

Part funded by:



Fairness, Inclusion
and Respect
in construction

Workshop Trainer Guide

Setting Up an Inclusive Site



ANY QUESTIONS?



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INTRODUCTION

CITB co-fund CECA to run the industry-wide Fairness, Inclusion and Respect (FIR) Programme that aims to create an improved culture within the industry to attract and retain a more diverse range of people. The Supply Chain Sustainability School is the FIR Programme Delivery Partner, working closely with CECA and other industry partners. The FIR Programme resources include a toolkit, e-learning modules, workshops and masterclasses to support and train employers of all sizes across the construction industry.

To extend the existing training offer from 2020 onwards, a new workshop “**Setting up an Inclusive Site**” has been developed. This guide provides an overview of the workshop for the Trainer and should be read carefully before delivering the Workshop.

An inclusive site is one that can be used easily and safely by everyone in a way that maintains their dignity. It ensures that, wherever possible, buildings and spaces are appropriate for diverse needs and accessible to all, behaviours are respectful and a culture is established so that everyone knows how to practice Fairness, Inclusion and Respect (FIR) in their daily working lives. It goes beyond a compliance approach to ensure that everyone working on, communicating with, or visiting the site are treated with fairness, inclusion, and respect.

This course sets out the benefits of an inclusive site and shows how to achieve this. It is relevant to all size and type of site.

COURSE AIMS

Participants will come away from the course with:

- An understanding of why it’s so important to set up and maintain an inclusive site
- Awareness of the benefits of setting up an inclusive site
- Knowledge and information to enable them to put it into practice
- Guidance through each stage of the process with supporting material
- Case studies and examples of industry good practice
- Actions to take back to their workplace

Cover picture shows Passport to Construction. Funded by CITB and run by Creating Enterprise, it works to get people from diverse backgrounds into construction across North Wales. <https://www.creatingenterprise.org.uk>

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COURSE LEARNING OUTCOMES

1. Understand what Fairness, Inclusion and Respect (FIR is) and why it's important in the context of setting up an inclusive site
2. Appreciate what constitutes an inclusive site and what the benefits are
3. Be aware of legal and contractual requirements; including client and framework requirements
4. Know the steps to take to set up and run an inclusive site and site office
5. Plan for inclusivity before a site is established, including in induction
6. Take a collaborative approach; identify and engage with relevant stakeholders and sources of expertise at all stages of the process
7. Take a proactive approach to reasonable adjustments and safety
8. Know how to encourage and embed inclusive behaviours across the site
9. Learn from industry specific examples of good practice
10. Be equipped with knowledge, information, and examples to be able to make positive changes to existing ways of working

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WHO SHOULD ATTEND?



Site Managers (including agency employed), Site Supervisors, Team Leaders, Project Managers, Project Directors, Managers, Leaders, HSQE Managers, Health and Safety Managers, Quality Managers, L&D / Training Managers, HR Managers, Sustainability Managers, Clients, Finance Team, Quantity Surveyors, Budget Holders, Commercial and Procurement Teams, Community Liaison Officers.

- Those new to role and with experience
- Those involved at tender / planning stage
- All size companies - SME through to Tier 1
- Introductory and Intermediate level

Note re picture: Galliford Try Highways has achieved Leaders in Diversity accreditation for its commitment to equality and diversity in the workplace. The award recognises exemplary standards in Fairness, Respect, Equality, Diversity, Inclusion and Engagement, FREDIE, for short.

THE TRAINER'S ROLE

- Ensure that by the end of the course, participants have a solid grasp of the key learning outcomes and leave understanding how to make their sites more inclusive
- Enable a course environment for hands-on discussion and learning, so that participants feel confident to ask questions, air concerns and share good practice
- Encourage participants to share their experiences - much good learning comes from peers
- Share key components of an inclusive site and guide participants through steps to achieve this
- Convince participants of the many benefits of an inclusive site
- Encourage participants to take action as a result of attending this course
- Signpost to additional resources and information detailed in this course

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PREPARATION FOR A SUCCESSFUL WORKSHOP

Before the workshop, the **trainer** should:

- Run through the slide deck and workbook and familiarise yourself with this trainer guide
- Familiarise yourself with media clips used in presentation
- Complete E Learning on Supply Chain Sustainability School Website: 'Setting Up an Inclusive Site and Site Office'. <https://learn.supplychainschool.co.uk/mod/scorm/view.php?id=595>
- Be familiar with, and refer to, the supporting case studies, using links given in this guide
- Edit the slide deck to include your own name and contact details
- Add your own timings to Agenda slide
- Familiarise yourself with Wi-fi log in details, location of venue facilities and emergency procedures in the event of a fire. Communicate to participants near the start of the session
- Send pre course work link (below) to participants, a week before workshop

