**SHOP SAFETY POLICY**

Management has established a written policy publicizing their intent and objectives on shop accident control, loss control responsibility and establishment of key loss control activities.

In doing so, ***COMPANY NAME***has developed the following safety program. We will focus on the following areas: employee training and supervision, facility inspection/maintenance, accident investigation/review, and safety meetings.

**POLICY STATEMENT**

The efficiency of any organization can be measured directly by its ability to control losses. The personal safety and health of each employee and the safety of the public are of primary importance. Every attempt will be made to reduce the possibility of accidental occurrences that may result in injury or property damage.

Accident prevention is always the first order of business on any day and will take precedence over expediency or short cuts.

Management if morally committed to providing safe working conditions, complying with all safety and workplace laws and ordinances.

We will maintain a shop safety program conforming to the best practices for motor carrier organizations. The program will include qualification, training and supervision of mechanics and other shop employees, establishment of safety practices and rules, planned inspection and maintenance of facilities, reporting, investigation and review of all accidents.

The cooperation of all employees is expected, not only from supervisors, but also from all workers. Only through all our cooperative efforts can a loss control program be effective.

**Post the policy, mail it to managers and employees, review it during employee meetings, and present it to employees during orientation.**

**The policy statement should be signed by the owners, president or officers of the company to indicate its importance.**

**SHOP SAFETY**

**SECTION 1**

Shop safety is a critical ingredient in a transportation company’s overall safety program. It is imperative that all facilities owned, operated, or used be maintained in a clean and safe condition. Ensuring that our employees work in a safe environment is the responsibility of each shop supervisor.

**OBJECTIVES**

The objectives of Shop/Facilities Safety are to:

* Maintain a safe, clean and workable environment through hazard recognition and corrective action.
* Ensure that all employees are complying with and promoting company safety objectives.
* Provide a good example to all employees through good housekeeping practices.
* Elevate employees’ safety awareness and attitude by setting the stage for safety.

**RESPONSIBILITIES**

Managers should develop an awareness of the cleanliness and safety of their operating facilities. No one is more qualified to detect potential safety hazards at their operation. Monitoring consists of three basic procedures.

* Daily ongoing visual inspections of the shop facilities. This does not mean that a manager must take time out from his regular duties to perform an inspection, but rather to develop awareness so that safety is constantly monitored while performing the everyday functions of their job.
* Formal shop inspections. Maintenance facilities are to be inspected once every 30 days. It is best for the responsible mechanic and shop supervisor to do these inspections together. As with the manager, no one knows the problems with the shops better than the mechanic.
* Shop Inspection Checklist forms should be used and completed in duplicate. One copy should be kept on file at the shop location and the other sent to the Safety Department. Do a follow-up review to ensure that any discrepancies noted on the Shop Safety Inspection have been corrected. Give personnel time to correct any deficiencies, but don’t allow problems to go uncorrected. **If you are not serious about safety you can’t expect your employees to be.**

**SHOP SAFETY RULES**

* Portable fire extinguishers must be checked monthly.
* Must wear full coverage face shield whenever working with batteries.
* Must wear full coverage safety goggles whenever grinding or using a hammer and punch.
* Eye protection is to be worn at all times in the trailer maintenance area.
* Must always use two independent means of support when holding any equipment off the ground to be worked on.
* Must remove the ignition key or otherwise prevent the starting of any trucks or machinery being worked on.
* Must not work under a raised cab of a tractor unless the cab is fully raised and blocked.
* Must use a chock block on both sides of a wheel to prevent movement whenever working underneath a unit.
* Must not do any potentially dangerous repairs unless there is another person in the shop. (i.e. remove transmissions, rear-ends, etc.).
* Must wear steel toed shoes whenever working. Tennis shoes or other casual loafers are not permitted.
* When using a ladder or scaffold you must face the steps when ascending or descending. One hand must always be free to hold onto the handrails.
* Must wear hearing protection when using air wrenches to remove wheel lug nuts.

