

- Ensure all staff and any contractors/subcontractors are shown the Hazard Register for their work area. Ensure all employees/students are aware of any identified hazards in their work or learning area and how to minimise likelihood of these hazards becoming a source of harm to them or others.
- Support and encourage regular staff consultation/participation in Health and Safety matters.
- Ensure an investigation is carried out of all accidents including motor vehicle accidents to establish the cause and determine what steps can be taken to prevent the accident recurring.
- Ensure the safe use, handling and storage of hazardous substances.
- Ensure that all employees and students are aware of emergency and evacuation procedures.
- Undertake regular Health and Safety monitoring, including assessments of Health & Safety performance and resources in co-operation with those with designated and elected Health and Safety functions.
- Ensure that all Health and Safety policies, procedures and manuals operating within Te Kura O ngā Tautōhito are periodically revised and consistent with health and safety objectives
- Comply with the Te Kura O ngā Tautōhito Accident Policy. Record and report all lost time injuries and significant near misses.
- Take all practicable steps to ensure visitors, contractors, subcontractors and their employees are not harmed while at Te Kura O ngā Tautōhito. This includes advising contractors and subcontractors about all hazards they may encounter at Te Kura O ngā Tautōhito.
- Comply with legislative requirements.

### **Employee and Students Responsibilities**

- Employees and students have a responsibility to comply with all safety rules and guidelines, and to follow safe systems of work in such a manner as to eliminate injuries. Employees must also make every reasonable effort and make safety a priority consideration in everything they do.
- All Employees must immediately report and correct all identified hazardous conditions.
- Have a duty to take care of their own health and safety and others affected by their actions at work.
- Comply with the safety procedures and directions agreed between management and employees with health and safety functions.
- Must not wilfully interfere with or misuse items or facilities provided in the interests of health, safety and welfare of employees and students.
- Must work in accordance with agreed organisation procedures for accident and incident reporting, immediately report potential and actual hazards to their Manager and Health and Safety representatives.
- All employees and students must immediately report all identified hazardous conditions.
- Immediately notify CEOs of injuries and near misses and promptly complete an Incident Report.
- Ensure they carry out their duties safely at all times.
- Familiarise and comply with safety procedures and directions.
- Use appropriate safety equipment and protective clothing where necessary.
- Not remove or make inoperative any safety device or guard.
- Ensure that all safety devices are working correctly before operating machinery.
- Accept responsibility for their own personal safety and for that of their fellow employees and students.
- Comply with legislative requirements.

### **Health and Safety Committee – Salaried Staff**

Employee and student participation in Health and Safety will be facilitated through a Health and Safety Committee. The Committee is comprised of Health and Safety members chosen because of their interest in Health and Safety. The Committee's objective will be to ensure Te Kura O ngā Tautōhito provides a safe working environment and complies with Health and Safety legislation. The Committee will agree on the number of Health and Safety training days needed for members.

Appendix 11

# Te Kura O ngā Tautōhito

## **BUSINESS CONTINUITY**

South Auckland

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## 1. Introduction

To ensure delivery of essential services when business disruptions or emergencies arise, Te Kura O ngā Tautōhito needs people, systems and facilities. Business continuity management allows for a failure in any or all of these essential areas.

This plan provides us with templates that once completed becomes our business continuity arrangements.

Our completed plan is divided into three parts: **People, Facilities and Systems.**

## 2. Objectives

The objectives of this business continuity planning guide are:

- To provide tools to help with a planned approach for responding to an emergency or incident
- To ensure we can continue to deliver essential services to stakeholders
- To provide for the safety of staff, learners and stakeholders
- To provide continuity of management despite absence/injury of key personal
- Ensure appropriate communication strategies are in place

## 3. Priorities

Regardless of the scale of an event, Te Kura O ngā Tautōhito priorities remain the same. The priorities in any incident are to:

- Respond to the event
- Recover the ability to deliver essential services
- Restore full business operation as soon as possible

## 4. Roles and Responsibilities

Business continuity planning for Te Kura O ngā Tautōhito is the responsibility of the CEO of Te Kura O ngā Tautōhito. While certain aspects of the planning may be delegated to other staff the overall responsibility for ensuring planning is completed and kept up to date lies with the CEO.

When an incident or disruption occurs, business continuity processes should be led by the CEO.

