Be Fair Framework Modules

1.	About the Modules	Page 1
2.	Commitment	Page 3
3.	Policies and Procedures	Page 6
4.	Employment	Page 8
5.	Site Environment	Page 13
6.	Supply Chain	Page 15
7.	Appendix A – Supporting Documents	Page 17

About the Modules

Whilst other Equality and Diversity standards are available, the Be Fair framework better reflects the complexities of Fairness, Inclusion and Respect (FIR) in the construction industry, i.e. the mobile workforce, the subcontracting practices and the split working environments, both on site and in the office.

The Be Fair framework includes “industry specific” content in the form of core modules designed to feature criteria reflecting all of the protected characteristics within the Equality Act 2010, as well as the challenges and needs unique to the construction and built environment.

The modules include criteria around leadership, recruitment, management, monitoring, training and procurement.

The modules are intended to be taken up by different members of the organisation depending on the content of the module and the role of the individual in the company.

In some cases, more than one individual may be leading on the module over a number of sites. This approach facilitates embedding equality throughout the organisation, particularly at site level.

Module 1: Commitment

This module looks at how an organisation engages with its customers and community.

The focus is on leadership and incorporates budget, strategy and governance in its content. It may also require an organisation to communicate its commitment to FIR to its clients and through opportunities arising out of various networking activities.

It encourages being able to plan strategically in order to meet FIR requirements, demonstrate leadership and use influence to further the FIR agenda.

Module 2: Policies and Procedures

This module clearly outlines the requirements for an organisation to comply with the protected characteristics covered in the Equality Act 2010 and ensures the relevant policies and procedures are in place to facilitate these requirements.

It is predominantly paper-based with the aim of making sure the organisation has the correct foundation in place to enable behavioural change to take place.

The module also encourages the organisation to extend its influence in FIR related matters through its public relations and web activities.

Module 3: Employment

This module focuses on the organisation's approach to employment practices and the monitoring of those practices. It is concerned with how staff are managed and strategically considered in the workplace.

The organisation may decide to act upon the results of the monitoring exercise, especially if they are seeking Accreditation.

A key element of this module is that the organisation maintains fair, inclusive and respectful treatment of its workforce and demonstrates this through its recruitment practices as well.

Module 4: Site Environment

This module looks at embedding the principles of fairness, inclusion and respect into current site practices.

This module is important for the framework because the site environment is where practices are implemented and behaviours can be observed.

This is where the organisation can see the impact and results of the FIR measures it has put into place.

Module 5: Supply Chain*

It is important to understand the role of the supply chain in an organisation's commitment to FIR and this module looks at how FIR is driven down the supply chain.

The emphasis is on working with and protecting the supply chain rather than passing on the risk. If change is going to occur within the industry, the supply chain must be brought on board.

This module provides the organisation with the means to monitor and influence interactions with their supply chain around FIR and ensure compliance during the procurement process.

* The Supply Chain module is only relevant where an organisation actually engages with some form of Supply Chain.

Be Fair – Commitment Module – April 2016

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Commitment	1.1.1	Be able to plan strategically to meet the Fairness, Inclusion and Respect requirements	Agree a strategic plan to achieve and progress the Fairness, Inclusion and Respect requirements.	T8 T25
Commitment	1.1.2		An action plan and resource allocations are in place to meet the Fairness, Inclusion and Respect requirements.	T3 T8 T25
Commitment	1.1.3		Equality impact assessments are used, or a similar process.	
Commitment	1.2.1	Be able to control the Fairness, Inclusion and Respect budget	Budget provision has been made to allow for positive actions and the development of Fairness, Inclusion and Respect strategies.	
Commitment	1.2.2		Budget provision has been made for the production of relevant Fairness, Inclusion and Respect documentation.	
Commitment	1.2.3		Budget provision has been made for essential staff training including Inclusion, Fairness and Respect training.	
Commitment	1.2.4		Fairness, Inclusion and Respect budget reflects the work that needs to be done within the community.	
Commitment	1.3.1	Be able to demonstrate a leadership approach to meet the Fairness, Inclusion and Respect requirements	Appoint a Fairness, Inclusion and Respect representative at senior management level to ensure the FIR agenda is adopted across the organisation.	T25
Commitment	1.3.2		Embed Fairness, Inclusion and Respect requirements to enable staff to talk about the different elements of FIR.	T9 T25
Commitment	1.3.3		Staff are aware that the organisation is promoting the Be Fair programme.	Posters
Commitment	1.4.1	Be able to influence the Board on Fairness, Inclusion and Respect requirements	New Board members are fully briefed on the existing Board's commitment to Fairness, Inclusion and Respect principles.	T25
Commitment	1.4.2		Fairness, Inclusion and Respect is a permanent item on all Board agendas.	T7
Commitment	1.4.3		Be able to ensure that a Fairness, Inclusion and Respect representative is able to fulfil meeting actions.	T2

