

# Early Learning

## E-safety technology Policy

### 1. Policy Statement/Purpose

The safety, rights and best interests of children are of paramount consideration for all decisions made by all Uniting (Victoria & Tasmania) staff.

Uniting (Victoria & Tasmania) has a duty of care for all children attending our early learning services.

Our practices safeguard children from child abuse and harm and prioritise their safety and wellbeing. Uniting has zero tolerance for child abuse and actively promotes the Victorian Child Safe Standards. Establishing child safe practices for the use of electronic devices and photography is essential to safeguarding children.

This policy will provide guidelines to ensure that all users of digital technologies at Uniting (Victoria & Tasmania):

- Understand and follow procedures to ensure the safe and appropriate use of digital technologies M&C Saatchi, including maintaining secure storage of information
- Take responsibility to protect and maintain privacy in accordance with the service’s Privacy and Confidentiality Policy
- Promote a child safe culture when it comes to taking, use, storage and destruction images or videos of children
- Are aware that only those persons authorised by the approved provider are permitted to access digital devices at the service
- Understand what constitutes illegal and inappropriate use of digital devices and avoid such activities.
- Understand and follow professional use of interactive digital technologies platforms, such as social media and other information sharing platforms.

### 2. Scope

This policy applies to the following groups in Uniting Early Learning:

- Approved provider and persons with management or control
- Nominated supervisor and persons in day-to-day charge.
- ECT, Educators, FDC educators. KISS additional assistants, PSFOs and all other staff
- Parents/guardians
- Volunteers, students on placement, contractors or labour hire employees
- Allied health or inclusion professionals attending a service to observe, assess or work with a child at a service
- Mentors or coaches attending the service to support teachers or educators working with children or providing education and care

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- Preschool Field Officers
- Primary school teachers attending as part of a school transition program.

If a third-party professional attending a service and/or working directly with children (such as an allied health, inclusion professional or research professional or Uniting staff) needs to use a device (for example, to undertake an assessment or take notes) they can use a device that is:

- Issued by their business or institution
- Used only for work purposes (and not personal use).

The third-party professional and nominated supervisor or responsible person will be required to complete a visual verification form.

## 3. Policy Statement

### 3.1. Values

Uniting Early Learning is committed to the rights of all children to feel safe, and be safe at all times, by:

- Providing a safe environment through the creation and maintenance of a child safe culture, and this extends to the safe use of digital technologies and online environments
- Professional, ethical and responsible use of digital technologies at the service
- Providing a safe workplace for management, educators, staff and others using the service’s digital technologies and information sharing platforms
- The rights of all children to feel safe, and be safe at all times
- Safeguarding the privacy and confidentiality of information received, transmitted or stored electronically
- Ensuring that the use of the service’s digital technologies complies with all service policies and relevant government legislation.

### 3.2. Background and Legislation

The nationally agreed reforms will improve the safety, quality and accountability of early childhood services across Australia.

Most of the changes come into effect in early 2026 and aim to:

- Strengthen the safety, quality, and accountability of education and care services
- Give families greater confidence in the education and care their children receive
- Ensure approved providers and educators continue to meet the highest standards of safety, quality and professionalism.

New legislation has been developed to support approved providers to create a child safe culture when it comes to taking, sharing and storing images or videos of children at their services. The possession and use of digital devices in education and care services are now restricted for all staff, educators, families, volunteers, students, visitors, contactors and third party professionals while children are present at early learning services.

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The digital technology landscape is constantly evolving, with early childhood services increasingly using fixed, wireless, and mobile devices to support research, communication, and service management. While these technologies offer cost-effective and efficient tools, they also come with significant legal and ethical responsibilities regarding information privacy, security, and the protection of employees, families, and children.

Approved providers and their staff must remain informed about emerging technologies and proactively manage associated risks, including exposure to harmful content, cyberbullying, and risks amplified by Artificial Intelligence (AI) tools. For example, digital toys connected to apps on phones or tablets can create cybersecurity vulnerabilities, enabling hackers to access Wi-Fi networks, track device locations, and potentially use audio and video functions, posing serious safety risks for children.

State and federal legislation covering information privacy, copyright, occupational health and safety, anti-discrimination, and sexual harassment applies to the use of digital technologies. Inappropriate or unlawful use includes accessing pornography, engaging in fraud, defamation, copyright infringement, unlawful discrimination or vilification, harassment (including sexual harassment, stalking, and privacy breaches), and illegal activities such as peer-to-peer file sharing. Continuous improvement in online safety practices is essential to safeguard all members of the service community.

