

# Our Lady of Hope Greenwith Campus

## Outside School Hours Care



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# POLICY & PROCEDURE DOCUMENT

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## SAFE USE OF DIGITAL TECHNOLOGY AND ONLINE ENVIRONMENTS

# Our Lady of Hope Greenwith Campus Outside School Hours Care

## Safe Use of Digital Technologies and Online Environments

### Policy and Procedures

#### REGULATORY REQUIREMENTS

In accordance with the Education and Care Services National Regulations, approved providers must ensure that comprehensive policies and procedures are established for the safe use of digital technologies and online environments within their service (regulation 168). Providers must also take reasonable steps to ensure these policies and procedures are consistently and effectively implemented (regulation 170).

#### Philosophical Basis

Our Lady of Hope Greenwith Campus OSHC will provide an environment where all Parents/Guardians, Staff and Children feel safe, cared for, respected, and supported. We strive to foster co-operation and positive interactions between all persons.

The Safe Use of Digital Technologies and Online Environments is an extension of this philosophy. Just as we value respectful relationships face-to-face, we also emphasise the importance of respect, safety, and responsibility in digital spaces. Children are supported to develop the skills to use technology thoughtfully, with care for themselves and others, and with an awareness of their digital footprint.

Through positive modelling, guidance, and clear boundaries, our service encourages:

- Respectful communication in online and digital interactions.
- Responsible use of devices, where safety and wellbeing are prioritised.
- Development of self-discipline and critical thinking when engaging with digital technologies.

In this way, technology use becomes an opportunity to extend learning, foster creativity, and strengthen community connections, while ensuring children feel safe and supported in both their physical and online environments.

#### Aims

To maintain a positive, safe, and caring environment for children.

#### 1. Practice Principles

The use of digital technologies and online environments is often an important part of the educational program, enriching children's learning experiences in Early Years services. Our Lady of Hope Greenwith Campus OSHC prioritises the health, safety, and wellbeing of all children and adults at all times.

It is essential that we prioritise the safety and wellbeing of all children, particularly when they use digital devices and access online technologies. To this end, we are committed to implementing effective risk management strategies, ensuring that every educator is equipped with the knowledge and skills to practise child-safe approaches. Children will be meaningfully engaged in decisions regarding the use of digital technology, including whether and how images or videos of them are captured or shared - by either adults or other children.

***Catholic Education South Australia is committed to ensuring the safety, wellbeing and dignity of all children and young people.***

## 2. Background [National Law 167; Regulations 12, 85, 90, 168 and 170]

**This procedure exists to reinforce our dedication to child safety, and to provide a robust framework for the responsible use of technology within our service.**

In accordance with Education and Care Services National Regulation 168 and 170, we are committed to ensuring that the policy and procedure foster the safe and responsible use of technologies and online environments at Our Lady of Hope Greenwith Campus OSHC. Our policy and procedure provide clear and practical guidelines to support safe practices which include:

- The taking, use, storage, and secure destruction of images and videos of children while they are being educated and cared for by the service.
- Obtaining explicit authorisation from parents or guardians before capturing, using, or storing images and videos of children during their time at the service.
- The appropriate use of any optical surveillance devices, such as closed-circuit television (CCTV), within the service, and adherence to the CESA CCTV Video and Audio Surveillance Policy where applicable/if your service uses CCTV.
- The use, management, and security of any digital device issued by the service.
- The use of digital devices by children while they are being educated and cared for by the service.
- ***Personal devices, including the use of and storage of, when staff are actively working with children.***

## 3. Procedure Detail

Our service is committed to ensuring that digital technologies and online environments are used in a safe, secure, and responsible manner. The following procedures outline how this will be achieved:

### 1. Safety and Security of Digital Technologies and Online Environments

- All service-issued devices (e.g., iPads, laptops) are password protected and stored securely when not in use.
- Devices are only to be used for educational, recreational, or operational purposes that align with the service philosophy and the National Model Code.
- Access to online environments is restricted to age-appropriate, approved websites and applications.
- Filtering and security software is maintained on all devices to block inappropriate or unsafe content.
- During excursions and transport, digital devices remain under staff control at all times. Children may only access devices with direct supervision.