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Commitment	1.4.4		Wherever possible take steps to ensure that the Board are working towards recruitment of under-represented groups onto the Board.	
Commitment	1.5.1	Be able to raise Fairness, Inclusion and Respect awareness across the workplace	Staff meetings are in place that focus on Fairness, Inclusion and Respect requirements.	T7
Commitment	1.5.2		The responsible person has made all staff aware of Fairness, Inclusion and Respect information.	T9
Commitment	1.6.1	Be able to promote and encourage the role of the Fairness, Inclusion and Respect Be Fair representative	All staff are made aware of Fairness, Inclusion and Respect roles.	T9
Commitment	1.6.2		Physical or online training has been offered to Fairness, Inclusion and Respect representatives.	T19
Commitment	1.6.3		Ensure that Fairness, Inclusion and Respect representatives feel supported by management and have been able to attend training.	T8 T19 T25
Commitment	1.6.4		Ensure that staff can see that their comments/ideas are being acted upon.	
Commitment	1.7.1	Be able to offer the required training to meet the Fairness, Inclusion and Respect requirements	Ensure that all relevant staff, Board members and Senior Management have received the necessary Fairness, Inclusion and Respect training, as defined within a training matrix.	TBT T19
Commitment	1.7.2		The Board Chair is given any additional training / coaching to understand potential Fairness, Inclusion and Respect barriers.	T19
Commitment	1.8.1	Be able to communicate with clients on Fairness, Inclusion and Respect effectiveness	Outline the Fairness, Inclusion and Respect agenda to clients and explain the organisation's commitment to the Be Fair Framework and how the client might obtain more information if they require it.	T23
Commitment	1.8.2		Introduce key performance indicators or a similar system to measure impact of Fairness, Inclusion and Respect initiatives within construction teams and, where appropriate, report progress to clients.	T23

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Commitment	1.8.3		Updates clearly illustrate how the Fairness, Inclusion and Respect initiatives are progressing and how things are moving forward.	T23
Commitment	1.9.1	Be able to engage with the local community.	Demonstrate effective links with communities. E.g. Ensure that the Considerate Constructors Scheme (CCS), or similar practices that meet the same criteria, have been implemented and are fully understood.	
Commitment	1.9.2		Carry out research to assess the needs of nearby community / client groups.	
Commitment	1.9.3		Demonstrate how communities have been consulted on the planned programme of works and their built environment needs.	
Commitment	1.9.4		Provide full information to residents regarding what they can expect from the appointed contractors and their workers.	
Commitment	1.9.5		Encourage residents to use a feedback process if expectations are not met.	
Commitment	1.9.6		Encourage local businesses to apply for work tenders.	
Commitment	1.9.7		Give consideration to any legitimate requests with regards to the composition of the workforce.	
Commitment	1.9.8		Engage in activities to encourage young people into the industry by building relationships with schools and colleges.	
Commitment	1.10.1	Be able to demonstrate design consideration reflects the Fairness, Inclusion and Respect agenda	Buildings and environments meet minimum standards in relation to Fairness, Inclusion and Respect.	
Commitment	1.10.2		Equality impact assessments are carried out to prevent design plans from having a negative effect.	
Commitment	1.11.1	Be able to control networking methods	Carry out networking or wider promotional events and ensure that the process considers a varied range of different groups.	
Commitment	1.11.2		Ban all networking that could be considered inappropriate against the Fairness, Inclusion and Respect expectations.	

