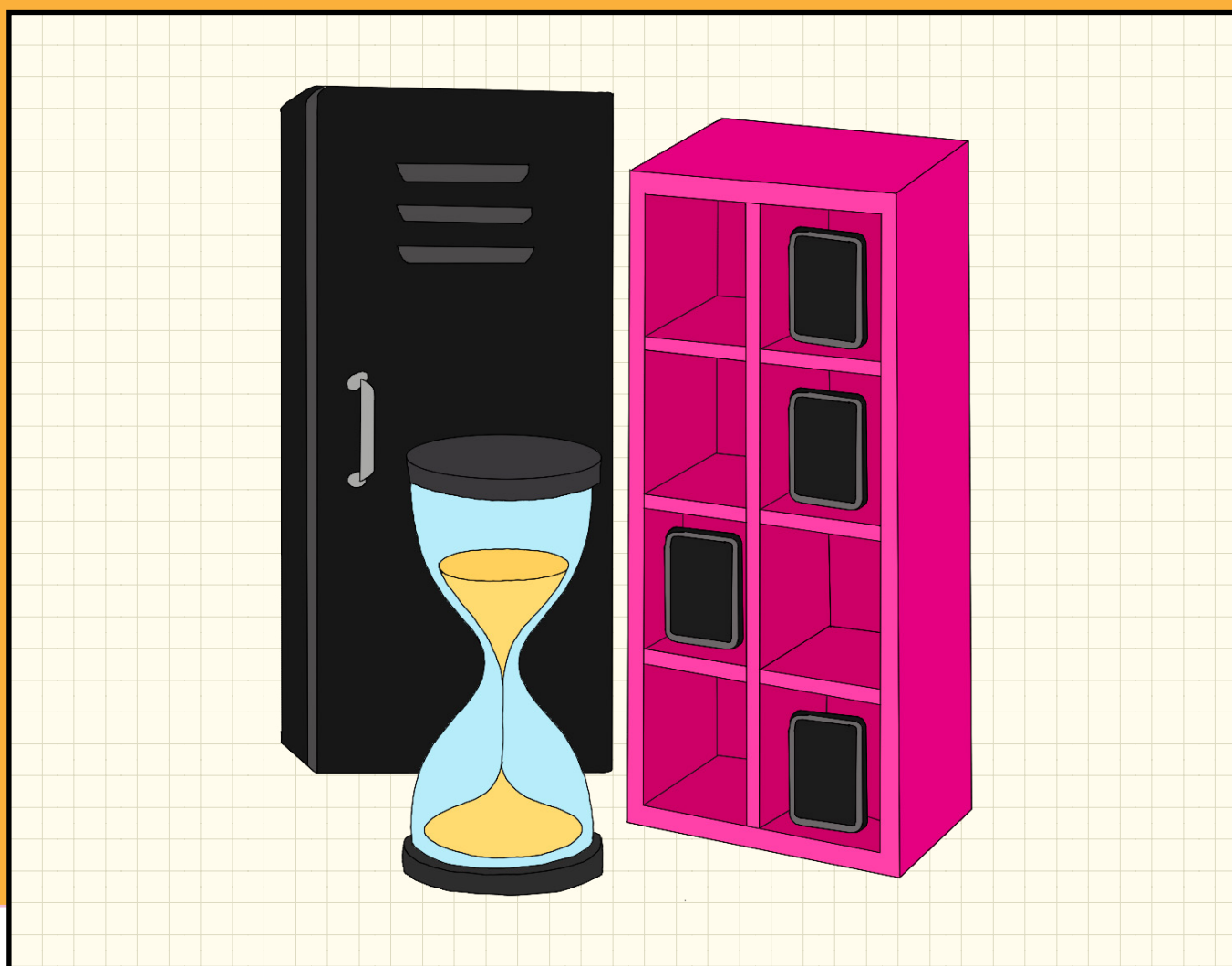


School Phone Restrictions Implementation Guide

Practical Resources for Setting Effective Phone Restrictions



Acknowledgements



The Dais is a public policy and leadership think tank at Toronto Metropolitan University, working at the intersection of technology, education and democracy to build shared prosperity and citizenship for Canada.

