**CHILD PROTECTION POLICY**

**Rationale:** The Management and staff of the Centre are committed to the prevention of physical, emotional and sexual abuse of children. This commitment means that the interests and welfare of children are the prime considerations when any decision is made about suspected abuse.

**Purpose:**

* To provide a safe environment for all children and staff.
* To ensure all staff are aware of the steps to take when dealing with suspected child abuse.
* To ensure all records and conversations remain confidential.
* To ensure all involved at the Centre are aware that anybody can report a suspected abuse situation.
* To meet the requirements of the Vulnerable Children Act 2015

**Principles**

* The interest and protection of the child is paramount at all times.
* We recognise the rights of families/whānau to participate in decisions about their child.
* We have a commitment to all staff being able to recognise signs and symptoms of potential abuse and neglect and are able to take appropriate action in response to any indicators that are observed.
* We will comply with relevant legislation responsibilities.
* We are committed to share information in a timely way and to discuss any concerns about an individual child with Management.
* We are committed to promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
* We are committed to working with other organisations to ensure child protection is consistent and of high quality.
* We are committed to supporting staff to work in accordance with this policy and promote professional development in this area.

# **Definitions**

The following definitions apply to this policy:

**Abuse** – the harming (whether physically, emotionally or sexually), ill-treatment, neglect or deprivation of any child

**Neglect** – the persistent failure to meet a child’s basic physical or psychological needs, leading to adverse or impaired physical or emotional functioning or development

**Child** – any child or young person aged under 17 years, and who is not married or in a civil union

**Child protection** – activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or the risk of abuse or neglect

**Designated person for child protection** – the manager/supervisor or designated person responsible for providing advice and support to staff where they have a concern about an individual child or who want advice about the child protection policy

**Disclosure** – information given to a staff member by the child, parent or caregiver or third party in relation to abuse or neglect

**Child, Youth and Family** – the agency responsible for investigating and responding to suspected abuse and neglect and for providing a statutory response to children found to need care and protection.

**New Zealand Police** – the agency responsible for responding to situations where a child is in immediate danger and for working with Oranga Tamariki in child protection work, including investigating cases of abuse or neglect where an offence may have occurred

**Children’s services** – any organisation that provides services to children or to adults where contact with children may be part of the service. These organisations should have child protection policies.

**Safer recruitment** – following good practice processes for pre-employment checking which help manage the risk of unsuitable persons entering the children’s workforce

**Standard safety checking** – the process of safer recruitment that is mandatory for organisations covered by the Vulnerable Children Act 2014

**Workforce restriction** – a restriction on the employment or engagement of people with certain specified convictions under the Vulnerable Children Act 2014

**Children’s workforce/children’s workers** – people who work with children, or who have regular contact with children, as part of their roles

**Closed space** - any area where another adult has restricted visual access from the outside

**Physical abuse** – any acts that may result in the physical harm of a child or young person. It can be, but is not limited to: bruising, cutting, hitting, beating, biting, burning, causing abrasions, strangulation, suffocation, drowning, poisoning and fabricated or induced illness.

**Sexual abuse** – any acts that involve forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. Sexual abuse can be, but is not limited to:

* Contact abuse: touching breasts, genital/anal fondling, masturbation, oral sex, penetrative or non-penetrative contact with the anus or genitals, encouraging the child to perform such acts on the perpetrator or another, involvement of the child in activities for the purposes of pornography or prostitution
* Non-contact abuse: exhibitionism, voyeurism, exposure to pornographic or sexual imagery, inappropriate photography or depictions of sexual or suggestive behaviours or comments.

**Emotional abuse** – any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development. This can include:

* Patterns of isolation, degradation, constant criticism or negative comparison to others. Isolating, corrupting, exploiting or terrorising a child can also be emotional abuse.
* Exposure to family/whānau or intimate partner violence.

**Neglect** – neglect is the most common form of abuse, and although the effects may not be as obvious as physical abuse, it is just as serious. Neglect can be:

* Physical (not providing the necessities of life, like a warm place, food and clothing).
* Emotional (not providing comfort, attention and love).
* Neglectful supervision (leaving children without someone safe looking after them).
* Medical neglect (not taking care of health needs).
* Educational neglect (allowing chronic truancy, failure to enrol in education or inattention to education needs).

