

ESAFETY FOR CHILDREN POLICY

QUALITY AREA 2 – VERSION 1.4



PURPOSE

This policy provides guidelines for Denzil Don Kindergarten to:

- Provide a safe online environment for all children, ensuring their safety, health, and wellbeing.
- Support young children in developing an understanding of digital technologies and networks, and in using them in safe, responsible, and appropriate ways.
- Integrate digital technology into the early learning environment in ways that are age-appropriate, educational, and safe.
- Promote open communication with families by supporting and sharing information about safe online practices both at home and within the broader community.

POLICY STATEMENT

The safety, health, wellbeing, rights and best interests of every child guide all decisions, actions and practices of Denzil Don Kindergarten staff.

VALUES

Denzil Don Kindergarten is committed to:

- Upholding the rights of all children to feel safe and be safe, at all times.
- Providing a secure environment through the development and maintenance of a strong child-safe culture, including the safe and responsible use of digital technologies and online environments.
- Fostering opportunities for each child to participate in digital environments, express their views, and learn in ways that are safe, inclusive, and supportive.
- Acting in the best interests of every child and maintaining zero tolerance for any form of online abuse or harm.
- Working in partnership with families to support and promote safe online environments at the service.

SCOPE

This policy applies to the Approved Provider, all service staff (educational and non-educational), students, volunteers, parents/carers, children, and others attending the programs and activities of Denzil Don Kindergarten.

Parent/Carer Responsibilities Under This Policy:
Engage in partnership with the service around children's use of digital technologies
Comply with rules about personal devices at the service
Read, understand and follow the service Code of Conduct at all times
Adhere to this policy and all other service policies at all times

Responsibilities: R indicates legislation requirement	Approved provider & persons with management or control	Nominated Supervisor and Person in Day-to-Day Charge	All service staff (educational & non-educational)	Contractors, Volunteers & Students
Ensure the online environment aligns with the <i>Code of Conduct, Child Safe Environment and Wellbeing, Safe Use of Digital Technologies and Online Environments, Privacy and Confidentiality, and Mental Health and Wellbeing Policy (Standard 9)</i>	R	R	√	√

Ensure all service staff understand and comply with <i>Safe Use of Digital Technologies and Online Environments, and Privacy and Confidentiality Policies (Standard 1,11)</i>	R	R		
Consider risk management plans when engaging third-party contractors to assess potential risks of child abuse or harm <i>(Standard 2,9)</i>	R	R	√	√
Create a shared understanding between the service, families, and staff about appropriate adult use of digital technology in the presence of children <i>(Standard 4)</i>	R	√	√	
Use only service-issued digital devices to take photos or videos of children	R	√	√	√
Establish procedures for the capture, storage and sharing of children's images <i>(see Safe Use of Digital Technologies and Online Environments and Privacy and Confidentiality Policy)</i>	R	R	√	√
Install and update safety and security software on all service devices <i>(Standard 9)</i>	R	R	√	√
Ensure appropriate filtering and monitoring operate on all service devices <i>(Standard 9)</i>	R	√	√	
Provide active supervision and monitoring when children use digital technology <i>(refer to Supervision of Children policy)</i>	R	√	√	√
Provide opportunities for children to explore a wide range of digital technologies with adult guidance and modelling		√	√	√
Use digital technologies to promote positive social interactions between children, peers and educators <i>(Standard 3)</i>	√	√	√	
Teach digital citizenship and digital/media literacy to support critical thinking		√	√	√
Model internet use for learning and teach children how to assess information quality and relevance <i>(Standard 3)</i>		√	√	√
Use digital technologies in the curriculum for designing, drawing, editing, reflecting and composing		√	√	√
Incorporate real or imaginary technologies into children's play		√	√	√
Discuss concepts such as "being online" and internet safety regularly with children <i>(Standards 3)</i>		√	√	√
Provide children with opportunities to engage in digital play through communication, creation and content use in safe, age-appropriate ways <i>(Standard 3)</i>	√	√	√	√
Encourage children to use digital technologies to explore diverse perspectives and understand their world <i>(Standard 3)</i>		√	√	√
Teach children skills to use technology to explore information and express ideas		√	√	√
Support children to develop self-regulation when using digital technologies and to transition between activities		√	√	√
Provide digital experiences that promote movement and active engagement		√	√	√
Uphold children's rights to provision, participation and protection in digital environments <i>(Standard 3)</i>	R	√	√	√
Teach children they have the right to feel safe and to say "no" to anything that causes discomfort or concern <i>(Standard 3)</i>	√	√	√	√
Teach children not to share personal information online <i>(Standard 3)</i>	√	√	√	√
Teach children appropriate responses if they encounter unsafe online content <i>(Standard 3)</i>	R	√	√	√
Encourage children to speak to a trusted adult about any uncomfortable online experience <i>(Standard 3)</i>	√	√	√	√

Identify and respond to online safety risks such as grooming, cyberbullying, excessive screen use and inappropriate content (Standard 9) (<i>see Child Safe Environment and Wellbeing Policy</i>)	R	R	R	R
Remain alert to potential signs of exposure to inappropriate material or online harm (Standard 9)	R	R	√	√
Consider the needs of all children including those with disability, Aboriginal and Torres Strait Islander children, LGBTQI children, those from diverse linguistic and cultural backgrounds, children experiencing family breakdown or in out of home care who may be more vulnerable to online harm (Standard 5)	R	√	√	√
Provide families with information about where to seek help for online safety issues, including the eSafety Commissioner (Standard 4)	√	√	√	√
Develop strategies that support families to report concerns about online experiences (Standard 4)	R	R		
Provide families with information about online risks such as grooming, cyberbullying and inappropriate content (Standard 4)	R	R	R	√
Direct families to trusted organisations for advice on selecting appropriate digital media, apps and games (Standard 4)	√	√	√	
Inform families that exposure to stimulating content or screens before sleep reduces sleep quality	√	√	√	