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At a Glance

There is substantial and growing evidence that student access to cellphones and other personal digital devices at school can undermine learning and attention, student well-being, and school culture and climate. Surveys also show **strong support** across Canada for phone-free school policies.

In 2024, **provinces across Canada** introduced restrictions on student phone use in kindergarten through grade 12 (K–12) schools. As schools put these directives into day-to-day practice, early implementation experience is clarifying what works best on the ground: clear, full-day (bell-to-bell) policies, supported by routines that keep devices out of reach and support consistent school-wide implementation.

Designed for principals, educators, and school administrators, this guide distills lessons from provincial policy mapping, national roundtables, youth perspectives, and emerging research to offer practical steps and ready-to-use tools to help schools move from intent to implementation.

The guide contains four parts :

- **Rationale:** A short summary of why full-day phone-free policies matter, and what early evidence and implementation experience suggest.
- **Policy development:** The core elements your policy needs to define, including purpose, devices, timing and spaces, enforcement, consequences, and exceptions.
- **Success pillars:** The implementation culture that sustains the policy, including leadership, staff alignment, student partnership, and family communication.
- **Tools and templates:** Ready-to-use materials, including a sample full-day policy, a rollout timeline and checklist, and a parents/guardians letter.

Introduction

In response to growing concerns about distraction, student well-being, and school culture, every Canadian province introduced some form of personal device restrictions in K–12 schools during the 2024 school year. While policymakers assess the early impacts of the policies and consider ways to strengthen them, the priority for school principals and administrators is more practical: how to introduce phone restrictions, integrate them into daily routines, and make them workable for students, staff, and families.

This guide complements provincial and school board directives by translating policy into operational practice, providing implementation guidance that supports consistent full-day restrictions. It is designed for use by any school regardless of its current approach to phone restrictions, whether the school has no formal phone usage policy, limits phone use only during instructional time, or is working to address inconsistent classroom-by-classroom enforcement. It outlines what to include in a clear policy and how to implement such a policy through routines, communication, supported with ready-to-use tools and templates.



PART 1:

The Case for Becoming a Phone-Free School

There is substantial and growing evidence that ready access to cellphones during the school day can undermine learning and student well-being. While phones are often seen as an instructional distraction, the challenge is broader: personal devices shape the social environment of schools, and can intensify peer conflict and online harms during the school day.

Research and practice point to three consistent concerns:

- **Learning and attention:** When phones are readily accessible, they compete for student attention and disrupt focus in ways that can reduce engagement and [academic performance](#).
- **Student well-being:** High levels of screen use are associated with anxiety, low mood, and disrupted social and psychosocial development, particularly for young people. This is a critical concern given that Canadian adolescents' average daily screen time has surged to [nearly eight hours](#) as of 2022, exceeding national recommendations [by four times](#).
- **School culture and climate:** Phone access can contribute to peer conflict and cyberbullying that spills over into school spaces, especially during less-structured periods like lunch and breaks. With research showing that youth exposure to online harms and personal harassment is [30 to 50 per cent](#) higher than in the rest of the population, so allowing phones during unstructured times (like lunch breaks) simply opens the door for these harms to enter the school building.

Public sentiment strongly supports taking action to mitigate these risks. Recent data indicates that [81 per cent of Canadian residents support school phone restrictions](#), a view held consistently across all age groups and provinces. However, while support for these restrictions is high, confidence in their execution is mixed. Roughly 40 per cent of Canadians perceive current restrictions as “not very effective,” highlighting a key lesson from early rollouts: policy intent alone isn’t enough—systematic implementation matters just as much.

When expectations are unclear or vary between classrooms, enforcement often falls to individual educators, which can create inconsistency, inequity, and fatigue. Partial-day rules can create the same problem by leaving phones accessible during lunch, transitions, and other high-risk periods for conflict and covert use. By contrast, schools implementing clear, full-day restrictions paired with consistent routines report fewer grey areas, less negotiation, and school-wide norms.

