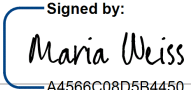


Policy

Early Years Policy – eSafety for children

| | | | |
|-------------------------------------|--|--|--|
| Date of Adoption | New Policy | | |
| Adoption Method | <input type="checkbox"/> Council | <input type="checkbox"/> CEO | <input checked="" type="checkbox"/> Director Community |
| Director Signature |  Signed by: <small>A4566C08D5B4450...</small> | | Date 25-11-2024 |
| Responsible Officer and Unit | Samantha Waymouth, Coordinator Early Years Services | | |
| Nominated Review Period | <input checked="" type="checkbox"/> Annually | <input type="checkbox"/> Every 4 years | <input type="checkbox"/> Other (<i>please specify</i>) |
| Last Endorsement Date | New Policy | | |
| Next Endorsement Date | November 2025 | | |

Macedon Ranges Shire Council acknowledges the Dja Dja Wurrung, Taungurung and Wurundjeri Woi Wurrung Peoples as the Traditional Owners and Custodians of this land and waterways. Council recognises their living cultures and ongoing connection to Country and pays respect to their Elders past, present and emerging. Council also acknowledges local Aboriginal and/or Torres Strait Islander residents of Macedon Ranges for their ongoing contribution to the diverse culture of our community.

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Purpose/Objective

This policy provides guidelines for Council's Early Years Services to:

- provide a safe online environment for all children, ensuring their safety, health and wellbeing
- support young children to develop an understanding of digital networks and to using digital networks in safe and appropriate ways
- incorporate technology into early learning environment in an age appropriate and safe way
- support and communicate with families about safe online practices at home and in the community.

Values

Council is committed to:

- the rights of all children to feel safe, and be safe at all times
- fostering opportunities for each child to participate in the digital environment, express their views and to learn safely
- always acting in the best interests of each child and has zero tolerance of online abuse
- supporting families in creating a safe online environment both at home and at the service.

Scope

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of Council's Early Years Services.

Background/Reasons for Policy

Young children are growing up in a technological world and need to be supported to understand how technology works and the impact it has on their lives. Technology is now used by young children in early childhood services, and at home for gaming, socialising and learning. When used wisely, technology can support children's learning and relationships. Enjoyable and engaging shared experiences that optimise the potential for children's learning and development can support children's relationships both with adults and their peers.

The Early Years Learning Framework¹ (the Framework) was developed to extend and enrich children's learning from birth to five years. The Framework assists early childhood teachers and educators' in providing young children with opportunities to maximise their potential and develop a foundation for future success in learning. Outcome 4 of the Framework talks about how children are confident and involved learners. It encourages early learning services to introduce children to appropriate tools, technologies and media and provide children with skills, knowledge and techniques to enhance their learning. Outcome 4 also states that children should experiment with different types of technologies to investigate, and problem solve.

Outcome 5 of the Framework talks about how children are effective communicators and provides guidance to early childhood teachers and educators in supporting children to use information and communication technologies to access information, investigate ideas and represent their thinking.

That being the case, the early childhood sector plays an important role in supporting children's learning and development in relation to technology and staying safe online. Importantly, young children need to be provided the opportunity to learn about online safety and use technology in appropriate ways.

Young children and their families participate in digital contexts in different ways, according to their access to digital technologies, the internet, and the views they hold about the role digital technology plays in their lives. Research indicates that internet access and digital technology is influenced by socioeconomic resources, geographic location, gender and age (Judge, Puckett & Cabuk, 2004). Families' beliefs and attitudes about digital technology also influence the access their children have to different types of digital technologies (Blackwell, Lauricella, Wartella, Robb & Schomburg, 2013). Therefore, the experience of growing up in digital contexts is not universally the same, as not every child and family will use, value or understand digital technologies in the same way. However, all children have the right to actively participate online, this includes the right to be heard, the right to be respected and the right to feel safe.

¹ <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Educators are accustomed to working in partnership with families in many areas of children’s development. Now that young children are growing up in digital contexts, it’s also important for educators and families to work in partnership regarding the use of digital technologies with, by and for young children. An educator’s role is not necessarily to teach children about the technology itself, but to create learning environments where educators and children think, talk and learn about technology and online safety together.

