Safe Action For Employees

New England Laborers' Health And Safety Fund
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The information presented in this report was developed by health and safety professionals and experts in the field of general construction, working with information and conditions existing at the time of creation of this report. The New England Laborers' Health and Safety Fund has made an effort to insure that the information contained herein reflects prevailing occupational health and safety practices and principles. As new information emerges and regulations change, certain procedures mentioned may require modification. In addition to relying on the contents of this report, readers should consult with a broad range of sources pertaining to safety.

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This report is intended to be universal. Although the mention of terms such as "LIUNA" and "Laborers" occur periodically throughout, it is not solely intended for application towards members of LIUNA or any other organization. The information contained herein is intended for application towards all trades and individuals involved with construction and safety.

The mention of specific firms and or products does not constitute an endorsement by the NELHSF and LIUNA. The information and work completed under this grant is the product of the NELHSF's research and observations of various sites. The BEST Program (Building Excellent Safety Together) is a creation of the Bechtel Corporation. BEST has been modified and renamed the S.A.F.E SAFE ACTION FOR EMPLOYEES (also referred to as S.A.F.E. in this document) program as compared with Bechtel's BEST Program. The concepts and beliefs of NELHSF are not to be assumed that of Bechtel or their BEST program.

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Table of Contents

S.A.F.E. SAFE ACTION FOR EMPLOYEES®

INTRODUCTION

The following sections will describe the particular safety process called the S.A.F.E. SAFE ACTION FOR EMPLOYEES® program and how it can be applied to specific tasks that are common to laborers (this method of safety awareness and knowledge will be obtained through a case study approach, see Appendix B).

S.A.F.E. SAFE ACTION FOR EMPLOYEES®

Philosophy – ("NELHSF Analysis of Why S.A.F.E. Works")
From this point on all the information contained within are the opinions of the NELHSF and their adaptation of the S.A.F.E SAFE ACTION FOR EMPLOYEES® program (that is the S.A.F.E SAFE ACTION FOR EMPLOYEES® program not Bechtel's BEST program, although similar there are subtle differences). There are three basic components of the S.A.F.E. philosophy—giving workers responsibility for their own safety, eliminating unsafe behaviors that lead to injuries, and achieving success without discipline. Under OSHA law and regulations, it is ultimately the contractor's responsibility to ensure the safety of its workers. S.A.F.E. does not alter the contractor's ultimate responsibility, but recognizes that the workers are the true experts at performing their jobs, not engineers or a safety supervisor. S.A.F.E. attempts to utilize the experience and knowledge possessed by each individual worker to the benefit of safety on the job site.

On a work site, contractor representatives are often less experienced at performing the specific job task than is the craft employee actually performing the task. A young engineer may have the ability to plan procedures and determine the acceptable risks with regards to the handling of materials and substances, but probably has little or no experience using the tools or actually performing the work. The craft employee who has years of experience performing the same or similar tasks often knows better than the safety engineer how to perform the task at hand in the safest manner. It is this knowledge that the S.A.F.E. program attempts to mime through its observation process.

The second major component of the S.A.F.E. philosophy is the recognition that, in the vast majority of instances, accidents and injuries result from unsafe behaviors. While traditional management approaches react to accidents and injuries, S.A.F.E. attempts to be proactive by focusing on unsafe behaviors, whether or not injury results. In this manner, S.A.F.E. truly manages risk and not simply accidents. Ninety percent of major accidents are the result of a series of mishaps. By focusing on eliminating unsafe behaviors, S.A.F.E. strives for zero accidents by removing the unsafe behavior from the chain of causation.

Finally, S.A.F.E. achieves its success because it is implemented with the understanding that discipline cannot result from information gathered through the process. While the workers may be skeptical at first, they learn as S.A.F.E. proceeds that the contractor is committed to enhancing communication, and enabling workers to affect their own safety through observation, discussion,

and cooperation with the contractor. Workers become increasingly willing to communicate concerns and ideas through the process as they realize that they cannot be disciplined for their expression. Furthermore, without fear of discipline, workers continue to work their best when being observed and welcome the input and interchange with the observer. The non-disciplinary aspect of S.A.F.E. eliminates the "us" verses "them" culture which encourages workers to simply stop working when observed for safety purposes. With worker-on-worker observation, rather than contractor on worker observation, and no threat of discipline, workers are motivated to participate and make their work site as safe as possible.