Be Fair – Policies and Procedures Module – April 2016

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Policies and Procedures	2.1.1	Be able to comply with organisational policies and procedures	All staff have access to all relevant policies and know where to find them.	Policies
Policies and Procedures	2.1.2		Policies and procedures are followed in accordance with the given information.	Policies
Policies and Procedures	2.1.3		Procedures meet the needs of the organisation and introduce procedures for any additional policies.	Policies
Policies and Procedures	2.1.4		Relevant organisational policies have clear procedures attached.	Policies
Policies and Procedures	2.1.5		Outline the benefits of maternity and paternity policies within the organisation.	Policies
Policies and Procedures	2.1.6		There is a specific non-discrimination policy in place.	Policies
Policies and Procedures	2.1.7		Grievance procedures are made known to all staff.	Policies T9
Policies and Procedures	2.1.8		Relevant staff have had training to deal with discipline and grievance issues that individuals may encounter.	T19
Policies and Procedures	2.1.9		Disciplinary procedures take account of any issues, including those that may be associated with any stress or discrimination individuals may encounter/experience.	Policies
Policies and Procedures	2.1.10		Disciplinary proceedings are accompanied by independent HR investigations to verify that the action taken is justified.	
Policies and Procedures	2.1.11		Produce a flowchart that clearly shows the appropriate procedures to follow if disciplinary action is taken.	
Policies and Procedures	2.1.12		Appropriate policy is in place that considers how to deal with Fairness, Inclusion and Respect issues involving staff.	Policies
Policies and Procedures	2.1.13		Appropriate Fairness, Inclusion and Respect related documents are in place and that all staff are aware of them.	Policies Posters
Policies and Procedures	2.1.14		All policies have been considered with the Fairness, Inclusion and Respect agenda in mind.	Policies
Policies and Procedures	2.1.15		Promote a supportive attitude to Fairness, Inclusion and Respect on site.	Posters T9

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Policies and Procedures	2.1.16		(For companies working in Wales) Ensure that a Welsh Language Policy is in place.	CITB Welsh Language Policy Guidance
Policies and Procedures	2.2.1	Be able to promote Fairness, Inclusion and Respect agenda and requirements	Encourage commitment to the Fairness, Inclusion and Respect requirements across the organisation.	T8
Policies and Procedures	2.2.2		Carry out site visits to gain opinions on the Be Fair framework from operatives and site staff.	
Policies and Procedures	2.3.1	Be able to promote Fairness, Inclusion and Respect agenda and requirements through public relations	Fairness, Inclusion and Respect agenda is visible in public relations work and it has been considered in all company literature.	
Policies and Procedures	2.4.1	Be able to influence the organisation's website with Fairness, Inclusion and Respect requirements	Fairness, Inclusion and Respect agenda is considered during development of website content.	
Policies and Procedures	2.4.2		Websites are checked for accessibility.	
Policies and Procedures	2.5.1	Be able to comply with organisational systems	Monitor attitudes to the Be Fair framework.	