This guide recognizes and builds on the reality that phone-free policies work best when they are clear, consistent, and designed to be workable in everyday school conditions.

PART 2:

Developing Your School Phone Policy

This part of the guide walks through the core elements of a comprehensive school phone policy, providing step-by-step guidance for developing a model for phone restrictions in schools. Because provincial or local board policies may already specify some of these elements, begin by reviewing our [Policy Comparison Map](#) to compare each province's guidance. The goal is to develop a coherent school policy that incorporates provincial directives, best practices, and the local context in your school.

Quick self-check: Where are you starting from?

As provincial directives on K–12 school phone use are relatively new, the Dais conducted [Heads Up engagements](#) across the country, which found that there is wide variance in how schools are operationalizing phone-free policies. Some common approaches are outlined below.

No school-wide policy

No clear, school-wide expectations for student phone and personal device use. Phone rules are enforced inconsistently, often classroom-by-classroom and teacher-by-teacher.

Restrictions during instructional time

Phones are still used during lunch, breaks, and transitions, which often become the highest-friction times for conflict and covert use. Students experience mixed expectations across spaces and between staff, which fuels ongoing negotiation and rule-testing, especially around what counts as instructional time.

Restrictions from bell-to-bell with devices out of sight

A full-day policy with phones put away for the entire school day, but still accessible, e.g., in pockets/bags/personal lockers. Phones are easier to hide and check quietly, and enforcement often varies by space and staff, which can create gaps in enforcement from classroom to classroom.

Restrictions from “bell-to-bell” with devices out of reach

A full-day policy with phones stored centrally so students cannot access them during the day without staff involvement (for example, classroom storage, locked storage, or pouch systems). Success depends on smooth routines for storage, exceptions, and repeated non-compliance, especially at arrival and dismissal.

Regardless of where you are starting from, change is possible

As a starting point, consider your school's current approach to phone restrictions. Are you planning to develop and roll out an entirely new policy, or are you seeking to strengthen and improve existing policies and practices?

Next, develop your phone-free school policy. Whether you are introducing a new approach or improving an existing one, a comprehensive policy should cover the following elements.

1. The purpose of this policy

Your phone policy should begin by clearly articulating its purpose and the rationale for restricting students' personal devices during the school day.

Write a one-sentence purpose statement that anchors your school policy in your provincial or board directive and your school's priorities (learning conditions, student well-being, school culture).

EXAMPLE

The purpose of this policy

Building on provincial and/or school board directives, this policy sets a full-day phone-free standard to reduce distraction, improve focus, support student well-being, and create a positive school culture by keeping personal devices unavailable to students during the school day.

2. The devices that are covered

Your school policy should clearly outline which personal devices are included, in plain language, to offer clear guidance for students and staff.

Many provincial policies define this at a high level. Restricted devices typically include:

- Cellphones
- Other personal electronic devices used for messaging, social media, gaming, streaming, or recording, such as smart watches, wireless earbuds/headphones, tablets, and similar connected devices

If your province or board provides a clear definition of "personal electronic devices," mirror that definition in your policy and add examples that reflect what students actually bring to school.

EXAMPLE

Personal devices included*

Any personal electronic device that can be used to access the internet, such as a cellphone, tablet, laptop, or smartwatch.

*(Adapted from the province of Alberta's official policy)

3. When and where the policy applies

Clearly outlining the scope of your policy—when it applies, and in what school spaces— is essential.

Provincial phone-use policies typically offer some general guidance (e.g. “during instructional time only” or “during the entire school day”), with some providing different scopes for grades K-6 and 7-12. As guidance is high level, school leaders have some discretion in specifying the scope of the policy in their school.

Based on engagement with educators and school administrators, available evidence and evaluation, and public opinion gathered through the Dais’ “Heads Up” [engagements](#), the recommended best practice is a bell-to-bell policy spanning the entire school day— across all school grounds.