Employee Safety Committee

An employee safety committee (ESC) facilitates the S.A.F.E. program. The ESC consists of representatives from each trade, most likely the steward. The representative must be someone who is responsible, safety conscious, and respected. The ESC meets at least weekly with the project manager and contractor safety personnel to discuss issues that arise through the week's observations. The contractor is committed to responding to each issue raised in an appropriate manner.

Observation Process

The heart of S.A.F.E. is its observation process. The members of the ESC train the workers who will become observers. The observer is drawn from the available pool of workers. He should never be a steward, foreman, supervisor or a member of management. The observer must be someone who is responsible and safety conscious. He must also be a worker that is well liked and respected by his peers.

The observer will pick a specific task and observe the worker, or workers, for 15-20 minutes. On a checklist listing behaviors common to that work site, the observer will check off whether the behaviors are performed in a safe or at-risk manner.

After completing the form, the observer discusses the observation with the workers. If necessary, the discussion serves to educate or remind workers as to the proper way of using their tools or performing their tasks. More importantly, the discussion elicits explanations as to why a task was performed in a particular manner. This explanation is recorded on the checklist and becomes part of the topic of discussion for the ESC meetings with the project manager and contractor's safety department. Explanations may show that a different tool or a change in the work environment is warranted. In this manner, each employee becomes a resource of the safety process. The employee's input is communicated through the ESC, and the contractor acts upon the information appropriately.

Information Analysis & Dissemination

The information gathered and the resolutions arrived at are communicated back to the workers through toolbox meetings, flyers, bulletins, and incentive programs. This full circle serves to show the workers that their input has been considered and acted upon. More importantly, it serves to show the workers that their input matters.

APPENDIX A

S.A.F.E. SAFE ACTION FOR EMPLOYEES®

S.A.F.E.

SAFE

ACTION

FOR

EMPLOYEES®

S.A.F.E SAFE ACTION FOR EMPLOYEES®—s*ource*: Bechtel
"Clean Fuels Project—Bechtel Safety Program Reference Material"

S.A.F.E. SAFE ACTION FOR EMPLOYEES®

APPENDIX SECTION – TRAINING PACKET

HIGHLIGHTS

* Overall goal of zero accidents.
* Worker owned & driven safety process.
* Provides forum to facilitate communication & cooperation.
* No names or trades means no discipline involved.
* Uses workers' ideas & experience as resource.

PRODUCTIVE SAFETY AS EXPECTED RESULT

* Induces safer work habits through worker-on-worker education and peer pressure.
* Produces worker confidence to influence job site safety through S.A.F.E..
* Tracks project's ongoing % safety & incident rates.
* Cooperation through enhanced communication.

PROCESS OVERVIEW

* Observer conducts a 20-minute observation of a specific job task.
* Observer checks off safe and at-risk behaviors observed on a pre-prepared checklist.
* Observation is discussed and workers' comments and explanations are recorded.
* Information is discussed with contractor at weekly employee safety committee meetings.
* Contractor responds to issues raised in acceptable and appropriate manner.

Preliminary Procedures & Considerations

Proactive Action Planning:

1) Analysis of data for proactive plans on safety improvement areas.
2) Analysis takes into account frequency of at-risk as well as severity if an incident were to occur.

Process Overview:

1) Observers perform observations on hourly craft.
   a) Observers announce themselves and explain the process.
   b) Perform observation for about twenty minutes.
   c) Give feedback on what they saw as safe as well as at-risk behavior and ask questions about any barriers that are present which inhibits him/her from working safely.
   d) All information gathered is recorded on data sheet for input into the computer system.
2) Data sheets are entered into the computer system for tracking.
3) Reports are generated.
4) Reports are analyzed by the Employee Safety Committee for proactive resolutions to barriers that inhibit safe work practices.

