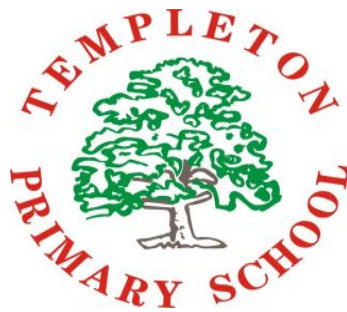




The Federation of Tavernspite and Templeton CP Schools



Mobile Phone and Smart Device Policy

1. Policy Statement

At Tavernspite and Templeton Schools, we recognise that technology is an important part of modern life and provides valuable opportunities for learning, creativity, communication and access to information. However, as a federation of primary schools, we also recognise our responsibility to protect childhood, promote wellbeing and create an environment where children can learn, play and develop free from unnecessary digital pressures.

Both Tavernspite and Templeton Schools are proud of their reputation as highly successful, forward-thinking schools within Pembrokeshire and beyond. As schools committed to providing exceptional learning experiences, strong relationships and outstanding opportunities for children, we continually reflect on how we can best support children's academic progress, emotional wellbeing and personal development. Both schools have been recognised as high-performing schools, achieving the highest Welsh Government school categorisation level and being judged as excellent and sector-leading by Estyn.

As part of our commitment to children's wellbeing, we have embraced the principles of the Smartphone Free Childhood movement, recognising the growing concerns nationally and internationally regarding the impact of smartphones and unrestricted access to smart devices on children's mental health, relationships, attention, resilience and safety. The movement encourages families, schools and communities to work together to delay children's access to smartphones and create healthier childhood experiences.

At Tavernspite and Templeton Schools, we believe that childhood should include:

- ☐ meaningful face-to-face conversations;
- ☐ imaginative play;
- ☐ outdoor experiences;
- ☐ strong friendships;
- ☐ opportunities to develop independence;
- ☐ time to be curious, creative and physically active.

Therefore, our federation community is committed to working together to establish a smartphone-free childhood approach, where parents, carers, pupils and staff support a shared expectation that children do not require personal smartphones or internet-enabled devices during their primary years.

Our expectation is that:

Pupils do not bring smartphones, smartwatches or personal internet-enabled devices into school unless there is a specific, agreed reason.

This approach is not about preventing children from accessing technology. Instead, it is about ensuring technology is introduced purposefully, safely and at an appropriate stage of development. Children will continue to use high-quality, school-managed technology to enhance learning and develop digital competence.

We believe that by working together as a federation community, we can reduce peer pressure around smartphone ownership, support families in making confident decisions and prioritise children's wellbeing.

2. Vision and Principles

Our approach to mobile phones and smart devices is based on our federation values of:

- ☐ Respect
- ☐ Responsibility
- ☐ Wellbeing
- ☐ Community
- ☐ Learning for life

A Smartphone Free Childhood Approach

We recognise that many families are increasingly seeking support in navigating children's access to smartphones and social media. Individual families can sometimes feel pressure when children begin requesting devices because "everyone else has one".

By establishing a shared school community expectation, we aim to remove this pressure and allow families to make decisions together.

Our federation believes:

Childhood should be protected

Children deserve time to develop socially, emotionally and physically without the expectation of constant digital connection.

We want children to experience:

- ☐ active play;
- ☐ creativity;
- ☐ exploration;
- ☐ problem-solving;
- ☐ friendship-building;
- ☐ outdoor learning.

This reflects the ethos of both schools, where outdoor education, physical activity and community connections are central to children's experiences.

Relationships matter

Strong relationships are at the heart of our schools.

We want children to:

- ☐ talk to one another;
- ☐ solve problems together;
- ☐ develop empathy;
- ☐ build confidence in communication;
- ☐ enjoy unstructured social experiences.

Reducing unnecessary smartphone use supports children's ability to develop these important life skills.

Technology should enhance, not replace, learning

We recognise the benefits of technology when used appropriately.

Children will continue to access:

- ☐ digital learning platforms;
- ☐ computing experiences;
- ☐ research tools;
- ☐ creative technology opportunities.

However, technology use will be:

- ☐ purposeful;
- ☐ supervised;
- ☐ age appropriate;
- ☐ linked to learning outcomes.

Safeguarding must remain central

Smartphones and connected devices can create safeguarding risks, including:

- ☐ access to inappropriate content;
- ☐ cyberbullying;
- ☐ unwanted communication;
- ☐ recording and sharing images without consent;
- ☐ online conflict.

A smartphone-free school environment reduces these risks during the school day and supports our wider safeguarding responsibilities.

Families and schools must work together

The success of this policy depends on partnership.