**Failure to comply with these safety policies will result in disciplinary action or termination**.

**These are simple shop rules used by a trucking company. Some of these rules may apply in your shop and some may not. It is important to assess the hazards in your shop and implement the appropriate rules.**

**SECTION 2**

**SHOP SAFETY INSPECTION CHECKLIST**

**🗸 =** OK **X** = Needs Attention

Plant Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **General Housekeeping**

A. Floors: General cleanliness \_\_\_ Debris or clutter on floors \_\_\_ Grease or oil spots \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B. Workbenches: General cleanliness \_\_\_ Debris or clutter on benches \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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C. Storage Areas: General cleanliness \_\_\_ Debris or clutter \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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D. Waste Storage: General cleanliness \_\_\_ Proper covering \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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E. Hazardous Materials Storage: Proper storage \_\_\_ Proper signage \_\_\_

Oxygen-acetylene \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Building Safety**

A. Doors: Walkout doors \_\_\_ Overhead doors \_\_\_ Exit signage \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B.Floors: Drains \_\_\_ Hazardous cracks or holes \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Air plumbing \_\_\_ Air Compressor \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Shop Equipment**

A. Parts Washer: Cleanliness \_\_\_ Debris \_\_\_ Safety lid \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B. Welders: Fire extinguisher \_\_\_ Wiring \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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C. Cutting Torches: Cleanliness \_\_\_ Hoses \_\_\_ Tank restraints \_\_\_ Condition \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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D. Bench Grinders: Guards \_\_\_ Protection signage \_\_\_ Wheels \_\_\_ Face shields \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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E. Air Hoses: Hose condition \_\_\_ End couplings \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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F. Misc. Equipment: 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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G. Electrical Hand Tools: General condition \_\_\_ Electrical cords \_\_\_ Guards \_\_\_ Trouble lights \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Safety Equipment**

A. Fire extinguishers: Inspection tags \_\_\_ Signage \_\_\_ Full charge \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B. First Aid Station: Cabinet clean \_\_\_ Eyewash station \_\_\_ Fully stocked \_\_\_

Signage \_\_\_

Remarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Deficiency** **Recommendations**

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Date Signature of Inspector

1. **Deficiency Recommendations**

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Date Signature of Person Correcting Deficiencies

**SECTION 3**

**SAFETY ACCOUNTABILITIES/INCENTIVES**

**ACCOUNTABILITIES**

Criteria should be established for the objective evaluation of supervisor’s and manager’s efforts toward safety and loss control. This could include:

1. Number of accidents

2. Number of lost work days

3. Inspections

4. Training sessions

Numbers 3 and 4 reflect upon the supervisor’s efforts to avoid accidents rather than the number of accidents, which occurred. It is very important that shop supervisors “buy into” the shop safety program in order for it to be effective. The safety director cannot spend all of his/her time in the shop enforcing and promoting safe work rules.

**INCENTIVES**

Incentives should be attainable and of sufficient value or recognition for employees to strive to work safely.

A sample shop safety incentive program at one of our insured fleets is as follows:

**Supervisors**

Shop managers or supervisors are eligible for up to $300/year if his shop experiences no lost time injuries. Shop foremen are eligible up to $150/year.

**Shop Personnel**

Individual award: Each worker that works the entire year without a lost time injury receives a company jacket or $50 gift certificate to a local department store.

Group award: Each worker receives $20 if their shop goes an entire quarter without a lost work day case or individual medical loss of over $250. If the shop works the entire year without a lost workday or $250 in medical per case, each employee receives $100 instead of $80. The group award is to encourage everyone to promote safe work practices throughout the shop.

An annual safety awards luncheon is held to recognize the safe workers. All shop employees are invited regardless if they are receiving an award. The company president is present to congratulate each worker and a photograph of the group is published in the company newsletter.

**SECTION 4**

**HOW TO PRESENT A SUCCESSFUL SAFETY MEETING**

**Preparing for the Safety Meeting**

Go through your records and find a specific safety or health problem to discuss. The purpose of the meeting is to discuss potential hazards, and what personal action can be taken to control them. That’s what’s known as a “problem-solving” safety meeting. Certain objectives must be met, if a problem-solving safety meeting is to be successful.

The objectives of a problem-solving safety meeting are:

* To reach understanding of a common problem by using the knowledge and experience of the group.
* To secure commitment for control of the problem.
* To control hazards effectively through the cooperation and coordinated efforts of the group.
* To build relationships through this joint effort to solve mutual problems.

