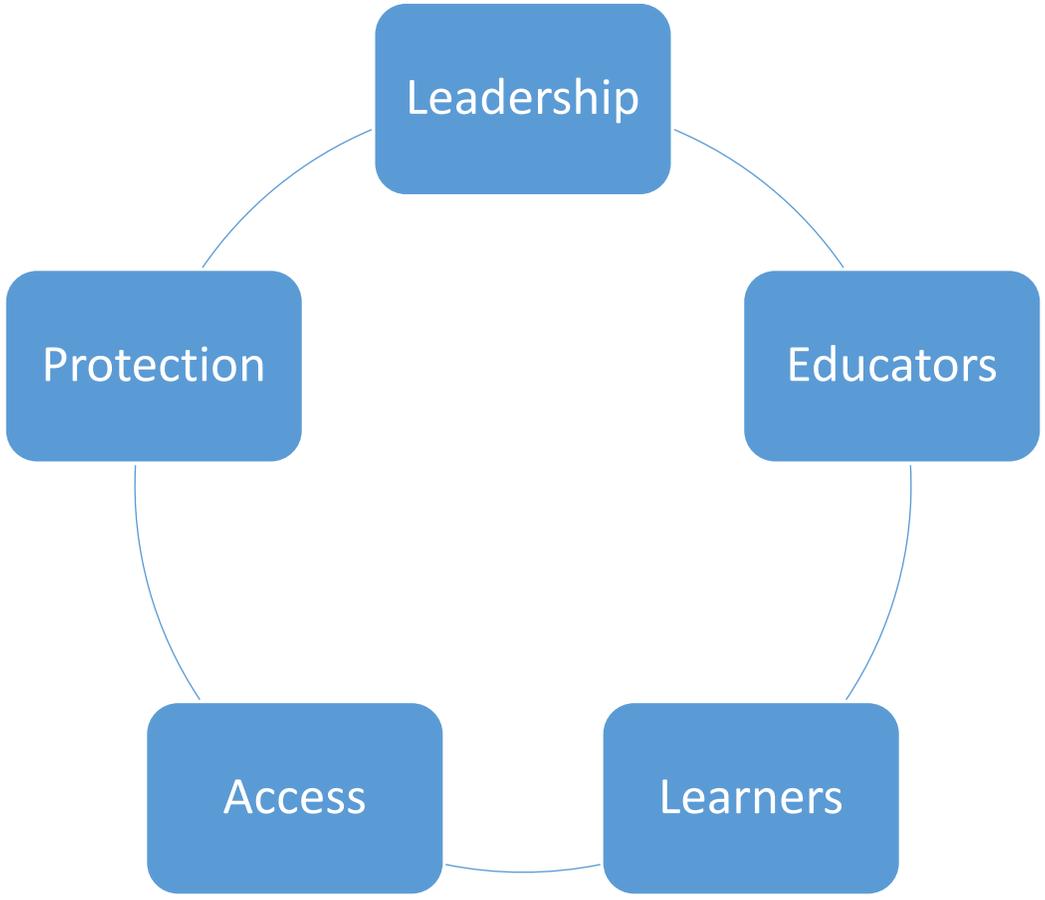


Digital Learning and Teaching Strategy

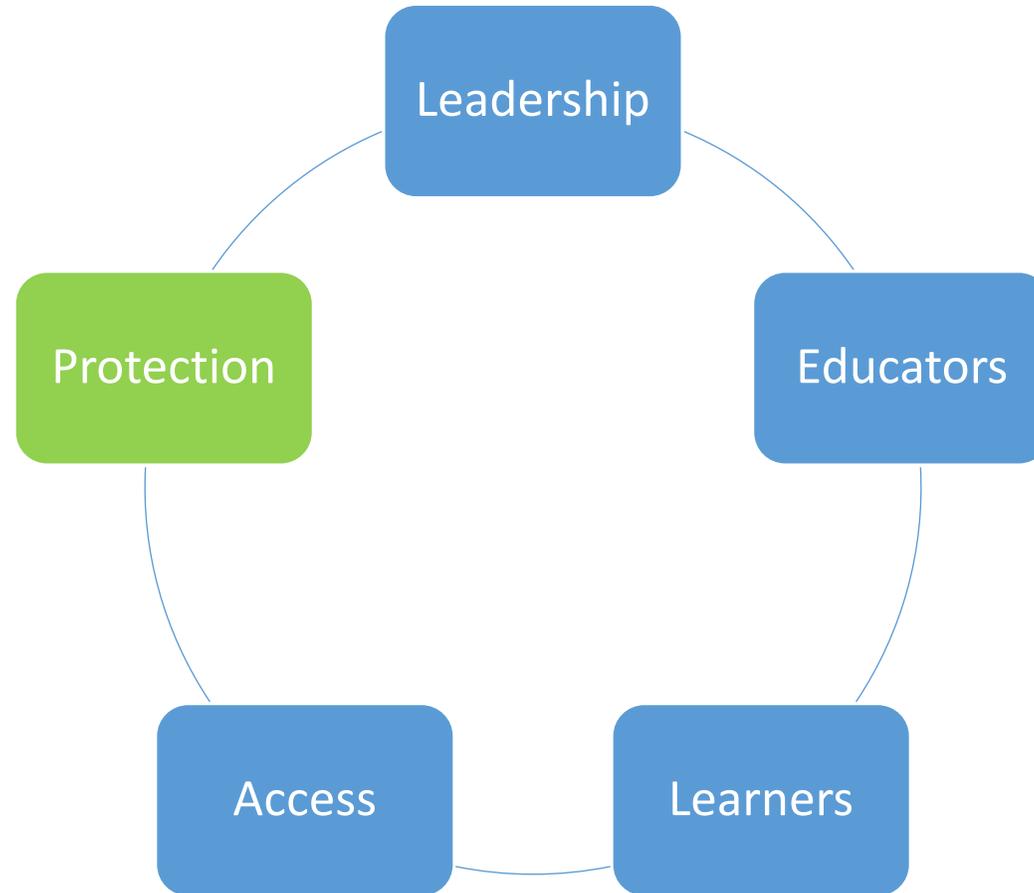
Parent Council Chairs Meeting

15 May 2025

Strategic Themes of the Strategy

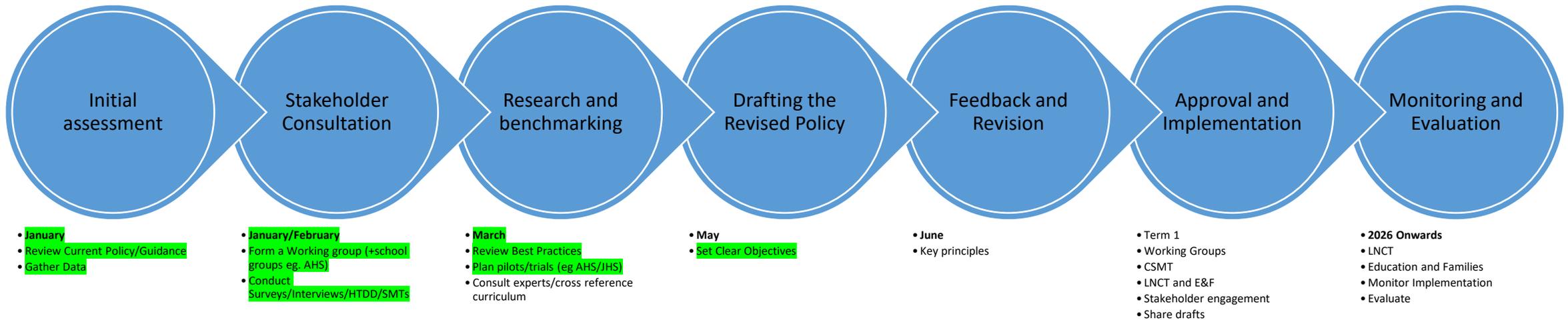


Strategic Themes – where does this policy fit?



Mobile Phones in Schools

Update to AHS Parent Council





Teachers



113 responses

| Category | Value |
|-----------------|-------|
| Total Responses | 113 |
| Secondary | 50% |
| AHS | 33% |



50% secondary



33% AHS

Extract of Teacher / Instructor Feedback

Recommendations arising from Teacher/Instructor responses

Differentiated policies: Implement different mobile phone policies for primary and secondary schools, considering the specific needs and maturity levels of pupils.

Enhanced IT Resources: Invest in more IT resources, such as laptops and tablets, to reduce reliance on mobile phones for educational purposes.

Clear Communication Channels: Ensure that all communication between parents and pupils during school hours goes through the school office.

Consistent Enforcement: Develop clear, consistent policies for mobile phone use and ensure they are enforced uniformly across all schools.

Parental Involvement: Engage parents in discussions about mobile phone policies and seek their support in enforcing rules.

Health and Safety Measures: Address mental health and safety concerns by limiting mobile phone use and educating pupils about responsible phone use.



Parents/Carers



500 responses



Almost all schools represented

Extract of Parents/Carer Feedback

General Views on Mobile Phones in Schools

Enhancing Learning: Mixed opinions, with some parents believing mobile phones can enhance learning if used appropriately, while others disagree.

Safety: Majority of parents do not believe mobile phones help keep children safer at school.

Classroom Use: Most parents are against the use of mobile phones in classrooms, especially for activities like listening to music or as a reward for finishing work.

Concerns and Issues

Cyberbullying: High concern among parents about cyberbullying related to mobile phone use at school.

Mental Health: Majority of parents believe mobile phone use at school negatively affects children's mental health.

Addictive Behaviour: Strong agreement that mobile phones, social media, and gaming applications encourage addictive behaviour.

School Policies and Enforcement

Policy Agreement: Many parents are unaware of the school's mobile phone policy or disagree with it.

Effective Enforcement: Parents feel that mobile phone rules at school are not enforced effectively

Suggestions for Future Guidance

Restrictions: Strong support for restrictions during class time, with devices out of sight or handed in to the teacher.

Whole School Ban: Mixed opinions on a whole school ban, with some parents supporting it and others preferring fewer restrictions as pupils get older.

Parental Controls: Majority of parents use parental controls on their children's mobile phones, including restricted access to age-appropriate content and app time limits.



Pupil Responses



755 responses



6 primary schools – no responses



Age 10 – 64 responses, Age 18+ 13 responses – bell curve

Extract of Pupil Feedback

Executive Summary

General Views on Mobile Phones in Schools

Enhancing Learning: Many pupils believe mobile phones can enhance learning if used appropriately, especially for research and taking notes.

Distractions: Some pupils feel that mobile phones can be a distraction in class, while others find them helpful for staying organised and accessing educational resources.

Usage Patterns

Common Uses: Pupils commonly use their phones for messaging parents and friends, watching videos, viewing social media, and schoolwork.

Music and Games: Listening to music and playing games are also popular activities during school hours.

School Policies and Opinions

School Rules: Most pupils are aware of their school's rules regarding mobile phone use, and a majority find these rules to be fair.

Allowed Usage: Many schools allow mobile phones for learning purposes, but there are mixed opinions on whether this should be the case.

Social Impact

Breaktimes: Pupils are divided on whether mobile phones make breaktimes more or less social. Some believe phones help with friendships, while others think they make social interactions more difficult.

Safety: A significant number of pupils feel that having access to their phones makes them feel safer at school.

Bullying

Incidence: About 24% of pupils reported experiencing bullying in the past year, with most incidents occurring at school.

Online Bullying: Bullying also happens online or through social media.

Future Guidance Preferences

Restrictions: Most pupils said they didn't want phones banned altogether, but they also didn't think phones should be allowed without limits. What they asked for was clear, fair rules that applied to everyone. Many supported having phones during breaktimes and for learning tasks as long as it was controlled by teachers. They also wanted to be involved in creating guidance that works for both pupils and staff.

Whole School Ban: Opinions are mixed on a whole school ban, with a very small number of pupils supporting it and almost all others preferring fewer restrictions as they get older.

Qualitative Responses

Positive Responses: Pupils who view mobile phones positively often mention their usefulness for educational purposes and staying connected with family.

Negative Responses: Concerns include distractions, bullying, and the negative impact on social interactions and mental health.

Neutral Responses: Some pupils are undecided or see both positive and negative aspects of mobile phone use in schools.

Overall, the survey reveals a diverse range of opinions and experiences among pupils regarding mobile phone use in schools. While many see the benefits for learning and safety, a few respondents shared concerns about distractions, bullying, and social interactions.

Pupils – time online

5. On WEEKDAYS, how many hours do you spend on the internet? This includes all time spent online via games console, tablet or phone.

| Answer Choices | | | Response Percent | Response Total |
|----------------|-----------------------|---|------------------|----------------|
| 1 | About 1 hour per day |  | 8.34% | 63 |
| 2 | About 2 hours per day |  | 17.22% | 130 |
| 3 | About 3 hours per day |  | 25.83% | 195 |
| 4 | About 4 hours per day |  | 20.79% | 157 |
| 5 | About 5 hours per day |  | 12.58% | 95 |
| 6 | About 6 hours per day |  | 5.96% | 45 |
| 7 | 7 hours or more |  | 9.27% | 70 |
| | | | answered | 755 |
| | | | skipped | 0 |

6. On WEEKENDS, how many hours do you spend on the internet? This includes all time spent online via games console, tablet or phone.

| Answer Choices | | | Response Percent | Response Total |
|----------------|-----------------------|---|------------------|----------------|
| 1 | About 1 hour per day |  | 4.50% | 34 |
| 2 | About 2 hours per day |  | 9.40% | 71 |
| 3 | About 3 hours per day |  | 15.23% | 115 |
| 4 | About 4 hours per day |  | 19.34% | 146 |
| 5 | About 5 hours per day |  | 16.42% | 124 |
| 6 | About 6 hours per day |  | 11.92% | 90 |
| 7 | 7 hours or more |  | 23.18% | 175 |
| | | | answered | 755 |
| | | | skipped | 0 |

Pupils

| 9. What age were you when you created your first social media account? | | | Response Percent | Response Total |
|--|---|--|------------------|----------------|
| Answer Choices | | | | |
| 1 | Don't know | | 16.16% | 122 |
| 2 | I do not have any social media accounts | | 12.19% | 92 |
| 3 | 8 or under | | 9.40% | 71 |
| 4 | 9 | | 7.15% | 54 |
| 5 | 10 | | 11.52% | 87 |
| 6 | 11 | | 13.38% | 101 |
| 7 | 12 | | 17.75% | 134 |
| 8 | 13 | | 10.20% | 77 |
| 9 | 14 | | 1.72% | 13 |
| 10 | 15 | | 0.13% | 1 |
| 11 | 16 | | 0.13% | 1 |
| 12 | 17 | | 0.00% | 0 |
| 13 | 18+ | | 0.26% | 2 |
| | | | answered | 755 |
| | | | skipped | 0 |

Nearly 60% of respondents had their first social media account before the age of 12.

Most social media apps have age restrictions older than this.

Parents are best placed to control this, not schools.

Pupils

| 11. Do you think mobile phones should be allowed in class for learning purposes? | | | | |
|--|--------------------------|---|------------------|----------------|
| Answer Choices | | | Response Percent | Response Total |
| 1 | Yes |  | 70.46% | 532 |
| 2 | No |  | 8.48% | 64 |
| 3 | Only in certain subjects |  | 21.06% | 159 |
| | | | answered | 755 |
| | | | skipped | 0 |

| 12. Do you think your school's rules around the use of mobile phones is fair? | | | | |
|---|--|---|------------------|----------------|
| Answer Choices | | | Response Percent | Response Total |
| 1 | Yes |  | 75.76% | 572 |
| 2 | No |  | 10.88% | 82 |
| 3 | I do not know my school's rules on mobile phones |  | 13.38% | 101 |
| | | | answered | 755 |
| | | | skipped | 0 |

| 18. What do you mainly use your phone for during the school day? Please select all that apply. | | | | |
|--|---|---|------------------|----------------|
| Answer Choices | | | Response Percent | Response Total |
| 1 | Messaging your parents / carer |  | 72.47% | 487 |
| 2 | Messaging your friends |  | 59.82% | 402 |
| 3 | Watching videos online |  | 23.66% | 159 |
| 4 | Viewing social media |  | 39.73% | 267 |
| 5 | Updating your own personal social media |  | 6.10% | 41 |
| 6 | Playing games online |  | 25.15% | 169 |
| 7 | Schoolwork |  | 56.70% | 381 |
| 8 | Other (please specify): |  | 22.47% | 151 |
| | | | answered | 672 |
| | | | skipped | 83 |

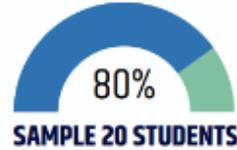
AHS Pupil Focus Group

ANDERSON HIGH SCHOOL

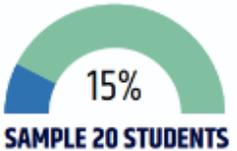
FINDINGS

3

Focus groups were held in the Anderson High School as a drop in over break time and lunch time over two days. This was due the focus groups being held so close to the exam period. due to low engagement in the drop in sessions (around 20 pupils) Youth Development Workers went around the social areas to hear feedback from students.



80% OF STUDENTS MENTIONED THAT THEY CONTACT THEIR PARENTS FIRST DURING SCHOOL



15% OF STUDENTS SAID THAT IPADS AND LAPTOPS WOULD REDUCE THE NEED FOR PHONES

Anderson High School pupils gave the most varied feedback. They discussed phone use in learning such as searching for information, using Blooket, checking TEAMS, and listening to music while revising, but also openly acknowledged extensive personal use for Snapchat, YouTube, TikTok, and messaging. Distractions were a dominant theme, especially in classrooms where teachers didn't enforce clear rules. Some pupils noted they talked more during breaks when phones were put away, while others felt phones could be part of social interaction too. Safety and contact with parents were mentioned as essential reasons to carry phones. Most pupils opposed a total ban, instead calling for consistent enforcement of rules across subjects and staff.

"Snapchat distracts you even when you don't want to go on it"

"We use it for Blooket or to find chords in music"

"We feel safe having our phones if something happens"

"Some teachers don't care and some shout at you for just having it out"

"Without phones, we talk more at break"

DO YOU SUPPORT A MOBILE PHONE BAN?



YES 0%

NO 100%

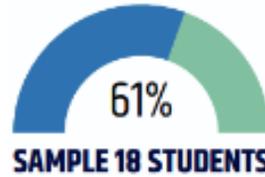
Who is distracting who?

The most common activity young people do on their phones is chat with their parents/carers. We wanted to know who initiated the chat.

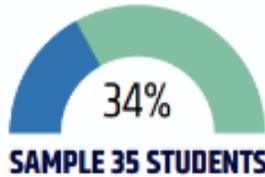
The school by school data (right) highlighted that parents initiate chat/messages more often than their children do, sending them direct messages during the school day.

It is likely that this parent led communication is part of the suite of notifications that pupils and teachers can be distracted by.

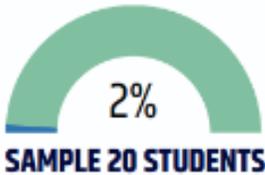
Further work with parents on this issue is required.