Be Fair – Employment Module – April 2016

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Employment	3.1.1	Be able to monitor employment statistics	Relevant staff, managers and directors have been given an initial introduction into the reasons behind monitoring basic employment information.	T1
Employment	3.1.2		Collect information from all staff covering a broad range of protected characteristics, being mindful of providing the facility for staff to opt out.	T1
Employment	3.1.3		Use the collected information to understand where gaps exist and where support may be required.	T1
Employment	3.1.4		Collate appropriate statistics and make available for publishing, where required.	T1
Employment	3.2.1	Be able to implement organisational recruitment procedures.	Appropriate recruitment policies are in place in accordance with organisational procedures.	T12 T13 Policies
Employment	3.2.2		Appropriate resources / options have been utilised to access people applying for work roles. E.g. recruitment agencies.	T12 T13 T14 T15 T16
Employment	3.2.3		Interviewing staff have been fully trained in fair sifting, interviewing and selection processes and are available for all interviews.	T19
Employment	3.2.4		Managers attend appropriate interview technique training that includes addressing equal opportunities.	T19
Employment	3.2.5		Utilise an interview matrix document to assess job candidates.	T16
Employment	3.2.6		Specific inductions have been given to all new members of staff to confirm their understanding of organisational policies and procedures including Fairness, Inclusion and Respect policy requirements.	T9
Employment	3.2.7		Include support line information in starter packs, if appropriate to the organisation, and hand out to new members of staff.	T9
Employment	3.2.8		Encourage new members of staff to attend the additional support programmes.	T9
Employment	3.2.9		Give consideration to flexible working arrangements, where appropriate.	
Employment	3.2.10		Demonstrate actions taken to encourage new members of staff to come forward.	

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Employment	3.2.11		Develop support that may be required when delivering training programmes for apprentices/graduates and underrepresented groups.	T9 T10 T18 T19
Employment	3.3.1	Be able to comply with organisational development procedures.	Carry out appraisals / performance reviews on a yearly basis for all members of staff.	T20
Employment	3.3.2		Outcomes of appraisals / performance reviews are put into action.	T19 T20
Employment	3.3.3		Line managers receive appraisal / performance reviews training.	T19
Employment	3.3.4		Individual development plans are in place for all organisation staff to consider any potential barriers.	T10 T18 T19
Employment	3.3.5		Encourage staff to complete competence based and / or academic study.	T19
Employment	3.3.6		Carry out checks to confirm that staff are registered with the relevant card schemes and/or professional bodies/institutions.	
Employment	3.3.7		Offer support to organisations / individuals in finding assessors/examiners.	
Employment	3.3.8		Encourage staff to find their own mentors, and give consideration to mentors from protected characteristic groups.	T19
Employment	3.3.9		Staff undergoing apprenticeship or graduate training have access to a mentor other than their line manager, where appropriate.	T19
Employment	3.3.10		Progress of individuals, especially for graduates and trainees, is monitored and, where weakneses are found, support is put in place.	T19
Employment	3.3.11		Encourage staff to undertake Continuous Professional Development (CPD) programmes.	T19
Employment	3.3.12		Continuous Professional Development (CPD) is promoted.	T19
Employment	3.3.13		Reasonable adjustments have been made to cater for any staff with special requirements and / or learning difficulties.	T9 T10 T18
Employment	3.3.14		Implement practices that demonstrate consideration of staff from protected characteristic or differing socio-economic groups without affecting others.	T10

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Employment	3.4.1	Be able to comply with organisational staff progression procedures.	Progression policy or guidance is in place for all staff members.	Policies
Employment	3.4.2		All staff are considered for promotion on the merit of their abilities using the appropriate procedures.	T12 T13 T15 T16 T19
Employment	3.4.3		Assess the potential of existing staff skills for the viability of pursuing skills transfers.	T12 T13 T15 T19
Employment	3.4.4		Encourage promotion amongst internal staff prior to advertising positions externally.	T12 T13 T14
Employment	3.4.5		Adverts for internal posts have been circulated across the whole organisation.	T14
Employment	3.4.6		Give consideration to placing job adverts in areas most frequented by staff from protected characteristic groups.	
Employment	3.4.7		A policy is in place to support appropriate interview and selection methods being used to avoid discrimination against job applicants.	T15 T16
Employment	3.4.8		Provide staff with feedback following interviews, highlighting areas for possible improvement.	T22
Employment	3.4.9		All staff have the opportunity to document a short, medium, long term career path with their line manager during their appraisal / performance review.	T20
Employment	3.4.10		Support and encourage staff to participate in actively discouraging discrimination.	
Employment	3.5.1	Be able to comply with organisational release procedures.	Make staff aware of the difference between existing and new roles by developing strong job descriptions and person specifications.	T12 T13
Employment	3.5.2		External support mechanisms have been offered to staff prior to or on release including any support offered in cases of redundancies.	T21
Employment	3.5.3		Exit interview processes are in place and are used effectively.	T21
Employment	3.5.4		Mechanisms are available to enable staff to discuss confidential information at exit.	T21