Before the workshop, **participants** should complete the following eLearning as **pre-course work**. This provides background on what Fairness, Inclusion and Respect is and why it's important:

FIR on site: Why it matters and how to achieve it:

<https://learn.supplychainschool.co.uk/mod/scorm/view.php?id=597>

Before or **after** the workshop, **participants** can:

- Complete eLearning on Supply Chain Sustainability School Website: 'Setting Up an Inclusive Site and Site Office'. <https://learn.supplychainschool.co.uk/mod/scorm/view.php?id=595>

MATERIALS NEEDED TO RUN THE COURSE

- Flip chart paper and marker pens
- Sets of 'heading' and 'feature' cards for card sort activity - one set per five/ six people

Bring enough hard copies of the following documents for each participant:

- Attendance sheet
- Feedback form
- Workbook
- Suttle Projects case study
- Action Plan Form

Record email addresses so you can send slide deck and workbook with links after the course.

COURSE PROGRAMME: 4 HOURS

NOTE: The course can be completed in 4 hours, with limited time for action planning. To allow more discussion and action planning time, you can extend course duration and adjust timings.

Before the course: Ensure each delegate signs the attendance sheet and is provided with a feedback sheet, a workbook and an action plan form.

Slide	Activity	Guidance notes for trainer
1 2/3 4/5 6/7	Welcome and Introduction	<p><i>10 minutes</i></p> <p>Introduce yourself, run through timings and health and safety.</p> <p>Ask delegates to introduce themselves to each other, stating their role.</p> <p>Introduce Supply Chain School and show Partners</p> <p>Run through learning objectives and agenda</p>
8 9 10 11	What FIR Means	<p><i>10 minutes</i></p> <p>Advise that you will briefly remind participants of key definitions from the pre course eLearning they completed from link sent to them before workshop. Follow up with definitions on slides:</p> <p>Fairness</p> <p>Treating everyone as individuals according to their needs</p> <p>Absence of bias</p> <p>Inclusion</p> <p>Everyone (regardless of their background, identity, or circumstance) feels valued, accepted, and supported to succeed at work.</p> <p>Learning about and removing barriers</p> <p>Respect</p> <p>Being aware of and sensitive to, each other's differences</p> <p>Considering how our actions and behaviours may impact on others</p> <p>Be kind</p>

		<p>Show short video - Meaning of FIR (SCSS)</p> <p>Share the examples below to consolidate.</p> <p>Example of fairness - recognising that some people won't feel confident or have language fluency to speak up in group meetings, avoiding assumptions that they are disinterested and seeking their opinion one to one separately.</p> <p>Example of inclusion - involving everyone including contractors / sub-contractors in whole site briefings and communicating in ways that everyone can understand</p> <p>Example of respect – Constructively challenging inappropriate behaviour and being open to constructive feedback about the impact on others, of our own behaviour</p>
12	<p>Why an Inclusive Site is Important</p>	<p><i>15 minutes</i></p> <p>Overview of business benefits - facts and statistics</p> <p>Ask group to call out what they see as the benefits of an inclusive site. Record on flipchart. Allow five minutes for this activity. Follow up with slide.</p> <p>Use slide to talk through importance of and benefits to, individual workers, team, contractors, site, company, client, visitors, and community:</p> <p>Inclusive culture (people feel valued and respected) – leads to improved performance - attract and retain best talent</p> <p>Attract from local community (Social value) - plug skills gap - represent whole community – reduce travel costs / impact</p> <p>Mutual respect behaviours - creates wellbeing - less bullying - less sickness</p> <p>Reasonable adjustments - safer and more efficient</p> <p>Tangible demonstration of FIR - win contracts - be first choice for future work (e.g. Considerate Constructors Scheme recognition / awards)</p> <p>FIR encourages on site knowledge pool - good ideas don't just come from the top</p> <p>Better Health and Safety record - people feel safe to raise concerns - inclusive communication allows all to understand</p> <p>Show slide and advise group that research from Equality and Human Rights Commission: 'Good Practice for the Construction Sector' found following benefits of FIR:</p>
13		