We encourage families to join together in supporting a shared commitment to:

- ☐ delaying smartphone ownership;
- ☐ encouraging healthy digital habits;
- ☐ reducing online pressures;
- ☐ promoting positive childhood experiences.

3. Legislation, Guidance and Linked Policies

This policy has been developed with reference to:

- ☐ Curriculum for Wales guidance
- ☐ Digital Competence Framework for Wales
- ☐ Welsh Government guidance on behaviour, wellbeing and attendance
- ☐ Keeping Learners Safe: Welsh Government guidance
- ☐ Rights, Respect, Equality: Statutory Guidance for Governing Bodies of Maintained Schools
- ☐ Equality Act 2010
- ☐ United Nations Convention on the Rights of the Child (UNCRC)
- ☐ Online Safety Act 2023
- ☐ UK Council for Internet Safety (UKCIS) guidance
- ☐ Estyn guidance relating to safeguarding, wellbeing and digital competence
- ☐ Guidance and resources from the Smartphone Free Childhood movement

This policy should be read alongside:

- ☐ Safeguarding Policy
- ☐ Online Safety Policy
- ☐ Behaviour Policy
- ☐ Anti-Bullying Policy
- ☐ Acceptable Use Policy
- ☐ Equality Policy
- ☐ Additional Learning Needs Policy
- ☐ Supporting Learners with Healthcare Needs Policy

4. Aims of the Policy

The aims of this policy are to:

Protect children's wellbeing

We aim to create a school culture where children can:

- ☐ develop confidence;
- ☐ build friendships;
- ☐ communicate effectively;
- ☐ experience childhood without unnecessary digital pressure.

Create calm, focused learning environments

By limiting personal smart devices, we aim to:

- ☐ reduce distractions;
- ☐ maximise learning time;
- ☐ support positive behaviour;
- ☐ enable staff to focus on teaching and relationships.

Support families through shared expectations

We aim to:

- ☐ reduce peer pressure around smartphone ownership;
- ☐ provide reassurance to families;
- ☐ encourage collective responsibility;
- ☐ promote healthier approaches to technology.

Strengthen safeguarding

The policy aims to reduce risks linked to:

- ☐ online bullying;
- ☐ inappropriate content;
- ☐ image sharing;
- ☐ privacy concerns;
- ☐ unsafe communication.

Promote healthy relationships with technology

Children will learn:

- ☐ when technology is useful;
- ☐ when technology may become harmful;
- ☐ how to stay safe online;
- ☐ how to make responsible choices.

Support children's social development

We aim to encourage:

- ☐ conversation;
- ☐ creativity;
- ☐ cooperation;
- ☐ active play;
- ☐ resilience.

5. Roles and Responsibilities

Governing Body

The Governing Body will:

- ☐ support the federation's commitment to a smartphone-free childhood approach;
- ☐ ensure the policy reflects current guidance and best practice;
- ☐ monitor the impact of the policy on wellbeing and safeguarding;
- ☐ support communication with families;
- ☐ ensure equality considerations are addressed.

Headteacher

The Headteacher will:

- ☐ champion the federation's approach to reducing unnecessary smartphone use;
- ☐ ensure expectations are clearly communicated;
- ☐ ensure consistent implementation across both schools;
- ☐ work with families and the wider community;

- ☐ ensure appropriate exceptions are managed;
- ☐ monitor the impact of the policy.

Senior Leadership Team

The Senior Leadership Team will:

- ☐ support consistent approaches across the federation;
- ☐ monitor incidents and concerns;
- ☐ support staff in implementing expectations;
- ☐ gather feedback from pupils, families and staff;
- ☐ promote positive digital citizenship.

Staff

All staff will:

- ☐ model appropriate technology use;
- ☐ reinforce expectations consistently;
- ☐ support children's understanding of digital wellbeing;
- ☐ report safeguarding concerns linked to technology;
- ☐ promote positive alternatives to device use, including conversation, play and physical activity.

Pupils

Pupils will:

- ☐ follow the school expectations regarding smart devices;
- ☐ respect the privacy of others;
- ☐ understand the importance of balanced technology use;
- ☐ contribute positively to a smartphone-free school culture.

Parents and Carers

Parents and carers are essential partners in achieving this vision.

Families are encouraged to:

- ☐ support the federation's smartphone-free childhood approach;

- ☐ discuss healthy technology habits;
- ☐ avoid unnecessary pressure for children to own smartphones;
- ☐ work together with other families to delay smartphone ownership where possible;
- ☐ communicate with school if support or guidance is needed.

6. Mobile Phone and Smart Device Expectations

At Tavernspite and Templeton Schools, our shared expectation is that children should enjoy a **smartphone-free childhood** throughout their primary years. We believe that delaying access to smartphones and internet-enabled personal devices supports children's wellbeing, relationships, resilience and ability to engage fully in learning.