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Employment	3.5.5		Use full job specifications within exit interviews to support the understanding of staff of the full scope of any roles being discussed.	T12 T13
Employment	3.5.6		Use exit interview documentation to record comments and take remedial action to address any issues raised.	T21
Employment	3.5.7		Analyse the percentage of staff that have left the organisation from differing protected characteristic and socio-economic groups.	T1 T21
Employment	3.5.8		Create incentives to encourage leavers back into the organisation and work to support those choosing to return by addressing any former issues they may have experienced.	T21
Employment	3.6.1	Be able to meet organisational management requirements.	All management staff are signed up to and supportive of the Fairness, Inclusion and Respect agenda.	T8
Employment	3.6.2		All management are aware of Fairness, Inclusion and Respect procedures.	
Employment	3.6.3		Carry out checks to ensure that the appropriate Fairness, Inclusion and Respect processes are in place.	
Employment	3.6.4		Managers are monitoring staff progression and putting measures in place, where appropriate, to drive the Fairness, Inclusion and Respect agenda.	T19 T20
Employment	3.6.5		Carry out regular Fairness, Inclusion and Respect related Toolbox Talks involving all relevant personnel including managers.	TBT T19
Employment	3.6.6		Management has access to relevant Fairness, Inclusion and Respect training resources.	TBT T19
Employment	3.6.7		All staff have undergone the appropriate Fairness, Inclusion and Respect training and are promoting the FIR agenda.	T19
Employment	3.6.8		The Fairness, Inclusion and Respect representative is made aware of any disciplinary action and investigates to establish that there has been no discrimination.	
Employment	3.7.1	Be able to support organisational staff.	All staff are aware of and encouraged to use any available support mechanisms.	Posters T9
Employment	3.7.2		Organisation considers additional support for under-represented groups.	T10 T18
Employment	3.7.3		Examine all roles to promote work-life balance.	T12 T13

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Employment	3.7.4		Offer a mentoring facility to managers as support on how to manage teams appropriately.	T19
Employment	3.7.5		Carry out organised collaborative activities between site and office staff.	T19
Employment	3.7.6		All staff, including site-based staff, mobile workers have an understanding of departmental work roles.	
Employment	3.7.7		Encourage support staff to understand the barriers/pressures and demands of life on site.	Posters T19
Employment	3.7.8		Encourage staff to be proactive with regards to the Fairness, Inclusion and Respect agenda.	Posters T7
Employment	3.7.9		Training programmes have considered the needs of under-represented groups.	T10 T18 T19
Employment	3.8.1	Be able to manage methods employed to record staff feedback	Carry out anonymous-type surveys on a yearly basis to gain insight into staff experiences.	
Employment	3.9.1	Be able to ensure workforce needs are addressed within working areas	Undertake display screen checks and accessibility assessments for all working environments.	
Employment	3.9.2		There are procedures in place to address the outcomes of display screen checks and accessibility assessments.	
Employment	3.9.3		Be able to demonstrate that the outcomes of assessments have been dealt with appropriately.	

