they used to be</p> <p>Favours policy over common sense</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Manages the volume and priority of communications</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
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Ethical Code	WYFRS Values				
	Teamwork	Integrity	Learning	Responsibility	Communication
Integrity We act with integrity including being open, honest, and consistent in everything that we do. To demonstrate this, I:					
1. am honest, open, and fair when dealing with everyone	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Bullies others, even if disguised as banter</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>States clearly what will be done and follows through on doing it</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Criticises in an unconstructive way</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p>	<p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Shares their knowledge and experience willingly</p> <p>Considers how best to plan and implement change, uses emotional intelligence to support colleagues appropriately</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Takes responsibility for keeping knowledge and awareness up to date</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Strives for efficiency and effectiveness</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Favours policy over common sense</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Manages the volume and priority of communications</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p>

		Shows favouritism Believes self to be more important than colleagues	Makes decisions or voices opinions based only on limited knowledge	Passes the buck and fails to take responsibility or be accountable for own actions.	
2. can evidence my decisions and am able to explain my behaviour	Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly Is visible and approachable Sets the right tone from the top Considers all members of the team when making people decisions, doesn't just rely on policy Uses authority to belittle others	States clearly what will be done and follows through on doing it Admits mistakes and apologises graciously; puts things right Uses data, experience, 'reality testing', knowledge and common sense to do what is right Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach. Acts with consistency – seeking decisions that are fair and based on sound evidence Approachable and available; open to ideas and explains why Is judgemental or blames others unfairly Covers up mistakes Hides behind bureaucracy	Asks questions and takes the time to understand things from everyone's point of view Learns from mistakes, seeks constructive feedback to learn and develop Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture Performance management conversations are focused on great performance from all Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation Criticises mistakes, rather than using them as an opportunity for learning Tells you what they think you want to hear Prioritises ticking the boxes over innovation and creativity Makes decisions or voices opinions based only on limited knowledge	Takes ownership and responsibility for promoting our values and behaviours Takes ownership and personal responsibility for achieving objectives and doing a great job Is reflective, demonstrating awareness of own influence and impact Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions Supports people at all levels to make appropriate decisions Encourages ownership; champions positive and decisive behaviour. Takes responsibility and is accountable for the actions taken by the team Sweeps tricky issues under the carpet Favours policy over common sense Passes the buck and fails to take responsibility or be accountable for own actions.	Shows awareness of what is appropriate and not appropriate to communicate Communicates our vision ("Making West Yorkshire Safer") and our values to all Makes time to listen and communicate with the team Makes sure the Annual Review adds value for the individual, team and organisation Ensures communication is clear and tailored to the needs of the audience Communicates face-to-face about change, taking on board feedback and suggestions Communicates organisational strategy and priorities in words everyone can understand Spreads rumours or fails to challenge rumours Communicates in an overly technical or woolly way Criticises in a negative or unconstructive way Doesn't listen or take on board feedback
	Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are Works well with others	Leads by example, consistently demonstrating behaviours that are expected from others States clearly what will be done and follows through on doing it	Promotes a culture where people feel encouraged to continuously improve	Takes ownership and responsibility for promoting our values and behaviours Challenges inappropriate behaviour in all situations,	Keeps communication simple, clear and easy to understand Listens carefully, ensuring they understand what the other person is saying

<p>3. build trusting relationships and demonstrate an understanding of everyone's roles and responsibilities</p>	<p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Works together effectively as a team moving towards common goals</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p>	<p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Criticises in an unconstructive way</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Considers how best to plan and implement change, uses emotional intelligence to support colleagues appropriately</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>including negative peer pressure</p> <p>Takes responsibility for keeping knowledge and awareness up to date</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Shows a negative attitude</p> <p>Sweeps tricky issues under the carpet</p> <p>Favours policy over common sense</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
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<p>4. welcome challenge and adapt the way I work and my behaviour as a result of what I learn</p>	<p>Works well with others</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Works together effectively as a team moving towards common goals</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Bullies others, even if disguised as banter</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p> <p>Uses authority to belittle others</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Approachable and available; open to ideas and explains why</p> <p>Listens and takes on board other peoples' views.</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately</p> <p>Shows flexibility to allow space for innovation</p> <p>Discourages new ideas and approaches</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Resists reasonable requests for change</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Takes responsibility for keeping knowledge and awareness up to date</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Strives for efficiency and effectiveness</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Sweeps tricky issues under the carpet</p> <p>Favours policy over common sense</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Doesn't listen or take on board feedback</p>
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	Puts self before team; promotes self-interest over the team and organisation.				
5. challenge behaviour that does not comply with our Core Code or my service's values	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Sets the right tone from the top</p> <p>Bullies others, even if disguised as banter</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately. Shows flexibility to allow space for innovation</p> <p>Discourages new ideas and approaches</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Sweeps tricky issues under the carpet</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
6. never behave in a way that may cause others to act outside our ethical principles	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Uses data, experience, 'reality testing', knowledge and</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p>

	<p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Sets the right tone from the top</p> <p>Bullies others, even if disguised as banter</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Shares their knowledge and experience willingly</p> <p>Considers how best to plan and implement change, uses emotional intelligence to support colleagues appropriately</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately</p> <p>Shows flexibility to allow space for innovation</p> <p>Discourages new ideas and approaches</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Sweeps tricky issues under the carpet</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Communicates in an overly technical or woolly way</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
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			Resists reasonable requests for change		
7. remain impartial and objective	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Encourages an 'us vs. them' attitude</p> <p>Shows a lack of care for others' well-being</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Is judgemental or blames others unfairly</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Asks questions and takes the time to understand things from everyone's point of view Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Sweeps tricky issues under the carpet</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
8. never act in an improper way, or in a manner that could create a perception of improper behaviour for personal gain. I declare relevant interests and	<p>Sets the right tone from the top</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Uses data, experience, 'reality testing', knowledge and</p>	<p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p>

relationships and maintain personal and professional boundaries.		<p>common sense to do what is right</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p>	<p>Inspires people, connects people to our purpose and is able to explain the “why” behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Sweeps tricky issues under the carpet</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Criticises in a negative or unconstructive way</p>
Ethical Code	WYFRS Values				
	Teamwork	Integrity	Learning	Responsibility	Communication
Dignity and respect We treat people with dignity and respect, making decisions objectively based on evidence, without discrimination or bias.					
1. use unbiased judgement and behaviour and act respectfully	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the “why” behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Manages the volume and priority of communications</p>

	<p>Sets the right tone from the top</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Extends trust to others</p> <p>Is judgemental or blames others unfairly</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Makes decisions or voices opinions based only on limited knowledge</p> <p>Resists reasonable requests for change</p>	<p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Fails to communicate key messages</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
<p>2. act with decency and impartiality, recognising that my unconscious bias can prevent me considering all perspectives and needs when I am making decisions</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>States clearly what will be done and follows through on doing it</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Treats colleagues at all levels with respect</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Takes responsibility for keeping knowledge and awareness up to date</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p>

	<p>Encourages innovation</p> <p>Bullies others, even if disguised as banter</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p> <p>Puts self before team;</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately</p> <p>Shows flexibility to allow space for innovation</p> <p>Discourages new ideas and approaches</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Shows a negative attitude</p> <p>Sweeps tricky issues under the carpet</p> <p>Promotes the view that things aren't as good as they used to be</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
<p>3. do the right thing when delivering services, using the ethical principles set out in this Core Code and my service's values</p>	<p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Bullies others, even if disguised as banter</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p> <p>Puts self before team;</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Takes responsibility for keeping knowledge and awareness up to date</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p>

			<p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>able to explain the “why” behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Shows a negative attitude</p> <p>Sweeps tricky issues under the carpet</p> <p>Promotes the view that things aren't as good as they used to be</p> <p>Favours policy over common sense</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Manages the volume and priority of communications</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p>
4. support the development and opportunity of myself and my colleagues	<p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Takes responsibility for keeping knowledge and awareness up to date</p> <p>Takes ownership and personal responsibility for achieving</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p>

	<p>Empowers others to take decisions; supports the team to deliver</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Uses authority to belittle others</p>	<p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Approachable and available; open to ideas and explains why</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Criticises in an unconstructive way</p> <p>Is judgemental or blames others unfairly</p>	<p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Shares their knowledge and experience willingly</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Discourages new ideas and approaches</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p>	<p>objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Shows a negative attitude</p> <p>Sweeps tricky issues under the carpet</p> <p>Promotes the view that things aren't as good as they used to be</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
5. create an environment of openness and trust	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p>	<p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p>

	<p>Empowers others to take decisions; supports the team to deliver</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Bullies others, even if disguised as banter</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p>	<p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p>	<p>Considers how best to plan and implement change, uses emotional intelligence to support colleagues appropriately</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Tells you what they think you want to hear</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>able to explain the "why" behind decisions and actions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Shows a negative attitude</p> <p>Sweeps tricky issues under the carpet</p> <p>Favours policy over common sense</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Manages the volume and priority of communications</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Doesn't listen or take on board feedback</p>
6. treat people with respect and without discrimination, harassment, or bullying; I actively reject these inappropriate behaviours	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Is visible and approachable</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>States clearly what will be done and follows through on doing it</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p>

	<p>Sets the right tone from the top</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Bullies others, even if disguised as banter</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p>	<p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Criticises in an unconstructive way</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>emotional intelligence to create a supportive two-way feedback culture</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p> <p>Resists reasonable requests for change</p>	<p>Supports people at all levels to make appropriate decisions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Sweeps tricky issues under the carpet</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
7. challenge all inappropriate behaviour when I am at work.	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Bullies others, even if disguised as banter</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>States clearly what will be done and follows through on doing it</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Treats colleagues at all levels with respect</p>	<p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>

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Ethical Code	WYFRS Values				
	Teamwork	Integrity	Learning	Responsibility	Communication
Leadership We are all positive role models, always demonstrating flexible and resilient leadership. We are all accountable for our behaviour, decisions, and actions, and challenge all behaviour that falls short of the highest standards.					
1. take responsibility for continuously improving my own performance and the performance of my service	<p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Uses authority to belittle others</p>	<p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Approachable and available; open to ideas and explains why</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Covers up mistakes</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation, and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Shares their knowledge and experience willingly</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Takes responsibility for keeping knowledge and awareness up to date</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Fails to communicate key messages</p> <p>Doesn't listen or take on board feedback</p>

	<p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Hides behind bureaucracy</p>	<p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Fails to challenge inappropriate behaviour</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	
<p>2. am accountable to the public, my employer and my colleagues for my decisions and actions</p>	<p>Empowers others to take decisions; supports the team to deliver</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>States clearly what will be done and follows through on doing it</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p>	<p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Resists reasonable requests for change</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>

<p>3. take responsibility for my actions and their consequences</p>	<p>Works well with others</p> <p>Works together effectively as a team moving towards common goals</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Admits mistakes and apologises graciously; puts things right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Believes self to be more important than colleagues</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success. Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Shares their knowledge and experience willingly</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Manages the volume and priority of communications</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
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<p>4. address inappropriate behaviour in ways appropriate to my role</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Works together effectively as a team moving towards common goals</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>States clearly what will be done and follows through on doing it</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success. Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately</p> <p>Shows flexibility to allow space for innovation</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Doesn't listen or take on board feedback</p>
<p>5. recognise leaders exist at all levels in my organisation and communities</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Inspires people, connects people to our purpose and is</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to</p>

	<p>everyone's contributions, shares knowledge willingly</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>Is supportive and inclusive, celebrating success.</p> <p>Shares their knowledge and experience willingly</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>able to explain the "why" behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>challenge and communicate new ideas</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
6. always demonstrate the principles of a positive culture of equality, diversity, and inclusion	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Nurtures team and talent development confidently,</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p>

	<p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Bullies others, even if disguised as banter</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Is judgemental or blames others unfairly</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p>	<p>supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Manages the volume and priority of communications</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
<p>7. am committed to implementing and working by this Core Code</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Acts with openness and honesty</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Nurtures team and talent development confidently,</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p>	<p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p>

	<p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p>	<p>supporting people with less experience to develop</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p>	<p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Doesn't listen or take on board feedback</p>
Ethical Code	WYFRS Values				
	Teamwork	Integrity	Learning	Responsibility	Communication
Equality, diversity, and inclusion We continually recognise and promote the value of EDI, both within FRSs and the wider communities in which we serve. We stand against all forms of discrimination, create equal opportunities, promote equality, foster good relations, and celebrate difference. To demonstrate this, I:					
1. acknowledge and care about people's diverse needs so they can access the services they need from me and my service	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Shows a lack of care for others' well-being</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Is judgemental or blames others unfairly</p> <p>Shows favouritism</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Fails to challenge inappropriate behaviour</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p>

	<p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>		<p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Manages the volume and priority of communications</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
<p>2. provide an environment where everyone has an equal voice</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Gives people the courage and confidence to try new things,</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Considers how best to plan and implement change, uses emotional intelligence to support colleagues appropriately</p> <p>Engages in meaningful consultation and applies emotional intelligence to create</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p>

	<p>creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Bullies others, even if disguised as banter</p> <p>Encourages an 'us vs. them' attitude</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Is judgemental or blames others unfairly</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p>	<p>a supportive two-way feedback culture</p> <p>Discourages new ideas and approaches</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p> <p>Resists reasonable requests for change</p>	<p>Shows a negative attitude</p> <p>Sweeps tricky issues under the carpet</p> <p>Promotes the view that things aren't as good as they used to be</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
3. acknowledge my own unconscious bias and consider everyone's perspective	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Considers all members of the team when making people decisions, doesn't just rely on policy</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Approachable and available; open to ideas and explains why</p>	<p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Considers how best to plan and implement change, uses emotional intelligence to support colleagues appropriately</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Doesn't listen or take on board feedback</p>