This policy establishes strong guidelines to monitor and limit the use of electronic devices and photography in Early Learning Victoria services. This aligns with the [National Model Code for Taking Images or Videos of Children while Providing Early Childhood Education and Care \(the National Model Code\)](#).

### 3.3. Uniting Early Learning ICT Safety Procedure

To comply with federal government legislation, our Early Learning service has established a comprehensive ICT safety procedure based on key Australian laws and frameworks, including the **Privacy Act 1988**, the **Australian Privacy Principles (APPs)**, and the **Online Safety Act 2021**. Our procedure is designed to protect all data, ensure the safe use of technology, and uphold the privacy and rights of children, families, and staff.

#### Data Protection and Privacy

- **Consent:** We obtain explicit, written consent from families during enrolment for the collection, use, and disclosure of personal information, including photos and videos. This consent form specifies the purpose for which the images will be used (e.g., learning journals, social media with family consent, internal communication) and the platforms where it may be shared. We ensure families understand their right to withdraw consent at any time.
- **Secure Storage:** Staff are not permitted to use personal phones, and all photographs of children, when required, are taken only with Uniting-managed devices. These

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devices store data in encrypted format, and all data is removed once it has been used. Sensitive documents are stored securely in encrypted form. We do not use personal devices for capturing or storing children’s photos. Hard copies of photographs are not retained beyond 12 months, and any printed documents classified as sensitive are stored in locked cabinets.

- **Data Minimisation:** We only collect information that is reasonably necessary for the health, safety, and well-being of the children and for our operational requirements.
- **Access Control:** Access to personal information is strictly limited to authorised staff members/educators on a need-to-know basis. Staff/educators are trained on and sign a confidentiality agreement to protect all sensitive information.

### Safe Use of Technology

- **Supervision and Filtering:** All internet-connected devices used by children are under active, direct adult supervision. We utilise content filtering and monitoring software to block access to inappropriate websites and material, in compliance with the Online Safety Act 2021.
- **Device Management:** Only service (issued) devices are used for educational purposes and for capturing children's learning. The use of personal electronic devices, including mobile phones and smartwatches, is restricted during work hours in areas where children are present to prevent unauthorised photo capture and to maintain focus on child supervision. This applies to but not limited to all visitors, families, contractors, occupants etc. FDC Educators can use personal phone for communication purposes only, no taking of photos or videos.

By adhering to these procedures, we ensure that our use of ICT is ethical, transparent, and legally compliant, fostering a safe and secure digital environment for our entire service community.

### 3.4. The National Model Code

The National Model Code and Guidelines have been developed to support approved providers to create a child safe culture when it comes to taking, sharing and storing images or videos of children at their services.

Uniting Early Learning adheres to the National Model Code under the National Quality Framework to ensure Early Learning Victoria services promote a child-safe culture. The National Model Code guides the electronic practices of approved providers, staff, educators, families, and volunteers while children are present at the centre.

### 3.5. Uniting Early Learning Issued Electronic Devices

Uniting Early Learning Services including Family Day Care are issued Uniting owned electronic devices for all work required functions, including program planning, co-using digital technologies with children and communication with parents. FDC Educators are permitted the use of personal phones for communication purposes only. Family Day Care educators are required to complete and abide by the Uniting Family Day Care iPad User Agreement.

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## 3.6. Personal Electronic Devices

Uniting staff /educators are **not permitted** to carry personal electronic devices or personal storage media devices while educating and care for children at the service. FDC Educators are permitted to use their personal phone for communication purposes only. Staff must store personal electronic devices or personal storage media devices in the office or personal locker at the beginning of each shift. Staff are permitted to access their personal electronic devices during their breaks without children present (for example, when in the staff room or outside the service).

A personal electronic device refers to:

- Phones
- Tablets
- laptops
- Cameras
- Wearables, such as camera glasses
- Smart watches with camera/recording functionality
- Smart watches with notifications enabled

Staff/educators will be required to sign a declaration that their smart watch:

- Does not have camera/recording functionality
- Has notifications turned off at all times they are educating and caring for children.

## 3.7. Essential Phone Use

Uniting early learning educators should inform their families of the service contact details for personal emergencies. This is the preferred communication method.

