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Safety promotion

Safety promotion is an important part of an SMS, setting the tone for the organisation, and helping to build a robust safety culture. Safety promotion also helps to foster improved safety performance by communicating lessons learned, broader safety information and the distribution of the SMS manual and safety procedures in the organisation.

Safety training is related to, but different from, safety promotion. Aviation organisations should ensure that their personnel are trained and competent to perform their roles in the SMS. However, it is not a case of one size fits all, so training programs should fit the needs and complexity of your organisation. How much safety training each employee receives should depend on their involvement in the SMS.

Providing appropriate training to all staff, regardless of their level in the organisation, provides visibility and knowledge of your SMS to all staff, making them part of your organisation’s safety goals. It also shows management’s commitment to an effective SMS. The quality and effectiveness of training significantly influence the attitude and professionalism your employees will demonstrate every day.

Safety training

If you are a larger organisation, you may undertake your own training

As you begin to implement your SMS, you should identify what training your operational safety-critical personnel need by doing a training needs analysis.

A training needs analysis can save you time and money by ensuring you are teaching the right things to the right people, and using the best training methods in the most efficient order.

The results of your training needs analysis will also help to reduce unnecessary training, so that you spend your time and money where it counts.

Most smaller organisations might prefer to contract external trainers for their SMS training. However, it is still valuable to understand what process these external providers should follow, and also to understand what you require.

Ask:

» What training do we need?
» Who can we get to do this?
Documenting the SMS training plan

Your SMS training plan documents need to include:

» A list of those requiring SMS training
» The timing of each staff member’s specific safety training course/s
» The type of training for each staff member
» Safety induction course/s for staff with no previous SMS training/background
» Recurrent safety course/s for all operational safety-critical personnel
» Evaluation of your safety training effectiveness.

You should also produce an SMS training register. This includes individual training records so that you can track what your people have been trained in, what they have yet to complete, and when they are due for their next refreshers.

Training delivery methods

You do not always have to deliver training lecture style, face to face – there are other options.

For example, to reduce face-to-face training costs, you could consider using an intranet system.

» circulating information internally
» a centrally located safety library
» safety posters in workplace areas – the tea room/ops room/briefing room/hangars.

The following table outlines the suggested content for safety training: for initial employee induction; management awareness; safety-critical personnel; and safety specialists. This is sample content only – what you will need depends on the size of your operation.

Safety training and assessment

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<thead>
<tr>
<th>RISK CATEGORY</th>
<th>SAFETY TRAINING</th>
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<td>Category 1:</td>
<td>Full modular training required as part of:</td>
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<tr>
<td>High-level</td>
<td>a) Induction</td>
</tr>
<tr>
<td>operations</td>
<td>b) Refresher as required</td>
</tr>
<tr>
<td>Safety-critical personnel</td>
<td>Knowledge and/or awareness assessment required</td>
</tr>
</tbody>
</table>

| Category 2:   | Part modular training required, based on identified role, as part of: |
| Medium-level  | a) Induction |
| operations    | b) Refresher as required |
| Safety-critical personnel | Knowledge and/or awareness assessment recommended |

| Category 3:   | Part modular training required, based on identified role, on as-needed basis |
| Indirect      | a) Induction |
| contact       | Assessment optional |
| Non-safety-operations personnel |