Adopting the National Model Code² is crucial for Early Childhood Education and Care (ECEC) services to ensure the safety and privacy of children. The National Model Code has been designed for voluntary adoption by ECEC services. Under the Code, only service-issued electronic devices should be used for taking photos or recording videos, thereby minimising the risk of unauthorised distribution of images. The Code states that clear guidelines are developed on carrying personal devices for specific essential purposes ensuring that any exceptions are justified and controlled. Additionally, implementing strict controls for storing and retaining images or recordings of children is vital to protect their privacy and prevent misuse of sensitive information. Adhering to these guidelines not only safeguards children but also fosters trust and transparency between ECEC services and families.

Gender Impact Assessment

In accordance with the *Gender Equality Act 2020*, a Gender Impact Assessment was not required in relation to the subject matter of this policy.

Definitions

| Term | Definition |
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| Digital citizenship | Citizenship in digital contexts recognises that young children are active participants in their communities now and into the future. |

² <https://www.acecqa.gov.au/national-model-code-taking-images-early-childhood-education-and-care>

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| Digital communication platforms | Video teleconferencing software program, such as Zoom, Google Classroom, Microsoft Teams, Webex Meetings, Skype. |
| Digital contexts | Involves both actual access to digital technologies and the ways in which people think about and value the use of digital technologies in their lives. |
| Digital documentation | Recording and analysing children’s engagement and learning using digital tools. This can include photos, text and video and may be communicated via an online platform. |
| Digital literacy | The ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of living, learning and working with digital technologies like internet platforms, social media, and mobile devices. |
| Digital technology | Microprocessors or small ‘chips’ that convert information into numbers, digital technology enables large amounts of data to be stored and shared so that it can be accessed, created and used by people anywhere, at any time. Digital technologies are frequently networked or connected, enabling people to share, communicate, store, retrieve and manipulate digital data for education, entertainment, recreational, organisational and work purposes. There many types of digital technologies used by people in daily life, including computers, tablets, smart televisions, smartphones and smart watches. |
| eSafety Commissioner | Australia’s national independent regulator for online safety. The Commissioner’s purpose is to help safeguard Australians at risk from online harms and to promote safer, more positive online experiences. |
| Filtering | Software designed to automatically sort incoming emails into folders, block access to certain web pages etc. according to preset rules or conditions. |

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| Interactive media | Digital and analogue materials, including software programs, applications (apps), broadcast and streaming media, some children’s television programming, e-books, the internet, and other forms of content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults. |
| Screen time | A general term that includes any time a child engages with an electronic screen, including (but not limited to) watching television, engaging with educational games or creating digital books. |
| | |
| Self-regulation | The capacity for children (and adults) to regulate their behaviour in response to their emotions and thinking. |
| Technology | The development of new objects or tools by people that help them in their lives. Three broad types of technology are mechanical technology (e.g. wheels, blocks, levers, gears); analogue technology (e.g. film-based photography, drawing, painting); and digital technology (e.g. mobile phones and computers). |
| | |

References

- > Early Childhood Australia (2018), Statement on young children and digital technology: <https://www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf>
- > Australian Children’s Education and Care Quality Authority (ACECQA), The Early Years Learning Framework for Australia: Belonging, Being, Becoming: <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>
- > eSafety Commissioner: <https://www.esafety.gov.au/>

- > eSafety Commissioner, eSafety Early Years professional learning: <https://www.esafety.gov.au/educators/training-for-professionals/early-years>
- > National Model Code - Taking images in early childhood education and care: <https://www.acecqa.gov.au/national-model-code-taking-images-early-childhood-education-and-care>
- > eSafety Commissioner, Co-creating an Online Safety Agreement: <https://www.esafety.gov.au/educators/early-years-program/online-safety-agreement>
- > eSafety Commissioner, The eSafety Guide: <https://www.esafety.gov.au/key-issues/esafety-guide>
- > The Playing IT Safe Framework and Alignment: https://playingitsafe.org.au/wp-content/uploads/2020/05/AAMF5002-PlayingITSafe-Educator-Framework-and-Alignment-Document-FA_WEB.pdf
- > Victorian Department of Education, Victorian Early Years Learning and Development Framework: <https://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf>

Related Policies

- > Early Years Policy - Child Safe Environment and Wellbeing
- > Early Years Policy – Educational Program
- > Early Years Enrolment and Fee Policy
- > Early Years Policy - Inclusion and Equity
- > ICT Acceptable Use Policy and Procedure (Council)
- > Information Security Policy and Procedure (Council)
- > Mobile Device Policy and Procedure (Council)
- > IT Governance Framework (Council)

- > Early Years Policy - Interactions with Children
- > Occupational Health and Safety Policy (Council)
- > Privacy Policy (Council)
- > Early Years Policy - Supervision of Children
- > Early Years Policy - Orientation and Settling In

