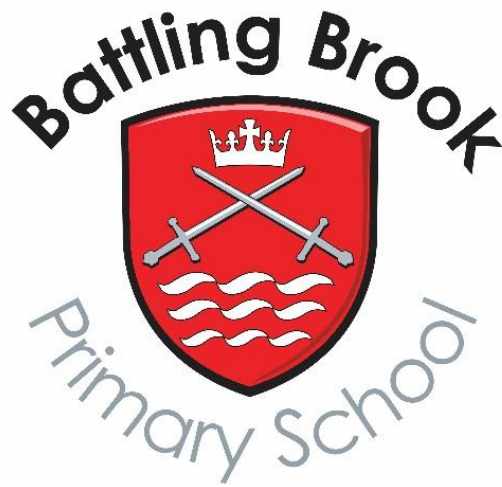


Statutory Policy	
Approved by	Head Teacher
Website	Y
Email	Y



EYFS Screen Time Policy

Date Approved	August 2026
Approved by and Position	L Mathie – Head Teacher
Review Date	Summer 2027

Policy Updates

Date	Update
August 2026	New Policy

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1. Policy Statement

At Battling Brook we recognise that digital technology is part of modern childhood. However, in line with current UK government guidance, we prioritise children's physical, social, and language development through real-world experiences, play, and interaction.

We are committed to ensuring that any use of screens in the Early Years Foundation Stage (EYFS) is **developmentally appropriate, limited, and purposeful**.

2. Aims

This policy aims to:

- Promote healthy development and wellbeing in children aged 0–5
- Ensure screen use supports, rather than replaces, high-quality interactions and play.
- Align practice with the latest government guidance on early years screen time.
- Support staff and families in developing consistent, healthy habits.

3. Key Principles (Based on Government Guidance 2026)

The setting follows national recommendations that:

- **Under 2s:**
 - Avoid screen time except for interactive, shared experiences (e.g. video calls)
- **Ages 2–5:**
 - Limit screen time to no more than 1 hour per day (including home use where possible)
- Screen use should:
 - Be co-viewed with an adult to support language and understanding

- Use slow-paced, age-appropriate content (avoid fast-paced or social media-style media)
- Screens should not be used:
 - During mealtimes
 - In the period before rest/sleep
- Screen use should not replace:
 - Physical play
 - Communication and interaction
 - Creative and exploratory learning

4. Rationale

Research shows that excessive or passive screen use can:

- Reduce opportunities for language development and social interaction
- Impact sleep and physical activity
- Displace essential early learning experiences

The EYFS framework emphasises play-based, active learning, which remains the primary mode of teaching in our setting.

5. Use of Screens in the Setting

Screens may be used in a limited and purposeful way, such as:

- Supporting specific learning outcomes (e.g. phonics reinforcement, storytelling)
- Facilitating communication (e.g. video calls with families)
- Accessing music, images, or information to enhance learning topics

All screen use will:

- Be **adult-led and supervised**
- Be **time-limited and planned**
- Encourage **interaction, discussion, and questioning**

Passive or background screen use is not permitted.

6. Time Limits in Setting

- Screen use will be **kept to a minimum** and will not exceed short, planned sessions
- The setting will avoid contributing significantly to the recommended daily maximum (1 hour for ages 2–5)
- Priority is always given to:
 - Outdoor play
 - Physical activity
 - Social interaction

7. Content and Quality

All digital content used must be:

- Age-appropriate and educational
- Slow-paced and free from overstimulation
- Free from advertising or inappropriate material

Staff will critically evaluate all content before use.

8. Special Educational Needs and Disabilities (SEND)

We recognise that:

- Screen-based assistive technology can be essential for some children
- Adaptations will be made to support individual needs

In such cases, screen use will be:

- Carefully planned
- Monitored and reviewed regularly
- Used to support communication and inclusion

9. Staff Responsibilities

All staff will:

- Follow this policy consistently
- Model positive screen behaviours
- Ensure screens are used **intentionally and sparingly**
- Engage actively with children during any screen use
- Staff will receive training and updates in line with new guidance.

10. Working with Parents and Carers

We will:

- Share government guidance with families
- Promote consistent approaches between home and setting
- Offer advice on:
 - Reducing screen time
 - Encouraging “screen swaps” (e.g. reading, play, conversation)

11. Monitoring and Review

The policy will be reviewed annually or in line with updated government guidance.

Practice will be monitored through:

- Observations
- Staff discussions
- Leadership review

Appendix: Examples of Good Practice

- Storytelling instead of videos
- Music and movement sessions instead of screen-based entertainment
- Interactive use (e.g. discussing images) rather than passive watching
- Outdoor learning prioritised daily