



BLOOM WORLD ACADEMY

Reference Number

BWA-44

Junior School Digital Device and iPad Use Policy <i>Purposeful Technology Use, Digital Wellbeing and Learning</i>	
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1. Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school's approach to high-quality teaching, learning, wellbeing and digital citizenship;
- a framework ensuring consistency in the purposeful use of student devices across Grades 1–5;
- a roadmap for day-to-day decisions about when technology should and should not be used;
- a means of ensuring technology enhances learning rather than becoming the default method of teaching or learning;
- aligned with BWA's IB approach, school values, wellbeing priorities and commitment to preparing students for a future shaped by technology and artificial intelligence;
- supportive of students' ability to choose the most appropriate tool for learning, including knowing when a digital or non-digital approach is more effective.

2. Statement of intent

BWA believes that technology, digital literacy and artificial intelligence are integral to the future our students will enter. Students therefore need to become confident, capable, critical and responsible users and creators of technology.

At the same time, BWA recognises that more technology does not necessarily mean better learning. High-quality learning requires balance, including direct interaction with teachers and peers, reading, writing, practical experiences, physical activity, creativity, discussion, collaboration and time away from screens.

Our guiding principle: Use technology when it makes learning better – not simply because it is available.

The school will therefore move towards a more purposeful model of iPad use. Devices will support learning where there is a clear pedagogical rationale, while reducing routine or unnecessary screen use. Digital fluency and digital wellbeing are complementary priorities.

3. Scope

This policy applies to all students in Grades 1–5, all staff who teach or support these students, and parents/carers where relevant.

It applies to school-owned iPads used by students in school. It should be read alongside the BWA Acceptable Use Policy, which remains the principal document governing online safety, acceptable use, cybersecurity, privacy and digital conduct.

From implementation of this policy, student iPads will remain on school premises and will not routinely be taken home. Temporary home use may, however, be authorised in specific circumstances, including planned or emergency periods of online, remote or hybrid learning, approved individual exceptions, or other circumstances authorised by the school.

Any temporary removal of a school-owned device from school premises remains subject to this policy, the BWA Acceptable Use Policy and the school's device management and safeguarding procedures.



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4. Unique definitions

Purposeful technology use: Intentional use of a digital device where it adds clear value to the learning experience.

- **Digital learning:** Learning in which technology is used to access, create, communicate, investigate, collaborate or demonstrate understanding.
- **Independent inquiry:** Student-led investigation in which digital tools may be selected as one of several appropriate resources.
- **Digital wellbeing:** The ability to use technology in a healthy, balanced and responsible way that supports learning, relationships and overall wellbeing.
- **Screen-free learning:** Learning intentionally undertaken without student device use, including reading, handwriting, practical work, discussion, collaboration, physical activity and creative experiences.
- **Approved device use:** Use of an iPad explicitly authorised by the teacher for a planned learning purpose.

5. Processing and practice

The following guidance is explicit in its expectations for consistency, accountability, efficiency and clarity on how BWA will use student devices.

5.1 Principles of purposeful iPad use

iPads should primarily be used when they enhance, extend or enable learning. Appropriate uses include:

- independent inquiry and research;
- creating and communicating learning;
- recording, documenting and reflecting on learning;
- collaboration and purposeful communication;
- accessing specific digital resources or tools;
- developing digital literacy, computational thinking and responsible technology use;
- appropriate use of artificial intelligence to support, extend and critically examine learning;
- learning experiences where technology provides a clear advantage over a non-digital approach.

iPads should not routinely replace:

- handwriting and extended writing by hand where appropriate;
- reading physical books and other printed texts;
- practical investigation and concrete resources;
- drawing, making and creative expression;
- face-to-face discussion and collaboration;



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- outdoor learning and physical activity;
- teacher explanation, modelling and interaction.

5.2 The teacher decision

Before authorising iPad use, teachers should consider:

- *What is the learning intention?*
- *What does the iPad allow students to do that is significantly enhanced, extended or enabled by technology?*
- *Could the learning be achieved more effectively through a non-digital experience?*
- *Are students creating, investigating, communicating or thinking, rather than simply consuming content?*
- *Is this the right choice for students' wellbeing and the point in the learning sequence?*
- *If technology does not add meaningful value to the learning, the iPad should not be used.*

5.3 Authorised use of iPads

Students may access their iPads only when their teacher has explicitly authorised their use for a planned learning purpose.

