



## Use of Electronic Media

### Children's Services Policy No 3.4

**Date issued:** February 2007

**Replaces issue:** - NA

**Date effective:** February 2007

**Date revised:** April 2009; March 2012; May 2014; April 2015; November 2015; and September 2019

#### Aim:

- To enable staff and children within Council's Children's Services to use a range of electronic media as opportunities for learning and as learning tools.
- To enable children to become confident in their ability to engage with a range of electronic media, contributing to their sense of *'Becoming'* a global citizen connected by technology.
- To enable children to selectively use electronic media for leisure and recreation opportunities.
- To enable staff and educators to use electronic media to:
  - Research
  - Plan
  - Document
  - Observe
  - Share children's learning

#### Background Information:

Staff and educators are in a position to improve program quality by utilising technology and media to maximise learning opportunities for each child. Staff and Educators need to be aware of the challenges and the opportunities that electronic media and devices present.

Digital technologies such as the use of ipads, laptops and the use of the internet enable staff and Educators to share, communicate, store and retrieve data for education, entertainment, recreational, organisational and work purposes.

*"In educational settings, educators can create opportunities for children to use digital technologies collaboratively for shared purposes. This could involve creating content, developing ideas and documenting learning."* Statement on young children and digital technologies, Early Childhood Australia, Edwards.S., Straker.L., and Oakey.H (2018).

There is research that describes the detrimental effects extensive use of electronic media can have on children's development. Staff and Educators are to be mindful of the use of technology within the childcare setting, in terms of the devices utilised, time spent on the devices and the impacts that such devices have on interactions and learning.

#### Relevant Legislation:

- Education and Care Services National Regulations (Amendment 2018)
- Children (Education and Care Services National Law Application) Act 2010
- Children and Young Persons (Care and Protection) Act 1998

## Resources:

- *Screen time: checklist for healthy use*, (2019), [www.raisingchildren.net.au/toddlers/play-learning/screen-time-media/screen-time](http://www.raisingchildren.net.au/toddlers/play-learning/screen-time-media/screen-time)
- *Statement on young children and digital technologies*, Early Childhood Australia, Edwards.S., Straker.L., and Oakey.H (2018), [www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf).
- *How much screen time should kids be allowed each day?* Psychology Today, Kulman. R (2018), [www.psychologytoday.com/intl/blog/screen-play/201810/how-much-screen-time-should-kids-be-allowed-each-day](http://www.psychologytoday.com/intl/blog/screen-play/201810/how-much-screen-time-should-kids-be-allowed-each-day).
- Fact sheet: *Reducing young children's screening time*, NSW Government (2017), [www.healthykids.nsw.gov.au/downloads/file/campaignsprograms/ReducingYoungChildrensScreenTime.pdf](http://www.healthykids.nsw.gov.au/downloads/file/campaignsprograms/ReducingYoungChildrensScreenTime.pdf)
- *Research and evaluation of screen time and digital technology*, Swinburne University of Technology Research paper, Kaufman.J & Highfield.K et al, (2017), [www.docs.education.gov.au/system/files/doc/other/final\\_report\\_-\\_screen\\_time\\_and\\_digital\\_technology\\_-\\_20180215.pdf](http://www.docs.education.gov.au/system/files/doc/other/final_report_-_screen_time_and_digital_technology_-_20180215.pdf)
- *Using technology in service delivery to families, children and young people*, Australian Government – Australian Institute of Family Studies, Child Family Community Australia, Knight. K. and Hunter. C. (2013), [www.aifs.gov.au/cfca/publications/using-technology-service-delivery-families-children/introduction](http://www.aifs.gov.au/cfca/publications/using-technology-service-delivery-families-children/introduction)
- *My Time, Our Place* – Framework for School Age Care in Australia.
- *Belonging, Being and Becoming* – The Early Years Learning Framework.
- *eSafety Commissioner website* - [www.esafety.gov.au/](http://www.esafety.gov.au/)
  - *Education resources* - [www.esafety.gov.au/education-resources](http://www.esafety.gov.au/education-resources)
  - *Tips for parents and carers* - [www.esafety.gov.au/parents](http://www.esafety.gov.au/parents)
- *Early Years Learning Australia – Learning Hub* – [www.learninghub.earlychildhoodaustralia.org.au/live-wires/](http://www.learninghub.earlychildhoodaustralia.org.au/live-wires/)

## Note:

In this policy “staff” and “Educators” refers to staff employed by Willoughby City Council and Educators registered with Council’s Family Day Care Scheme.