### Staff

It is important that our staff understand what business continuity is and why it is important. Ensure they understand what may be required of them during an emergency, and where the business continuity plan is held, should the CEO be unavailable.

## 5. Incidents

An incident that may disrupt business operation could include one or a combination of the following:

- System or equipment failure, e.g. IT or telecommunications infrastructure, electrical equipment
- Loss of critical resources, e.g. power, water, office facilities, supplies
- Loss or lack of key personnel
- Natural disasters, e.g. earthquake, storm, tsunami, flood, hurricane, cyclone
- Loss or destruction of vital records or information
- Willful/malicious damage, e.g. theft, IT virus
- Hostile acts, e.g. war, terrorism, sabotage, vandalism

## 6. Incident Management

An incident or business disruption may prevent our office from performing normal duties (business as usual). This four step incident management process can help us prioritise and take the appropriate steps to ensure at a minimum, essential services are being delivered.

## 7. Assess

Define and evaluate the situation in order to determine an appropriate response. Who is affected? What is the impact on business (people, facilities & systems)? Who do we need to contact?

## 8. Act

Implement our action plan in response to the incident:

<b>People</b>	Ensure all necessary personnel have been identified and contacted.
<b>Facilities</b>	Re-establish client services when/if office is operational. Facilitate move to alternative premises if required.
<b>Systems</b>	Utilise manual assessments if required. Maintain a manual register of all stakeholders attending and any assistance paid.

## 9. Monitor

Monitor our action plan. Document critical aspects of the event. Undertake recovery planning to return to business as usual.

## 10. Stand-down and Review

Let people know when they are no longer required, rather than letting people drift-off.

Review to determine: What worked? What didn't? What could be done better next time?

## 11. People

Up to date contact information that we hold about our staff, stakeholders, learners, organization, agencies and suppliers is the most critical information we will need in an emergency.

Make sure contact details are recorded for:

- Our staff
- Our learners & stakeholders
- Key internal contacts
- Key external contacts
- Key suppliers

## 12. Staff

### What is important for staff to know?

In any event, staff should look out for the welfare and wellbeing of their own family, and their fellow colleagues.

It is critical that staff understand how our office's communication plan works.

In an emergency event, staff should expect to be contacted and they should check in if they have not been.

In a major event, staff living geographically closer to another office than their normal day to day work place should go to the office nearest them.

### Develop and implement a phone tree

One of the most successful ways of managing communication with our staff during an emergency event is via a phone tree. A phone tree ensures:

- Information will get disseminated quickly, and frequently to staff
- CEO is freed up for other responsibilities they will have
- Critical issues involving staff can be brought to our attention

Organise our staff into contact groups with no more than seven people to a group. Designate one person in each group to be our Group Leader – we will ring and brief them, and they in return will disseminate this information to the rest of their contact group.

### Emergency Contact Protocol

This protocol organises the staff contact process outside standard business hours. An emergency event that occurs during work hours reduces the need for a phone tree.

### 13. Basic emergency contact process flow

The CEO will contact the group leader to advise situation.

The group leader will then contact each group member to:

- Check they are ok and assess their wellbeing
- Check their availability for coming into work
- Advise what actions are to be taken
- Advise ongoing contact arrangements (including frequency of updates)

The group leader is required to report back regularly to the CEO, advising:

- Who they have contacted and their situation
- Who they have not yet reached and how they propose to make contact
- Any concerns/problems arising

Group members should advise any issues through their group leader. At any stage, group members should contact their group leader if further issues develop.

Any serious issues a group member has should be escalated to the CEO (or alternate).

### Key Roles & Responsibilities

<b>CEO</b>	Leads the communication process
<b>Alternate Manager</b>	Acts as back up contact to CEO
<b>Groups</b>	Staff should be allocated into groups of no more than 7 people
<b>Group Leader</b>	Is the main contact point for the group. The CEO will advise the group leader of the situation and the course of action. The group leader then disseminates that information to the group members

### 14. Templates

Templates provided help us put a phone tree in place with our staff.

NOTE: It is crucial to keep our communication plan up to date. As new staff join, add them into a contact team as part of their induction.

All Tutors should be responsible for holding a list of their current learners addresses and phone numbers and as new learners join or leave the courses, lists are to be amended.