Related Legislation and Standards

- > *Child Safe Standards*
- > *Education and Care Services National Law Act 2010*
- > *Education and Care Services National Regulations 2011*
- > *Early Childhood Australia Code of Ethics*
- > *Information Privacy Act 2000 (Vic)*
- > *National Quality Standard, Quality Area 2: Children Health and Safety and Quality Area 7: Governance and Leadership*
- > *Occupational Health and Safety Act 2004 (Vic)*
- > *Online Safety Act 2021*
- > *Privacy Act 1988 (Cth)*
- > *United Nations Convention on the Rights of the Child*

The most current listed legislation can be found at:

- > *Victorian Legislation* www.legislation.vic.gov.au
- > *Commonwealth Legislation – Federal Register of Legislation:* www.legislation.gov.au

Responsibilities

| Responsibilities | Approved provider and persons with management or control | Nominated supervisor and persons in day-to-day charge | Early childhood teacher, educators and all other staff | Parents/guardians | Contractors, volunteers and students |
|---|--|---|--|-------------------|--------------------------------------|
| R indicates legislation requirement, and should not be deleted | | | | | |
| Designating a staff member/s to champion online safety and be a first point of contact for early childhood teachers, educators, staff, parents/guardians and children to report online safety issues | R | ✓ | | | |
| Ensuring the online environment is used in accordance with Council’s Employee Code of Conduct and the Early Years Policy - Child Safe Environment and Wellbeing | R | R | ✓ | | ✓ |
| Early childhood teachers and educators engaged in professional learning about online safety (such as the eSafety Commissioner’s professional learning modules) (refer to References), enabling them to identify and mitigate the risks associated with being online | ✓ | ✓ | ✓ | | ✓ |
| Providing early childhood teachers and educators with regular opportunities to engage in ongoing, informal professional learning so they have up-to-date information about the risks and changing practices in online safety | ✓ | ✓ | | | |
| Engaging in professional learning to build capacity and support the implementation of online safety education | ✓ | ✓ | ✓ | | ✓ |
| Ensuring that early childhood teachers and educators are aware of and compliant with Council’s ICT Acceptable Use Policy and Procedure, Information Security Policy and Procedure, Mobile | R | R | | | |

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| Device Policy and Procedure, IT Governance Framework and Privacy Policy | | | | | |
| Undertake a risk assessment of all online tools and platforms prior to children's use | R | R | ✓ | | ✓ |
| Considering risk management plans when engaging with third party contractors to assess whether, and the extent to which, the engagement of third-party contractors poses risks of child abuse and harm | R | R | ✓ | | ✓ |
| Ensuring safety procedures are developed and implemented when using digital communication platforms (refer to Definitions) with children and their families (refer to Attachment 1) | R | R | ✓ | | ✓ |
| Ensuring when using digital documentation platforms, early childhood teachers and educators consider the security of their digital data and the privacy of children and families (refer to Council's Privacy Policy and ICT Acceptable Use Policy and Procedure) | R | R | ✓ | | ✓ |
| Ensuring that only service-issued electronic devices are ever used to take photos or record videos of children | ✓ | ✓ | ✓ | | ✓ |
| Ensuring there are procedures and processes around the capturing, storing and sharing of children's images and videos (refer to Council's ICT Acceptable Use Policy and Procedure, Information Security Policy and Procedure and Privacy Policy) | R | R | ✓ | ✓ | ✓ |
| Creating a shared understanding between Council, families, early childhood teachers and educators about digital technology use, by adults, in front of children | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Ensuring that appropriate filtering (refer to Definitions) and monitoring are in place for all devices used at the service | R | R | ✓ | | ✓ |
| Reviewing online safety education annually to identify strengths and weaknesses and update to ensure relevance to online safety issues, risks, and harms | R | ✓ | ✓ | ✓ | ✓ |
| Ensuring parents/guardians are involved in the development and review of the Early Years Policy - eSafety for Children | R | ✓ | | ✓ | |
| Providing families information on where to go for help with online safety issues, including the eSafety Commissioner (refer to References) | ✓ | ✓ | ✓ | | ✓ |
| Regularly discussing concepts of 'being online' or 'the internet' and online safety with children (refer to References) | | ✓ | ✓ | ✓ | ✓ |
| Providing children with the opportunity to engage in digital play through communicating, creating and consuming digital content in safe and age-appropriate ways | ✓ | ✓ | ✓ | ✓ | ✓ |
| Providing proactive supervision when young children are using digital technology (refer to Early Years Policy - Supervision of Children) | R | ✓ | ✓ | ✓ | ✓ |
| Ensuring an online safety agreement is created in collaboration with children and families (refer to References) | ✓ | ✓ | ✓ | | |
| Developing and implementing a digital learning environment and opportunities that are accessible to and relevant for all age groups | ✓ | ✓ | ✓ | | |
| Using digital technologies to promote social interactions between children, | ✓ | ✓ | ✓ | | |