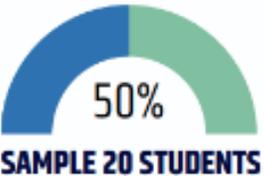
61% OF STUDENTS MENTIONED THAT THEY CONTACT THEIR PARENTS FIRST DURING SCHOOL



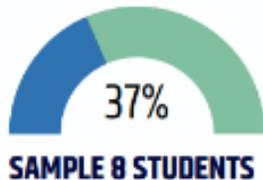
34% OF STUDENTS MENTIONED THAT THEY CONTACT THEIR PARENTS FIRST DURING SCHOOL



2% OF STUDENTS MENTIONED THAT THEY CONTACT THEIR PARENTS FIRST DURING SCHOOL



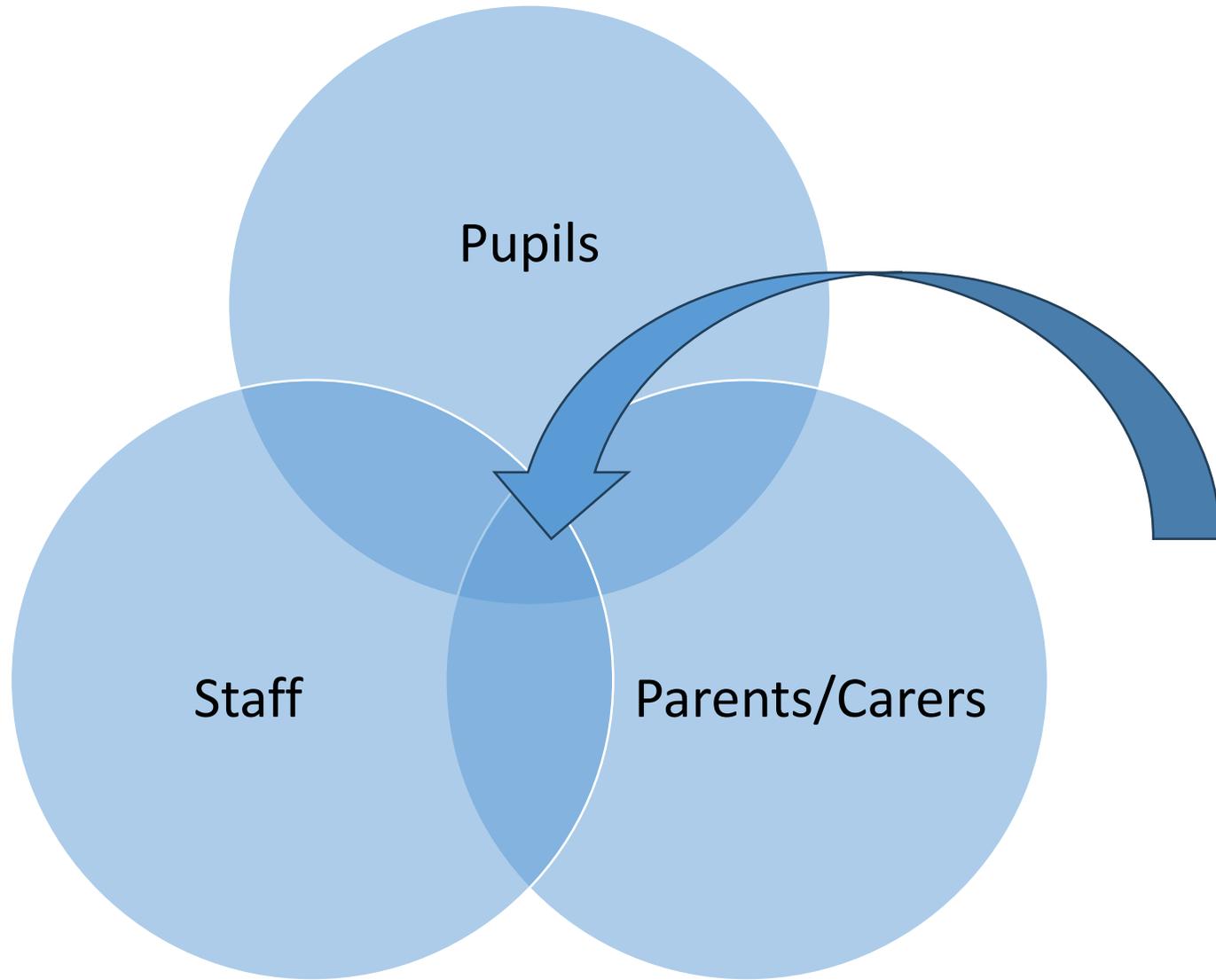
50% OF STUDENTS MENTIONED THAT THEY CONTACT THEIR PARENTS FIRST DURING SCHOOL



37% OF STUDENTS MENTIONED THAT THEY CONTACT THEIR PARENTS FIRST DURING SCHOOL

Sandwick pupils reported using their phones for a mix of messaging, music, and educational learning, such as accessing MS TEAMS or looking up help for schoolwork. Social apps like TikTok were mentioned as major distractions outside of school but not during the school day. Pupils also emphasised the importance of phones for feeling safe and being able to reach home, particularly when they need to discuss private issue with thier parents. Students mentioned that parents are supposed to contact the school office rather than text students, although this made them feel uncomfortable and report that it doesn't happen. They expressed there is a clear control of mobile phones and there is no need for a whole-school bans, and wanted teachers to also not use their phone during class, as they weren't allowed to. They viewed phones as useful and showed an awareness of balancing personal use with learning.

Pupils at Aith Junior High School described using their phones for a range of both educational and personal activities. They mentioned tools like Kahoot and Quizlet as useful when school technology wasn't available, especially in classrooms where teachers encouraged digital participation. they all mentioned use such as YouTube and music, particularly during break and lunch times. Despite this, pupils acknowledged that phones could easily become a distraction, especially when used for entertainment. There was a strong consensus that phones provided a sense of security, especially when travelling to and from school in remote areas. While they did not support a blanket ban on phones, pupils expressed preference for fair and consistent rules across classrooms that allowed phones to be used responsibly and when appropriate.



Stakeholder views are varied and at times polarised, however there are survey responses where there is greater agreement than disagreement.

Considering a Venn diagram there is a 'sweet spot' where the greatest alignment of stakeholder views exist.

Identifying the aspects of agreement will support the development of a policy which is

- Technologically and educationally relevant
- Deliverable
- Manageable
- Sustainable