<p>| Category 4:   | No training or assessment required, but induction or awareness training will be useful. Include all staff in education bulletins and critical briefings about safety to keep them involved. |
| No contact    |
| Non-safety-operations personnel |</p>
<table>
<thead>
<tr>
<th>TYPE OF TRAINING</th>
<th>SAMPLE CONTENT</th>
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</table>
| Initial employee induction | - Safety philosophy, safety policies and safety standards (including approach to ‘just culture’ versus safety issues, expected behaviours etc.)  
|                            | - The content of the SMS and rationale for it  
|                            | - Importance of complying with the safety policy and with the standard operating procedures that form part of the SMS  
|                            | - Organisational roles and responsibilities of staff in relation to safety  
|                            | - Organisational safety record, including areas of systemic weakness  
|                            | - Procedures for hazard reporting  
|                            | - Organisational safety management programs (e.g. reporting system, internal audit program, line operations safety audit [LOSA] etc.)  
|                            | - Requirement for ongoing internal assessment of organisational safety performance (e.g. employee surveys, safety audits and assessments)  
|                            | - Reporting ATSB and OH&S reportable matters, hazardous events and potential hazards  
|                            | - Lines of communication for safety matters  
|                            | - Feedback and communication methods for disseminating safety information  
|                            | - Safety awards programs (if applicable)  
|                            | - Safety promotion and information dissemination  
|                            | - Emergency response.                                                                                                                                                                                             |
| Initial SMS implementation | - The manager’s role in shaping safety culture, including a ‘just culture’  
|                            | - The safety risk management process  
|                            | - Managers’ responsibilities and accountabilities for safety  
|                            | - Managers’ legal liabilities under CASA legislation  
|                            | - Safety committee’s risk assessment/root cause analysis  
|                            | - Safety promotion and information dissemination.                                                                                                                                                               |
| Management awareness       | - Procedures for reportable matters  
|                            | - Specific safety initiatives, such as: threat and error management (TEM), crew resource management (CRM), approach and landing accident reduction (ALAR), maintenance error decision aid (MEDA), and line operations safety audit (LOSA)  
|                            | - Seasonal safety hazards and procedures (weather-related operations etc.)  
|                            | - Emergency procedures/response  
|                            | - Current/recent safety situations  
|                            | - Safety promotion and information dissemination.                                                                                                                                                               |
| Safety-critical personnel  | - Monitoring safety performance  
|                            | - Conducting risk assessments  
|                            | - Managing the safety information system (database)  
|                            | - Performing safety audits  
|                            | - Understanding the role of human performance in accident causation and prevention  
|                            | - Operation of the SMS  
|                            | - Investigation of reportable matters and hazardous events  
|                            | - Crisis management and emergency response planning  
|                            | - Safety promotion methods  
|                            | - Communication skills  
|                            | - Computer skills such as word-processing, spreadsheets and database management.                                                                                                                                  |
Evaluating safety training effectiveness

You need to measure how effective your training program is. This can be a relatively simple process – asking participants what they thought – or may require more time and resources to gather the information.

There are four possible levels of evaluation – from simple to more complex:

» What participants thought of the training (Level 1 reaction)
» What participants learned (Level 2 learning)
» How the learning applies to operational tasks (Level 3 transfer)
» Measurable benefits for the organisation (Level 4 results).

If you are a small-to medium-sized operator, you should start with level 1. However, as your system matures, and time and resources allow, you should move to levels 2, 3, and 4 in that order.

Level 1 training evaluation - Level 1 participants complete brief surveys at the end of their training course. They give feedback on whether the training was useful and relevant, and the content interesting and practical.

Level 2 training evaluation - Level 2 involves a similar process, but participants complete specific attitude and knowledge questionnaires before and after training to measure what impact the training has had. The results of the pre-training survey give a baseline for comparison with the after-training survey, ideally completed six months after the training.

You can then use this information to highlight broad operational problems/issues and to identify training needs.

Level 3 training evaluation - Level 3 evaluation takes the process one step further. It measures the change in participants’ on-the-job behaviour as a result of attending the training program.

Level 3 evaluation attempts to answer the question: How well are participants applying the desired skills, knowledge, or attitudes in their operational environments? Arguably, this is the most accurate method of measuring a program’s effectiveness.

However, this type of measurement is complex. It is hard to predict when changes in behaviour will occur, and how long they are likely to last; and, as with any evaluation, it is also difficult to establish a direct link between training and results. You can assess these results by having trained observers assess the work performance of operational staff against a set of relevant behavioural markers.

Level 3 evaluations work best in strict ‘non-jeopardy’ conditions, under which employees are not penalised if shortcomings are observed (as long as this is an error, and not a deliberate violation). Trained observers make anonymous, confidential and non-punitive assessments of performance for groups of employees.

