

Safety Tours:

A good practice note

Synopsis

This document provides a good practice approach to assist Railway Group members in the setting up and conducting of **safety tours**.

RS/102
Issue Two
February 2001

Authorised by

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Published by:
Railway Safety
Evergreen House
160 Euston Road
London NW1 2DX

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Part A

Issue Record

This document will be updated when necessary by distribution of a complete replacement.

Issue	Date	Comments
One	August 2000	Original Document
Two	February 2001	Reformatted for inclusion on the Railway Group Standards CD-ROM

Content

This good practice guide has been prepared with significant input from DuPont **Safety** Resources under contract to Railtrack PLC's **Safety** and Standards Directorate, now Railway **Safety**. Training in the conduct of effective **safety tours** is desirable and is offered by DuPont **Safety** Resources and others.

Approved by:

Aidan Nelson, Director, Policy and Standards

Enquires to be directed to the Industry **Safety** Liaison Dept – Tel: 020 7904 7518

Application

Good Practice Notes are non-mandatory documents providing helpful information relating to the control of hazards and often set out a suggested approach, which may be appropriate for Railway Group members to follow.

Health and **Safety** Responsibilities

In issuing this document, Railway **Safety** makes no warranties, express or implied, that compliance with all or any documents published by Railway **Safety** is sufficient on its own to ensure safe systems of work or operation. Each user is reminded of its own responsibilities to ensure health and **safety** at work and its individual duties under health and **safety** legislation

Supply

Controlled and uncontrolled copies of this document may be obtained from Railway **Safety**, Evergreen House, 160 Euston Road, London, NW1 2DX.

Chapter 1: Context

In a highly complex industry like the railways, where proper functioning of a myriad of engineered systems and their precise interaction is extremely important, thorough technical inspection to assure the integrity of all equipment is absolutely essential. To achieve this, the railway industry has developed over the decades effective inspection and auditing systems, where specialists inspect and certify the integrity of the **safety** critical aspects of the technical systems. These inspections are one of the reasons for the sustained reduction of technical failures as causes for accidents.

The less failure-prone machines and equipment become, the greater becomes the percentage of accidents and critical situations that are caused by human failure. If one were to analyse the root causes of accidents over the last few years, the conclusion would be that faulty or thoughtless acts by human beings are at the bottom of the majority (over 90%) of **safety** related incidents and accidents which resulted in material and financial loss, and injury to people.

Even where the cause could be pinned down on unsafe conditions, a deeper analysis would show that at the root of nearly all unsafe conditions lies in an unsafe act by somebody at some time in the past. Such acts need not limit themselves to the fault of an engineer who made a wrong design, or a fitter, who did not tighten the bolts right. Even a lapse in funding for alleviating unsafe conditions during the budgeting process by the management, or the acceptance of an inferior quality of goods or services for purely economic reasons, can and do result in the creation of latent unsafe conditions.

The managerial decision making processes are therefore as important a route to achieving superior **safety** - and resulting superior performance in other business critical areas - as any of the available technical solutions. A cascade of poor management decisions creates as many hazards to passengers, the public or the workforce as do mechanical failures.

In order to achieve an excellence in human performance similar to the excellence pursued through technical solutions, it is necessary to apply the same amount of energy and time to addressing human failures as is the norm for technical inspections. Human beings, however, being very different from machines, an entirely different approach is needed to achieve success. This approach is a systematic programme of managerially conducted **safety tours**.

The underlying intent of **safety tours** is to unleash the instinct of self-preservation which is inherent in every human being, the instinct which keeps him from taking risks that could hurt him or others. This instinct is often suppressed by factors such as over-confidence, familiarity, optimism, peer pressure, etc.. It is the duty and a societal obligation of that person's superior to make him aware of the consequences of the risk he is taking, and to convince him to change his action to avoid injury to himself and others.

Unlike technical inspections, no specialised expert knowledge is required to carry out a managerial **safety** tour. The skills required for doing it properly may be assimilated in one or two days and honed by experience over time. Central to the creation of effective **safety tours** is a visibility of the company's commitment to **safety**, sufficient to convince the workforce that management from the very top of the company down to their immediate superiors, truly cares for their well being, not only in words, but also by actions.

All managers have an obligation to support this visible commitment by demonstrating it as their own as frequently as possible.

Companies having outstanding **safety** records have discovered that an essential component to achieving this is having their board members and all other managers make regular **safety tours** within their own areas of responsibility. Whereas technical inspections and audits lie in the realm of the specialists, **safety tours** correctly fall within the sphere of responsibility of those who lead the company, i.e. the line managers; all the way down from the managing director to the supervisor.

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This good practice note describes the essentials of constructing a managerial **safety** tour system in your company, and carrying out effective **safety tours**. It may also be used as a check list against which existing systems can be compared. Additionally it can be used as an aide memoire by managers needing to conduct **safety tours**.

Safety tours, which are mainly human-oriented, cannot replace the very important technically and systems oriented **safety** inspections and audits. Both are needed, and they have to be implemented together to achieve or ideally exceed the company **safety** plan objectives and those of the Railway Group as set out in the Railway Group **Safety** Plan. Continuous improvement is at the heart of effective **safety** management systems and the ideal of working towards the final goal in **safety**: Zero Accidents!

Although issued as a paper based document this good practice guide is very much about action to improve our performance rather than to write about it. Please accept this in the spirit in which it is intended.

Chapter 2: Management **safety tours**

Introduction

Conducting **safety tours** is an important aspect of **safety** management, because it allows management to

- σ see how the **safety** programme is progressing,
- σ see conditions as they exist at worksites and facilities used by passengers and public,
- σ observe unsafe acts and conditions, and
- σ observe people during their normal work. In addition, **safety tours**
- σ provide lower levels of management and staff with a visible and practical indication of management's commitment to **safety**,
- σ detect unsafe acts and conditions in the workplace, and
- σ raise housekeeping and **safety** standards.
- σ Provide the opportunity for management to engage in two way communications with staff members about **safety**.