- Homeroom learning – where the homeroom teacher has planned a purposeful digital learning experience.
- Digital Technology / Digital Learning lessons – where technology is an integral part of the planned curriculum.
- Approved specialist or Pathway learning – where a specialist or Pathway teacher has identified a clear curriculum purpose for device use.
- Specialist teachers may use student iPads where the planned learning purpose clearly justifies their use. The presence of an iPad in a classroom does not mean that it should automatically be used.

5.4 Graduated approach: Grades 1–5

Phase	Focus	Expected approach
Grade 1 – Building Digital Habits	Purposeful, short and teacher-directed use Short, purposeful bursts – typically 10–20 minutes at a time	Technology supports learning in carefully selected moments. Students develop basic digital skills, responsible habits and an understanding of balance.
Grades 2–3 – Developing Digital Independence	Increasingly independent use Short to moderate periods – typically 15–30 minutes at a time	Students use technology to research, create, record and communicate, with teacher guidance and increasing choice of appropriate digital tools.
Grades 4–5 – Independent Inquiry & Digital Agency	Choice, inquiry and critical thinking Longer periods where justified by inquiry – typically 20–40 minutes at a time	Students increasingly select when technology is an appropriate tool, evaluate sources and create, communicate and inquire using digital tools responsibly.



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5.6 Digital wellbeing and healthy technology habits

BWA recognises that wellbeing is supported by balance. Students should have regular opportunities throughout the school day for:

- face-to-face interaction;
- movement and physical activity;
- outdoor learning;
- social connection;
- creative expression;
- reading;
- hands-on learning;
- quiet reflection and time away from screens.

Technology should not unnecessarily displace these experiences. Where a student demonstrates signs of digital overuse or distress linked to device use, the school will respond through safeguarding, wellbeing and pastoral procedures.

5.7 Artificial Intelligence

BWA recognises that artificial intelligence will significantly influence students' future lives, education and employment. Students therefore need to develop the knowledge, critical thinking and ethical understanding to use AI effectively and responsibly.

'AI should extend thinking, not replace thinking.'

Students must continue to demonstrate their own thinking, reasoning, creativity, problem solving and communication.

AI may be used where a teacher has authorised it for the learning purpose.

- Students must not present AI-generated work as their own.
- AI outputs must be checked for accuracy, bias and reliability.
- Students should be transparent about permitted AI use.
- Student personal data or images must not be entered into unauthorised AI tools.

The BWA Acceptable Use Policy and AI Acceptable Use Policy provide additional expectations for safe, ethical and transparent AI use.

5.8 Monitoring and review of implementation

A formal implementation review should take place within the first two terms following introduction of the policy, with adjustments made where evidence indicates that expectations or practice need refinement.

This will take into consideration

- Student voice and feedback.



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- Teacher feedback and professional reflection.
- Learning walks and lesson observations.
- Review of device-use patterns where data is available.
- Wellbeing and engagement information.
- Parent feedback.
- Review of the impact on learning outcomes and student independence.

5.9 Temporary Home Use

School-owned student devices are primarily intended for use on school premises. The school may authorise temporary home use where there is a clear educational, operational or exceptional need.

Temporary home use will normally fall into one of the following categories:

A - Planned/Anticipated Online Learning

Where the school has reasonable notice that learning may need to move online, for example because of severe weather, a planned closure or a developing situation, the school may temporarily issue devices to students to take home.

Where this occurs, the school will establish in advance, where reasonably practicable:

- the expected duration of remote learning;
- whether learning will be primarily synchronous, asynchronous or a combination of both;
- which students require access to a school device;
- how devices will be allocated and prioritised;
- arrangements for device collection or distribution;
- expectations for safe storage, charging and use at home;
- arrangements for reporting loss, theft, damage or technical problems; and
- arrangements for returning devices to school.

The temporary issue of a device does not constitute permission for routine home use once the period of online learning has ended.

B – Unprecedented/immediate closure

Where the school has little or no time to prepare and learning needs to move online immediately, BWA will activate its Digital Continuity Plan.