### 2. Physical Environment

- Digital device use occurs in open, visible areas of the service where supervision can be easily maintained.
- Devices are not to be taken into private or unsupervised areas (e.g., bathrooms, storage rooms) by any persons child or adult.
- Screens are positioned to allow staff to monitor activity at all times.
- The physical set-up ensures safe ergonomics for children, including seating and table height.

### 3. Staff Training and Competency

- All educators receive induction training on the service's digital technology and online safety protocols via SALT training annually.
- Ongoing professional development opportunities are provided to ensure staff remain up to date with safe and responsible practices.
- Staff are trained to recognise and respond to inappropriate online behaviours, cyberbullying, and breaches of security.
- Regular refreshers are conducted to review safe use practices, data protection, and supervision expectations.

### 4. Guidelines for Visitors and Families

- Visitors, including family members, are requested not to use personal digital devices (e.g., mobile phones, tablets, cameras) in areas where children are present.
- Photography or video recording of children at the service by visitors or families is not permitted unless authorised by the Director/Coordinator and written family consent has been obtained.
- Visitors may only use service-issued devices with permission and under staff supervision.
- Signage reminding families and visitors of these guidelines is displayed at the entrance and key areas of the service.

When providing opportunities for children to interact with digital touch technologies there are many points to consider, such as time spent using technology, use, privacy, the appropriateness of content, how the use of technology may be incorporated into the educational program, and how such technologies can best support each child's learning journey. The use of digital touch technologies is optional and should be tailored to complement - not replace - traditional pedagogical practices. As noted by ACECQA, ('Using digital touch technologies to support children's learning'), these tools should serve to enrich current educational approaches rather than replace them.

Digital documentation is another valuable tool used by our service to make children's learning visible to their families. However, we remain conscious of the need to respect the dignity and rights of every child, and to critically reflect on the presence or absence of the child's voice in documentation. We ask ourselves: *How can we ensure that image capturing is intentional, child-centred, and supportive of high-quality educational practice and meaningful family engagement?*

### Use of digital devices – Personal and Service Issued (Section 167, reg 84)

#### Personal devices

- *Unless prior written authorisation has been given by the Nominated Supervisor and/or Director/Coordinator (for medical or carer requirements), all personal electronic devices such as phones and smart watches that have cameras are not to be used by staff when actively working with children.*
- *The Personal Device Exemption Application form must be completed by staff and be approved by leadership before the staff member can carry their personal device with them whilst working with children.*
- Use of personal devices is not to occur while you are caring for children if staff are waiting on an important phone call/ message they need to let the Director know and step off the floor while taking the phone call/ message.
- *No images of children, whether real life, video, or photos, should be captured by a personal device at any time at the service or on an excursion.*
- If children are using their own or school provided laptops/ iPads, this should occur at a table/area that is set up for this purpose and adequately supervised by Educators.
- Parents and visitors are informed that their own devices can't be used within the service to take images. Further exploration of this may need to be done if holding special events.

