EASTWOOD HEIGHTS OOSH
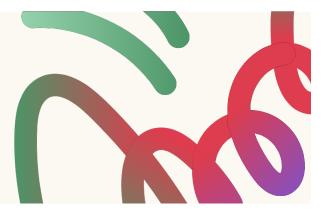
Digital Technologies and Social Media Policy

Policy Number	QA2/27	Title	Digital Technologies and Social Media Policy
Revision	1.1	Written By	Policy Team and Nominated Supervisor
Reviewed By	EHOOSH Management Committee	Approved By	EHOOSH Management Committee
Supersedes	1.0	Effective Date	August 2025

1. Policy Statement

Eastwood Heights OOSH recognises that digital technology is a fundamental part of children's contemporary world and offers a wide range of opportunities to enhance their learning, communication, creativity, and social interaction. Our service is committed to integrating technology in ways that are meaningful, developmentally appropriate, and consistent with our child-centred pedagogical approach.

This policy ensures that digital tools and electronic media are used with intention, respect, and responsibility. We support children to become competent and safe digital citizens, capable of navigating digital environments with critical thinking and ethical awareness. Educators are expected to actively scaffold children's experiences with technology and to uphold safety, wellbeing, privacy, and equity always.

We value the benefits that digital engagement can bring to children's exploration and expression, while maintaining a clear focus on protective practices to reduce any risk

of harm. Our practices aim to empower children to understand their rights and responsibilities when interacting with technology, and to ensure that all media used is inclusive, safe, and reflective of diverse perspectives.

2. Background

The policy draws upon the National Quality Framework, My Time, Our Place, the Early Childhood Australia Code of Ethics, and the NSW Child Safe Standards. It promotes best practice in the use of digital technologies, ensuring children's safety and wellbeing are central to all decision making processes.

3. Definition

For this policy, digital technologies include any networks, systems, software, or hardware—such as electronic devices and applications—that allow users to access, receive, view, record, store, communicate, or send information (e.g., text, images, audio, or video).
Examples include:

- Desktop computers and laptops

- Smartphones, Smartwatches and tablets (iPads)

- Smart TVs and digital cameras

- Internet-connected devices and applications (e.g., Google, YouTube, educational apps)

4. Procedure

The procedures in this policy guide the intentional and safe integration of digital tools at Eastwood Heights OOSH. Educators use devices such as iPads, laptops, and Smart TVs to facilitate educational exploration, creativity, documentation, and occasional recreational viewing. Use of technology is child centred, balanced, and always supervised to promote wellbeing and prevent misuse. Strong privacy, safety, and inclusion measures are in place, including filtered internet access, consent based media use, staff training, and secure storage of digital content. Screen time is limited and purposeful. The procedures also provide clear steps for managing any breaches, promoting ethical conduct and continuous improvement.

4.1. Use of Digital Technologies at the Service

Digital tools are integrated into the program to enrich children's play, inquiry, and learning experiences. At Eastwood Heights OOSH, iPads, laptops, and Smart TVs are used by educators and children to support educational research, multimedia expression, and wellbeing. These tools also assist in daily operations such as digital sign-in/out and learning documentation. Occasionally, age-appropriate digital media, such as movies or documentaries, may be used during special events or wet weather days. Additionally, digital technology plays a vital role in promoting inclusion by offering communication support for non-verbal children and those from culturally and linguistically diverse backgrounds.

4.2. Ensuring Safety and Ethical Use

To maintain a safe and ethical digital environment, the service uses only devices owned by Eastwood Heights OOSH. All content accessed is age appropriate, G or PG rated, and free from violence. Internet access is filtered and strictly supervised by educators. Children are not to use their own devices when at the service. Media capturing children is governed by the National Model Code for Taking Images or Videos of Children (2024), with informed written consent required at enrolment or prior to publication. All stored media is securely managed. Educators promote children's understanding of privacy, safe online practices, and ethical media use.

4.3. Educator Responsibilities

Educators are responsible for actively guiding and supervising all digital interactions. They take proactive steps to create a safe digital space by supervising all online activity, using content filters, and providing access only to age-appropriate and approved platforms. They model safe, respectful screen behaviours and apply sound judgement when incorporating technology into the program. They ensure children are engaged in meaningful, developmentally appropriate digital experiences, while also maintaining a healthy balance with physical activity and social interactions. Educators actively teach children about consent and regularly ask for their agreement before capturing or recording their images, fostering respect and awareness around personal boundaries. Furthermore, are required to follow the service's Online Supervision Plan to ensure consistency and safety in digital practices. They are also expected to undertake ongoing professional development in digital safety and stay up to date with emerging technologies and relevant regulatory updates.

4.4. Inclusion and Access

The service uses digital technologies to foster an inclusive environment, ensuring equitable access to digital resources for all children. Tools that support communication, translation, or

multi-modal learning are prioritised to enhance participation for children with additional needs or from diverse cultural backgrounds. Digital media is selected with consideration of varied learning styles, abilities, and cultural representations, supporting all children to engage in the program.

4.5. Limits on Screen Time

Screen time is limited to structured, purposeful use that aligns with children's developmental stages. Educators limit screen-based activities and incorporate regular movement, rest, and peer engagement to avoid overexposure. Use of screens is only extended beyond these limits in exceptional cases, such as events, community celebrations, music or weather related indoor programs.

