

*Lookout / Site Warden Workplace Support
Post Training Development Workbook*





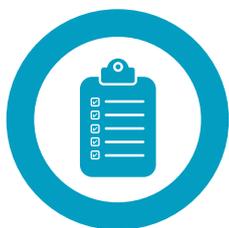
Introduction

Introduction

The post training development workbook is to assist both Lookouts and Sponsors, or line managers of a newly qualified Lookouts/Site Wardens. It provides guidance about the support new Lookouts will initially need, evaluation forms and checklists to help review progress towards becoming a Lookout/Site Warden who can work independently.

The workbook has been developed in response to research undertaken into the role of lookout, which suggests that Lookouts would benefit from additional support when newly qualified. This support can be provided by the sponsor or line manager, or another suitable individual. Ideally this should be someone who is experienced in Lookout duties, having undertaken the role in different areas and in different conditions. They should be someone who feels comfortable coaching and developing others. It could be a team leader, a COSS or another team member who has relevant experience. (Throughout this document the person providing support and coaching will be referred to as the Lookout Support.)

Supporting a Lookout/Site Warden whilst undertaking post training development is not about formal assessment, or having a 'mentor' stand next to them whilst they work (this would be a distraction). It is about acknowledging that being a Lookout or Site Warden can be challenging and that Lookouts/Site Wardens can benefit from feedback from others on how to cope with the realities of the role and on how they are performing. It also involves supporting the Lookout/Site Warden to identify and resolve their own challenges, this could differ for each individual.



Section 1: The Process

Outlines the process for post training support and provides an Observation Checklist for the Lookout Support and an Evaluation Form which should be completed by the sponsor or line manager as evidence that the mentoring period is complete. The form will also help you evaluate how the Lookout is progressing and whether they are ready to work independently.



Section 2: Lookout/Site Warden Workbook

Contains a Log Book which provides structure for the person providing workplace support and material that you can use to question and coach your Lookout. It can also be used by the Lookout to help them record their experiences and progress.



Section 3: Information for the Lookout Support

Provides some guidance on how to answer the scenarios effectively and information which might be useful in discussions with your Lookout.



The Process

Section 1: The Process

During the weeks after initial training there should be regular meetings between the newly qualified Lookout and the Lookout Support to:

- check on progress to see how the individual is getting on
- ensure the individual is gaining sufficient experience of Lookout activity
- address any concerns that may have arisen about the role
- provide tips and techniques on how to be a good Lookout

The Site Observation Checklist can be used by both the Lookout Support and the newly qualified Lookout to monitor development and progress.

If there are signs that the individual may no longer need support, including receiving reports from the individual themselves, then, as the Lookout Support, you can use the Lookout Evaluation Form over page to evaluate the individual and check that they have demonstrated that they can undertake the role safely.

If there are outstanding development actions or the individual indicates they need continued workplace support, this can continue for up to 12 months.

If the individual does not wish to continue as a Lookout, or they require support for more than 12 months, then the competence should be withdrawn.

The attention and awareness e learning 'Be Aware, Stay Safe' must also be completed by the individual as part of their workplace support and this must also be registered on Sentinel (or Oracle for Network Rail line managers).

Completing workplace support does not mean the end to all support and development, but an end to formally observed working and support.

The Evaluation Form must be signed by both the individual wishing to be a Lookout and the Sponsor or line manager.

The completion of the Lookout Evaluation Form must be recorded on Sentinel (or Oracle for Network Rail line managers), as 'Lookout Post Training Development Workbook'.

Lookout Work Site Observation Checklist

To be completed by the Lookout Support for every observation.

Activity	Behavioural Indicators	Observers Comments
<p>Appropriately prepared for work</p>	<ul style="list-style-type: none"> ● has correct PPE ● has correct Lookout equipment ● has checked equipment is in good working order ● is appropriately dressed for the weather conditions ● brings appropriate supplies and refreshments (i.e., sun tan cream, water, hot drink) ● is not displaying signs of tiredness (i.e., excessive yawning, eye rubbing) ● can describe action they would take if they felt unable to undertake Lookout duties as a result of fatigue, for example ● agrees length of work and any breaks required prior to commencing duty 	
<p>Receives instructions from COSS/LOWS controller about safe system of work</p>	<ul style="list-style-type: none"> ● listens to COSS briefing ● asks questions about briefing and SSOW to check understanding ● agrees with the COSS location for being a Lookout/Site Warden and identifies appropriate position of safety ● challenges position or sighting if not happy and cannot observe the work group or the approaching trains appropriately ● confirms that they are in the correct position before starting work ● agrees when and how breaks will be taken 	
<p>Maintains a watch for trains or individual straying from a worksite (site warden)</p>	<ul style="list-style-type: none"> ● regularly scans area from which trains are approaching ● regularly scans work group to check for individuals straying ● is not distracted by work or other distractions ● recognises when attention is being affected and can describe things to do (coping strategies) to manage it ● asks for a break when their attention is being affected ● maintains a position of safety throughout (recognising there may be additional movement as part of a coping strategy but that this needs to be maintained within a safe zone) ● re-focuses if there has been a break or a distraction 	