5) Recommendations are reviewed by the project manager, safety department and other involved contractor representatives.
6) Recommendations are then communicated to all employees via weekly toolbox safety meetings, flyers, newsletter articles, posters/signs and training.

Preliminary Procedures & Considerations

Process Setup:

1) Identify natural leaders, champion and facilitator.
2) Identify and define behaviors that can cause injuries and "narrow miss" incidents.
3) Identify variables that will enable measurement of the safety system.

Observers:

1) Identify observers from the population to be measured.
2) Number of observers per craft is determined by the number of employees to be measured.

Training:

1) Sr. Management
2) Natural Leaders, Champion, Facilitator
3) Observers
4) Middle Management

Data Collection:

1) Data sheets are collected and tracked by computer.
2) Data is sorted by pre-determined tracking variables.
3) Number of observations to be completed per month is determined by the number of personnel involved in the sample population.

Reports and Graphs

1) Reports and graphs are generated by pre-determined variables for a particular time period.
2) Types of reports and graphs commonly employed:
   (a) Tabular reports
   (b) Comment reports
   (c) Variable reports
   (d) Graphs

Employee Safety Committee Operating Procedure

Objective:

To ensure ongoing ownership of, and participation in, the safety and health process by all employees, labor, and management alike. This premise shall be endorsed and supported in spirit and, in deed, by all.

Goal:

The creation of a safe workplace, which is free of unsafe conditions and behaviors, thereby minimizing the potential for accidents and injury.

Responsibilities:

Construction Director - Responsible for the project safety and health process and associated performance. The Director shall empower all others identified in this procedure to execute their responsibilities as defined therein, and the ESC has requested and empowered the Director to be their Sponsor.

Construction Manager - Responsible for the project safety and health process and associated performance, including support of the ESC, as directed by the Construction Director.

General Superintendent - Responsible for the day to day operation of the project safety and health process, including the resolution of safety and health concerns which extend beyond the boundaries of responsibility for a single Area Superintendent.

Area Superintendent - Responsible for the day to day operation of the project safety and health process within their designated construction area, including the resolution of safety and health concerns which may arise within the boundaries of their area.

Safety Department - Responsible for assisting all employees (manual and non-manual) in achieving the "Project Goal of Zero Injuries." The Safety Department shall serve as a project resource on matters of safety and health, and shall, at all times, support and assist the ESC in the achievement of their Goal.

Supervision (Managers/Superintendents/Foremen/General Foremen) - Responsible for providing assistance and support for the project safety and health process, the ESC and the S.A.F.E. Observer Process. Supervision is key to the creation of a culture where safety is the number one priority, and as such, must at all times execute their responsibilities in a manner which reflects and enhances that culture.

Management Support Group (MSG) - Responsible for enabling the ESC so that they may satisfy their Objective and achieve their Goal. The MSG shall be comprised of management representatives from the owner, general contractor**,** and subcontractors. They shall work with the ESC, jointly providing direction and uniformity to the project's safety and health program, as well as S.A.F.E..

Employee Safety Committee (ESC) - Responsible for satisfying their Objective and achieving their Goal. The ESC shall be comprised of one representative chosen by and from each of the Building Trades Unions present on the Project and employed by the contractors. Such representatives, when working in the capacity of an ESC member, shall conduct their business at all times with the sole purpose of true and continuous safety improvement for the overall project. Each ESC member shall sponsor observers for the S.A.F.E. Observation Process from within their Craft and shall function as a Team Leader and Coach for those S.A.F.E. Observers.

S.A.F.E. **Process Facilitator** - Responsible for facilitating and initiating innovation in the S.A.F.E. Observer Process. The facilitator shall function as the information and administration focal point for the ESC and the S.A.F.E. Observers.

Employee Safety & Health Committee Member Responsibilities

The following is a commitment made by the Employee Safety Committee to the Employee Safety Committee.