A Uniting early learning employee must obtain a written exemption from their Senior Manager to carry their personal device or have a smart watch with notifications enabled while children are present. Written confirmation from a registered medical practitioner will be required as evidence to substantiate the necessity of a mobile phone or smart watch in relation to essential use. Instances that may be authorised include:

- A personal health requirement – for example, for blood sugar monitoring
- A family member with a serious illness
- A local emergency - for example, anticipating a bushfire evacuation text notification.

## 3.8. Exceptions to the Restrictions

In an emergency, Uniting early learning staff can use their personal phones.

Examples of an emergency include:

- Technology failure, e.g. when a temporary outage of service-issued electronic devices has occurred
- Communication in an emergency situation involving a lost child, injury to child or staff member, or other serious incident, or in the case of a lockdown or evacuation of the service premises
- Emergency communication during excursions and regular outings (for example, for

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- when groups of children and educators get split up)
- Emergency communication when children are transported or travel on transport arranged by the service
- A local emergency event occurring, to receive emergency notifications through government warning systems (for example, bushfire evacuation text notification).

During excursions/regular outings, one personal mobile phone can be carried in a bag for use **ONLY** if the Uniting issued mobile phone ceases to operate.

### 3.9. Educational Program

Uniting Early Learning believes that safe technology use has a place in children’s learning. Technology can make learning more interactive and engaging for children and support in the process of interest-based learning by providing powerful research tools. Moreover, images and videos can be used by educators to capture evidence of learning that may be shared with families and allow children to re-visit their learning.

All images and videos of children are deleted annually.

Supervising children when they use digital devices, particularly when accessing an online environment, is very important to keep them safe. Dynamic supervision helps prevent incidents and enables educators to step in if something goes wrong. It also creates a supportive environment where children feel comfortable making a disclosure or asking for help to learn how to use online programs, apps, etc, safely and appropriately, without fear of reprisal.

### 3.10. Managing screen time

Sedentary screen time during early childhood may have long-term impacts on a child’s development. It’s important to review current guidance and speak to families about the amount and nature of screen time their children have at home and at the service.

The Australian Government has published [physical activity guidelines by age](#) which set out recommendations for the maximum amount of screen time children in different age groups should have per day.

The [eSafety Commissioner](#) and [Digital Child](#) have also published useful screen time advice.

### 3.11. Children bringing their devices to outside school hours care

Children are not permitted access to personal phones or other personal electronic devices at any time during sessions of care.

The only exception to this provision is via prior arrangement between the Service Leader and parent. The Technology Agreement must be signed by the child and their parent. Where access has been agreed, the child must be in the designated area and under direct supervision of the educator.

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### **3.12. Children attending Uniting Kindergarten, Childcare, Occasional Care and Family Day Care**

Children attending any of the above Uniting services are not permitted to wear any smart watches whilst participating in the program.

### **3.13. Kindergarten Inclusion Support Additional Assistants**

KIS Additional Assistants must follow all policies and procedures of the service that they are supporting. This includes their E-Safety Policy.

### **3.14. Breaches to this policy and consequences**

Breaches may result in formal investigation, verbal or written warnings or notification to regulatory authorities if child safety is compromised.

## **4. Review**

This Policy is due for review September 2028

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## 5. Responsibilities relating to the E-safety technology Policy

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Contractors, volunteers and students
<b>R</b> indicates legislation requirement, and should not be deleted					
Ensure the online environment is used in accordance with this policy, the <i>Code of Conduct, Child Safety Code of Conduct, Supervision and Child Safe Environment and Wellbeing Policies and related procedures Child Safe Standard 9.2 Vic Standard 8 Tas S 162 &amp; 165, R168</i>	R	✓	✓		✓
Ensure there are sufficient service-issued devices available when programs are delivered inside the service and outside the service premises to ensure the safety of children, volunteers and educators	✓				
Complete a risk assessment of the service to identify the number of electronic devices required. Device requirements may vary depending on the specific needs of each service and program.	✓	✓			
Ensure that the E-Safety Technology Policy and Procedures are implemented, and the Esafety checklist is completed and reviewed annually <i>R, R168, 170 &amp; S 167 Child Safe Standard 9 Vic Standard 8 Tas</i>	R	✓	✓		✓
Ensure all services complete the <u><a href="#">ACECQA Online self-assessment and risk assessment tool</a></u> annually		✓	✓		
Promote a culture of child safety and wellbeing that underpins all aspects of the service's operations (including online learning environments), to reduce risk to children (including the risk of abuse) <i>Child Safe Standard 2.2 Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	R	✓	✓		✓
Ensure that personal devices are <b>only</b> accessed by teachers, educators and other staff when they are not providing education and care or working directly with children <i>Child Safe Standard 9 Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	R	✓	✓		✓
Ensure staff do not use their personal devices to record images of children <i>Child Safe Standard 9 Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	R	✓	✓		✓
For Uniting issued laptop devices only access applications via the Uniting Company Portal (applications in the Portal have been endorsed by ICT) <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	R	✓	✓		
For Uniting issued iPad's, request access to endorsed applications such as Storypark and Seesaw via an ICT request		✓	✓		
Notify the Program Manager immediately of any loss or theft of Uniting electronic devices	✓	✓	✓		