**PROCEDURES**

**Prevention of Child Abuse**

Further information to support the implementation of the procedures below can be found by accessing

***Vulnerable Children Act 2014 RC v 1.00 May 2015 A Practical guide for Early Childhood Education Services Ngā Kōhanga Reo, Playgroups, Schools and Kura***

## *Link:* [*http://childrensactionplan.govt.nz/whats-new/childrens-workforce-guidelines-available/*](http://childrensactionplan.govt.nz/whats-new/childrens-workforce-guidelines-available/)

## Responsibility of Management

* The Centre Manager will undertake to implement the requirements of **Education (Early Childhood Services) Regulations 2008 56 & 57 and Licensing Criteria HS34 (as amended June 2018)** as set out in Appendix B to ensure children are protected from ill-treatment and their health and safety is maintained.
* The Centre Manager will undertake to implement the requirements of **The Vulnerable Children Act 2014** to ensure all employees, contractors and people undertaking paid work in the Centre undergo a safety check process.
* The Centre Manager will undertake to implement the requirements of **The Privacy Act 1993 and the Children, Young Persons and their Families Act 1993** to keep children safe when abuse or suspected abuse is reported or investigated.
* The Centre Manager will keep a record of all safety checks completed.
* Management will ensure that any staff member or adult visiting the centre who is in a state of physical or mental health that could pose a risk to children is immediately excluded.
* Management will ensure that any staff member or adult visiting the centre who has an infectious or contagious disease or condition is immediately excluded.

## Staff Selection

* The Centre will employ staff only after an interview and thorough checking on the applicant’s work history. This will include completing the Children’s Worker Safety Check (CWS Check) set out in Appendix C.
* All employees, including contractors, will have been passed through the Police Vet Check Process.
* All staff not holding a current Education Council New Zealand (THE EDUCATION COUNCIL OF NEW ZEALAND) Registered Teacher Practising Certificate will have a CWS Check every three years, along with periodic safety checks as outlined in Appendix C
* Management will ensure when selecting staff that they have the skills and attributes to ensure children’s safety.
* When employing temporary or casual staff, the applicant’s referees will be contacted prior to employment.
* All staff, including volunteers, will be required to read and abide by the Child Protection Policy.

## Safety Checks for Overseas Staff

## An applicant that has lived overseas will need to be safety checked by obtaining a copy of Police Vet from a person’s country of citizenship or from any country in which they have lived for one or more years within the last ten years.

## Safety Checks for Students

## The Centre will accept CWS Checks that have been completed on their behalf by another provider.

## Before a student begins working in the Centre the Manager will check with the Students Education Institution/ Training Provider that they have completed all the components of a safety check consistent with the requirements for that student, any components not completed by them will be completed by the Centre.

## The Centre will complete the identity check and risk assessment for all children’s workers, including students even if these have already been completed by another person or organisation.

## Safety Checks for Relievers

## The Centre will ensure CWS Checks have been completed for all relief staff prior to their beginning work in the Centre.

## In the event of an unexpected event, emergency or being unable to access relief staff with a current CWS Check completed by the Centre, the Centre will employ the person for up to five days without a full CWS check provided that person has had a full check completed elsewhere. The Centre will complete a Proof of Identity Check prior to the person beginning work. The CWS Check process will begin on the persons first day in the Centre or earlier if possible. The person without a service CWS check will not be left alone with children.

## 

## Staff Supervision

* Two staff members will be rostered on at all times. At no time will a teacher be left alone with children in the Centre or be alone with children in a closed space in the Centre.
* Careful consideration will be taken in the deployment of staff to ensure children are supervised at all times, and staff are at all times visible to other staff. Teachers should identify secluded areas in the Centre environment and inform another adult if they are to enter those areas when children are present.
* If it is necessary for a child to be withdrawn by an adult this should be to an open space in the Centre.
* The care of children involves physical contact; this is normal, natural and desirable. It is natural to touch them to show affection, to comfort, to reassure them, and to give them praise, as well as taking care of some of their physical needs. However, it is not acceptable to force unwanted affection or touching on a child. Physical contact with children during changing or cleansing must be for the purpose of that task only and be no more than is necessary.
* When staff are changing nappies or toileting children, other staff should be made aware that they are carrying out these duties.
* Procedures for changing wet or soiled children will be displayed in the bathroom area.
* At least one of the bathroom doors will remain open when a teacher is in the bathroom with a child.
* A record will be kept of every child who is changed at the Centre. This will include date, time, and signature of the staff member changing the child. Whenever possible, children will be supported to change their own clothes.
* Students and relievers will work with children only under direct supervision and are not permitted to undertake any caregiving routines.
* If children are to leave the Centre as part of the Centre programme (including school visits) they will always be accompanied by a teacher and one or more adults.

