

Judith Kerr Primary School

Screen Time and Digital Device Policy

Policy Details

Policy Owner:	Headteacher
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1. Policy Statement

Judith Kerr Primary School recognises that digital technology plays an important role in education and everyday life. When used appropriately, technology can enhance teaching and learning, support inclusion, develop digital literacy and prepare pupils for life in a modern world.

The school is committed to ensuring that technology is used safely, purposefully and in a way that supports pupils' learning, wellbeing and personal development. Digital devices and screen-based activities will be used where they add value to teaching and learning and will complement, rather than replace, high-quality teaching, discussion, reading, writing, practical experiences, physical activity and play.

We recognise the importance of helping pupils develop healthy habits when using technology. Through our curriculum and wider school provision, pupils will learn to use technology responsibly, safely and with increasing independence.

All use of technology within school will be guided by educational need, safeguarding requirements, accessibility considerations and the wellbeing of pupils. The school will continue to review its practice in line with national guidance and developments in educational technology.

Links to other policies

This policy works alongside the following policies which are available via the school website:

[Child Protection & Safeguarding Policy](#)

[Behaviour and Ethos Policy](#)

[Mobile Phone Policy](#)

[Data Protection Policy](#)

Staff Code of Conduct

Acceptable Use Agreements

[SEND Policy](#)

2. Aims

We aim to:

- Ensure technology is used to enhance learning and improve educational outcomes.
- Promote safe, responsible and respectful use of digital technology.
- Support pupils in developing digital literacy and online safety skills.
- Encourage healthy and balanced use of technology.
- Maintain a broad curriculum that includes practical, creative, social and physical learning experiences.

- Ensure all technology use is appropriate to pupils' age, stage of development and individual needs.
 - Promote pupils' wellbeing and personal development.
 - Provide clear guidance for staff, pupils and families regarding the use of technology in school.
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3. Scope

This policy applies to:

- All pupils
- All staff (teaching and non-teaching)
- Anthem Community Council (ACC) members
- Visitors and volunteers
- All classroom and school environments

The school will ensure this policy is implemented in accordance with the Equality Act 2010 and that pupils requiring assistive technology are not disadvantaged.

4. Consultation

This policy has been developed through consultation with:

- Pupils
- Staff
- Parents and carers
- ACC members

Consultation will continue as part of the school's ongoing review cycle.

5. Roles and Responsibilities

5.1 Headteacher and Senior Leaders

- Ensure a balanced approach to screen use across the school
- Monitor implementation and impact of the policy
- Stay informed about current research and national guidance
- Support staff in delivering safe and effective practice
- Keep abreast of research regarding children's learning, development, mental health and digital technology.
- Review school practice in light of emerging evidence and national guidance.
- Ensure digital technology is selected on the basis of educational value, age appropriateness, accessibility and safeguarding considerations.
- Promote transparency with parents/carers regarding the school's approach to digital technology.

5.2 Staff

- Use screens purposefully and in line with this policy
- Model safe and responsible technology use

- Ensure lessons remain engaging without over-reliance on screens
- Provide alternatives to screen-based activities where appropriate
- Will exercise professional judgement when determining whether technology is the most effective method for achieving learning objectives.

5.3 Parents and Carers

The school recognises that parents and carers play a key role in supporting healthy technology habits.

The school encourages parents and carers to:

- Promote a balanced range of activities beyond screens.
- Establish age-appropriate boundaries around recreational screen use.
- Encourage regular physical activity and sufficient sleep.
- Discuss online safety with their children.
- Monitor the suitability of online content and apps accessed outside school.
- Seek support from the school if concerns arise regarding online behaviour or digital wellbeing.

This would strengthen the partnership approach considerably.

5.4 Pupils

Pupils are expected to use technology respectfully, responsibly and in accordance with the school's Behaviour & Ethos Policy, Online Safety Policy and Acceptable Use Agreement.