- **When:** The policy applies for the entire school day, including instructional time, breaks, lunch, transitions, and school-day activities (i.e. from arrival on school grounds to dismissal after the final bell).
- **Where:** The policy applies across all school premises, including classrooms, hallways, washrooms, cafeterias, libraries, gyms, common areas, and school grounds.

EXAMPLE

When and where this policy applies

This policy applies from the time students arrive at school until dismissal, including class time, breaks, lunch, transitions, assemblies, and school-day activities.

This policy applies everywhere on school property, including classrooms, hallways, washrooms, the cafeteria, library, gym, common areas, and school grounds.

4. How the policy is enforced

Once the scope of your policy is established, you must outline how it will be enforced.

Most provinces do not provide specific enforcement guidelines for schools. Newfoundland and Labrador is an exception, outlining specific guidance for infringements and also for how devices should be stored at school. Other provinces, like Ontario, offer some guidance, but also direct school boards to develop local policies.

In practice, most approaches fall into two categories:

- **Out of sight:** Devices are not visible but remain accessible to students (for example, in pockets, bags, or lockers).
- **Out of reach:** Devices are not visible and are physically inaccessible to students during the school day without staff involvement (for example, classroom storage, locked storage, or pouch systems).

For schools aiming for bell-to-bell implementation, out-of-reach approaches are generally the most reliable because they reduce covert use and reduce uneven classroom-by-classroom enforcement burdens.

EXAMPLE

How this policy is enforced

Students turn phones and other restricted devices off and put them in their lockers when they arrive. Devices stay in lockers for the entire school day (including class time, lunch, and breaks). Students do not keep devices in pockets, bags, or on their person. Devices can only be accessed during the school day if an approved exception applies.

Storage Options at a Glance

Storage option	Category	What it makes easier	What it makes harder
Students keep phones in pockets or bags	Out of sight	Quick to introduce; no storage costs	Phones remain accessible; higher risk of covert use; enforcement often becomes classroom-by-classroom
Phones kept in student lockers	Out of sight	Reduces in-class visibility; low-cost if lockers exist	Phones are accessible before/after class blocks; can create pressure points during transitions
Phones placed in classroom caddies/hangers	Out of reach	Improves consistency within the classroom; reduces covert use during class blocks	Requires clear routines; less compatible with instruction that relies on personal phones unless planned
Phones stored in centralized locked storage or pouch systems	Out of reach	Strongest support for full-day consistency; reduces day-to-day enforcement burden	Upfront cost; requires planning for storage, access rules, and defined exceptions

Instructional use note:

Where digital tools are required for learning, use school-managed devices where possible. If personal devices are used for a specific activity, usage should

be teacher-directed and time-limited, recognizing that frequent collection and redistribution of phones can make policy implementation challenging.

Operational note on centralized storage (lessons from France)

Centralized storage or school-wide locking systems introduce a second practical question beyond “where devices are kept”: how devices are secured and returned. Without clear routines, morning intake and end-of-day release can create bottlenecks that consume time and strain implementation.

France’s national “digital pause” approach frames phone restrictions as physical separation from devices during the school day. In pilot middle schools, students handed over devices on arrival to be stored in lockers or secure boxes until dismissal. Early pilot experience suggests that implementation worked best with clear routines and strong parent communication, and that centralized collection sometimes created morning bottlenecks. Schools reduced friction through staggered entry routines or decentralized collection points (for example, homeroom-based intake rather than a single entrance).

5. Consequences for non-compliance

Consequences for breaking phone restrictions should align with your school’s existing approach to managing student behaviour. They should be predictable, proportionate, and minimally disruptive to learning, starting with low-intensity interventions and escalating only as needed. Because provincial guidance on consequences is often high level, schools should make their approach explicit and build it around two principles:

- **Suspend the device, not the student:** Removing students from learning because of phone use is counterproductive. Consequences should focus on keeping students in class and escalate on the device side only (for example shifting from routine storage to office custody, then to parent/guardian pickup for repeat infringements)
- **Respond to repeat infringements with care:** Students who repeatedly break the rules should not simply be labelled repeat offenders. Persistent or concealed use (including attempts to circumvent the policy using a second device) may signal deeper issues such as compulsive behaviour, coercion, or harmful peer dynamics. These cases require thoughtful inquiry and support beyond discipline.

