

Note: The material included in this document is also included in the 2nd e-learning module of the FIR Toolkit (for team and site managers) and in a stand-alone e-learning module for delivering the 4 toolbox talks for site operatives.

1. The FIR Toolkit for the construction industry

The FIR Toolkit for construction is made up of a number of high quality resources. You are encouraged to take a look at the other material in the Toolkit and to promote its use across your business. There is:

- an on-line resource library for you, your colleagues and your managers to use. This contains lots of video clips, documents and web-based material at an introductory, intermediate and advanced level about the themes we have discussed in this e-learning module. You can go in and browse it at any time.
- A 1st e-learning module, for directors, senior managers and professionals
- A 2nd e-learning module, for team and site managers

Central to the Toolkit are 4 Toolbox talks that are designed to be delivered by site managers to site operatives. Every person who is to deliver any of the Toolbox Talks should first work through the 2nd e-learning module.

We will now take you through how best to use these toolbox talks.

2. Introducing the 4 Toolbox Talks

It's important that site operatives are supported to action some of the ideas explored in this e-learning module. Some might have access to this module, but many won't.

There is a Toolbox Talk covering each of the following 4 issues:

- Respect
- Responsibilities
- Wellbeing
- Language

Each Toolbox Talk is designed to last 30 minutes (which is the time that Construction Industry Training Board recommends should be allocated to a Toolbox Talk) and to stimulate group discussion and reflection on the issue being considered

Each Toolbox Talk comprises a short, humorous film and guidance notes for talk leader.

The films are deliberately exaggerated and humorous. Behaviours identical to those illustrated would not happen on a reputable building site – by exaggerating normal behaviour the films seek to engage and stimulate discussion.

Each short film is accessible via a URL link or website address, so that your group can watch them on computer screens, tablets or telephones. The short films illustrate – in a humorous way – behaviours or language that is relevant to the issue, and acts as a starting point for discussion.

The “trainer guide” notes that accompany each film provide a pathway for discussion. Each includes:

- Questions for you to ask the group and invite feedback
- Notes on the types of answers that you might get back

- Examples of answers to each question that you, as the facilitator could suggest, to add to the group discussion
- Key messages that you must guide the discussion to and clearly deliver

Familiarise yourself with the film and script for each Toolbox Talk before you deliver them. If you are unclear on any concepts discussed, you could look back at material in the 2nd e-learning module to refresh your mind.

You are required to find out some information about your client, main contractor or employer *before* you deliver the “responsibilities” and “wellbeing” Toolbox Talks, so that you can pass this information on to your group. We will explain this, shortly.

Please introduce the Toolbox Talk to your audience by explaining that:

- “This Toolbox Talk has been created by construction industry clients, contractors and partners and is designed for use on sites across the UK
- We are going to watch a short film and then discuss the issues that it raises.
- Please watch, listen and respond.”

It is very important that you invite the feedback of the group to each question. If no one responds, ask a specific person for a response - perhaps someone who is particularly confident or outgoing.

Please consider the following when facilitating discussion:

- Every response is valid
- Respect every answer that is given to you. Different people perceive situations in different ways.
- Avoid labelling answers ‘wrong’
- People might joke and that is fine; as the facilitator please just take the discussion on to a more serious point

Get the input of at least 3 people to each question *except* the last question.

The **first 2 questions** are the same in all scripts:

- **Question 1:** This film illustrated different ways that a worker could choose to behave on site. What types of behaviours did we see?
- **Question 2:** What point is the film making?

The facilitator is not advised to dwell on these first two questions.

The **last question** is also the same in all scripts: “**what will each of you do differently, as a result of this discussion?**” This provides each member of the group with the opportunity to reflect on the issue and how it relates to their own behaviour. Each member of the group should invited to share, perhaps with their neighbour in the group, the one thing that they will now do differently.

Be sensitive and aware that someone attending the toolbox talk may be affected by the topic under discussion. Workers might approach you after these Toolbox Talks to raise or discuss specific issues.

Please progress whatever is raised with you, taking further advice from your line manager or Human Resources specialist, if necessary. For example;

- You might need assistance in understanding what “reasonable adjustments” you can make in relation to someone’s disability or impairment.
- You might need advice to help someone with a wellbeing issue.

If your company does not have a Human Resources specialist, you can contact ACAS (<http://www.acas.org.uk/helpline>) for advice and guidance.

If someone in your group asks a question, during the Toolbox Talk, that you do not know the answer to, explain that you are unsure of the answer and will find out and come back to them. Make sure you know the person's details so that you can do so.

3. Respect Toolbox Talk

The "Respect" Toolbox Talk considers how we should all behave on site, so that we all feel that we are treated with respect.

Please click on the link on the webpage to view the short film.

This includes a scenario that would not happen on any reputable building site. *Please note that, from a safety point of view, the first action that 'good cop' should have taken when he saw what 'bad cop' had done should have been to remove the tape.*

Please click on the link on the webpage to download the trainer guidance notes.