## Service Devices

- Service devices such as mobile phones and iPads can be used to take photos of children, the service, artwork, and children's programs if previous authorisation has been collected from the parent specifying what the photos may be used for.
- Service devices should stay at the service unless taken on an excursion where safety protocols must be developed and followed. If service devices are to be taken home to work on, staff must follow CESA requirements and special processes must be in place and permission must be obtained from the Nominated Supervisor.
- Photos and/or videos are only to be downloaded from the service device for uploading to the child's digital file, the service program evaluation, and/or for display. Images are not to be placed on USBs to take home and work on.
- Service devices (particularly those used by children) should be checked at the end of the session to ensure that pictures/photos are appropriate. It is suggested that photos/content are saved in files on the service device at the end of each week with a check done once a month to remove all images.
- Service devices must meet Mobile Device Management requirements and be password protected.
- All devices should only be used by children when there is adequate supervision. No devices should be taken into bathrooms or other spaces where the child cannot be seen.
- Staff should keep a log of what children are using a digital device for and when.
- Staff should endeavour to ask children permission before taking photos of them.
- All children should be involved in discussions around online and digital safety.
- All service devices are registered on a log and a record is kept regarding use, charging, and checking of images.
- Service devices have been checked by school ICT with appropriate online permissions set before use.

## Devices used by visiting specialists such as Allied Health workers.

- The service will have identified processes and procedures that ensure that visiting staff from other organisations agree to use 'professional devices' only, when working with children at the service.
- These professional devices should not include mobile phones but could include iPads that have been issued by their organisation.
- A statement/agreement of use should be developed and signed by all parties involved stating how the device can be used and limitations, for example no images of children to be taken.
- *All service staff are reminded that any children working with specialists at the service are still required to be actively supervised by service educators.*
- These sessions will be conducted in the OSHC Quiet Room/Office to ensure children have a suitable environment while remaining within educators' line of sight for adequate supervision.
- Service educators retain duty of care and are responsible for ensuring that supervision is continuous and appropriate throughout the duration of the session.

## Risk Assessment

As part of the program, Educators will develop risk assessments with children regarding the use of digital technology and online environments. Within this risk assessment, Educators will discuss:

- Online safety, including steps for notifying Educators of anything unsafe or inappropriate on the device when they use it.
- Environments in which to use the devices.
- Discussion around photos of each other and permissions.
- Respecting individual wants and boundaries.

- Time limits, turn taking, and sharing service devices.

Risk Assessments for movement between services, excursions and the like should address the safe use of digital devices.

***Use, storage and destruction of images and videos of children being educated and cared for by Our Lady of Hope Greenwith Campus OSHC and Authorisations (Section 162A and reg 84)***

- Parent/Guardian written authorisation must be given before photos of children are taken and/or shared within or outside of the service.
- All efforts will be made to ensure that children without authorisation are not in photos of groups or play experiences. If a photo has been taken of a child with no authorisation, that child's face will be blacked out in some manner so that the child is not recognisable.
- Photos of children may only be used for what the parents have approved as acceptable use. For example, a parent may be happy for their child's photo to be shared with them via their child's learning portfolio but may not have given permission for the child's photo to be used in advertising material.
- All electronic/digital devices must be stored securely onsite when the service is closed.
- At the end of each week, the Responsible Person will check all images stored on the device for that week. If any inappropriate images are found, the device will be marked as not for use until after an investigation into the images is completed. Any incidents are to be reported to the Nominated Supervisor - see Responding to inappropriate use of digital technology.
- At the end of each month, the Responsible Person at the service will go through each digital device and check all images that have been taken/stored. At this point, all images for the month before will be marked as 'to keep' for planning/observation purposes or will be destroyed.
- Photos of children may be uploaded to parents via the Kidsoft CMS; this will be for documentation purposes. Children should be encouraged to choose the photos that they want to send as part of the documentation.
- Photos of children may be uploaded to parents via the Xplor CMS; this will be for documentation purposes. Children should be encouraged to choose the photos that they want to send as part of the documentation.

***Physical Environment (Reg 115)***

**Areas where service digital devices *must not* be used:**

- **Bathrooms, Toilets, and Change Areas:** Strictly prohibited for both children and staff.
- **Unsupervised Spaces:** Digital devices are not to be used in any area where staff cannot maintain clear line-of-sight supervision.
- **Staff-Only Spaces:** Service devices are not to be used for personal reasons in staff rooms or secure storage areas.