The Digital Continuity Plan will establish, as soon as practicable:

- how long remote learning is expected to last;
- how learning will be accessed, including the balance between synchronous and asynchronous learning;
- which students require school devices and whether priority access is necessary;



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- how devices will be distributed;
- how safeguarding, online access and communication will be managed;
- how technical support will be provided;
- expectations for students and families regarding device care; and
- arrangements for the return and checking of devices when students resume on-site learning.

Where there is insufficient time to issue school-owned devices to all students, the school will determine the most equitable and educationally appropriate approach based on available devices, student need and the expected duration of remote learning.

5.10 Device Damage, Loss and Theft

Students are expected to take appropriate care of school-owned devices at all times. The Student Digital Device Agreement requires students to look after their iPad and report damage or malfunction to an adult.

Where a device is temporarily taken home, the same expectations continue to apply.

Parents/carers must report any loss, theft, damage or significant malfunction of a school-owned device to the school immediately.

All incidents will be assessed by the appropriate member of the ICT/IT Operations team. The assessment will determine, where relevant, whether the incident is categorised as:

- accidental damage arising from normal use;
- accidental damage resulting from inappropriate care or use;
- intentional damage;
- loss;
- theft;
- damage caused by another student or third party; or
- technical failure or malfunction.

The school will determine the appropriate response following assessment and in accordance with the existing device policy, applicable insurance arrangements and repair/replacement procedures.

Where devices remain on school premises and are being used as part of normal school learning, the school will establish responsibility for normal accidental damage arising through ordinary school use.

Insurance arrangements, repair costs and any financial liability associated with different categories of damage, loss or theft will be confirmed with the appropriate school lead before implementation.

5.11 Special Requests to take devices home

As student iPads are not routinely taken home, requests for individual or exceptional home use must be submitted through the school's designated Device Exception Request process.



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Requests should not be agreed informally by individual staff members.

The request should identify:

- the student and grade;
- the reason the device is required at home;
- the expected duration of home use;
- the educational, accessibility or other relevant need;
- whether an alternative arrangement is available; and
- how and when the device will be returned.

Requests will be reviewed centrally to ensure consistency, equity, safeguarding and appropriate device allocation.

The school will consider factors including:

- educational need;
- accessibility or reasonable adjustment requirements;
- individual learning needs;
- an agreed period of remote or hybrid learning;
- other exceptional circumstances approved by the school; and
- availability of devices.

The Digital Lead/ICT Operations team will coordinate the request and device issue process, with approval delegated to the appropriate member of school leadership in accordance with the school's operational arrangements.

All approved temporary home loans must be recorded, including the device issued, date issued, expected return date and condition of the device.

Devices must be returned promptly at the end of the approved period.

5.12 Devices during school holidays and breaks

Student iPads will normally remain on school premises during school holidays and scheduled school breaks, including half-term, winter and spring breaks.

Devices will only be taken home during a school holiday or break where this has been specifically authorised by the school for an identified educational, accessibility, operational or exceptional reason.

Where devices are temporarily issued over a holiday or break, the school will specify:

- the reason for the loan;
- the period for which the device may remain at home;
- expectations for care and use;



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- the arrangements for reporting damage, loss or theft; and
- the date and process for return.

Unless specifically authorised, students should not retain school-owned devices at home during school holidays or scheduled breaks.

6. Roles and responsibilities

Role of the BWA Governing Board

It is the responsibility of the Governing Board to

- Ensure that they have read and understand this policy.
- Support the school in maintaining a balanced, safe and purposeful approach to technology.

Role of the Executive Principal

It is the responsibility of the Executive Principal to

- Ensure that staff understand this policy and that it is implemented consistently.
- Ensure digital learning and digital wellbeing remain part of the whole-school strategic approach.
- Ensure appropriate resources, training and oversight are available.

Role of the Principal – Well-being and Development

- Lead the policy development and annual review.
- Ensure student wellbeing and healthy technology habits remain central to implementation.
- Monitor the impact of the policy on student wellbeing and engagement.
- Coordinate with Digital Leads, safeguarding and pastoral teams where concerns emerge.
- Ensure student voice contributes to future policy development.
- Support appropriate adaptation for vulnerable students and students with additional learning needs.