4.6. Breaches and Concerns

All breaches or concerns relating to digital technology use are documented and referred to the Nominated Supervisor. Educators are expected to report any incident or deviation from policy by children/staff to the Nominated Supervisor or relevant authorised staff. Families are notified where appropriate and may be involved in follow-up actions. The service follows child safe procedures and established complaint handling policies to address any incidents involving digital risk or harm.

4.7. Privacy and Data Security

The service protects personal information in line with the Privacy Act 1988 and Australian Privacy Principle 11.1. All data, including digital records and images, is securely stored with restricted access and used only for its intended purpose. Data is managed and disposed of according to regulations.

4.8. Social Media Use

The service strictly controls the use of social media regarding images and videos of children. No faces of children are to appear on the service's social media pages. ensuring children's privacy and safety are protected. The service shares only approved, age-appropriate material and requires educators to adhere to confidentiality and privacy policies when posting any service-related content.

Educators should not establish private social media relationships with families unless a pre-existing relationship exists. Any such relationships must be disclosed to the Nominated Supervisor to ensure transparency and maintain professional boundaries.

4.9. Use of AI for Documentation and Administrative Tasks

AI tools may be used to assist with documentation in line with the National Quality Framework (NQF) Online Safety guidelines. Educators must not input personal information (eg. Name of a child) that could reveal details about children or families. It is important to understand how information entered AI tools will be used, stored, and shared. Educators should assume that any data entered generative into AI could become public and carefully consider what is appropriate to include.

5. Roles and Responsibilities

Approved Provider	• Ensures this policy complies with legislation and reflects current best practices. • Provides oversight on compliance with privacy, safety, and ethical guidelines. • Allocates resources to ensure secure and age-appropriate digital infrastructure. • Reviews incident reports and supports continuous improvement in digital practices. • Ensures adequate insurance coverage is in place for all digital devices and cyber liabilities.
Nominated Supervisor	• Supports educators to apply policy through training, resources, and guidance • Only use service devices for photos and programming elements • Reviews the use of digital tools and devices in the program. • Ensures media and privacy consent forms are current and securely stored.

	• Responds promptly to concerns or breaches regarding digital technology. • Maintains an inventory of service-owned digital devices. • Coordinates digital safety audits and risk assessments
Responsible Person in Charge	• Oversees daily digital practices to ensure safe and appropriate implementation. • Monitors supervision strategies specific to digital device use. • Provides support to staff managing digital conflicts or technical concerns. • Ensures digital equipment is stored securely and used only in authorised contexts. • Ensure the Online Supervision plan is implemented.
Educators and Support Staff	• Facilitate intentional and safe use of technology with children. • Only use service devices for photos and programming elements • Uphold all procedures outlined in this policy. • Monitor screen time, content suitability, and online behaviour. • Role-model respectful, ethical, and inclusive digital engagement. • Complete all required digital literacy and safety training. • Document learning experiences that incorporate digital tools. • Adhere to the Online Supervision Plan at all times
Educational Leader	• Guides program planning to ensure technology supports learning outcomes. • Encourages reflective practice around digital tools and emerging risks. • Mentors staff in embedding digital technology meaningfully across curriculum areas. • Evaluates effectiveness of digital learning strategies.
Families	• Provide informed written consent for any image or video use. • Communicate any concerns or feedback about digital content or media use.

- Collaborate with educators to support children's digital wellbeing at home and at the service.

- Model safe and respectful technology upon delivery and collection of children

6. References

6.1. Statutory Authority

- Education and Care Services National Law Act 2010

- Education and Care Services National Regulations

- NSW Child Protection (Working with Children) Act 2012

- Privacy Act 1988 (Cth)

6.2. Relevant Service Policies

- Child Protection Policy

- Supervision Policy

- Inclusion Policy

- Privacy and Confidentiality Policy

- Child Safety Policy

6.3. National Frameworks

- Early Childhood Australia (ECA) Code of Ethics

- My Time, Our Place – Framework for School Age Care in Australia

- National Model Code for Taking Images or Videos of Children in Early Childhood Education and Care (2024)

- Child Safe Standards – Online Environments

7. Legislative Requirements.

Education and Care Services National Law Act 2010

Regulation 73	Educational program
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program
Regulation 75	Information about the educational program to be kept available
Regulation 76	Information about educational program to be given to parents
Regulation 84	Awareness of child protection law
Regulation 85	Incident, injury, trauma and illness policies and procedures
Regulation 86	Notification to parents of incident, injury, trauma and illness
Regulation 87	Incident, injury, trauma and illness record
Regulation 90	Medical conditions policy
Regulation 91	Medical conditions policy to be provided to parents
Regulation 96	Self-administration of medication
Regulation 99	Children leaving the education and care service premises
Regulation 100	Risk assessment must be conducted before excursion

Regulation 101	Conduct of risk assessment for excursion
Regulation 102	Authorisation for excursions
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
Regulation 115	Premises designed to facilitate supervision
Regulation 122	Educators must be working directly with children to be included in ratios
Regulation 123	Educator to child ratios – centre-based services
Regulation 126	Centre-based services – general educator qualifications
Regulation 136	First aid qualifications
Regulation 155	Interactions with children
Regulation 156	Relationships in groups
Regulation 157	Access for parents
Regulation 168	Education and care service must have policies and procedures
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 181	Confidentiality of records kept by approved provider
Regulation 183	Storage of records and other documents

Revision Chronology

Version Number	Date	Reason for Change
1.0	July 2025	Creation of Policy
1.1	August 2025	Review and Updated based off staff suggestions