EXAMPLE LADDER

Adapt to your school’s disciplinary ladder

First instance: clear reminder and immediate request to follow the storage routine.

Refusal or repeated circumvention: referral to principal/vice-principal for follow up.

Parent/guardian contact (as appropriate): to reinforce expectations and support resolution.

Student support (when warranted): where patterns suggest a more complex concern.

6. Exceptions

Most provincial policies already outline exceptions, especially for medical and accessibility needs. Build on your provincial or board direction, then establish one clear, school-wide process so staff are not improvising exceptions. Exceptions typically fall into three categories.

EXAMPLE

Exceptions to the policy

Exceptions are limited, approved in advance where possible, and applied consistently.

- Medical/accessibility: Approved through the school's existing support process (e.g., Student Support Plan/IEP) and limited to the documented need.
- Essential family/caregiving: Pre-approved, time-limited access (when/where/how) for needs that can't be managed outside school hours.
- Urgent situations: Short, staff-managed access through the main office or a designated staff member.

Exception type	Examples	How to manage at school
Ongoing, continuous access	Medical or accessibility needs (e.g., phone-connected health monitoring; accessibility tools used through a personal device)	Use a documented process that aligns with existing school documentation (for example, a Student Support Plan and/or Individual Education Plan or IEP, as applicable). Limit access to the specific need, and share details only with staff who need to know to support the student.
Ongoing, intermittent access	Caregiving, essential family communications, or work needs that cannot reasonably occur outside school hours	Set a school-level approval pathway with simple parameters: when access is allowed, where it happens, and for what purpose. Use a time-limited approval (for example, a review point each term) to prevent informal exceptions from expanding.
Rare, situational access	Time-sensitive, exceptional circumstances (e.g., urgent logistics during the day; exceptional personal circumstances)	Use a consistent, staff-led process for temporary access. Ensure decisions are applied fairly and documented in a light-touch way.

7. Family contact during the school day

A common family concern with phone restrictions is how to reach students during the day. While constant connectivity is unnecessary during school hours, your policy should clearly outline how students and families can connect through official school channels. Include two clear clauses so families and students know exactly how contact works during school hours.

Include two clear clauses so families and students know exactly how contact works during school hours.

- **Default family contact route:** Specify that during school hours, families should contact the school through the main office (phone/email) for messages, urgent pickups, or changes in plans, and include the contact details in the policy.
- **Student route to contact home:** Specify that if a student needs to contact a parent/guardian during the day, they do so through staff using the school's established process (for example, via the main office), not through a personal device.

EXAMPLE

Family contact during the school day

During school hours, families can reach students by contacting the main office at [phone number] or [email]. Students who need to contact home during the day will do so through staff support using the main office process.

PART 3:

Five Pillars of Successful Implementation

A good phone-free policy takes root in a positive school culture: shared norms, trusted relationships, and consistent follow-through by staff. The school phone policy developed with the key elements in Part 2 is necessary, but is insufficient on its own.

This part of the guide focuses on the conditions that determine whether a policy is successful in day-to-day practice, especially in the first six weeks. The goal is to make the policy feel clear, fair, and school-wide, while avoiding conflict or inconsistent enforcement.

Pillar 1:

Leadership that builds credibility

Students and staff take cues from what school leadership prioritizes, reinforces, and follows up on. The policy holds when it is treated as a school-wide expectation, not an individual teacher preference.

- Anchor implementation in a simple, repeatable rationale connected to your school priorities (learning conditions, well-being, school climate).
- Create structured feedback loops to identify what is breaking down (routines, storage friction points, unclear exceptions).
- Set a clear review point after launch to make small adjustments that improve consistency without weakening the full-day standard.



