Glen Dhu CHILDREN'S SERVICES

PURPOSE

Digital technologies and computers have become an integral part of many children's daily lives. For this reason, it is important that our Educators are not only familiar with the use of computer technologies, but are able to guide children's understanding of, and ability to interact, engage, access and use a range of digital technology in a child safe environment. Technology and Media items will only be used as an extension to the daily program assisting in development of social, physical, emotional, cognitive, language and creative potential of each child.

Our Service will implement responsible behaviour and limit screen time when using technology, respecting the Service, children and the privacy of families and Educators. Educators will exercise appropriate judgement and behave in a professional and ethical manner when using technology.

National Quality Standard (NQS)

Quality Area 1: Educational program and practice		
1.1.1	**Approved learning framework**	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.3	**Program learning opportunities**	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	
168	Education and care services must have policies and procedures
181-184	Confidentiality and storage of records
195	Application of Commonwealth Privacy Act 1988
196	Modifications relating to National Education and Care Services Privacy Commissioner and Staff

TERMINOLOGY	
ICT	Information and Communication Technologies
Cyber safety	Safe and Responsible use of the internet and equipment/devices, including mobile phones and devices.
Netiquette	The correct or socially acceptable way of using the internet.

POLICY CONSIDERATIONS:
Our Service will implement responsible behaviour and limit screen time when using technology, respecting the Service, children, and the privacy of families and educators. Educators will exercise appropriate judgement and behave in a professional and ethical manner when using technology. At all times, educators will provide a child safe environment and supervise children when using technology to minimise the opportunity for abuse or other harm to occur (Child Safe Standard 8).

Technology:

Technology when used appropriately, can be a tool for learning, especially when educators play an active role. The Internet is a magnificent resource for research, communication, and extending programming ideas and interests. Technology use within our Service aims to encourage children to solve problems and use logical reasoning, leading children to make decisions and choices and assisting them to use computer software competently and safely. Our educators are diligent in ensuring children are only able to access age-appropriate technology on any device provided by the service.

Definitions of terms

App:	An abbreviation of the term 'Application'- refers to small programs that can be downloaded or installed on mobile phones
Coding:	Process of creating and inputting messages that can be understood by others or a digital device such as a computer robotic toy or app
Digital data:	Information that is transmitted digitally, including (but not limited to) text, audio, images and video
Digital technology:	enables large amounts of data to be stored and shared so it can be accessed, created and used by people anywhere and at any time
Digital documentation:	recording and analysing children's engagement and learning using digital tools. (includes photos, text and video and may be communicated via an online program).
Interactive whiteboard:	a digital screen that projects content for groups of children to view or co-view or co-engage. Incorporates touch sensitive or responsive controls so the user may engage via the screen rather than a mouse or keyboard

(source: ECA Statement on young children and digital technologies, 2018.)

Examples of technology for early childhood education may include:
• touchscreen devices- tablets
• programs that develop literacy or numeracy skills with ICT such as word processing, desktop publishing
• internet and information literacy skills
• Robotic toys- such as bee bots
• scanners
• Interactive whiteboards/data projectors

We limit screen time based on National Physical Activity Recommendations for Children 0-5 years, which states that screen time is not recommended for under 2 years, and for children 2 to 5 years, screen time is limited to less than one hour per day.

Early Childhood Australia has released a guide called 'Statement on young children and digital technologies – A summary' which was developed in response to an identified need for guidance on technologies. They have developed principles and practices across four important areas of early childhood education: Relationships, Citizenship, Health & wellbeing, Play and pedagogy. Please see our attached photos for further information.

As Educators, we acknowledge different perspectives held surrounding early technology uptake. We only provide balanced and appropriate content and context that benefits a child's learning. We welcome innovative and creative approaches and opportunities for meaningful connection through technology. We are aware that the children of today are being born into the digital era, and they need to be prepared for the digital life ahead of them.