Level 4 training evaluation - Level 4 evaluation identifies tangible organisational benefits that come from a training program. Level 4 is the most important: it determines whether a program has achieved material results and demonstrates how valuable the program is to the business, identifying benefits such as enhanced safety, increased productivity or quality, decreased operating costs, and higher return on investment.
The best approach is to use several separate levels of program evaluation. All aviation service providers should be able to use level 1 (participant questionnaires) and level 2 (attitude and knowledge evaluations) with minimal difficulty and cost. While you need significantly more effort and resources for level 3 and 4 evaluations, they can bring substantial added benefits for your organisation.

Further reading


<table>
<thead>
<tr>
<th>SMS ELEMENT</th>
<th>ITEMS</th>
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<tbody>
<tr>
<td>Safety training checklist</td>
<td>» Have all safety-critical personnel (including third party organisations) been identified?</td>
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<td></td>
<td>» Has a training needs analysis (TNA) been undertaken for all operational safety critical personnel in the organisation?</td>
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<td></td>
<td>» Has documentation been developed to support the SMS training plan, which includes an SMS training register?</td>
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<td></td>
<td>» Is there an appropriate safety induction course for all staff? Is this course relevant to your operations? If the employee is new, is this conducted within a month of the employee commencing work?</td>
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<td></td>
<td>» Does the management team understand the principles on which the SMS is based and their responsibilities in supporting it?</td>
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<td></td>
<td>» Is specialist training available for personnel undertaking safety-related functions?</td>
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<td></td>
<td>» Is enough time allowed for training and to implement what was learned in training afterwards?</td>
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<tr>
<td></td>
<td>» Does the company keep training records showing what training everyone has had, and their current level of competence?</td>
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<td></td>
<td>» Are trainees tested after training to see if the training has been successful (met its objectives)?</td>
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<td></td>
<td>» Are contractors, temporary workers and part-timers given the training they need?</td>
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<td></td>
<td>» Does training cover rare, unusual and emergency events?</td>
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<td></td>
<td>» Are training courses regularly updated and improved?</td>
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<td></td>
<td>» Is feedback obtained from attendees and suggestions for improvement incorporated in training programs as appropriate?</td>
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Safety Promotion

Safety promotion and communication

Safety communication is essential to maintaining two-way communication, ensuring staff are fully informed about your SMS and their feedback is captured and acted upon where appropriate.

At a minimum, your safety communication should:

» ensure all staff are fully aware of the SMS
» convey safety-critical information
» explain why particular actions are taken
» explain why safety procedures are introduced or changed

Your safety communication is also valuable to communicate ‘good-to-know’ safety information.

Safety promotion takes various forms.

You can promote and communicate safety information internally by means such as:

» safety bulletins
» safety notices
» posters
» CDs, DVDs
» newsletters
» briefings or toolbox talks
» seminars and workshops
» refresher training
» an intranet.

You can promote and communicate safety information externally by means such as:

» meetings, workshops and networking
» websites, online forums and email distribution lists
» magazines, posters, DVDs and other publications.

Managing communication

In some circumstances, there is a legal duty to pass on information, or to coordinate activities with others. Some communication rules are basic to all organisations, whether large or small, simple or complex.

» To be effective, communication must be two-way.

It must go up, as well as down, your chain of responsibility to ensure everyone understands the organisation’s risk management activities. Managers must get their safety message across, and employees, who are at the coal face, must have their safety concerns heard and acted upon—the feedback loop must be closed.

» Communication should focus on raising awareness of potential hazards and risk issues.

» Regular discussion about the reasons for incidents and near-misses will foster a learning and ongoing reporting culture.

Effective safety communication is vital in motivating employees, so that they both understand, and act upon, safety messages. Propaganda which merely tells people to avoid making errors, or to take more care—the ‘bumper sticker’ approach to safety—does not work. Communication must be robust and relevant to management and employees alike.

Select safety topics for safety promotion campaigns in your organisation, basing your communication on mitigation of:

» past events or near-misses

» identified hazards/potential hazards, especially those reported by employees, thus reinforcing the value of reporting

» observations from routine internal safety audits.
Distributing safety information

Your employees are your main target audience, and therefore a critical one, so you must communicate your safety messages well to inform and motivate them. All methods of safety communication—the spoken and written word, and visual communication—require talent, skill and experience to be effective.