**Parent Involvement**

* The Centre has an open-door policy where parents are welcome to visit at any time and to be involved as much as possible within the Centre.
* Parents and visitors are not permitted to undertake any caregiving routines with other people’s children or be alone with them.
* If any teacher is concerned that a parent/adult collecting a child may be under the influence of alcohol or drugs they will seek support from another staff member and:
  + Ask the parent/adult if anyone can be contacted to take them home or a taxi fare offered.
  + In the case of parents/adults where the above is not satisfactory and the safety of children and staff is at risk, the Police will be informed.
* Children cannot leave the centre without written permission from parents, except in an emergency. If a non-custodial parent/guardian wishes to collect a child from the Centre the custodial parent will be informed before the child leaves the Centre.

## Professionalism Procedures

* Management will encourage staff to keep their personal and professional lives separate. Confidentiality is to be maintained at all times.
* At least once each year, the Child Protection Policy will be discussed at a staff meeting to ensure staff are familiar with the policy and are continually reminded of their responsibilities.
* The management team is committed to ensuring staff are familiar with this policy, and are aware of how to prevent, recognise and respond to abuse. All new staff will familiarise themselves with this policy during their induction process.
* Any concerns related to a staff member acting in a way that breaches the Early Childhood Regulations as stated in Appendix B will be dealt with immediately by Management as per Appendix A.
* Other information relating to preventing child abuse will be included in our parent library enabling parents and staff to access the information at all times.
* If parents have concerns about the treatment of a child by staff, they are encouraged to make this known to the Manager/Supervisor/Head Teacher, who will ensure that the matter is investigated and acted on immediately as per the Complaints Procedure.
* Staff will be supported to engage in training around child protection, to empower them to be able to recognise and respond to child protection issues. This will involve attending workshops, courses and having up to date literature available to further their knowledge.

## Preventative Education

* All teachers follow the Promoting Social Competence Policy, which promotes positive guidance of children’s behaviour.

## Teachers work as a team to ensure they can support each other in managing children’s challenging behaviours. If a teacher is feeling stressed by the behaviour of a child/ren they should immediately communicate this to another member of the teaching team.

* Information is provided on the prevention and recognition of child abuse as set in Children’s Action Plan Guidelines.
* Education of children and parents/whanau is important in the prevention of child abuse. We encourage parents to make use of education programmes organised by agencies in the community.

**Using Professional Agencies**

* The management team and staff will be aware of the professional agencies to contact in the case of suspected child abuse. The staff could contact the Community Public Health Nurse, or Parentline for support, or contact the Care and Protection division of Oranga Tamariki .In a serious case, the staff may have contact with the Police.
* In the effort to establish and maintain a culture of child protection the management team and staff will be aware of the various local professional agencies that can wrap support services around vulnerable children.
* If children are identified by staff as being vulnerable, staff must inform management of their concerns so that they can assess the situation and decide if the family should be referred onto any relevant agencies. Management will seek permission from family before making any referrals.
* Any such referrals and any conversations with agencies regarding children, will be recorded on a private electronic file.
* If it is not clear which agency to refer the family onto, a referral should be sent through to the local children’s team, who will assess the needs and decide whether they need to engage with the children’s team or be referred onto another service.
* Staff should not assume responsibility beyond their level of expertise, and management should contact a professional agency for support where necessary.

**Protection from Exposure to Inappropriate Material**

**Definition:**

* Inappropriate material is anything of an explicitly sexual or violent nature.
* All teachers will be made aware of cyber safety practices when using ICT with children.
* Any magazines and other materials provided for children to use will be checked for inappropriate images.