Further reading for your interest:

http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf

https://www.esafety.gov.au/saferinternetday

Management/ Nominated Supervisor/ Responsible Person will:
• provide professional learning to educators and staff in response to the ECA- *Statement on young children and digital technology*

- provide professional development, information, and resources to educators from the *e-Safety Commissioner- Early Years Program*
- provide regular training for all staff on reporting obligations (including mandatory reporting) and child safe practices
- report any breach of child protection legislation to relevant authorities- police, [enter child protection authority in State/Territory], regulatory authority through NQA ITS portal (*see: Child Safe Environment, Child Protection Policies*)
- identify technology training needs of educators for professional development
- maintain and promote a positive culture that promotes safe, responsible, and respectful use of digital devices and online services
- reflect on our service's physical environment, layout and design to ensure it is supports child safe practices when children are engaged in using technology
  - ensure risk assessments are completed for all physical and online activities and identify areas where adults may have opportunities to interact with children unsupervised
  - perform regular audits to identify risks to children's safety and changes in room set-ups that can indicate areas of higher-risk and become supervision 'blind spots'
  - ensure location of digital technology/equipment allows educators to remain in line-of-sight of other staff members when working with children
  - only permit children to use devices in open areas where staff can monitor children's use
  - ensure all devices are set up safety- with controls, filters for privacy levels and safe search settings
  - ensure all devices are password protected with access for staff only
- ensure the Service *Privacy and Confidentiality Policy* is adhered to at all times by educators
- ensure there is no unauthorised access to the Service's technology facilities (programs, software program etc.)
- ensure all educators have appropriate login details to provide secure usage
- ensure all technological devices have current virus protection software installed
- develop guidelines about how technology will be used within our Service
- provide information to parents about technology use within the Service
- seek permission from families to use digital documentation including photographs of children via social media and/or other forms of documentation platforms (see: *Social Media Policy*)
- ensure children, educators and parents are aware of our Service's complaints handling process to raise any concerns they may have about the use of digital technologies or any other matter (see: *Dealing with Complaints Policy*)
- provide a range of technology devices for educators to utilise- Smartboards, iPads, printers
- must ensure that no breaches of copyright eventuate if screening/viewing DVDs
- discuss with educators terms regarding sharing personal data online; ensure children's personal information where children can be identified such as name, address, age, date of birth etc is not shared online

Educators will:
- comply with current legislation and Service policies
- keep passwords confidential
- model appropriate use of digital devices and online services for learning purposes
- identify and minimise risks to children in physical and online environments
- only permit children to use devices in open areas of the service to ensure close monitoring and supervision
- log out of computers and software programs after each use
- only access and modify files and data for which they have authorisation
- respond to and report any breaches and incidents of inappropriate use of digital devices and online services to management
- not harass, slander, intimidate, embarrass, defame, or seek to offend another person, group of people, or organisation via technological devices
- not make copies of, transmit, steal, or loan copies to other persons of Service documents.
- not use personal mobile devices to take photos at the Service, access social media (Facebook, Instagram or other) or breach children and families' privacy
- ask permission before taking photos of children on any device so children begin an understanding of how photos of them can be used and where they will be published
- provide adequate supervision to children when using computers or other technology
- ensure they are aware of their mandatory reporting requirements and report any concerns related to child safety including inappropriate use of digital technology to the Approved provider or nominated supervisor
- ensure children's personal information where children can be identified such as name, address, age, date of birth etc is not shared online

In relation to children, Educators will:
- consider the developmental levels of children when using technology for early learning
- support children's natural curiosity for technology within the Service

- provide children with access to age-appropriate technologies to help develop their computer literacy skills
- introduce concepts to children about online safety at age-appropriate levels
- only provide programs or apps that they have viewed and assessed prior to introducing to children
- build on children's learning and inspire the ongoing and enthusiastic acquisition of knowledge through technology
- use technology to build on current projects and document children's learning
- limit the amount of time spent on screens as per recommended screen times
- support children in turn-taking and learning to share when using digital technologies in collaboration with others
- provide a child safe environment to children- reminding them if they encounter anything unexpected that makes them feel uncomfortable, scared or upset, they can seek support from staff
- teach children to 'ask before they tap' or do anything new on a device
- limit experiences involving screen use to those which have an educational component or include movement and gross motor activity
- discuss with children the role of screen time in their lives and support them in making appropriate choices about their use of screen time for both education and recreation
- model appropriate screen behaviours and self-regulation to the children
- encourage productive sedentary experiences for rest and relaxation that are not technology-reliant
- ensure that an appropriate balance between inactive and active time is maintained each day
- ensure that under no circumstances the screen is used as a reward or to manage challenging behaviours
- educate and support children to begin to develop skills to critically evaluate sources of information on the internet.

Guidelines for use of technology within our Service:
- implement risk management strategies to ensure children are always supervised when using any digital device
- use of digital technologies are used to promote social interactions between children, peers and adults
- programs must be carefully selected and be suitable to the needs and developmental levels of each child using or watching various types of technology or media
- programs and apps will be chosen to support and promote children's cognitive investment
- all online devices have appropriate filtering and monitoring in place with safe settings activated
- all devices are password protected with access for staff only
- postural awareness will be promoted when using devices
- technology is used to assist in expanding the content of the daily program and appropriate current affairs (e.g., the Olympic Games, environmental resources)
- technology is predominantly used where play-based and 'hands-on' experiences cannot provide the same information (e.g., investigating planets or dinosaurs). It will not replace appropriate experiences nor professional pedagogy
- programs are chosen that are engaging and age appropriate to children: Only 'G' rated television programs and movies will be viewed at the Service
- timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines are:
  - children birth to one year should not spend any time in front of a screen
  - children 2 to 5 years of age should be limited to less than one hour per day
  - children 5-12 years of age should limit screen time for entertainment to no more than 2 hours a day.
- children will be taught responsible concepts of digital use and citizenship as children are '*growing up digital*'
- only quality developmentally appropriate interactive media will be used

In relation to families our Service will:
- create shared understandings between families and educators about digital technology use, by adults, in front of children
- provide information regarding online safety to families eSafetyparents
- provide families with information about the digital technology used within the Service
- request written consent from parents/families to collect and share personal information, images or videos of their children online (Website, Facebook,)
- provide information to parents and families about how to make a complaint and what to expect from our complaints handling processes (*see: Dealing with Complaints Policy*)
- provide information and advice to families about the selection of digital media content, apps and games that are appropriate for use by young children
- provide information about the apps and programs used within the Service
- support families to understand that negative effects of exposure to disturbing or arousing content and screens before sleep time

Use of Computers
- When computers are available for children's use whilst at our Service the following strategies will apply:
  -each child's computer use will be limited to a specified time period;

-access will be carefully monitored to ensure developmentally appropriate, open ended non violent games and software programs that reflect the service's philosophy are being viewed;

-all children are provided with equal opportunities to access;

-educators will plan extension activities for the most popular computer games or programs that extend children's learning and encourage children to take part in active rather than passive activities

- Educators have the use of a laptop to assist with research with children, to look up ideas, theories, extensions to activities etc.
- Sites used for this will be screened first and appropriate for children's viewing

Use of Tablets
- Service tablet devices are in each room to capture the learning throughout the day and can be replayed it back to children/families.
- There is also a tablet for children's use. This is available for children to take ownership for their own recording, photography and capturing their version of their day.

SOCIAL MEDIA

Being part of our Service entails a position of trust and responsibility. We aim to ensure that our Service, children, educators, and/or families are not compromised in any form on Facebook, or any other social media platform and that all social media usage complies with our Service's philosophy, relevant policies, and the code of conduct.

IMPLEMENTATION

Social media is defined as "*forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)*" (Merriam-Webster dictionary).

We recognise that there are many advantages in using social media to network within Service operations. It is important to approach usage with caution, through careful and systematic management. Whilst healthy debate may provide thought-provoking discussion, there are guidelines in place to ensure that our Service remains open and welcoming for children, families, and staff.

The National Principles for Child Safe Organisations recognise the importance of safe physical and online environments to promote safety and wellbeing of all children. Our Service has the responsibility to ensure children and educators are protected from harm when they engage with digital technology including social media.

This policy applies to all forms of social media including (but not limited to):
- Social networking sites e.g., Facebook, Twitter, LinkedIn
- Image sharing sites e.g., Instagram, Snapchat, and Imgur
- Music/dance videos e.g., Tik Tok
- Video hosting sites e.g., YouTube and Vimeo
- Community blogs e.g., Tumblr and Medium
- Discussion sites e.g., Reddit and Quora

Glen Dhu Childrens Services Facebook Page

Our Service has a Facebook account to converse and share information with our families and community, which is administered by the Approved Provider/Nominated Supervisor

The intent for our Service Facebook page is to:
- keep families in touch with what's happening at the Service, including upcoming and special events.
- connect with other parents and share thoughts about programs, policies, and procedures
- provide an avenue to ask parents their thoughts and provide appropriate research-based information on common child rearing issues.
- provide educational information to families and employees.
- Connect with our community

PRIVACY
- All staff and educators must remain aware that they represent and could be identified as an employee of the Service through any online activity.
- Staff and educators must maintain appropriate privacy of families, employees, students, children and volunteers, including when they have obtained permission to publish content to the Service Facebook account.

- Absolutely no written content will be published to Facebook without the implicit and written permission of families to whom the content relates.
- Our Service will gain implicit and written family permission prior to posting photos of children.
- Passwords will not be shared without authorisation from management.
- Our Service will remain up to date with any changes to Facebook ensuring privacy setting remain up to date.

Regarding the Service Facebook page, the Approved Provider or Nominated Supervisor will:
- obtain written authorisation from a child's parents prior to posting any comment or photos of their child to the page
- ensure personal information about families, children and staff is not posted on-line
- ensure the highest level of privacy settings are established and maintained on the account
- ensure all passwords are kept confidential
- log out of Facebook when not in use and prior to leaving the Service
- regularly scan online content related to the Service to ensure appropriateness.
- adhere to our *Dealing with Complaints Policy* and procedures to investigate any occurrences where a person working at the Service may:
    - post photos or information of the Service or children
    - defame, harass or bully any other person who works at the Service or is connected to the Service.
- ensure that any staff or educator found guilty of any Facebook misconduct (on both the Service Facebook page and any private page) is aware that this may result in termination of employment.

Regarding all social media, the Approved Provider, Nominated Supervisor, educators, staff members, volunteers and students will <u>not</u>:
- access personal Facebook accounts or any other social media accounts on any workplace device
- access personal Facebook or any other social media accounts whilst educating and caring for children
- post any photos taken of the children enrolled at the service on their personal Facebook or any other social media account
- post any information about the Service, colleagues, children, or families on any personal social media account
- vilify, harass or bully any other person who works at the Service, family or community member connected to the Service
- post offensive or derogatory comments or information that could bring their professional standing or that of the Service into disrepute
- use their personal camera or phones to take photos or video whilst at the Service.

Personal Social Media Accounts
The Service does not recommend that staff add families of the Service to personal social media accounts as they will still be seen as a representative of the Service and required to uphold the Service's Code of Conduct on all posts. It is extremely important not to post information about the Service, colleagues, children, or families on personal social media accounts, as this not only contravenes the Service policies and *Code of Conduct* but is considered a breach of the Commonwealth's *Privacy Act 1988* and *Privacy and Personal Information Protection Act 1998*.
Families are asked to respect that staff may have a personal policy on adding families to personal social media accounts due to their professional philosophy, and that the Service does not recommend staff to have families as friends on their private account.

If adding families to personal social media accounts, educators will adhere to relevant policies, including the Code of Conduct of the Service.

Educators are able to share to their private platform's items/stories/events etc directly off our service facebook page. This policy strategy applies to educators, other staff, students, people on work experience, volunteers or any other person that may have access to children at the service.
Employees/educators or management are not permitted to discuss the service or its staff on social media sites. Failure to adhere to this policy would be seen as unprofessional behaviour and would be subject to the relevant grievance procedure process.

The service will include information about social media policy in the family orientation package, educator/staff/student/volunteer orientation procedures, and will include regular reminders about the policy in service newsletters. In addition to this all persons listed above will be required to sign a **Confidentiality Statement**, which includes a statement about the use of photos and information on social media sites.
Educators & other employees are not permitted to have the name of the children's service on their private social media profiles. This includes.. "worked at".. Glen Dhu child Children's Services etc. If found to be included management will ask the employee to remove the information immediately & show evidence of so.

We encourage you to just write.. "worked or work at children's services".. This is for your own protection & privacy as well.

Consequences for inappropriate conduct

For inappropriate conduct to be lawful, there is a need to demonstrate a connection between the behaviour and the employment relationship that:

• is likely to cause serious damage to the relationship between the employee and Service

• damages or harms the Service's interest or reputation

• is incompatible with the employee's duties in the education and care sector.

A person who has been involved in inappropriate conduct may require reprimand as per our *Code of Conduct Policy*. This may lead to termination of their position.

Cyber Safety

Cyber safety is the safe and responsible use of Information and Communication Technologies (ICT). It involves being respectful of other people online, using good 'netiquette' (internet etiquette), and above all, is about keeping information safe and secure to protect the privacy of individuals. Our Service is committed to create and maintain a safe online environment with support and collaboration with staff, families and community.

Cyber Safety encompasses the protection of users of technologies that access the Internet, and is relevant to devices including computers, iPads and tablet computers, mobile and smart phones and any other wireless technology (including personal wearable devices- smart watches). With increasingly sophisticated and affordable communication technologies, there is a candid need for children and young people to be informed of both the benefits and risks of using such technologies. More importantly, safeguards should be in place to protect young children from accidentally stumbling upon or being exposed to unsuitable material or content.

Our Service has demanding cyber safety practices and education programs in place, which are inclusive of appropriate use agreements for Educators and families. Our educational software program provides families with up to date information about their child's development in way of daily reports, observations, photos, portfolios and email communications.

The cyber safety agreement includes information about the software program, the Services' obligations and responsibilities, and the nature of possible risks associated with internet use, including privacy and bullying breaches. Upon signing the Service's agreement, families and educators will have access to the educational software program.

Educational Software Program

Our Service uses QuikKids and OWNA which is a password protected private program for children, educators and families to share observations, photos, videos, daily reports, and portfolios. Families are able to view their child/children's learning and development and contribute general comments relating to their child or comment on an observation or daily report. Educators are alerted via the app and on their dashboard when a family member has added a comment. Likewise, families are notified when a relevant educator has posted a photo/comment about their child.

Access to a child's information and development is only granted to a child's primary guardians. No personal information is shared with any third party.

Our community Facebook page is one avenue we use to connect with our families and our community.
  If you don't follow our Facebook page yet, please do! https://www.facebook.com/glendhuchildcare/?ref=bookmarks
Our new OWNA App is another secure and private platform which is only accessible via private invite and password. We have sent you an email inviting you to join the Glen Dhu Children's Service App and Web Portal, containing your access code to log in. If you have not received this email please check your 'junk folder', alternatively contact us at the service and we can assist you with this.

How to access the OWNA App:

1. Download the App and open your invitation email.

For Apple Devices: https://apps.apple.com/au/app/id1318604128
For Android Devices: https://play.google.com/store/apps/details?id=au.com.owna

The URL to the Web Portal: http://www.owna.com.au/login.aspx

2. Open the App and log in with your email and password (details in your invitation email)
3. Welcome to OWNA App ☺
4. In the 'setting' tabs you have the ability to change your password.
5. Educators will regularly be posting on the App to keep you all updated with what is happening within the service.

6. We also encourage you to engage with us via this App, adding comments and sharing photos of the learning occurring at home.

If you have any issues access the OWNA App, or have any questions about 'how to use' the App, please do not hesitate to contact us and we can support you with this.

We encourage families to engage with us on these platforms as best you can, to enable us to continue supporting children's learning and development in partnership.

Confidentiality and privacy:
- The principles of confidentiality and privacy extend to accessing or viewing and disclosing information about personnel, children and/or their families, which is stored on the Service's network or any device.
- Privacy laws are such that educators or other employees should seek advice from Service management regarding matters such as the collection and/or display/publication of images (such as personal images of children or adults), as well as text (such as children's personal writing)
- A permission to publish form must be signed by parents to ensure children's privacy, safety and copyright associated with the online publication of children's personal details or work.
- All material submitted for publication on the Service Internet/Intranet site should be appropriate to the Service's learning environment.
- Material can be posted only by those given the authority to do so by the Service management.
- The Service management should be consulted regarding links to appropriate websites being placed on the Service's Internet/Intranet (or browser homepages) to provide quick access to sites.

MANAGEMENT WILL ENSURE:
- All staff, families and visitors are aware of the Service's Code of Conduct and Confidentiality and Privacy Policies.
- The Service works with an ICT security specialist to ensure the latest security systems are in place to ensure best practice. Anti-virus and internet security systems including firewalls can block access to unsuitable web sites, newsgroups and chat rooms. However, none of these tools are fool proof; they cannot be a substitute for active adult supervision and involvement in a child's use of the internet.
- Backups of important and confidential data is made regularly (monthly is recommended)
- Backups are stored securely either offline, or online (using a cloud-based service)
- Software and devices are updated regularly to avoid any breach of confidential information

NOMINATED SUPERVISOR/ RESPONSIBLE PERSON / EDUCATORS WILL:
- Ensure to use appropriate netiquette and stay safe online by adhering to Service policies and procedures.
- Keep passwords confidential and not share with anyone.
- Log out of sites to ensure security of information
- Never request a family member's password or personal details via email, text, or Messenger.
- Report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes you feel uncomfortable (See 'Resources' section for where to report).
- Permission for children to use computers is obtained by parents as part of the enrolment procedure.
- Ensure that children are never left unattended whilst a computer or mobile device is connected to the internet.
- Personal mobile phones are not used to take photographs, video or audio recordings of children at the Service.
- Only use educational software programs and apps that have been thoroughly examined for appropriate content prior to allowing their use by children.
- Provide parents and families with information about the apps or software programs accessed by children at the Service.
- Ensure that appropriate websites are sourced for use with children **prior** to searching in the presence of children.
- Use a search engine such as 'Kiddle' rather than Google to search for images or information with children (See 'Resources' section).
- Notify the Office of the Australian Information Commissioner (OAIC) by using the online Notifiable Data Breach Form in the event of a possible data breach. This could include:
  o A device containing personal information about children and/or families is lost or stolen (parent names and phone numbers; dates of birth, allergies, parent phone numbers).
  o A data base with personal information about children and/or families is hacked
  o Personal information about a child is mistakenly given to the wrong person (portfolios, child developmental report)
  o This applies to any possible breach within the Service or if the device is left behind whilst on an excursion

FAMILIES

- When sharing anything using technologies such as computers, mobile devices, email, or any device that connects to the internet it is important you and everyone else invited to your account understands about netiquette and staying safe online and ensures privacy laws are adhered to.
- When it comes to your own children, it is your choice what you share outside of the Service. Remember though that young children cannot make their own decisions about what gets published online so you have a responsibility to ensure that whatever is shared is in your children's best interests.
- Be mindful of what you publish on social media about your child as this may form part of their lasting digital footprint.
- Install Family Friendly Filters to limit access to certain types of content on devices such as mobile phones and computers.
- Install parental controls on streaming services to ensure children are not able to access inappropriate material.
- Consider developing a *Family Tech Agreement* to establish rules about use of devices at home.
- Sometimes other children in the Service may feature in the same photos, videos, and/or observations as your children. In these cases, never duplicate or upload them to the internet/social networking sites or share them with anyone other than family members without those children's parents' permission.
- Access further information about eSafety to help protect your children and be cyber safe.

FURTHER SOURCES:

Sources: *National Physical Activity Recommendations for Children 0-5 Years(2012)* Australian Government Department of Health; *Get Up & Grow – Healthy Eating and Physical Activity for Early Childhood, Director/Coordinators Book (2013)*

Australian Government Department of Health; *Move Well, Eat Well – Early Childhood Program* , Department of Health and Human Services, Tasmania.

Australian Government Department of Health. (2014). Australia's Physical Activity and Sedentary Behaviour Guidelines:

Department of Education, Employment and Workplace Relations (DEEWR). (2009). Belonging, being

and becoming: The early years learning framework for Australia.

Education and Care Services National Regulations. (2011).

Fair Work Act 2009 (Cth).

Guide to the National Quality Standard. (2017).

Revised National Quality Standard. (2018).

The Australian Council on Children and the Media for the Australian Research Alliance for Children

and Youth. (2011). Television and young children: Quality, choice and the role of parents: What the

experts and parents say: https://www.aracy.org.au/publications-resources/command/download_file/id/139/filename/Television_and_young_children_-_Quality,_choice_and_the_role_of_parents_-_what_the_experts_and_parents_say.pdf

Kiddle is a child-friendly search engine for children that filters information and websites with deceptive or explicit content: https://www.kiddle.co/

Receive information on scams that can then be provided to the public. To report an online scam or suspected scam, use the form found here: https://www.scamwatch.gov.au/report-a-scam

More information on online fraud and scams can be found on the Australian Federal Police website: https://www.afp.gov.au/what-we-do/crime-types/cyber-crime/online-fraud-and-scams

Notifiable Data Breaches scheme (NDB) can be made through the Australian Government Office of the Australian Information Commissioner Australian Government Office of the eSafety commission www.esafety.gov.au/early-years

eSafety Early Years Online safety for under 5s. https://www.esafety.gov.au/sites/default/files/2020-02/Early-years-booklet.pdf

eSafety Early Years Checklist https://www.esafety.gov.au/educators/esafety-early-years-program-for-educators/checklist

REVIEW_____

Developed in consultation with:	Staff, families, MWEW
Date:	April 2016
Scope:	All staff, families, visitors to the centre
Review Cycle:	Every two years from development date or prior if required

Reviewed:	August 2015 - Policy reviewed with the Move Well Eat Well incentive and includes a physical activity, electronic media and screen time policy.
	March 2018 – to establish this statement as its own policy
	June 2020, to expand fully technology, social media, introduce cyber safety in one policy.
	March 21 to include the recommendations for the child safe standards in relation to use of technology, add in ECA information on young children and digital technology, e safety commissioner learning added.