Prepare an outline that breaks the meeting down into three parts:

1. Stating the problem.
2. Discussion of the problem.
3. Conclusion

A good problem for discussion at a safety meeting would be:

* A specific unsafe act.
* One that involves the majority of the group.
* One that the group can act to solve.

Your theme planner will give you the general topic area, but for an effective problem-solving meeting, it’s important to narrow the topic down.

For the discussion portion of the meeting, list all the significant reasons the members of the group may have to justify the undesirable action. Be prepared to list any additional reasons that may be offered by the group during the meeting.

Then list the facts to be considered and the steps necessary to overcome the reasons for the action. Again, be prepared to include other controls that might be offered by the group during the meeting. The conclusion, which outlines the action of the group to control the problem, will come out of the discussion during the meeting.

Assign time limits to each part of the meeting, and be sure to include time for general questions and answers.

Use support materials for your meetings, audiovisuals, posters, employee handouts whenever possible. When you order materials, allow at least five or six weeks for delivery and review time.

Be sure everybody who is scheduled to attend the meeting knows what the discussion topic is going to be. Give them this information at least a week in advance so they have time to think about possible solutions and any questions they’d like to have answered.

**Teaching Hints for a Successful Presentation**

Rehearse your presentation.

Keep the meeting short; twenty to thirty minutes is usually sufficient. Pay attention to the audience’s energy.

Pacing is important. Follow the times you set for yourself. Do not try to go too fast, it takes time for concepts to sink in. Participants need time to practice and understand. Build a solid foundation early and reap benefits later.

Deal with one topic, the specific problem you are trying to solve.

Hold the meeting in a comfortable location, somewhere that’s free of noise and other distractions. Keep the atmosphere relaxed, but not so relaxed that people don’t take the meeting seriously.

Schedule the meeting at a time when everyone is most likely to be alert and receptive. First thing in the morning will probably be a better time than right after lunch.

Encourage questions. Participants learn best when they become involved actively in the safety session. If participants are hesitant, then you should be prepared to ask questions. Give the responders time to think of their answers. Don’t be too quick with the right answer. Some meeting leaders feel that they will lose control if they open the floor to questions. That’s not true. You just need to know how to handle the rare person who asks a question for the sole purpose of disrupting a meeting. Here’s what you can do to handle that kind of troublemaker:

* Don’t embarrass anyone in front of the class.
* Talk to the person during break and try to identify the problem.
* Redirect questions to the participants when someone is trying to challenge you.
* Humor is often an appropriate tactic. You be the judge.

Some people just don’t like to get up and volunteer information to an audience. A good way to get around that problem is to break the audience into groups of three or four and have each group write down its ideas. Then have the people in each group select someone to speak for them. That will not only eliminate self-consciousness, it also enables people to share their ideas.

An open, informal small group meeting encourages the kind of questions and discussion needed for a successful problem-solving meeting. Here are some tips on leading a discussion:

* Guide the group. Keep the discussion focused on the problem.
* Allow some flexibility if the discussion gets a little off the track. Rigid insistence of sticking to an outline or plan can kill potentially good ideas and solutions.
* Don’t interrupt. Wait until a speaker is finished before you comment. People will open up and participate more readily if they know you’re going to hear them out when they speak.
* Don’t make judgmental statements.
* Provide feedback to others in the group.
* Encourage everyone in the group to participate.

Draw on your own experiences and ask your peers for their input.

Be positive. Avoid negative phrases such as “don’t do that.” No one likes to be told they have a bad attitude. Use positive reinforcement whenever possible. For example, “The benefits of a good work attitude are… If it’s absolutely necessary to point out negative behavior, then stick to third person examples, such as “If someone were to forget…

Safety contests can help spread awareness and maintain interest. When incentives are offered, such as personalized mugs or sport bags, involvement is encouraged.

Conclude by summarizing the meeting. Review the solutions to the problem that have been agreed on by the group and be sure everyone understands them.