14		<p>Efficiency savings through improved staff retention</p> <p>A wider pool of talent available from under-represented groups</p> <p>A more diverse supply chain with better support for small business</p> <p>Improved on-site working relationships based on respect for everyone's differences</p> <p>https://www.equalityhumanrights.com/sites/default/files/ed_report_construction_sector.pdf</p> <p>They can read more using link on slide– link also in their workbook. Refer group also to further CITB case studies on page12 of their workbook.</p> <p>Show slide– briefly mention key features of case studies and signpost to full case studies in workbook to illustrate business / financial benefits of an inclusive site. Click on YouTube link of CPUK case study on slide and show first 1 minute 40 seconds.</p> <p>Bouygues UK: Substantial cost saving / innovation / increase knowledge pool / encourage ideas / valued workforce / positive company image / demonstrate respect for local community https://ccsbestpractice.org.uk/entries/hoist-bells/ https://ccsbestpractice.org.uk/entries/innovation-competition-on-site/?search_term=undefined</p> <p>CPUK (An SME) Upskilling work force / utilising whole talent pool / including whole workforce in opportunities / working with ex-offenders - https://www.youtube.com/watch?v=K8hBxfdN5s0&t=36s</p> <p>Astins Effective, accurate communication flow / project delivery on time to client expectation https://ccsbestpractice.org.uk/entries/translator-vests-and-stickers/?search_term=undefined <i>Note: can still learn from this case study, even though Astins went into administration.</i></p> <p>Remind groups that SME's can benefit from these actions too.</p>
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15	<p>Different perspective / Good Practice Share</p>	<p><i>30 minutes</i></p> <p>Activity: What makes us feel included / excluded? Looking at a site from different perspectives.</p> <p>Break into small groups and ask groups to reflect on, discuss and share on a voluntary basis, work based (including site based) situations that made them feel included and excluded. (Group work so no one feels compelled to share). Ask each group to feedback a few examples. Allow 10 minutes for small group discussion and 10 minutes to feedback to main group. Consolidate with a few examples (positive and negative). Use your own or use the ones below.</p> <ul style="list-style-type: none"> • 'I chose Kier because of the woman on the interview panel and rejected others because there were no women' • 'To site administrator – "what's your job – to sit and look pretty?"' • 'It's not OK to be open about disability in the macho working culture of the construction industry.' (Source Equality Human Rights Commission) <p>Share the positive examples of inclusive actions below:</p> <p>3ACE Contractors (UK) Ltd. (SME). CCS Code of Considerate Practice and other notices have been translated into Romanian (the principal language spoken on this site), which has been professionally displayed around the site.</p> <p>Galliford Try. FREDIE Noticeboard / calendar / events: (Fairness, Respect, Equality, Diversity, Inclusion and Engagement.). Posters produced in several languages. Includes mental health, wellbeing, time to talk.</p> <p>EGL Construction Ltd. (SME) – Inclusion for deaf workers / overcoming barriers. Owner is deaf, as are several employees/operatives. Work to overcome challenges for deaf people in the industry.</p> <p>BMB/ BAM Nuttall / Multiplex (and others) - Female PPE/ PPE for Muslim women (Source: Considerate Constructors Scheme Case Studies https://ccsbestpractice.org.uk/search/?fwp_search=BMB/BAM%20Nuttall)</p> <p>Advise group that links for these and other case studies are in workbook. Highlight that some of the examples are from SME's. Highlight the Inclusive Workplace case study from McLoughlin Decorating on page 16 of the workbook - a successful example of inclusive practice from an SME</p> <p>Discussion Activity: Good practice - what do we already do and why?</p> <ul style="list-style-type: none"> • Group information share to acknowledge / build on / replicate good
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		<p>practice</p> <ul style="list-style-type: none"> • Ask them to consider barriers to inclusive practice and how they overcame them • Group to use page 4 in workbook to log ideas from peers that appeal to them
16	Legal / Contractual Requirements	<p><i>20 minutes</i></p> <p>Activity: Card Sort.<i>Allow 5 minutes.</i>In small groups, match 'features' cards to appropriate 'heading' cards. Some 'features' cards can be used in more than one place. Use slide and notes below to consolidate the activity. Advise that this section provides an overview only of key legal and contractual requirements and participants should seek expert advice for more detailed guidance. (Brief notes on page 5 of their workbook.) Depending on when course is run, you may need to remind the group to consider health & safety and legal requirements that are specifically applicable to construction during Covid 19.<i>Use slide to briefly talk through following points:</i></p> <p>Site rules and inductions All sites must have these - consider communication and cultural needs and reasonable adjustments so all can participate and understand the content.</p> <p>Personal responsibility Make it clear what is expected in terms of work-based behaviours - comply with code of conduct / values / health and safety (including wellbeing).</p> <p>Management responsibility Role modelling / setting inclusive culture / training / communicating.</p> <p>Health & Safety Link to safety "an inclusive site is a safe site" and see next slide.</p> <p>Reasonable Adjustments Duty under Equality Act 2010 to make reasonable adjustments to prevent disabled people from being unfairly discriminated against. Makes good business sense too – sites become safer and enables people to do the job more efficiently. Just 0.1% of UK construction workers declare a disability (18% of working age adults have a disability). Under disclosure indicates people don't feel confident to do so, but employers need to know about peoples' disabilities to keep them safe.</p> <p>Equality Act 2010 Duty to prevent harassment, victimisation, and unlawful discrimination. A focus on inclusion, includes but also goes beyond, the equality protected characteristics. <i>More information on Equality Act here:</i>https://www.equalityhumanrights.com/en/equality-act/equality-act-2010</p> <p>Public Sector Equality Duty Partnering with public sector – Proactive duty to Eliminate unlawful discrimination, harassment, and victimisation / Advance equality of</p>