Safety touring is similar to financial auditing, because it involves sampling the **safety** programme as a whole at a cross section of worksites and facilities; it is not an in-depth inspection of every aspect of the programme. Just as a financial **safety** auditor checks accounting procedures, and samples a few receipts, orders, and entries, the manager conducting a **safety** tour should be looking at the broad spectrum of **safety** programmes to see whether they are effective, are being followed, and if they are producing results.

Part of the **safety** tour may also include what is usually called a **safety** inspection. However, during **safety tours**, the main emphasis needs to be on observing people working at their normal jobs. Particular attention is paid every now and then to special situations.

The **Safety** Management Cycle (see page 10 for flow-chart)

The **safety** management cycle is similar to the management cycle that is sensibly applied to any other aspect of the business. A **safety** tour represents a check-point at which results are compared with the set objectives. If the results are compatible with the objectives, the plans to reach the objectives continue to be implemented until the objectives have been attained. If the results are not satisfactory, the manager needs to take corrective action. Plan - Do - Review.

Sometimes when delivery is not in line with the objectives it maybe because the supporting action plans are not sufficiently comprehensive. When a **safety** tour identifies this, it is necessary to address the identified gaps with the manager concerned. There may also be occasions where it is the objective itself that is not SMART (specific, measurable, achievable, realistic, timely). In any event the outputs of **safety tours** are useful inputs to the regular review of objectives and the **safety** plan setting out how they will be delivered. It is important that those conducting **safety tours** are familiar with the objectives to which those they will meet are working and the relationship of these local objectives to those held at company level

One-on-one layered **safety tours**

Experience has shown that one-on-one **safety tours** are the most effective way of discharging a **safety** tour programme. The most effective way to initiate the programme in a particular area is by starting its tour management programme with this type of a **safety** tour. During a one-on-one **safety** tour, a manager and a subordinate tour a part of the subordinate's area of responsibility together. This procedure continues down through the line organisation, i.e. through the various layers, until all members of management are involved in regular **safety tours**.

This procedure ensures that housekeeping and **safety** standards are communicated throughout the management structure. As the programme progresses to involve first-line supervisors or team leaders (often accompanied by a staff member or team member), the capability to conduct daily **safety tours** of their areas discussing with staff any deviations from standards and procedures is created. A positive culture is thus generated with a consequent reduction in workplace deficiencies and increased **safety**.

When conducting **safety tours**, managers must do more than simply observe staff members, the equipment they are using, and the work environment. On good **safety tours** managers will **talk about safety** with staff during the **safety** tour.

These two way conversations give the manager feedback and will provide answers to questions such as

- σ What is the frequency of staff members attending **safety** meetings, or receiving pre-work **safety** briefings?
- σ What do the staff think of **safety** briefings and meetings?
- σ Are staff members receiving the communications and briefing material that are passed down the line?
- σ Is the feedback loop to senior management effective?
- σ What **safety** problems do staff see in their jobs?
- σ What do they think about the increased emphasis on **safety**?
- σ What is the quality and quantity of the initial training given to new staff members and the continued training given to experienced ones?
- σ Are their concerns addressed within a reasonable time?

- σ Do they or contractors have their say in the overall **safety** programme within their work group?
- σ Are issues drawn to the managements attention tackled promptly?

Examples of other questions to ask when on a **safety** tour are included in Chapter 6.

Records of previous **safety tours** should be kept by each manager to enable progress to be reviewed during subsequent **tours**.

When **safety** tour results reveal problems that require the authorisation of other resources, these resources must be requested without delay. Simply requesting the resources to solve a problem, however, does not relieve the manager of responsibility for operating a safe workplace. If necessary, equipment must be shut down or activity stopped or the area roped off or barricaded until the problem is actually resolved.

What constitutes a workplace?

In planning a programme of **safety tours** it is worthwhile devoting a few minutes to thinking through and recording all of the places where your staff work – permanently, regularly and occasionally. Experience has shown that many managers will benefit from a little lateral thinking in this area.

For example within a railway context it may be easier to see the driving cab of a train or on-track machine as a workplace than maybe to see the road vehicle used by a signalling manager to travel from box to box.

Likewise in considering engineering work on the infrastructure it is perhaps easier to focus on the work in a red zone than on the places of **safety** associated with the work. Clearly materials placed in a refuge are obstructing a part of the worksite.

Again it may be that there are those within Railtrack and train operators who will see the trackside environment as one in which it is only the workplace for infrastructure contractors. This is not the case as directly employed “rapid response” staff and drivers examining trains for defects may have to go on or about the railway anywhere at anytime.

So, in planning your **safety tours** think laterally and don't be constrained in you thinking by only setting out to visit fixed worksites like a traction repair depot. Think of the mobile worksites – on trains and road vehicles; as well as those visited only occasionally, for example, to provide access for the meter reader.

Site **safety tours**

It is recommended that the Board or Executive Team members and their direct reports do between them formally visit and conduct a management **safety** tour at each of the major employment locations in their area of responsibility at least annually. For other sites, teams should ensure that a pre-planned and robust sample is visited each year

The visits should be planned and announced well in advance, and should not be postponed or cancelled except for an extreme emergency, and even then it should be postponed for only a day or two at the most. The planning should take account of the **safety** tour programme of others so as to avoid **safety** tour fatigue at easily reached locations. It is recommended that each company appoints a lead co-ordinator from within the **safety** management team to ensure that the overall programme of **tours** is robust. In large organisations this co-ordination role is likely to require replication at business unit level

During these visits, the manager should review the site's **safety** programme, activities, and progress. While at the site (or group of small stations / signalboxes), at least two to three hours should be devoted to meeting staff members and observing work habits and conditions. Normally no less than 15 minutes or longer than 45 minutes should be devoted to an individual or small group of workers. At the end of the visit, the manager should give a brief review of the observations made during the day and his impressions of the sites visited.

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Board members, their executive teams and their direct reports should as a minimum undertake one **safety** tour every three months, In some cases organisations specify that business unit management team members should undertake a **safety** tour every four weeks, This is commended and should be an aspirational target to which all such teams are committed.

Subordinate managers with more limited areas of responsibility and a more direct relationship with front line staff should undertake **safety tours** more frequently:

- **First-line managers/supervisors** should in addition to conducting mandated pre-work briefings undertake a **safety** tour within their area of responsibility daily and formally record observations at least once a week. The time involved will normally be no more than half-an-hour.
- **Second-line managers** should undertake a **safety** tour within their area of responsibility once every four weeks with one member of their team. Where a number of smaller sites are managed the time may be split between two locations and involving a subordinate manager / supervisor at each of them as mentioned above should **safety** tour at least once a month.
- **Intermediate layers of management** should conduct **safety tours** at least one **safety** tour each four weeks
- **Safety specialists** should also tour significant worksites and sample other worksites at least every four weeks. At least a day a month should be devoted to this activity which is generally unannounced. Records of these **safety tours** should be kept and used to draw conclusions for consideration by the general management team with which the specialist is associated, at their regular **safety** meetings.

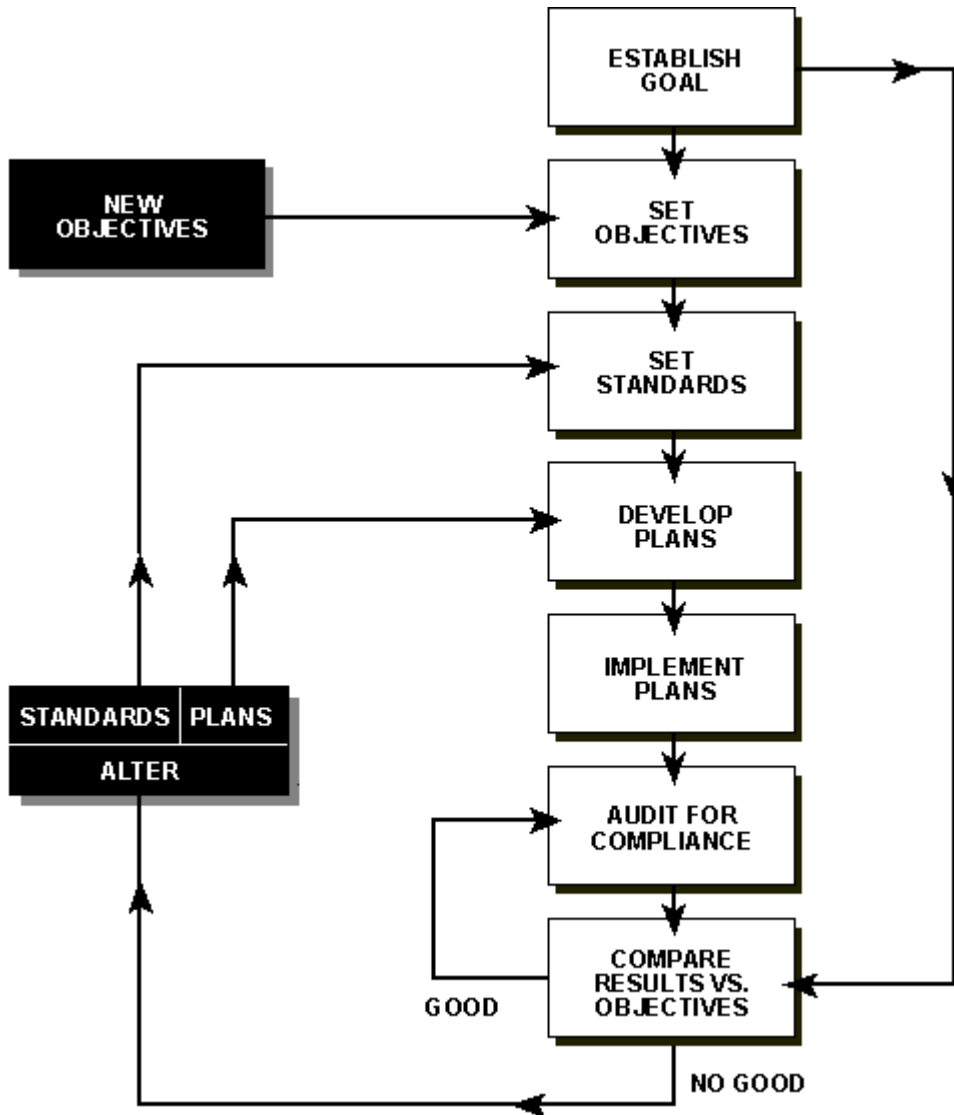
Safety touring is not a difficult process but to do the job well requires training and experience.

Further chapters of this **Safety** Tour document are

- σ A Manager's Guide to Personal **Safety Tours** (Chapter 3)
- σ **Safety Tours** and Field Observations (Chapter 4)
- σ Tips for Conducting Effective **Safety Tours** (Chapter 5)
- σ Questions for Managers' **Safety Tours** (Chapter 6)
- σ An Action Plan for Your **Safety** Tour Effort (Chapter 7)
- σ Do's and Don'ts of **Safety Tours** (Chapter 8)
- σ Approaching People on **Safety Tours** (Chapter 9)
- σ Definitions of Unsafe Acts and Conditions (Chapter 10)
- σ Dealing with **safety** tour findings that relate to your contractors or other railway businesses (Chapter 11)

The main principles of **safety** touring are condensed and presented in a nutshell in Chapter 12. This material should help management to get early benefits from a structured programme of **safety tours**.

The **Safety** Management Cycle (text on page 7)



Chapter 3: A Manager's Guide to Personal Safety Tours

Safety and housekeeping at a site reflect the standards *you*, as a superior, are *willing* to accept. They will improve as soon as you tell your people, and *convince* them, that you *want* them to improve. The intent of this chapter is to help you improve **safety** and housekeeping by establishing a personal **safety** tour system.

This guide has five steps:

1. **Safety** tour
2. React
3. Communicate
4. Follow up
5. Raise standards

Safety tour

You must get out into your area(s) of responsibility, together with one of your direct subordinates, to conduct a **safety** tour. You do not have to devote a lot of time to the **safety** tour, and you do not have to conduct a complete tour of an area. If you know of some places that are trouble spots, concentrate on them first. Sample one or more parts of an area where you can observe staff's work practices and conditions quickly and effectively.

The way you allocate time for **safety tours** will reflect your style of management and other commitments. Some managers opt to take 15 or 20 minutes each day for this purpose, others choose to make a single **safety** tour once a week, spending 30 to 60 minutes. Others devote longer periods within a single major worksite once a quarter. For geographically diverse locations it may be wiser to cover multiple locations on the same day, spending a day a quarter for the **tours**.

You need to develop your own system; in fact, you will *only* get results if you tailor your approach to **safety tours** and adhere to it even when other business pressures suggest different priorities. Letting **safety tours** lapse sends signals that other things are more important than **safety**. Therefore plan your **safety tours** in good time and stick to the commitment you have made. It is crucial that you *do not try to combine* a **safety** tour with other visits to the area. Your **safety** tour to an area must be specifically devoted to evaluating **safety**, and that only. Learn to take notes of the things you see (but not in sight of those you have observed except when you have previously commit to give feedback on an issue yourself.

React

The only way you and your workforce can benefit from your **safety** tour is for you to *react* to what you see. The manner in which you react may well be the strongest single element in improving the **safety** climate at your site. Your reaction (or lack of it) tells your organisation what is and is not acceptable. In line with the conviction that *All injuries and occupational illnesses can be prevented*, you must display confidence that worksites and facilities for which you are responsible can achieve high standards of **safety**.

Specifically, each time you **safety** tour an area, building, work site, room, or other facility, you must ask yourself the question "Are all aspects of **safety** acceptable?", and make a decision. Whenever the answer is "no," you should record your reaction and comments about how the facility deviates from your standards. Your standards and those of your company cannot be static; they will change over time and at a personal level will reflect your accumulated experience in conducting **safety tours**.

You need to come away from each **safety** tour able to complete the following statements:

The operation is *acceptable* because. . . .

The operation is *not acceptable* because. . . .

The operation has *deteriorated* because. . . .

The operation has *improved* because. . . .

Communicate

Since you have already accepted the basic principle that **safety** is a line organisation responsibility, the next step in delivering the benefits of your personal **safety** tour programme is to communicate your reaction. Talk with your subordinate who has responsibility for the area you toured. Stick to the line structure, and do not be too informal about this communication.

In order for the discussion to be productive, your subordinate must understand that

- σ You have toured his area.
- σ You are pleased (or displeased) with what you saw because of: (Discuss your observations.)
- σ You expect him to react to your comments, and what's more important, to improve the quality and effectiveness of his own **safety tours** so that permanent improvements are made.
- σ You will **safety** tour the area again in a specified number of days / months to see the results with your own eyes.

You and your subordinate must understand the implications of these points. If you expect your subordinate to address certain situations, be sure he has the necessary authority to obtain the resources to appropriately react to your comments.

Follow up

Follow-up is the magic step for achieving results. You have now spent time doing your **safety** tour, reacting, and communicating. If you fail to set up an effective reminder system to enable you to follow up personally and demonstrate that *you mean what you say*, your efforts will be wasted. Failure to follow up will give your subordinates and the front line workforce the perception that you do not really care, and that high standards of **safety** are not one of your priorities, in spite of your words.

You must clearly communicate your assessment of the results obtained to your subordinates. By doing this effectively and in proper time, you will help them learn to manage **safety** more effectively in their own areas of responsibility.

Raise standards

By consistently following the first four steps, you will see steady improvements in **safety** and housekeeping at the worksites and facilities for which you are responsible. Part of the challenge will be to keep raising your standards and providing the leadership necessary to continue to make progress. First of all, solve the address the bigger issues, and then begin to fine-tune your **safety** and housekeeping efforts.

Chapter 4: Safety Tours and Field Observations

Introduction

A successful **safety** programme will always include the so-called "one-on-one layered" (see Chapter 2) **safety tours**, as well as periodic comprehensive **safety tours** by members of the organisations central and local **safety** committees. The one-on-one **safety tours** are formally scheduled **safety tours** conducted by managers at each level, together with their direct subordinates or the appropriate managers of contractors for whom they are responsible. Other **safety tours** may be "limited objective" **safety tours**, where attention is concentrated on one, or a few specific areas of concern, such as housekeeping, particular unsafe practices, materials handling, etc.

The **safety** specialist's own **safety tours** and field observations constitute an important part of the job in that they offer a reliable means of keeping abreast of the state of **safety** in general, and enable the specialist **safety** team to detect any incipient areas of weakness promptly. Their **tours** are **not** a substitute for the **tours** which need to be performed by the line managers.

There are many techniques that can be used to enhance the quality and effectiveness of **safety tours**. While those carrying out **safety tours** should develop their own best approach, the following general suggestions are offered.

Become familiar with **safety** requirements

Before starting on a **safety** tour, review the area, the equipment, and, if needed, applicable standards. Obtain information on process hazards and emergency procedures. Wear the prescribed protective equipment, just as if you were doing the job. Do not hesitate to ask questions when preparing to undertake a **safety** tour and never plan to go trackside if you are not in the possession of the appropriate certificate of competency

Focus on people

Make sure *each* **safety** tour involves the observation of, and two way communication with, *people* in the workplace.

Ask open-ended questions

Gain a better understanding by asking open-ended questions—those, which cannot be answered with a simple "yes" or "no." Such questions not only aid in an accurate evaluation, they frequently stimulate the thinking of others as well.

Take notes at appropriate and timely opportunities

In most companies, the majority of historical **safety** contacts between supervisors and subordinates have been negative. This experience has made staff members wary of all **safety** contacts. Therefore, do not walk around with a clipboard or notebook in your hand. The first impression people will have is that you are out to take names and report. Make your observations and, at an appropriate time (often just after your contact with the staff member), jot down a few notes to jog your memory when you make up your **safety** tour report following the **safety** tour. (See also Chapter 5, points 1 and 9 and recording observations in chapter 8)

Do not rely on your memory. It is difficult for most people to remember more than a handful of observations, and erroneous reporting can only weaken the impact of the **safety tours**. Therefore, it is important that you take notes on a periodic basis during your **safety** tour.

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Respect lines of communication

As a matter of courtesy, keep members of supervision who are responsible for the area being toured informed of your tour and its findings. Whenever possible, channel all recommendations and remarks through the line organisation.

Draw conclusions

Draw meaningful conclusions from your observations. In many cases, the greatest value of a **safety** tour lies not in the correction of specific deficiencies, but in the conclusions upon which measures to prevent recurrences can be developed. You should take care and avoid drawing sweeping conclusions wherever the evidence is not sufficiently strong to support them. Avoid over-generalisations; suggesting *possible* conclusions may be more useful, because the question will then remain open for further investigation.

Chapter 5: How to Conduct Effective **Safety Tours**

1. Do not let the observed persons see you taking notes (except as mentioned in point 9 below).
2. Focus on acts of people, and not on "things".
3. The **safety** tour should not generate merely a list of things to do.
4. Observe people working for a short while before you start talking to them. Always talk to people in a place of **safety**. Take care to ensure that you do not create a risk by interrupting a **safety** critical activity. Give people time to stop their work activity safely.
5. Put the people you would like to address at ease before starting the conversation. This takes time and should not be rushed.
6. Do not forget to thank or congratulate sincerely people for their actions that reflect good **safety** practices, role compliance, etc.
7. The **safety** tour team should ask questions, not deliver lectures. The objective is to get staff members to personally recognise the need to upgrade their **safety** performance. Discussions should be skillfully guided, but should not be manipulative.
8. The discussion should be open, honest, and direct, but not argumentative or confrontational. The discussion has to be a **mutual** learning experience.
9. Staff members should be encouraged to comment on any **safety** concerns they may have. *These* should be written down (in front of them) to show that a follow-up will be made. The results of this follow-up must be subsequently communicated to the staff member by a member of the **safety** tour team. Staff member's supervisor should also be kept **appropriately** informed.
10. Staff members should be thanked for their constructive participation in the **safety** tour process.
11. **Safety tours** should not, unless the staff member's conduct is particularly inappropriate, become the basis for disciplinary action. Disciplinary action should be taken by direct supervision based on evidence they have personally gained, coupled with the individual's performance history.

The unsafe acts seen during a **safety** tour should be recorded at the **safety** tour wrap-up, and the report copied to the specialist **safety** management team. *The names of the staff members approached are **not** to be mentioned on the report!* However, if your discussion resulted in you having promised to look into something, or to provide feedback on a follow-up action, do make a separate note of it in front of the staff member in order to show him that you are serious about it. It goes without saying that not giving feedback on it to the person at a later date, or latest during the next tour, would be highly detrimental to the whole effort, as it would completely undermine your credibility.

12. The report can be combined with other **safety** tour reports for the period to enable trend analyses, etc. The **safety** tour findings should be distributed within the specific line organisation where the **safety** tour was carried out. Additionally, the reports can be distributed and used throughout the organisation to assist in **safety** discussions.
13. The **safety tours** will become a powerful tool supporting the total **safety** effort. They require management presence in the workplace, and active interaction with staff members on a subject that is staff oriented (their **safety**). The **safety tours** have been found to have an enormous success in improving morale of the people at the workplace.

Chapter 6: Questions for Manager's **Safety** Tour

A) Addressed to supervisors/managers

1. Which rules and procedures do your people find difficult to follow? Why?
2. What does your workforce think you expect of them?
3. Tell me about your **safety** programme and action plans.
4. What changes have you seen in site **safety** in the past year or two?
5. What approach do you use to help your staff become more familiar with rules and procedures?
6. Do you lead **safety tours**? How do they help you, and help you do your job?
7. What are you doing to achieve company **safety** targets / accident-free performance?
8. What elements of **safety** do you emphasise? How? Why?
9. What single thing in how we do things round here would best help you improve the **safety** record in your area of responsibility? Why would it do so?
10. What area, job, activity, or piece of equipment do you think most needs attention to improve **safety**? Why?
11. What tasks most worry your staff with regard to their own **safety**? Why?
12. Why are rules and procedures violated in your area of responsibility?
13. What is the rate of lost time accidents in your area of responsibility? What were the root causes of the most recent lost time accident?
14. How do you measure your staff's **safety** performance?
15. What are your staff's **safety** needs?
16. What does your manager expect of you with respect to **safety**? How are these expectations communicated to you?
17. How often do you discuss **safety** with your manager? On what occasions?
18. Does your manager tell you what he thinks of your group's **safety** performance? Does your manager tell you what he thinks of your performance and contribution?
19. Does your manager carry out **safety tours** with you? How frequently? How do you benefit from this activity?
20. Can you use disciplinary measures to correct **safety** violations? Have you ever done so? When?
21. Do you give pre-job **safety** instructions? What do you say? Do you check to ensure compliance?
22. How much time do you spend in the site?
23. How often do you watch people work?

24. Do you ever try to anticipate the next injury? Where and how do you think it will occur?

B) Addressed to own and contractors' staff members

1. What has been the **safety** experience of this group?
2. What, if anything, needs additional **safety** attention?
3. What part of your job do you worry about most? Why?
4. What do you think your supervisor expects of you regarding **safety**?
5. Why are rules and procedures violated?
6. Which rules and procedures do you find difficult to follow?
7. Which tools and/or equipment do you find difficult or hazardous to use? Why?
8. What areas of **safety** has your supervisor emphasised? How?
9. Who do you think is really responsible for developing and maintaining good **safety** performance at this work site?
10. Tell me about the **safety** training you received for your job.
11. Have you ever short-cut **safety** practices on your job? What caused you to take this action?
12. Do you ever contribute to developing **safety** measures, ideas, or rules and procedures?
13. Have you ever submitted a **safety** suggestion? Why? What were the results of your action?
14. How do you rate your supervisors efforts in the **safety** programme?
15. What aspect of the **safety** programme do you like? Why?
16. If you were in charge of administering the **safety** programme, what changes would you make? How? Why?
17. To whom do you go when you have a **safety** problem?
18. Where is the greatest potential for serious injury in your area?
19. What aspects of the operation are most likely to cause trouble?
20. Tell me about your **safety** and pre-work briefing meetings. Are they worthwhile? Are they opportunities for two-way communications?

Chapter 7: An Action Plan for Your **Safety** Tour Effort

Effective use of **safety tours**

- Discuss your new or enhanced **safety** tour programme with everyone who is to be involved. They must gain the personal commitment to work with you to make it a success. Stress the following points in your discussions:
 - σ Advantages of personal **safety tours**
 - σ Proactive, non-disciplinary, non-punitive nature of **safety** tour
 - σ Recognising and praising safe acts
 - σ Involvement of all levels
 - σ Learning - not blaming!!
 - σ Offer training in conducting effective **safety tours**
- Approve and implement a **safety** tour schedule that includes all management and supervision.
- Ensure that **safety tours** are for **safety** only. Do not combine them with other visits in your department.
- Emphasise that **safety tours** must focus only on people. (Technical inspections focus on equipment and conditions.)
- Agree on formal **safety** tour frequency and pattern.
- Agree on length of **safety tours** (min/max 15 to 45 minutes at a single worksite).
- Agree on uniform reporting of **safety tours**. Use a form (Example: see Annexe) and include a listing of commendable safe actions observed in addition to unsafe actions (without names).
- Conduct 90 to 100 percent of **safety tours** with someone (superior, subordinate, peer, staff, contractor, etc). Conduct most **safety tours** in your department, but some in other departments, together with their supervisor.
- Conduct **safety tours** on all shifts where your staff and those of your contractors work.
- Determine the best way to communicate **safety** tour results. Request feedback on actions taken to change behaviour.
- Ensure that the **safety** specialists conduct regular, independent, monthly **safety tours** and compares their findings with those generated by managers and supervisors. The **safety** specialists should also be available to join senior managers on a sample of their **safety tours**
- Have the **safety** specialists establish an analysis system, and train departments to use it so they can eventually analyse their own observations.

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- Determine trends of **safety** tour results every 6 to 12 months.
- Avoid misuse of your **safety tours** (see next Chapter 8).

Chapter 8: The Do's and Don'ts of **Safety Tours**

Introduction

To improve **safety** performance, one must eliminate unsafe acts by observing them, taking immediate corrective action, and following up to prevent recurrence. Becoming a good observer takes practice. Even if you conduct **safety tours** already, you should consider how to improve your observation skills, so that your **tours** can be more effective. The teaching of good observation techniques must be central to training in how to conduct **safety tours**. Effective observation has the following main points:

- Be selective.
- Know what to look for.
- Practice.
- Keep an open mind.
- Guard against habit and familiarity.
- Do not be satisfied with general impressions.
- Record observations systematically (*see page 21*).

Observation techniques (the do's)

In addition, to become a good observer, you should

1. Stop for 10 to 30 seconds before entering a new area to ascertain where people are working.
2. Be alert for unsafe practices that are corrected as soon as you enter an area.
3. Observe activity—do not avoid the action.
4. Remember **ABBI**—look **A**bove, **B**elow, **B**ehind, **I**nside.
5. Recognise good performance.
6. Develop a questioning attitude to determine what injuries might occur if the *unexpected* happened and how the job might be accomplished more safely. Ask, “What could happen if . . .?” and “How can this job be performed more safely?”
7. Use all your senses: sight, hearing, smell, touch.
8. Maintain a balanced approach. Observe all phases of the job.
9. Be inquisitive.
10. Observe for ideas—do not go on a tour just to determine problems.

Wrong **safety** tour practices (the don'ts)

While effective **safety tours** are a key to improving **safety** performance, the following represent **wrong practices and misuse of safety tours**:

- Only supervisors or foremen conduct **safety tours**
- Little interest from, or involvement by, higher management
- No follow-up or record of participation
- No staff involvement
- Setting quotas on required number of observations
- Use of “cops and robbers” approach
- No communication of results to staff
- Lack of discussion between management levels
- No follow-up to correct problems, or to change behaviour
- Use of results for disciplinary purposes

Are you a good observer? (A self-evaluation)

How do you rate in observation? Use the checklist below to rate your performance and to determine the areas in which you need to practice. Rate yourself for each question from *always* to *often* to *sometimes* to *never*.

1. Do you observe selectively?
2. Do you know what to look for?
3. Do you consciously practice observation?
4. Do you keep an open mind?
5. Do you go beyond the general impression in observing?
6. Do you guard against habit and familiarity?
7. Do you record observations of situations needing action?
8. Do you use checklists when appropriate?

Recording observations

At the close of the tour, take time to record your observations, list the names of the persons you talked to, and what was discussed with them. This should be done out of sight of those you talked to - **never** in front of them! The notes should serve as your *aide-mémoire* before embarking on the next tour of the same area. The **acts** that are noted are central to writing up the **safety** tour report, but **not the names**.

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However, during your discussions with staff members, you may well have agreed that certain things needed action, and committed yourself to do something about them. **These** points need to be noted down in front of the person you talked to, and must be followed-up by you as soon as possible. If the follow-up involves writing a note or a purchase request, be sure to send a copy of it to the person.

Therefore, in such cases, do not say immediately "Yes", if you don't know. Promise rather to come back with an answer later - and do it!

Chapter 9: Approaching People on Safety Tours

A **safety** tour is an opportunity to communicate to the people your own personal values and standards of **safety**. Remember: **You get the level of safety you demonstrate you want**. If you walk past an unsafe act without taking time to talk to the person about it, you have lost a golden opportunity of showing how serious you are about **safety**. On the contrary, the message you give is: I accept your low standards of **safety**.

On a **safety** tour, you need to talk with the people about what is wrong, what is right, and about their jobs. However, most persons, especially senior managers, are reluctant to approach staff members and talk to them about their safe and unsafe acts. What are the reasons for this reluctance?

In most cases it is the uncertainty about:

- σ How the person will react
- σ Having the skill or the knowledge
- σ Whose responsibility it is.

One cannot predict the reaction of the staff being approached; it could be anything between positive listening to telling you off. However, certain skills can be learned to minimise negative reactions. Starting a conversation with general questions, and expressing your concern about that person's well-being if the unsafe act got out of control, are very effective approaches to creating a positive atmosphere.

The five basic steps when correcting someone doing an unsafe act are:

1. Observe - then contact
2. Comment on safe behaviour
3. Discuss: a) Consequences of unsafe act
 b) Safer ways to do the job
4. Get agreement to work safely
5. Discuss other **safety** issues
6. Thank him/her

Step 1: Before you make the contact, be sure you are not increasing the person's risk by distracting him. Call the person away from the work activity before starting the conversation. Stopping an unsafe act requires care and exercising it is your responsibility.

Step 2: By commenting on what the person was doing safely, you are demonstrating that you are not a policeman out to catch unsafe acts but are truly interested in his **safety**, and that you recognise good **safety** performance.

Step 3: The most difficult part is now raising the issue of what is not being done safely. You can either comment, or you can ask questions. If you comment, express your concern, and avoid getting into a discussion on how you think the job could be done safely. For example, it is better to say, "I am concerned about the possibility of your cutting yourself holding the knife that way," than to say, "You shouldn't cut like that". The latter sounds like a reprimand. If you question, do it to understand the situation or the motivation behind the person's act. Question to explore and to learn, and not to teach.

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Follow up by discussing how the job could be done in a way that does not carry the threat of an injury to the person. Let him develop the solution himself - it is his own and more acceptable to him. You will find that he has the best ideas!

Step 4: Get his agreement to work in this new safe manner.

Step 5: Having thus established contact, use the opportunity to discuss with him if he sees any other **safety** related hazards in his work. Most of the time staff members are quite aware of those hazard points. Note down any important point and promise a follow up.

Step 6: Thanking when parting reinforces the positive atmosphere of the **safety** tour.

Carrying out an effective **safety** tour is a skill like any other skill, and can hence be learned like all other skills. Even without this learning, just going around and talking to people on **safety** starts the process rolling.

One important fact to be aware of is that you cannot make **safety tours** at the same time you are going around for another purpose. If you try to combine **safety** with other business concerns, you will find it all too easy to overlook **safety**. That has been the experience of many companies. It is easy to think, "Nobody has been hurt, so there is no pressing need to talk about **safety**." Other business issues, surprisingly, always seem to be pressing.

Your **safety** tour should be concerned with **safety** and **safety** only. Dissuade others from diverting your mind to "more pressing problems" and insist on concentrating only on **safety** during this tour. Those pressing problems have time after the tour. What better way of imparting your commitment to **safety** than giving it top priority, at least during your **safety** tour?!

Chapter 10: Definitions of Unsafe Acts and Conditions

A regular **safety** tour programme is essential to an effective **safety** effort. Yet many individuals new to **safety** touring find the terms involved confusing. The following definitions will help them understand the terms “unsafe act”, “unsafe condition” and “incident.”

Unsafe act

An unsafe act is conduct (whether witnessed or not) that unnecessarily increases the likelihood of injury, violates established **safety** rules, or is contrary to expected conduct. Staff members' and contractor's unsafe acts show poor **safety** attitudes and indicate a lack of proper **safety** training. Studies show no significant correlation between the frequency of *unsafe conditions* and injuries; however, there is a correlation between the frequency of *unsafe acts* and injuries.

An unsafe act

1. offers injury potential to the person doing the act and may expose other people to injury,
2. could be a violation of either an established **safety** rule or procedure, or of an unwritten rule of common sense or good judgement,
3. need not have been previously recognised as presenting an injury potential, and may not be violating an applicable existing rule or procedure,
4. need not be limited to a specific job, and
5. can be an action or inaction that may lead to an accident or injury if not corrected.

Examples of unsafe acts are

- σ Using unauthorised walking route
- σ Straying out of green zones
- σ Not wearing eye protection while using a portable grinder (injury potential to self).
- σ Throwing timber from the second floor to the ground with the ground area not roped off (injury potential to others).
- σ Working on equipment not properly "locked out" (violation of established rule).
- σ Obstructing the cress with tools.
- σ Walking in front of a moving car (violation of common-sense rule).
- σ Leaving access gates open.
- σ Exposing oneself to chemical vapours of unknown hazard and unknown concentration (hazard not recognised by supervision and no specific rule).
- σ Jumping off a loading platform (unsafe activity not related to specific job).
- σ Failing to follow train despatch arrangements.

- σ Equipment being operated with guards removed (evidence of prior unsafe act).
- σ Distracting a colleague undertaking a **safety** critical work activity.
- σ Forgetting to put **safety** washers on a grinding wheel (deficiency created by inaction of a staff member).
- σ Leaving recently inspected electrical equipment with exposed high-voltage terminals (deficiency created by inaction of a staff member).
- σ Obstructing access to a **safety** shower (blocked emergency facilities).
- σ Driving tractors on the concourse without consideration of pedestrian traffic.
- σ Blocking **safety** equipment or emergency facilities (blocked emergency facility).
- σ Leaving tools or equipment left on stairway, ladder, or platform (injury potential if not corrected).
- σ Laying hoses or electrical cables across an aisle or all over the immediate work area (evidence of an unsafe act).
- σ Using tools or equipment that are in a bad state of repair (violation of unwritten safe practice).
- σ Using the wrong tool for the job (inadequate training).

Unsafe condition

An unsafe condition, by definition, is a condition not directly resulting from an immediately preceding action or inaction by a staff member that, if left uncorrected, may lead to an incident or injury. It may be caused by faulty design, incorrect fabrication or construction, or inadequate maintenance and subsequent deterioration. The key point that differentiates unsafe conditions from unsafe acts is that unsafe conditions are more likely to be beyond the direct control of staff members or contractors in the area where the condition is observed.

Examples of unsafe conditions are

- σ A corroded guard with jagged edges.
- σ Scrap on a walkway.
- σ Lids off cable troughs.
- σ Incorrect wiring termination.
- σ Potholes on platform surface.
- σ An inoperative “drawbridge” platform at a car-loading spot.
- σ Improper illumination or ventilation.
- σ Ice on step-boards of coaches.

As mentioned and shown by examples in Chapter 1, unsafe conditions result also from unwise management decisions.

Chapter 11: How to Deal with **Safety** Tour Findings that Relate to Your Contractors or Other Railway Businesses

The railway industry is one in which many activities are performed by contractors rather than by directly employed staff. Also, the very nature of railway activity means that there are many interactions across organisational boundaries. It is therefore necessary when planning and executing management **safety tours** that consideration is given to these issues so that follow up is by the party directly responsible for the activity.

When planning **safety tours** it is essential if you intend to visit any of your work sites where contractors are working that you arrange for this visit to take place with a peer within the contractor's management team. Where unsafe acts or other deficiencies are observed relating to the activity of the contractor it is important that there is clarity as to the follow up activity which will be undertaken by the client and that which the contractor organisation needs to follow through, in accordance with both the law and the applicable contract conditions.

A similar discipline is needed when a **safety** tour addresses the interaction of your own undertaking with another. For example, if you hear one end of a conversation between a driver and signaller which fails to follow the communications protocol, it is important that your follow up with the interfacing organisation is at a managerial level. In following the unsafe act through to the interfacing organisation it is important that **names are not recorded** and the intent of **safety tours** operating in a blame free environment stressed.

Notwithstanding the above point it is appropriate that details of the unsafe act at the interface are fully recorded within your organisation's **safety** tour reporting system, as any evidence of the systematic failure of the interfacing party needs to be pursued with vigour if it is importing risk or has the potential to import risk into the scope of your own undertaking.

You cannot turn a blind eye to the unsafe acts of a third party, you should ensure that they are drawn to the attention of the relevant employer.

Chapter 12: Safety Tour Principles - Summary

Purpose

To assess

- Safety of work practices.
- Condition of the workplace.
- Compliance with established rules and procedures.

In a way that

- Focuses on people doing their jobs.
- Gets input from individuals being observed.
- Identifies actions or conditions that have injury potential and takes corrective action.
- Involves all levels of the organisation.
- Collects data in an organised manner on a regular basis.

So that

- The safety behaviour of the individual and the quality of the safety system of the organisation are determined.
- Opportunities for improvement are identified.

Payback or products of the safety tours

- An incrementally safer workplace
- A measure of the state of safety in the workplace
- Specific direction to accomplish improvement in safety performance (step change)

Skills required to conduct a safety tour

- Observation skills
- Interviewing and listening skills
- Ability to analyse data

State of mind required to conduct a safety tour

- Belief in the value of the safety tour system

- Desire to help people do their jobs more safely
- Commitment to continuous improvement in **safety** performance

The “How To” of a **safety** tour

1. Preparation before starting on a tour

- σ Understand the work activity and its potential hazards.
- σ Know the ground rules for safe behaviour and, where appropriate, procedures which would ensure safe working.
- σ Apply injury and incident experience.

2. Conducting the **safety** tour

- σ Focus on people.
- σ Compliance with rules and procedures
- σ **Safety** judgement
- σ Give recognition.
- σ Take corrective action for unsafe acts and conditions.

3. Preparing the **safety** tour report

- σ List the observations, not the names of the persons addressed.
- σ Classify observations based on injury potential.
- σ Categorise observations based on **safety tours**.
- σ List action points, the name of the person responsible for its closure and the deadline for closure committed by him.

4. Distributing the **safety** tour report

- σ A copy to be sent to the direct superior
- σ A copy for the **safety** department
- σ A copy on the local notice board

5. Personal notes (to be written down in private and for personal use only except second bullet)

- σ List names of persons talked to and points discussed.
- σ List actions and follow-ups promised at the workplace.
- σ Refer to them before going on the next tour, to enable reporting on follow-up and praising those who have changed their ways.