It is a basic of journalism that stories should always contain answers to six questions: What? Who? Why? Where? When? How? This also applies to communication generally, so when you are planning safety communication, ask the what, who, why, where, when and how questions as a guide.

» **What** messages are you communicating? ‘At Bush Air, we’re committed to safety – target zero accidents’, or ‘Report all incidents’

» **Who** is your audience? Pilots? Engineers? Cabin crew? Ground handling staff? What you are saying needs to be appropriate to your audience, expressed in plain English and using terms relevant to their knowledge and culture.

» **Why** are we doing this? What do we hope to accomplish?

» **Where and when** should we be doing this? What are the best venues or sites for this information, and how frequently should these messages be communicated?

» **How** will we communicate these safety messages? What is the best format to use to inform employees and raise awareness? A regular e-newsletter, because employees work in several regional sites? A poster in the lunch room/hangar/operations room? Videos? Podcasts? An online safety library? Centrally located safety library?

It is no use communicating a key message targeting ground handling staff via an intranet if the majority do not have access to a computer, for example.

- Effective communication will use both verbal and visual elements—words and pictures, working together to attract attention and highlight your messages.

- Often, less is more, especially in an era when we are all bombarded by information. Make your communication, simple, direct, inclusive and relevant to your audience.
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<tr>
<th>SMS ELEMENT</th>
<th>ITEMS</th>
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<tbody>
<tr>
<td>Safety communication</td>
<td>Is safety-related information actively and routinely communicated?</td>
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<tr>
<td></td>
<td>Are there set standards for safety communication based on risk potential?</td>
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<tr>
<td></td>
<td>Is safety actively promoted through a safety newsletter or web site?</td>
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<tr>
<td></td>
<td>Is safety actively promoted through safety briefings, posters, videos etc?</td>
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<td></td>
<td>Are different mediums used to convey key information (e.g. written, verbal and visual communication)?</td>
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<tr>
<td></td>
<td>Is sufficient time allocated for communication, particularly at shift handovers?</td>
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<td></td>
<td>Is two-way communication encouraged, with both the giver and recipient of the information taking responsibility for accurate communication?</td>
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<td>Is confirmation sought that the message has been understood?</td>
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<td></td>
<td>Is face-to-face communication practised where feasible?</td>
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<td></td>
<td>Does the organisation freely share safety-related information accurately and fully with employees?</td>
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<td>Are there concerted efforts to continually raise awareness of potential hazards and risk issues amongst the workforce?</td>
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<td></td>
<td>Are the reasons for incidents and near-misses discussed with the workforce, so that lessons can be learned?</td>
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<td></td>
<td>Is feedback considered and included where relevant and appropriate, in a process of continuous improvement?</td>
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Index of toolkit items

This is your safety toolkit with some best-practice tips and practical tools that can be adapted to meet your organisation’s needs. We hope you find them useful, whether you are further developing your SMS, starting an SMS from scratch, or simply looking for some ideas to improve your existing SMS.

This list summarises the checklists/templates you will find at the back of each of the respective booklets.

This is not an exhaustive list of resources.

There are many systems and products across various industries, so this toolkit can only include a very small sample of practices and/or tools for information.

Inclusion of materials does not imply endorsement or recommendation. Each organisation must select the most appropriate products for its individual and specific needs.

**Booklet 1 – Basics**
- Jargon busters
- References

**Booklet 2 - Safety policy and objectives tools**
- SMS organisation checklist
- Safety policy statement
- Safety manager’s job description
- Role of the safety committee
- SMS implementation plan
- Ten steps to implementing an SMS
- SMS gap analysis checklist
- An effective emergency response plan (ERP)
- Language and layout of procedures/documentation
- Document register
- Sample safety leadership rules
- Aviation safety lifesavers policy
- Just culture procedure

**Booklet 3 - Safety risk management tools**
- Error prevention strategies for organisations
- Risk register
- Sample hazard ID
- Guidance on job and task design
- A six-step method for involving staff in safety hazard identification
- Hazard reporting form