## Practices:

Mobile devices (iPads, tablets and smart phones), computers, television, DVD’s, radio, gaming devices and audio recordings are considered part of daily life. As such our staff need to embrace and include electronic media into the programs, activities and correspondence. It is also recognised that electronic media is used as a form of leisure and/or transition activity during Out of School Hours Care.

## Television and Digital media (DVD’s, videos)

Television and digital media are considered powerful tools for learning, communicating and reinforcing systems of behaviour, attitudes and expectations.

Television and digital media are likely to be most useful when:

- Content is developmentally appropriate;
- Staff are actively involved with the children during the learning experiences;
- Children are actively involved in lead-up and follow-up activities; and
- Parents are included in general discussions about program viewing.

Staff are required to preview programs where possible, and have an understanding that children's perceptions may differ from adults. The programs should be used to provide experiences that the staff cannot provide within the context of the service.

Digital recordings of children by the staff may enhance self-esteem and can provide a record of particular activities, excursions, planning; and complement storytelling and staff evaluation.

### **Long Day Care and Family Day Care**

In Long Day Care and Family Day Care services, television and digital programs should not be a daily occurrence unless forming part of the written daily program of activities, with specific learning outcomes clearly detailed. It is understood, however, that in periods of poor weather or on identified special occasions, the use of television and digital programs may be appropriate. Staff will ensure that all television and video programs are non-violent and rated G or PG as age appropriate.

The Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years) ([www.healthykids.nsw.gov.au/parents-carers/australian-guidelines](http://www.healthykids.nsw.gov.au/parents-carers/australian-guidelines)) recommends that:

- Children younger than 2 years of age do not have any sedentary screen time.
- Children aged 2-5 years have no more than 1 hour on screen time (less is better).

Therefore within our services, children under 2 years of age have no screening time and children aged 2-5 years have maximum 30 minutes screening time.

### **Out of School Hours Care**

In Out of School Hours Care services, television may be available on occasion as part of the daily leisure program. Staff will ensure that all television programs are non-violent and rated G or PG.

### **Mobile Devices (iPads, tablets, smart phones), Computers and Gaming Devices**

It is important that young children are introduced to mobile devices and computers in such a way that they develop a positive attitude towards technology.

Within an early childhood setting, experiences based on mobile devices and computers are intended to support an already rich and stimulating program and environment.

In middle childhood, experiences based on mobile devices, computers or gaming devices should build on and extend children's knowledge and understanding. Their experiences are also more likely to include a recreational component through the use of games. Devices may also be used as part of a transition activity whereby children use a computer, computer games, mobile or gaming devices to become more comfortable in their environment prior to selecting other activities and/or experiences.

There can be many benefits to using technology with children with additional needs. This may include the computer and mobile devices being a tool to communicate with other children and staff, or that the use of certain software can provide stimulation that the child would otherwise not experience.

Staff will select and introduce software and applications (apps) to children which:

- Are educational and facilitate children's learning;
- Facilitate the sharing of ideas and information;
- Involve children in challenging, open-minded exploration and discussion;
- Are designed to be used by groups of children or encourage children to take turns;

- Introduce computers in a play context that does not require a successful product or result;
- Are easily manipulated yet maintain an interesting level of complexity;
- Do not assume or depend on children's literacy levels;
- Support the development of the expressive arts; and
- Engage children in documenting their own learning and sharing this learning with their family members.