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Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Contractors, volunteers and students
<b>R</b> indicates legislation requirement, and should not be deleted					
Ensure educators do not communicate with families via any social media platform (such as Facebook) <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	<b>R</b>	✓	✓		
Review, authorize or remove educators/staffs access to digital platforms <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	<b>R</b>	✓	✓		
Ensure that only service-issued electronic devices are used to take photos or record videos of children <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	<b>R</b>	✓	✓		✓
Ensure Uniting issued devices are only used when using digital documentation platforms, and educators log in using their Uniting email account <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	<b>R</b>	✓	✓		
Ensure students do not take any images of children as a part of their study <i>R 168</i>	✓	✓	✓		✓
Ensure authorisation is documented (essential purpose authorisation form) for when a person who is providing education and care and working directly with children may need to continue to carry their personal electronic device while educating and care for children (example: medical conditions) <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	<b>R</b>	✓			
Review any exemptions for the use of personal electronic devices every 6 months <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	<b>R</b>	✓			
Ensure essential purpose authorisation forms are stored securely and available for authorised officers to inspect		✓			
Ensure teachers and educators do not use personal devices for multi-factor authentication to access and use Xap, Harmony or Arrival while providing education and care and working directly with children <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	<b>R</b>	✓	✓		
Notify the Nominated Supervisor/Program Manager and/or Senior Manager immediately if you observe any inappropriate use of personal or service issued electronic devices at the service <i>S 167 Child Safe Standard 9 Vic Standard 8 Tas</i>	<b>R</b>	✓	✓		✓
Maintain a log for third party professionals attending the service and working directly with children (such as an allied health or inclusion professional) that they are using business or organisation issued devices are used only for work purposes (and not personal use) <i>R168</i>					
Provide 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 <i>Child Safe Standard 8 Vic Standard 7 Vic Standard Tas</i>	<b>R</b>	✓	✓		

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<b>R</b> indicates legislation requirement, and should not be deleted					
Ensure the following forms are completed and stored securely: UF-EL-025-Digital Platform Permission Form.docx UF-EL-029-Uniting Family Day Care Photo & Video Permission Form.docx UF-EL-034-Smart Watch Declaration form.docx UF-EL-033-Authorisation for Essential Mobile Phone and Smart Watch Use for External parties.docx UF-EL-036-Approval for electronic device use by third-party Professionals.docx UF-EL-031-Code of Conduct for Volunteers, Students contractor and third-party professionals – to be read on arrival.docx UF-EL-030-Uniting Family Day Care Code of Conduct for Visitors and Contractors – to be read and signed on arrival.docx UF-EL-035-Agreement for Use of Approved iPad in Family Day Care Service.docx UF-EL-033-Authorisation for Essential Mobile Phone and Smart Watch Use for External parties.docx E Safety checklist for early learning services	✓	✓	✓		
Undertake a risk assessment of all online tools and platforms prior to children's use <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	R	✓	✓		✓
Consider 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 <i>Child Safe Standard 9 Vic Standard 8 Tas R168</i>	R	✓	✓		
Ensure signed parent/guardian consent is obtained to collect and share personal information, including images and videos, of their children <i>S 167 R 168</i>	R	✓	✓		✓
Explain to parents how their consent for educators to take, retain, or share images and videos of children can be withdrawn when circumstances change <i>R 168</i>		✓	✓		
Asking children for permission before taking photos or videos and explain how these will be used		✓	✓		✓
Engage in professional learning to build capacity and support the implementation of online safety education <i>Child Safe Standard 9 Vic Standard 8 Tas</i>	R	✓	✓		