**Booklet 4 - Safety assurance tools**
- Generic issues to be considered when monitoring and measuring safety performance
- Audit scope planner
- Basic audit checklist
- Information relevant to a safety investigation
- Event notification and investigation report
- Aviation safety incident investigation report
- Corrective/preventative action plan
- Checklist for assessing institutional resilience against accidents (CAIR)
- Practical safety culture improvement strategy
- Safety culture index

**Booklet 5 - Safety promotion tools**
- How to conduct a training needs analysis
- Sample safety information bulletin on fatigue
- How to give a safety briefing/toolbox talk
- Aviation safety toolbox talk
- Safety briefing/toolbox meeting attendance form
How to conduct a training needs analysis

Step 1. Analyse the job

Start with looking at specific documentation resources that describe the job, such as the current duty statement, or the performance review which has key performance indicators. Identify phrases which specify key skills, processes or areas of knowledge. Also consider whether the job has changed. This may result in new tasks being considered, and a new duty statement being required.

For example: cabin crew members must:

> Immediately communicate critical safety information to the flight crew
> Follow the organisation’s OH&S guidelines to minimise risk and maximise safety
> Review what training, if any, already takes place.

Step 2. Decide on the skills/knowledge gaps

Formulate a ‘list’ of areas where some training would be required to improve the effectiveness of the job in question. You need to decide whether there is a gap in the skills or knowledge, or whether some revision is required to improve the general skill set. Ask a small but representative sample of people performing this job which areas they consider need addressing. This way you identify tasks that you may have missed, or refine tasks so that the training can be more effective.

Step 3. Identify training solutions

This involves finding out the best way of closing the skills/knowledge gaps you identified in the previous step. There may be many different options available such as:

> One-on-one training or coaching in the workplace
> Self-directed learning – e.g. using written instructional material, or written guidelines, or instructions
> Short-term training courses – internal
> Short-term training courses – external
> Long-term courses e.g. certificate, diploma, degree or higher degree courses
> Mentoring.


Once the training has been completed, consider whether or not the task/s can now be completed competently. You can achieve this by:

> Asking the staff member to evaluate their own effectiveness in the task
> Asking whether the performance gaps that were the reason for the training are still there
> Looking at the work area to determine whether there is still evidence of a deficiency in skills or knowledge.

If the performance gap still exists you have some more work to do. Was the training solution selected appropriate for the identified problem, or is there another performance issue that needs addressing?
## Safety training and assessment

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<th>Non-technical skill training and assessment</th>
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<td>Full modular training required as part of:</td>
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<td>» Induction</td>
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<td></td>
<td>» Conversion</td>
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<td></td>
<td>» Command/upgrade</td>
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<td></td>
<td>Non-technical skills assessment required</td>
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<td>Part modular training required based on identified role, as part of:</td>
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<td>Medium-level operations</td>
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<tr>
<td>Safety-critical personnel</td>
<td>» Refresher as required</td>
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<td></td>
<td>Non-technical skills assessment optional, but knowledge and/or awareness assessment required</td>
</tr>
<tr>
<td><strong>Category 3:</strong></td>
<td>Part modular training required based on identified role on an as-needed basis</td>
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<tr>
<td>Indirect contact</td>
<td>» Induction</td>
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<tr>
<td>Non-safety-operations personnel</td>
<td>Assessment optional</td>
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Sample safety information bulletin on fatigue
This is a long document—smaller operators can adapt/simplify it to suit their operations.

It’s all about sleep!
FATIGUE MANAGEMENT GUIDE FOR EMPLOYEES AND THEIR FAMILIES

Information Bulletin: 2
Date XXX

This information bulletin is provided to Bush Air employees and their families as a source of information about the safety risks that can result from the poor management of fatigue.

Bush Air is committed to protecting all employees, contractors, service providers, clients, visitors and the general public from fatigue-related risk. There will be no compromise in an individual’s wellbeing in anything we do. The implementation of actions to help minimise fatigue-related risk, and continue to provide a safe, healthy, and injury-free environment is a leadership responsibility. Continuing support of this effort is everyone’s responsibility. This guide is for the benefit of all employees and their families and provides practical information about fatigue, its effect and management.

What do partners and family members need to know about fatigue?