	<p>Bullies others, even if disguised as banter</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p> <p>Shows a lack of care for others' well-being</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Is judgemental or blames others unfairly</p> <p>Believes self to be more important than colleagues</p>	<p>Tackles under performance sensitively and appropriately</p> <p>Shows flexibility to allow space for innovation</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Fails to challenge inappropriate behaviour</p> <p>Shows a negative attitude</p> <p>Sweeps tricky issues under the carpet</p> <p>Promotes the view that things aren't as good as they used to be</p> <p>Favours policy over common sense</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	
4. behave in a way that celebrates diversity in all its forms, everywhere	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Sets the right tone from the top</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Encourages an 'us vs. them' attitude</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p> <p>Believes self to be more important than colleagues</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Discourages new ideas and approaches</p> <p>Tells you what they think you want to hear</p> <p>Prioritises ticking the boxes over innovation and creativity</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Shows a negative attitude</p> <p>Sweeps tricky issues under the carpet</p> <p>Promotes the view that things aren't as good as they used to be</p>	<p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>

<p>5. tackle discriminatory behaviour, policy, and procedure</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>States clearly what will be done and follows through on doing it</p> <p>Admits mistakes and apologises graciously; puts things right</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Hides behind bureaucracy</p> <p>Shows favouritism</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Discourages new ideas and approaches</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Supports people at all levels to make appropriate decisions</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour Promotes the view that things aren't as good as they used to be</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Manages the volume and priority of communications</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p>
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					<p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
<p>6. do all I can to encourage people from underrepresented groups to join our Service and feel welcome</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p> <p>Uses disrespectful language or behaviour towards colleagues within and outside the immediate team</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Uses data, experience, 'reality testing', knowledge and common sense to do what is right</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p> <p>Extends trust to others</p> <p>Is judgemental or blames others unfairly</p> <p>Covers up mistakes</p> <p>Shows favouritism</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies emotional intelligence to create a supportive two-way feedback culture</p> <p>Discourages new ideas and approaches</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p> <p>Resists reasonable requests for change</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p> <p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Manages the volume and priority of communications</p>

					<p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
<p>7. help everyone to be their best and to always learn from one another.</p>	<p>Treats everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are</p> <p>Respects and values the individual, appreciates everyone's contributions, shares knowledge willingly</p> <p>Works as a team to enable each individual to overcome challenges together and celebrates team success</p> <p>Respects people's contributions and supports the wellbeing of everyone in the team.</p> <p>Empowers others to take decisions; supports the team to deliver</p> <p>Is visible and approachable</p> <p>Sets the right tone from the top</p>	<p>Leads by example, consistently demonstrating behaviours that are expected from others</p> <p>Says 'thank you' for a job well done and gives credit to others where due.</p> <p>Is aware of the impact of what people say, how they say it and what they do; reflects and changes approach.</p> <p>Acts with consistency – seeking decisions that are fair and based on sound evidence</p> <p>Acts with openness and honesty</p> <p>Approachable and available; open to ideas and explains why</p> <p>Treats colleagues at all levels with respect</p> <p>Listens and takes on board other peoples' views.</p>	<p>Promotes a culture where people feel encouraged to continuously improve</p> <p>Is open to change, encourages innovation and listens to new ideas with an open mind</p> <p>Is supportive and inclusive, celebrating success.</p> <p>Asks questions and takes the time to understand things from everyone's point of view</p> <p>Learns from mistakes, seeks constructive feedback to learn and develop</p> <p>Shares their knowledge and experience willingly</p> <p>Nurtures team and talent development confidently, supporting people with less experience to develop</p> <p>Engages in meaningful consultation and applies</p>	<p>Takes ownership and responsibility for promoting our values and behaviours</p> <p>Challenges inappropriate behaviour in all situations, including negative peer pressure</p> <p>Takes responsibility for keeping knowledge and awareness up to date</p> <p>Takes ownership and personal responsibility for achieving objectives and doing a great job</p> <p>Is reflective, demonstrating awareness of own influence and impact</p> <p>Inspires people, connects people to our purpose and is able to explain the "why" behind decisions and actions</p>	<p>Keeps communication simple, clear and easy to understand</p> <p>Uses 'Plain English' in written communication</p> <p>Listens carefully, ensuring they understand what the other person is saying</p> <p>Supports others to innovate, encouraging people to challenge and communicate new ideas</p> <p>Shows awareness of what is appropriate and not appropriate to communicate</p> <p>Communicates our vision ("Making West Yorkshire Safer") and our values to all</p> <p>Makes time to listen and communicate with the team</p>

	<p>Gives people the courage and confidence to try new things, creating a positive 'can do' atmosphere</p> <p>Encourages innovation</p> <p>Uses authority to belittle others</p> <p>Puts self before team; promotes self-interest over the team and organisation.</p>	<p>Extends trust to others</p> <p>Criticises in an unconstructive way</p>	<p>emotional intelligence to create a supportive two-way feedback culture</p> <p>Performance management conversations are focused on great performance from all</p> <p>Tackles under performance sensitively and appropriately Shows flexibility to allow space for innovation</p> <p>Discourages new ideas and approaches</p> <p>Criticises mistakes, rather than using them as an opportunity for learning</p> <p>Prioritises ticking the boxes over innovation and creativity</p> <p>Makes decisions or voices opinions based only on limited knowledge</p> <p>Resists reasonable requests for change</p>	<p>Supports people at all levels to make appropriate decisions</p> <p>Takes account of other people's priorities, expectations and constraints</p> <p>Adjusts expectations in the light of circumstances</p> <p>Encourages ownership; champions positive and decisive behaviour.</p> <p>Takes responsibility and is accountable for the actions taken by the team</p> <p>Fails to challenge inappropriate behaviour</p> <p>Shows a negative attitude</p> <p>Sweeps tricky issues under the carpet</p> <p>Favours policy over common sense</p> <p>Passes the buck and fails to take responsibility or be accountable for own actions.</p>	<p>Makes sure the Annual Review adds value for the individual, team and organisation</p> <p>Ensures communication is clear and tailored to the needs of the audience</p> <p>Manages the volume and priority of communications</p> <p>Communicates face-to-face about change, taking on board feedback and suggestions</p> <p>Communicates organisational strategy and priorities in words everyone can understand</p> <p>Spreads rumours or fails to challenge rumours</p> <p>Fails to communicate key messages</p> <p>Communicates in an overly technical or woolly way Criticises in a negative or unconstructive way</p> <p>Doesn't listen or take on board feedback</p>
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OFFICIAL

Review of wholetime recruitment process

Human Resources Committee

Date: 9 July 2021

Agenda Item:

10

Submitted By: Chief Employment Services Officer

Purpose

To brief Human Resources Committee on the Whole Time Recruitment Process 2020/21. To identify good practice and successes of the process and provide recommendations for addressing areas where improvements are required concerning increasing the diversity of successful applicants, particularly BAME applicants.

Recommendations That the report be noted.

Summary

The wholetime recruitment process commenced in October 2020, 3 months later than initially planned due to the Covid restrictions. Two courses were planned to take place in 2021 one to commence 1st June 2021 (24 trainees), and one in September 2021 (12 trainees).

The process had to be changed significantly to account for Covid restrictions and to keep candidates and our employees safe. Unfortunately it was not possible to carry out all of the positive action initiatives that had been planned in advance of recruitment opening.

Local Government (Access to information) Act 1972

Exemption Category: None

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Background papers open to inspection: None

Annexes: Annex 1 – Firefighter recruitment process survey
Annex 2 – Diversity statistics
Annex 3 – Recruitment survey

1 Introduction

1.1 The wholetime recruitment process was due to commence in July 2020, however due to the Covid19 global pandemic it was decided that the process would commence in October 2020 due to the lifting of lockdown restrictions. This then gave a 3 month window of opportunity for some positive action to be carried out and to work with Thinkology. Two courses were planned to take place in 2021 one to commence 1st June 2021 (24 trainees), and one in September 2021 (12 trainees).

1.2 Timeline of Events:

12-26 October 2020 – Recruitment was open, candidates completed on-line registration

27 October–2 November 2020 – Behavioural testing commenced

5-23 November 2020 – Maths and English testing commenced

3-18 December 2020 – Fitness testing took place at HQ

4-15 January 2021 – Interview and Assessment Centre took place over Microsoft Teams

2 Information

Positive Action (PA)

The Covid19 pandemic hindered some of the positive action initiatives which were planned for summer 2020 and as a result the PA strategy had to be adapted to be effective.

Prior to recruitment opening (October 2020) there was little opportunity for any of the planned physical community engagement work (including collaboration with local organisations and community groups and attendance at careers events. This had previously been one of our main recruitment PA activities.

2.1 Positive Action (PA) activities carried out

2.1.1 Awareness Days

Prior to recruitment opening, Awareness days were arranged for Females and BAME groups to attend HQ and try out the POEST tests.

Awareness sessions are an invaluable opportunity to provide information and preparation for fitness tests for females and BAME candidates who are less likely to be successful in the process.

Although we were unable to host as many of these days as we had previously, initial interest was extremely high with large numbers booking onto the sessions. However, attendance on the day were in some cases disappointing. 34% (77 people) didn't attend on the day due to the following reasons:

- Required to isolate due to Covid19
- Thought about the role of Firefighter and decided that it either wasn't the right time to apply for them or no longer interested.
- No communication received from them to confirm their attendance after they submitted their initial interest/ didn't turn up on the day after confirming.

Additionally, as part of the awareness days the BAME groups were provided with information about the service/ career opportunities and a Q&A session with BAME colleagues. This helped prepare BAME candidates for the recruitment process and gave them an insight into a career with WYFRS and learn about the experiences of some of our BAME employees. As a result of this, 1/3 of successful BAME candidates attended an awareness session.

149 people attended an awareness session. Of these, 136 people applied when recruitment opened.

2.1.2 **Physical Fitness Support Programmes (female)**

Physical fitness support programmes (8-week programmes) were offered to female applicants (latterly these programmes had to be delivered virtually when gyms closed) – these sessions started prior to recruitment opening.

The data shows that three of the females who were ultimately successful for the 1st course and 1 on holding list came to an awareness session, two of them came to the 8-week fitness programme and at least one came to the online fitness session.

2.1.3 **Challenges**

Awareness days for female and BAME applicants prior to recruitment opening had to be Covid safe and therefore numbers were restricted. One of the tests couldn't be made available for practice on the day (BA crawl) due to the necessity to share BA masks and it was thought to be too high risk.

The feedback we received regarding the awareness days were fantastic, please see the appendices attached to this report for further information. These awareness days assisted applicants with their preparation for the recruitment process.

2.2 **Amendments to the recruitment process 2020/21**

2.2.1 **Removal of requirement driving licence**

In previous processes this was found to be a barrier to females, BAME groups and people below the age of 29. 274 people applied this time who did not have a driving licence. This included 54 females, 49 BAME and 223 under age 29. Previously these people would not have been eligible to apply.

It is a condition of employment that any successful applicant must have a full UK driving licence by the time they are competent within the role.

2.2.2 Targeted advertising and Communication Strategy

The last two recruitment processes have attracted thousands of applicants – predominantly white / male. This year we did not actively advertise the opening of recruitment, this was kept low key although it was displayed on the website. An organisation called thinkology was used for targeted advertising to under-represented groups (female and BAME) via social media.

Targeted advertising has helped bring more diversity to the initial applicants with an increased percentage of female and BAME applicants on previous years. This resulted in 2,691 applicants registering when recruitment opened. Female applicants accounted for 14% of applicants in 2018 (19.6% in 2020 – 528 females), and BAME candidates accounted for 9% of applicants in 2018 (15.1% in 2020 – 407 BAME).

2.2.3 Removal of Situational Judgement Test (SJT)

Data from the external provider (Apollo) suggests that the SJT is biased against BAME candidates and therefore creates an unfair barrier, so this was removed. The SJT was previously a stage 3 test which had to be passed in order to progress to the on-line Maths and English tests. In 2018, 6% of candidates progressing from the SJT to the online tests were BAME, in 2020 15% of candidates progressing to the on-line tests were BAME.

Support for the on-line Maths and English testing was provided for all applicants which consisted of online practice tests, resource material with hints/ tips and links to YouTube videos to help prepare for the tests.

2.3 Changes to the Interview and Assessment Process

- 2.3.1 The interview and assessment centre process was entirely virtual and held over Teams. The design of the days was that each candidate visited a number of virtual 'pods' where they were assessed on the core values through either a traditional interview question or a scenario. More WYFRS staff were trained in behavioural interviewing and involved in the assessments to improve the diversity of interviewers in the process.
- 2.3.2 Teams sessions were made available for all applicants who progressed to the interview/assessment stage to assist with their preparation for the interview/assessments and to familiarise them with the STAR model (Situation, Task, Action, and Result) of interview responses. This was introduced to support all candidates further with the interview and assessment process. From reviewing figures from the last round of recruitment, it was evident that BAME candidates weren't as successful at interview therefore, it was felt that this process could support all candidates further.

- 2.3.3 Whilst the virtual model was initially designed as a contingency as an alternative to hosting people on site due to the pandemic, this worked extremely well and is something we would like to continue in the future. Feedback from this is attached within the appendices.

2.4 Diversity Statistics

- 2.4.1 Attached is a full summary of the statistics regarding the diversity of candidates in the process and where each group got to at each stage of the process.
- 2.4.2 The initial diversity stats were pleasing compared with previous processes but as the process developed, the fallout has followed the same pattern in line with previous processes.

2.5 Verbal and Numerical Reasoning on-line Testing

- 2.5.1 The verbal and numerical reasoning tests would appear to be a barrier for some ethnic groups. The statistics below show the percentage of some ethnic groups who scored high enough at this stage of the process to progress compared to their white counterparts. However, it should be noted that the numbers of some ethnic groups are very small and therefore will have some impact on the overall statistics.

Asian or Asian British (Indian)	14.29%
Asian or Asian British (Pakistani)	13.16%
Black or Black British (Black African)	9.09%
Black or Black British (Black Caribbean)	14.29%
White British	29.07%

2.6 Physical Testing

- 2.6.1 A larger % of females than males leave the process at physical testing stage but those who get through then do really well at interview and assessment stage. A large proportion of BAME (males) get through the physical testing stage but then don't do as well at the interview/assessment stage. The one exception to this is Asian males who do not tend to do as well at the physical testing stage as their white or black counterparts. The support we provided was designed to counteract this and was relatively successful for females.

