



MM E- SAFETY FOR CHILDREN QUALITY AREA 2

PURPOSE

This policy provides guidelines for Montessori Minds to:

- provide a safe online environment for all children which ensures their safety, health and wellbeing
- support young children to develop an understanding of digital networks and to using digital networks in safe and appropriate ways
- incorporate technology into early learning environment in an age appropriate and safe way
- support and communicate with families about safe online practices at home and in the community.

POLICY STATEMENT

VALUES

Montessori Minds is committed to:

- the rights of all children to feel safe, and be safe at all times
- fostering opportunities for each child to participate in the digital environment, express their views and to learn safely
- always acting in the best interests of each child and has zero tolerance of online abuse
- supporting families in creating a safe on-line environment both at home and at the service.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of Montessori Minds.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Designating a staff member/s to champion online safety and be a first point of contact for early childhood teachers, educators, staff, parents/guardians and children to report online safety issues	R	√			
Ensuring the online environment is used in accordance with <i>Code of Conduct, Child Safe Environment and Wellbeing and Mental Health and Wellbeing Policy</i>	R	R	√		√
Early childhood teachers and educators engaged in professional learning about online safety (such as eSafety's professional learning modules) enabling them to identify and mitigate the risks associated with being online	√	√	√		√
Providing early childhood teachers and educators with regular opportunities to engage in ongoing, informal professional learning so they have up-to-date information about the risks and changing practices in online safety	√	√			
Engaging in professional learning to build capacity and support the implementation of online safety education.	√	√	√		√
Ensuring that early childhood teachers and educators are aware of and compliant with <i>Information and Communication Technology</i> and <i>Privacy and Confidentiality policies</i>	R	R			
Undertake a risk assessment of all online tools and platforms prior to children's use	R	R	√		√
Considering risk management plans when engaging with third party contractors to assess whether, and the extent to which, the engagement of third-party contractors poses risks of child abuse and harm	R	R	√		√
Ensuring safety procedures are developed and implemented when using digital communication platforms with children and their families	R	R	√		√
Ensuring when using digital documentation platforms, early childhood teachers and educators consider the security of their digital data and the privacy of children and	R	R	√		√
Ensuring that only service-issued electronic devices should ever be used to take photos or record videos of children	√	√	√		√
Ensuring there are procedures and processes around the capturing, storing and sharing of children's images and videos	R	R	√	√	√

Creating a shared understanding between Montessori Minds, families, early childhood teachers and educators about digital technology use.	√	√	√	√	√
Ensuring that appropriate filtering and monitoring are in place for all devices used at the service	R	R	√		√
Reviewing online safety education annually to identify strengths and weaknesses and update to ensure relevance to online safety issues, risks, and harms	R	√	√	√	√
Ensuring parents/guardians are involved in the development and review of the eSafety policy	R	√		√	
Providing families with information on where to go for help with online safety issues, including the eSafety Commissioner	√	√	√		√
Regularly discussing concepts of 'being online' or 'the internet' and online safety with children		√	√	√	√
Providing children with the opportunity to engage in digital play through communicating, creating and consuming digital content in safe and age-appropriate ways	√	√	√	√	√
Providing proactive supervision when young children are using digital technology	R	√	√	√	√
Developing social and emotional learning skills to support children' understanding and management of emotions, respectful online relationships and resilience		√	√		√
Considering the needs of all children including those with disability, Aboriginal and Torres Strait Islander students, LGBTQI students, those from diverse linguistic and cultural backgrounds, children experiencing family breakdown or in out of home care and others who may be more vulnerable and susceptible to online harms.	R	√	√		√
Modelling self-regulated digital technology use with children and families that recognises the importance of sustained social interactions between children and adults		√	√		√
Respecting children and family's diversity and strive to meet their needs for online safety education inclusive of gender, age, culture, ability, appearance, socioeconomic status, family background, geographical location, and access	R	R	√	√	√
Ensuring processes are in place to ensure children and parents/guardian who speak languages other than English understand this policy	R	√			
Upholding children's rights to provision, participation and protection in digital environments	R	√	√		√
Ensuring children know what to do if they encounter inappropriate materials online	R	√	√		√
Asking children/parents their permission before taking photos or videos	√	√	√		√
Modelling internet use with children for learning purposes and provide opportunities for assessing the quality and relevance of information.		√	√		√