Flying and operating aircraft involves an element of risk. Bush Air has many controls in place to manage these risks. One risk factor is fitness for duty, particularly fatigue. If you are suffering from a high level of fatigue, you are more likely to make errors in judgement, or be slow to respond to challenging events. Aircraft accidents have resulted from a failure to address fatigue issues.

Fatigue is a safety issue

Fatigue is a physical condition that can result when an individual’s physical or mental limits are reached and/or exceeded. This can happen following:

» physical exertion
» mental exertion
» inadequate sleep/extended wakefulness.

The health and safety risks associated with fatigue in the workplace include increased safety risk and reduced performance. Employers therefore have a duty of care to manage and control this safety and health risk factor.

Employees also have a duty of care to follow the steps an employer has in place to control fatigue risk in the workplace.

How can partners and family members help?

Do not underestimate the important role that you play in helping your partners fatigue-proof themselves.

The partners and families of Bush Air employees can help by recognising how important it is that they get sufficient quality sleep.

Determinants of fatigue

Think of fatigue as a taxi meter. The fatigue ‘meter’ starts ticking from the time you wake and the initial point at which the meter starts ticking (i.e. the ‘flag fall’) is determined by the recovery value of prior sleep. The final fare is determined by the flag fall plus the cost of the journey (i.e. how long you are awake).

Shortly after you wake, you will have an initial level of fatigue based on your amount of prior sleep. In general, the more sleep you have (up to an average of 7-9 hours per night), the more...
alert you are likely to be. As the amount of prior sleep decreases, the initial level of alertness will decline. Fatigue will generally increase as a function of the amount of time spent awake. In general, the longer you are awake, the more tired you will be.

**Fatigue-related symptoms and behaviours**

Some people require greater amounts of sleep than others in order to work safely, while others can suffer from medical conditions resulting in non-restorative sleep (not making you fully rested). Typical behavioural symptoms of fatigue that partners and family members should look out for are listed below:

**Physical symptoms you may notice**
- Sluggish physical appearance
- Yawning
- Headache
- Eye rubbing/twitching
- Nausea
- Poor coordination
- Extreme drowsiness
- Heavy eyes
- Microsleeps/head nodding
- Falling asleep

**Mental symptoms to look out for**
- Poor coordination
- Disorganisation
- Poor communication
- Lack of situational awareness
- Poor information processing
- Poor memory
- Poor decision making
- Increased errors (omission)
- Increased errors (commission)

**Obtaining sufficient sleep**

The ability to sleep is regulated by a body clock, or circadian rhythm, of the sleep/wake pattern. This means that it is generally easier to sleep at certain times of day and harder at others. Although there are individual variations in exactly when these times are, as a general rule sleep is most easily obtained somewhere between 10pm and 8am. Plus, for those who can nap, there is usually a time in the afternoon when an extra hour or more of sleep can be achieved.

Once adequate opportunity for sleep is provided, there are still many other factors that can reduce the chance of actually achieving it. It is very important to make bedrooms cool, dark and quiet. Caffeine and alcohol intake for a couple of hours before bed should also be minimised.

**How can partners and family members minimise sleep sabotage?**

Some practical ideas to minimise ‘sleep sabotage’:
- Using the bedroom only for sleep, relaxation and sex. Banish work desks, the internet or television sets if they distract from sleeping
- Blocking out as much light as possible. To your body, ‘light’ equates to ‘daytime’, which is a time to be awake
- Blocking out noise as much as possible. Noises often arouse people from deep sleep into a lighter stage of sleep
- Maintaining the bedroom temperature between 18 and 24 degrees Celsius

Finally, it is not true that as we age we need less sleep. We simply have more trouble achieving as much.
Emotional symptoms to be aware of

» More quiet/withdrawn than normal
» Lack of motivation
» Increased stress levels
» Mood changes
» Decreased tolerance
» Irritability

Some practical tools and strategies for partners and family members

Recognising possible difficulties is a first and important step in preventing any problems. Some strategies to consider:

For Bush Air employees:

» Communicate openly about planned rosters and the likelihood of them being fatiguing
» Regularly discuss the impact of your work on your relationships and family
» Schedule regular times for you and your partner to spend time together on your own
» Discuss with your partner ways in which you can help run the home and family. For example, if you have young children, share the workload.
» Plan for important family occasions and try to schedule your work around these
» Recognise that your partner may also get fatigued (especially if you have young children). Plan to let your partner have a sleep-in at least once on your days off.