The 2 unique questions posed by this Toolbox Talk are:

- **Question 3.** What is "respect" about - what does it mean?
 - Examples of actions that make people feel respected and that make people feel disrespected are provided in the script.
 - Please use these to supplement the examples provided by your group.
- **Question 4.** Why does respect matter to people?

Use discussion in response to all questions to take your group through to 3 key messages:

KEY MESSAGE 1: The film is making the point that we should **respect** other people in our workplace.

KEY MESSAGE 2: Respect is about

- Treating people how they – and you – would like to be treated
- Creating a workplace environment that supports people to do their best - whatever their backgrounds and however similar or different they are to others
- Treating everyone as individuals. It doesn't mean treating everyone *exactly* the same because everyone is different.

KEY MESSAGE 3: When we feel respected

- We work better and safer
- The job gets done more easily
- *Everyone* goes home happier at the end of the shift

4. Responsibilities Toolbox Talk

The “Responsibility” Toolbox Talk addresses what responsibility employers have to employees, and what responsibility employees have to their employees, each other and themselves.

Please click on the link on the webpage to view the short film. This includes a scenario that would not happen on any reputable building site (we hope) and is intended as a basis for discussion.

Please click on the link on the webpage to download the guidance.

Before delivering this Toolbox Talk, you should find out two things:

- Firstly; the system through which workers can report unfair behaviour
- Secondly; who you, as a manager or supervisor, can seek advice from, if one your workers declares a disability or impairment and you need to make reasonable adjustments for them

The 3 unique questions within this Toolbox Talk are;

- What responsibilities does your employer have to you, on site?
- For your employer to meet its responsibilities to you, what do you have to do?
- Why is it important that we all take these responsibilities seriously?

This enables you to take discussion on to deliver some relatively long – but very important - key messages:

KEY MESSAGE 1: The film is making the point that we all have a **responsibility** to take action if we see situations on site in which someone might be being treated *unfairly*

KEY MESSAGE 2: Your employer on site has responsibility to you to:

- Protect your health, safety and wellbeing; including providing welfare facilities suitable for men and women and time and space for religious observance wherever possible.
- If you have any kind of disability or impairment, make “reasonable adjustments” in the workplace

A “disability” is:	An “impairment” is:
A physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect.	A problem in body function or structure ¹

- Protect you from bullying, harassment and victimisation

“Bullying” means:	“Harassment” means:	“Victimisation” means:
Unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.	Conduct that violates an individual’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that individual	When an employee is treated less favourably than another because they have made or supported a complaint or raised a grievance, or they are expected to do so.

- Not discriminate against you on the basis of your age, any disability, your sex (gender), your race, your religion or belief (if any), your sexual orientation, your marital or civil partnership status and factors related to maternity and pregnancy and transitioning from one gender to another
- Fairly consider any request for flexible working (short or longer term) that you make

¹ <http://www.who.int/topics/disabilities/en/>

KEY MESSAGE 3: To enable your employer to meet their responsibilities to you, you have a responsibility to

- Take action to promote the fair treatment of everyone on the site - just as you take action to promote health and safety
- Tell your manager or supervisor about any disability or impairment that you have, so that they can make reasonable adjustments
- Tell your employer if you have any temporary wellbeing issues. For example, that you are fasting for religious reasons, feeling unwell or have changes in personal circumstances which may impact upon your ability to work effectively

KEY MESSAGE 4: Exactly how *anyone* in the group can report bullying, harassment or victimisation or any other forms of unfair treatment.

KEY MESSAGE 5: When we respect everyone on site and their individual needs:

- We work better and safer
- The job gets done more easily
- *Everyone* goes home happier at the end of the shift

5. Wellbeing Toolbox Talk

The “Wellbeing Toolbox Talk” explores how we all can take action to improve our physical and mental wellbeing. As we discussed in the e-learning module, we need to take care of ourselves in order to take care of others.

Please click on the link on the webpage to view the short film. This includes an incident that would be very unlikely to happen on any reputable building site (we hope) and is intended as a basis for discussion.

Please click on the link on the webpage to download the guidance notes.

Before delivering this Toolbox Talk, you should find out three things:

- Firstly; any facilities or programmes through which workers can seek support for any health or wellbeing concerns. For example:
 - Some large employers have corporate health provision or employee programmes through which, for example, employees can seek support if they are dealing with the death of a loved one.
 - Some sites might have a nurse available at certain times, or health screening available on certain dates.
 - Your site might have an NHS drop-in centre located nearby, where an employee who cannot access their General Practitioner (GP) or does not have a GP can seek medical attention.
 - The telephone number of NHS Direct
 - The location of a pharmacist near your site
- Secondly; who you, as a manager or supervisor, can contact for advice if a worker discloses personal information to you that you find complex or challenging. For example, serious

illness or domestic abuse. Remember – you have a responsibility to support your own wellbeing as well as that of your workers.

- Thirdly; any campaigns that your client or employer supports. For example, Bin the Broom and Breath Freely, activity to raise awareness of prostate cancer and to encourage blood donation.