2.7 Physical Testing Pass Rate

Female	42.22% (19 out of 45 passed)
Male	82.49% (212 out of 257 passed)
White British	77.61% (208 out of 268 passed)
Asian or Asian British (Pakistani)	20% (1 out of 5 passed)
Mixed white and Asian	50% (2 out of 4 people passed)
Mixed White and Black African	100% (2 people passed)
Black or Black British (Black Caribbean)	66.67% (6 out of 9 people passed)

Black or Black British (African)

100% (1 person passed)

- 2.8** Overall, the quality of applicants this year has been extremely high – the candidates who received conditional offers of employment scored 50.5 and above in the assessment centre (out of a possible 55). The % of females who have received a conditional offer is very pleasing (20.58% of all contracts issued), (7 females all white British) however the % of BAME candidates succeeding is still lower (3.22%) (1 person) than their white British counterparts (96.77%) (30 people).

3 Recommendations

- 3.1 For future processes we would like to do a full review of the content of the assessments at the early stages including how and why we filter applicants out.
- 3.2 For example, allowing the top scorers of Maths and English on-line tests to progress to POEST needs a review as a Fire Fighter requires a good, but not exceptional, standard of English and Maths in order for them to be successful on the course – this may mean that suitable candidates (including a higher % of BAME) are being filtered out at this stage who may have gone on to excel in later stages of the process.
- 3.3 By removing one of the tests this year (Situational Judgement) we have ended up with larger numbers progressing to POEST and then through to interview. Whilst this is positive in terms of under-represented groups, the workload for the assessors has been extremely high.

4 BAME Applicants

- 4.1 The different measures taken for this process has been successful in attracting more applicants from females and BAME groups, and the success rate for females has been particularly encouraging. However, this has not translated into the same successes for BAME candidates.
- 4.2 These results require us to continue to research and find ways of engaging with BAME groups; and to further review our processes to remove barriers. The results collected will be further analysed with support from the BAME network and Positive Action Coordinator in order to highlight any issues and areas for improvement. This will feed into future initiatives, particularly informing the 'Nearly There' strategy. The 'Nearly There' strategy will aim to re-engage candidates from underrepresented groups and support them to overcome the barriers which they faced this time. Working with these candidates will give us a greater understanding of the barriers they faced this year and how we can remove

them for future candidates. There are also a number of local organisations who will be able to support preparing candidates from underrepresented groups and advertising our roles in future recruitment drives. Due to Covid19, this year we were unable to work with these organisations, however this has given us an opportunity to build a relationship with them which will support collaboration with them in future.

- 4.3 For future recruitment, we plan to work with Skills House (Bradford) and CATCH (Leeds). Skills House can help to connect WYFRS with local Colleges and careers fairs. They are also offering a contact in the Bradford Job Centres where they are able to help people who fit the criteria to apply. They are also keen on running sessions for applicants to prepare for online Maths and English tests. CATCH is a Youth Centre in Harehills which has a very diverse demographic. We have the opportunity to work with them and other Public Services to see how we can support each other to get more people from that demographic into the Services.
- 4.4 Unfortunately, Covid may have been an extra factor which has caused BAME candidates to be more disadvantaged this year. Covid has been found to have a greater negative impact on people from BAME groups in that they have a greater likelihood to be seriously ill from Covid19 and therefore, this may have impacted on the process. The impact of Covid on our candidates needs to be fully understood to review the bigger picture about the barriers BAME people face when applying for roles. To support this, we are currently collating feedback from all candidates through a survey.

5 Future Recruitment of Fire Fighters

- 5.1 The NFCC is running a large-scale project to consider the future of recruitment of Firefighters nationally. It has been identified that every FRS currently recruits in very different ways, with no consistency and not utilising best practice within the sector. The aim of the project is to establish best practice and consistency across all FRS with a very strong recommendation that all FRS adopt whatever outcomes emerge from the project as a national standard. The project is broken down into 4 steps and each 'step' has a sub-group attached.
- Step One
 - Prepare to Recruit
 - Branding & Engagement
 - Defining the Role
 - JDs & PSs
 - Routes to entry
 - Good practice examples
 - EDI considerations & Technology
 - Step Two
 - Application & Candidate Review
 - Methods of Assessment

- Shortlisting process
- EDI considerations
- Good practice examples
- Step Three
 - Selection Process
 - Interviews
 - Presentations & Exercises
 - Online tests & psychometrics
 - Physical tests
 - Feedback
- Step Four
 - Hiring
 - Offer of Employment
 - Good practice examples
 - Keeping in touch
 - Feedback from candidates

5.2 West Yorkshire Fire and Rescue Service is fortunate to have two representatives working on this Project. Joanne Hardcastle, Assistant HR Manager, and Ant Devine, WM Organisational Development are both involved in the project which is expected to be completed by the end of the year (2021).

6 Financial Implications

The cost of recruitment and the associated costs is included within the revenue budget. The original budget included provision for 8 recruits in September but due to an increase in retirements since the budget was set in November, this has been increased to 12 recruits. The additional cost is offset by the savings from the additional retirements.

7 Legal implications

7.1 The Monitoring Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by Members for legal advice made at the meeting.

8 Human Resource and Diversity Implications

8.1 The HR and Diversity implications are addressed as part of the main content of the report.

9 Equality Impact Assessment

Are the recommendations within this report subject to Equality Impact Assessment as outlined in the EIA guidance? (EIA guidance and form 2020 form.docx (westyorksfire.gov.uk))	No
Date EIA Completed	N/A
Date EIA Approved	N/A

10 Health, Safety and Wellbeing Implications

- 10.1 Covid safety measures were considered at every step of the process and the health and safety of all candidates and our own employees was a priority. Steps were taken to minimise the need for face to face contact and the interview and assessment part of the process was carried out entirely virtually over Teams so there was no requirement for any candidates to come onto our premises.

11 Your Fire and Rescue Service Priorities

We will continue working towards delivering a more inclusive workforce, which reflects and serves the needs of the diverse communities of West Yorkshire.

We will enable our people to be at their best at work

12 Conclusions

- 12.1 Despite the challenges of Covid the recruitment process has run smoothly due to the hard work, creativity and resilience of the staff who were involved in the management of the process.
- 12.2 The feedback and comments (attached) demonstrate that the process has been extremely successful and the people involved have felt supported and protected throughout

Firefighter Recruitment Process Survey		
Please give us any comments/feedback below about your experience of the recruitment process – either positive or negative.		
Answered	145	
Skipped	67	
Respondents	Response Date	Responses
39	Jan 29 2021 10:23 AM	Smooth process all round
37	Jan 29 2021 05:46 PM	Honestly great organisation and fast to get back to you with your results for each stage.
38	Jan 29 2021 03:48 PM	Really good overall and very little to fault
51	Jan 28 2021 12:50 PM	I personally think the proses has been very well organised, and can not fault WYFS.
52	Jan 28 2021 12:35 PM	<p>I did all the preparation in accordance with the advice and information given to the interviews, however in one of the pods I was told what I had prepared was not a recent enough example and couldn't finish that particular example which I prepared. I would have explained it covered about learning new skills from team members from back then to the present day, which believe is an important skill we must maintain.</p> <p>Thank for the opportunity, I've learnt a lot about WYFRS</p>
53	Jan 28 2021 12:09 PM	<p>Very efficient and great communication. Provided extra support for female firefighters with fitness sessions.</p> <p>The only negative is the process is quite lengthy, maybe all online tests take place in one sitting .</p>
54	Jan 28 2021 12:07 PM	To say it was different this year, it's been great. Staff very professional and friendly, excellent management of the recruitment process and great communication in all areas.
55	Jan 28 2021 11:54 AM	Assessment day was run very efficiently and smoothly, especially considering the circumstances. All staff were very welcoming and put me at ease.
56	Jan 28 2021 11:47 AM	overall a well organised and detailed experience

57	Jan 28 2021 11:40 AM	<p>I have been through the application process for the police and prison service and I must say WYFR has offered much more support and guidance through the process. I can not fault the communication from the HR staff during this time, they have been a massive help whenever I have required any assistance, also, the operational staff were very friendly and supportive when I attended my physical testing.</p> <p>Given the current situation throughout this whole experience I have nothing but positive comments to make towards the recruitment process and thank you for the opportunity.</p>
58	Jan 28 2021 11:37 AM	During the team exercise I was placed in a group of four people named Sam. If the groups had been alphabetically organised by last names this wouldn't have been an issue.
59	Jan 28 2021 11:35 AM	<p>I have thoroughly enjoyed the whole process applying to become a Wholetime firefighter. Communication and organisation throughout the whole process has been extremely clear and easy to understand.</p> <p>I felt safe on the practical assessment seeing everybody following the new COVID procedures, and everybody I have met on the practical day and the interviews has been friendly, welcoming and easy to understand. Thank you for making a difficult selection process so easy!</p>
60	Jan 28 2021 11:32 AM	Really well done, the 'pod' idea for the interview stage were a great inclusion.
61	Jan 28 2021 11:30 AM	I think the whole process has been very well handled and organized particularly in these difficult times
62	Jan 28 2021 11:27 AM	The only feedback I would have is about the group work assessment. It was quite difficult to get your voice heard due to people Interrupting. It was overall very enjoyable though
63	Jan 28 2021 11:25 AM	<p>I think all the people have been super friendly and super helpful and couldn't have asked for a better experience.</p> <p>Thankyou</p> <p>Tom</p>
64	Jan 28 2021 11:25 AM	As much as this might sound daft, I actually really enjoyed the physical assessment day. That is testament to the staff who made us feel at ease and were willing to help us as much as possible with a really friendly approach.

		Although the interview and assessment centre aspect of the process is nerve wracking, each WYFS staff member really took the pressure off your shoulders by making you feel at ease. Despite everything being done over teams and emails, due to Covid, I think communication has been excellent.
65	Jan 28 2021 11:24 AM	Brilliant process with lovely people being very helpful throughout each of the stages
66	Jan 28 2021 11:23 AM	During incredibly difficult times i feel that the process has been efficient and safe throughout. Communication has been great.
67	Jan 28 2021 11:22 AM	I enjoyed the interviews via teams, felt like less pressure which in turn felt like I could speak more freely and provide a better representation of myself. I would continue to do this in the future.
40	Jan 28 2021 10:53 PM	The whole process was very well organised, supported and carried out. I can not however understand why you don't ask for a CV to find out more on a candidates past life experience and what skills they can bring to the Fireservice. I personally feel you cannot get enough information from a person by asking them a few questions under interview conditions.
41	Jan 28 2021 07:59 PM	Very friendly staff and easy to communicate with. Enjoyable process that helped me see my potential for the future
42	Jan 28 2021 04:59 PM	Excellent well thought out process. My only comment throughout the whole process is that the example questions on the maths text could be a closer reflection ion of the actual test. Apart from that really enjoyed the experience.
43	Jan 28 2021 03:24 PM	The best interview process I have ever done , even more impressive with the current situation we are all in , well done West Yorkshire fire and rescue service recruitment team !!
44	Jan 28 2021 03:07 PM	The whole process has been conducted with a very high standard of professionalism. Correspondence was polite and timely. As a candidate, I felt supported and welcome by staff.
45	Jan 28 2021 02:17 PM	I have been through six interview processes for different brigades now and I can honestly say this was the most informative and comprehensive one so far. Especially considering the difficulties presented with Covid. The workshops ran online were excellent and gave a good insight into what was actually expected. Communication throughout was consistent and clear.

		<p>I have completed the previous physical selection test in order to become a retained firefighter and believe that is more representative of the level of fitness required to be a firefighter. I understand that can be improved upon during the training course.</p> <p>My experience of the interview process was positive, thank you for your effort!</p>
46	Jan 28 2021 01:59 PM	All very good. I just found the report writing pod poor
47	Jan 28 2021 01:26 PM	A few technical issues during the interview stage which couldn't be helped by anyone however it might be worth providing a contact phone number so candidates can easily inform someone of any issues they were having. Other than that the entire process was floorless and extremely well managed from start to finish.
48	Jan 28 2021 01:25 PM	The only negative for me was the communication of the timings for the interview day. I appreciate some of the details you may have wanted to share as late as possible but I feel that an email confirming the time of our interview or advising the details wouldn't be sent until 8pm would have been beneficial. Once it had passed 5pm I was starting to worry that I hadn't heard anything, I may have been missed and I didn't know what time I was starting (difficult when I had childcare to arrange during COVID)
49	Jan 28 2021 01:21 PM	All good, straight forward and plenty of material online to use for prep.
50	Jan 28 2021 01:07 PM	Very good experience well organised excellent communication
68	Jan 27 2021 11:43 AM	<p>A huge positive I have found along the way has been the time scales for each portion of the recruitment process that are posted on the website. This allowed me to gauge when I could expect to hear back following the previous stage.</p> <p>The passage of information and the amount of information freely available on the website has been incredible.</p> <p>Every member of WYFRS that I have met during this process whether virtually or in person has been an</p>

		<p>absolute credit to the service. I have never met a more, professional, friendly and helpful group of people. I can't wait to join such a positive work environment.</p> <p>The only negative I found along the way was the teamwork portion of the interview phase was very difficult to do remotely but given the circumstances it's understandable why it is currently done that way.</p>
69	Jan 26 2021 07:28 PM	throughout the process i have felt fully informed and kept up to date with the recruitment process, and my progression through it. The use of teams for the interview stage although different and new to me for an interview, it felt very well planned out and executed.
70	Jan 25 2021 08:45 PM	<p>I found all the staff that I have emailed, spoken to , and was interviewed by to be extremely professional and friendly.</p> <p>The support sessions for the assessment day were fantastic and very useful.</p> <p>one thing I would have liked would have been to know the time of my interview a few days in advance - this would have helped with arranging childcare and time off work.</p> <p>Thanks very much for all the help and support.</p>
71	Jan 25 2021 04:28 PM	The process was very swift and proper preparation resources provided
72	Jan 24 2021 08:44 PM	Overall recruitment process was excellent. Only slight issue was receiving information about the interview i.e interview times/questions at 7pm the night before, when previously told it would be sent earlier.
73	Jan 22 2021 11:26 PM	I think the whole process so far has been a great experience and I have enjoyed every stage.
74	Jan 22 2021 09:38 PM	All ran well for me, well organised, good resources and communication.
77	Jan 22 2021 09:17 AM	I found all the staff I interacted with to be excellent. It was well organized and when I did have any issues, the HR staff got back to me very quickly. I enjoyed the differing interviews and found that dealing with lots of different people made the process fairer and more impartial
75	Jan 22 2021 04:26 PM	Brilliant communication with candidates, all information is provided in advance and everyone did very well with the unprecedented circumstances