Avoid treating feedback as re-opening the core decision. Listen to adapt and improve the “how,” not the rationale.

Pillar 2:

Staff alignment and consistency across classrooms

When phone rules vary from classroom to classroom, students quickly lose trust in the policy. Consistency does not mean identical classroom styles; it means shared baseline expectations.

- Align on the basics: what “phone-free” means, what the routine responses are, and when repeated infringements are escalated.
- Use common language and a predictable routine so students do not experience different rules in different rooms.
- Agree on how staff will handle common scenarios (late arrivals, transitions, assemblies, substitute coverage) so gaps do not become loopholes.



If only some staff hold the line, the policy becomes inequitable and enforcement fatigue arises quickly.

Pillar 3:
Student understanding and shared ownership

The policy holds better when students understand its purpose and experience it as stable, fair, and reinforced by peers as well as adults. This is especially important in secondary school settings, where students are more accustomed to life with phones.

- Reinforce the rationale early and often through brief, consistent reminders in spaces where behaviour is shaped (homeroom, assemblies, advisories).
- Create simple student input channels that focus on clarity and practicality (what is confusing, where breakdowns happen, what would make routines smoother).
- Support peer reinforcement where appropriate through student leadership, ambassadors, or student-led messaging that normalizes the expectation.



If students experience the policy as arbitrary or unfair, implementation shifts toward rule-testing and conflict instead of norm-building.

Pillar 4:
Family communication that reduces confusion and conflict

Family uncertainty about expectations, safety, and contact procedures can be a source of friction. Clear communication prevents avoidable pushback and mixed messaging.

- Communicate expectations in plain language: what devices are restricted, where devices go, how exceptions work, and what happens when rules are broken.
- Address contact channels and safety directly: explain how families can reach students during the day through established school procedures, and what students should do if they need help.
- Repeat key messages before launch and after summer and holiday breaks, using consistent school-wide communications rather than classroom-by-classroom notes.



If different teachers communicate different rules, families interpret the policy as optional and credibility drops.

Pillar 5:
Sustained reinforcement, especially at predictable pressure points

Full-day policies often erode through informal workarounds, accumulated exceptions, or routines that slowly drift. Sustaining implementation requires a simple rhythm.

- Pre-launch: ensure that staff alignment, student onboarding, and family communications are in place before day one.
- First weeks: expect friction and troubleshoot quickly, focusing on building routines rather than escalating consequences.
- After weekends and school breaks: explicitly reset expectations so that behaviour does not slide.
- Build digital well-being over time: pair restrictions with ongoing learning about attention and online behaviour.



When enforcement backslides after launch, the policy tends to revert to classroom-by-classroom enforcement and reduced credibility.

PART 4: Practical Tools and Templates

Tool 1: Sample Full-Day Phone-Free Policy Secondary school (example)

Purpose:

[School Name] is committed to learning environments that support attention, student well-being, and a positive school culture. This policy builds on provincial mandates and sets clear, school-wide expectations for personal devices use during the school day.

Scope of the policy:

This is a full-day phone-free policy. It applies:

- from student arrival on campus until dismissal, including instructional time, breaks, lunch, transitions, and school-day activities
- across school premises, including classrooms, hallways, washrooms, cafeterias, libraries, gyms, common areas, school grounds, and assemblies
- to personal devices that can be used for messaging, social media, gaming, streaming, or recording, including cellphones, smart watches, wireless earbuds or headphones, tablets, and similar connected devices.

Device storage:

To support consistent school-wide implementation, restricted personal devices will be kept out of reach of students during the school day.

- **Start of day:** On arrival, phones and other restricted personal devices are collected at designated points.
- **During the day:** Devices remain stored and are not accessed during school hours, unless an approved exception applies.
- **End of day:** Devices are returned at dismissal through the school's standard release routine.