For partners

» Understand the nature of the job and tasks that Bush Air operational employees perform and the need for them to have a high level of alertness and fitness for duty
» Recognise the signs and symptoms when your partners experience fatigue
» Allow your partner to go to bed early if long or fatigue-inducing shifts are expected
» Ensure that your partner eats to promote sleep (complex carbohydrates such as whole wheat products) and limits the consumption of caffeine
» Provide opportunities for napping if your partner is suffering from the effects of fatigue
» Try to avoid arguments before bedtime as this will affect the quality of sleep for you and your partner. Consider a better time to have discussions that might lead to disagreements.

Protecting your family life is a partnership

At Bush Air we often work extended days, which can have a serious impact on personal relationships and family life. Work demands such as emergency fire operations may result in irregular schedules, potentially missing out on weekends and family occasions.

Remember the safety of crew, and their passengers is dependent on individuals being fit to fly.

Further information & contact details

for information about coming changes to fatigue management regulation and Civil Aviation Order (CAO) Part 48.

National Sleep Foundation: www.sleepfoundation.org

Centre for Sleep Research (University of SA): www.unisa.edu.au/sleep

Bush Air Safety Manager: _____________________________

Managing fatigue involves teamwork
How to give a safety briefing/toolbox talk

Introduction
Communication and consultation are sound ways to prevent incidents, and reduce injuries at work. One of the easiest ways for managers to communicate the importance of safety on the job is through safety briefings, or ‘toolbox talks’, as many refer to them. You don’t have to be a professional speaker to do this well.

The agenda
» Know your topic and plan your agenda so you are well prepared. Be able to present the talk without reading it, and lead a discussion afterwards.
» Wherever possible use materials and equipment from your operation to illustrate your points. Collate hand-out literature or other material you intend to use at the talk.
» Limit the length of your talk. You know your business so you will be the best judge of how much time to set aside. Try to keep to half an hour as a maximum time. Allow for questions and answers afterwards.
» If possible use visual examples. Workers can identify more easily with situations or equipment in their own workplace. For example if you’re talking about baggage carts, use one of your own so that you can point out problems and solutions, or take photographs around the hangar/workshop employees can relate to.
» When closing the briefing/toolbox talk, reinforce the important points discussed. Thank your staff for their interest and enthusiasm.

The format
» Start the talk on a positive note. After welcoming your staff, compliment them on a job well done, promote teamwork and explain how briefings/toolbox talks not only provide valuable information, but also give everyone the opportunity to get together and exchange ideas.
» Keep the talk informal. Even though you may be using this resource, as well as others, use your own words and style in promoting and leading the discussion.
» Invite people to participate. The purpose of any briefing/toolbox talk is to start people thinking about safety problems. Include practical examples in the talk.
» Encourage workers to identify hazards and ask them to suggest possible solutions. Use open-ended questions to encourage discussion instead of questions that require only a ‘yes’ or ‘no’ answer.

The topic
» Choose topics related to recent developments in your hazard reporting and incident investigation policies, procedures and forms.
» Review recent incidents or hazards identified:
  - What happened?
  - Why did it happen?
  - What could have been done?
  - What hazard did it create?
» Review upcoming work schedules:
  - What hazards are you concerned about?
  - What safety equipment should be used?
  - What procedures should be followed?
The place and time

» Hold the talk in the work area, at a time when the workday will be least interrupted, and the work area is relatively quiet.

» Schedule briefing/toolbox talks once a week, reinforcing your company’s commitment to safety.

Sample topics for discussion

Hazard reporting

» Hazard reporting is required whenever somebody notices a potential problem that may affect the safety of people or equipment, or harm the environment.
  - Introduce procedure
  - Explain reasons for the hazard reporting procedure
  - Go through the procedure step by step
  - Introduce the hazard report form
  - Show examples of previous reports and positive actions completed
  - Allow for questions
  - Record any issues and follow up
  - Ask for suggestions about future toolbox talk topics

Incident reporting

» We report and investigate incidents to obtain accurate information about them, what events led up to them; who was involved; did the procedures fail, or did a piece of material or equipment fail?