## **Areas where digital devices *may* be used:**

- **Main OSHC Room:** In designated open spaces where screens are visible to educators and device use is directly supervised.
- **Quiet Room/Office:** For structured learning, specialist support sessions, or quiet activities, provided supervision remains active and continuous.
- **Learning Spaces and Homework Areas:** When device use directly supports children's learning, creativity, or program outcomes.
- **Outdoor Areas:** Only for planned and educator-led activities (e.g., capturing photos of nature for a project).
- **Excursions:** when split into groups staff can have their personal devices to be used only in an emergency to contact emergency services or emergency contacts, or when needing to communicate to another group out of range of walkie talkie use.

## ***Adequate Supervision (Section 165 and 167, reg 122)***

*Supervision procedures that support the appropriate use of service digital devices by both children and adults include:*

- Communicating with other staff who will be using a digital device and for what reason.
- Having specific staff rostered to 'supervise' or 'support' children in the use of digital devices; this may differ if at a homework table or out in the environment capturing photos of bees.
- Ensuring that all relief staff are aware of the supervision requirements around the use of digital devices.

## ***Considerations for active supervision:***

Supervising children when they use digital devices, particularly when accessing an online environment, is very important to keep them safe. Even if an adult is in the same room, they need to actively supervise the child.

Active supervision requires more than simply being present in the same room - it involves vigilant, intentional engagement with children as they interact with digital devices. Educators must position themselves so that they can observe screens directly, monitor children's online activities, and respond promptly to any signs of unsafe behaviour or distress. Open communication with children about their experiences online fosters trust and encourages them to seek help when needed.

By prioritising proactive supervision, educators can reduce the risk of exposure to harmful content, accidental sharing of private information, or interactions with unsafe individuals. This approach not only addresses potential hazards but also promotes digital literacy and empowers children to make safer choices in digital environments.

Potential risks associated with digital device use include:

- Uploading private information or images
- Engaging with inappropriate content, either inadvertently or intentionally
- Making in-app purchases
- Interacting with unsafe individuals

**Active supervision is essential in minimising these risks. It enables Educators to intervene swiftly if issues arise and fosters a supportive environment where children feel comfortable disclosing concerns or seeking help.** This approach encourages safe and appropriate use of online programs, apps, and digital resources, allowing children to learn without fear of punishment or reprisal.

Additional supervision considerations are particularly relevant in Outside School Hours Care (OSHC) settings:

- School aged children may be more likely to bring their own device to the service, with an agreement between services and families.
- It may be more difficult to define an appropriate space for children to use a device to ensure adequate supervision.

Establishing designated areas for digital device usage, visible to staff and structured to minimise opportunities for unsupervised online activity, can help ensure all children are adequately monitored.

NOTE: Effective supervision relies on several factors:

- Physical environment: The intentional design and maintenance of the premises play a critical role (Regulation 115) in facilitating visibility and safe oversight.
- Educator practices: Active and attentive supervision by Educators (Section 165) ensures children's activities - both offline and online - are appropriately monitored.
- Ratios: Maintaining required Educator-to-child ratios (Section 169, Regulations 122–124).

### ***Responding to inappropriate use of digital technology (Section 167, Reg 170, 176)***

Our commitment to a child-safe environment extends to digital technologies and online spaces. All children attending our service are supported to interact with these technologies safely, as part of our broader child protection culture.

At Our Lady of Hope Greenwith Campus OSHC our Educators, volunteers, and students take all reasonable precautions and implement robust supervision practices to protect children from harm that could arise from digital technology and online environments.