## RESPONDING TO SUSPECTED CHILD ABUSE

**Any Person in the Centre is able to Report Suspected Child Abuse**

* Always believe what children tell you, and what you see.
* Always take-action in the short term to ensure the immediate safety of the child. This will mean contacting Oranga Tamarki or the Police if you think there is an immediate risk of the child being abused again.
* Record your concerns or communication with the child which cause concern. Record observations and keep any relevant art work from the child if this could help. All records will be stored confidentially in the Centre's filing system and made available only to people directly dealing with the abuse.
* Do not make decisions alone. Consult with someone experienced. If there is no short-term risk, take time to consult thoroughly in order to make a well-informed decision. If you are certain that the suspected child abuse has occurred outside the family or by a person not closely known to the family, **report the abuse directly to Oranga Tamariki or NZ Police**, they will investigate and decide on when to inform the parents.
* If you suspect that the abuse may have been perpetrated by a family member or someone close to the family, do not contact them. Obtain support from Oranga Tamariki or NZ Police who will inform them at an appropriate time.   
    
  ***Note:*** *It is not up to the centre/service to make a determination about whether the abuse has occurred by a family member, outside the family or by a person not known to the family.* ***It is up to Oranga Tamariki or NZ Police to make decisions about when the child’s family will be told.***
* If you suspect that child abuse has been perpetuated by a staff member or other person assisting at the Centre, you should report the matter promptly to management, who will then report the matter to statutory authorities. This procedure does not preclude the right of any staff member to report instances of child abuse directly to Oranga Tamariki or the New Zealand Police.
* Act on your concerns. Don't leave it to someone else or hope it won't happen again. If you have told the person you believe is responsible for taking-action and they do not act, take further action yourself.
* The situation can be stressful. Seek support for yourself by informing management. Management will obtain support from agencies and organisations that specialise in abuse situations.
* Outside organisations which offer support are Oranga Tamariki, Police, Child Matters, Community Public Health Nurse, Area Health Boards, child and family counseling Services, Awhina Wahine, child help lines, Community Mental Health.
  + Oranga Tamariki – **0508 326 459** – any reports of concern should be lodged directly through the nation call centre and then followed up by a report of concern via email

**Guidelines for Staff to Follow when a Child Discloses Abuse**

**Staff must**:

* **LISTEN** to the child.
* Believe what they say.
* Say that you are glad they told you.
* Say “Sorry it happened”.
* Let them know it was not their fault.
* Let them know you will help.
* Record and date the disclosure.

***Most importantly you are there to support the child.***

**Allegations or Concerns about Staff**

If an allegation of abuse is made about a staff member the Centre will ensure the staff member has the following information:

* Ensure the staff member has a contact number of a lawyer specialising in allegations of abuse of children or, if a member, NZEI Te Riu Roa.
* The Centre will follow the procedures set out in Appendix A.
* Should allegations of abuse against a staff member be proven this will be treated as serious misconduct.

**REPORTING PROCESS FOR CHILD ABUSE**

**You see a child being abused, OR you observe signs of abuse in   
a child OR a child reports being abused.**

**IMMEDIATELY INFORM YOUR MANAGER**

If the suspected abuser is your manager, inform the service owner **OR** Chair of the governance group **OR** CYF on 0508 326 459 **OR** Police Child Abuse Team

**Are you   
a staff member?**

**PREPARE WRITTEN RECORD**

Record

* Date, time and place of observation/reporting of abuse
* Names of anyone present
* What the child says – exactly
* Any physical or behaviour signs of abuse

**GIVE THIS TO YOUR MANAGER**

**Are   
you in charge?**

**RESPOND TO THE CHILD’S NEEDS**

* Ensure the child is safe from immediate danger. Call the police if the child is in immediate danger.
* Attend to any physical or emotional distress in the child – take to hospital if appropriate.
* Listen to the child.

**Alleged abuse by a person INSIDE  
the centre/  
service**

**Alleged abuse by a person OUTSIDE the centre/  
service**

**REPORT ABUSE**

Ring Oranga Tamariki on 0508 326 459 and tell them:  
(If it is an emergency , ring the Police Child Abuse Team)

* Your own name and contact details
* Name of child/children (also known as/nicknames)
* Date of birth (if known)
* Ethnicity (if known)
* Name of caregivers, parents and other family members and current living situation
* Current legal custodians
* Reasons why it is believed that the child has been abused
* Other significant background information
* Any concerns for your physical safety in making this notification

**ASK WHAT HAPPENS NEXT (get timeframe)**

**GATHER INFORMATION**

Ensure you have a full report from the person who identified the abuse. Offer them support. Get them to sign the report. Tell them what actions you will take. Ring Oranga Tamariki (0508 326 459) or Plunketline (0800 933 92) and discuss your concerns. Oranga Tamariki will tell you if you need to do a formal report about your concerns.