**Teaching Tools**

Well-chosen audiovisuals and other support materials can enhance your presentation by engaging the audience’s attention and stimulating discussion. Be sure to preview all materials, audiovisual and print, before the meeting. Here is a checklist for setting up audiovisual equipment:

1. Be sure you know how to operate the equipment.
2. Check all equipment at least one day before your meeting to make sure it works properly.
3. Keep a spare bulb and fuse and know how to replace them.
4. If you are showing a film or slide presentation, the audience should be seated no closer to the screen than twice the screen’s width and no more than twenty-five degrees off to each side of the center of the screen. At least be sure the audience can see from all seated position.
5. The bottom of the screen should be at least four feet above the floor.
6. Set the projector before class so that it is focused and ready to use and the volume and sound are set.
7. If a separate speaker is used, place it near the screen off the floor.
8. Use duct tape-to-tape cords to the floor to avoid tripping hazards.

Overheads are notorious for buckling and that can make focusing difficult. Be sure to check the condition of the overheads you plan to use and replace any them if necessary. If you use a flipchart for discussion points and participant responses:

* Use colors for emphasis.
* Use key words and phrases to capture a participant’s main ideas.
* Write in large letters so the participants can see.
* Try to keep your face turned in profile to the class. Too much of your back facing the audience is a sure turn-off.

**How People Learn**

The process through which people acquire knowledge and skills and change their attitudes as a result of study or experience is called learning.

Acquiring knowledge refers to gaining new ideas or facts. Acquiring skills refers to gaining new physical or mental abilities.

Changing attitudes refers to gaining new interests, likes, dislikes, or ideas.

All three types of learning are related and more than one type of learning can take place at the same time.

Nobody knows exactly how learning takes place, but most educators agree on four basic theories:

1. Learning requires motivation.
2. Learning requires repetition.
3. Learning occurs through association. For example, we learn something new if material builds on some information or experience we have already acquired.
4. Learning occurs through use of the senses. These senses are seeing, hearing, tasting, touching and smelling.

It’s important for people to understand the worth of a subject. It’s easier to learn something if it seems significant.

When new information is presented in a training or classroom situation, there are three ways that people can process the information:

1. They can accept it, which means they believe it.
2. They can reject it, which means they dismiss it.
3. They can modify it, which means they either misunderstand it or change it to suit their personal needs.

When instructions are given to employees in the workplace, they have five ways of dealing with them:

1. They follow the instructions, but only when they are under direct observation.
2. They follow the instructions, but complain.
3. They simply follow the instruction without comment.
4. They follow the instruction for a while and then revert to the old ways.
5. They follow the instructions and tell others how well it works.

Learning calls for the replacing of some of the ways we think with new attitudes or behavior. People differ in their ability to change and accept change. But even if the process is not always easy, it can be enjoyable.

To some extent, everyone is afraid of change and as a result anxiety is present in all learning situations. We try to get rid of anxiety by holding on to familiar ways of thinking and doing things. In this way, consciously or unconsciously, we resist learning.

Before we can learn we must overcome resistance to learning and also be willing to risk making mistakes. We have to feel free to acquire new knowledge in our own way. The attitude of the instructor becomes crucial. Tolerance, warmth, and support of the work/student are essential to learning.

**CONCLUSION**

There are three important goals that every safety meeting should try to achieve:

1. Solving a specific safety and health problem.
2. Learning how to work safely.
3. Motivating people to continue to work in a safe and healthful manner.

It all comes down to communication. Thorough preparation will help you speak with confidence on each monthly safety or health topic and the specific problem you are trying to solve. Remember that you are trying to influence the attitudes of other people. You can’t force someone to behave safely. You have to educate, motivate and sell each person on the idea that his or her attitude and behavior are the keys to a safe and healthful working life.

**SECTION 5**

**The Following Information is Provided by the American Trucking Associations (ATA) Safety Department**

**TOP CARRIER VIOLATIONS**

The OSHA regulations most frequently violated by motor carriers are listed below. For purposes of illustration, each regulation is followed by actual citations of a carrier as reported by the companies to the ATA Safety Department.

1. 1910.309-a - National Electric Code

“Portable, hand held, electric motor operated tools, which are not protected by an approved system of double insulation, are not grounded.”