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| peers and early childhood teachers/educators | | | | | |
| Teaching digital citizenship (refer to Definitions) and digital/media literacy (refer to Definitions) to support critical thinking | | ✓ | ✓ | | ✓ |
| Developing social and emotional learning skills to support children’s understanding and management of emotions, respectful online relationships and resilience | | ✓ | ✓ | | ✓ |
| Providing opportunities for children to explore and experiment with the functions of a diverse range of digital technologies (refer to Definitions) alongside adult modelling and instruction in digital technology use | | ✓ | ✓ | | ✓ |
| Considering the needs of all children, including those with disability, Aboriginal and Torres Strait Islander students, LGBTQIA+ students, those from diverse linguistic and cultural backgrounds, children experiencing family breakdown or in out of home care and others who may be more vulnerable and susceptible to online harms | R | ✓ | ✓ | | ✓ |
| Modelling self-regulated (refer to Definitions) digital technology use with children and families that recognises the importance of sustained social interactions between children and adults | | ✓ | ✓ | | ✓ |
| Respecting children and family’s diversity and strive to meet their needs for online safety education inclusive of gender, age, culture, ability, appearance, socioeconomic status, family background, geographical location, and access | R | R | ✓ | ✓ | ✓ |
| Ensuring processes are in place to ensure children and parents/guardian | R | ✓ | | | |

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| who speak languages other than English understand this policy | | | | | |
| Upholding children’s rights to provision, participation and protection in digital environments | R | ✓ | ✓ | | ✓ |
| Ensuring children know what to do if they encounter inappropriate materials online | R | ✓ | ✓ | | ✓ |
| Asking children their permission before taking photos or videos | ✓ | ✓ | ✓ | | ✓ |
| Implementing the uses of technologies in everyday life and use real or imaginary technologies as props in children’s play | | ✓ | ✓ | | ✓ |
| Supporting the use of digital technologies (refer to Definitions) in the curriculum as tools for designing, drawing, editing, reflecting and composing | | ✓ | ✓ | | ✓ |
| Modelling internet use with children for learning purposes and provide opportunities for assessing the quality and relevance of information | | ✓ | ✓ | | ✓ |
| Providing opportunities for children to explore and experiment with the functions of a diverse range of digital technologies (refer to Definitions) alongside adult modelling and instruction in digital technology use | | ✓ | ✓ | | ✓ |
| Modelling active decision making regarding digital technology use with, by and for young children that provides a balance of digital and non-digital experiences and activities at the service | | ✓ | ✓ | | ✓ |
| Providing digital technology experiences for young children that promote movement opportunities | | ✓ | ✓ | | ✓ |

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| Ensuring that screen-based digital technology (refer to Definitions) use while sitting is only for short periods and does not replace periods of active physical movement | | ✓ | ✓ | | ✓ |
| Promoting postural awareness and change by providing a variety of spaces and heights for children to use digital technologies | | ✓ | ✓ | | ✓ |
| Helping children develop self-regulation (refer to Definitions) for using digital technologies and support them to transition from digital to non-digital activities | | ✓ | ✓ | | ✓ |
| Encouraging the use of digital technologies (refer to Definitions) in the curriculum for children to access images and information, explore diverse perspectives and make sense of their world | | ✓ | ✓ | | ✓ |
| Teaching children skills and techniques that encourage them to use technologies to explore new information and represent their ideas | | ✓ | ✓ | | ✓ |
| Developing strategies for families to communicate and raise online issues | R | R | | | |
| Supporting families to understand that exposure to disturbing or arousing content and screens in the hour before sleep time decreases the length and quality of children’s sleep | ✓ | ✓ | ✓ | | |
| Directing families towards government and/or not-for-profit organisations for advice and resources on controls and the selection of digital media, content, apps and games that are appropriate for use by young children (refer to References) | ✓ | ✓ | ✓ | | |

Evaluation

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy, including parents/guardians, at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).

Attachments

- [Attachment 1 - Digital Communication Platform Safety Guidelines and Consent Form \(D24-86910\)](#)