**iPads** (*specific use of Willoughby City Council owned iPads*):

**Long Day Care:**

- iPads will be used by the Nominated Supervisors, LDC Educators for educational purposes; and for the purpose of signing children in/out children of care.
- Educational purposes means that children and staff use educational learning apps such as 'ELLA', 'reading eggs', 'Mathletics' or 'Sun Safety App' (and other educational apps) as well as using programs such as 'Pages', 'Mystory' (and other programs) to further foster children's development and to document and communicate children's learning.
- All educational apps and programs to be used on council iPads need to be approved by Council's Information Technology Team.
- Educators can take photographs of children (with parent permission) for the development of documentation for the service and families.
- Staff and children will only use the Internet for educational purposes, e.g. to research topics of interest to children or for staff to research topics for educational purposes. This includes researching and the watching of videos.
- Staff will use iPads to take photographs of the children for documentation purposes and to write daily journals/programs as well as to write observations and learning stories.
- Staff will e-mail Daily Journals/Programs to parents and caregivers on a regular basis; or they may be given access to log into their child's program/journal.
- Under no circumstances are iPads to be used for staff personal use or for children to engage in non-educational activities.
- Children will be supervised at all times when using iPads to ensure that they are used appropriately by children and to ensure children are not exposed to inappropriate content.

**Out of School Hours Care (OOSH) and Family Day Care (FDC):**

- iPads will be used by the Nominated Supervisors, OOSH Educators and for educational purposes; and for the purpose of signing children in/out children of care.
- Educational purposes means that the Nominated Supervisors, OOSH Educators and Family Day Care Educators will use educational learning apps only such as 'reading eggs' or 'Mathletics' (and other educational apps) as well as using programs such as 'Pages', 'Mystory' (and other programs) during home visits, or for documentation.
- All educational apps and programs to be used on council iPads need to be approved by the Children and Youth Services Team Leader and/or IT.
- Educators can take photographs of children for the development of documentation for the service and families (with parent permission).
- The Nominated Supervisor and OOSH Educators will only use the Internet for educational purposes, e.g. to research topics of children's interest during home visits or during play sessions, or to research relevant topics. This includes researching and the watching of videos.

- The Nominated Supervisor and Coordinators can use iPads to write their reports and to write up the day's observations whilst conducting educator home visits (FDC) should they wish to. Alternatively they can be hand written and a copy left with the educator or emailed later.

#### **Privacy, confidentiality and security:**

- For privacy, confidentiality and security purposes, staff are to use Willoughby City Council owned iPads only in Long Day Care, Family Day Care and OOSH services.
  - If the Family Day Care Nominated Supervisor and Coordinators use their personal iPads or tablets, the recorded information is to be deleted immediately after the information has been transferred onto their desktop work computer.
  - LDC, FDC and OOSH staff are not permitted to record information or photos on their personal iPads, tablets or Smartphones.
  - iPads will be password protected with the timed 'auto-locking' initiated so that only staff have access to photos and documentation stored on the device. When iPads are being used to display photo slide shows, they are to be locked in an anchor case.
  - iPads are to be locked in a secure cabinet at the end of each day in the Nominated Supervisor's office.
  - Long Day Care staff and OOSH staff are not permitted to take iPads out of the centres, except for excursions.
  - Parental permission (see attached permission form to policy) will be sought at the time of enrolment for:
    - taking children's photographs,
    - storing and displaying children's photos as part of a slide show and the distribution of children's photographs through e-mails as part of centre documentation
  - Photographs and documentation (e.g. daily journals/programmes, observations, learning stories etc.) will be stored on the iPads for one month (at most) before being transferred into Council's Electronic Content Management (ECM) System.
    - All photographs and documentation will be stored confidentially in ECM.
    - All records will then be deleted from the iPads.
    - It is the responsibility of all staff and the Nominated Supervisor to transfer records into ECM and delete records from iPads in Long Day Care.
    - In Family Day Care, the Coordinators are responsible for transferring records into ECM and deleting information from iPads.
- \*\* This should be done at least at the beginning of every month for the previous month. Respective centre staff and children's services management will have access to photos and documentation stored in ECM.
- All documentation will be forwarded in PDF format to prevent changes to the document and the extraction of photographs.
  - Staff will not disclose personal details of children such as addresses and medical information in their documentation. Educators will also be sensitive to the privacy of the children and families, and will not document and share sensitive information.
  - If an iPad is lost or stolen, staff will follow the procedure for lost or stolen iPads (see procedure attached to policy).
  - Cybersafety will also be addressed on a regular basis with children attending our services as well as their families.
  - Educators will source approved resources to share with the children and their families.

#### **Training and Risk Management:**

- A Risk Assessment regarding the use of iPads has been conducted (see attached to policy).