Be Fair Framework – Site Environment Module – April 2016

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Site Environment	4.1.1	Be able to raise Fairness, Inclusion and Respect awareness in the workplace	Display Fairness, Inclusion and Respect related signage and posters in the workplace.	Posters
Site Environment	4.1.2		Carry out regular Fairness, Inclusion and Respect related training, such as Toolbox Talks, involving all relevant personnel including supply chain staff.	TBT
Site Environment	4.2.1	Be able to influence inductions with Fairness, Inclusion and Respect requirements	That site induction materials contain company specific Fairness, Inclusion and Respect information.	T9
Site Environment	4.2.2		Site induction materials and delivery methods have considered the potential additional needs of the audiences.	T9
Site Environment	4.2.3		Encourage feedback when carrying out inductions.	T9
Site Environment	4.3.1	Be able to promote and encourage the role of a Fairness, Inclusion and Respect Be Fair representative	Encourage individuals to come forward as a Fairness, Inclusion and Respect representative.	Posters
Site Environment	4.3.2		That training has been offered to Fairness, Inclusion and Respect representatives.	T19
Site Environment	4.3.3		That systems are in place to capture Fairness, Inclusion and Respect related comments anonymously.	
Site Environment	4.4.1	Be able to influence regular meeting agendas	A responsible person is in place and tasked to develop Fairness, Inclusion and Respect as an agenda item for regular site meetings.	T2 T7
Site Environment	4.4.2		Fairness, Inclusion and Respect is included as part of strategic planning.	T7
Site Environment	4.5.1	Be able to ensure that on-site facilities meet the Fairness, Inclusion and Respect requirements	On-site facilities are suitable to meet the needs of staff and comply with relevant health and safety legislation.	T10 T18
Site Environment	4.5.2		Where appropriate ensure that the site refreshments cater for a range of differing dietary requirements e.g. a vegetarian option.	T10 T18

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Site Environment	4.6.1	Be able to demonstrate a leadership approach to meet the Fairness, Inclusion and Respect requirements	That relevant people have signed up to and taken ownership of Fairness, Inclusion and Respect, including: - project manager - commercial manager - production manager	T8
Site Environment	4.7.1	Be able to keep organisational staff records	Monitor legally prescribed hours (including travel time) and minimum wage requirements within the organisation.	T27
Site Environment	4.7.2		Record and monitor the mileage of all site staff in order to highlight any Fairness, Inclusion and Respect issues.	T26
Site Environment	4.8.1	Be able to implement mechanisms to support lone workers and apprentices	Correct legal systems are in place to support lone workers.	
Site Environment	4.8.2		That appropriate processes are in place to demonstrate that consideration has been given to any barriers faced by lone workers.	
Site Environment	4.8.3		Implement measures to ensure that lone workers have a strong support network and have confidence in the reporting procedures.	
Site Environment	4.8.4		Give consideration to any issues that could affect apprentices.	
Site Environment	4.8.5		That appropriate training and support has been sourced and delivered to apprentices.	TBT T19

Be Fair Framework – Supply Chain Module – April 2016

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Supply Chain	5.1.1	Be able to monitor the supply chain in accordance with the Fairness, Inclusion and Respect requirements	Carry out an initial introduction to the supply chain covering the basic organisational monitoring procedures and the reasons behind them.	T1 T29
Supply Chain	5.1.2		Collect information from across the supply chain, covering a broad range of protected characteristics, being mindful of providing the facility for staff to opt-out.	T1
Supply Chain	5.1.3		Use the collected information to understand where gaps exist and where support may be required within the supply chain.	T1
Supply Chain	5.1.4		Engage with the supply chain in relation to the information collected and work with them to promote understanding and support of strategic diversity thinking.	T1
Supply Chain	5.2.1	Be able to influence contracts to reflect Fairness, Inclusion and Respect requirements	All supply chain contracts include reference to companies agreeing to adhere to Fairness, Inclusion and Respect policies and giving their commitment to work towards a fair and inclusive environment.	T3 T6 T28
Supply Chain	5.2.2		Supply chain contracts are influenced to encourage organisations to adopt Fairness, Inclusion and Respect requirements and procedures.	T3 T6 T28
Supply Chain	5.2.3		Company director(s) issue letters to the tendering supply chain asking them to show commitment to Fairness, Inclusion and Respect requirements.	T4 T29
Supply Chain	5.2.4		Relevant Fairness, Inclusion and Respect training provision is made available for the tender team.	T19
Supply Chain	5.2.5		Illustrate how any concerns of project management staff relating to supply chain behaviour around Fairness, Inclusion and Respect were considered when appointing the supply chain.	
Supply Chain	5.2.6		Make a commitment to /or be working towards addressing fair payment terms to the Supply Chain.	T3 T6 T28
Supply Chain	5.2.7		Ensure that consideration has been given to the local workforce when appointing supply chain labour.	T3 T4 T6 T11