“The electric ground was not connected on the electric powered table wood saw located in the trailer maintenance shop. A pedestal electric abrasive grinder in the trailer maintenance shop was not adequately grounded.”

“Failure to splice or join conductors with splicing devices suitable for the use or by brazing, welding, or soldering with a fusible metal or alloy. All splices and joints and the free ends of conductors should be covered with insulation - e.g., live wire was exposed through taped splice on flexible cord to lights for door #55.”

“Failure to guard live parts of electric equipment operating at 50 volts or more against accidental contact - e.g., fuse box was left open, exposing live electrical parts.”

“Failure to provide serviceable electric cord for: extension cord used to operate fan and tools in the tire shop exposing employees to the hazard of electric shock in that cords were frayed and in poor condition.

“A 110-volt motor on sump pump, located in sump pit of the areas was not of the type approved for a Class 1, Division, hazardous location.”

“The cord and plug bench mounted buffing machine used in tire repairing work was not provided with a ground.”

1. 1910.215-a4 - Abrasive wheel machinery adjustable work rests.

“Work rests on (four) abrasive grinding machines were not adjusted to close to the wheel, 1/8 inch or less, to prevent the work from being jammed between the wheel and rest and causing wheel breakage.”

“Failure to provide work rests on grinding machines, no tool rest at grinding wheel of pedestal grinder.”“Failure to provide steady rest on abrasive wheel.”

“Failure to maintain work rest on abrasive wheel.”

1. 1910.252-a2 - Welding, cutting and brazing: Portable Cylinders Construction and Maintenance.

“Failure to keep gas cylinder caps in place when not in use.”

“Oxygen cylinders stored adjacent to the drive-through stall were not separated from fuel gas cylinders by a distance of 20 feet or by a noncombustible barrier at least 5 feet high.”

The acetylene cylinder with regulator in place, ready for use, had the valve fully open. Location: on the cart, in the trailer repair shop.”

Failure to store cylinders in a well protected, dry location, at least 20 feet from highly combustible materials. Assigned storage spaces shall be located where they will not be knocked over, damaged, or subject to tampering -- e.g. compressed gas bottle of oxygen not secured against falling.”

“Oxygen cylinder was stored near highly-combustible material in the following location: garage are-oxygen cylinder stored near two 55 gallon drums of oil and a pan of cleaning fluids.”

1. 1910.157-d3 - Portable fire Extinguisher - Maintenance

“Failure to provide examination and/or recharge or repair of extinguisher to insure operability and safety at regular intervals, not more than one year or when indicated by an inspection; they shall be replaced as needed.”

“Fire extinguisher removed from east wall of the brake shop to be recharged was not replaced by a spare extinguisher until recharging was complete.”

“Failure to provide each fire extinguisher with a durable tag attached to show the maintenance of recharge date and the signature of the person performing this service - e.g. CO2 fire extinguisher by fuel pumps had no tag.”

1. 1910.22-a1 - General Requirements: Housekeeping/All Places Clean & Sanitary

“Failure to insure neat and orderly conditions in the lunchroom.”

“Employer failed to keep all places of employment, passageways, storerooms, in sanitary condition. Location: garage east wall, angle iron scattered on floor; and containers, unused vehicle parts on floor, leaning against walls.”

1. 1910.106-g8 - Flammable/Combustible Liquids: Service Stations - Source of Ignition

“Failure to post conspicuous and legible signs prohibiting smoking within sight of the customer.

There shall be no smoking or open flames in the areas used for fueling, servicing fuel systems for internal combustion engines or receiving or dispensing of flammable or combustible liquids.

The motors of all equipment being fueled shall be shut off during the fueling operation- e.g., there were no “No smoking” signs in the gas and diesel fueling areas.”

1. 1910.37ql - Means of Egress: Exit Marking Signs

“Failed to properly mark exits and routes to exits in basement lunchroom.”

“Failure to mark exits with a readily visible sign. In all cases where the exit or way to reach it is not immediately visible to the occupants, access to exits shall be marked - e.g. exit not marked, located in middle of north wall.”

“Failure to provide fire exit wordings.”

Exit signs were not provided in the office or lunch room on the south end of the building or in the garage on the north end of the building to show employees a means of egress in case of fire or other emergency.”