*When an inappropriate use of digital technology or online environment is observed or reported/ disclosed, the Responsible Person will immediately remove the digital device in question and notify the Nominated Supervisor without delay.*

Should an incident occur, the Nominated Supervisor, together with the Responsible Person and the School Performance Leader, will promptly initiate a thorough investigation. *This process will adhere to the 'Responding to Online Safety Incidents in South Australian Schools' and 'Protective Practices for Staff in Their Interactions with Children and Young People' protocols, ensuring all actions are both appropriate and consistent.*

*The collaborative process also involves the school's ICT team and the Early Years Compliance Officer to ensure a consistent, thorough, and child-centred response that maintains a safe environment for all children.*

### ***National Model Code***

We recognise the importance of the National Model Code regarding the use of images and videos of children within early education and care settings and are committed to upholding its principles.

In line with the National Model Code, all SACCS Preschools and Early Learning Centres will require personal devices that can take images or videos (such as tablets, phones, digital cameras, smartwatches) and personal storage and file transfer media (such as SD cards, USB drives, hard drives, and cloud storage) not be in the possession of any person while providing education and care and working directly with children. Any exceptions to this must be for limited, essential purposes that are authorised in writing (or through other means if written authorisation is not reasonably practicable) by the approved provider at the service, and where that access does not impede the active supervision of children.

Essential purposes for which use and/or possession of a personal electronic device may be authorised for purposes other than taking images or recording videos of children include:

- 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.
- Personal health requirements, e.g. heart or blood sugar level monitoring.
- Disability e.g. where a personal electronic device is an essential means of communication for an Educator or other staff member.
- Family necessity e.g. a worker with an ill or dying family member.
- Technology failure e.g. when a temporary outage of service-issued electronic devices has occurred.
- Local emergency event occurring, to receive emergency notifications through government warning systems e.g. bushfire evacuation text notification.

For further information on the national Model Code, you can go to [National Model Code Taking Images and Videos](#)

### Social Media

In today's fast-paced world, Early Years settings are embracing social media as a valuable means of strengthening communication with families. Platforms such as Facebook and Instagram - used through secure, closed groups - enable services to share insights into each child's day and foster a closer connection between Educators and parents. As with many things, there are benefits and risks associated with the use of social media.

Please note that we believe that platforms such as Facebook still carry a high privacy and confidentiality risk - even as closed community groups or 'private' chats.

At Our Lady of Hope Greenwith Campus OSHC we use **XPLOR** to keep our families informed and connected. To ensure the safety and privacy of our community, we have implemented robust risk mitigation strategies and adhere closely to the CESA Social Media Guidelines.