Learning activities:

Where digital tools are required, students use school-managed devices where possible. If a teacher directs temporary use of a personal device for a specific task, use is limited to that task and time period, and the device is returned to storage immediately after the activity.

continued on next page ↪

Exceptions and accommodations:

[School Name] recognizes that some students require limited access to devices for legitimate reasons, including:

- **Medical needs:** Ongoing medical access is granted where required, documented through a Student Support Plan, and limited to the specific need.
- **Accessibility needs:** Accessibility-related access is granted where required. School-managed tools are used where possible. If an ongoing personal device is required, it is documented through an Individualized Education Plan (IEP), and limited to that support.
- **Situational needs:** Temporary access for essential family or caregiving responsibilities or urgent day-of logistics may be approved by a teacher, for time-limited and purpose-specific use.

Responses to non-compliance

In line with the school's existing approach to student behaviour, non-compliance with this policy will be addressed through a progressive, three-step process:

- In a student's first instance of non-compliance, the teacher or staff member will provide a reminder and immediately request that the device be stored. A brief record of the incident will be logged by the teacher or staff member in a shared record so that school leadership can monitor patterns and repeat infringements.
- If a student refuses to comply, or repeatedly attempts to circumvent the policy, the matter will be referred to the principal or vice-principal for follow up.
 - The device may be held in the main office for the rest of the day, and the student can pick it up at dismissal.
 - Parents or guardians may be contacted as needed to help reinforce expectations.
- Where repeated or concealed use suggests more complex issues, the school may involve guidance, a child and youth worker, student success, or other designated supports to follow up.

Family contact during the school day

- If families need to reach a student during school hours, please contact the main office at [phone number] or [email].
- If a student needs to contact a parent or guardian during the day, they can do so through the school by checking in with staff through the main office.

Communication and review

This policy will be communicated to students and families at the start of the year and reinforced after school breaks. Implementation progress will be reviewed each term to identify adjustments that strengthen clarity and consistency.

Tool 2: Rollout Checklist

Note on grade levels: This checklist is written with middle and secondary schools in mind. In elementary schools, the same steps apply, but rollout is often simpler with more emphasis on family communication and fewer escalation issues.

Two months before launch

- ✓ Develop your written policy and rollout plan, including scope, storage methods, exceptions, and consequences.
- ✓ Align staff on the approach and routines, including what “phone-free” means and when infringements should be escalated.
- ✓ Plan for instruction without personal devices by identifying tech dependencies and school-managed alternatives where possible.
- ✓ Prepare communications for families and students, sharing the policy and addressing frequently asked questions.

One month before launch

- ✓ Communicate to families and students, including what’s changing, when it starts, what devices are restricted, where devices are stored, and how families can reach students.
- ✓ Hold a staff alignment touchpoint: reinforce shared expectations, routine responses, and when issues move to school-level resolution processes.
- ✓ Identify pressure points (arrival, lunch, transitions) and design simple routines.

Launch week

- ✓ Reinforce the rationale and expectations daily through brief, consistent messaging.
- ✓ Maintain visible consistency in every school area to ensure the policy is understood as a universal standard.
- ✓ Track the main friction points (where/when issues cluster) and address operational issues quickly.
- ✓ Do a short staff check-in at the end of the first week to identify and resolve issues early.

Weeks 1–6

- ✓ Expect early friction (questions, pushback, occasional conflict) as routines become familiar.
 - ✓ Assign a small implementation team (two to three staff members) to manage day-to-day issues, answer questions, clarify expectations, and support consistency across spaces.
 - ✓ Appoint the team to track recurring patterns (where/when issues cluster, common points of confusion) and make targeted operational adjustments that strengthen compliance.
- ✓ Run a short check-in with staff on what is working and where routines need tightening.
- ✓ Run a light-touch student input channel focused on clarity and practicality, soliciting feedback on what is confusing and where breakdowns happen.
- ✓ Communicate key expectations to families every week via short reminders, and to students returning after every weekend.

After first longer break/holidays

- ✓ Reinforce expectations explicitly through brief reminders to students, staff, and families.
- ✓ Adjust routines to reduce inconsistency without weakening the full-day restriction standard.

