

Enhancing Safe Behaviour Model

A model for the fair and consistent management of safety behaviours

What is the Enhancing Safe Behaviour Model?

It is a tool to help classify different types of safety behaviours and identify fair and appropriate actions to influence them. The model supports Metro's Fair, Open and Just Culture Policy and is not to be used to override existing policies and procedures.

When should it be used?

The model should be used after a thorough and impartial investigation has been conducted into an incident. It should be used to inform decision making by relevant business units.

Certain business units may conduct a further review or convene a Panel following a safety related incident in accordance with relevant company procedures (e.g. Train Services, in accordance with L3-TSD-PRO-049 Train Driver Competence & Performance Program).

If a Panel has been convened, it is the role of the Panel to determine appropriate outcomes for the individual, team, supervisor or manager following a safety related incident and investigation, in accordance with the Panel's procedure.

Why do we have it?

Actively and fairly managing safety behaviours promotes an organisational culture where people feel comfortable to speak up without fear of blame. Correct and consistent use of this model will encourage:

- **Fairness and transparency** by acknowledging that different types of consequences are required to influence and address different types of safety behaviours. For example, an unintentional mistake should be treated differently to reckless rule breaking, and exemplary safety behaviour should be treated differently to that expected as part of the job.
- **Openness** where people feel comfortable to make suggestions and acknowledge their limitations and achievements. When people know they will be treated fairly, they are more likely to speak up.
- **Accountability** where people are more likely to understand the potential consequences of their actions.
- **Greater understanding** of different behaviour types and the many things that can influence human behaviour.

Who should use it?

The model is mainly for use by line supervisors and managers. Safety, Engineering and Environment (SEE) and People and Culture (PC) Advisors can use this tool to support line supervisors in classifying safety behaviours and identifying appropriate outcomes.

How to use the Enhancing Safe Behaviour Model

STEP 1 Conduct a thorough incident investigation

- Conduct a thorough and impartial investigation.
- Ensure that the contributing safety behaviours are identified and their underlying reasons analysed and understood.

STEP 2 Classify the safety behaviour

- Classify each safety behaviour using the questions in the flowchart.
- Work from the left hand side of the page and ask each question in turn. If the answer to the question is 'no' move to the next question until you answer 'yes'.
- Once you reach a question where you answer 'yes,' the type of safety behaviour can be classified.

STEP 3 Identify outcomes

- For each safety behaviour you have identified, use the guidance to determine the type of outcomes that are appropriate.
- Outcomes may be identified for the individual, team, supervisor or manager.
- The outcomes will vary depending on the type of safety behaviour. They may range from recognition or reward, to providing coaching through to disciplinary action.
- Actions may also be identified to address the workplace conditions that influenced the safety behaviour.

STEP 4 Take action

- Implement the identified outcomes and any actions needed to improve workplace conditions.
- Monitor safety behaviours on an ongoing basis where necessary.

Where can I find more information?

For assistance on how to apply this model, contact your Divisional Safety Manager, member of your local safety team, or a member of the Human Factors team. Supporting information can be found on the Human Factors Intranet Page.

Safety Behaviour Types		Description of Safety Behaviour	Examples
POSITIVE BEHAVIOUR Where a person met or exceeded expectations.	EXEMPLARY	Behaviour that is exemplary and exceeds that which is required as part of the person's day-to-day job.	<ul style="list-style-type: none"> • Identifying a workplace hazard that contributes to errors and suggesting a solution. • Sharing lessons learned with the team about an incident in the rail industry. • Suggesting an improvement to the planning process to improve safety.
	EXPECTED	Behaviour that is required and expected as part of a person's day-to-day job.	<ul style="list-style-type: none"> • Following the procedures expected in the role. • Participating in pre-starts, risk assessments, and investigations with the team. • Reporting hazards and incidents.
UNINTENTIONAL BEHAVIOUR Where a person did not intend to behave in the way they did. An error.	SLIP/LAPSE	A failure during perceptual input via the senses.	<ul style="list-style-type: none"> • Mishearing an instruction from a colleague. • Failing to detect vibration from a running motor. • Reading the wrong signal in a difficult location.
	MISTAKE	A failure of recall from memory. A failure when taking action, including speech. A failure in judgement, decision making or planning.	<ul style="list-style-type: none"> • Forgetting that a valve or switch had previously been opened. • Failing to recall an aspect. • Forgetting a step in a procedure. • Pressing the wrong button inadvertently. • Accidentally quoting the wrong train describer number. • Telling someone to turn left, when you meant right. • Misdiagnosing a problem and taking inappropriate corrective action. • Loading a crane with too much material for the weather conditions, believing the load was safe because it was within the maximum limits. • Misjudging the gap in traffic when turning across the flow.
INTENTIONAL BEHAVIOUR Where a person, for some reason, knowingly chose to act in a specific way. Not an error.	SITUATIONAL	Where the situation is such that it is impossible to do the job and be compliant.	<ul style="list-style-type: none"> • Doing a job without the right equipment because the company has not supplied it. • Not following a procedure because it is impractical to do the job in the way described. • Conducting a task unsafely because poorly designed equipment prevents it being done safely.
	ORGANISATIONAL GAIN	Where a person thinks that their behaviour will achieve what they believe the organisation and/or their supervisor/manager really wants.	<ul style="list-style-type: none"> • Failing to complete pre-start procedures to save time because the supervisor has urged you to get the day's project schedule back on track. • Driving at excess speed to regain time on the train schedule to meet operational demands. • Taking a short-cut because a manager is constantly asking how quickly the train can be back in service.
	PERSONAL GAIN	Where a person takes short-cuts to achieve purely personal goals.	<ul style="list-style-type: none"> • Not stabling a train correctly to save time and get home earlier. • Short-cutting a procedure to complete the job more quickly and have a longer lunch break. • Changing rosters to suit social plans without letting the supervisor know.
	RECKLESS	Where a person knows something to be dangerous and nevertheless acts in a way, which most others would view as being a blatant disregard for safety.	<ul style="list-style-type: none"> • Working on track without obtaining the correct protection and authorisation despite being fully aware of the requirements. • Conducting high risk construction work without a permit, despite knowing of this requirement and its importance. • Doing high risk work under the influence of illicit drugs or alcohol.

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