76	Jan 22 2021 01:11 PM	I was dreading Interview and Assessment centre, with it being online but it went extremely well, I was impressed by how easy the day was for the candidates and the by the preparation of everyone involved.
78	Jan 21 2021 07:28 PM	Each stage of the process has been very well organised and explained, all well in advance of the of any of the days of assessments/interviews etc. Staff have also been very friendly and helpful.
79	Jan 21 2021 07:01 PM	I have been impressed with the professionalism throughout the process but also how at ease it has felt for me as a candidate. I was nervous going in but at each stage the team has been great!
80	Jan 21 2021 06:59 PM	Great communication and help throughout, making it an enjoyable recruitment process
81	Jan 21 2021 05:59 PM	It's has been a great process and I feel everybody at W. Yorkshire has been lovely warm and welcoming. The only point to work on was that the example maths/Verbal tests weren't a very accurate reflection of the actual tests - I.e true /false. Thanks for the opportunity.
82	Jan 21 2021 05:13 PM	Process was the best it could of been in the current circumstances we all are facing.
83	Jan 21 2021 03:58 PM	I think the recruitment process was really good especially considering the current covid restrictions. The only feedback I could personally suggest would be in relation to the interview questions. I found the behavioural styles questions don't necessarily give a true reflection of the person and maybe a better way of achieving this would be to just have a general conversation with candidates. I feel this would give a much better understanding of the person been interviewed and a bit about them and why they want to be a firefighter etc. I personally feel the behavioural styles questions can seem quite false and is more of a ticking boxes exercise. I think many candidates could fall short at the interview stage based purely on not been the best at this style of questioning but could potentially be far more suitable for the role.
84	Jan 21 2021 03:43 PM	N/A
85	Jan 21 2021 03:19 PM	I felt the process was ran smoothly and safely. Many thanks.
86	Jan 21 2021 02:31 PM	The friendliness and supportiveness of staff really made an impression on me as an applicant. Many of the candidates I came into contact with also had a similar attitude.

		This seems to be in keeping with the qualities the organisation is looking for / values in its workforce so I would say the process is working well.
90	Jan 20 2021 10:59 AM	I was well informed throughout the entire recruitment process. All members I have spoken to throughout the recruitment process were friendly and professional
87	Jan 20 2021 08:59 PM	The staff were absolutely phenomenal throughout the whole process. They were friendly, helpful and great people. I felt like the biggest improvement that could have been made would be to focus less on the pqa's and more on our actual personality and skillsets. I had situations fully planned out which were going to be my answers to the questions but they got stumped due to the question focusing on a different pqa. I feel like it doesn't give a true reflection of who we are as we are changing our answers to fit the question better. Surely you should recruit us based on our skills, situations and personalities rather than how we can morph an answer around a pqa on the spot
88	Jan 20 2021 08:38 PM	Physical testing may be fairer for all candidates if the tests were done in the same order. The online support session before stage 5 was very helpful.
89	Jan 20 2021 03:13 PM	Very well organised If anything over helpful to the students All in all top class
91	Jan 19 2021 08:04 PM	Really friendly helpful staff, made the process feel a lot more enjoyable than expected
92	Jan 19 2021 07:51 PM	Genuinely difficult to fault the process. Communication has been excellent, recruitment team was quick and responsive in regard to any questions. Never felt like I didn't know where I was with the process and all information was accessible for preparation. Covid processes were all done well on site with so many candidates.
93	Jan 19 2021 05:59 PM	Given the circumstances I think everything worked really well. I really appreciated the physical training sessions which were free to attend, they helped a lot

94	Jan 19 2021 04:22 PM	No faults
95	Jan 19 2021 04:17 PM	Regardless of whether I get in or not. This entire process has been one of the most exciting challenges I've ever gone through. Each stage has made me feel a bit more like it's just part of my career in the fire service. I hope I get through because it seems like great team to be a part of.
96	Jan 19 2021 03:45 PM	Well adapted for the current situation
97	Jan 19 2021 03:20 PM	A really enjoyable process! Hopefully done enough to make it onto a course!
98	Jan 19 2021 03:14 PM	I at no point felt like any guidance or advice was lacking and the professionalism of all involved whether it be the planned sessions or just responding to queries by email or phone was exceptional.
99	Jan 19 2021 02:30 PM	I honestly enjoyed the entire experience. It was a good opportunity to have a better understanding of myself and my skills and what I'm capable of. So I would like to thank the fire service for this experience. And I have a big ambition and confidence about the job if I earned and be successful at all stages and get recruited.
100	Jan 19 2021 02:16 PM	Considering the interviews were done online I think it was run excellently with clear instructions and advice on how the day would play out
101	Jan 19 2021 02:09 PM	Generally the whole process was really well organised and adapted excellently. The only bit that threw me off was the numerical reasoning practice was very different to the actual test, which did confuse me. However overall it was excellent. Thanks.
102	Jan 19 2021 02:00 PM	The communications have been fantastic, far better than other services I've applied for. I would've preferred to do an assessment day in person however I felt that the organisation of it being done through teams was really good. I have enjoyed the whole process and it has made me even more proud at the prospect of representing WYFRS.
103	Jan 19 2021 01:55 PM	No option given to present a CV or give personal background.

104	Jan 17 2021 11:46 PM	<p>I can only comment on my experience, this is not my first round of recruitment. With the vast majority of the process remaining mostly as it has in prior rounds, I found the only real stumbling blocks in the role play/empathy and teamwork portion of the interview. Both feeling very awkward. I feel the empathy/role play could potentially have been brought i to the physical testing day, allowing for a more human element to come through. Similarly with the teamwork section. However i do understand the constraints of covid and this is a unprecedented for yourselves and applicants.</p> <p>That said i do believe you have all done an excellent job so far in how this process has been set up and dealt with, I can say communication to applicants has been outstanding, by far the best i have recieved in the 4 years i have been applying to brigades.</p> <p>Thank you for the opportunity and I hope to be working with you all soon.</p>
105	Jan 14 2021 08:11 AM	Whole process has been excellent, from the staff to the support.
111	Jan 13 2021 12:30 PM	All good
112	Jan 13 2021 12:13 PM	A very good and thorough interview process which was well organised and structured.
113	Jan 13 2021 11:57 AM	<p>The entire process has been phenomenal</p> <p>Everything has been well worked, I wasn't sure how the online interview and pods etc would work and was very nervous about them however it was perfect. It was smooth and the staff are consistently professional. Thankyou</p>
106	Jan 13 2021 10:52 PM	Given the current circumstances, I think that the whole process has been well organised and well executed and a credit to West Yorkshire fire and rescue service.
114	Jan 13 2021 09:13 AM	Good Morning. I've enjoyed every part of the recruitment process. The communication on the days of each stage has been great, and I've found the staff very approachable and friendly. Thank you for all your support during the process.
107	Jan 13 2021 08:53 PM	Very organised, loads of information to help during the process. Well thought out and thorough interviews with friendly reassuring interviewers.
108	Jan 13 2021 04:21 PM	My only issue with the initial advertising was I was placed on a list to be contacted when recruitment opens and never was.

		Apart from that staff at wyfrs have been brilliant. Job well done all round
109	Jan 13 2021 03:23 PM	Everything has been fantastic, the only thing that wasn't the best was the initial online tests, the maths test examples provided did not correlate to what was actually examined but I believe that was due to an external company providing those.
110	Jan 13 2021 03:16 PM	Great organisation in a challenging time. Assessment day was great only comment I'd have is that the report writing section was clearer.
124	Jan 12 2021 12:56 PM	Very good experience and the information we got before the assessment centre was very useful. Brilliant experience
125	Jan 12 2021 12:38 PM	Overall very good communication with the candidates and good information prior to the interviews.
126	Jan 12 2021 12:27 PM	The whole process has been really well organised, especially considering Covid restrictions, and all communications received have been clear. My only constructive feedback would be that the email with timings etc for the interview/assessment centre could have been sent further in advance.
127	Jan 12 2021 12:23 PM	Enjoyed the process, everything was made very straight forward and easy to follow and prepare for
128	Jan 12 2021 09:58 AM	Very profession and easy ran day, very well organised and prior to the day lots of support was given in preparation
115	Jan 12 2021 08:43 PM	Overall, great communication and organisation. Really lovely staff and team environment from start to finish. Made me feel comfortable and even more keen to join the fire service.
129	Jan 12 2021 08:35 AM	In the interview process it would have been nice for some questions such as 'why do you want to become a firefighter' just to put at ease and make it a little more personable. In previous physical testing I felt the physical tests were a lot more difficult than this year which I believe is a good thing. It should be fairly difficult to pass, I felt there was some people who passed this year who would not have passed the physical stage in previous years. The recruitment team was very helpful whenever I asked a question and very speedy with replies.

116	Jan 12 2021 08:04 PM	<p>The online links shared prior to the online maths tests were not relevant to the actual tests and were not alike. I'm surprised I still passed as I were a little taken back.</p> <p>The interview stage on teams was excellent, very professional and extremely well structured. A very enjoyable day</p>
117	Jan 12 2021 08:01 PM	The teamwork pod was a bit of a struggle. A few times people were speaking and there mouths weren't moving because there camera had froze, so it was difficult to know when to speak and not speak over people
118	Jan 12 2021 04:58 PM	It really helped having the preparation courses, especially for the physical testing. Enjoyed the recruitment process looking back.
119	Jan 12 2021 04:38 PM	The whole process has been excellent. Loads of informations regarding each stage. And everyone made you feel so at ease and welcome throughout the process. It's been a pleasure and a huge learning experience to be apart off. Thankyou
120	Jan 12 2021 04:04 PM	Although a long process each step has been well thought out and I feel prepared for each stage and all questions were answered before I needed to ask
121	Jan 12 2021 03:33 PM	The whole recruitment has been really good and I have really enjoyed taking part, fingers crossed I can go one more step and secure a job, one negative for me- I wasn't a big fan of the pods, in an interview i like to build a good relationship with my interviewers and I didn't feel like I had enough time to answer questions and create a good relationship with my interviewers and help them to get to know me better as a person
122	Jan 12 2021 02:08 PM	Everyone has been really friendly and supportive throughout the recruitment process
123	Jan 12 2021 01:05 PM	I have been kept well informed at every stage of the process with regular emails being sent and contact details provided if applicants need to get in touch. I was impressed by interview process which was well organised and ran like clock work - very well adapted for the times we are in. All the interviewers on the day were especially friendly and made me feel at ease on what was quite a nerve racking day.
130	Jan 11 2021 09:54 PM	Everyone who I have interacted with throughout the process has been professional, helpful and friendly.
131	Jan 11 2021 09:25 PM	Excellent support and guidance throughout the process. Awareness sessions fantastic and gave lots of crucial information. Given the current situation of

		COVID-19 the fire service have again excelled expectations and been supportive throughout!
132	Jan 11 2021 06:17 PM	Communication of updates and important information was very good and useful.
133	Jan 11 2021 05:50 PM	All stages were handled very well, particularly in the circumstances. In terms of minor feedback, please can you delete the chat 'history' in the assessment day interviews in Teams? I could see later in the day that other interviewees could see my words from earlier and were pasting their own notes into the chat session. This would give those with interviews towards the end (rather than at the start) the opportunity to see all the previous notes/answers submitted. Otherwise great organisation all round and really good comma. Thanks.
134	Jan 11 2021 05:25 PM	I feel it was all very fair and well organised with someone always around to help. I feel a general section just asking about your strengths or why you'd be a good overall fit would have made a great question/allowed candidates to make a better case for themselves rather than trying to think of specific moments for answers.
135	Jan 11 2021 03:50 PM	Very well structured process and quick and helpful responses from HR
136	Jan 11 2021 03:19 PM	I think the communication at all stages has been really informative and useful. The interviewers at Stage 5 were all very friendly and made me feel at ease.
137	Jan 11 2021 02:44 PM	Very impressed with how the online assessment sessions went, especially with so many candidates to see. I would be certain that other organisations could also learn from the process and planning that will have gone into this.
138	Jan 11 2021 02:32 PM	All positive with the support from the WYFR team, only negative was complications open img links on the pod sections.
139	Jan 11 2021 02:24 PM	A break for something to eat/drink between the interview questions would have been welcomed. Was on teams for 4 hours in total
140	Jan 11 2021 02:21 PM	A lot more helpful through the whole process than another regions service I applied for
141	Jan 11 2021 02:05 PM	Everything has been very good and very well structured although the online interviews seemed very rushed for the candidate and the interviewers. I feel more time for the interviewers is needed in between pods.
142	Jan 11 2021 02:03 PM	The online interviews were extremely well organised and ran well through very tough circumstances
143	Jan 11 2021 02:01 PM	Very comfortable experience throughout. Fantastic work from all - especially given the pandemic.

144	Jan 11 2021 01:58 PM	Very well organised and very grateful for this.
145	Jan 11 2021 01:56 PM	No issues for me throughout the entire process, everyone has been really friendly and helpful!
1	Feb 03 2021 06:59 PM	Poor considering a fire officer couldn't even give his attention for 15mins to hear an answer to be given. Could see he didn't want to be there- not very encouraging and shouldn't be doing that role.
2	Feb 03 2021 01:23 PM	Overall the process was great, the communication from you was second to none, on the interview stage everyone was welcoming and made the day very enjoyable, thank you
3	Feb 02 2021 12:02 AM	The online interview pod system worked really well and must have taken some organising with the link system.
15	Feb 01 2021 12:59 PM	It has been a well thought out process during these difficult times we are having at the moment
16	Feb 01 2021 12:57 PM	I have really enjoyed the recruitment process, I feel it has been clear throughout and all the additional information provided before each stage has really helped.
17	Feb 01 2021 12:52 PM	E mail responses and in general were brilliant. Preparation for all stages was great.
18	Feb 01 2021 12:47 PM	The communication was brilliant, i had to re-arrange my dates and i was catered for. The day of the interview i was made to feel as relaxed as possible with the friendliness of the team, thank you for all of your help.
19	Feb 01 2021 12:43 PM	Overall and good experience and thought that the fire service has helped me whenever they could. Thanks for the opportunity
20	Feb 01 2021 12:43 PM	I've had a really good experience during the recruitment process. They have excelled themselves even during covid-19 and will remember the time ive had fondly whichever way my future takes me
21	Feb 01 2021 12:42 PM	My only unexpected surprise was that the Numeric Reasoning test was in a format I hadn't practiced for and threw me a bit. The information provided via email prior to the test contained a link for example questions etc and were of a different format to the real version. The practice link gave questions with a multiple choice answer layout as; A) 23% B) 24% C) 25% While the actual test's answer options were 'True' , 'Unable to say' or 'False' like the verbal reasoning test. This wasn't a MAJOR issue, it had just threw me as I had paid for practice material and rigorously practiced and prepared for a slightly different version.

