



LITTLE FLOWER ENGLISH SCHOOL DUBAI

Policy on Electronic Addiction

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
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Role	PRINCIPAL
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Signature	



Policy on Electronic Addiction

Introduction

Technology is an integral part of modern education and daily life. Used wisely, it enhances learning, creativity, and communication. However, when overused or misused, it can lead to electronic or cyber addiction—a behavioral concern marked by compulsive online activity that disrupts academic performance, well-being, and relationships.

At LFES, we recognize our responsibility to guide students, staff, and families towards healthy, balanced digital practices that support both learning and personal growth.

Understanding Electronic Addiction

Electronic or internet addiction occurs when online engagement becomes excessive, uncontrollable, or harmful. It can manifest through:

- Prioritizing online activities over schoolwork, sleep, or real-life interactions.
- Preferring online connections to in-person relationships.
- Inability to reduce screen time despite negative consequences.
- Using the internet or devices as an escape from stress, sadness, or boredom.

Excessive screen time is linked to academic decline, anxiety, depression, poor self-esteem, sleep disturbances, and physical discomfort such as eye strain, back pain, or repetitive stress injuries.

Young people are particularly vulnerable, making proactive awareness and guidance essential.

Signs and Indicators

Warning signs of possible electronic dependency may include:

- Spending significantly more time online than intended.
- Falling behind in homework or daily responsibilities.
- Withdrawing from family, friends, or offline activities.
- Becoming defensive, secretive, or guilty about device use.
- Relying on the internet for comfort, excitement, or escape.

- Experiencing physical strain such as dry eyes, headaches, sleep loss, or fatigue.

Role of Parents

Parents are key partners in preventing and managing electronic addiction. LFES encourages parents to:

- Model healthy behavior by demonstrating balanced device use at home.
- Communicate openly with children about their online activities in a supportive, non-judgmental manner.
- Set clear boundaries on screen time, especially during study hours and family interactions.
- Encourage alternatives such as outdoor play, reading, or creative hobbies.
- Monitor online activity while respecting privacy, ensuring safety, and reinforcing digital responsibility.

LFES Commitment and Guidelines

To nurture safe and mindful digital habits, LFES has established the following practices:

- **Balanced Screen Use:** Students are encouraged to engage in a healthy mix of digital and offline activities. Classroom learning emphasizes collaboration, problem-solving, and critical thinking alongside technology use.
- **Mobile Phone Regulation:** Mobile phones may only be used with prior approval to maintain a distraction-free learning environment.
- **Classroom Device Policy:** Devices are used only as per the designated timetable and for approved educational activities. Device use during recess and breaks is not permitted, promoting active play and social interaction.
- **Guidance & Awareness:** The school provides continuous education for students and parents on responsible digital use, safe browsing, and regulated screen habits.
- **Collective Responsibility:** Protecting LFES digital systems and ensuring responsible device use is the shared duty of all students, staff, and parents.

Conclusion

LFES is dedicated to cultivating **digitally responsible learners** who can navigate the online world with balance, discipline, and care. Through structured guidelines, open dialogue, and consistent awareness, we aim to prevent electronic addiction while empowering students to use technology as a **tool for growth, not dependency**.