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<b>R</b> indicates legislation requirement, and should not be deleted					
Support educators and staff to understand the National Model Code and manage the use of electronic and digital devices at the service, including the service's expectations around the use of personal and service issued devices <i>Child Safe Standard 8 Vic Standard 7 Tas</i>	R	✓	✓		
Respect confidentiality and privacy by always seeking consent from the child and their parent, and staff, prior to publishing their information online. This includes names, photos, videos, work samples or other identifying information. <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	R	✓	✓		✓
Follow Uniting ICT safety procedure for data protection and privacy <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	R	✓	✓		✓
Ensure staff to child ratios are met at all times to ensure adequate supervision <i>S165 &amp; R 122</i>	R		✓		✓
Ensure proactive adult supervision of young children's online activities, including the use of filters and restrictions on devices and networks in the early childhood education and care setting <i>S 162 &amp; 165</i>	R		✓		✓
Develop a E-Safety agreement with children in the program <a href="https://www.esafety.gov.au/online-safety-agreement-early-years.pdf">Online-safety-agreement-early-years.pdf (esafety.gov.au)</a>		✓	✓		
Ensure all images and videos of children are deleted annually <i>Child Safe Standard 9 Vic Standard 8 Tas R168</i>	R	✓	✓		
Ensure child-centred image taking is purposeful and supports quality educational practice and reflection, as well as family connection <i>R 73 Child Safe Standard 9 Vic Standard 8 Tas</i>	R	✓	✓		✓
Ensure images of children are not taken in bathrooms and nappy change facilities, cot rooms, a cubby or places where another educator or other staff member cannot see the image being taken <i>Child Safe Standard 9 Vic Standard 8 Tas R 168</i>	R	✓	✓		✓
Use digital technologies in early childhood education and care settings to promote social interactions between children, peers and adults <i>R 73 Child Safe Standard 3 Vic Standard 2 Tas</i>	R	✓	✓		✓
Teach digital citizenship and digital/media literacy to support critical thinking <i>R 73</i>	R	✓	✓		✓
Ensure processes are in place to ensure children and parents/guardian who speak languages other than English understand this policy		✓	✓		
Uphold children's rights to provision, participation and protection in digital environments <i>R 73 Child Safe Standard 3 Vic Standard 2 Tas R 168</i>	R	✓	✓		✓

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Contractors, volunteers and students
<b>R</b> indicates legislation requirement, and should not be deleted					
Support children in turn-taking and learning to share when using digital technologies in collaboration with others <i>R 73 &amp; 156 Child Safe Standard 3 Vic Standard 2 Tas</i>	R	✓	✓		✓
Foster children’s peer-to-peer interactions as opportunities for co-learning about and with digital technologies <i>R 73 &amp; 156 Child Safe Standard 3 Vic Standard 2 Tas</i>	R	✓	✓		✓
Model self-regulated digital technology use with children and families that recognises the importance of sustained social interactions between children and adults <i>R 73</i>	R	✓	✓		✓
Inform children and their families, in culturally appropriate ways, about how the service uses technology and resources to teach children about online safety <i>Child Safe Standard 1 Vic Universal Principle Tas</i>	R	✓	✓		
Talk with families about how online safety is promoted at the service and how they can support it at home		✓	✓		
Consult with families, Aboriginal and Torres Strait Islander Elders and staff, and local community knowledge holders about culturally appropriate content and priorities for children’s online learning <i>Child Safe Standard 1 Vic Universal Principle Tas</i>	R	✓	✓		
Incorporate Aboriginal and Tores Straight Islander cultural perspectives and foster a strong sense of identity and belonging within children’s online and digital learning experiences <i>Child Safe Standard 1 Vic Universal Principle Tas</i>	R	✓	✓		✓
Create shared understandings between families, educators and services about digital technology use, by adults, in front of children <i>Child Safe Standard 9 Vic Standard 8 Tas</i>	R	✓	✓		✓
Encourage children to talk to a trusted adult if they see or experience something online that makes them feel uncomfortable <i>S 167 Child Safe Standard 3 Vic Standard 2 Tas</i>	R	✓	✓		✓
Encourage older children to think about the consequences of their actions online, including the harms of cyberbullying and sharing inappropriate images, for example by following the <a href="#">Be an eSafe kid framework</a> <i>R 73 &amp; S 167 Child Safe Standard 3 Vic Standard 2 Tas</i>	R	✓	✓		✓
Encourage older children to think about the consequences of their actions online, including the harms of cyberbullying and sharing inappropriate images, for example by following the <a href="#">Be an eSafe kid framework</a> <i>R 73 &amp; S 167 Child Safe Standard 3 Vic Standard 2 Tas</i>	R	✓	✓		✓