1. Committee members are expected to attend all meetings. If a member cannot attend, then they will notify a committee member as soon as possible.

2. Meetings will be held in an orderly manner, with everyone being open, honest, and candid with each other.

3. Members will be expected to support decisions made by the team. Any problems will be discussed at Committee meetings.

4. Any sensitive information discussed at Committee meetings will be held within the Committee and treated as confidential.

5. A minimum of 51% of Team members must be present at meetings to conduct business.

6. When possible, decisions will be made by consensus. If a consensus cannot be reached, decisions will be made by voting.

7. Meetings will be headed by the Chairperson.

ESC Objective

To reduce risky behaviors and therefore injuries through observation and awareness.

Guidelines to Fulfill Objective:

1. Observation
2. Positive Feedback
3. Worker Response
4. Follow-Up
5. Continued Improvement

S.A.F.E. **Facilitator Duties**

* Assure that team records are kept.
* Assure that the team has an agenda from which to work.
* Assure that team minutes are kept and sent out.
* Complete needed reports and sends to proper people.
* Communication link between team and all others.
* Assure that team has mission statement and follows guidelines to fulfill their mission.
* Team “Coach.”
* Insure team effectiveness.
* Communicate process to others.
* Keep safety neutral.

S.A.F.E. **Observers Duties**

* Understand the process.
* Explain the process to workers in the field.

* Do quality observations.

* Turn in data sheets on time.

* Keep safety neutral.

Superintendents, General Foremen, and Foremen Roles

* Provide coverage for team members to attend training, meetings, and to do other team business.

* Provide time for observers to do observations.

* Attend process training course.

* Talk positively about the process.

* When necessary follow up on items identified through observations.

* Communicate feedback promptly.

* Talk with observers; encourage observations.

* Keep safety neutral.

Tips for Observers

Introduction:

* Introduce yourself and explain why you are there and what will happen.
* Talk about recording both safe and at-risk behaviors.
* Explain you will be out of the way.
* Let them know you will discuss the observation with them after it is over.
* Stick to the subject at hand - Stay on track.
* Show them the data-sheet; emphasize there is no spot for their name.
* Ask if they have any questions.
* Be positive, smile, have good eye contact, and good body language.
* Stop any accidents you think will happen.

Feedback after the Observation:

* Cover safe behaviors first; give positive feedback on improvement.
* Cover at-risk behaviors next (areas of concern, not wrong or “I got you”)
* Observer’s role is to observe and give feedback, not change behavior.

* Ask about anything you don't understand; don't make assumptions.
* Show them the data sheet again if they want to see it.
* Don't place blame. Avoid beginning sentences about at-risk behaviors with *You*.
* Give specific examples of safe and at-risk behaviors (what you saw).
* Allow worker to make comments, ask questions, or talk. LISTEN. Encourage ideas and suggestions for improving behaviors and for making the workplace safer.

REMEMBER: TREAT PEOPLE LIKE YOU WANT TO BE TREATED AND DON'T ARGUE!

Observer Reference Guide

* Announce yourself
* Explain to them that you are an Observer with the Safe Action For Employees Observation Process S.A.F.E. and that you are here to do an observation . . . etc.

> *I'm an Observer with the* S.A.F.E SAFE ACTION FOR EMPLOYEES® *observation process and I would like to do an observation on you. Are you familiar with* S.A.F.E.*?*

* If person(s) are not familiar with S.A.F.E., then explain the process to them...