22	Feb 01 2021 12:33 PM	With the exception of almost being missed for the interview/assessment centre, until I contacted HR to ask why I hadn't received any invitation or other details since the workshop (which I'm told was due to there being two applicants with the same name), everything else was excellent.
23	Feb 01 2021 12:29 PM	The only part I found an issue with was the group task in the assessment centre, it's quite difficult to have a group discussion with 5 people over Teams it just seemed a bit chaotic, obviously people are trying to get what they think across and it seemed to just cause people to talk over each other, other than that I thought it was a very good process given the current issues everyone is dealing with.
24	Feb 01 2021 12:20 PM	.
25	Feb 01 2021 12:11 PM	it was a very good process overall.
26	Feb 01 2021 12:07 PM	Seem like a good team of friendly people, a better experience than previous recruitment experiences
27	Feb 01 2021 11:42 AM	<p>The physical testing day took a long time getting everyone signed in, obviously this was due to Covid guidelines and only allowing 2 people inside at a time. Maybe handing out clipboards or moving tables outside could have helped speed this up.</p> <p>On the assessment centre the initial welcome briefing was very short and resulted in a 45-50 minute gap before the first interview pod started. The wait was slightly frustrating but admittedly a good opportunity to review notes/examples last minute.</p> <p>All staff I encountered were very positive and friendly throughout the process and I feel that they were genuinely pleased to be involved and help get the best out of each of us. Many thanks to the whole team for this!</p>
28	Feb 01 2021 11:36 AM	<p>Really safe and enjoyable process, especially in the current circumstances.</p> <p>Felt supported through each process which helped me to feel at ease during the recruitment stages.</p>
29	Feb 01 2021 11:32 AM	Very well organised
30	Feb 01 2021 11:31 AM	Generally very good. A smooth and uncomplicated process, at least for me.
31	Feb 01 2021 11:25 AM	Fantastic recruiting

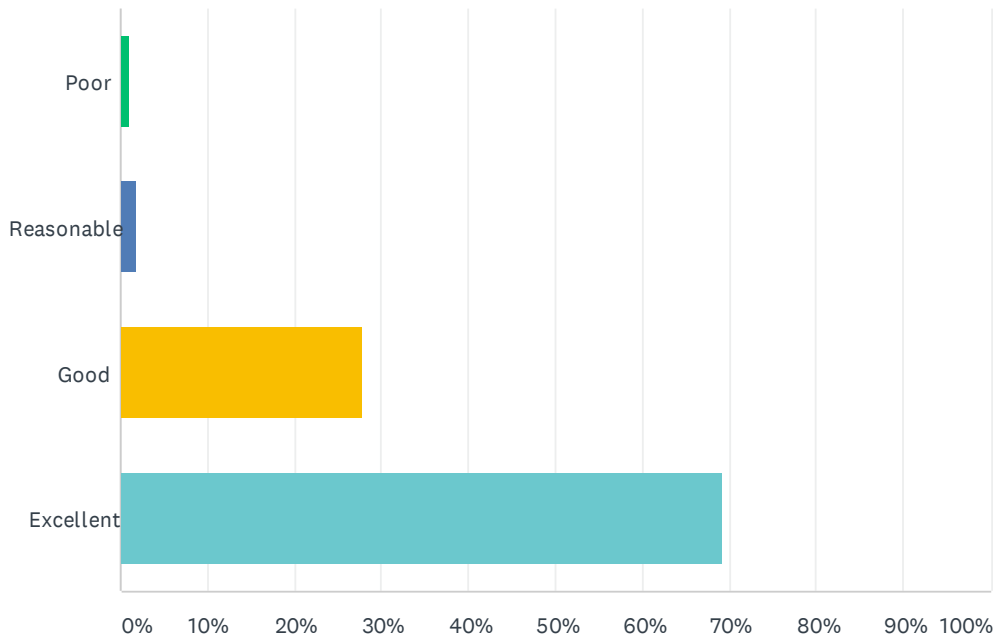
32	Feb 01 2021 11:18 AM	Whenever I had any queries that I've emailed, Amanda and Laura have always been so efficient in getting back to me
33	Feb 01 2021 11:18 AM	Smooth process
34	Feb 01 2021 11:18 AM	Really friendly and helpful staff throughout the whole process. Not much could be improved due to COVID
35	Feb 01 2021 11:18 AM	Everything has been brilliant. The communication and way everything has been organised
4	Feb 01 2021 10:46 PM	thanks again for your time and hard work
5	Feb 01 2021 10:31 PM	I found it personally having different interviewers really helpful. As my answer to the first question was challenging and not my best and it allowed me time to reset myself for next question. The organisation of the assessment /interviews were really well done. Kudos to interviewers as most were brilliant at relaxing oneself. Thank you.
36	Feb 01 2021 09:48 AM	Great service thoroughout the whole process.
6	Feb 01 2021 08:16 PM	The email to confirm the time of my online interview/assessment didn't arrive till late evening, which lead to some element of worry and just added to there nerves for the interview the next morning.
7	Feb 01 2021 06:54 PM	Nftr, the process has been very well coordinated and managed and I have always felt suitably informed as to what I should expect and what is expected from me.
8	Feb 01 2021 05:57 PM	Very smooth experience overall. One sided role-play scenario was challenging, I feel a back and forth dialogue would've better demonstrated my empathy and communication skills.
9	Feb 01 2021 05:32 PM	Really enjoyed the process from start to finish. Hope I continue the journey through to the medical state. Josh Bridge
10	Feb 01 2021 04:15 PM	Overall a very good experience and has helped me to preform to my best
11	Feb 01 2021 03:41 PM	Couldn't fault anything, really helpful and a very enjoyable experience
12	Feb 01 2021 01:47 PM	Very well carried out. Done an excellent job considering the challenge faced, having to go it all online
13	Feb 01 2021 01:05 PM	I can't really think of any negatives taking into consideration how difficult it must've been to organise everythings with the current situation. The online interviews were planned and organised extremely well and I'm surprised how well and smoothly it all ran.

		Hats off to all of you!
14	Feb 01 2021 01:00 PM	I would like to comment on how welcoming and friendly all members of the recruitment team were at the interview stage of the process.

	Applied		From initial applicants Progressed to BSQ		From BSQ Progressed to numerical and verbal		From Numerical and Verbal Progressed to POEST		From POEST Progressed to Assessment & Interview		From Assessment/Interview Successful or on holding list		From initial applicants Successful or on holding list	
	Initial Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
GENDER														
FEMALES	434	18.63%	395	91.01%	172	43.54%	45	26.16%	19	42.22%	9	47.37%	9	2.07%
MALES	1889	81.10%	1724	91.27%	926	53.71%	257	27.75%	212	82.49%	44	20.75%	44	2.33%
NON-BINARY	1	0.04%	1	100.00%	1	100.00%	1	100.00%	1	100.00%	0	0.00%	0	0.00%
PREFER NOT TO SAY (GENDER)	5	0.21%	4	80.00%	3	75.00%	3	100.00%	0	0.00%	0	0.00%	0	0.00%
ETHNICITY														
Asian or Asian British (Bangladeshi)	3	0.12%	3	100.00%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian or Asian British (Indian)	18	0.77%	16	88.89%	7	43.75%	1	14.29%	0	0.00%	0	0.00%	0	0.00%
Asian or Asian British (Other Asian Background)	4	0.17%	3	75.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian or Asian British (Pakistani)	94	4.03%	83	88.30%	38	45.78%	5	13.16%	1	20.00%	0	0.00%	0	0.00%
Black or Black British - Black African	16	0.68%	15	93.75%	11	73.33%	1	9.09%	1	100.00%	0	0.00%	0	0.00%
Black or Black British - Black Caribbean	19	0.81%	18	94.74%	7	38.89%	1	14.29%	0	0.00%	0	0.00%	0	0.00%
Black or Black British - other Black Background	2	0.08%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Chinese	2	0.08%	2	100.00%	1	50.00%	1	100.00%	1	100.00%	0	0.00%	0	0.00%
Mixed - other mixed background	13	0.55%	12	92.31%	9	75.00%	3	33.33%	3	100.00%	0	0.00%	0	0.00%
Mixed - White and Asian	23	0.98%	21	91.30%	12	57.14%	4	33.33%	2	50.00%	1	50.00%	1	4.35%
Mixed - White and Black African	15	0.64%	14	93.33%	7	50.00%	2	28.57%	2	100.00%	0	0.00%	0	0.00%
Mixed - White and Black Caribbean	73	3.13%	70	95.89%	41	58.57%	9	21.95%	6	66.67%	2	33.33%	2	2.74%
Other Ethnic Group	6	0.25%	6	100.00%	2	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White British	1961	84.19%	1791	91.33%	922	51.48%	268	29.07%	208	77.61%	50	24.04%	50	2.55%
White Irish	6	0.25%	4	66.67%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White-other Background	53	2.27%	47	88.68%	27	57.45%	5	18.52%	3	60.00%	0	0.00%	0	0.00%
Prefer not to say	21	0.90%	18	85.71%	14	77.78%	6	42.86%	5	83.33%	3	60.00%	3	14.29%
SEXUAL ORIENTATION														
Heterosexual	2003	86%	1829	91.31%	950	51.94%	252	26.53%	192	76.19%	41	21.35%	41	2.05%
Bisexual	108	4.63%	98	90.74%	53	54.08%	18	33.96%	13	72.22%	6	46.15%	6	5.56%
Gay/Lesbian	108	4.63%	102	94.44%	45	44.12%	15	33.33%	6	40.00%	3	50.00%	3	2.78%
Own term	3	0.12%	3	100.00%	1	33.33%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	90	3.86%	77	85.56%	47	61.04%	20	42.55%	18	90.00%	3	16.67%	3	3.33%
Left Blank	17	0.72%	17	100.00%	5	29.41%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Q1 What did you think about the quality of the communications regarding the initial registration and eligibility and on-line tests?

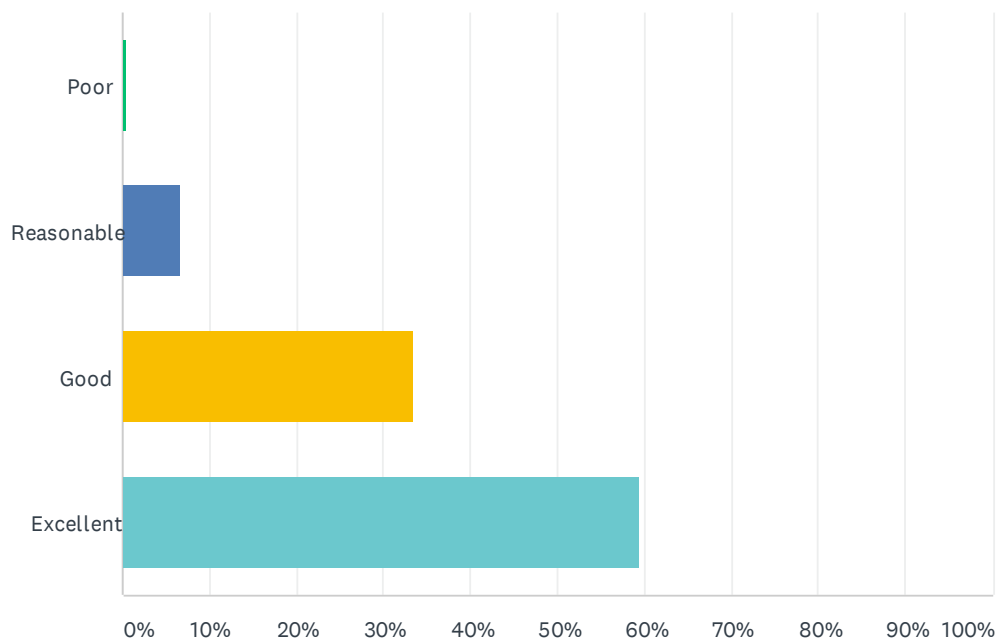
Answered: 212 Skipped: 0



ANSWER CHOICES	RESPONSES	
Poor	0.94%	2
Reasonable	1.89%	4
Good	27.83%	59
Excellent	69.34%	147
TOTAL		212

Q2 What did you think about the advice and preparation we provided for the on-line tests?

