



Digital Technology and screen use policy

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At LLNG, we recognise that technology can support children's learning and development when it is used appropriately and purposefully. However, young children learn best through real-life experiences, active play, interaction with adults and other children, physical movement and hands-on exploration.

Our approach is therefore to ensure that children's exposure to screens is limited, purposeful and age-appropriate.

Screens are not used as a form of entertainment, distraction, reward or childcare. At LLNG, screens are used only by adults as part of planned, adult-led teaching and learning.

2. Our approach to screen use

- Screens are not available for children to access independently.
- Children do not have free access to tablets, phones, computers or other digital devices.
- Screens are not used during free-flow or continuous provision as a choice of activity.
- Screens are not used to occupy or settle children.
- Screens are not used as a reward or to manage behaviour.
- Screen use is kept to the minimum amount necessary to support the intended learning.
- Any screen use must have a clear educational purpose.
- Adults remain actively involved when a screen is being used.
- Where possible, digital content is used alongside real-life, practical and hands-on experiences.

3. Adult-led teaching and learning

Digital technology may be used by practitioners during an adult-led activity when it adds value to children's learning.

For example, practitioners may use a screen to:

- Support a planned teaching activity.
- Show photographs, images or short videos linked to children's learning.
- Introduce a new topic, concept or experience.
- Support songs, rhymes, stories or movement activities.
- Explore real-life experiences that cannot easily be brought into the nursery.
- Support children's understanding of the wider world.
- Model something that children will subsequently explore through practical activities.

The adult should always consider whether a screen is the most appropriate resource for achieving the learning intention.

4. Screen time and young children

We recognise that excessive or passive screen use can reduce opportunities for young children to develop through active play, physical movement, communication, social interaction and hands-on exploration.

Staff should therefore prioritise:

- Face-to-face interaction.
- Talking and listening.
- Books and storytelling.
- Singing and rhymes.
- Physical activity and outdoor learning.
- Creative and sensory experiences.
- Construction and problem-solving.
- Role play and imaginative play.

- Real-life experiences and practical exploration.
- Social interaction with peers and adults.

Screen use should never replace these important experiences.

5. Appropriate content

Any digital content used with children must be:

- Age-appropriate.
- Suitable for the Early Years.
- Relevant to the planned learning.
- Safe and appropriate for the children in the group.
- Free from inappropriate advertising or content where reasonably possible.
- Previewed by the adult before being shown to children.

Practitioners must not search for or display inappropriate or unsuitable content in front of children.

6. Personal devices

Staff must not use personal mobile phones or personal devices to show content to children.

Nursery devices may only be used in accordance with nursery procedures and safeguarding requirements.

Personal phones must remain stored away during working time, except where there is an agreed emergency or authorised reason for use.

8. Safeguarding

Screen use must always be consistent with the nursery's safeguarding, online safety and acceptable-use procedures.

Staff should ensure that:

- Children are supervised at all times.
- Children cannot independently access the internet.

- Appropriate security and filtering measures are in place.
- Personal information is not entered or shared unnecessarily.
- Images and videos of children are handled in accordance with the nursery's photography and data protection procedures.
- Any safeguarding concern relating to digital content or technology is reported immediately to the Designated Safeguarding Lead.

9. SEND and individual needs

We recognise that technology can sometimes provide valuable support for children with SEND or additional needs.

Where a digital device or screen is identified as an appropriate reasonable adjustment or support strategy, its use will be considered on an individual basis and agreed with the relevant adults.

Any such use should remain purposeful and should support the child's communication, participation, independence or learning.

10. Working with parents and carers

We recognise that families may have different approaches to screen use at home.

The nursery will work in partnership with parents and carers by:

- Sharing information about our approach to screen use.
- Encouraging families to provide children with a balance of screen-free and digital experiences.
- Promoting the importance of active play, sleep, communication, reading and family interaction.
- Discussing any concerns about a child's screen use sensitively and without judgement.