Module Name	Ref.	Outcomes	Criteria	Supporting Documents
Supply Chain	5.2.8		All parties are made aware of relevant support programmes from the main contractor organisation and external groups.	T3 T4 T6 T11
Supply Chain	5.2.9		Hold meetings or events with the supply chain to discuss Fairness, Inclusion and Respect related issues and good practice.	T7
Supply Chain	5.2.10		Where appropriate, ensure the supply chain is aware that whilst working for a public sector organisation equality duties apply.	T3 T6 T28
Supply Chain	5.3.1	Be able to monitor, measure and require compliance with contract clauses	Correspond with supply chain firms, at director level, requesting them to explain how Fairness, Inclusion and Respect requirements are being met and the system is in place to monitor, measure and ensure compliance in contracts.	T4 T5 T11 T25
Supply Chain	5.3.2		Appropriate measures have been put in place to deal with individuals who have not complied with Fairness, Inclusion and Respect requirements.	T4 T5 T11
Supply Chain	5.3.3		Demonstrate how the organisation has worked with the supply chain to help them improve on existing Fairness, Inclusion and Respect practices e.g. training.	TBT T4 T11
Supply Chain	5.3.4		Encourage the supply chain to inform the organisation if prescribed hours have been exceeded or minimum wage requirements have not been adhered to.	T11 T27
Supply Chain	5.4.1	Be able to comply with fair procurement practices	Consideration should be given to developing agreements to ensure supplies / materials have been ethically sourced.	
Supply Chain	5.4.2		Carry out checks to ensure that tools and equipment are fit for purpose for the needs of all staff.	
Supply Chain	5.5.1	Be able to support the supply chain framework	Consideration is given to supporting the supply chain.	T7 T28
Supply Chain	5.5.2		Contracts give consideration to time off for training and that it is reflected in the work programme.	

Appendix A – Supporting Documents

Templates

T1	Monitoring Form
T2	Be Fair Representative Agreement
T3	Be Fair Agreement
T4	(Director) Sub-contractor Letter
T5	Three Strike Policy
T6	Sub-Contractor Supply Chain Obligations
T7	Be Fair Meeting Agenda Template
T8	Manager Sign-up
T9	Induction Template
T10	Site Facilities Check Sheet – Examples
T11	Be Fair Sub-Contractor Final Evaluation
T12	Job Description Template
T13	Person Specification Template
T14	Job Advertisement Template
T15	CV Assessment Template
T16	Interview Assessment Template
T17	Internal Memo Template
T18	Workplace Health Form
T19	Individual Training and Development Plan
T20	Employee Performance Review
T21	Exit Interview Template
T22	Interview Feedback Template
T23	Client Letter
T24	Partner Letter
T25	Company Director and CEO Sign-up
T26	Sire Mileage Form
T27	Site Hours Form
T28	Clauses
T29	FIR Guiding Principles

Policies and Procedures

P1	Adoption Policy
P2	Bullying and Harassment Policy
P3	Capability Procedure
P4	Career Break Policy
P5	Disciplinary Procedure
P6	Equal Opportunities Policy
P7	Flexible Working Policy
P8	Grievance Procedure – Medium to Large Firms
P9	Grievance Procedure – Small Firms
P10	Homeworking Policy
P11	Maternity Policy
P12	Paternal Leave Policy
P13	Paternity Policy
P14	Recruitment and Progression Policy Guidance
P15	Redundancy Policy
P16	Retirement Policy
P17	Sickness Absence Policy
P18	Time-off for Dependants Policy
P19	Welsh Language Policy
P20	Whistleblowing Policy

Toolbox Talks

TBT1	Acceptable Language
TBT2	Health Work and Wellbeing
TBT3	Respect
TBT4	Your Responsibilities
TBT5	Welfare
TBTa	Supporting Information
TBTb	Tool Box Attendance Form
TBTc	Certificate Template