Role of the ICT Manager

- Ensure devices, systems, filtering and monitoring support safe and appropriate use.
- Maintain device security and approved access arrangements.
- Support secure storage, charging, maintenance and technical provision.
- Respond to technical and cybersecurity concerns in line with the Acceptable Use Policy.
- Oversee the assessment, recording and management of device damage, loss, theft and technical failure.
- Maintain appropriate records of devices temporarily issued for home use.
- Coordinate the checking, return and reallocation of devices following temporary home use.
- Advise SLT on device availability, repair requirements, replacement needs and operational risks.
- Maintain and communicate the process for reporting device incidents.

Role of Digital Leads (Junior and Senior)

- Support consistent implementation of purposeful technology use across phases.
- Provide training and coaching for teachers on effective digital pedagogy.
- Monitor digital practice and identify opportunities to improve quality and impact.
- Support digital literacy, digital citizenship and ethical AI use.



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- Work with SLT to evaluate the impact of the graduated approach.

Role of Grade Leaders

- Ensure consistent implementation within their grade.
- Monitor whether students experience an appropriate balance of digital and non-digital learning.
- Direct individual requests for temporary home use through the agreed Device Exception Request process rather than authorising informal arrangements.
- Ensure that any approved device use supports an identified educational, accessibility or other appropriate need.
- Support teachers to identify when technology is enhancing learning and when it may be being overused.
- Gather student voice and identify emerging wellbeing or engagement concerns linked to device use.
- Share patterns, successes and training needs with Digital Leads and SLT.

Role of Teachers and Staff

- Teachers should regularly reflect on whether technology is improving the quality of learning or simply changing the format in which learning takes place.
- Plan purposeful technology use in relation to the learning intention, using iPads only where they enhance, extend or enable learning.
- Maintain a healthy balance of digital and non-digital learning, ensuring technology does not become the default method of teaching or task completion.
- Prioritise high-quality interaction and engagement, including teacher-student interaction, discussion, collaboration, practical learning and opportunities away from screens.
- Ensure that digital feedback is purposeful, meaningful and enables students to understand and act on their next steps; the use of a digital platform alone does not constitute effective feedback or purposeful technology use.
- Set clear expectations for students, including explaining the purpose of device use, monitoring engagement, addressing distraction and ensuring devices are returned appropriately.
- Model and teach responsible digital citizenship, including healthy, ethical and safe use of technology and AI.
- Support and safeguard all learners, making reasonable adjustments for accessibility and inclusion and reporting safeguarding, wellbeing, technical or cybersecurity concerns through the appropriate channels.

Role of Parents/Carers

- Understand and support the school's approach to purposeful and balanced technology use.
- Support healthy technology habits at home.
- Raise concerns or queries with the school appropriately.
- Support their child in understanding responsible digital citizenship.
- Take reasonable steps to ensure school-owned devices temporarily issued for home use are stored, transported and used safely.
- Report any loss, theft, damage or significant malfunction to the school immediately.
- Ensure that a temporarily issued device is returned by the date specified by the school.



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- Support their child to use the device only for approved educational purposes and in accordance with the BWA Acceptable Use Policy.

Role of Students

- Use devices responsibly and only when authorised.
- Follow this policy and the BWA Acceptable Use Policy.
- Look after school-owned devices.
- Make healthy choices about technology and engage positively in non-digital learning.
- Report concerns or inappropriate content to a trusted adult.
- Take appropriate care of any school-owned device temporarily issued for home use.
- Keep the device secure and use it only for approved educational purposes.
- Report loss, theft, damage or malfunction immediately to a parent/carer and the school.
- Return the device when requested by the school.

7. Associated documentation

This policy is fully aligned with the following key policies and guidance:

- Acceptable Use Policy
- Safeguarding Policy
- Behaviour for Learning / Positive Behaviour Policy
- Well-Being Policy
- Inclusion Policy
- Data Protection Policy and Privacy Notices
- Academic Integrity / AI Acceptable Use guidance
- Complaints Procedure
- Digital Learning / Curriculum documentation
- Digital Continuity Plan
- Device Exception Request / Temporary Home Loan Procedure
- Device Damage, Loss and Theft Procedure
- Device Inventory and Loan Record

8. Training implications

This policy will be shared with all BWA academic and relevant administrative staff through the staff handbook and annual policy review process.