> *This is an employee driven, management supported safety and health process. There are no names, no craft distinctions and absolutely no discipline involved with this process. We simply OBSERVE you work for about 20 minutes. Here is a list of the critical behaviors that I will be marking "safe" or "at-risk". Then, I will get back to you to go over the data sheet with the things that I saw.*

* While you are observing - The first 5 minutes is spent doing what is called a "situation-centered" observation. Look at the whole observation window to get an idea of what is taking place and where the next injury could take place.
* Now begin your Data sheet.
* Mark the safes and at-risks. Remember, every at-risk needs a WHAT and a WHY (be specific enough so that anyone who picked up that piece of paper would understand the situation. Note the why is the employee(s)'s response to the situation).
* After the Observation is complete and you begin to review your data sheets with the employee(s), ALWAYS . . . accentuate the positive first, then speak to them about the at-risk.
* Lastly, ask for input from the employee(s) you have observed about the safety and health process. Be sure to write down everything in the employee(s) presence. Avoid walking away while writing. This could give them the wrong impression.

> *Do you have any ideas or suggestions for improving the safety process?*

* Thank them for their input and involvement and give them hard hat stickers (if available).

HAVE FUN!

Definitions

1.0 PERSONAL PROTECTIVE EQUIPMENT

1.2 Eye/Face Protection: Is appropriate eye/face protection being worn for the job being performed? Is it in good condition?

Examples:

1) Wearing face shield with safety glasses when grinding, chipping, etc.
2) Wearing safety glasses with side shields in all work areas.
3) Wearing chemical resistant goggles and face shield when handling chemicals and reaming holes in iron.
4) Wearing welding hood when welding; burning goggles when burning.
5) Wearing safety glasses, goggles or face shield as recommended by MSDS.

1.3 Hearing Protection: Is ear protection being worn in high noise level.

Examples:

1) When using impact wrench.
2) When using rotor and jack hammer.
3) When using air arc.
4. Using earplugs and muffs when using air impact tools and when reaming holes.

1.4 Hand Protection: Is appropriate hand protection being worn for the job being performed? Are gloves in good condition? Do they fit?

Examples:

1) Wearing rubber gloves when handling oil, grease, cement, etc.
2) Wearing latex gloves when working with epoxy.
3) Wearing welding gloves for welding or burning operations.
4) Wearing neoprene gloves when cleaning machinery.
5) Wearing work gloves when handling materials.
6) Wearing leather gloves while tying down loads.
7) Wearing insulated gloves for work on energized systems (hot work).
8) Wearing anti-vibration gloves when using high impact tools.

1.6 Body Protection: Is appropriate clothing being worn for the work being performed? Is it worn correctly for maximum protection?

Examples:

1) Wearing flame-retardant clothing in required areas.
2) Wearing tyvex suits when working with epoxy.
3) Wearing appropriate suits when working with hazardous chemicals (appropriate is type specified by the permit)

4) Wearing leather protection as needed when welding.
5) Wearing a hard hat. Is it in good condition?
6) Wearing appropriate foot protection. Is it in good condition?
7) Wearing kneepads while kneeling for a long period of time on work surface.

1.7 Respiratory Protection: Is respiratory protection being worn where inhalation hazards exist?

Examples:
1) Wearing full-face cartridge respirators when grinding epoxy grout and sanding fiberglass pipe.
2) Wearing half-face cartridge respirators when grinding, burning and welding galvanized and exotic metals, and when working around lead paint.
3) Wearing half-face cartridge respirator when grinding or sawing concrete.
4) Using supplied air respirator system when sandblasting and when welding stainless steel or otherwise specified by permit.

1.8 Fall Protection: Is fall protection being worn/used when working at heights 6 feet and over? Is the fall limited to 4 feet?

Examples:
1) When working in JLG's, Scissorlifts.
2) When climbing or working on pipes, steel beams, yellow-tagged scaffolds, crane booms, etc.
3) When "rod busters" are fabbing a wall in conjunction with rebar chain assembly.
4) When using retractable lifeline systems.

2.0 BODY MECHANICS

2.1 Eyes on Path: Are eyes focused in the direction of travel avoiding obstacles and hazards in path?

Examples of obstacles/hazards:
1) Tie wire, ground wire, rods and stakes.
2) Air, water and concrete pump hoses.
3) Welding leads and electrical cords.
4) Watching for on-coming vehicles.
5) Eye level objects such as beams, valves, brackets, etc.