- All staff will receive an induction and appropriate training on how to use iPads: Apple training course (where appropriate and possible) as well as training held by Children and Youth Services Management and mentoring by Nominated Supervisors.
- During induction and training, staff will be made aware of their obligations and expectations when using Willoughby City Council owned iPads, associated risks and how to use iPads appropriately according to this policy and associated Risk Assessment. Nominated Supervisors will complete iPad induction/training form with staff (see attached to policy).

### **Aural Media/Radio/Compact Discs**

Children need to develop skills of selectivity and discernment in their use of radio/audio content. If music is playing in the background throughout the day, children learn to tune out rather than tune in. It is preferred that aural media is used within the context of a planned and developmentally appropriate activity. Aural media may be used in a range of ways, including:

- Providing well-read/audio content of children's songs, stories and poems.
- Including music choices within the program that is relevant and familiar to the children or educators cultural background or home environment.
- Involving children in recording sounds, including children speaking, singing and playing, to encourage confidence and build self-esteem.
- Use of audio content that will extend children's imagination through listening and movement.
- Extending the use of aural media through dramatic play, movement and singing
- Initiating discussion, especially with older children, about the value of radio, how it reaches into homes, and the range of services it offers.



## Risk Assessment Form

This form is to be used when undertaking Health and Safety (WHS), Operational, Project or Strategic Risk Assessments.

<b>Risk Assessment Type: [please tick the assessment type]</b> Health and Safety (WHS): <input type="checkbox"/>  Operational: <input checked="" type="checkbox"/> Project: <input type="checkbox"/> Strategic: <input type="checkbox"/>
<b>Team Leader/Supervisor/Manager:</b> Joanne Morrison, Children and Youth Services Team Leader
<b>Workers Present:</b> Nominated Supervisors – LDC, OOSH and FDC

<b>Main Activity:</b> Use of iPads	<b>Date:</b> 21.08.19
<b>Project no/Job no:</b> 1	
<b>Activities Covered:</b> Staff and children using iPads for educational and documentation purposes in Long Day Care, Out of School Hours Care and Family Day Care, e.g. using apps such as 'Reading Eggs' or 'Mathletics', researching topics of interest or taking observations.	
<b>Location:</b> <ul style="list-style-type: none"><li>○ Long Day Care Centre - Devonshire Street Children's Centre,</li><li>○ Out of School Hours Care - Artarmon OOSH, Bales Park OOSH and Chatswood OOSH</li><li>○ Family Day Care office – Artarmon Kids Cottage,</li><li>○ Family Day Care Educators' homes - various</li></ul>	

No.	Risk/Hazard Identification	Risk Level Before Control	Preventative/Corrective Action	Control Method	Risk Level After Control	Worker Responsible	Proposed Completion Date	Actual Completion Date
1	iPad is lost or stolen.	Medium	<ul style="list-style-type: none"> <li>Electronic Media policy with specific section regarding iPads is in place.</li> <li>Staff will undergo an induction and training where required.</li> <li>Procedure for lost or stolen iPads is in place.</li> </ul>	Administrative (5)	Low	<b>All staff</b>	<b>Ongoing</b>	<b>Ongoing</b>
2	iPad is damaged or malfunctioning.	Medium	<ul style="list-style-type: none"> <li>Electronic Media policy with specific section regarding iPads is in place.</li> <li>Staff will undergo an induction and training where required.</li> <li>iPads will be kept in 'rugged' cases to reduce damage if dropped.</li> </ul>	Administrative (5)	Low	<b>All staff</b>	<b>Ongoing</b>	<b>Ongoing</b>
3	Privacy surrounding data stored on iPads.	Low	<ul style="list-style-type: none"> <li>Electronic Media policy with specific section regarding iPads is in place.</li> <li>Staff will undergo an induction and training where required.</li> <li>Procedure for lost or stolen iPads is in place.</li> </ul>	Administrative (5)	Low	<b>All staff</b>	<b>Ongoing</b>	<b>Ongoing</b>
4	Children being exposed to inappropriate content.	Low	<ul style="list-style-type: none"> <li>Electronic Media policy with specific section regarding iPads is in place.</li> <li>Staff will undergo an induction and training where required.</li> <li>Inappropriate content will be blocked through Willoughby City Councils web filter.</li> </ul>	Administrative (5)	Low	<b>All staff</b>	<b>Ongoing</b>	<b>Ongoing</b>