**PERSON IN CHARGE**

**OUTSIDE CENTRE/SERVICE**

* You are most likely to suspect the abuse is by a parent but you cannot assume this. If you are concerned about the child going home, tell Oranga Tamariki or the police .
* While the child is in your care, ensure the child is not at risk of being further abused.

**INSIDE CENTRE/SERVICE**

* Maintain close liaison with Oranga Tamarki /Police and discuss any actions you want to take with them first.
* Discuss with Oranga Tamariki /Police who will tell the suspected abuser of the allegation and whether the suspected abuser should remain on the Centre/Service premises.\*
* Recommend the suspected abuser seeks support from their union or lawyer.
* Ensure records are kept of any comments or event relating to the complaint(s) and/or allegations and follow-up action is taken and documented.
* Get employment/legal advice where appropriate.

**ATTEND TO HEALING OF YOUR COMMUNITY**

If there is disruption to the ECE centre/service or community, negative impacts on other children and/or staff, or media interest contact:

**SPECIAL EDUCATION TRAUMATIC INCIDENT COORDINATOR**

for support on **0800 84 83 26**

***Finally – get support for yourself.***

***Taken from ‘Safer organisations, Safer children’ – information document.***[***https://www.mvcot.govt.nz/assets/Uploads/Safer-Organisations-safer-children.pdf***](https://www.mvcot.govt.nz/assets/Uploads/Safer-Organisations-safer-children.pdf)

***Licensing Criteria HS 31-33.***

**Appendix A**

**If a Staff Member is accused of breaching the Early Childhood Regulations (56 :1) the procedures below will be followed.**

**The Manager/Supervisor will:**

* Make sure that the child is safe and protected in the Centre environment.
* Inform the employee of their right to support from a person/s of their own choosing, such as a legal representative, union counselor, family member or friend.
* Inform the Chairperson of the Governance Group/Owners as soon as possible.
* Keep records of any formal discussions regarding the matter.
* Contact the child’s parents/caregivers when appropriate.
* Contact insurer and/or legal advice.

**The Manager/Supervisor and/or Governance Group/Owner Will:**

* Take the staff member off contact with children in a non-contact role until the investigation has been complete or grant the employee discretionary leave.
* Conduct the initial investigation.
* Inform Oranga Tamarki and the Police if necessary. The decision to follow up on any allegations should be made in consultation with these agencies.
* Invoke disciplinary procedures as per the staff member’s Employment Contract.
* The Centre will treat employees accused of child abuse fairly and according to their contract.

**Appendix B**

**Education (Early Childhood Services) Regulations 2008**

**56 Ill-treatment of Children**

**(1)** In order to ensure that the standards set out in this Part are complied with, the service provider of a licensed service and any educator who provides education and care for a licensed home-based education and care service must comply with *subclause (2)* if the service provider or educator has reasonable grounds to believe that a person employed or engaged in the service, or any other person:

(a) has physically ill-treated or abused a child or committed a crime against children; or

(b) in guiding or controlling a child, has subjected the child to solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter, or protection.

**(2)** The service provider and the educator must ensure that:

(a) the person is excluded from coming into contact with the children participating in the service or, as the case requires, the children being educated by the educator; and

(b) if satisfied that it is necessary to do so to ensure that no child is ill-treated, ensure that the person is excluded from the service and does not enter or remain in any premises where the service is provided while it is being provided, or as the case requires, is excluded from the home and does not enter it or remain in it while the educator is providing education and care.

**57 Health and Safety of Children**

**(1)** In order to ensure that the standards set out in this Part are complied with, the service provider of a licensed service and any educator who provides education and care for a licensed home-based education and care service must comply with *subclause (2)* if the service provider or educator has reasonable grounds to believe that a person employed or engaged in the service, or any other person:

(a) is in a state of physical or mental health that presents any risk of danger to children; or

(b) has an infectious or contagious disease or condition.

**(2)** The service provider and the educator must ensure that:

(a) the person is excluded from coming into contact with the children participating in the service or, as the case requires, the children being educated by the educator; and

(b) if satisfied that it is necessary to do so to ensure that no child becomes ill, ensure that the person is excluded from the service and does not enter or remain in any premises where the service is provided while it is being provided or, as the case requires, is excluded from the home and does not enter it or remain in it while the educator is providing education and care.

