Uniting

Early Learning

E-safety technology Protocol

Environmental context

The ICT environment is continually changing. Early childhood services now have access to a wide variety of technologies via fixed, wireless and mobile devices. While ICT is a cost-effective, timely and efficient tool for research, communication and management of a service, there are also legal responsibilities in relation to information privacy, security and the protection of employees, families and children. State and federal laws, including those governing information privacy, copyright, occupational health and safety, anti-discrimination, and sexual harassment, apply to the use of ICT (refer to References and Resources). Illegal and inappropriate use of ICT resources includes pornography, fraud, defamation, breach of copyright, unlawful discrimination or vilification, harassment (including sexual harassment, stalking and privacy violations) and illegal activity, including illegal peer-to-peer file sharing.

E-safety information is provided to families, such as information and practical strategies to support safety in the service and at home.

References and Resources

Relevant legislation and standards include but are not limited to:

- Broadcasting Services Act 1992 (Cth)
- 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)

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- Privacy and Data Protection Act 2014 (Vic)
- Public Records Act 1973 (Vic)
- Sex Discrimination Act 1984 (Cth)
- Spam Act 2003 (Cth)
- Trade Marks Act 1995 (Cth)
- http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf
- Early Childhood Australia Statement on young children and digital technologies
- E-Safety Checklist Click here
- eSafety Commissioner : https://www.esafety.gov.au/
- eSafety Commissioner-eSafety Training: https://www.esafety.gov.au/about-us/what-we-do/our-programs/esafety-early-years-program

This protocol is shared with the whole service community with opportunities to provide feedback/input

Related Documents
- Information Security Policy UP-012
- Code of Conduct
- Privacy Policy UP-007
- Acceptable Use Policy & Protocol

Authorisation This Protocol was adopted by Uniting Early Learning on 20/09/2020

Review This Protocol is due for review on 20/09/2023

Approved Provider

1. Develop policies and guidelines about the collection, use, retention, and deletion of digital data held about young children and families.
2. Provide professional learning opportunities to build educator understanding about young children's digital rights and how these relate to young children's socioeconomic, geographic, gender and culturally based experiences in digital contexts.
3. Provide training to promote compliance with copyright and trademark law and acceptable use of the service name, logo, and brand online.
4. Review the platform's safety and privacy settings, community guidelines and terms of use and define how and why the early learning services will use different technologies and platforms. Being clear about the purpose, and what is considered acceptable use, will help to identify, and manage potential misuse.
5. Regularly review and evaluate how technologies are used and refine as needed.
6. Determine who will have administration rights and who will be responsible for uploading content and monitoring interactions on sites or platforms.
7. Ensure Early learning service accounts should have secure login, authentication procedures and be monitored regularly.
8. Develop procedures to monitor and take down inappropriate posts on service sites. Referring to potential breaches of copyright or trademarks may help when requesting that content is removed from social media sites.
9. 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.
10. Develop guidelines for managing, storing and sharing photos and videos of children and other early learning service community members. This includes where, how and for how long images are stored, the naming conventions used with images

Responsible Person and Educators

Principle: Young children's relationships with adults and peers, matter in digital contexts

1. Use digital technologies in early childhood education and care settings to promote social interactions between children, peers and adults.
2. Support children in turn-taking and learning to share when using digital technologies in collaboration with others.
3. Foster children's peer-to-peer interactions as opportunities for co-learning about and with digital technologies.
4. Model self-regulated digital technology use with children and families that recognises the importance of sustained social interactions between children and adults.
5. Create shared understandings between families, educators and services about digital technology use, by adults, in front of children.

Principle: Young children's health and wellbeing is actively supported in digital contexts

1. Provide digital technology experiences for young children that promote movement opportunities.
2. Ensure children participate in both digital and non-digital activities to build strength and skills in their hands and fingers.
3. Ensure that screen-based digital technology use while sitting is only for short periods and does not replace periods of active physical movement.
4. Promote postural awareness and change by providing a variety of spaces and heights for children to use digital technologies.
5. Minimise screen glare and reflection and promote regular breaks with a variety of visual distances when using screen-based technologies.
6. 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.
7. Promote screen-free sleeping areas and the use of non-screen-based calming activities with children before nap times and evening bedtimes.
8. Help children develop self-regulation for using digital technologies and support them to transition from digital to non-digital activities.
9. Establish routines and structures that promote access to a variety of digital and non-digital activities in the early childhood education and care setting.

Principle: Young children's citizenship is upheld and fostered in digital contexts
Practice advice:

1. Participate in professional learning opportunities to build educator understanding about young children's digital rights and how these relate to young children's socioeconomic, geographic, gender and culturally based experiences in digital contexts.
2. Seek permission from children and families to use digital documentation, including photographs of children via social media and/or other digital documentation platforms.
3. 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.
4. Maintain conversations with young children about their online experiences, both positive and negative, to ensure they are supported by adults in their online engagements.
5. Help children develop an understanding of the internet as a network that people use to generate, store, retrieve and share information.
6. Model internet use with children for learning purposes and provide opportunities for assessing the quality and relevance of information.
7. 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.

Principle: Play and pedagogy promotes young children's exploration, social interaction, collaboration and learning in digital contexts

1. 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.
2. 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.
3. Seek young children's perspectives regarding the role and use of digital technologies in their own lives, play and learning.
4. 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.

Safe use of technology

1. Follow guidelines for managing, storing and sharing photos and videos of children and other early learning service community members. This includes where, how and for how long images are stored, the naming conventions used with images.
2. Securely store consent and media forms as per the Uniting's Privacy policy.
3. Recognise that a child's cultural background may be a determining factor in how their images can and cannot be used.
4. Consider circumstances that could place the child at risk of harm if their image or information is shared, such as where there may be legal proceedings or a court order relating to child protection, custody, domestic violence or family separation.
5. Follow procedures to monitor and take down inappropriate posts on service sites. Referring to potential breaches of copyright or trademarks may help when requesting that content is removed from social media sites.
6. Respect confidentiality and privacy by always seeking consent from the child and their parent/carer, and staff, prior to publishing their information online. This includes names, photos, videos, work samples or other identifying information.
7. Ensure families authorise the recording of live sessions to inform the pedagogical planning cycle
8. Ensure families authorise that they will not record live events.
9. Commitment for Uniting staff to participate in online training and be aware of how these tools can guide our work. – e-Safety Commission training.

Parents

- Comply with this protocol.
- 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.
- Raise any unresolved issues or serious concerns directly with the Approved Provider/Licensee, via the Responsible Person.