No.	Risk/Hazard Identification	Risk Level Before Control	Preventative/Corrective Action	Control Method	Risk Level After Control	Worker Responsible	Proposed Completion Date	Actual Completion Date
5	Staff members using iPads inappropriately.	Low	<ul style="list-style-type: none"> <li>Electronic Media policy with specific section regarding iPads is in place.</li> <li>Staff will undergo an induction and training where required.</li> <li>Inappropriate content will be blocked through Willoughby City Councils web filter.</li> <li></li> </ul>	Administrative (5)	Low	All staff	Ongoing	Ongoing
6	Downloading of apps and use of the internet.	Low	<ul style="list-style-type: none"> <li>Electronic Media policy with specific section regarding iPads is in place.</li> <li>Staff will undergo an induction and training where required.</li> </ul>	Administrative (5)	Low	All staff	Ongoing	Ongoing

Assessing the Risks – each of the risks/hazards identified above has been assessed based on the likelihood of them occurring and the possible consequences. The risk rating has been recorded next to each potential hazard using the matrix shown at the right. If a risk is rated High/Medium the aim is to reduce the risk to Low in consultation with the workers performing the activity.

**HIGH** – Immediately stop work until the risk is eliminated or reduced.

**MEDIUM** – Urgently remove or reduce the risk. This is a high priority.

**LOW** – Remove or reduce the risk when possible.

		LIKELIHOOD				
		1. Rare	2. Unlikely	3. Possible	4. Likely	5. Almost Certain
C O N S E Q U E N C E	5. Extreme	MEDIUM	MEDIUM	HIGH	HIGH	HIGH
	4. Major	MEDIUM	MEDIUM	MEDIUM	HIGH	HIGH
	3. Moderate	LOW	MEDIUM	MEDIUM	MEDIUM	MEDIUM
	2. Minor	LOW	LOW	LOW	MEDIUM	MEDIUM
	1. Insignificant	LOW	LOW	LOW	LOW	MEDIUM

## Hierarchy of Control

Order No.	Control Type	Example
1	Eliminate	Removing the hazard, e.g. taking a hazardous piece of equipment out of service.
2	Substitute	Replacing a hazardous substance or process with a less hazardous one, e.g. substituting a hazardous substance with a non-hazardous substance.
3	Isolation	Isolating the hazard from the person at risk, e.g. using a guard or barrier.
4	Engineering	Redesign a process or piece of equipment to make it less hazardous.
5	Administrative	Adopting safe work practices or providing appropriate training, instruction or information.
6	PPE	The use of personal protective equipment could include using gloves, earmuffs, safety footwear, dust masks etc.

<b>Control measure is appropriate: (Immediate Manager)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Date:	Signature:
<b>Control measure is effective: (Immediate Supervisor or Manager).</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	Date:	Signature:
<b>If the control measure is not appropriate or effective the immediate Supervisor or Manager should make further recommendations or state the action required.</b>	Date:	Further recommendation/ actions required:

**Completed WHS Risk Assessments are to be registered in ECM and distributed to the Safety Management Coordinator. Other completed risk assessments (operational, project or strategic) should be registered in ECM and distributed to the Risk Management /Workers' Compensation Co-ordinator.**



## Staff iPad Induction/Training Checklist

This checklist has been designed to cover staff employed in Children and Youth Services.

This checklist should be completed by the relevant Supervisor/Manager and on completion returned to HR for inclusion in the Personnel File.