2.2 Eyes on work: Are eyes focused on the work being performed?

2.3 Ascending/Descending: Is three-point contact being used when climbing ladders, stairs? Are handrails being used where provided? Is climbing being done one step/rung at a time?

2.4 Body Position: Is body positioned to avoid twisting, overextending, kneeling, jerking and other positions that might cause strain or injury?

Examples:
1) Adjusting work, where possible, to prevent reaching or overextending, kneeling, jerking and other positions which might cause strain or injury.
2) Avoid twisting to reach work.
3) When working in cramped spaces, take breaks to stretch.
4) Proper placement of scaffolds, ladders, or JLG's to avoid overreaching.

2.5 Lifting: Are correct lifting techniques being used?

Examples:
1) Bending at the knees and lifting with legs.
2) Keeping back in natural alignment.
3) Keeping body balances: feet shoulder width apart.
4) Carrying load close to the body.
5) Using foot to pivot body instead of twisting when setting load down.
6) Carrying manageable load (consider weight and size).

2.6 Pinch Points: Are body parts positioned to avoid being pinched or pinned between two moving objects or a moving and a stationery object?

Examples:
1) Keeping body parts clear of tailgate/liftgate and bed of truck.
2) Keeping body extremities clear of objects such as I-beams, steel plates and concrete foundations.
3) Keeping hands clear of moving cables, slings, chokers, blocks and binders.
4) Keeping hands inside cage and avoiding holding onto rail while operating JLG.
5) Keeping fingers and hands clear when shutting drawers, cabinets, gang boxes, etc.

2.7 Line of Fire: Is body positioned to avoid getting contacted, sprayed, overexposed, struck or hit by something if it lets go, gives way, releases, or falls.

Examples:

1) When standing out of the way of test plugs.
2) When standing away from suspended loads.
3) When operating airtuggers and com-a-longs.
4) When energizing electrical panels.
5) When operating equipment such as JLGs.
6) When working around welding or burning operations.
7) When working around hot work.
8) When reaming operations are going on overhead.
9) When working around "stored energy sources."

3.0 ENVIRONMENT

3.1 Housekeeping: Are work areas being kept orderly and clean?

Examples:

1) Cleaning up spills as soon as possible?
2) Removing visqueen and other trash from work area.
3) Cleaning up work area periodically.
4) Picking up tools when job is finished.
5) Keeping hoses, leads, cords, etc. off ground, scaffolds and work platforms when they become tripping hazards
6) Area in front of ladders (at top and bottom) kept free from obstacles.
7) Scrap metals, lumber, and trash is kept in separate removal bins.
8) Keeping JLG baskets, cranes and vehicles free from loose tools and materials and clean from oil, grease, etc.

3.2 Work Surface: Are work surfaces stable and in good condition?

Examples:

1) Securing grating on work platforms.
2) Using stable scaffolding and boards that are in good condition.

3.3 Ladders: Has the correct ladder been selected for the task at hand? Is it the proper height and type? Does it extend three feet above? Is it stable and tied-off? Has it been color coded for the quarter?

4.0 PEOPLE INTERACTION

4.1 Communications: Is communication about the job taking place?

Examples:

1) Using hand signals during crane operations and using only one person to give signals.

2) Using warning signs/barricades such as noise areas, HILTI tools in use, holes in deck, “Caution” tape, and “Danger” tape.
3) Using STARRT Cards.
4) Discussing job components with co-workers.
5) Warning surrounding employees of hazardous work.
6) Using flaggers to direct traffic when conditions dictate.
7) Areas are barricaded where grating has been removed.

4.2 Assistance: Is help being requested when needed?

Examples:
1) Getting mechanical equipment or additional person(s) to move awkward and/or heavy loads.
2) Getting help when using equipment such as impact wrench, rolling machines, and large drum motors.
3) Getting someone to hold an unsecured ladder while climbing.
4) Using spotter when backing vehicle.