Lookout Work Site Observation Checklist



Activity	Behavioural Indicators	Observers Comments
<p>Provides appropriate warnings to the work group</p>	<ul style="list-style-type: none"> ● uses approaching train as indication to send a warning (rather than movement of points or level crossing activation) ● warns individuals who have strayed ● provides warning in good time ● awaits permission before resuming duties ● recognises changing situations that impact on the SSOW and liaises with COSS ● reports when new hazards will be encountered during a moving worksite (i.e., moving to multiple lines from single lines; moving into tunnels, changing weather conditions) ● warns the group to stand down if they cannot observe the group or lookout (i.e., if their visibility reduces as a result of bad weather or if another train passes blocking the view of the line they are watching for) 	
<p>Challenges individuals who don't acknowledge warning/who stray from the work group</p>	<ul style="list-style-type: none"> ● issue an urgent warnings ● challenges group members assertively ● discusses repeated non-acknowledgement with the COSS ● re-tests warnings to ensure the whole group can hear 	



Lookout Evaluation Form

This form should be completed by the Sponsor/Line Manager to help you determine if an individual is suitable to continue as a Lookout/Site Warden without formal workplace support

Activity	Completed (Dates)	Comments and observations (use this section to record the details of the individuals experience and any observations about performance or the discussions you have had with the individual)
Undertaken Lookout duties in at least 4 different places		
Observed on 4 occasions (minimum of 3 as a lookout). See observation checklist over page. All observation reports must have been reviewed and any development actions closed out by the Sponsor or Line Manager		
Undertaken site lookout duties		
Undertaken distant or intermediate lookout		
Observed on at least 1 occasion as a Site Warden		
Has been tested on local knowledge or area of work		
Completed the 'Be Aware Stay Safe' e learning		
Completed Lookout Log Book		

Declaration

As the Sponsor/Line Manager I am satisfied that the individual has met the criteria above and no longer requires formal workplace support:

Name: **Title:** **Date:**

As a lookout/site warden I want to continue to be a lookout/site warden and no longer need formal workplace support:

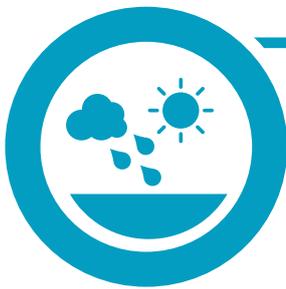
Name: **Sentinel Number** **Employee Number (NR Only)**..... **Date**



Section 2: Lookout/Site Warden Scenario Workbook

This workbook supports the classroom training and the e-learning module 'Be Aware, Stay Safe'. It outlines a number of scenarios to work through either independently or in discussion with the Lookout Support.

Not everyone is suited to being a Lookout or Site Warden. This workbook is designed to help you (the Lookout) reflect on some of the situations you might encounter or have already encountered in your first few shifts, which will help you decide whether being a Lookout is really something you want to do.



Scenario 1: *Under the weather*

You are feeling under the weather, as you have got the start of a cold which meant that you did not sleep very well the previous night. The COSS has asked you to be the Lookout, how do you feel about this?

Prompts

- What are the risks of undertaking Lookout duties in this condition?
- What are the options open to you?
- How do you feel about these? Which option are you most likely to take? Why?
- How would you approach the COSS about asking for additional breaks or rotating with other team members?



Scenario 2: Avoiding work distractions

You are Site Warden and you see a new member of the team struggling to release some clips, it would be a 1 minute for you to walk across and help. What do you do?

Prompts:

- What are the risks with this situation?
- What are the options open to you?
- How do you feel about these? Which option are you most likely to take? Why?
- What do you do to prevent this scenario being a distraction?
- What other things can distract you? How would you handle these situations?

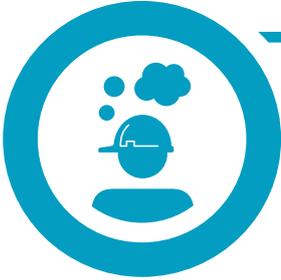


Scenario 3: Towing the line

You are acting as Site Warden, you have warned one of the group members on three separate occasions for breaching the limit of the protection designated by the COSS. This happens again and you are finding this very frustrating. What do you do?

Prompts

- What are the risks with this situation?
- What are the options open to you?
- How do you feel about these? Which option are you most likely to take? Why?
- How would you approach the team members and/or COSS?