As a federation, we are committed to working alongside families to create a consistent approach. By establishing a shared expectation across our school communities, we aim to reduce peer pressure and ensure that families do not feel that children need a smartphone simply because others have one.

6.1 Primary School Expectation

The federation expectation is:

Pupils should not bring mobile phones, smartphones or personal smart devices into school unless there is a specific and agreed reason.

This includes devices brought:

- ☐ into classrooms;
- ☐ on the playground;
- ☐ during clubs and activities;
- ☐ on educational visits;
- ☐ during residential experiences.

The school recognises that some families may have concerns regarding communication when children travel independently to and from school. However, for primary-aged children, the school believes that alternative arrangements should be explored wherever possible.

Where a child requires a device due to a specific circumstance, this must be agreed in advance with the Headteacher.

6.2 Devices Covered by this Policy

For the purpose of this policy, "mobile phones and smart devices" refers to any personal electronic device capable of communication, recording, accessing the internet or storing digital content.

This includes, but is not limited to:

- ☐ smartphones;
- ☐ mobile phones;
- ☐ smartwatches with communication or internet functions;
- ☐ tablets;
- ☐ iPads;
- ☐ laptops with mobile connectivity;
- ☐ portable gaming devices with internet access;
- ☐ smart glasses or wearable technology;
- ☐ fitness trackers with messaging functions;
- ☐ internet-enabled music players;
- ☐ any future technology with similar functions.

The school reserves the right to review this definition as technology develops.

6.3 Use of Technology in School

Tavernspite and Templeton Schools recognise the positive role technology can play in learning.

Children will continue to access technology through:

- ☐ school-managed tablets and computers;
- ☐ interactive learning resources;
- ☐ digital creativity opportunities;
- ☐ coding and computing activities;
- ☐ online learning platforms.

All school technology is:

- ☐ appropriately filtered and monitored;
- ☐ used with adult guidance;
- ☐ linked to curriculum purposes;
- ☐ introduced in an age-appropriate way.

The purpose of this policy is not to restrict digital learning, but to ensure that technology is used safely, meaningfully and responsibly.

6.4 Responsibility for Personal Devices

The school accepts no responsibility for personal devices that are:

- ☐ lost;
- ☐ stolen;
- ☐ damaged;
- ☐ misplaced.

This applies to devices:

- ☐ brought into school without permission;
- ☐ brought on educational visits;
- ☐ carried to and from school.

Parents/carers remain responsible for deciding whether their child requires access to a personal device.

7. Exceptions and Individual Circumstances

Although the federation strongly promotes a smartphone-free childhood approach, we recognise that there may be exceptional circumstances where a child requires access to a personal device.

Exceptions may include:

- ☐ medical needs;
- ☐ accessibility requirements;
- ☐ safeguarding considerations;
- ☐ specific circumstances agreed by the Headteacher.

7.1 Medical and Accessibility Needs

Where a device is required to support a child's:

- ☐ health needs;
- ☐ communication;
- ☐ independence;
- ☐ accessibility;

the school will work with families and relevant professionals to agree appropriate arrangements.

Use of the device will:

- ☐ be limited to the identified purpose;
- ☐ be managed safely;

- ☐ not create unnecessary distraction;
- ☐ be reviewed regularly.

This approach ensures that the school meets its responsibilities under the **Equality Act 2010** and supports inclusive practice.

7.2 Agreed Device Arrangements

Where permission has been granted:

- ☐ parents/carers must provide written confirmation of the need;
- ☐ the school will agree how and when the device may be used;
- ☐ the device must remain switched off or securely stored during the school day unless required;
- ☐ the child must follow staff instructions regarding its use.

7.3 Educational Visits and Residential Experiences

The school will communicate expectations regarding personal devices before visits.

Unless specifically agreed:

- ☐ pupils should not bring mobile phones or smart devices on trips;
- ☐ staff will manage communication with families;
- ☐ school devices may be used where appropriate.

The aim is for children to fully engage in experiences, develop independence and enjoy opportunities without digital distraction.

8. Online Safety and Digital Citizenship

Tavernspite and Templeton Schools are committed to preparing children for life in a digital world.

We recognise that preventing unnecessary access to personal smart devices during childhood does not remove the need for children to understand technology. Instead, it allows us to introduce digital skills in a safe, supported and purposeful way.

8.1 Developing Responsible Digital Citizens

Through the Curriculum for Wales, particularly the Health and Well-being and Digital Competence Framework areas, pupils will learn about:

- ☐ online safety;

- ☐ respectful communication;
- ☐ privacy;
- ☐ consent;
- ☐ digital footprints;
- ☐ misinformation;
- ☐ managing online behaviour;
- ☐ seeking help when concerned.

