



## CVSE Screen Time Recommendations

Authors	Kate Lunn Richard Bunzl
Policy Lead	Richard Bunzl
Date Ratified by management team	November 2013
Status	Ratified
Last Review Date	Oct. 2022
Policy Number	CVSE doc 24



stimulated to such an extent that they can no longer listen properly to real people - they switch on or off as they please. It is felt that this kind of stimulation is in fact *deprivation* for the child's own abundant creative abilities.

- Internet connected devices such as smart phones, and other hand-held devices connected to the internet, pose particular problems as it is very hard to regulate the content. Even with care, children can be exposed to highly inappropriate and potentially harmful content.
- Through our education, we encourage children's natural capacity to be highly sensitive to their environment and the people around them. They are, therefore, deeply susceptible to being mesmerised; they cannot filter their absorption of the things they see and hear. We are careful in both the kindergarten and Parent and Child groups to present material in a way appropriate to their age and sensibilities.
- When your child draws a hero or princess, do you want them to draw an image given to them by Disney, or to conjure their own from their imagination? By contrast, the quality of children's material on TV, DVDs and computers is such that they exert a very powerful effect upon children's imagination. They force images and noises of all kinds upon the child which are in our view inappropriate – the children may become desensitised as their threshold for violence, noise, aesthetics, moral and social behaviours lowers. Young children do not have the discrimination to regulate their own watching. They are not yet able to know what is good for them and what is not and they depend on the adults around them to decide the boundaries, which will protect them (in all areas of life, not just this one) until they can freely take care of themselves.
- The images that flash past on the screen are not connected to real life – they are an artificial representation of life and, as such, abstract. One cannot *relate to a screen*. By minimising children's exposure to screen-based media we enhance their capacity for original thinking, imagination and resilience, which they will surely need in our fast-changing world. Children live vividly in the present and to be healthy they need to feel deeply connected to the world around them. They do not have the intellectual sophistication to cope healthily with this abstract phenomenon. TV et al literally *undo* the work we do at our Settings.

## 5.0 Recommendations

### Kindergarten

- Ideally no screen entertainment (including computer games, smart phones, tablets).
- Ideally do not use screen time on play dates.

- However, if your child is going to watch then:
  - i. try not to use during the school week. Certainly, no screen time prior to coming to Kindergarten in the morning;
  - ii. if possible, watch with your child, or preselect what they are watching particularly with tablets, or other portable screen-based media;
  - iii. watch good quality, wholesome programs, which you have pre-selected;
  - iv. watch DVD's, or preloaded episodes to avoid exposure to adverts.
- No screens in bedrooms; watch in communal areas only.

Please also share these guidelines with Grandparents and others who care for your children.

NB Please do not bring electronic devices into Kindergarten.

## 6.0 Monitoring effectiveness

- This document is to support parents in making their own decisions and therefore is not enforceable.
- If any parents have a problem/issue with screen time at home the teaching staff and trustees are available for advice and support.
- This document will be reviewed annually
- This document will be discussed and reviewed at EY Teachers' Meetings

## 7.0 Recommended reading:

- *Managing Screen Time. Raising Balanced Children in the Digital Age*, by Edmund Schoorel, Floris Books, 2016
- *The Children of Cyclops. The Influences of Television Viewing on the Developing Human Brain*, by Keith A. Buzzell, Floris Books, 2017
- Gaming addiction classified as disorder by WHO, <https://www.bbc.co.uk/news/technology-42541404>
- *The Genius of Play. Celebrating the Spirit of Childhood*, by Sally Jenkinson, Hawthorn Press