Scenario 4: Mind Wandering

You have been acting as Lookout for the last 2 hours on the branch line – it has been a quiet shift but you notice your thoughts wandering a lot. What do you do?

Prompts

- Have you experienced this scenario during your shifts as a Lookout? Are there particular situations or times when you are more likely to experience mind wandering?
- What are the risks with this situation?
- What things do you do to deal with the situation? How effective are they?
- Are there steps you can take to better prepare yourself for these situations?



Information for the Lookout Support



Scenario 5: Supporting the COSS

You are acting as the distant lookout and you have worked at this location many times before. The COSS is new to the role, they are one of your colleagues and have just come out of their mentorship. The COSS positions you at a different location than you are used to and you feel that you are unable to obtain the nominal required sighting distance from here. What do you do?

Prompts

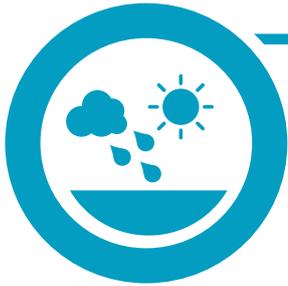
- To what extent do you find this situation challenging?
- How might you approach it?
- What does an assertive response look like?
- What are the risks of not discussing your concerns with the COSS?



Information for the Lookout Support

Section 3: Information for the Lookout Support

This section outlines some background information that will help in your discussions with new Lookouts. It also provides suggestions about how to give feedback.



Scenario 1: Under the weather

You are feeling under the weather, you have got the start of a cold which meant that you did not sleep very well the previous night. The COSS has asked you to be the Lookout, how do you feel about this?

Having a cold and being fatigued are both recognised factors that will affect our ability to pay attention. Having a cold can affect your attention because it affects how motivated you feel towards the job, it can also create feelings of distress which can be a preoccupation and they increase your perception of how hard you are working. The best thing to do would be to explain the situation to the COSS and see if anyone else can undertake Lookout duties on this occasion.

Recognising that this is not always possible the Lookout needs to explain the situation and request that you only undertake Lookout for part of the shift or that you are regular breaks after every 1/2 hours.

If you are going to proceed as Lookout then consider what additional precautions you can take, such as:

- making sure you are adequately dressed for the conditions
- having plenty of food and drink
- asking for regular breaks
- take care over what medication you take for your cold

Certain types of medication can impact on your ability to pay attention. Most over the counter medicines provide warnings about the side effects and if not you can check through Medication check service.



i

Information for the Lookout Support



Scenario 2: Avoiding work distractions

You are site warden and you see a new member of the team struggling to release some clips, it would take a 1 minute for you to walk across and help. What do you do?

Undertaking Lookout duty is hard work and it is hard to stay vigilant for long periods of time. In fact research suggests our performance on the job will start to deteriorate after about 30mins so it is inevitable that we will become distracted. A good tip to managing potential distractions is to name them, think about what could distract you beforehand and have a plan for dealing with it. Naming the distraction and being aware of it is half way there towards managing it.

Below are some common distractions with suggestions about what you can do to manage them:

What distracts you?	What can you do about it?
Phone call/texts	Turn your phone off and only look at it at breaks Take the temptation away completely and leave your phone in the van. If you are expecting a call leave the phone with the COSS Change your answer machine message to explain when you can return calls.
Work	Build up a habit which involves scanning your area Ask for a break – becoming distracted by work (or any other type of distraction) is an indication that you attention is being affected Liaise with the COSS to find a better position to stand where you are less tempted to look at the work
Conversations with members of the public (particularly at stations or on bridges)	Treat them as a high risk event and continue to scan the area for trains as you talk Politely explain that you are working and you need to look for trains Place fencing or a bollard nearby to deter passers by from coming up to ask questions
Mind wandering	Use the STOP! Technique When you notice your thoughts wandering, say to yourself STOP and then refocus, gently bring your attention back to where you want it to be. Each time it wanders bring it back: say STOP and re-focus. Don't waste energy trying to keep thoughts out of your mind (forbidden thoughts attract like a magnet!), just put the effort into STOP and re-focus. This sounds very simple, but it is has been proven to work. To begin with you may do this hundreds of times a week. But you will find that the period of time between your straying thoughts gets a little longer each day.
Preoccupations with personal thoughts	Set aside “worry time” or time when you allocate your undivided attention to working though or worrying about an issue. Your mind can then focus on the task in hand knowing it can deal with your worries at another time.



Information for the Lookout Support



Scenario 3: Towing the line

You are acting as Site Warden, you have warned one of the group members on three separate occasions for breaching the limit of the protection designated by the COSS. This happens again and you are finding this very frustrating. What do you do?

Tips

Failing to do anything and leaving it to the COSS is an unsafe act in itself – as the Lookout you have the right to challenge those who are not reacting to your warnings appropriately.