**(4)** This regulation does not apply in respect of a licensed hospital-based education and care service to which the Health and Disability Services (Safety) Act 2001 applies.

**Appendix C**

**Children’s Worker Safety Checklist**

**Checks Required for Children’s Workers**

The following checks must have been completed for all people a specified organisation is seeking to employ or

engage as a children’s worker (including as a contractor) from 1 July 2015 for core children’s workforce roles, and

from 1 July 2016 for non-core children’s workforce roles.

**1.** Identity confirmation, either by:

1. Use of an **electronic identity credential** (e.g., the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else.
2. Following the regulatory process to provide confidence that:

* The identity exists (i.e. that it is not fictitious) by **checking an original primary identity document.**
* The identity is a ‘living’ identity and the potential children’s worker uses that identity in the community by **checking an original secondary identity document.**
* The potential children’s worker links to the identity either by checking an identity document that contains a **photo**, or by using an **identity referee**.
* Searching **personnel records** to check that the identity has not been claimed by someone.

**2.** An **interview** of the potential children’s worker. The interview may be conducted via telephone or other communications technology.

**3.** Obtaining and considering a **work history**, covering the preceding five years, provided by the potential children’s worker.

**4.** Obtaining and considering information from the last employer and at least one **referee**, not related to the potential children’s

worker or part of their extended family.

**5. Seeking information** from The Education Council of New Zealand, or other relevant organisation, including (but not limited to) confirmation that the potential children’s worker holds a current Registered Teacher Practising Certificate or is currently a member of the relevant organisation

**6.** Obtaining and considering information from a **New Zealand Police vet**, unless at least three-yearly New Zealand Police vetting is already completed by The Education Council of New Zealand

**7.** Evaluation of the above information to **assess the risk** the potential children’s worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children’s worker or non-core children’s worker role.

**Checks Required for Periodic Rechecking**

Every three years following their checks at the required standard, the following checks must be complete for each person an organisation continues to employ or engage as either a core or non-core children’s worker.

1. Confirmation that the children’s worker has not changed their name from the name on the documents produced during the initial identity confirmation (i.e., the presented primary or secondary document). If there has been a change to the person’s name since he or she was last safety checked, the person must reconfirm his or her identity by producing a supporting name change document relating to his or her name change.
2. Seeking information from The Education Council of New Zealand or any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the person is currently a member of the organisation, or currently licensed or registered by the authority.
3. Obtaining and considering information from a **New Zealand Police vet**, unless the worker holds a Current Registered Teacher Practicing Certificate and The Education Council of New Zealand has confirmed that the registration is current. Investigation of overseas police vetting or clearance should the employee have worked overseas.
4. Evaluation of the above information to **assess the risk** the children’s worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children’s workforce or non-care children’s worker role.

**Checks Required for An Existing Children’s Worker**

*The following checks must have been completed by the date specified in the legislation for all people who are already employed or engaged by a specified organisation. For existing core children’s workers this is by 1 July 2018 and for non-core children’s workers, 1 July 2019.*

Identity confirmation, either by:

Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the person is currently a member of the organisation, or currently licensed or registered by the authority. Use of an electronic identity credential (e.g., the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else.

Following the regulatory process to provide confidence that:

* The identity exists (i.e. that it is not fictitious) by checking an original primary identity document. The identity is a ‘living’ identity and the potential children’s worker uses that identity in the community by checking an original secondary identity document.
* The potential children’s worker links to the identity either by checking an identity document that contains a photo, or by using an identity referee.
* Searching personnel records to check that the identity has not been claimed by someone else.
* Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the children’s worker holding professional registration or a practicing certificate (and the specified organisation confirmed that the registration is or certificate is current.)

Evaluation of the above information to assess the risk the children’s worker would pose to the safety of children if employed, or engaged taking into account whether the role is a core children’s worker role or a non-core children’s worker role.

Confirmation that the children’s worker has not changed their name from the name on the documents produced during the identity confirmation (i.e. the presented primary or secondary document).

***Ref: Vulnerable Children Act 2014 RC v 1.00 May 2015 A Practical guide for Early Childhood Education Services Ngā Kōhanga Reo, Playgroups, Schools and Kura***

***Link:*** [***http://childrensactionplan.govt.nz/whats-new/childrens-workforce-guidelines-available/***](http://childrensactionplan.govt.nz/whats-new/childrens-workforce-guidelines-available/)