Modelling 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 at the service		√	√		√
Providing digital technology experiences for young children that promote movement opportunities		√	√		√
Ensuring that screen-based digital technology use while sitting is only for short periods and does not replace periods of active physical movement		√	√		√
Promoting postural awareness and change by providing a variety of spaces and heights for children to use digital technologies		√	√		√
Teaching children skills and techniques that encourage them to use technologies to explore new information and represent their ideas.		√	√		√
Supporting 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.	√	√	√		
Direct families towards government and/or not-for-profit organisations for advice and resources on controls and the selection of digital media, content, apps and games that are appropriate for use by young children	√	√	√		
Providing families with information about online safety and risks in the online environment, such as online grooming, cyber bullying and sexting.	R	R	R		√

DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Co-playing: When two or more children and/or an adult and child(ren) engage in play together, communicating about their actions, about the content, or interacting in any way.

Co-viewing: Occurs as two or more people view the same content together, promoting opportunity for conversation and communication about the content they are viewing.

Digital citizenship: Citizenship in digital contexts recognises that young children are active participants in their communities now and into the future

Digital communication platforms: video teleconferencing software program such as Zoom, Goggle Classroom, Microsoft Teams, Webex Meetings, Skype

Digital contexts: involve both actual access to digital technologies and the ways in which people think about and value the use of digital technologies in their lives.

Digital data: Information that is transmitted digitally, including (but not limited to) text, audio, images and video.

Digital documentation: Recording and analysing children's engagement and learning using digital tools. This can include photos, text and video and may be communicated via an online platform.

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 like internet platforms, social media, and mobile devices.

Digital technology: Microprocessors or small ‘chips’ that convert information into numbers, digital technology enables large amounts of data to be stored and shared so that it can be accessed, created and used by people anywhere, at any time. Digital technologies are frequently networked or connected, enabling people to share, communicate, store, retrieve and manipulate digital data for education, entertainment, recreational, organisational and work purposes. There many types of digital technologies used by people in daily life include computers, tablets, smart televisions, smartphones and smart watches

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

Filtering: Software designed to automatically sort incoming emails into folders, block access to certain web pages, etc., according to present rules or conditions.

Interactive media: refers to digital and analog materials, including software programs, applications (apps), broadcast and streaming media, some children’s television programming, e-books, the Internet, and other forms of content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults.

Screen time: A general term that includes any time a child engages with an electronic screen, including (but not limited to) watching television, engaging with educational games or creating digital books.

Sedentary behaviour: Sitting or lying down; awake but relatively inactive or stationary.

Self-regulation: The capacity for children (and adults) to regulate their behaviour in response to their emotions and thinking.

Technology: The development of new objects or tools by people that help them in their lives. Three broad types of technology are mechanical technology (e.g. wheels, blocks, levers, gears); analogue technology (e.g. film-based photography, drawing, painting); and digital technology (e.g. mobile phones and computers).

Wearable technologies: Digital technologies that can be worn, e.g. watches, fitness tracking devices, jewellery and clothes made with electronic textiles.



SOURCES AND RELATED POLICIES

SOURCES

- Early Childhood Australia Statement on young children and digital technology: <http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf>
- Early Year Learning and Development Framework: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- eSafety Commissioner: <https://www.esafety.gov.au/>
- eSafety’s professional learning modules: <https://www.esafety.gov.au/educators/training-for-professionals/early-years>
- National Model Code - Taking images in early childhood education and care: <https://www.acecqa.gov.au/national-model-code-taking-images-early-childhood-education-and-care>
- Online Safety Agreement: <https://www.esafety.gov.au/educators/early-years-program/online-safety-agreement>
- The eSafety Guide: <https://www.esafety.gov.au/key-issues/esafety-guide>
- The Playing IT Safe Framework and Alignment: <https://playingitsafe.org.au/>
- Victorian Early Years Learning and Development Framework: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Compliments and Complaints
- Educational Program

- Enrolment and Orientation
- Inclusion and Equity
- Information Communication Technology
- Interactions with Children
- Occupational Health and Safety
- Privacy and Confidentiality
- Supervision of Children



AUTHORISATION

This policy was adopted by the approved provider of Montessori Minds on 30/08/2025.

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