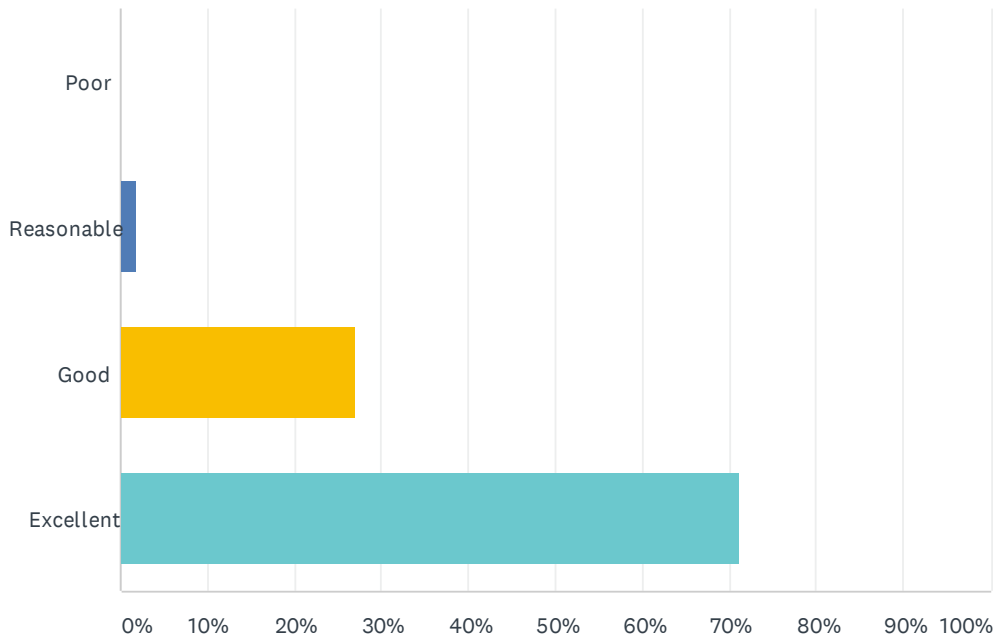
Answered: 212 Skipped: 0



ANSWER CHOICES	RESPONSES	
Poor	0.47%	1
Reasonable	6.60%	14
Good	33.49%	71
Excellent	59.43%	126
TOTAL		212

Q3 What did you think about the advice and preparation we provided for the physical testing days?

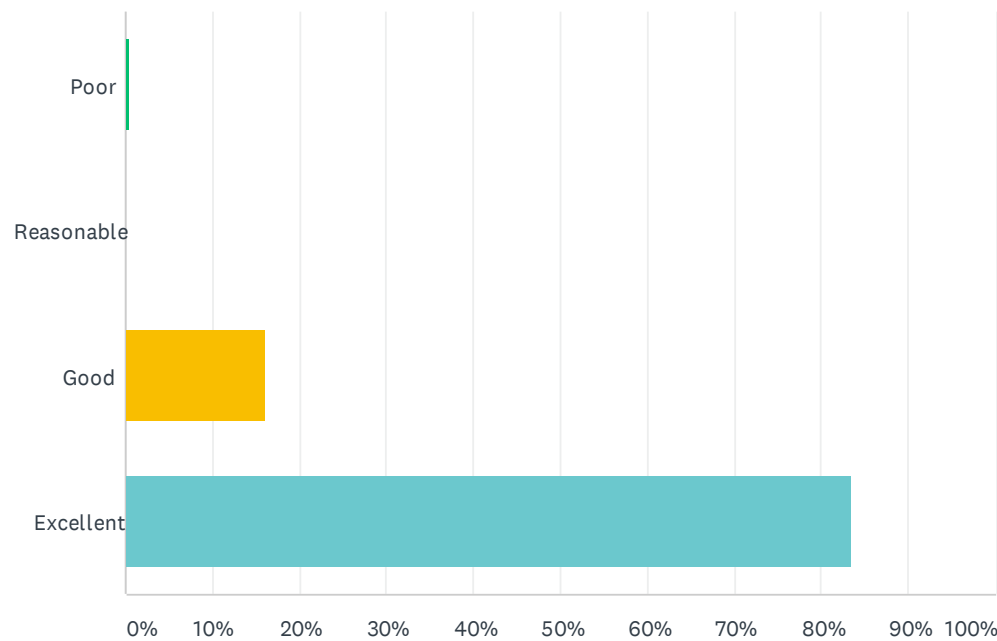
Answered: 211 Skipped: 1



ANSWER CHOICES	RESPONSES	
Poor	0.00%	0
Reasonable	1.90%	4
Good	27.01%	57
Excellent	71.09%	150
TOTAL		211

Q4 What did you think about the organisation of the Physical testing days?

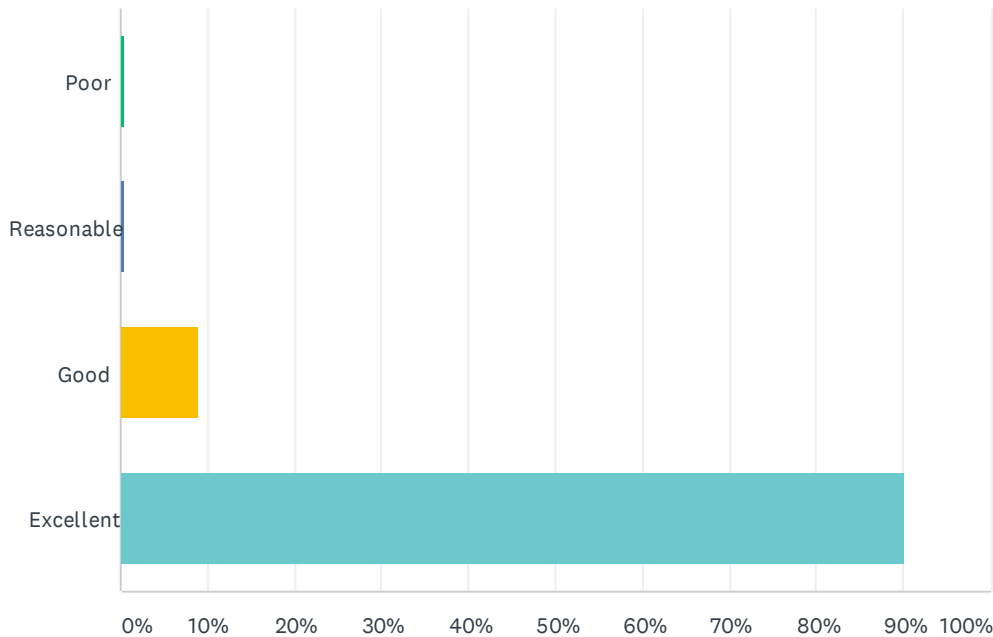
Answered: 212 Skipped: 0



ANSWER CHOICES		RESPONSES	
Poor		0.47%	1
Reasonable		0.00%	0
Good		16.04%	34
Excellent		83.49%	177
TOTAL			212

Q5 What did you think of the professionalism and friendliness of the staff who worked with you on the physical testing days?

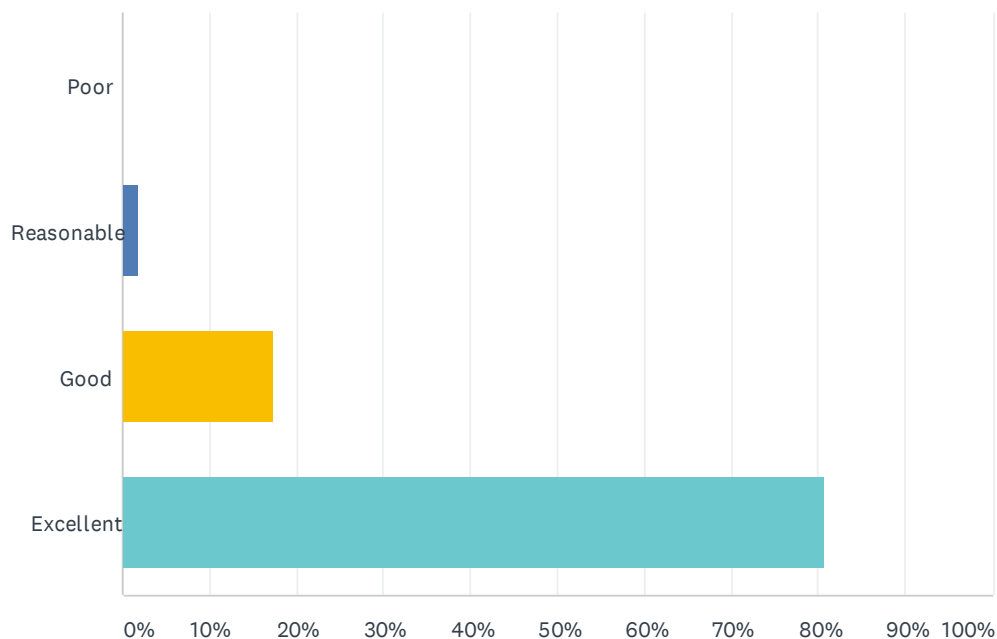
Answered: 212 Skipped: 0



ANSWER CHOICES	RESPONSES	
Poor	0.47%	1
Reasonable	0.47%	1
Good	8.96%	19
Excellent	90.09%	191
TOTAL		212

Q6 How safe did you feel (COVID and general safety) when you attended HQ for the physical testing days?

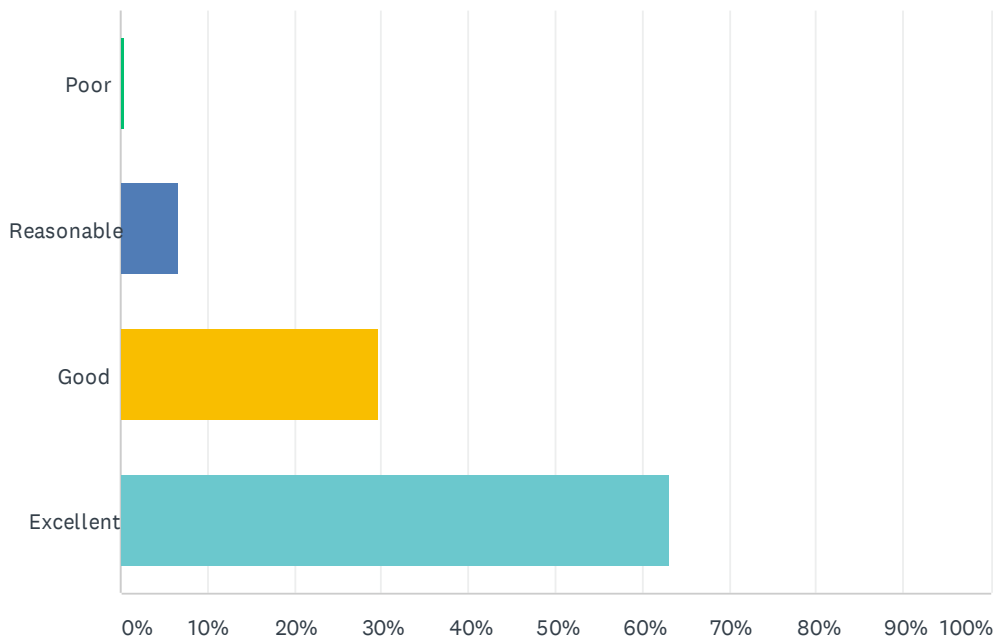
Answered: 212 Skipped: 0



ANSWER CHOICES	RESPONSES	
Poor	0.00%	0
Reasonable	1.89%	4
Good	17.45%	37
Excellent	80.66%	171
TOTAL		212

Q7 What did you think about the advice and preparation we provided for the interview/assessment stage of the process?

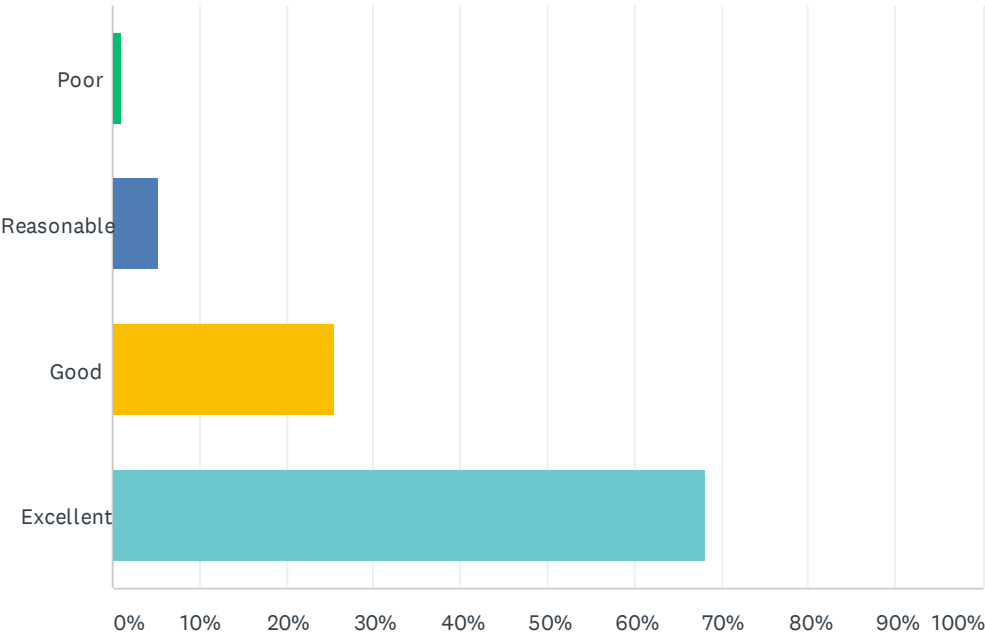
Answered: 212 Skipped: 0



ANSWER CHOICES	RESPONSES	
Poor	0.47%	1
Reasonable	6.60%	14
Good	29.72%	63
Excellent	63.21%	134
TOTAL		212

Q8 What did you think of the organisation of the interview/assessment centre on Teams?

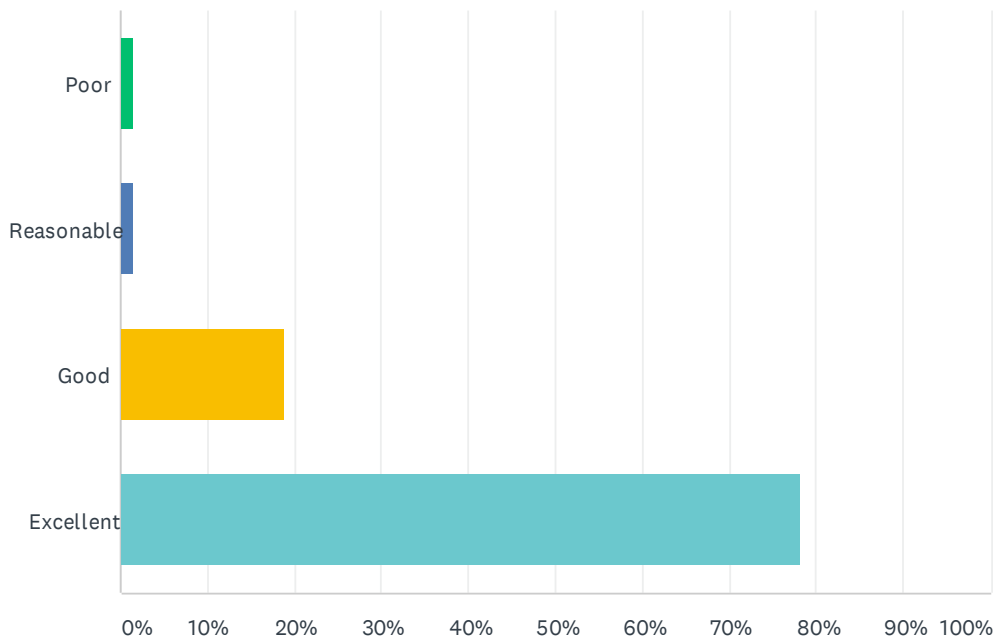
Answered: 211 Skipped: 1



ANSWER CHOICES	RESPONSES	
Poor	0.95%	2
Reasonable	5.21%	11
Good	25.59%	54
Excellent	68.25%	144
TOTAL		211

Q9 What did you think of the quality of the communications/help and advice from our recruitment team including the wholetime applications email contact?