Discuss with the COSS to ensure you have their support in challenging the individual.

Take care not to make the individual feel attacked, this can lead to the other person becoming argumentative or defensive, therefore, avoid accusatory questions such as:

- *What's the matter with you?*
- *How many times do I have to tell you?*

Avoid judgmental statements such as:

- *That was so stupid!*
- *You're an idiot!*
- *Duh!*

Feedback should focus strictly on a person's behaviour, not on the person him/herself

The following three steps are useful when it comes to giving feedback in these sorts of situations:

- use statements to get a person's attention and express concern
- describe the impact of the behaviour
- offer a safer alternative

So, for example,

"I'm frustrated that you don't get into a position of safety in time, you could get seriously injured as you won't hear the train coming. I'd appreciate it if you get into the position of safety as soon as I sound my warning?"



Information for the Lookout Support



Scenario 4: Mind Wandering

You have been acting as Lookout for the last 2 hours on the branch line – it has been a quiet shift but you notice your thoughts wandering a lot. What do you do?

As per Scenario 2.



Scenario 5: Supporting the COSS

You are acting as the distant Lookout and you have worked at this location many times before. The COSS is new to the role, they are one of your colleagues and have just come out of their mentorship. The COSS positions you at a different location than you are used to and you feel that you are unable to obtain the nominal required sighting distance from here. What do you do?

As a Lookout you are the key element of an open line safe system of work so it doesn't matter who has positioned you, if you are not happy you need to challenge.

There may be a specific reason for positioning you there, understand that first and then discuss the options and more suitable alternatives if that is appropriate. Challenge does not have to be aggressive or confrontational.

It is best to challenge at the time and not leave it until you get back to the depot.



Information for the Lookout Support

Development options

Other things that might help a new lookout:

Speak to other Lookouts/Site Wardens and discuss the issue, for example; What distracts them? What helps them stay focused?

Ask for feedback from the COSS, Supervisor or Learning Support; have they picked up on anything you need to be aware of to stay safe?

Have you found yourself moving too close to the track, away from your position of safety? Have you experienced mind wandering? What have you done to stop yourself doing this?

Giving Feedback

As someone providing workplace support, providing feedback to the Lookout about their progress, what they are doing well and where they still need to improve is key. Without feedback individuals will not learn and will not improve.

When constructive feedback goes bad

- Feedback that is not done well is ineffective and the Lookout could end up:
- Feeling misunderstood—and therefore less motivated, less interested and even resentful.
- Feeling put down and disrespected.
- Believing all the good things they do aren't noticed.
- Not knowing exactly what they're doing wrong or what's needed

Tips for giving constructive feedback

Before you start

- Only give feedback if you can think of a constructive purpose for giving feedback
- Give feedback as soon as you can after the need for feedback has emerged
- Give feedback in person, not via email or memo
- Choose a time and place to give feedback where you know you will have privacy and not be disturbed

How you should behave in the session

- Your attitude must be to help the other person improve their behaviour
- Be sensitive to the impact your feedback might have on the other. Remember most people find it difficult to accept criticism of their skills
- Stay calm, objective and non-confrontational
- Avoid being overly formal or forceful, judgmental, beating about the bush, vague, angry, provocative, sarcastic or shaming

Starting the feedback session

- Begin with a positive remark about their behaviour
- Check how the person feels about receiving feedback
- Deal with one issue at a time and state at the outset what that issue is, and whether it is a major or minor issue
- Ask the person if they are aware of the issue and what they think about it

Giving feedback

- Stick to the facts, not inferences or interpretations
- Focus on the behaviour, not the person (“In this communication, you spoke so much the COSS could not ask the question he wanted”, rather than “You talk too much”)

- Explain the impact of their behaviour “When you are hostile to a COSS calling with a query, he will feel irritated and put off; he may not call in a situation where his call is critical to safety”
- Be specific (“You were an hour late yesterday”) not sweeping generalisations (“You can never keep to time”)
- Avoid phrases like “you need to...” or “you keep...”
- Don’t bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviors
- Do not compare the person with their colleagues
- Do not discuss age, religion, race or sexual orientation
- Check their understanding by asking them to summarise what has been said
- Allow time for the person to ask question and respond to the feedback you have given

Finishing the session

- Encourage reflection: “Did it go as planned? If not why not?” “What would you do the same next time, and what would you differently?” “What did you learn from this incident?”
- Help the person develop an action plan. Suggest concrete next steps (no more than three, better one or two) and offer help if required. Agree a timescale for taking any agreed steps and agree how you will monitor progress.
- Leave the person with a choice about whether to change, but examine with them the consequences of any decision
- Explain clearly what the behaviours are that are desired
- Confirm the value of the person
- End with a positive remark about their behaviour