### Roles and Responsibilities

Roles	Responsibilities
Roles	Responsibilities
<b>CESA</b>	<ul style="list-style-type: none"> <li>• Ensure full compliance with the Education and Care Services National Law and National Regulations.</li> <li>• Ensure the effective implementation of the Safe Use of Digital Technologies and Online Environments Policy and Procedures, complete all required risk assessments and action plans, and diligently address identified actions to minimise risks to children's health and safety.</li> <li>• Foster a culture of child safety and wellbeing that underpins all aspects of the service's operations, including online learning environments, in order to minimise risks to children - particularly the risk of abuse.</li> <li>• Ensure the responsible and secure use of digital technologies, such as smart toys and online platforms, within the service.</li> <li>• Require nominated supervisors, educators, and staff to consistently implement practices that are aligned with the National Model Code and the service's child-safe protocols regarding the use of electronic and digital devices for capturing images or videos of children.</li> <li>• Maintain policies and procedures that advance equity and promote respect for diversity, supporting the safety and wellbeing of all children and young people.</li> <li>• Take reasonable measures to ensure Nominated Supervisors, Educators, and staff adhere to the Safe Use of Digital Technologies and Online Environments Policy and Procedures.</li> <li>• Guarantee that copies of these policies and procedures are readily accessible to Nominated Supervisors, Coordinators, Educators, staff, and families, and are always available for inspection.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide families with a minimum of 14 days' notice before implementing any changes to the policy or procedures that would: <ul style="list-style-type: none"> <li>○ Affect the fees charged or the method of collection,</li> <li>○ Have a significant impact on the service's education and care of children, or</li> <li>○ Substantially affect the family's ability to access and utilise the service.</li> </ul> </li> </ul>
<p><b>Principal/ Director</b></p>	<ul style="list-style-type: none"> <li>• Implement the Safe Use of Digital Technologies and Online Environments Policy and Procedures, ensuring that all risk assessment plans for individual children are established and effectively executed.</li> <li>• Ensure all staff understand and practise active supervision of children when they are using digital technologies.</li> <li>• Maintain appropriate staff-to-child ratios to guarantee adequate supervision at all times.</li> <li>• Ensure every Educator and staff member is aware of how and where to access the Safe Use of Digital Technologies and Online Environments Policy and Procedures.</li> <li>• Engage in ongoing communication with educators and staff about their responsibilities and keep them informed of any updates to policies, procedures, or legislation - particularly as digital technologies continue to evolve.</li> <li>• Foster a culture of child safety and wellbeing within the service, supporting educators and staff to uphold these values when using digital technologies and online learning environments.</li> <li>• Support educators and staff to understand the National Model Code and to manage the use of electronic and digital devices, including setting and communicating expectations around both personal and service-issued devices.</li> <li>• Collaborate with relevant services and professionals, when necessary, to support children's access, inclusion, and participation in the program - ensuring their safe and equitable use of online learning environments.</li> </ul>
<p><b>Educators/ Staff/ Volunteers</b></p>	<ul style="list-style-type: none"> <li>• Ensure the effective implementation of the Safe Use of Digital Technologies and Online Environments Policy and Procedures and diligently follow through with any action plans tailored for individual children.</li> <li>• Uphold and actively promote the service's culture of child safety and wellbeing, especially when supporting children's access to digital technologies and online learning environments.</li> <li>• Know the individual needs and action plans for the children in your care and understand how they relate to the safe use of digital technologies and online environments.</li> <li>• Consistently provide active supervision whenever children are engaged with digital technologies, carefully monitoring their activity and maintaining appropriate staff-to-child ratios at all times.</li> <li>• Skilfully recognise and respond to children and young people's discussions about digital technologies and online environments, taking into account their diverse backgrounds, needs, and interests.</li> <li>• Empower children and young people to participate in decision-making on matters that affect them, particularly regarding their safety and wellbeing when using digital technologies and online environments at the service.</li> <li>• Develop a comprehensive understanding of the National Model Code and the service's expectations concerning the use of both personal and service-issued devices. Seek guidance from the Nominated Supervisor or approved provider whenever needed.</li> </ul>

## Supporting Information

[Responding to online safety incidents in South Australian Schools](#)

[Early Childhood Australia Statement on young children and digital technologies - Early Childhood Australia](#)

[Digital technology in educational program and practice | ACECQA](#)

[National Principles for Child Safe Organisations: Checklist for online safety](#)

[Six reasonable steps to ensure staff follow policies and procedures](#)

[Taking Images or Videos of children while Providing Early Childhood Education and Care](#)

[CESA ICT Acceptable Use Guidelines](#)

[CESA Social Media Guidelines](#)

[Checklist-for-early-learning-services.pdf](#)

[Online safety | eSafety Commissioner](#)

## Review

You can only amend the customised content within this procedure

Parents of children enrolled at the service must be notified at least 14 days before making any change that may have a significant impact on:

- a) The services provision of education and care to any child enrolled at the service
- b) The families' ability to utilise the service.

If you consider the notice period would significantly pose a risk to the health, safety and wellbeing of children then parents can be notified of the change as soon as practicable.

[Regulation 172]

Last reviewed: [29/08/2025]

Next review date: [29/08/2028]

Contact:

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*School Board reviews and develops policies that consider our context, regulations, and standards.*

**Principal's Signature**  
PAUL BENNETT

**DATE**

**OSHC Director**  
DIANE GRIGUOL

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*Ratified by the OSHC Management Committee*

**Chairperson's Signature**

**DATE**