- All relevant staff will receive training and/or a refresher at the start of each academic year.
- New staff will be introduced to the policy during induction.
- Teachers will receive professional development focused on purposeful technology use, digital pedagogy, digital wellbeing and appropriate AI use.
- Digital Leads will provide ongoing support, coaching and examples of effective practice.
- Students will receive age-appropriate guidance on digital citizenship, device responsibility, digital wellbeing and safe technology use.
- Relevant staff will be briefed on the process for planned and emergency temporary device distribution.



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- Staff will understand that individual requests for devices to be taken home must follow the centralised Device Exception Request process.
- Staff will be familiar with the Digital Continuity Plan and their responsibilities during an unexpected move to online learning.
- Parents/carers will receive clear guidance where devices are temporarily issued for home use.

9. Policy Review

This policy will be reviewed annually by the Principal – Well-being and Development in consultation with the Executive Principal, ICT Manager and Digital Leads. It may be amended in real time where changes in technology, safeguarding guidance, legislation, school practice or evidence indicate that this is necessary.

The review will consider implementation evidence, student and staff voice, wellbeing information, learning impact and emerging developments in technology and artificial intelligence.

10. Safeguarding

BWA is committed to safeguarding and promoting the welfare of all children. The safety and protection of children is of paramount importance to everyone in the school.

Technology use must always be considered within BWA's wider safeguarding framework. Concerns involving inappropriate content, online contact, cyberbullying, harmful conduct, privacy, digital overuse or other online risks must be reported and managed in accordance with the Safeguarding Policy, Acceptable Use Policy and CPOMS procedures.

The school recognises that some students may be more vulnerable to the risks associated with technology and that a one-size-fits-all approach may not always be appropriate. Reasonable and contextualised adjustments may therefore be made to support individual students.

11. Equity Impact Assessment

BWA has a duty to ensure that this policy does not discriminate against or disadvantage students or staff on the basis of protected characteristics. The policy is intended to promote equitable access to high-quality learning while recognising that some students may require different levels or types of digital access because of disability, learning needs, accessibility requirements or other contextual factors.

The school will review the impact of the policy on students with additional learning needs and make appropriate reasonable adjustments where required.

12. Digital Use in Online, Remote and Hybrid Learning

Where BWA moves to online, remote or hybrid learning, the principles of this policy remain relevant, while practical arrangements may necessarily differ.

The school will determine the most appropriate digital learning model according to the circumstances, expected duration of remote learning, student needs and available resources.



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Where school-owned devices are required to support remote learning:

- devices may be temporarily issued to students in accordance with the school's Digital Continuity Plan or an approved individual arrangement;
- school-approved platforms and accounts must be used;
- staff must maintain appropriate safeguarding, privacy and professional standards;
- students should experience a balance of live interaction, independent work and offline learning;
- teachers should avoid unnecessary screen time and provide appropriate opportunities away from the screen;
- families will receive clear guidance regarding device use, care, reporting of incidents and return arrangements;
- all temporary device loans will be recorded and managed through the school's agreed device management process;
- loss, theft, damage or significant malfunction must be reported to the school immediately; and
- all online learning remains subject to the BWA Acceptable Use Policy and safeguarding procedures.

Where remote learning is activated unexpectedly, the school may initially use the digital access available to students while arrangements for the distribution of school-owned devices are established.



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Appendix 1: Student Digital Device Agreement

Grades 1–5

- I understand that my school iPad is a learning tool. I agree to:
- Use my iPad only when my teacher gives me permission.
- Use it for the learning purpose I have been given.
- Put it away when my teacher asks me to.
- Look after my iPad and tell an adult if it is damaged or not working.
- Keep my password private.
- Respect other people's privacy and never take photos, videos or screenshots of others without permission.
- Use websites, apps and AI tools responsibly and only when approved.
- Tell an adult if I see something online that worries, upsets or concerns me.
- Take part fully in learning when we are not using technology.
- Remember that being a responsible digital citizen is part of being a responsible member of the BWA community.
- Technology is one tool for learning. I will use it responsibly and know when it is time to put it away.

Student name:	Date:
Parent/carer:	Date: