

Policy: Behavioral Based Safety Policy

1. SUMMARY

- 1.1. This policy defines WINNS Services Behavioral Based Safety Policy to ensure it meets requirements.
- 1.2. The General Manager is responsible for implementation and management of the Behavioral Based Safety Policy

Rev.	Date	Nature of Changes	Approved By
1	3 rd January 2018	Original issue.	C Stebbing

2. POLICY: Behavioral Based Safety Policy

3. Introduction

What is behavior safety?

Everybody who works to reduce accidents and improve safe performance is concerned with human behavior. "Behavior and accidents is what it's all about," is a commonly heard phrase.

While behavioral safety shares a concern with human behavior and safe performance in the workplace with other approaches, it is more than that. behavioral safety is the application of behavioral research on human performance to the problems of safety in the workplace. This means that any safety program labeling itself as a behavioral safety program must meet the standards of behavior analytic research as practices are applied to the workplace.

Behavior-based safety is a promising technology for industry. It is an excellent tool for collecting data on the quality of a company's safety management system. It is a scientific way to understand why people behave the way they do when it comes to safety. If it is properly applied, it is also an effective next step towards creating a truly pro-active safety culture where loss prevention is a core value. However, behavior-based safety is conceptually easy to understand but often hard to implement and sustain.



4. How does Behavioral Safety work?

Behavior analysis is the science of behavior change. Applied behavior analysis is the application of the science of behavior change to real world problems. As we do this, we are looking for functional or systematic relationships between

- Environmental changes, i.e., the stimuli or cues that lead to behavior
- The behavior itself, such as specific areas of work performance
- And the consequences of behavior, i.e., the positive or negative responses that occur immediately after a person performs a particular work task.

These relationships have been exhaustively studied in the laboratories. Applied behavior analysis applies the lessons learned in laboratory research to the challenges of human behavior in everyday life. In this case, to build safe practices in the workplace, sound behavioral safety programs include the following basic steps:

5. Behaviorally specify the desirable performance.

For example, if we want to improve safe practices in a certain workplace, we first specify as behaviorally as possible, those practices. For example, correct forklift operation or lifting behavior. Or, we may specify the outcomes that are achieved if safe practices are performed. For example, a shop floor that is free of hazards such as wires or oil slicks that could trip an employee and cause a fall. The process of specifying these criteria for good performance results in a measuring instrument that can be used to periodically sample safety performance in the workplace and measure human performance.

6. Measure safety performance.

Using the criteria for safe workplace performance, we periodically sample and measure safety performance against those criteria. These measurements are recorded and become part of a data base; a cumulative log of performance for each workplace.

7. Shape safe performance through feedback and other consequences.

Behavioral research on learning teaches us powerful lessons about how to teach and build performance improvement. First among these lessons is the power of consequences. Consequences shape performance. One very powerful consequence is feedback on workplace performance. Properly designed and used, performance feedback will produce learning and positive performance changes - often very dramatically.

As a practical matter, once measurement takes place, a sound behavioral safety program will provide timely, usually immediate, feedback on workplace safety behavior to the employees whose workplace is being observed. It will not be delayed for lengthy periods of time. In addition, feedback will focus on positive gains in performance, not negative performance decrements. It will be predictable and certain. And, it will be delivered in ways that are meaningful to the people who are receiving it.

The posting of graphs of the performance of work teams or departments in building safe performance over time is another form of feedback that sets the occasion for coaching and feedback on workplace safety performance. As teams and departments improve in their achieving high levels of safe practices in the workplace, celebrations are often held, further acknowledging and reinforcing safe performance.

What are the defining features of a behavioral approach?

7.1. Systematic

- Specify the behaviors and results to be improved
- Determine an objective way to measure those behaviors and results
- Use principles of behavior to develop methods to change current performance
- Implement these methods and evaluate their effectiveness

7.2. Data oriented

- Use valid and reliable data to evaluate the effectiveness of change strategies
- Measure performance objectively and accurately

7.3. Scientific problem solving

- Define behavior precisely – “operationally define” or pinpoint
- Experiment – conduct a “functional analysis” and rule out other variables
- Consistently replicate findings under different circumstances

What are the benefits of applying behavior-based safety?

- a) Reduce injuries and modify employee behavior by reinforcing safe work practices and eliminating at-risk behavior
- b) Reduce costs related to injuries and incidents
- c) Develop communications skills
- d) Raise overall safety awareness
- e) Increase observation skills
- f) Develop leadership skills
- g) Communicate management's commitment to safety



Safety Philosophy Principles in behavioral-based safety

- a) All injuries and occupational illnesses can be prevented
- b) Safety is everyone’s responsibility
- c) Management is directly accountable for preventing injuries and occupational illnesses
- d) Safety is a condition of employment
- e) Training is an essential element for workplace safety
- f) Safety audits must be conducted frequently
- g) Safe work practices must be reinforced and all unsafe acts and conditions must be corrected promptly
- h) It is essential to investigate all near missed, incidents and injuries
- i) Preventing injuries and occupational illnesses is good business
- j) People are the most critical element in the success of a safety health program

How to implement behavioral-based safety process?

Generally, your design and implementation efforts follow a five-step process (Table 1). For simplicity, these steps are presented in sequence. In practice, some of the steps may occur concurrently.

Table 1. Procedure to create behavioral-based process

Step	Activity
1	Design the behavioral-based safety process
2	Train coaches and teams
3	Kick off the process
4	Extend the feedback and involvement process
5	Enhance recognition and celebration

Step 1. Design the Behavioral Safety process

The critical element of the Behavioral Safety process is a coaching procedure built around an observation checklist. The checklist ensures that all of the critical safety items are considered in the coaching session and helps the coaches to be objective, specific, and positive in discussing observations with the observed employees. The steps in the implementation of the coaching procedure are outlined in the Table 2.

Task	Activity
1	Pinpoint safe practices
2	Draft and revise the observation checklist(s)
3	Develop the coaching procedure(s)

4	Trial run the checklist(s) and procedure(s)
5	Conduct a management team review

Task 1. Pinpoint target safety practices

Deciding which employee behaviors to include on the checklist is a balancing act between including all those practices essential to creating a safe workplace and creating a checklist that is simple and easy to use. There are a variety of methods for selecting checklist items, including analysing records for those behaviors that might have prevented an incident, interviewing subject matter experts, and reviewing relevant regulations.

Those practices you include on the checklist must be described in such a way as to allow coaches to reliably record their observations. Each item must be detailed enough to allow independent observers to agree on how to record their observations. Checklists that are written in an objective and positive manner also facilitate successful coaching. This is the process of pinpointing.

Task 2. Draft and revise the observation checklists

The checklists can have a variety of formats. The goal is to develop a checklist format that is reliable and easy to use. Checklists may allow the observer to score each pinpointed practice as either safe or unsafe. Other formats may involve a frequency count of safe or unsafe practices, a rating scale, or some combination of these.

Task 3. Develop the coaching procedure

Several of the critical questions your Design Team must consider in developing the coaching procedure are:

- Who will conduct the coaching?
- Will coaching be voluntary or a job requirement?
- What training will these coaches need?
- How often will coaching be conducted?

Task 4. Trial the checklist and the procedure

Designing a valid, reliable, and above all practical, checklist and coaching procedure requires taking the drafts out of the conference room and into the work place. Design Team members test the draft checklists in their areas and their experience helps to create a viable and useful data collection and coaching procedure. Ideally, the entire coaching session takes no more than thirty minutes.

Task 5. Conduct a Management Team review

Now that your Behavioral Safety process has been designed, you need your Management Team's support for implementation. Scheduling a presentation by the Design Team to the Management Team accomplishes two objectives. Not only will you have the opportunity to obtain management commitment and support but this demonstration of the culmination of their work often produces a greater sense of ownership and commitment in the Design Team members, too. Table 3 illustrates a sample agenda for such a meeting. Each team member may present one item on the agenda. Consider inviting all interested managers to this presentation,

not only those involved in the identified Management Team. The more understanding for the process you generate, the more support you are likely to receive.

Management presentation agenda
Mission statement and values for process results of incident record analysis proposed process
<ul style="list-style-type: none">• Proposed observation checklist& process• Proposed checklist items and definitions• Proposed training and kick off plans• Proposed recognition and celebration plans• Proposed feedback and tracking• Proposed management policy statement
Request management input and approval

Step 2. Train coaches and teams

As you consider implementation of the coaching process, you will need to consider the existing skills and training needs of the identified coaches. For the Behavioral Safety process to be successful, coaches may need training in at least three areas:

- Observation skills
 - a) Use of the checklist
 - b) The observation procedure
- Observation-based Coaching skills
 - a) Providing positive feedback
 - b) Discussing observed safety concerns
 - c) Problem-solving safety concerns
- Job-related skills identified on the safety checklist

Coaches also benefit from an understanding of the rationale or basic theory underlying the Behavioral Safety process, including the coaching procedure and the action planning based on the observation data. They will often provide better support when they understand the reasons for the behavioral approach.

In addition to identifying the training needed to make implementation successful, the Design Team decides on the most effective way to deliver training. You will want to plan a training process that balances effectiveness with cost and impact on the workplace. The options for training include:

- Individual coaching (describe, demonstrate, observe, and provide feedback)
- Mentoring of new coaches by experienced and successful coaches
- Seminars or workshops

Consider individual coaching and mentoring for training new coaches as a less disruptive process than providing workshops or seminars. On the other hand, providing an understanding of the rationale for the Behavioral Safety process might be done most effectively in larger groups. Allowing employees to make videos or slides of near-miss incidents or past incident situations provides an effective training tool that creates a high level of involvement. This training tool is especially useful for demonstrating and practicing coaching skills.

Step 3. Kickoff the process

Kickoff meetings are often used to introduce the process when coaching will begin before everyone has completed training. Schedule a series of meetings with small groups of employees to explain the Behavioral Safety process. Generally, covering all areas and shifts this way takes several meetings. Small groups of eight to ten people are ideal as they provide employees with a better opportunity for discussion and questions than do larger groups. The agenda looks very much like the previous presentation to management. In either case, the Design Team may participate in all presentations, or they can split the responsibility.

You may also want to plan a role for management in your kick-off meetings. For example, a representative of upper management or the area manager might comment on management's support for the new safety improvement efforts.

Step 4. Extend the feedback and involvement process

Your teams will arrange to post graphs showing the observation data in work areas and locations where employees are likely to see them. A good practice is to establish a bulletin board for safety in each area. You can then readily display observation forms, safety graphs, and other safety-related information.

Graphs must be simple and easy to understand. Consider two graphs for each area: a Pareto chart showing the most frequently recorded concerns, and a line graph showing the percentage of employees conducting observations and coaching. Data must be specific enough to be useful to the audience; for example, you may want separate graphs for each shift.

Step 5. Enhance recognition and celebration

No process will last without maintaining the motivation of those involved. Your Behavioral Safety process has two important components that need support. The first is the improvements in safety performance evident in observations. The second is employee participation - as coaches, and as members of Area Safety Team and the Steering Committee. Individuals and teams can be recognised in a variety of ways. The most important element of this recognition is that it be meaningful to the recipient. Sincere personal acknowledgements are often one of the most powerful forms of reinforcement. The more frequently they occur, the more powerful their effect. Arranging for someone from management or recognizing an employee in front of their peers can make the recognition more meaningful for some employees. Group activities such as parties, meals, trips, and games are also good ways to provide reinforcement. Another effective method of reinforcing both groups and individuals for their accomplishment is to have them describe what they did to achieve it.

Symbolic awards may be given during these celebratory events. The awards represent the accomplishment, its significance, and the recognition of others. They are not meant to financially reward the employees for working safely or for participating in the process. The best awards provide a lasting visual memory of the celebration and often provoke later inquiries from others

as to their significance. Examples are trophies, plaques, and other decorative items or badges, pins, shirts, and other clothing items. The Behavioral Safety recognition process provides a way of celebrating your successes and saying thanks to those employees who work safely and those that make special contributions.

Key Questions for behavioral-based safety?

- 1) Do you follow safe work practices on and off the job?
- 2) When assigning work, do you discuss the safe practices required for the job and the associated hazards?
- 3) Do you remember to be particularly alert for reactions of people in the first 10-30 seconds after you enter the area?
- 4) Do you use a questioning attitude on the job, asking yourself what injuries could occur if the unexpected happens, and how the job can be performed more safely?
- 5) When you observe, do you use all your senses (total observation) and do you remember to look above, below, around and inside?
- 6) Do you talk with people who are working safely to reinforce safe work practices?
- 7) Do you take immediate corrective action when you observe an unsafe act?
- 8) Do you take action to prevent recurrence when you observe an unsafe act?
- 9) Do you routinely review job procedures to make sure they are adequate, known, understood and followed?
- 10) Are you satisfied with the orderliness in your area as a public advertisement of your personal standards?
- 11) Do you observe each person from head-to-toe at least twice a shift, making certain each body part is protected?
- 12) Do you make sure people are safe from potential injury causes by looking at their positions as they work?
- 13) After observing people's positions, do you check the tools and equipment they are using?
- 14) When preventing recurrence, do you use a questioning attitude and listen – Giving the person a chance to tell you what the hazards are?
- 15) Do you use your judgment and stay alert for the underlying causes of unsafe acts so your actions fit both the situation and your company policies?
- 16) Do you investigate unusual odors and sounds in your area?
- 17) Do you observe for evaporative acts?
- 18) Do you talk with the person involved until they understand why the act is hazardous?
- 19) Do you analyse trends after you investigate underlying causes?

Reference:

<http://www.behavior.org>

<http://www.qualitysafetyedge.com/articles/improveSafetyProgram/introBehavioralApproach.cfm5dc064755f/File/OSHA%20Compliance%20and%20Beyond%20%20%20Behavior%20Based%20Safety.pdf>

quiz:

1. Which one is NOT the characteristic of behavioral-based safety? C
 - a. Systematic
 - b. Data oriented
 - c. Time saving
 - d. Scientific problem solving
2. Which one is NOT included in the behavioral-based program? B
 - a. Behaviorally specify the desirable performance.
 - b. Improve the supervision
 - c. Measure safety performance.
 - d. Shape safe performance through feedback and other consequences
3. Which one is the right Philosophy of behavioral-based safety? C
 - a. management is indirectly accountable for preventing injuries and occupational illnesses
 - b. safety is the manager's responsibility
 - c. training is an essential element for workplace safety
 - d. safety audit do not need to be conducted frequently