The 2 unique questions posed in this Toolbox Talk are:

- What is “wellbeing” all about – what can we do about it?
- Why is wellbeing important on site?

The key messages that you are taking the group through to deliver are:

KEY MESSAGE 1: The film is making the point that it’s better for us all if we pay attention to our own “wellbeing” and that of other people

KEY MESSAGE 2: “Wellbeing” is about

- Looking after our own physical and mental health
- Looking out for the physical and mental health of the people around us

KEY MESSAGE 3: If you have wellbeing concerns in the workplace:

- Find support in the workplace – for example, talk to your manager or supervisor
- Find support outside the workplace – for example, see a doctor at your own GP clinic or at an NHS Drop-in Centre
- *[Any sources of support – e.g. corporate employee programmes – that you identified before delivering this Toolbox Talk]*

KEY MESSAGE 4: Wellbeing is important on site to work better and safer

The script provides examples of specific activity that promotes our own wellbeing, and the wellbeing of others. You can use this to initiate or supplement group discussion.

6. Language Toolbox Talk

This Toolbox Talk discusses language that is and is not appropriate in a workplace.

It explores how:

- People might find certain words and types of language offensive and how others might find them acceptable.
- Words and language that might be acceptable to us in our private lives are not acceptable in the workplace as they can lead to people feeling offended, uncomfortable and excluded.
- People might use certain words and types of language when they think they are in private and won’t be overheard by people who might be offended, that they wouldn’t use in public.

The acceptability of word and language changes over time. Words that are now considered sexist, racist and homophobic were once acceptable, even on television.

People of different ages might find different words acceptable and unacceptable in the workplace. Younger people might change the language they use so that they can fit in with the crowd.

Please click on the link on the webpage to view the short film. *Note. The film illustrates language that is totally unacceptable, and extremely unlikely to be used, in reputable workplaces. Whilst some of your audience might find it funny, they are expected to discuss the issues raised in a serious manner afterwards. Please inform your audience of this, in advance of them watching the film.*

Please click on the link on the webpage to download the guidance notes.

The 2 unique questions posed by this Toolbox Talk are;

- What types of words and language will make people included in the workplace?
- Why is important to use language that makes people feel included?

This enables the facilitator to take the group through to the following key messages:

KEY MESSAGE 1: The film is making the point that **words and language** that we might use regularly can offend others if used in our workplace.

We should seek to use language that makes people feel *included* in the workplace, not which offends them

KEY MESSAGE 2:

The only language acceptable in a workplace is language that does not offend

KEY MESSAGE 3: When we feel included

- We work better and safer
- The job gets done more easily
- *Everyone* goes home happier at the end of the shift

7. Recap question

What is the principle of how managers, supervisors or facilitators should deliver the 4 Toolbox Talks to operatives that are part of this Toolkit?

- a. Just ask people to sign the piece of paper to say it's been delivered
- b. Show people the film, talk to them for 10 minutes and get back to work
- c. Show people the film, ask them questions and encourage them to discuss the issues. We should spend 30 minutes on it. If we have to split that into 2, 15 minute parts, that's OK, but all the material does need to be covered.

The correct answer is (c). It's vital that you discuss issues of respect, responsibilities, wellbeing and language with your team. You should not just talk at them or pretend that the Toolbox Talks have been delivered, when they haven't.

8. Note on casting decisions involved in making short films

The 3 main characters that feature in all 4 Toolbox Talk films are all played by white, male actors. This was a deliberate casting decision. It was made because:

1. At the time of making the films:
 - Around 96% of all people working in the construction industry are white
 - Over 85% of all people working in the construction industry, and over 98% of people working in trades, are male

The audiences who will view these films are therefore, predominantly white and male. By providing characters that audiences might most closely relate to, we aim to engage, stimulate discussion and promote culture change.

2. The 3 main characters are referred to in the scripts as “good cop”, “bad cop” and “construction worker”. The behaviours of these characters are consistent across all 4 films. Had one or more actors who are female and/or an actor from a minority ethnic background been cast, they would have taken on one of these roles. Had they been “bad cop”, or even “construction worker”, the films might be perceived as sexist or racist. Had they been “good cop” the films might have been accused of being overly politically correct.
3. The trainee character in the “respect” film is white and male, but of ambiguous cultural / national background. Had an actor who was female and/or from a minority ethnic background been cast, the behaviours depicted might be perceived as overtly sexist and/or racist and sway the discussion of issues and that the film is intended to provoke.

The voiceover that we hear in two films is that of an actor who is from a background of mixed heritage.

The construction industry is facing a significant skills gap and talent shortage. One way that the sector is seeking to address that, is by diversifying its workforce so that it is closer to the demographics of the UK working age population. That is, by increasing female and non-white representation in the workplace and the involvement of younger people. To achieve this, construction sites and offices need to become fairer, more respectful and more inclusive places to work. Would you want your loved ones to work in a place that *isn't* inclusive?

The lack of diversity that you see in these films is, therefore, knowingly not representative of all parts of the industry, nor of the industry's ambition to be a diverse and inclusive workplace.

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