Name of Employee:		Date of Induction/Training:		
Position:		Supervisor Name:		
<b>Section 1</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>	
<b>Discuss the following with staff:</b>				
Staff member has been provided with Electronic Media policy.	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member has read and understands Electronic Media policy.	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member understands iPad specific section of Electronic Media policy.	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member has read iPad Risk Assessment.	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member understands procedure for lost or stolen iPads.	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member understands that if iPad is damaged or malfunctioning Supervisor and IT need to be informed immediately and iPad incident report must be completed.	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member understands their responsibilities and obligations when using iPads under Electronic Media policy.	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member has been shown basic functions of the iPad (turn on/off, password, etc.).	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member has been shown how to secure the iPad.	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member has been shown how to use apps.	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member has been shown how to use the Internet.	<input type="checkbox"/>	<input type="checkbox"/>		
Staff member has been shown how to take photos.	<input type="checkbox"/>	<input type="checkbox"/>		

Staff member has been shown how to use iPad for daily journals/programming.	<input type="checkbox"/>	<input type="checkbox"/>	
Staff member has been shown how to use iPad for observations and other documentation.	<input type="checkbox"/>	<input type="checkbox"/>	
Staff member has been shown how to save documentation.	<input type="checkbox"/>	<input type="checkbox"/>	
Staff member has been shown how to e-mail documentation.	<input type="checkbox"/>	<input type="checkbox"/>	
Staff member understands that they cannot download apps without approval from Children and Youth Services Team Leader and IT.	<input type="checkbox"/>	<input type="checkbox"/>	
Staff member understands that iPads are not to be used for personal purposes.			
<b>Section 2</b>	<b>YES</b>	<b>NO</b>	<b>Comments</b>
<b>Discuss the following with Supervisors:</b>			
Supervisor has been shown how to delete data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> N/A
Supervisor has been shown how to transfer data into ECM.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> N/A
Supervisor is aware that data needs to be deleted for the previous month during the first week of every new month.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> N/A
<b>Section 3 – Training</b>			
<b>It is the Managers/Supervisors responsibility to ensure relevant training is arranged if required.</b>			
Further training required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> N/A
Name – Manager/Supervisor		Name - Employee	
Signature		Signature	
Date:		Date:	



## Permission for iPad use

Dear Parents/Carers

Willoughby City Council utilises iPads for the purpose of enhancing the documentation of children's learning, engaging children in projects and researching children's interests. iPads will have the capacity to store and share photographs and slideshows, daily journals and learning stories. These will then be forwarded to our families and will enhance our connection with you and your child's learning at home and when in care.

We encourage you to read the 'Use of Electronic Media Policy', which we have attached for your reference. This outlines the benefits to the children's learning as well as risk reduction action that we have taken and will continue to take.

In accordance with Willoughby City Council's Confidentiality Policy, we request that families sign & return the permission note below.

If you have any objections to the use of iPads please complete the relevant section below.

I (name) \_\_\_\_\_ have read & understood the attached 'Use of Electronic Media' Policy and agree to the following statements:

	Signature
Photographs of my child/ren can be used for internal purposes. This includes documentation, daily journals and displays.	
Photographs of my child/ren can be used in picture slideshows displayed at the service.	
Photographs of my child/ren can be included in documentation on children's learning which is forwarded to families at the service and may be viewed by other members of the child's family.	
If I receive photographs or other media which includes other children, I agree not to share the images on the internet. This includes but is not limited to social networking sites.	