» Evidence can be lost if it is removed from, or altered, at the incident site before making any records.

» Evidence can be lost because people react to an incident rather than respond. Also, injured people may be moved, or removed from the site for treatment. Equipment and other items may be disturbed to assist in the treatment or rescue of an injured person, and to provide safe access and egress throughout the incident site.

» We all learn from incidents. The investigation helps to bring all the facts together. Your input and involvement will help ensure that corrective actions are taken to prevent similar incidents.

» Every effort should be made to detect existing hazards or unsafe activities. Report them to your supervisor immediately.
  - Introduce safety investigation procedure
  - Explain reasons for procedure
  - Go through procedure step by step
  - Introduce event notification and reporting form
  - Go through recent incident investigations and lessons learned
  - Allow for questions
  - Record any issues and follow up
  - Ask for suggestions about future toolbox talk topics
Aviation safety toolbox talk

No. 1 – Shift handover

Introduction
Shift handover, as our recent incident shows, is one of the more challenging times during maintenance. Errors following poor or inadequate shift handover have been identified as contributing factors in a number of accidents/incidents, as in the following report from the US National Transportation Safety Board (NTSB).

Departures from approved procedures included failures to solicit and give proper shift-change turnover reports, failures to use maintenance work cards as approved, failures to complete required maintenance/inspection shift turnover forms, and a breach in the integrity of the quality control.

NTSB AAR-92/04 Final Report

In the 1988 Piper Alpha disaster, where a North Sea offshore oil platform exploded and burned, killing 167 people, miscommunication during shift handover was a causal factor.

Some of these challenges of shift handover include:

» A high demand for teamwork and well-developed communication skills

» Having structured and standardised policies and procedures

» Finding a location conducive to discussion and planning

» Finishing workers are tired and want to leave

» Training on procedures for shift/task handover

Good communication is especially critical at shift handover, when a task and its responsibilities are handed over to another person or team, and between different parts of an organisation within a shift (for example between pilots/operations and engineers).

There are three main parts of a good handover—one where task-relevant information is communicated accurately and reliably:

» The outgoing shift has time to prepare

» There is time for outgoing and incoming staff to exchange task-relevant information

» Incoming staff cross-check this information as they take over responsibility for the task
At Bush Maintenance Services, we believe that shift handovers should be:

» face-to-face

» two-way, with both participants taking responsibility

» a mixture of written and verbal communication, with a written checklist of items to convey, and/or a position log to review (in other words, where the task is up to)

» based on what information the incoming shift needs to know

» given the necessary time and resources

» monitored periodically.

So, the rosters will be adjusted to allow a half-hour handover time; we have set up a computer in a quiet corner of the hangar, so that the necessary handover paperwork can be completed; and with your input, we will put together a checklist of things to be covered in the handover, which we’ll try for a month, and then adjust any bits which aren’t working.

Other things to consider

» If someone is new to the job, or has been away from work for a few days, the shift handover may take longer, and need to be more thorough

» We want to promote a culture where communication mistakes are expected, and efforts are made to avoid them, or mitigate their consequences. In this environment, you can expect to hear phrases such as ‘Good catch!’

» Handovers are seen not only as error-prone, but also as potentially beneficial, where the incoming shift can see problems with fresh eyes, and both shifts can solve them together.
Safety briefing/toolbox meeting attendance form

This form is used to document attendance for weekly toolbox meetings and for the manager to track issues and actions raised from these meetings. Each meeting must include a brief overview by the manager of the incident that occurred the previous week with a focus on corrective actions. This information is available from the incident management database.

**Section 1 – Toolbox meeting details**

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| Toolbox topic name:     |                       |       |       |
| (Include document number)|                       |       |       |

| Additional attachments: |                       |       |       |
| (or topics presented)  |                       |       |       |

**Section 2 – Attendance (workgroup/team)**

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**Section 3 – Business arising from previous meeting**

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**Section 4 – New safety issues**

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**Section 5 – Comments**