## **People - Incident checklist**

### **Staff, Stakeholders & Learners**

- **Safety/wellbeing**

Check the safety and wellbeing of your staff, learners & stakeholders

Have any staff/learners or stakeholders been injured and require medical attention?

Do any staff /learners or stakeholders require counseling services?

Are there any further risks to staff, stakeholders or learners that need to be made safe?

Are any staff, stakeholders or learners stranded at work?

- **Staff and Learner availability**

How many staff, stakeholders and learners are available?

Are staff needed from other offices?

Can staff, stakeholders and learners be relocated?

Can any staff work remotely?

- **Hazards**

Have all hazardous materials and chemicals been found and contained?

Are there ongoing risks to staff, stakeholders or learners?

### **Communication**

- **Notifications**

Escalate situation to Office - CEO

Contact key groups (as required)

- CEO
- MoE
- IT person for business
- External services and tradespeople (if required)

- **Information**

Inform staff, stakeholders and learners of the situation and proposed plans

Inform support agencies of the situation

Inform public through signage and media

Inform suppliers of requirements of their services e.g. cleaners, mail, milkman, couriers



## Emergency communication plan - Phone Tree

### Group one - Office Auckland

#### last updated:

## Emergency Contact List of Staff

### Office Auckland

CEO -

## **Facilities**

There are a number of scenarios where services may need to be delivered from an alternative site. Your site may be uninhabitable, or possibly destroyed.

As part of preparedness, investigate possible locations available in our area that could be used as an alternative site. It is recommended that you have 2-3 possible alternatives, as different events, may require different responses.

### Alternative Site Register

Once you have selected a potential alternative site option (or sites), use this register to note down critical details.

### Facilities - Incident checklist

This list will help to ensure that critical areas are covered during a major event or incident. In any event, your primary concern should be for the safety and wellbeing of anyone in your site.

#### **Office/building**

- Is the building accessible?
- Has the building been structurally inspected by a qualified person, and is it safe to enter?
- Are hazards(such as cabinets) secured?

#### **Security**

- Can the building be secured?
- Are alarm systems operational?
- Does the alarm monitoring company need to be informed of the situation?
- Is Client information safe?
- Are there items that need to be stored securely?
- Is the site a crime scene under police protection?

### **Relocation of Premises (if required)**

What furnishings/fittings are available? What is required?

Arrangements to move:

- Staff, learners and stakeholders, furnishings

In an event of an emergency at any Warehouse store or place of Work Experience alternative arrangements will be made with local Work and Income service centres for training space or within the local community using facilities like for example REAP House to relocate our learners.

Signage is in place to direct stakeholders and learners to alternate premises

### **Utilities - power/gas**

- Check if power/gas is on. If not, what is required to reinstate power?
- Are electrical fittings and cables safe? Has this been checked by a qualified person?

### **Utilities - water**

- Turn off water if required
- How will clean water supplies be maintained?
- Any excess water requiring removal? How?
- Are toilet facilities available and usable?

### **Alternative facilities register**

Record details of your proposed alternative sites here:

#### **Site 1: Te Kura O ngā Tautōhito**

**Alternative site:**

### **Relocation Checklist**

When moving into temporary alternative facilities, this checklist will help to ensure that key tasks are completed.

Security of existing building: all exits locked and secured and client information files are secured.

Transport arrangements organised for staff, stakeholders, stationery, furniture and fittings.

Signage: signs alert stakeholders to whereabouts of new premises/situation.

Communication: All critical internal groups have been advised (cleaners, mail, couriers)

Communication: All external groups have been advised (MOE, Power company, telephone company and insurance company).

## **Systems**

The most common disruptions for any office (from a business continuity perspective) are systems outages and power loss.

When systems are unavailable, a decision will need to be made about any services which may need to be temporarily stopped.

We may be able to utilise laptops. Regular checks of the battery on the laptop to ensure it is fully charged is important.

If powered phones are unavailable we may be able to use our cellphones.

### **Computer Systems**

- **Do you have a computer and server access?**

Te Kura O ngā Tautōhito have computer and server access which is maintained by (yet to be determined). There will be two servers one in xx and one in xx which are both backed up separately. They aren't backed up centrally.

- **What are our equipment/connection requirements?**

TBC

- **Is any external assistance required to maintain essential services?**

Telecommunications are covered by xxx. All Email/Website services are maintained by xxx.