5.0 JOB FACTORS

5.1 Pre-Job Planning: Has job been planned and coordinated before starting? Have potential hazards been identified?

Examples:
1) Having approved scaffolding for the job.
2) Having tools and materials available and accessible.
3) Having trained people to do the job (have the right sticker).
4) Identifying high voltage lines, overhead work, gases in area and other potential hazards.
5) All permits reviewed, complied with.

5.2 Tool/Equipment Selection: Has the correct tool/equipment been selected for the job?

Examples:
1) Avoiding use of cheater bars on com-a-longs and with wrenches.
2) Selecting correct size choker for load to be lifted.

5.3 Tool/Equipment Use: Is tool/equipment being used for its intended purpose?

5.4 Tool/Equipment Condition: Is tool/equipment in good condition? Free from defects or damage?

Examples:

1) Having required machinery guard(s) in place.
2) Replacing universals and chucks on impact wrenches when worn.
3) Replacing chisels and jackhammers when shattered or mushroomed.
4) Replacing grinding wheels when cracked or chipped.
5) Replacing cords on power tools when frayed.
6) Replacing elongated hooks and safety latches when needed.
7) Replacing chains when stretched.

5.5 Vehicle Operations: Are vehicles being operated in a safe manner?

Examples:

1) Are back-up alarms operational?
2) Securing loads on flatbeds.
3) Using safety belts (both driver and passengers)
4) Using turn signals.
5) Keeping speed limit under 15 m.p.h.
6) Lowering dump truck beds before moving.
7) Having truck bed passengers sit on the floor against sides or against cab.
8) Are eyes focused in the direction of travel?
9) Is equipment left running for long periods of time when not necessary (such as JLGs, scissorlifts, trucks)?

PROJECT NAME
SAMPLE DATA SHEET

Date	_____	Location	_____
Time of Day	_____	Task	_____
Day of Week	_____	#Observed	_____
Company	_____	Observer	_____

	Categories		Safe	Risk	N/A	Comments
						What?
		Why?				
1.0	Personal Protective Equipment					
	1.1	Eye/Face Protection	____	____	____	_____
	1.2	Hearing Protection	____	____	____	_____
	1.3	Hand Protection	____	____	____	_____
	1.4	Body Protection	____	____	____	_____
	1.5	Respiratory Protection	____	____	____	_____
	1.6	Fall Protection	____	____	____	_____
2.0	Body Mechanics					
	2.1	Eyes on Path	____	____	____	_____
	2.2	Eyes on Work	____	____	____	_____
	2.3	Ascending/Descending	____	____	____	_____
	2.4	Body Position	____	____	____	_____
	2.5	Lifting Position	____	____	____	_____
	2.6	Pinch Points	____	____	____	_____
	2.7	Line of Fire	____	____	____	_____
3.0	Environment					
	3.1	Housekeeping	____	____	____	_____
	3.2	Work Surfaces	____	____	____	_____
	3.3	Ladders	____	____	____	_____
4.0	People Interactions					
	4.1	Communications	____	____	____	_____
	4.2	Assistance	____	____	____	_____
5.0	Job Factors					
	5.1	Pre-Job Planning	____	____	____	_____
	5.2	Tool/Equipment Selection	____	____	____	_____
	5.3	Tool/Equipment Use	____	____	____	_____

5.4	Tool/Equipment Condition	____	____	____	_____
5.5	Vehicle Operations	____	____	____	_____
5.6	Lock Out/Tag Out	____	____	____	_____
Other		____	____	____	_____
		____	____	____	_____
		____	____	____	_____

INJURIES FOR THE DAY

Type (recordable, lost time or other)	**Description**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX B

Case Studies—Job Site Scenarios

S.A.F.E. SAFE ACTION FOR EMPLOYEES®
APPENDIX SECTION – Case Studies (Job Site Scenarios)

CASE #1

Cast-in-Place Concrete Safety

Question:

What are some safety considerations a steward should be aware of during cast-in-place concrete work?