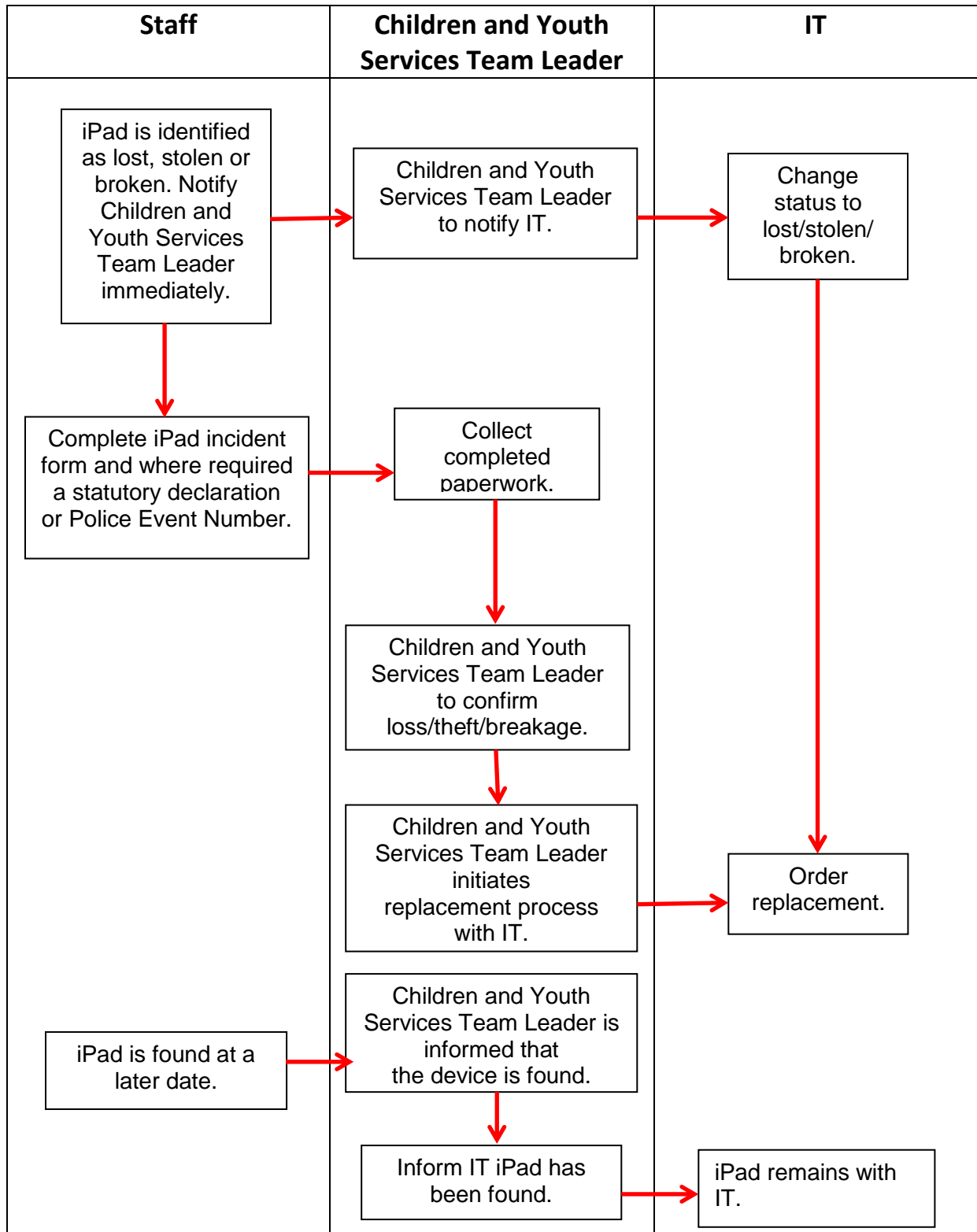
Child/ren's Name: \_\_\_\_\_

Date: \_\_\_\_\_

I DO NOT give permission for photographs to be taken of my child/ren

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## LOST/STOLEN or BROKEN iPad PROCEDURE





## iPad INCIDENT REPORT

This form must be completed by staff when reporting an incident relating to iPads. Attach statutory declaration if supplied.

Name: \_\_\_\_\_

Centre: \_\_\_\_\_

Nature of incident:     Theft     Loss     Damage     Malfunction

Date of incident: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

Name of person who discovered/experienced incident: \_\_\_\_\_

Contact phone number: \_\_\_\_\_

If theft or damage by another person:

Notify police:  yes     no                      If yes, police event number: \_\_\_\_\_

**Description of Incident:**

- Include details of where the iPad was at the time and full details of what occurred.
- If accidental loss or theft, describe the incident.
- If accidental damage, describe the incident and the damage.
- If the iPad is not working, describe what the problem is and if you know what may have caused the problem.

Staff Signature:

Date:



To be completed by staff:

---

**FOR STOLEN LAPTOPS ONLY:**

**Full Address/Location of Theft:**

- Include details of where the iPad was when stolen – e.g.: home, work, public location or car

---

---

---

Last known location:

---

Last known activation time (last time used): \_\_\_\_\_

Was the Power Cord Stolen?                      YES    /    NO

Police Station where report was filed:

---

Officers full name (who recorded the details): \_\_\_\_\_

Contact Phone number for Police Officer/Station: \_\_\_\_\_

---

---

**To be completed by IT:**

**FOR ALL iPad INCIDENTS:**

iPad Serial Number: \_\_\_\_\_

Centre: \_\_\_\_\_