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<b>R</b> indicates legislation requirement, and should not be deleted					
Teach older children to consider others' feelings when sharing content, even if it's meant as a joke <b>R 73 S 167 Child Safe Standard 3 Vic Standard 2 Tas</b>	<b>R</b>	✓	✓		✓
Explain that not everyone online is who they say they are and that children should not give out personal information such as their name, birthdate, school and address, online or that of others <b>R 73 S 167</b>	<b>R</b>	✓	✓		✓
Ensure that screen-based digital technology use while sitting is only for short periods and does not replace periods of active physical movement <b>R 73</b>	<b>R</b>	✓	✓		✓
Promote postural awareness and change by providing a variety of spaces and heights for children to use digital technologies <b>R 73</b>	<b>R</b>	✓	✓		✓
Minimise screen glare and reflection and promote regular breaks with a variety of visual distances when using screen-based technologies		✓	✓		✓
Support 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		✓	✓		✓
Promote screen-free sleeping areas and the use of non-screen-based calming activities with children before nap times and evening bedtimes		✓	✓		✓
Establish routines and structures that promote access to a variety of digital and non-digital activities in the early childhood education and care setting <b>R 73</b>	<b>R</b>	✓	✓		✓
Maintain conversations with young children about their online experiences, both positive and negative, to ensure they are supported by adults in their online engagements <b>R 73</b>	<b>R</b>	✓	✓		✓
Help children develop an understanding of the internet as a network that people use to generate, store, retrieve and share information <b>R 73</b>	<b>R</b>	✓	✓		✓
Model internet use with children for learning purposes and provide opportunities for assessing the quality and relevance of information <b>R 73</b>	<b>R</b>	✓	✓		✓
Provide families with information about online safety and risks in the online environment, such as online grooming, cyber bullying and sexting <b>Child Safe Standard 4 Vic Standard 3 Tas</b>	<b>R</b>	✓	✓		

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Contractors, volunteers and students
<b>R indicates legislation requirement, and should not be deleted</b>					
Direct families towards government and/or not-for-profit organisations for advice on the selection of digital media, content, apps and games that are appropriate for use by young children, including the eSafety Commissioner <i>Child Safe Standard 4 Vic Standard 3 Tas</i>	R	✓	✓		✓
Provide opportunities for children to explore and experiment with the functions of a diverse range of digital technologies alongside adult modelling and instruction in digital technology Use <i>R 73</i>	R	✓	✓		✓
Promote play involving children in digital technology use with digital and non-digital tools and materials to build knowledge about the use of technologies for communication, collaboration and information sharing <i>R 73</i>	R	✓	✓		✓
Seek young children’s perspectives regarding the role and use of digital technologies in their own lives, play and learning <i>R 73</i>	R	✓	✓		✓
Model 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 in early childhood education and care settings <i>R 73</i>	R	✓	✓		✓
Recognise that a child’s cultural background may be a determining factor in how their images can and cannot be used <i>Child Safe Standard 1 Vic Universal Principle Tas</i>	R	✓	✓		✓
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 <i>Child Safe Standard 1 Vic Universal Principle Tas</i>	R	✓	✓		✓
Considering the needs of all children including those with disabilities, 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 <i>Child Safe Standard 1 Vic Universal Principle Tas</i>	R	✓	✓	✓	✓
Educate and empower children to talk about events and situations that make them feel uncomfortable, use the Uniting child ‘I have a worry or complaint’ poster <i>R 73 Child Safe Standard 5 Vic Standard 4 Tas</i>	R	✓	✓		✓