17		<p>opportunity /Foster good relations. <i>More information on PSED here:</i> https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty</p> <p>Monitoring and Reporting Good practice to monitor FIR and Diversity for continuous improvement and often a contractual requirement - clients increasingly looking for demonstration of FIR. <i>Remind group to ensure compliance throughout the supply chain:</i> Delivery plans – communication / training/ policies / reasonable adjustments. A collaborative approach is key here.</p> <p>Importance of inclusion for health, safety, and wellbeing. Link to full article: https://www.highwaysindustry.com/safer-highways-importance-of-inclusion-for-health-safety-and-wellbeing/#:~:text=For%20Skanska%2C%20Inclusivity%20is%20the,not%20only%20for%20their%20own</p>
18	Planning for Inclusion	<p><i>20 minutes</i> Need to PLAN ahead for inclusion – for example, often when you get to site, office layout/cabin type has already been decided for you. Ask group to call out how we can do this. What do we need to consider? Record responses on flipchart. Follow up with points on slide, using examples given below, and group’s flipchart responses to consolidate:</p> <p>Identify relevant stakeholders and information sources / Collaborative Charter <i>Example: Nine Elms collaboration</i> with partners to manage site teams, safety, and community impacts. All sign up to charter. All feel involved and included https://www.ccscheme.org.uk/nine-elms-launches-innovative-construction-charter/</p> <p>Establish and utilise community links - add social value <i>Example HS2:</i> create jobs for those experiencing worklessness and homelessness / access apprenticeships/ support community projects. https://www.hs2.org.uk/empowering-communities/</p> <p><i>Example: Heron Brothers</i> – engaged with travelling community re jobs / promoted employability for travelling community. Link to full case study here: https://ccsbestpractice.org.uk/case-studies/community-innovation-praised-at-heron-bros-ltds-foyle-college-and-ebrington-primary-school-nursery-project/</p> <p>Utilize existing resources and supply chain expertise Engage with supply chain – share good practice. Here is a link to Wates approach: https://www.wates.co.uk/who-we-are/supply-chain/</p>

		<p>Example: joint training / collaborate on open days</p> <p>Engage, Consult, Collaborate Example: Plan ahead- engage with cabin suppliers Example: Crossrail engaged with accessibility and community groups throughout the design and construction of the railway https://learninglegacy.crossrail.co.uk/learning-legacy-themes/external-affairs/community-relations/</p> <p>Induction – identify inclusion needs Example Willmott Dixon – two stage induction process. Pre-enrolment process involves operatives, once a year, uploading to a dedicated website relevant personnel details and qualifications and viewing SHE videos. Language differences and visual/ hearing impairments / inclusivity needs picked up at this stage. https://www.willmottdixon.co.uk/how-we-do-it/all-safe Remind group it starts with setting an inclusive culture; SMT buy in, senior level champion, define expectations - speak out policy, code of conduct - management training to embed FIR. Remind group that links to planning ahead case studies are in their workbook.</p>
19	BREAK	<i>BREAK - 10 minutes</i>
20	Step by Step	<p><i>95 minutes</i></p> <p>Step by step - planning and maintaining an inclusive site, including guidance notes, scenarios to solve, video, good practice case studies, discussions, factual input, quick wins. Remind group that Covid compliance may impact some of what we can do - but not all e.g. flexible working / respect culture</p> <p>Activity 1. <i>Allow 15 minutes.</i>– Small groups discussion and feedback to main group: What key facilities on sites/within sites offices need to be considered when planning inclusivity? Record responses on flipchart and follow up with slide: Perimeter/ Entry/office-cabins/catering/quiet-wellbeing-faith area/toilets/showers-changing rooms/signage/parking</p> <p>Activity 2. <i>Allow 5 minutes</i> – Ask whole group: Who could be impacted? Record on flipchart. Public/ direct workers/ contractors / site visitors</p> <p>Activity 3. <i>Allow 35 minutes. (15 minutes for group work and 20 minutes for feedback and facilitator comments.)</i> Break group into small groups for break out work. Issue groups with flipchart paper and pens to record their findings. Groups return to feedback to main group: Each group considers their characteristics.</p>