Answer:

When performing cast-in-place concrete construction, a number of potential hazards need to be properly identified and evaluated. All form work should be capable of supporting, without failure, all loads of reasonable weight. Ensure that all drawings or plans for the work are available on site. Shoring equipment should be regularly inspected and damaged or defective equipment should not be used. Erected shoring equipment should be inspected immediately before, during, and after concrete placement. After the concrete is placed, ensure that all damaged or weakened shoring be reinforced. Ensure that all components (base plates, shore heads, extension devices, and adjustment screws) are secure with the foundation and the form. Recognize that single post shores (if tiered) and vertical slip forms require special attention. Ensure that reinforcing steel for walls, piers, columns, and similar vertical structures are adequately supported. Unrolled wire mesh should be adequately protected from recoiling. Ensure that forms and shores are not removed until the employer determines that the concrete has gained sufficient strength to support its weight and all additional loads. Because of the caustic nature of concrete, employees should prevent skin contact via the use of heavy gloves, boots, pants, long sleeve shirts, jackets, and/or chemical-resistant coveralls. Additional personal protective equipment such as safety goggles and hardhats should be worn during all concrete construction operations.

CASE #2

Excavation Safety

Question:

What are some excavation safety considerations a steward should be aware of when working in a ten-foot deep by six-foot wide trench?

Answer:

Excavation operations require special considerations. First, the location of underground utilities should be determined before opening the excavation. Ensure that utility companies and owners are contacted before the start of the excavation. During the excavation, underground utilities need to be adequately protected, supported, or removed. Ensure that employees in excavations greater that 5 feet in depth are protected from cave-ins through the use of protective systems (sloping, benching, or shoring). When sloping is used, the slope angle should be no steeper than one and one-half horizontal to one vertical (34 degrees measured from the horizontal).

A safe and effective means of entry and exit (egress) needs to be provided from the excavation. Trenches 4 feet or more in depth should be provided with a fixed means of egress (ex. ladder). Spacing between ladders or other means of egress should be such that a worker will not have to travel more than 25 feet laterally to the nearest means of egress. Ladders should be secured and extend a minimum of 36 inches above the landing.

Ensure that employees are sufficiently protected from moving work zone vehicles through the use of warning vests, flaggers, and warning/protective systems for mobile equipment (barricades, stop logs, grading soil away from the excavation, and proximity warning devices [backup alarms]).Ensure that employees are sufficiently protected from falling loads and objects. In addition, appropriate testing and control measures should be implemented to protect employees from potentially hazardous atmospheres.

Employees should be protected from falling loads around an excavation operation. This can be accomplished primarily by restricting employees from walking and working near a suspended load or near any situation that presents an overhead hazard. Be aware of the potential for a hazardous atmosphere to exist. Such atmospheres might exist anytime employees are working in a confined space or one with restricted or limited ventilation. All operations involving such atmospheres should be evaluated by a qualified occupational health and safety professional and may require special control, personal protective equipment, and lifesaving equipment interventions.

However, be aware of the three general types of hazardous atmosphere to exist. Such atmospheres might exist anytime employees are working in a confined space or one with restricted or limited ventilation. All operations involving such atmospheres should be evaluated by a qualified occupational health and safety professional and may require special control, personal protective equipment, and lifesaving equipment interventions.

The first is an atmosphere containing less than 19.5% or more than 23.5% oxygen. The second is a potentially explosive atmosphere or one that contains a combustible gas concentration greater than 20% of the lower flammable limit. The third is any atmosphere that contains concentrations of hazardous substances that exceed those specified by the Occupational Safety and Health Administration of the American Conference of Governmental Industrial Hygienists. Testing for atmospheric contaminants should be conducted before employees enter the trench and should be increased if equipment is operating in the trench or if welding, cutting, or burning is performed. Ensure that employees required to wear a respirator are properly trained, fit-tested, and enrolled in a respiratory protection program. Ensure that emergency rescue equipment (respirators, lifelines) be readily accessible when a hazardous atmosphere exists or can reasonably be expected to exist.

Methods for controlling standing water and water accumulation should be provided. In addition, thorough inspections of the work site should be conducted regularly by a qualified competent person.