ESAFETY FOR CHILDREN POLICY

Mandatory – Quality Area 2
Precious Gems Childcare Pty Ltd trading as "Kids Haven Childcare"

Quality Area 1.1.1 Curriculum decision making to each child's learning and development outcomes as communicators
Quality Area 2.2   Safety – Each child is protected
Quality Area 2.2.1   Supervision
Quality Area 2.2.3   Child Protection

1. RELATED POLICIES

• *Child Safe Environment and Wellbeing*	*Compliments and Complaints*
• *Curriculum Development*	*Enrolment and Orientation*
• *Inclusion and Equity*	*Information Communication Technology*
• *Interactions with Children*	*Occupational Health and Safety*
• *Privacy and Confidentiality*	*Supervision of Children*

EYLF

L05   Children use information and communication technologies to access information,

investigate ideas and represent their thinking

PURPOSE

This policy provides guidelines for Kids Haven Childcare to:

- provide a safe online environment for all children which ensures their safety, health and wellbeing
- support young children to develop an understanding of digital networks and to use 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.

2. SCOPE

This policy applies to the Approved Provider, person that will be responsible for managing the day to day charges (PIDTDC), Nominated Supervisor, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Kids Haven, including during offsite excursions and activities.

IMPLEMENTATION

Information technology (IT) devices include, but are not limited to, computers, laptops, iPads, tablets, Smart Boards, televisions (including smart TVs) and DVD players.

3. 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 *Code of Conduct, Child Safe Environment and Wellbeing and Mental Health and Wellbeing Policy*	**R**	**R**	√		√
Early childhood teachers and educators engaged in professional learning about online safety (such as eSafety's professional learning modules) *(refer to Sources)*, 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 *Information and Communication Technology* and *Privacy and Confidentiality policies*	**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 Privacy and Confidently Policy and Information and Communication Technology Policy)*	**R**	**R**	√		√
Ensuring there are procedures and processes around the capturing, storing and sharing of children's images and videos *(refer to Information and Communication Technology and Privacy and Confidentiality policy)*	**R**	**R**	√	√	√
Creating a shared understanding between Kids Haven Childcare, families, early childhood teachers and educators about digital technology use, by adults, in front of children	√	√	√	√	√
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 eSafety policy	R	√		√	
Providing families with information on where to go for help with online safety issues, including the eSafety Commissioner *(refer to Sources)*	√	√	√		√
Regularly discussing concepts of 'being online' or 'the internet' and online safety with children *(refer to Sources)*		√	√	√	√
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 Supervision of Children policy)*	R	√	√	√	√
Ensuring an online safety agreement is created in collaboration with children and families *(refer to Sources)*	√	√	√		
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, peers and early childhood teacher/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' 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, LGBTQI 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 who speak languages other than English understand this policy	R	√			
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	√	√	√		√

	Col1	Col2	Col3	Col4	Col5
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		√	√		√
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.	√	√	√		
Direct 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 Sources)*	√	√	√		

AUTHORISATION

This policy was adopted by the Approved Provider of Precious Gems Childcare trading as Kids Haven Childcare Kids Haven Childcare on 1st December 2022.

REVIEW DATE: 30/07/2023