21		<p>Group 1 – Ethnicity / Culture / religion and belief / age</p> <p>Group 2 - Disabilities (including mental health / hidden disabilities)</p> <p>Group 3 – Sex (including transgender / nonbinary)</p> <p>Show slide</p> <p>What facilities/actions need to be provided to meet their needs?</p> <p>Think; Physical - including reasonable adjustments/ behavioural / contractual</p> <p>Groups feedback - consolidate and signpost to guidance notes in workbook (pages 6-9) and links to good practice case studies. <i>Note: we've not discussed all aspects of identity today, but all important for inclusion. Links to further reading for other areas are in the back of the workbook.</i></p> <p>Activity 4. Allow 10 minutes. Some quick wins - you don't have to be a multinational to run an inclusive site! Advise group that quick wins alone should not be relied upon - an inclusive site requires longer term cultural change and continuous improvement also. However, they are useful to kickstart wider initiatives, motivate and demonstrate commitment to FIR. Ask group to call out examples of quick wins that have worked for them and record on flipchart. Group can record these on page 10 of their workbook. Give the following examples to consolidate - or use some of your own:</p> <p>No interruption policy in meetings - encourage quieter voices</p> <p>Encourage respectful, inclusive language</p> <p>Encourage role models and mentors for underrepresented groups</p> <p>Encourage constructive feedback and praise for a job well done</p>
23		<p>Introduce simple flexible working where you can - one SME introduced 'Finish early days' for site workers who need to collect children from school</p> <p>Inclusive Behaviours. Allow 25 minutes. Show slide. Advise group that we must get site-based behaviours right. Construction fares poorly regarding workplace bullying:</p> <p>56% of respondents say they have been bullied</p> <p>59% of women aged 28-40 in construction have suffered bullying and harassment,</p>
23		<p>Apprentices are more vulnerable as they are less likely to report it to management (Source PWC / Opportunity Now 2018)</p>
24		<p>Show Stonewall No Bystanders video: https://youtu.be/BivtPsWTYjs</p> <p>Get group reaction and Initiate group discussion - what can we do?</p> <p>Consolidate learning with following points on slide:</p> <p>Role model respect behaviours</p> <p>Challenge bullying, harassment (often passed off as banter)</p>

		<p>Set expectations at induction / reinforce at meetings / toolbox talks</p> <p>Challenging Conversations eLearning (Supply Chain School)</p> <p>Speak Out Policy - people feel safe to speak out</p> <p>Open Culture –it’s OK to give and receive feedback</p> <p>Ask group to make a note of actions they plan to take, on page 11 of workbook.</p> <p>Hand out case study from Suttle Projects on how they tackled racist bullying.</p> <p>Advise group, Suttle projects are an SME based in Dorset, who employ 58 people - smaller companies can make a difference too!</p> <p>Remind group to consider whistleblowing - process should be accessible to all and enable all to raise areas of concern.</p>
25	Action Plan	<p><i>20 minutes</i></p> <p>Monitoring and Continuous Improvement</p> <p>Remind group that actions they take should be monitored, and where necessary, improved. To create and maintain truly inclusive sites requires an ongoing cycle of learning and improvement.</p> <p>Action Planning – Commitment to Change</p> <p>Ask group to record actions they will take on the action plan document.</p> <p>Initiate open discussion invite participants to share actions with the group.</p>
26	Summary and Close	<p><i>10 minutes</i></p> <p>Thank participants for attending. Point them to links to case studies and further learning in their workbook.</p> <p>Ask them to complete feedback forms.</p> <p>Remember to send copies of slide deck out.</p> <p>You can send electronic copies of workbook / slidedeck for access to links.</p> <p>Ensure participants leave feedback and have signed the attendance sheet.</p>

RELATED LEARNING

Other workshops and E-Learning Modules which will be of interest include:

- The Business Case for FIR
- Becoming a FIR Ambassador
- Leading People Inclusively
- Understanding Invisible Disabilities
- Managing Challenging Conversations
- Inspiring and Coaching New Employees

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