1. 1910.157-a2 - Portable Fire Extinguishers - In Readily Accessible and Conspicuous Locations.

“Fire extinguishers on center dock area were not readily accessible and immediately available in that they were blocked by “freight storage.”

“Failure to locate extinguishers where they shall not be obstructed nor obscured from view. In large rooms and in certain locations where visual obstruction cannot be completely avoided, means shall be provided to conspicuously indicate the location and intended use of extinguisher - e.g. four fire extinguishers located in loading area, obstructed.”

“Failed to keep portable fire extinguishers readily accessible and immediately available in the event of a fire at (four) truck doors in the dock area.”

“Failed to keep portable fire extinguishers readily accessible and immediately available in the event of fire at (two) truck doors. 55-gallon drum waste containers blocked both portable fire extinguishers. The extinguishers at (second) door were also blocked by a bar tool.”

1. 1910.23-cl - Open-Sided Floors and Platforms - Guardrails

“Failure to guard every open-sided floor or platform four feet or more above adjacent floor or ground level by a standard railing or equivalent on all open sides, except where there is entrance to a ramp, stairway, or fixed ladder. The railing shall be provided with a toe board when necessary - e.g. first cleaning bay.”

1. 1910.215-a2 - Abrasive Wheel Machines - Safety Guard Design.

“Failure to equip abrasive wheels with safety guard which covers the spindle end, nut and flange projection. For example: there was no guard to cover spindle end, nut and projection on bench grinder located in garage.”

“Abrasive wheel was used on grinding machine which was not provided with safety guards to cover the spindle end, nut and flange projections; heavy duty bench grinder at spray room of west wing of building D.”

1. 1910.215-b9 - Abrasive Wheel Machines - Exposure Guarding Adjustment

“Failure to provide an adjustable tongue to guard the exposure above the horizontal plane of grinding wheels to an exposure of no more than 1/4 inch on bench grinder and pedestal grinder in maintenance shop.”

“Failure to provide safety guards constructed so that the peripheral protecting member can be adjusted to the constantly decreasing diameter of the wheel. The maximum angular exposure above the horizontal plane of wheel spindle shall never be exceeded and the distance between the wheel periphery and the tongue of end of the peripheral member at the top shall never exceed 1/4 inch - e.g., pedestal grinder had no tongue guard at wheel.”

1. 1910.23-dl - Stairways - Handrails

“A stair railing was not provided on the open side of the stairs, less than 44 inches wide, having one side open at the following location: west side of loading dock next to door #23.”

“Employer failed to provide that stairways with four or more risers shall be equipped with standard railing and one intermediate stair railing located approximately midway of the width - e.g., no midrail on railing going up to second floor storage area in garage.”

“The three stairways having four or more risers were not equipped with standard stair railings or standard handrails - e.g., stairway leading to storage area over tool room, stairway leading to truck shop office and stairway at NW end of loading dock.”

1. 1910.219.el - Mechanical Power-Transmission Apparatus

Horizontal Belt-Guards

“The mechanical power-transmission apparatus, drive belts, of the following machinery was not enclosed by guard-storeroom of the maintenance shop.”

“The horizontal belt drive for the lathe located in the major components room, maintenance building, with both belts runs less than seven feet, but more belts run less than seven feet, but more than 3 1/2 feet above the floor, had no guard that extends 15 inches above the belt or to at least seven feel above the floor.”

“Failure to guard horizontal “V” Belt and pulleys.”

“Failure to guard horizontal “V” Belt and pulley on table saw.”

1. 1910.22-dl - general requirements: Floor Loading Protection-Plates Showing approved Load Weights.

“Failed to conspicuously post in each place to which they relate the rated floor load of every building or other structure used for mercantile, business, industry, or storage purposes. Among those noted: No floor load limits posted in second floor areas.”

1. 1910.219-dl - Mechanical Power-Transmission Apparatus: Pulleys - Guards

“Pulleys and associated parts were not guarded on machinery at the following locations: main building, used oil dispensing unit and pump motor for the radiator tank, tin building, planer and reamer machine.”