The school recognises that some pupils with SEND may require different levels or types of technology use to support learning, communication or accessibility.

5.5 Anthem Community Council (ACC)

- Provide oversight and challenge
 - Review policy impact and implementation
 - Approve the policy
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6. Curriculum and Teaching

Technology is used to support effective teaching and learning across the curriculum. Staff will carefully consider when technology is the most effective tool for learning and when alternative approaches are more appropriate.

- Technology may be used to:
 - Model learning and provide visual support.
 - Access high-quality educational content.
 - Support research, creativity and collaboration.
 - Develop computing and digital literacy skills.
 - Meet individual learning needs and accessibility requirements.

Staff will ensure that learning experiences remain varied and balanced. Reading, handwriting, discussion, practical activities, physical activity, outdoor learning and collaborative experiences will continue to play a central role in our curriculum.

7. Use of Devices in School

Laptops, tablets, interactive displays and other digital technologies may be used where they support learning objectives and educational outcomes.

- Devices will be used under staff supervision.
- Technology will be planned and purposeful.
- Pupils requiring assistive technology will have appropriate access to support their learning.
- Non-digital learning opportunities will remain an important part of classroom practice.
- Personal devices are not routinely used by pupils unless agreed as part of a specific educational or accessibility need.

Technology will be used as one of many learning tools available to staff and pupils.

8. Balancing Screen Time and Wellbeing

The school promotes a healthy and balanced approach to technology use. Pupils will be encouraged to:

- Balance screen-based and non-screen-based activities.
- Participate in regular physical activity and outdoor play.
- Develop positive social relationships and communication skills.

- Understand how technology can affect wellbeing, concentration and healthy routines.
- Make informed choices about their own use of technology.

The school will continue to provide opportunities for movement, creativity, discussion, play and face-to-face interaction alongside the use of digital tools.

9. Safeguarding and Online Safety

All screen use is underpinned by safeguarding principles.

- Pupils are taught how to stay safe online
- Content is carefully selected and monitored
- Staff supervise all internet use
- Filtering and monitoring arrangements are implemented in line with the school's safeguarding requirements and the DfE's Keeping Children Safe in Education guidance.

Any concerns are reported and recorded in line with safeguarding procedures.

10. Personal Development

The school supports pupils to:

- Develop healthy relationships with technology
 - Understand both benefits and risks of screen use
 - Make informed choices about their own habits
 - Build self-regulation and independence
 - Pupil voice is encouraged in discussions around digital wellbeing.
 - Understand the relationship between technology use, wellbeing and mental health.
 - Develop healthy habits and self-regulation regarding digital technology.
 - Critically evaluate online content and digital influences.
 - Reflect on how technology affects learning, relationships, sleep and wellbeing.
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11. Staff Training

All staff will:

- Receive training on online safety and appropriate screen use
 - Stay informed about emerging research and guidance
 - Engage in reflective practice regarding technology use in the classroom
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12. Monitoring and Review

- The policy will be reviewed annually using:
 - Staff feedback
 - Pupil voice
 - Parent/carers feedback
 - Observations of classroom practice
 - Developments in national and international guidance
 - The school will also review relevant DfE guidance, safeguarding requirements, developments in educational technology and emerging evidence to ensure this policy remains current and effective.
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13. Commitment

Judith Kerr Primary School is committed to using technology responsibly, safely and effectively to support learning and personal development. We believe that pupils benefit most from a balanced educational experience in which technology sits alongside rich opportunities for reading, writing, discussion, creativity, physical activity, social interaction and play.

Through this balanced approach, we aim to equip pupils with the knowledge, skills and understanding needed to thrive in an increasingly digital world.

14. Definitions

For the purposes of this policy:

Screen time refers to time spent using digital devices including computers, tablets, interactive whiteboards and other screen-based technology.

Educational screen use refers to technology used to support learning outcomes.

Passive screen use refers to viewing content without active participation or engagement.

Assistive technology refers to digital tools used to support pupils with identified needs.