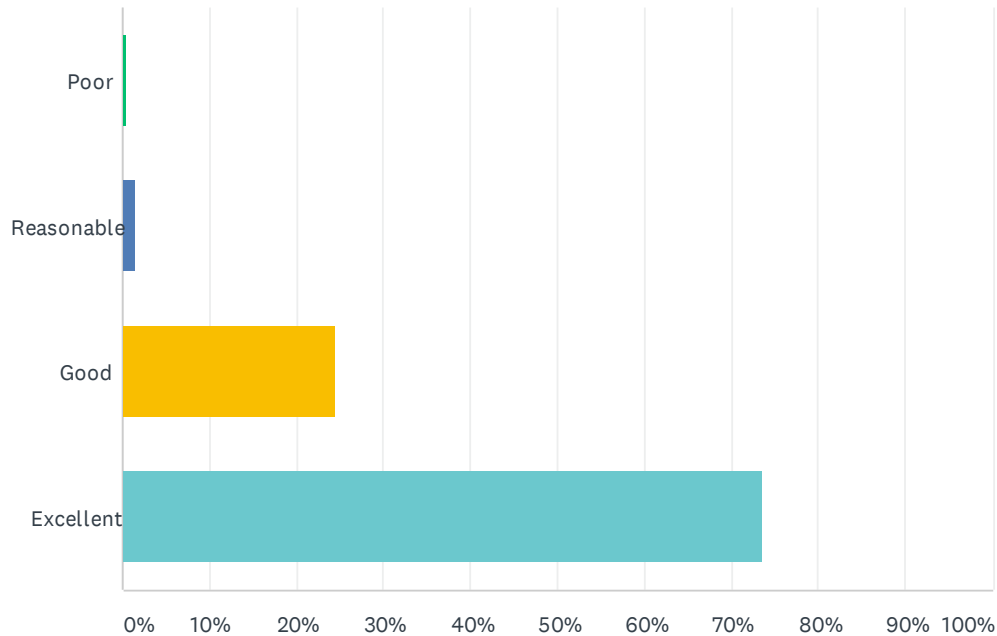
Answered: 212 Skipped: 0



ANSWER CHOICES	RESPONSES	
Poor	1.42%	3
Reasonable	1.42%	3
Good	18.87%	40
Excellent	78.30%	166
TOTAL		212

Q10 Compared to other recruitment processes you have been through either for other Fire Services or other organisations generally – how would you rate this process with West Yorkshire Fire and Rescue Service.

Answered: 212 Skipped: 0



ANSWER CHOICES	RESPONSES	
Poor	0.47%	1
Reasonable	1.42%	3
Good	24.53%	52
Excellent	73.58%	156
TOTAL		212

Q11 Please give us any comments/feedback below about your experience of the recruitment process – either positive or negative.

Answered: 145 Skipped: 67

OFFICIAL

Community Engagement and Positive Action officer - role extension

Human Resources Committee

Date: 9 July 2021

Agenda Item:

11

Submitted By: Chief Employment Services Officer

Purpose	To seek approval from Human Resources Committee Members to extend the end date of the Community Engagement and Positive Action Officer role secondment for a further 2 years.
Recommendations	That Members approve the role extension to August 2023.
Summary	The Community Engagement and Positive Action Officer secondment role has been in post within the Diversity and Inclusion Team since April 2020 to support the wholetime recruitment process, retention and progression of underrepresented staff and Community Engagement support for Operations Delivery. The role is due to end in August 2021, however there is extensive work outstanding which is essential in delivering our commitment to creating a more diverse workforce and effective engagement with our communities.

Local Government (Access to information) Act 1972

Exemption Category: None

Contact Officer: Gill Cockburn, Diversity and Inclusion Manager
E: gill.cockburn@westyorksfire.gov.uk

Background papers open to inspection: None

Annexes: Community Engagement & Positive Action Officer Job Description

1 Introduction

- 1.1 The current postholder has conducted a detailed review of the Firefighter recruitment process, implemented changes and introduced new initiatives which impacted positively on the 2020 recruitment drive. Despite limitations and restrictions in place as a result of the COVID19 pandemic, we have achieved success, including an increase in female firefighter recruits and gained more interest and involvement from black and minority ethnic (BAME) candidates. The changes made need further development and long-term strategies need defining for future recruitment activity.
- 1.2 Projects and initiatives delivered by the Diversity & Inclusion team are having an impact in improving under-representation, raising awareness and engagement. There are further opportunities to deliver longer term projects which are only possible with a longer-term Community Engagement and Positive Action role.
- 1.3 Successful positive action projects and community engagement / outreach activities help the organisation engage more effectively with our communities and, in so doing, create a wider understanding of the organisation and opportunities amongst members of all our communities, including harder to reach groups. Data on successful activities is being gathered by the current postholder and will be shared with the HMICFRS (Her Majesty's Inspector of Constabulary and Fire & Rescue Services) inspection team.

2 Information

- 2.1 More research and community outreach is required to understand why our workforce does not match more closely the communities in which we serve. Further work is required to address stereotypes and remove barriers to recruitment where they exist. Work in this area has begun and is a key deliverable within the Equality Framework Action Plan the postholder will deliver on.
- 2.2 The intermittent nature of past projects linked to recruitment windows have been criticised by community members as being short-term measures to address a long-term challenge. After our almost decade-long austerity recruitment hiatus, community members questioned where we had been for the last ten years. Longer-term and sustained investment in development of both Community Engagement and Positive Action initiatives not only demonstrates a genuine commitment to working with the communities we serve but leads to breaking down of perceived barriers through the activities and actions the postholder can facilitate.
- 2.3 There is more work to be done for Positive Action (PA) to be embedded and embraced within the organisation, including reviewing our approach to progression and retention of staff from under-represented groups. We need to identify actions and initiatives which will positively impact on representation within senior roles and retain the talented individuals who already work within West Yorkshire Fire and Rescue Services (WYFRS).
- 2.4 An extension to the role means the postholder can lead and coordinate development of practical interventions, approaches and a toolkit of resources designed to support operational colleagues with community engagement. The delivery of the strategy requires significant and ongoing investment in people, resources and support from the Diversity and Inclusion (D&I) team. Continuing to invest in the Community Engagement and Positive Action Officer post on a longer-term basis enables the D&I team to continue to invest and deliver meaningful engagement within our communities. The positive action

initiatives need continual attention so that we can flex and evolve our approach to meet current and emerging needs. There is lots to do:

- We need to carry out ongoing research to identify, measure and evaluate each step of the recruitment process, from application to testing and physical assessments.
- We need to identify barriers throughout and consider how they can be removed without reducing the calibre of candidates.
- We need to research, test and deploy positive action approaches which test candidates thoroughly and robustly whilst making sure bias is removed.
- We need to reach out to our communities to identify and dismantle inaccurate perceptions about our organisation which may prevent underrepresented groups from applying to us.
- We must support, encourage and enable people already within the organisation through initiatives which support not only recruitment, but include progression and retention, working alongside colleagues in Employment Services and Operations to identify and remove barriers to progression through positive action initiatives

- 2.5 In a recent submission against the Inclusive Employers Inclusion Standard WYFRS were awarded a bronze accreditation, which is good for a first-time applicant. We were commended on our approach to positive action within recruitment. This award demonstrates our position as a leader in the field – however, they identified gaps in our retention / progression offer:

“A good example was provided of interventions undertaken to address under-representation of female and BAME applicants in firefighter recruitment. It could be worth considering this level of scrutiny in other recruitment activity when the opportunity arises e.g. senior level appointments” (Inclusive Employers: WY Fire feedback Report)

- 2.6 Establishing the Community Engagement and Positive Action Officer role over the longer term clearly demonstrates a commitment to delivering Positive Action strategies, projects and plans. It also demonstrates our commitment to continue working towards our goal of a workforce which reflects and serves the needs of the diverse communities of West Yorkshire.
- 2.7 The role of Community Engagement and Positive Action Officer has been vital in supporting recent firefighter recruitment and the extension of the role over the longer term will enable the Diversity and Inclusion team to deliver additional meaningful projects that focus specifically on Positive Action and Community Engagement.
- 2.8 The continuation of the Community Engagement and Positive Action Officer role demonstrates our commitment to progressing the Public Sector Equality Duty and may positively impact future Gender Pay Gap reporting.

3 Financial Implications

- 3.1 The temporary role has been job evaluated at Grade 5, costing £34,211 per annum including oncosts, this is subject to future pay awards. The salary is commensurate with similar roles in the public sector.

- 3.2 There is no budget provision after the fixed-term contract ends in August 2021, so the additional cost for 2021/22 totalling £22,807 will have to be met from the contingency budget. The cost after this financial year, and until the fixed term contract ends in August 2023, will be built into the support staff base budget.

4 Legal implications

- 4.1 The Monitoring Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by Members for legal advice made at the meeting.

5 Human Resource and Diversity Implications

- 5.1 An extension to the role will allow the current postholder to continue in the role therefore maintaining the skills and knowledge gained thus far.
- 5.2 The extension of this role will impact significantly on awareness of, and delivery against, Community Engagement and Positive Action initiatives and priorities which will improve the organisational awareness of the importance of diversity and inclusion.
- 5.3 If approved, the current incumbent will have their secondment extended by a further 2 years, meaning approval is required for the extension of the employee covering her substantive role of District Administrator. This would mean the backfill for the District Administrator will have been in post for over 2 years and on termination will be entitled to a small redundancy payment.

6 Equality Impact assessment (EIA)

- 6.1 The recommendations within this report (are / are not) subject to Equality Impact Assessment as outlined in the [EIA guidance](#).

7 Health, Safety and Wellbeing Implications

- 7.1 The work of the postholder provides a greater opportunity to research and review barriers to recruitment, progression opportunities and perceived barriers for promotion. Changes implemented are likely to lead to improvements in the diversity of the workforce which in turn will positive impact on the wellbeing of all people, including people from underrepresented groups.

8 Environmental Implications

- 8.1 None identified

9 Your Fire and Rescue Service Priorities

We will continue working towards delivering a more inclusive workforce, which reflects and serves the needs of the diverse communities of West Yorkshire.

We will enable our people to be at their best at work

10 Conclusions

- 10.1 Further work and investment in Community Engagement and Positive Action is essential in working towards the priorities above and delivering our obligations under the Public Sector Equality Duty.
- 10.2 There has been some significant short term wins achieved by the addition of the post, but there remains much to do.
- 10.3 There is considerable work to be carried out to achieve a greater understanding of barriers within our communities and an extension to the role will support the Diversity and Inclusion team in continuing delivery of initiatives and projects that will have a positive and meaningful impact on our communities and our workforce.

WEST YORKSHIRE FIRE AUTHORITY

JOB DESCRIPTION

POST TITLE:	Positive Action & Community Engagement Officer
GRADE:	5
RESPONSIBLE TO:	Diversity and Inclusion Manager
RESPONSIBLE FOR:	N/A
PURPOSE OF POST:	<p>To design, deliver and evaluate positive action initiatives in recruitment, retention and progression to increase diversity within the Service.</p> <p>To support the Diversity and Inclusion Manager with the development of an organisational Positive Action Strategy and implementation of it.</p> <p>To work with Service Delivery colleagues' to design and deliver a Community Engagement toolkit, consultation and training.</p>

MAIN DUTIES AND RESPONSIBILITIES

1. To design, deliver and evaluate Positive Action initiatives, programmes and events for recruitment, retention and progression within the Service.
2. To research, design and support on developing an organisational Positive Action Strategy and implementation.
3. To design and deliver a Community Engagement toolkit, including consultation, guidance and training with relevant stakeholders, including operational staff, to support Service Delivery to the West Yorkshire community.
4. In liaison with the Protection, Prevention and external partners, develop a strategy to assist in increasing engagement with local communities building good relations.
5. Ensure effective coordination and communication takes place with all internal and external stakeholders in order to enable positive action and engagement initiatives to be delivered.
6. Plan, organise, coordinate and deliver positive action events.
7. Develop and deliver training and awareness sessions to internal staff to allow them to support the delivery of positive action and Community engagement initiatives.

8. To engage with communities and individuals to raise the awareness of roles within the service to underrepresented groups, developing interactive and innovative methods to promote WYFRS as an employer of choice and providing advice and feedback as required.
9. Work with colleagues across WYFRS to maintain a coordinated approach to supporting recruitment activities.
10. Work with the Corporate Communications to create innovative promotional materials.
11. To attend job fairs, community events and Positive Action events to raise awareness of WYFRS with underrepresented groups in relation to career opportunities.
12. Liaise with Schools and Colleges to engage with young people to promote the Service and roles available.
13. Prepare reports and present data on Positive Action / Community Engagement activities as required and to agreed timescales. Attend internal / external meetings as required and undertake partnership working to assist in delivery of post objectives.
14. Establish and maintain links as appropriate with internal employee network groups, trade unions and external agencies at an operational level to ensure the requirements of current and future initiatives are met.
15. Understand and comply with all policies, procedures and relevant legislation.
16. To undertake any other reasonable duty, commensurate with the grading and responsibility of the post, across the Service in order to meet Service priorities and business continuity requirements.
17. To Implement and promote the Authority's:
 - a) Health and Safety policies
 - b) Equality and Diversity policies
 - c) Information Security Management System policies
 - d) Safeguarding policies
 - e) Business continuity policy and contingency arrangements
18. To demonstrate and uphold the service values and to promote the organisation in a positive manner.
19. Ensure functions can be maintained when disruptive events occur through the implementation of arrangements specified in the business continuity strategy/policy.
20. Responsibility for ensuring any data produced in relation to the post is accurate and current.
21. Responsibility to ensure full compliance with the General Data Protection Regulation and Data Protection Act 2018 and to ensure data security is maintained.
22. Undertake any other duties commensurate with the grade of the post as directed by line management.

PERSON SPECIFICATION/SHORTLISTING CRITERIA

In the supporting statement section of the application form give clear, concise examples of how **you meet all of the Essential person specification criteria** (i.e. items you must be able to do from day one to be able to do the job), **identified as ‘Application’ in order to be shortlisted for this vacancy**. If a large number of applications are received, only those who also meet the Desirable criteria, identified as ‘Application’, will be shortlisted, i.e. criteria you need to do the job, but which could be learnt during training.

Please list or number the person specification competency criteria against which you are providing evidence/examples in order to structure your supporting statement in a well organised way.

There may be some criteria that are identified through ‘Selection Process’ only. **You will only be assessed on these criteria later during the selection process and not from your application form**, this may involve tests, presentations, interview etc.

	Experience	Essential/ Desirable	Source
1	Previous experience of working and engaging with the Community	Essential	Application & Selection Process
2	Awareness and understanding of the importance of Positive Action and Community Engagement initiatives and events	Essential	Application & Selection Process
3	Experience of analysing, interpreting and presenting complex data in an easy to understand format	Desirable	Application & Selection Process
4	Project Support experience	Essential	Application & Selection Process
5	Ability to speak one or more additional languages	Desirable	Application & Selection Process

	Education and Training	Essential/ Desirable	Source
6	Educated to degree level or equivalent experience	Essential	Application

	Special Knowledge and Skills	Essential/ Desirable	Source
7	Experience of developing and delivering engagement activities and training to a wide audience	Desirable	Application & Selection Process
8	Knowledge of the recruitment, selection, progression and retention processes	Desirable	Application & Selection Process
9	Demonstrate commitment to good data quality within all areas of work	Essential	Selection Process
10	The ability to work under pressure, prioritise workloads and meet conflicting deadlines to ensure that personal and team objectives are met	Essential	Application & Selection Process
11	Ability to use Microsoft Suite of IT packages to a competent level, primarily Word, PowerPoint and Excel	Essential	Application
12	Ability to communicate effectively with staff at all levels of the organisation, external stakeholders and members of the West Yorkshire community	Essential	Application & Selection Process
13	To maintain confidentiality and professionalism, including having an understanding of the limit of confidentiality. To understand GDPR and the importance of careful and lawful use of data, including sensitive personal data	Essential	Selection Process
14	Ability to work in a team and support / motivate others	Essential	Selection Process
15	Hold a full UK driving licence, or, have the ability to travel across West Yorkshire	Essential	Application & Selection Process
16	Knowledge of underrepresented groups and the challenges of recruitment, progression and retention	Desirable	Application & Selection Process
17	Knowledge of the Equality Act, Public Sector Equality Duty, and Diversity and Inclusion principles	Desirable	Application & Selection Process

18	Evidence of challenging discrimination, or implementing equal opportunities	Desirable	Application & Selection Process
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JD created October 2019



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Local Pension Board - Annual Report 2019 - 20

Human Resources Committee

Date: 9 July 2021

Agenda Item:

12

Submitted By: Monitoring Officer

Purpose

To consider the Local Pension Board Annual Report 2020 – 21 and confirm whether the Local Pension Board is acting within its Terms of Reference and in accordance with good governance principles.

Recommendations

That Members agree that the Local Pension Board is acting within its Terms of Reference and in accordance with good governance principles.

Summary

The Local Pension Board is required to produce an Annual Report setting out activity undertaken during the course of the previous year.

The Annual Report is submitted for formal ratification by this Committee.

Local Government (Access to information) Act 1972

Exemption Category: None

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Background papers open to inspection: None

Annexes: Annex 1 - Local Pension Board Annual Report 2020 – 21~
Annex 2 – Local Pension Board Terms of Reference

1 Introduction

- 1.1 The Local Pension Board is required to submit an Annual Report for formal ratification by the West Yorkshire Fire and Rescue Authority's Human Resources (HR) Committee as set out in its approved Terms of Reference. The HR Committee is the responsible committee of the Fire Authority tasked with considering recommendations from the Local Pension Board.

2 Information

- 2.1 The draft Annual Report 2020 – 21 was considered by the Local Pension Board at its meeting held on 23 April 2021.
- 2.2 A copy of the Annual Report is attached as an annex to this report and Members are invited to
- offer views on how complaints and risks reported to the Board have been managed
 - confirm (as appropriate) that the Local Pension Board is acting in accordance with its Terms of Reference and in accordance with good governance principles.

3 Financial Implications

- 3.1 There are no financial implications arising directly from this report.

4 Legal implications

- 4.1 The Monitoring Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by Members for legal advice made at the meeting.

5 Human Resources and Diversity Implications

- 5.1 There are no human resources and diversity implications arising directly from this report.

6 Equality impact assessment

- 6.1 The recommendations within this report are not subject to Equality Impact Assessment as outlined in the [EIA guidance](#).

7 Health, Safety and Wellbeing Implications

- 7.1 There are no health and safety implications arising directly from this report.

8 Environmental implications

- 8.1 There are no environmental implications arising directly from this report.

9 Your Fire and Rescue Service priorities

- 9.1 Production of the Annual Report supports all the Fire and Rescue Service priorities 2020 - 23.

LOCAL PENSION BOARD

Annual Report 2020 - 2021

OFFICIAL

Ownership: Legal and Governance

Date Issued:

Version:

Status: Final



Revision and Signoff Sheet

Change Record

Date	Author	Version	Comments
		V1 – initial draft	To submit to Local Pension Board for final comment and recommendation for approval to HR Committee on 9 July 2021
		V2 – final version	To submit to HR Committee for formal ratification

Reviewers

Name	Version Approved	Position	Organisation	Date
Nicola Houseman		Committee Manager	WYFRA	23/04/21

Distribution

Name	Position	Organisation
Local Pension Board		West Yorkshire Fire and Rescue Authority
Human Resources Committee		9 July 2021

Document Properties

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Document Title	LOCAL PENSION BOARD
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1 Foreword

The purpose of this Annual report is to provide a source of information about the status of West Yorkshire Fire and Rescue Authority Local Pension Board for Scheme members and for the Scheme Manager together with a summary of issues considered in the relevant period (1 April 2020 – 31 March 2021)




In accordance with Section 5 and s.30 (1) of the Public Service Pensions Act 2013 and Regulation 4A of the Firefighters' Pension Scheme (Amendment) (Governance) Regulations 2015, the West Yorkshire Fire and Rescue Authority Local Pension Board was established in February 2015 to provide advice on the effective and efficient administration and management of the various firefighter pension schemes.

[The Local Government Pension Scheme for Green Book employees is monitored by a separate Local Pension Board established by the West Yorkshire Local Government Pension Scheme and does not form part of this Annual Report].

The Report includes commentary on the following;

- A summary of the work undertaken by the Local Pension Board during 2020 – 21
- Detail of areas investigated and how these areas were dealt with
- Any conflicts of interest and how these were managed
- Any identified risks and other areas of potential concern
- Any expenses and costs incurred by the Board
- Gifts and hospitality received by members of the Board
- Training for Board members
- Breaches
- Scrutiny and review

Information has also been categorised in parts of this Annual Report on the basis of the following Classifications

Classification	Action
	Outstanding
	Partially complete
	Complete

2 Membership and meetings of the Board

2.1 The West Yorkshire Fire and Rescue Authority Local Pension Board comprises 6 members as follows (as approved by the Full Authority on 26 June 2020);

3 x Scheme Member representatives (Paul Drinkwater, Chris Lawton (Chair) and Jim Davies FBU)

3 x Scheme Manager representatives (Councillors Peter Harrand and Angela Wenham and John Roberts CEx/CFO)

(plus Non-voting Officer Adviser(s) as appropriate)

- 2.2 The Board has met on 3 occasions in the 2020 – 21 year. There was an attendance of 82.4% during the period in question.
- 2.3 One of the Scheme Manager representatives, Councillor Angela Wenham, had resigned her position as Leeds City Councillor and consequently from membership of the Fire Authority. The Local Pension Board carried a Scheme Manager vacancy with effect from 22 March 2021.

3 Work undertaken by the West Yorkshire Fire and Rescue Authority Local Pension Board 2020 – 21

- 3.1 The work undertaken by the Board during the course of the year has been defined by the extant Terms of Reference (initially approved at the 24 June 2016 meeting of the West Yorkshire Fire and Rescue Authority).
- 3.2 Appointment to the Pensionable Pay working group at the behest of the Local Government Association and appointment to the Scheme Advisory Board's Benchmarking and Effectiveness Committee
- Chris Lawton (Scheme member representative - Chair)
- 3.3 During the period 1 April 2020 – 30 June 2021 the following items were considered by the Board;
- Updates on the work with the national Scheme Advisory Board (SAB) & its sub-committee (Ensuring the effectiveness of the Local Pension Board)
 - Pension Fund – Key Performance Indicators and corporate risks
 - Discretions made by the Scheme Manager
 - Annual benefit statements (including Annual Benefit Survey 2020)
 - Annual review of Terms of Reference
 - Pension Risk Register (with update for COVID19 risks)
 - Compliance deadlines and Breaches Register
 - Response to SAB survey 2019 on effectiveness of Local Pension Boards (including West Yorkshire position statement)
 - Equalisation of Guaranteed Minimum Pension (GMP)
 - Pension Ombudsman sample cases
 - Legislative updates
 - Firefighter Pensions England bulletins
 - Response to The Pensions Regulator survey 2020 and completion of The Pensions Regulator self-assessment questionnaire
 - Response to LGA Administration Strategy consultation
 - Impact of COVID19 on pension services and mitigations (including Protected Pension Age)
 - Update on Government position regarding Qualifying injury adjustments (to reflect COVID19 deaths)
 - McCleod / Sargeant decision and proposed remedy – including application of immediate detriment guidance
 - Application of the O'Brien ruling on the Retained Duty System (Modified) scheme

3.4 The Activity report (submitted to each meeting) includes detail on the number of;

- pension scheme members across the various schemes
- number of new scheme members
- retirees
- pensioner members
- deferred members
- IDRP stage 1 and 2 complaints
- Opt-outs
- Pension estimates requested / processed
- Compliance and complaints

3.5 Each agenda also includes the following standing items;

- legislative update (see section 10.)
- scrutiny and review (including discretions, breach and risk registers)
- Pensions ombudsman cases (see section 9.)

4 Specific investigations and Board resolutions

4.1 A summary of the areas considered during 2020 – 21 which warranted further investigation and action and the relevant outcomes are detailed in the table below.

Meeting	Summary	Outcome / resolution	Status
28 January 2021	Gap analysis of The Pensions Regulator (TPR) self-assessment results	To be submitted to the next subsequent meeting of the Board (<i>considered at 23 April 2021 meeting</i>)	
	Benchmarking of scheme members with other FRS' and Local Government Pension Scheme	To be included in future Activity reports (with additional information on gender and dual contracts)	

5 Conflicts of interest

- 5.1 As statutorily required, members of the Local Pension Board complete a Declaration of Interests. The register is maintained by the West Yorkshire Fire and Rescue Authority Committee Services section. Members of the Board reviewed their Declarations in July 2020.
- 5.2 There have been no declarations made by any member, adviser or attendee at any meeting of the Board during the relevant period.

6 Identified Risks and areas of concern

6.1

Meeting	Summary of risk	Outcome / resolution	Status
24 July 2020	Impact of auto-enrolment on scheme members / membership	Advice given to Members	
28 January 2021	McLeod and Sargeant remedy – impact on resources	Full-time Pensions Assistant post to be advertised. Additional payroll support required. (Looking at options as to whether someone is employed on a fixed-term contract or outsource the work to a partner agenda ie. Kirklees MC) – <i>WYFRA appointment made April 2021</i>	

7 Expenses and Costs

- 7.1 There has been no expenditure or costs incurred within the relevant period for the administration of the Board.
- 7.2 The Chair of the Board and Pensions Manager attended a free Public Sector Pensions webinar on 25 January 2021.

8 Gifts and Hospitality

- 8.1 There have been no declarations of gifts or hospitality received by Members of the Local Pension Board during the relevant period.

9 Training

- 9.1 It is a statutory requirement of the Public Service Pensions Act 2013 that members of the Local Pension Board should have the capacity to become conversant with, and develop a knowledge of, detailed related issues in order to effectively carry out their duties.
- 9.2 The following training has been provided during the course of the year to Local Pension Board members;
- Pensions Regulator e-learning package
 - Monthly bulletins from LGA Pension Advisory Service
 - LGA National training programme – update / refresher training

- 9.3 One standing item on the Local Pension Board agendas is consideration of relevant Pension Ombudsman cases. The summaries provided and Ombudsman decisions serve as a learning tool for LPB members.
- 9.4 Members completed a self-assessment issued by TPR – an analysis was subsequently reported back with proposed remedies / actions (see paragraph 4.1).

10 Legislative updates

- 10.1 As a statutory requirement, members of the Local Pension Board have been provided with regular legislative updates.
- 10.2 The following have been provided during the relevant period;
- Age discrimination legal challenge and remedy
 - RDS (Modified) – application of O'Brien ruling
 - Statutory instrument updates
 - Protected Pension Age – COVID19 relaxation
 - Compensation scheme (qualifying injury and COVID19)
 - Exit payments
 - Equalisation of Guaranteed Minimum pension (GMP)

11 Scrutiny and review

- 11.1 Members are required to scrutinise areas relevant to the administration of the Firefighters' Pension Schemes.
- 11.2 The following areas were scrutinised during the relevant period;
- Pension Risk and breaches policy
 - Discretions
 - Breaches register
 - Pension Risk register
 - Compliance deadlines