- **Do we have access to a laptop if the systems are down?**

There are laptops available throughout Te Kura O ngā Tautōhito which can be made available to all staff that require computer access in the event of the main computer system failing.

### **Phone/fax**

The phone system including all mobiles are through the current telecommunications provider Telecom/Vodafone.

### **Stationery**

- Stationery can be obtained by purchase Order or online through Warehouse Stationery store New Zealand wide. They will also deliver these goods to the relevant destination.

### **IT Recovery times**

The expected recovery time for the computer network to be active is dependent on access to new resources i.e. servers, desktops, telecommunications, Internet. In an ideal situation the network could be workable within 48 hours.

Servers (basic networking) approximately 24 hours

Desktops prepped to connect to network approximately 24 hours

### **Suppliers contact list**

**Building owner:**

**Telephone company:**

**Power Company:**

**Cleaner:**

**Hospital:**

**24 hr Emergency Doctor:**

**Ambulance: St John, 111**

### **Debriefing Staff**

Debriefing allows staff to communicate their experiences and learn from an emergency or business disruption. A debrief typically focuses on: What worked? What didn't? What would we do differently next time? Review your business continuity arrangements to reflect learning's from the event and debriefs.

#### **Hot Debrief**

- Held immediately after the incident
- Allows a rapid 'off load' of a variety of issues and concerns
- Should address key health and safety issues
- Provides an opportunity to thank staff and provide positive feedback

#### **Post-event Debrief**

- **Should be held within four weeks of event**
- It may be necessary to hold debriefs at key milestones if event continues to be managed over the medium to long term
- Should involve same key players involved in the response
- Should address organizational issues, not personal issues
- Should look for strengths and weaknesses as well as ideas for future learning
- Provides an opportunity to thank staff and provide positive feedback