“V-belts and pulleys, seven feet or less from the floor or working platform, were not guarded. An example of the condition is the air compressor in the storage trailer.”

“The compressor had partially guarded belts and pulleys. The front side was not enclosed to prevent contact with the rotating belts and pulleys.”

**SAFETY DIRECTOR’S ACTION PLAN**

Obtain copies of OSHA’s Occupational Safety and Health Standards and National Electric Code and study them to become familiar with all regulations, which are involved, or might be involved, in your company’s operations.

Make a listing of applicable regulations and incorporate them in company safety rules.

Obtain equipment for measuring and monitoring noise and air contamination in places where such potential health hazards are or might be present.

Establish a plan and schedule to periodically monitor OSHA compliance by a personal spot-check of areas where health and safety of employees might be endangered. Develop a plan for continuing emphasis on compliance.

Develop a plan to include inspections for compliance with OSHA requirements in the company inspection programs.

Make a list of the 15 most frequent violations in your company and send them to appropriate officials and supervisors with instructions to inspect their facilities for similar violations and to make corrections.

**MOST FREQUENTLY CITED SERIOUS**

**VIOLATIONS IN GENERAL INDUSTRY - FY - 02**

|  |  |  |  |
| --- | --- | --- | --- |
| 1200(e)(1) | Z | Hazard Communication - Written Program | 3,342 |
|  |  |  |  |
| 1200(h) | Z | Hazard Communication - Training | 3,025 |
|  |  |  |  |
| 147(c)(1) | J | Lockout - Energy Control Program | 1,666 |
|  |  |  |  |
| 212(a)(1) | O | Machine Guards - General | 1,498 |
|  |  |  |  |
| 215(b)(9) | O | Grinders - Tongue Guards | 1,387 |
|  |  |  |  |
| 1200(g)(1) | Z | Hazard Communication - MSDS | 1,376 |
|  |  |  |  |
| 219(d)(1) | O | Pulleys | 1,245 |
|  |  |  |  |
| 151(c) | K | Eye & Body Flushing Facilities | 1,126 |
|  |  |  |  |
| 212(a)(3)(ii) | O | Point of Operation | 1,075 |
|  |  |  |  |
| 1200(f)(5)(i) | Z | Hazard Communication - Label Identification | 1,048 |
|  |  |  |  |
| 147(c)(7)(i) | J | Lockout Training | 992 |
|  |  |  |  |
| 1200(f)(5)(ii) | Z | Hazard Communication -Label Warnings | 984 |
|  |  |  |  |
| 215(a)(4) | O | Grinders - Work Rests | 935 |
|  |  |  |  |
| 23(c)(1) | D | Open-Sided Floors | 882 |
|  |  |  |  |
| 219(e)(3)(i) | O | Vertical & Inclined Belts | 858 |

***Note:*** *There were also 1,076 serious violations. Section 5(a)(1) cited during this period.*

**SECTION 6**

**OSHA PENALTIES \***

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| --- | --- | --- | --- |
|  |  |  |  |
|  | Willful  Maximum  Minimum | $70,000  $ 5,000 |  |
|  |  |  |  |
|  | Repeated  Maximum | $70,000 |  |
|  |  |  |  |
|  | Serious, Other-than-Serious, Other Specific Violations  Maximum | $ 7,000 |  |
|  |  |  |  |
|  | Failure to Abate for each calendar day beyond  abatement date  Maximum | $ 7,000 |  |
|  |  |  |  |
|  | OSHA Notice | $ 1,000 |  |
|  |  |  |  |
|  | Posting of OSHA 200 Summary | $ 1,000 |  |
|  |  |  |  |
|  |  |  |  |
|  | Posting of Citation | $ 1,000 |  |
|  |  |  |  |
|  |  |  |  |
|  | Maintaining OSHA 200, OSHA 101 | $ 1,000 |  |
|  |  |  |  |
|  | Reporting Fatality/Catastrophe | $ 5,000 |  |
|  |  |  |  |
|  | Access to Records under 1904 | $ 1,000 |  |
|  |  |  |  |
|  | Notification Requirements under 1903.6  (Advance Notice) | $ 2,000 |  |
|  |  |  |  |

***\* Penalties before adjustment, if any, for size and history.***