BACKGROUND & LEGISLATION

BACKGROUND

Young children are growing up in a technological world and require support and guidance to understand how digital technologies work and the impact they have on their lives. Technology is widely used by young children at kinder (minimally) and home for learning, communication, and play. When used with consideration and planning, digital technologies can enhance children’s learning, strengthen relationships, and provide engaging shared experiences that support interaction with peers and adults.

Creating a safe online environment is essential to ensure children can access digital technologies and learning opportunities without risk. Children have the right to quality education and care in a secure environment, including within digital contexts. Kindergarten’s play a critical role in protecting, empowering, and educating children about online safety to prevent harm, abuse, and exploitation.

The rapid emergence of new technology introduces potential risks, including cybersecurity vulnerabilities and inappropriate content. Supporting service staff and children to understand the benefits and risks of digital technology helps to create a strong child-safe culture and promotes continuous improvement in online safety practices.

Partnerships between educators and families are central to supporting children’s development. As children increasingly engage in digital environments, it is important that services and families work collaboratively to support safe, appropriate, and balanced use of technology. The role of educators is not only to guide children in using technology but also to create environments where children and adults can think, discuss, and learn about digital technologies and online safety together.

The [Early Years Learning Framework \(EYLF\)](#) highlights the importance of incorporating digital technologies into children’s learning:

- [Outcome 4: Children are confident and involved learners](#) emphasises the use of appropriate tools, technologies, and media to support exploration, problem-solving, and skill development.
- [Outcome 5: Children are effective communicators](#) recognises the importance of information and communication technologies in enabling children to access information, investigate ideas, and express their thinking.

Early childhood services play an important role in supporting children to develop the skills, knowledge, and understanding needed to use technology safely and effectively.

Children and families engage with digital technologies in diverse ways, influenced by factors such as access to technology, socioeconomic circumstances, cultural perspectives, and personal beliefs. Despite these differences, all children have the right to engage safely in digital spaces, to be heard, respected, and protected.

The [Victorian Regulatory Authority](#) requires Approved Providers to comply with the [National Model Code](#). This Code supports the safety and privacy of children by requiring:

- The use of service-issued devices for photographing or recording children
- Clear guidelines regarding the use of personal devices
- Strong controls for storing, managing, and retaining digital images and recordings

Denzil Don Kindergarten never shares identifiable images of children online. Photos taken of children are always blurred or de-identified before being shared with families.

LEGISLATION & STANDARDS

Relevant legislation and standards include but are not limited to:

- Child Safe Standards
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Early Childhood Australia Code of Ethics
- Information Privacy Act 2000 (Vic)
- National Quality Standard, Quality Area 2: Children Health and Safety and Quality Area 7: Governance and Leadership
- Occupational Health and Safety Act 2004 (Vic)
- Online Safety Act 2021
- Privacy Act 1988 (Cth)
- United Nations Convention on the Rights of the Child

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms, see the Definitions File located online: <https://denzildonkinder.org.au/policies/> OR in the Policies Folder in the kindergarten office.

Digital literacy: the ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of living, learning and working with digital technologies.

eSafety Commissioner: Australia’s national independent regulator for online safety. purpose is to help safeguard Australians at risk from online harms and to promote safer, more positive online experiences

SOURCES & RELATED POLICIES

SOURCES

- ACECQA: [Consent and children’s rights](#)
- ACECQA: [Early Year Learning and Development Framework](#)
- ACECQA: [Empowering children under 5 by asking them to give consent for photos or videos](#)
- ACECQA: [National Model Code - Taking images in Early Childhood Education and Care](#)
- ACECQA: [NQF Online Safety Guide Self and Risk Assessment Tool](#)
- ACECQA: [Victorian Early Years Learning and Development Framework](#)
- Early Childhood Australia: [Statement on young children and digital technology](#)
- eSafety Commissioner: [eSafety’s professional learning modules](#)
- eSafety Commissioner: [Talking about child sexual abuse online with 0- to 12-year-olds](#)
- The eSafety Guide: <https://www.esafety.gov.au/key-issues/esafety-guide>
- [The Playing IT Safe Framework and Alignment](#)

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Compliments and Complaints

ESafety for Children Policy – Date reviewed: 17/06/2026

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- Educational Program
- Enrolment and Orientation
- Inclusion and Equity
- Interactions with Children
- Occupational Health and Safety
- Privacy and Confidentiality
- Supervision of Children
- Use of Digital Technologies and Online Environments

EVALUATION

To assess whether the values and purposes of the policy have been achieved, we will:

- seek feedback from all parties affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notify all stakeholders affected by this policy at least 14 days before any significant change is made to the policy or its procedures, unless a lesser period is necessary due to risk ([Regulation 172 \(2\)](#)).

PROCEDURES

- NIL

ATTACHMENTS

- NIL

AUTHORISATIONS

This policy was adopted by the approved provider of Denzil Don Kindergarten on 17/06/2026.

REVIEW DATE: **17 June 2028**