Review point (at end of term)

- ✓ Confirm what is working and address any weak points (routines, clarity of exceptions, consistency across spaces).
- ✓ Update communications for the next cycle (especially for new students/families).

Tool 3: Parents/Guardians Letter

Full-day phone-free policy launching [DATE]

Dear Parents/Guardians,

In light of the increasing harms associated with excessive screen time in learning environments, [SCHOOL NAME] is strengthening expectations for personal device use during the school day.

Beginning on [DATE], [SCHOOL NAME] will introduce a full-day phone-free policy. The policy is aligned with, and builds on, the provincial policy announced in [DATE] to limit the use of personal electronic devices during school hours. The goal is to support learning, student well-being, and a positive school culture by reducing distraction and limiting phone-related conflict during the school day.

Please find attached a copy of the school policy for your reference. Key points are summarized below.

- This is a full-day phone-free policy. It applies from student arrival on school campus until dismissal, including during instructional time, breaks, lunch, and transitions.
- This policy applies across all school premises, including classrooms, hallways, washrooms, cafeterias, libraries, gyms, common areas, and school grounds.
- The policy applies to personal devices that can be used for messaging, social media, gaming, streaming, or recording, including cellphones, smartwatches, wireless earbuds/headphones, tablets, and other connected devices.
- Devices will be collected on arrival at designated points across the school. Devices will be placed in assigned, secure school storage and returned at dismissal.
- We recognize and will accommodate legitimate needs for limited device access, including documented medical needs, accessibility needs, and temporary situational needs.
- If you need to reach your child during school hours, please contact the main office at [PHONE] / [EMAIL]. The office will relay urgent messages and coordinate student contact as needed.
- If your child needs to contact you during the day, they can do so through the school by checking in with staff through the main office.

What we need from families

Please review this policy with your child and reach out if you need any further clarification. If it's possible for your family, we encourage students to leave personal devices at home. If a device is brought to school, it will be stored for the full day as described above.

Thank you for working with us to maintain clear standards and a consistent daily routine for our entire school community.

Sincerely,
[Principal Name]
Principal, [School Name]
[School phone] | [School email] | [School website]

Tool 4: Infographics

Download printable infographics for your classroom featuring the latest data from the Dais on youth digital habits, online safety, and attitudes toward school phone restrictions.

[Download Here](#)

Younger Canadians are around **50% MORE LIKELY** to have experienced online harm.

Younger Canadian residents' exposure to different types of online harms

Online Harm	All Canadian residents	Youth ages 16-29
Been targeted with online harassment	8%	14%
Been targeted with online hate speech	12%	18%
Had intimate images shared without consent	2%	5%
See hate speech online at least a few times per week	27%	39%
See violent online content at least a few times per week	18%	26%

Read more at dais.ca/onlineharms

Toronto Metropolitan University the dais

The Case for Phone-Free Schools

Canadian adolescents average nearly **8 hours** of screen time per day, about four times national recommendations.

Source: (COMPASS Survey)

✓

81% of Canadians support school phone restrictions.

✗

40% say current school phone restrictions are not very effective.

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News Habits by Age

60+

Older Canadians Stick to TV & papers

<30

Young Canadians get their news from YouTube, Insta & TikTok

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How Youth Use Their Phones?

77% of young Canadians have their own smartphone (ages 9-17). That number rises to 93% among 14-17 year-olds.

85% of young Canadians received their first smartphone before age 14.

62% have talked to someone online they've never met; 20% do so daily.

40% use phones to chat during class without teachers knowing.

44% worry they spend too much time online, yet 59% say they'd be upset if forced offline for a week (outside schoolwork). Worry climbs to 50% among teens who keep phones in the bedroom vs 38% who don't.

9% admit using them to cheat; 17% have used them to troll/prank.

Date from: MediaSmarts, Young Canadians in a Wireless World, Phase IV: Life Online, Ottawa: MediaSmarts, 2022.

Toronto Metropolitan University the dais