8.2 Recording, Photography and Privacy

Children must not:

- ☐ photograph others without permission;
- ☐ record videos of pupils or staff;
- ☐ share images or information about others;
- ☐ use devices to embarrass, upset or harm another person.

The school recognises that unauthorised recording can have serious safeguarding implications.

8.3 Cyberbullying and Online Harm

The school takes all forms of bullying seriously, including behaviour that occurs online.

Concerns involving:

- ☐ messages;
- ☐ social media;
- ☐ online gaming;
- ☐ digital communication;

will be addressed in line with the school's:

- ☐ Safeguarding Policy;
- ☐ Anti-Bullying Policy;
- ☐ Behaviour Policy.

Families are encouraged to communicate concerns with school so that support can be provided promptly.

9. Responding to Breaches of the Policy

Tavernspite and Templeton Schools will respond to breaches consistently, fairly and in line with our Behaviour Policy.

The response will consider:

- ☐ the age of the child;
- ☐ the circumstances;
- ☐ whether the behaviour was deliberate;
- ☐ whether there have been previous concerns.

9.1 If a Device is Brought into School Without Permission

Where a pupil brings a mobile phone or smart device into school without prior agreement:

- ☐ the device will be switched off;
- ☐ the device may be stored safely by staff;
- ☐ the incident will be recorded;
- ☐ the child will be reminded of expectations;
- ☐ parents/carers may be informed.

9.2 If a Device is Used During the School Day

If a pupil uses a device without permission:

- ☐ the device will be confiscated in line with school procedures;
- ☐ parents/carers may be contacted;
- ☐ the incident will be addressed through the Behaviour Policy.

Repeated breaches may result in:

- ☐ a meeting with parents/carers;
- ☐ a review of expectations;
- ☐ additional behaviour support.

9.3 Refusal to Hand Over a Device

If a pupil refuses to hand over a device when requested by a member of staff:

- ☐ the incident will be managed calmly;

- ☐ the school's Behaviour Policy will be followed;
- ☐ parents/carers will be involved where necessary.

10. Supporting Positive Relationships and Wellbeing

The smartphone-free childhood approach at Tavernspite and Templeton Schools is part of our wider commitment to children's wellbeing.

We believe children thrive when they have opportunities to:

- ☐ play;
- ☐ talk;
- ☐ explore;
- ☐ be creative;
- ☐ solve problems;
- ☐ develop independence.

Reducing unnecessary smart device use supports:

Positive friendships

Children have more opportunities to:

- ☐ communicate face-to-face;
- ☐ develop empathy;
- ☐ negotiate and collaborate.

Mental health and emotional wellbeing

We aim to reduce pressures associated with:

- ☐ constant online availability;
- ☐ social comparison;
- ☐ online conflict;
- ☐ inappropriate content.

Physical activity and outdoor experiences

Our federation places significant emphasis on:

- ☐ outdoor learning;
- ☐ sport;

- ☐ active play;
- ☐ exploration of the natural environment.

A reduction in personal device use supports children in being active, curious and engaged.

Staff wellbeing

Clear expectations reduce:

- ☐ repeated conversations about devices;
- ☐ conflict around technology;
- ☐ safeguarding concerns.

This allows staff to focus on teaching, relationships and supporting children.

11. Monitoring, Evaluation and Review

The impact of this policy will be monitored regularly to ensure that it continues to support:

- ☐ pupil wellbeing;
- ☐ safeguarding;
- ☐ positive behaviour;
- ☐ effective learning;
- ☐ family partnerships.

Monitoring will include:

- ☐ feedback from pupils, staff and families;
- ☐ behaviour records;
- ☐ safeguarding concerns;
- ☐ parental feedback;
- ☐ evaluation of the school environment.

11.1 Review Process

The policy will be reviewed:

- ☐ annually initially following implementation;
- ☐ thereafter in line with the federation policy review cycle;
- ☐ following significant changes in legislation or national guidance.

The review will consider:

- ☐ emerging research regarding children and technology;
- ☐ developments within the Smartphone Free Childhood movement;
- ☐ feedback from the federation community;
- ☐ changes in digital technology.

Appendices

Appendix 1: Smart Device Expectations for Families

At Tavernspite and Templeton Schools, we encourage families to work together to support a smartphone-free childhood.

Families are encouraged to:

- ☐ delay smartphone ownership where possible;
- ☐ discuss healthy technology habits;
- ☐ prioritise outdoor play and real-world experiences;
- ☐ encourage children to communicate face-to-face;
- ☐ seek advice from school if they need support.

We believe that by acting together as a community, we can create a childhood where children feel connected, confident and supported without unnecessary digital pressure.