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	ECT, Educators, FDC educators and all other staff	Parents/guardians	Contractors, volunteers and students
<b>R</b> indicates legislation requirement, and should not be deleted					
At pick up or drop off, parents/Guardians are allowed to carry their personal device on them, but it must remain in their bag or pocket at all time				✓	
Ensure families/visitors do not take any images or videos of children, including their own child or children, during the educational program or at a special event <i>R 168</i>		✓	✓	✓	✓
Educators at the service are to take the images of the children at a special event and provide to families via the secure platform that the service uses (Xap, Harmony, Storypark) <i>R 168</i>		✓	✓	✓	
Discuss a complaint directly with the person involved, to resolve the matter without recourse				✓	
Communicate (preferably in writing) any concerns relating to the use of technology in the program as soon as is practicable with the Responsible Person				✓	

## 6. Legislation

*Broadcasting Services Act 1992 (Cth)*  
 Child Safe Standards  
*Early Childhood Australia Code of Ethics*  
*United Nations Convention on the Rights of the Child*  
 National Quality Standard  
*Charter of Human Rights and Responsibilities Act 2006 (Vic) Classification (Publications, Films and Computer Games) Act 1995*  
*Commonwealth Classification (Publication, Films and Computer Games) Act 1995 Competition and Consumer Act 2010 (Cth)*  
*Copyright Act 1968 (Cth)*  
*Copyright Amendment Act 2006 (Cth)*  
*Education and Care Services National Law Act 2010*  
*Education and Care Services National Regulations 2011*  
*Equal Opportunity Act 2010 (Vic)*  
*Freedom of Information Act 1982 Health Records Act 2001 (Vic) Information Privacy Act 2000 (Vic)*  
*National Quality Standard, Quality Area 7: Governance and Leadership*  
*Occupational Health and Safety Act 2004 (Vic)*  
*Privacy Act 1988 (Cth)*  
*Privacy and Data Protection Act 2014 (Vic) Public Records Act 1973 (Vic)*  
*Sex Discrimination Act 1984 (Cth) Spam Act 2003 (Cth)*  
*Trademarks Act 1995 (Cth)*

## 7. Related documents

### Uniting

[Diversity Statement](#)

[Child Safety Commitment Statement](#)

Code of Conduct

Child Safety Policy

Child Safety Code of Conduct

Privacy Policy

Information Security Policy

Acceptable Use Policy

Mobile Phone & BYOD Procedure

Privacy Breach Procedure

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## Early Learning

Child Safe Environment and Wellbeing Policy  
 Participation of Volunteers and Students Policy  
 Excursions Regular Outings and Service Events Policy  
 Determining the Responsible Person Policy

## External Links

ACECQA - [NQF Online Safety Guide Self and Risk Assessment Tool](#)  
 Early Childhood Australia - [Statement on young children and digital technology](#)  
 The Playing IT Safe Framework and Alignment – [Playing IT Safe](#)  
[eSafety Commissioner](#)  
[eSafety Commissioner early years training program](#)  
[Family tech agreement for under 5s](#)  
[Consent and Children’s Rights](#)  
[National Model Code: Taking images or videos of children while providing early childhood education and care](#)  
[Empowering children under 5 by asking them to give consent for photos or videos](#)  
[Guidelines for the National Model Code: Taking images or videos of children while providing early childhood education and care](#)  
[National Model Code: Video](#)  
[Young children using the internet | ACECQA](#)  
[Talking about child sexual abuse online with 0- to 12-year-olds](#)  
[Child-friendly search engines and apps | ACECQA](#)  
[Young Children in digital society](#)

## Forms

[UF-EL-035-Agreement for Use of Approved iPad in Family Day Care Service.docx](#)  
[UF-EL-036-Approval for electronic device use by third-party Professionals.docx](#)  
[UF-EL-032-Authorisation for Essential Mobile Phone and Smart Watch Use Form.docx](#)  
[UF-EL-033-Authorisation for Essential Mobile Phone and Smart Watch Use for External parties.docx](#)  
[UF-EL-037-Child Safety Agreement for Photographers.docx](#)  
[UF-EL-031-Code of Conduct for Volunteers, Students contractor and third-party professionals.docx](#)  
[UF-EL-025-Digital Platform Permission Form.docx](#)  
[UF-EL-034-Smart Watch Declaration form.docx](#)  
[UF-EL-029-Uniting Family Day Care Photo & Video Permission Form.docx](#)  
[UF-EL-030-Uniting Family Day Care Code of Conduct for Visitors and Contractors.docx](#)

## E Safety checklist for early learning services

**To be completed and reviewed annually by all Uniting Services.**

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