**Questions for checking in with sites in an emergency**

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**STAFF**

1. Have you contacted all staff? What is their situation?

2. Do you have the staff you need to continue providing services?

**FACILITIES**

1. Is there any damage to your premises?

2. Can you work from your site? Is there anything impacting on your site?

**SYSTEMS**

1. Is your computer system working? What about the phones?

**STAKEHOLDERS**

1. What is the current client demand? How is the atmosphere in your site?

**NEXT STEPS**

1. What are your priorities for action over the next \_\_\_\_\_ hours?

2. What assistance can we provide?

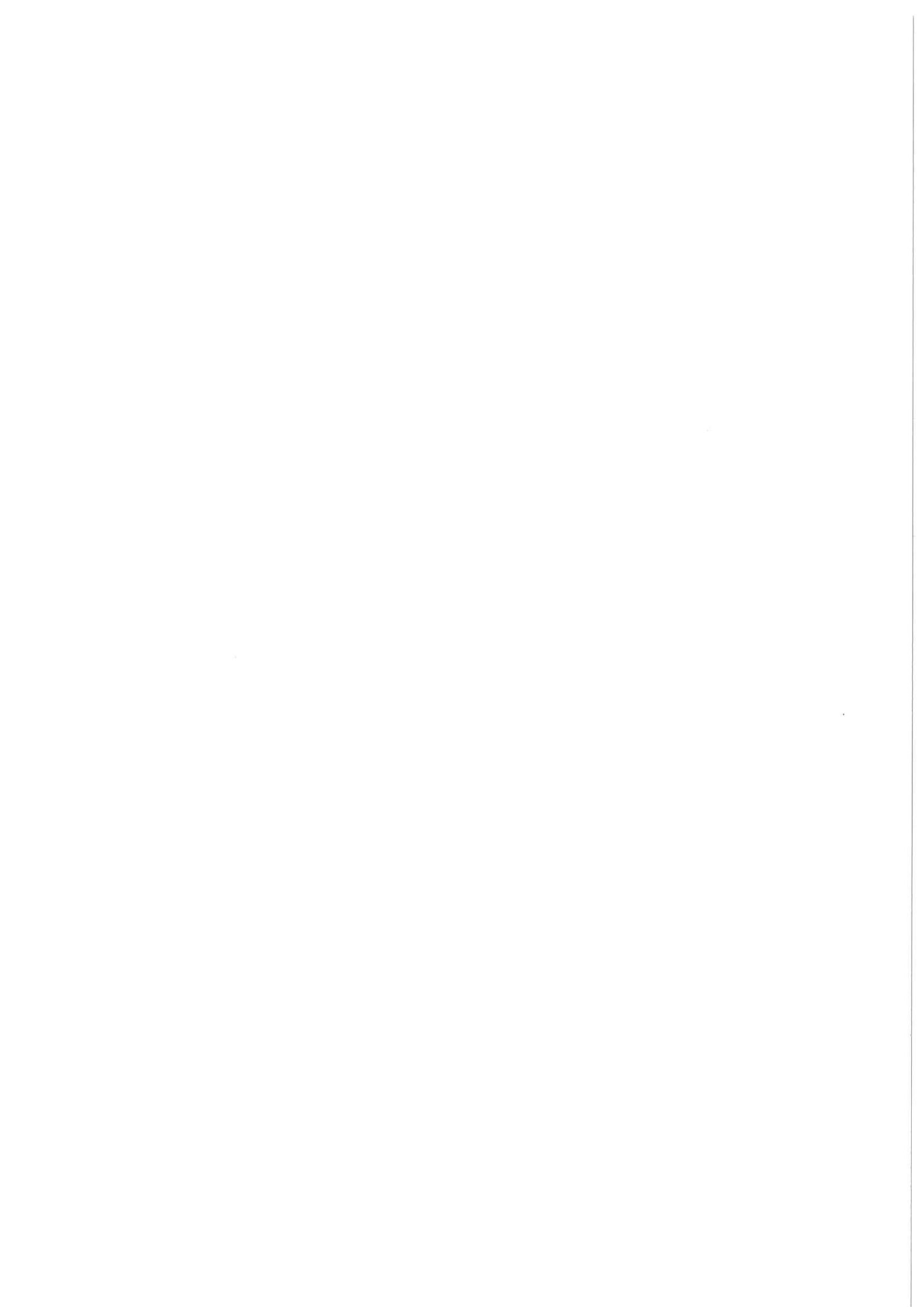
3. We will check again at \_\_\_\_\_

## Appendix 12

### Assumptions, Risks and Caveats

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Reference	Type (A/R/C)	Subject	Comment
1 Funding will be made available mid 2013	A	Finding premises	Deposits will need to be made available to secure suitable site
2 Financial assumptions are indicated on the Excel spreadsheet	A	Financial matters	





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12 April 2013

Bruce Howat  
Te Kura O Ngā Tautōhito (Skills School)  
48 Renata Crescent  
Te Atatu Peninsula  
Auckland 0610

Dear Bruce,

Fulton Hogan supports the application for a partnership school by Te Kura O Ngā Tautōhito.

Over several years we have been experiencing a number of trends with our employees we recruit at the school leaver age.

The most prominent is the dramatic difference between timekeeping and participation expectations between traditional schools and our workplace. Early starts and long hours do not match up to experience of 7.5 hour school days, and a one hour lunch break.

A difficulty we also find is attracting young people into the apprenticeships and training opportunities we offer in more specialist areas. Students are not exposed to the civil contracting industry so are unaware of the exciting careers we have available, for instance drainlaying, traffic management, and heavy plant operation.

From our discussions to date our understanding is that Te Kura O Ngā Tautōhito will focus on partnering and seeking input from the industry right from commencement and curriculum development. This will allow the industry to influence learning with our requirements, and what is meaningful to life after school.

Te Kura O Ngā Tautōhito will also allow us to promote Fulton Hogan as a leading employer in our industry, with opportunities to develop relationships with and mentor students. Through this we will be able to filter willing and able school leavers into our apprenticeship and training programmes, giving us access to a future workforce, and the student's an encouragement to succeed.

Starting this partnership with students from a young age is critical, by the time students are ready to leave school (i.e. Year 11-13) they have some sort of career path in mind, and it is almost too late to introduce them to a new idea and/or industry. Interested students will also be able to being training for an industry by the way of unit standards through Industry



Training Organisations (ITOs) while still at school, rather than starting from the beginning once they finish.

Overall, we are excited about the potential opportunity Te Kura O Ngā Tautōhito provides for the future of Fulton Hogan's young workforce.

Yours sincerely,

S9(2)(a)OFA

Fulton Hogan